Part Four – Supplemental Information

4.1 Student Progress Evaluation Procedures
4.1.1 Transfer Evaluation and Advanced Placement
Undergraduate
At the undergraduate level, all transfer students are first evaluated by the Office of Admissions for the awarding of credit and placement for general education and core requirement equivalency. Evaluation of credit and placement within the architecture major is conducted by the undergraduate advisor in architecture. In cases where prior experience does not equip the advisor to make course credit determinations, the issue is referred to the faculty member in that curricular area to make a recommendation based upon the UTA equivalent course. In the case of design studios, credit and placement is determined by a portfolio review by the Program Director, the Associate Dean or the Dean.

One notable exception to the above process involves students transferring from Tarrant County College who have completed a specific course sequence in the Architectural Technology Program. The School of Architecture has a written articulation agreement with TCC which automatically transfers credit for the pre-architecture courses, provided the student is meets the criteria for admission to the University and the architecture major.

Graduate
Few students transfer into the Graduate program from other institutions. More frequently, students with undergraduate, non professional degrees in architecture [BS Arch, B Eniv Des, and similar] are admitted to the M.Arch program. In these situations, each student's transcript, design portfolio and prior educational experience is evaluated for equivalency to the UTA BS Arch curriculum and an individual graduate degree plan is determined by the Associate Dean/Graduate Advisor. Frequently, initial advising and placement also involves an extensive personal interview by the Associate Dean.

4.1.2 Student Progress:
Undergraduate
Student progress is monitored at the undergraduate level by the undergraduate advisor. In 2008, the University instituted a new student management system which automates many of the objective performance checks, thereby freeing more time for the advisors to monitor overall student progress and completion of degree plans and proactively intervene when appropriate.

Graduate
Student progress at the graduate level is monitored by the Associate Dean/Graduate Advisor. Prior to graduation, all students undergo a degree audit to verify that all academic standards and requirements have been met.

4.2 Studio Culture Policy
As adopted by the Faculty of the School of Architecture:

The design studio is a space and a pedagogical tradition that should foster the spirit of inventiveness, creativity, experimentation and collaboration as a way to support all students in their efforts to develop their personal and professional abilities. The School of Architecture is committed in promoting studio culture through encouraging every student to attain a high degree of excellence in adaptation, concentration, receptiveness, enthusiasm, motivation,

teamwork, and most importantly critical thinking. This commitment entails both the rewarding of successes and an honest evaluation of efforts. The faculty and students are required to treat one another with dignity and respect in the classroom and on design reviews.

Faculty are expected to organize studios in a manner which is conducive to producing excellent student work, provide a clear explanation of goals and objectives of each studio, and to provide students with the information they need to manage their time effectively.

Faculty, students and staff are all charged with the responsibility of promoting this policy and communication about failures to adhere to it and recommendations for improving it are always welcome.

4.3 Course Descriptions (standard format)

ARCH 1301 — Introduction to Architecture and the Design Professions

INSTRUCTOR: Richard B. Ferrier, FAIA

FORMAT: Lecture, 3 Credit hrs

OFFERED: Fall, Spring

REQUIRED COURSE

PREREQUISITES: None

COURSE DESCRIPTION:
Introduction to architecture and the design professions is a study of the interrelationships between society, culture and the built environment.

GOALS AND OBJECTIVES:
The primary objective is to provide an overview of the major developments of architecture, art and design in the in the 20th century and to make observations of how these events relate to society and culture. The intent is to provide an understanding of the various relationships that exist in society and the forces, which can change. Current events will be investigated to better comprehend the past and anticipate the 21st century. The secondary objective is to develop a design vocabulary, which allows one to analyze, discuss and become a more critical observer of the built environment. It is also intended that a thorough comprehension of this vocabulary and an understanding of the significant examples of design will form the foundation for the transition from theory to the design studio courses.

ARCH 1341 — Design Communications I

INSTRUCTOR: Guy, Wright

FORMAT: Lecture/studio 3 credit hours

OFFERED: Spring and Fall Semesters

REQUIRED COURSE

PREREQUISITES: None

COURSE DESCRIPTION:

ARCH 1341 presupposes *no prior drawing experience.* The essential purpose of this introductory drawing studio is simple but profound --- to guide beginning students in becoming *comfortable* with hand drawing as a preliminary design tool. Drawing is comfortable when it is unselfconsciously and quickly performed *as a kind of thinking* at the inception and during the development of graphic ideas. After the fundamentals are introduced and practiced, drawing exercises and projects become more open to creative interpretation and experimentation.

Supporting intentions are: 1) the development of understanding and ability in *constructing* and *reading* various architectural modes of drawing, 2) the *translation* of graphic ideas using these modes, and 3) the enhancement of the craft and quick-ness in executing these drawing skills.

Basic Content:

Study Model Construction: mixed media: mechanical board, chipboard, cardboard

Introduction to Architectural Drawing Modes:

plan/elevations (orthographic projections), plan oblique, isometric, one-point perspective, two-point perspective (including sectional types), montage and composites

Note: introductory drawings constructed using the "free-triangle technique"
--- no parallel bars or t-squares are used --- and are based on constructed study model

Cross-Contour Drawing:

description of non-planar surfaces in pure line (with consideration for line qualities)

Rendition of Surface Qualities:

tonal values (light and shade), textures, color relationships

Freehand Sketching: media: graphite pencil and ink pen

- details (oblique or isometric views) via "regulating lines"
- sketches via "regulating lines"
- sequential interior perspective viewpoints (based on plan/elevation diagrams)

GOALS AND OBJECTIVES:

I. **The Comprehension of Methods*** for Constructing Architectural Drawing Modes:
Plan/Elevation(s), Plan Oblique, Isometric, One- and Two-point Perspective.
Based on quasi-mechanical methods (i.e., "one-triangle technique", orthogonal grid underlay)
and simple study model compositions consisting of basic architectonic forms

* *Student comprehension of methods constructing the architectural drawing modes assessed in studio by time-limited evaluation drawings. These drawings are standardized and are evaluated correct or incorrect.*

II. The Ability to Draw Correctly and Convincingly **Simple Freehand Sketches*** using any of the Various Architectural Drawing Modes. And the enhancement of the sketch by using line qualities and rendering of surface qualities
i.e., light/shade (tonal values), textures and color for emphasis.

* *Freehand sketching ability assessed in studio by time-limited evaluation drawings. These drawings--- evaluated by qualities --- are structured around a "Considerations List" guiding the students' response and the instructors' assessment of the drawings.*

ARCH 2303 — History of Architecture & Design I

INSTRUCTOR: Klahr/Holliday

FORMAT: Lecture

OFFERED: Fall Semester 2008

REQUIRED COURSE

PREREQUISITES: Sophomore or Junior Status

COURSE DESCRIPTION:

This course is designed to provide students with a comprehensive understanding of the history of primarily Western architecture and design from the prehistoric through medieval eras. Although the course is at an introductory level, its focus upon primarily Western architectural developments encourages students to examine the historical, political, religious, social, and economic contexts within which structures were built, as well as permitting time for class discussions. Topics are presented in lengthy PowerPoints with extensive text and images specifically developed for the course.

SCHEDULE OF LECTURES:

Week I	**General Topic**	**Specific Areas of Focus**
August 25	Introduction	
August 27	Prehistory	Stonehenge and Catal Huyuk
August 29	Architecture before Greece	Egypt
Week II		
September 1	**Labor Day Holiday**	
September 3	Egypt	Egypt
September 5	Egypt	Egypt
Week III		
September 8	Mesopotamia [Iraq]	Mesopotamia [Iraq]
*September 10	Persepolis [Iran]	Persepolis [Iran]
September 12	Crete and Mycenae	Crete and Mycenae
Week IV		
September 15	**Exam I**	
September 17	Greece	The Doric and Ionic orders
September 19	Greece	A new building type: the Greek temple
Week V		
September 22	Greece	The Parthenon
September 24	Greece	The Acropolis and Athens
September 26		
Week VI		
September 29	Greece	Site planning, the Corinthian order, and Hellenism
*October 1	Greece	A new building type: the Greek theater
October 3	**Exam II**	

Week VII		
October 6	Rome	The Etruscans and Roman perfection of the arch and concrete
October 8	Rome	New building types: the triumphal arch and the aqueduct
October 10	Rome	New building types: the basilica and the amphitheater
Week VIII		
October 13	Rome	The Colosseum and the Pantheon
October 15	Rome	New building and planning types: the forum, market, and bath
October 17	Rome	New building types: the house and the insula
Week IX		
October 20	**Exam III**	
October 22	Early Christian Architecture	Rome and Ravenna
October 24	Byzantine Architecture	Constantinople [Istanbul] and Ravenna
Week X		
October 27	Byzantine Architecture	Constantinople [Istanbul], Venice, and Gracanica
October 29	Carolingian Architecture	Aachen, St. Riquier, and Lorsch
October 31	Romanesque Architecture	Pilgrimage routes to Spain and cathedrals in France
Week XI		
November 3	Romanesque Architecture	France
*November 5	Romanesque Architecture	England
November 7	**Exam IV**	
Week XII		
November 10	Islamic architecture	The connection between textiles and architecture
November 12	Islamic architecture	Mecca, Medina, Jerusalem, and mosque terminology
November 14	Islamic architecture	Isfahan, Istanbul
Week XIII		
November 17	Islamic architecture	Córdoba
November 19	Gothic architecture	Early French Gothic and the Gothic structural revolution
November 21	Gothic architecture	High French Gothic
Week XIV		
November 24	Gothic architecture	English Gothic
November 26	Gothic architecture	German Gothic
November 28	**Thanksgiving Holiday**	
Week XV		
December 1	Gothic architecture	Late French Gothic
*December 3	Gothic architecture	Czech Gothic
December 5	Gothic architecture	Review
Week XVI		
Date TBA	**Exam V**	

ARCH 2304	History of Architecture II
INSTRUCTOR:	Klahr/Holliday
FORMAT:	Lecture 3 credit hours
OFFERED:	Fall semesters, 2007-present
REQUIRED COURSE	
PREREQUISITES:	ARCH 2303

COURSE DESCRIPTION:

This course surveys major buildings in world architecture between 1400 and the present and presents an overview of important developments in architectural theory. A major theme in the course is how the technological, cultural, and economic ruptures of the nineteenth century have impacated architecture and urbanism during the past 150 years. While we focus most closely on the western tradition, it is a central concern of this course to examine the rich architectural heritage of other major global cultures in Asia, Africa, and Central and South America. The goal is for students to gain an understanding of the ways architecture and urbanism reflect the social, economic, geographic, and technological environment. By looking at buildings from remote times and places, we can deepen our understanding of those in our own time and place as well. Readings are from a textbook, Trachtenberg & Hyman's *Architecture* and from selected supplemental readings available in our course webspace.

GOALS AND OBJECTIVES:

Students become familiar with major buildings and the cultures that created them, with particular focus on buildings that continue to inform contemporary thinking about architecture and its cultural significance.
Students expand their knowledge of both western and non-western cultures and building traditions.
Students expand their understanding of the cultural forces that impact architecture by examining architectural theory.
Students continue to analyze building typologies, western and non-western, and how spatial, material, and constructional patterns develop and change, especially with the introduction of many new typologies during the 19th and 20th centuries.
Students continue to examine patterns of urban development and siting and how, with architecture, they create social and political meaning.
Students study vernacular architecture and the connections between materials, climate, geography, and culture.
Students improve their architectural vocabulary through examination of typologies and construction methods.
Students improve their written communication and critical analysis skills through thematic short answer questions on quizzes and exams.
Graduate students in 5304 exercise research and writing skills in a 15 page paper.

ARCH 2551	Basic Design + Drawing I
INSTRUCTOR:	Dye, Hill, MacDonald, Schart, Wheat
FORMAT:	Lecture 3 Hours / Lab 6 Hours a week
OFFERED:	Fall 2004 - Present
REQUIRED COURSE	
PREREQUISITES:	ARCH 1301, 1241, credit or concurrent enrollment in ARCH 2303

COURSE DESCRIPTION:

Basic Design + Drawing I: ARCHITECTURE I (3-6) 5 hours credit. An introduction to design, design drawing, and color theory using two and three-dimensional studio assignments. Two and three-dimensional studio exercises develop a sensibility to design fundamentals and vocabulary. Emphasis on form, color, texture, and spatial determinants.

GOALS & OBJECTIVES:

Architecture 2551 introduces the student to basic design and design communication. Principles focus on developing the student ability to understand what an architectural idea is, how an architectural idea is developed, and how to implement an architectural idea into a design problem. The design process is explored through experimentation with emphasis on both verbal and visual vocabulary. Learned architectonic language forms communication tools for comprehensive portrayal of ideas.

Lectures and exercises are designed to expand verbal, written, graphic, and research skills in order to establish a thorough analysis and evaluation of a spatial construct of limited program and size. Lessons concentrate on fundamental design skills, precedents, formal ordering systems, and limited structural systems. Project are thus presented and tested through the execution of abstract architectural compositions.

Basic exercises in an abstracted form often constitute the beginning development in architectural learning. Success in any approach to basic design and choice of assignments depends on how these assignments are presented to students and how these assignments are configured. If emphasis is given to freedom and self-expression, the work can be conceptually thin. Freedom commonly results in imitation rather than an advancement of analytical thought thus becoming predictable. Basic design students lack information and experience. In the absence of basic design courses, an architectural design assignment given to the student can result in a preconceived visual image of the students perception of ill conceived relevance of the environment around them. Basic design intends to imprint a student with an architectonic language necessary to achieve success.

Risks must be taken to attain development in visual design thinking, it is essential for students to accept possibility of failure during the process. Some students may fail at times. Short assignments are given to reiterate past lessons allowing re-evaluation and correction of mistakes to improve acuity pertaining to course content.

ARCH 2552	Architecture Design Studio II
INSTRUCTOR:	Boswell, Espinosa, Quevedo, Reeves
FORMAT:	Lecture 3 Hours / Lab 6 Hours a week
OFFERED:	Fall/Spring 2004-Present
REQUIRED	
PREREQUISITES:	ARCH 2551

COURSE DESCRIPTION:

A continuation of 2551, an extensive investigation to a design process involving an exploratory way of thinking and seeing utilizing a new set of skills! Specific architectural problems (types, exercises) are used as a vehicle for developing and understanding the design process; problems that force you to synthesize information and communicate your ideas and proposals in a visual language.

Emphasis is placed on developing and understanding a connection between an idea and the means to express that idea through drawings and models, making these drawings and models become tools for seeing, exploring, and communicating architectural ideas (what to draw and how to draw it). To learn to make an informed drawing (or a series of drawings) that begins to communicate a proposal. There is an emphasis to work out ideas on paper and in models and to see the study drawings and models as fundamental instruments for self-criticism as well as basis for criticism from others. The use of architectural precedents and modeling are emphasised in the design process.

GOALS AND OBJECTIVES:

The goal of the studuio is for students to develop an ability to think, see, perceive and design as an architect. Think and draw analytically, conceptually, critically, and synthetically; to perceive and experience form in three dimensions. Compose and see the design process beyond just problem solving, moreover, to investigate the abstract notion of design ideas and to look at the issues holistically.

The goal to develop an architectural vocabulary and better understand the use of precedents in design.To investigate and understand basic information of site design, sun angles and programmatic relationship diagraming while exhibiting previous basic design issues, terms and principles.

ARCH 3323 Construction Materials and Methods

INSTRUCTOR: Madan Mehta

FORMAT: Lecture (3 credit hours)

OFFERED: Fall/Spring

REQUIRED COURSE

PREREQUISITES: ARCH 2552

COURSE DESCRIPTION:
The nature of materials and structural concepts to be used in the construction process.

GOALS AND OBJECTIVES:
After completing the course, a student should:

- Understand the processes that lead to the design and construction of buildings including the commonly used project delivery systems.
- Understand the constraints imposed by building codes on the use of materials and assemblies in architecture, and to understand the architects' responsibilities with respect to public health, safety, and welfare.

  Grasp the principles of construction and materials and their interaction with building assemblies.
- Grasp the fundamental physical and chemical characteristics of commonly used building materials, such as wood, steel, concrete, gypsum board, etc.
- Understand the manufacturing processes and the behavior of major construction assemblies, particularly with respect to sustainability and how they affect contemporary architectural practice and the changes that might occur in this rapidly evolving field.
- Become reasonably proficient with the construction methods and systems pertaining to light frame buildings in wood and steel.

ARCH 3324 Structures-I

INSTRUCTOR: Madan Mehta

FORMAT: Lecture (3 credit hours)

OFFERED: Fall and Spring

REQUIRED or ELECTIVE: Elective

PREREQUISITES: ARCH 3323, PHYS 1441, MATH 1324 and MATH 1325

COURSE DESCRIPTION:

An introduction to architectural structures, including statics and strength of materials, with emphasis on design in timber.

GOALS AND OBJECTIVES:

After completing the course, a student should:

- Understand the broad, qualitative relationship between a building and its structural form.
- Comprehend the differences between structural stability, strength, stiffness, and how they affect structural decision making by architects.
- Understand the fundamental structural concepts (forces, moments, stresses and deformations) and their application to various types of structural elements using quantitative methods of structural engineering.
- Be able to analyze simple, statically determinate structural systems using mathematical techniques.
- Be able to determine bending moments, shear forces, deflections and the bent shapes of simple, statically determinate structural systems using computer software.
- Be able to design structural elements in a wood frame building.

ARCH 3331 Architecture and Environment

INSTRUCTOR: Edward Nelson

FORMAT: Lecture, 3 hours

OFFERED: Spring & Fall

REQUIRED COURSE

PREREQUISITES:

COURSE DESCRIPTION:

The course serves to introduce architecture students to the aspects of sustainability that most effect the architectural expression of a building. Lectures, readings, discussions and case studies are utilized. Focus is on three LEED categories; *Sustainable Sites* with an emphases on Site Selection, Development Density & Community Connectivity, Brownfield Redevelopment and the Heat Island Effect, *Energy & Atmosphere* with a focus on the building envelope and *Materials & Resources* concentrating on Building Re-use including adaptive re-use and historic preservation.

GOALS AND OBJECTIVES:

The course is intended to introduce the concepts of sustainability to students so they can begin to incorporate these strategies into their individual design regimen. The lectures and case studies are used to make students aware of the benefits of sustainable building to the public as well as equip them to promote the use of sustainable practices to their future clients. Finally, the course attempts to prove that incorporating sustainable design strategies will not hamper creativity and can actually shape a designer's architectural expression.

ARCH 3337	Site Design
INSTRUCTOR:	Sloan, Thompson
FORMAT:	Lecture, 3 credit hours, M, W, F
OFFERED:	Fall / Spring / Summer, 2004 - 2008
REQUIRED COURSE	
PREREQUISITES:	ARCH 2552, Junior or Above ARCH, INTD, LARCH Major Required

COURSE DESCRIPTION:

"Theory, Materials and Precedents of Site Design" will introduce the student to fundamental design issues or the architecture of site and unsheltered spaces such as gardens, parks and urban plan formations. Although the class is organized in a lecture format, issues and ideas will be presented to emphasize the sketchbook, as a device for analysis and architectural learning.

The course is organized into three major components.

1. Lectures and assignments
2. Field trips
3. A semester project / presentation accomplished in teams

Most premodern examples will be presented via classroom lectures. Modern, i.e. twentieth century examples will be presented in field trips to sites in Dallas and Fort Worth. The semester project will be an opportunity for students to extend the study of the modern and premodern via a semester long term project selected from the attached list, which contains gardens, parks and urban plans that embody both sensibilities. The list follows later in the syllabus.

COURSE CONTENT

A. The Sketchbook:

Each student must keep a sketchbook for this course, which will serve as the primary resource for an open book mid-term and final examination. The sketchbook must be neatly organized into four clear and distinct parts.

1. Assignments
2. Class lecture notes
3. Field Trip notes and sketches
4. Course Notes

As a suggestion toward organizing the information recorded during class, it is highly recommended that the students "redraw" and enter the class notes into their sketchbooks after first recording the information on other notepaper. This strategy provides the ability to edit, reorganize and record the information for recovery during quizzes and exams. This sketchbook will constitute a portion of the class grade and will be a necessary reference tool for quizzes and the final exam.

Approximate sketchbook size, 8 1/2" x 11," unlined paper. Attach your name to the end binding for identification.

B. The Semester Project:

Approximately in the middle of the semester, class time will be devoted to the presentation of the student semester projects. Each presentation will involve the analysis of a significant precedent selected during the second week of class. Projects will be presented in teams of two (or three) and made in PowerPoint. A schedule determines the order of presentation and one project is presented per class for 35-40 minutes with the balance of class time devoted to questions and discussion.

Students receiving the presentations are expected to record the analysis and information presented by their colleagues in their class notes sketchbook. The final exam will be comprised of questions that will require recovering information from this sketchbook. The success of the final exam will greatly rely on the quality and thoroughness of the diagrams, drawings and clarity of information made along the way.

Each group will submit a CD-ROM of their PowerPoint presentation, which will be placed in the reserve library where they can be reviewed for further review and study.

C. Field Trips

Field trips to sites in Dallas and Fort Worth will occur within the stipulated class time. Attendance is required and will be taken at each location. Two unsubstantiated absences from the field trips will constitute an F for the course.

If for some reason the student is unable to attend the field trips, then completion of a "Provisional Field Trip" assignment is required. However, the student is still responsible for the information presented during the field trips, as it will be part of the mid term and final exam.

ALTERNATIVE COURSE ASSIGNMENTS:

1. The Alternative Field Trip Assignment

This assignment is required if the student is unable to attend the field trips or if he/she misses two meetings without an excuse. This assignment will be handed out prior to the

presentation of the first semester project and will typically consist of a written paper approximately 1000 words in length.

2. The Optional Semester Project

This 1000 word project is extra credit and useful for improving grades for the semester presentation. The subject matter of this project will be available after the semester projects commence.

GOALS AND OBJECTIVES:

1. General knowledge of seminal premodern and twentieth century projects
2. Introduction to site and contour grading
3. Familiarity with water as a poetic material and practical design problem
4. Introduction to analytical drawing techniques for site and landscape places
5. Introduction to site materials and techniques for the following topics:
    a. Plant materials for Central Texas
    b. Paving and infrastructure
    c. Stairs and site walls
    d. Basic site design codes

ARCH 3343	Design Communication III
INSTRUCTOR:	Thomas Rusher
FORMAT:	
OFFERED:	FALL , T, R 9:00am-11:50pm, 2pm-4:50PM
REQUIRED COURSE	
PREREQUISITES:	ARCH 1241, ARCH 1301, ARCH 1242, ARCH 1302, ARCH 2551, ARCH 2303, Concurrent enrollment in ARCH 2552, ARCH 2304

COURSE DESCRIPTION:

Design Communication III is an introductory digital course to develop visual sensitivity and awareness of digital techniques enabling students to study design ideas and present them in various design disciplines. Emphasis is placed on the relationship of communication skills with the design process.

The class investigates the nature of the Digital Realm as an environment to analyze and synthesize design concepts while communicating them in a visually sophisticated fashion. Emphasis will be placed on a student's ability to present ideas explicitly, graphically, and orally. Close attention to the craft of Digital Works will be explored. The objective of the class is to introduce the student to a range of Digital 2D & 3D design tools while leveraging these tools to communicate design concepts. This class presupposes some general familiarity with computers but not with the software being utilized. Exploring different program types for their particular strengths and understanding the value of each will be leveraged. There are three major components to the class, Implementation, Application, and Synthesis.

Implementation is the process of learning to utilize certain digital tools and developing a basic digital vocabulary and proficiency.

Application is the process by which creative and intellectual advances occur. Students will run through a series of analytical and conceptual projects to develop a sensibility to the digital and its relationship to visualization, design, and communication of ideas. The Class will be run as a lab/studio, where work will be done both in class and outside of class.

Synthesis is the culmination of design, analysis, and digital skills applied. Students will leverage the design knowledge acquired during the class by designing and presenting a final project.

Class Structure

Implementation:
The Implementation portion of the class consists of a series of short **Exercises** intended to focus on skill development, software acquisition, and computer proficiencies. All digital exercises **may** be picked up and reviewed at specified times, (instructors purgative). Typically, I will announce when an exercise will be reviewed, pinned up or picked up. On those occasions, you will either receive full credit or partial credit for having the **COMPLETED** exercise in a satisfactory manner. Projects not submitted will receive an appropriate grade. They are for the students benefit to "tool up" for the Major Projects. Most exercises will be conducted in class. These evaluation moments will count for **10%** of your total grade. Typically there are 7-10 such occasions. If you miss class on one of these days, you may **not** make up the submission. Exercises will **not** be accepted late.

Application: ***Major Projects***
This portion of the class consists of a series of exercises that incorporate the knowledge and skills attained from the Implementation Exercises that are then applied in a more complex **Project**. The principle of these Major Projects is to demonstrate applied knowledge and skill attainment from the development phase while expanding on skills/design ideas. This portion of the class will count for **50%** of your total grade.

Synthesis:
You will be submitting a final project that will count for **30%** of your total grade.

Final Project *This final project will be a culmination of skills/concepts explored in the Exercises/Major Projects. Students should be able to demonstrate a mastery of the digital tools being taught, a clear understanding of project design objectives, and a developed graphic sophistication.*

ARCH 3553	Design Studio
INSTRUCTOR:	Dye, Kuhner, Riemers
FORMAT:	Studio 5 credit hours
OFFERED:	Fall/Spring

REQUIRED COURSE

PREREQUISITES: Architecture Major
Arch 2553, 2554

COURSE DESCRIPTION

There will be two projects given of different lengths. The first is a short introductory project dealing with section, proportion, building/ structural systems and metaphor within the framework of a small building program on a restricted site. The second is programmatically a little more complex and deals with contextual issues of a more complex site, building systems as they influence form, and parti development based on program analysis (*ideal parti)*, site analysis, precedent and metaphor. Different presentation methods will be discussed and investigated.

The first project will be presented in final form on a printed 8.5x11 portfolio page using images of finished models and drawings (either created in the computer or scanned from hand drawings) and a final model at 1" = 8'-0". The final presentation of the second project will be on one 30" x40" competition board consisting of plans and sections, site plan and rendered images or model shots, and a final model at 1" = 16'-0". Both projects will be archived on one CD and handed in at the end of the semester as well.

GOALS AND OBJECTIVES

Application of basic design principles to simple building programs. Development of design strategies through site analysis, architectural precedent, models, metaphors and analogies. Site and building are to be seen as one design problem. The student will further develop his/hers design understanding by investigating current construction methods of structure and skin.

Communication skills, necessary to clarify design intent to oneself during design process, as well as, to explain a final design to a critic, employer or client, shall be further refined as a whole system.

ARCH 3554 Architecture Design Studio IV

INSTRUCTOR: Boswell, Reeves, Quevedo

FORMAT: Lecture 3 Hours / Lab 6 Hours a week

OFFERED: Fall/Spring

REQUIRED COURSE

PREREQUISITES: ARCH 3343 and ARCH 3553 and credit or concurrent enrollment in ARCH 3324 and ARCH 3337

COURSE DESCRIPTION:

A continuation of ARCH 3553, with an increasedcomplexityand scaleof projects in an urban context,incorporating a varietyof design theories, stratergies and site conditions. Emphasis is placed on building and it's role in the urban context and landscape. The analysis of architectural and garden precedents are enphasised in the design process.

GOALS & OBJECTIVES:

The goal of the studio is for students to develop an ability to think, see, perceive and design as an architect. The goal to develop an architectural vocabulary and better understand the use of precedents in design. To investigate and understand information of site design and the role of the building in the context.

Objectives are :

To construct an ordered approach through analysis.
To investigate buildings in the role of the public realm.
To graphicallyexplore strategies and tactics in urban design.
To redefine urban space.
To study buildings as urban components.
To better understand the role of gardens.
To better understand therelationship of gardens/landscape and architecture.
To investigate landcape as an element of spatial containment.
To investigate design theories through architectural precedents.
To further develop an design vocabulary utilizing models, metaphor, analories and alagories.

ARCH 3554 Design Studio II

INSTRUCTOR: George T. Gintole

FORMAT: Studio

OFFERED: Fall Or Spring

REQUIRED COURSE

PREREQUISITES: 3553

COURSE DESCRIPTION:

This course has as its emphasis issues of urban design with particular emphasis on American cities. The semester begins the analysis of precedents in art and architecture. A particular art movement of the late twentieth century is used as scaffolding for the unveiling of ideas, concepts, and principles for the ordering of architectural space. With a concentration on urban housing, two exemplary cities, such as Savannah and Charleston are examined, both through texts and sometimes with a field excursion led by the instructor. *Town Planning in Frontier America,* by John Reps is used as a reference text for understanding the evolution of older, more traditional American city. Urban issues of mixed-use and rezoning are explored with the pairing of downtown Fort Worth with districts in Dallas. With each half of the class choosing one city or the other, program proposals for mixed-use interventions are decided by team dialogue and participation in the acquisition of data and site context drawing and model construction. The urban interventions in Dallas and Fort Worth are followed by proposals in Savannah or Charleston with a more complex program for mixed-use fine-tuned for the particular city chosen by the student.

ARCH 4308	History of Urban Form
INSTRUCTOR:	J. McDermott
FORMAT:	Lecture 3 credit hours
OFFERED:	Fall/Spring
ELECTIVE	
PREREQUISITES:	None

COURSE DESCRIPTION:

Contents - ("ARCH 4308. HISTORY OF URBAN FORM (3-0) 3 hours credit. The history of cities as physical form, influenced by political, economic, and social forces.")

GOALS AND OBJECTIVES:

Contents

1. SPEAKING and WRITING SKILLS: "Ability" to read, write, listen and speak and effectively.

2. CRITICAL THINKING SKILLS: "Ability" to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

3. GRAPHICS SKILLS: "Ability" to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

4. RESEARCH SKILLS: "Ability" to gather, assess, record, and apply information in architectural coursework.

5. FORMAL ORDERING SYSTEMS: "Understanding" of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition and urban design.

8. WESTERN TRADITIONS: "Understanding" of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have sustained them.

9. NON-WESTERN TRADITIONS: "Understanding" of parallel and divergent canons and traditions of architecture and urban design in the non-western world.

10. NATIONAL and REGIONAL TRADITIONS: "Understanding" of national traditions and local regions heritage in architecture, landscape design, urban design, including the vernacular tradition.)

ARCH 4315 — The Life of Cities: Global and at Home

INSTRUCTOR: Kate Holliday

FORMAT: Seminar 3 credit hours

OFFERED: Fall 2008

ELECTIVE COURSE

PREREQUISITES: ARCH 2304

COURSE DESCRIPTION:

This course is dedicated to understanding the history of cities with a particular eye toward how their architecture and their spaces contribute to a sense of cultural identity and place. Across the course of the semester, we will examine 6 of the great world cities -- Rome, London, Paris, Mexico City, New York, Los Angeles – and apply the lessons we learn about buildings and neighborhoods to examining a fascinating city we can view first-hand: Fort Worth.

The course will begin with an examination of general theories of city viewing and development, and then proceed to more specific histories of places. Our focus, as we move from city to city, will be the impact of modernization on approaches to urban architecture. We will look primarily at buildings and urban plans, but will also interweave film, literature, and poetry associated with place into our journeys.

Throughout the semester, we will make site visits to Fort Worth and students will draft a series of essays analyzing buildings and sites within the city. The research and writing skills learned in the course can be applied to work in preservation, adaptive reuse, heritage tourism, and journalism, amongst many other fields.

GOALS AND OBJECTIVES:

Students become familiar with major cities and buildings and the cultures that created them.
Students expand their knowledge of both western and non-western cultures and building traditions.
Students expand their understanding of the cultural forces that impact architecture by examining architectural and urban theory.
Students analyze patterns of urban development and siting and how, with architecture, they create social and political meaning.
Students develop their visual analysis and critical thinking skills through site visits and short written assignments.
Students study vernacular architecture and the connections between materials, climate, geography, and culture.
Students improve their written communication and critical analysis skills through a 10 – 15 page research paper.
Students improve their oral communication skills through graded class presentations of their research.
Students develop their research and writing skills through a semester-long research project that requires use of primary and secondary sources and through a series of short written building histories.
Students develop collaborative skills through a group research project that requires division of labor and pooling of information.

ARCH 4321 Structural Systems in Buildings

INSTRUCTOR: Jerald W. Kunkel, P.E., F. ASCE

FORMAT: Lecture 3 Credit Hours

OFFERED: Every Semester

REQUIRED COURSE

PREREQUISITES: ARCH 2552, ARCH 3324

COURSE DESCRIPTION:
This course presents the various structural systems used in the construction of buildings. Building types vary from single-family houses to high-rise buildings to multi-use facilities. Case studies are examined from a structural viewpoint, in which the rationale for the structural system is analyzed, and then a systematic construction process is followed from start to completion of the project. An overview of current building codes will also be included.

GOALS AND OBJECTIVES:
To provide the student with an understanding of the various structural systems used in the construction of a building. At the completion of the course, the student should have an understanding of how a structure is built and the elements involved in the design, code compliance and construction of a building.

ARCH 4329 Computers and Design

INSTRUCTOR: Thomas Rusher

FORMAT Lab/Studio

OFFERED: Fall/Summer/Spring

ELECTIVE COURSE

PREREQUISITES: Junior Standing/Graduate

COURSE DESCRIPTION:
The Computers and Design class investigates the nature of the Digital Realm as an environment to generate concepts and communicate those ideas visually. Emphasis will be placed on a student's ability to present ideas explicitly, graphically, and orally. Close attention to the craft of Digital Works will be explored.

GOALS AND OBJECTIVES:

The objective of the class is to introduce the student to a range of digital 2D and 3D design tools and leveraging these tools to convey design concepts. There are two major components to the class, Implementation and Experimentation. Implementation is the process of learning to utilize certain tools while Experimentation is the process by which creative and intellectual advances occur. The class will be run as a lab/studio, where work will begin in class and possibly be due at the end of the session. This class Presupposes no prior experience with computers and the software being used.

ARCH 4330	Energy Use and Conservation
INSTRUCTOR:	Truett James
FORMAT:	Lecture – 3 hours
OFFERED:	Spring Semester – TTH 10:30-11:50am
ELECTIVE COURSE	
PREREQUISITES:	Junior standing

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of how and why buildings use energy and what the architect can do to promote comfort while reducing the unnecessary consumption (waste) of conventional energy resources in the built environment. The fundamental differences between energy use in commercial/institutional and residential building types will be explored. The course has been expanded to explore other issues of sustainability and renewability in the practice of architecture.

The first part of the course focuses on principles, concepts, and vocabulary. Reading assignments and exercises are used to reinforce class discussion. The last part focuses on analytical techniques and "tools" which can be used in the earliest stages of the design process to reduce unnecessary energy use in buildings produced by uninformed design decisions.

GOALS AND OBJECTIVES:

The goal of the course is to familiarize students with how buildings use energy; to sensitize them to issues of human comfort in the built environment; and to make them aware of the broader issues of sustainability in architecture. This is accomplished through a series of exercises focusing on comfort, climate, building energy use, and sustainability.

ARCH 4346 Construction Drawing

INSTRUCTOR: Todd Hamilton

FORMAT:

OFFERED: Fall 2009

ELECTIVE COURSE

PREREQUISITES:

COURSE DESCRIPTION:

Construction documents include the legal drawings and specifications of an architect used in the building process. Typically laypeople call these "blueprints" while the architect often refers to them as prints. Obviously accuracy and thoroughness are essential to expediting the process by avoiding problems and delays. Remember you cannot be at the job site constantly so these documents must be self explanatory. This course will familiarize you with these documents as well as require you to produce blueprints of various building components. In the past I asked each student to produce a complete set of drawings for a small building of his design and the outcome was too many incompletes and drops. It seems this course conflicted with the expectations of studio and I lost. So this semester each of you will work on seven projects of varying building systems, construction knowledge, and code consideration. Architecture done in small offices (boutique practices) of limited space and budget can be turned up or refined during the working drawing phase or at the site. On complex projects where teams of consultants often located in different cities or regions (engineers, soil labs, interior designers, kitchen designers, acousticians, leasing agents, etc.) the process becomes more complicated and time more precious. This is where CAD systems are most beneficial. Every time a change or revision is made it is automatically made in all files and these can be sent via email instantly around the world. Firms with more than a dozen employees are considered large and corporate.

Early in the semester I will introduce you to computer aided production CAD done in both large and small firms. Each semester I teach ARCH 4346 more students do their work on CAD. Even if your computer graphics skills are elementary, you should hang in there and work at it. Each semester I'm amazed how much most students progress in 3.5 months. The era of manual drafting is over…repetition and vertical layering of information is so easily done on CAD. We will visit both construction site as well a possible office visit during the semester…..the difficulty is one of scheduling.

GOALS AND OBJECTIVES:

For many students, the course information is overwhelming and sometimes intimidating. Numbers, notes, abbreviations, standards, jargon, etc. are all new and often outside the familiar language and vocabulary used in the studio. Your goal is to avoid redundancy and duplications, be precise and clear, anticipated difficulties during construction, and allow those people in the construction industry to understand your intentions.

Working drawings are usually best learned in an office. Your generation won't be able to learn on the job or apprentice as previous generations of architects have done. Today office staff are learn and operate more efficiently in part because of CAD. They don't necessarily sense an obligation to educate the next generation of architects. I guess they assume that is our job at the university. Each semester only about ¾ of the students finish their sets of drawings by the end of the semester. They receive an X grade and when everything is turned in the final grade is automatically lowered one letter. Remember this and realize this class takes time and maybe with outside job(s), studios, other courses….you're in over your head. Students who sign up really want some paraprofessional experience prior to graduation. In this job market evidence of your

skills besides a portfolio is crucial. Presenting a neat, well drawn, and reasonably complete set of working drawings helps you at that first interview.

ARCH 4348 Photography

INSTRUCTOR: Craig Kuhner

FORMAT: Lecture/Studio, 3 credit hours

OFFERED: Spring Semester every year

ELECTIVE COURSE Elective

PREREQUISITES: 3rd year standing

COURSE DESCRIPTION:
The intent of the course is to give a good foundation in the fundamentals of visual composition, camera techniques, and digital image manipulation and output. The photograph can be thought of either as an end product or as part of a process. The class has two emphases, technical and creative. The technical aspects are covered in lectures and tutorials about camera, lenses, light, exposure, and computer/software technique investigating digital capture, manipulation and output. The creative aspects are covered through seven assignments emphasizing photographic vision, graphic and conceptual impact.

GOALS AND OBJECTIVES:
To acquire the technical skills to create and improve images taken with a camera, and to exercise and improve photographic vision, and graphic and conceptual thinking as applied to architectural and personal communication.

ARCH: 4395 Basic AutoCAD

INSTRUCTOR: Atchison

FORMAT: Lecture – 3 Hours

OFFERED: Spring, summer and fall semester

ELECTIVE COURSE

PREREQUISITES: Computer and drafting skills

COURSE DESCRIPTION:
Contents – Exposure and usage of AutoCAD for the conveyance of architectural drawings in plan, section and elevation.

GOALS and OBJECTIVES:
Contents – The purpose of the class is to assist the student in the understanding of architectural drafting through the use of AutoCAD and will be presented in printed and electronic form.

ARCH: 4395 — Advanced AutoCAD

INSTRUCTOR: ATCHISON

FORMAT: Lecture – 3 Hours

OFFERED: Spring, summer and fall semester

ELECTIVE COURSE

PREREQUISITES: Basic AutoCAD and computer skills

COURSE DESCRIPTION:
Contents – Research into advanced uses of AutoCAD & 3d studios max for the presentation of architecture through rendering and animation.

GOALS AND OBJECTIVES:
Contents – The purpose of the class is to learn 3d solid modeling and rendering for presentation.

ARCH 4395 — Contemporary Architecture

INSTRUCTOR: Dr. Douglas Klahr

FORMAT: Lecture

OFFERED: Fall Semester 2008

REQUIRED OR ELECTIVE: Elective

PREREQUISITES: ARCH 2303/2304

COURSE DESCRIPTION:
This course is designed to provide students with an understanding and questioning of contemporary architecture, that is, architecture of approximately the past 10 years – a dynamic, complex, and perplexing time. Three major themes define the course: (1) architecture as commodity, spectacle, and "brandscape"; (2) architecture as being/not being a truly 21st-century process in comparison to other products; (3) architecture as it responds to environmental and sustainability demands. Topics not covered in readings are presented in specifically developed for the course.

GOALS AND OBJECTIVES:

By the end of the course, you will be able to do the following: (1) Discuss the three major reading themes; (2) Identify basic issues inherent within each building type; (3) Discuss how specific buildings interface with the major reading themes; (4) Describe the structure and materials of specific buildings; (5) Explain the surrounding urban context of specific buildings, when applicable.

THEME #1: ARCHITECTURE AS SPECTACLE, COMMODITY, AND BRANDSCAPE

Week I	**Building Type**	**Reading**
August 25	Introduction	
August 27	Museums	**MS** Short excerpt from *Brandscapes*
August 29	Museums	
Week II		
September 1	**Labor Day Holiday**	
September 3	Museums	**T** Preface; Spectacle and Its Discontents
September 5	Museums	**MS** Excerpts: *The Society of the Spectacle*
Week III		
September 8	**Museums**	**MS Excerpts: *Comments on The Society of the Spectacle***
*September 10	Museums	
September 12	Museums	**T** Brand Aid
Week IV		
September 15	Museum-Industry Hybrids	**T** Rocking for the Clampdown
September 17	Performing Arts Venues	
September 19	Performing Arts Venues	**T** Less for Less Yet
Week V		
September 22	Performing Arts Venues	**MS** *Judging Architectural Value*: Questions of Value
September 24	Performing Arts Venues	**MS** *Judging Architectural Value*: Modest Architecture
September 26	Performing Arts Venues	**MS** Excerpts from *Architecture of the Absurd*
Week VI		
September 29	The Retail Realm	**T** Hyphenation Nation; Architecture for Sale
October 1	The Retail Realm	**T** Inside the Blue Whale; **MS** The Couple in the Mall
October 3	**Exam 1**	

THEME #2: ARCHITECTURE AS BEING/NOT BEING A TRULY 21ST-CENTURY PROCESS

Week VII		
October 6	Transportation	**MS** *Refabricating Architecture*: Processes We do not See
October 8	Transportation	
October 10	Transportation	

Week VIII

October 13	The Civic Realm	**MS** *Refabricating Architecture*: Architecture
October 15	The Civic Realm	
October 17	The Civic Realm	**MS** *Refabricating Architecture*: Mass Customization

Week IX

October 20	Residences	**T** Rockbottom
October 22	Residences	
October 24	**Exam 2**	

THEME #3: ARCHITECTURE, ENVIRONMENT & SUSTAINABILITY

Week X

October 27		**MS** *Cradle-to-Cradle*: A Question of Design
October 29		
October 31		**MS** *Cradle-to-Cradle*: Why Being "Less Bad" is No Good

Week XI

November 3	Offices	**MS** *Big + Green*: Vertiscapes
*November 5	Offices	
November 7	Offices	**MS** *Big + Green*: Limits of Sustainable Architecture

Week XII

November 10	Offices
November 12	Education/Media Facilities
November 14	Education/Media Facilities

Week XIII

November 17	Education/Media Facilities
November 19	Education/Media Facilities
November 21	Sports Venues

Week XIV

November 24	**Reading Exam**
November 26	Sports Venues
November 28	**Thanksgiving Holiday**

Week XV

December 1	Super-towers	**MS** Big + Green: The Corporate Biosphere
*December 3	Super-towers	
December 5	Super-towers	

Week XVI

December 8	**ARCH 5395: Last date to submit <u>final</u> draft of research paper** **<u>NO LATE SUBMISSIONS!</u>**
Date TBA	**Exam 3**

ARCH 4395 — The Everyday City

INSTRUCTOR: — Wanda Dye

FORMAT: — Seminar [3 hours]

OFFERED: — Fall/Spring

ELECTIVE

PREREQUISITES: — None

COURSE DESCRIPTION:

The Everyday City is a seminar/workshop that examines urban theories and practices engaging the everyday, from the writings of Henri Lefebvre to contemporary critics. Through case study research and empirical observation, as well as the use of photographic and montage techniques, the course attempts critical alternatives to [re]present and intervene within everyday public spaces. Through these spatial/temporal documentations, using images, sound and text, ideas of possible interventions within everyday public space emerge. Whether driving, riding or walking, our lived experiences of the everyday city are increasingly difficult to [re]describe or [re]present in a lucid, articulate manner. Furthermore, montage images of proposed interventions provide a more visceral understanding of how an intervention may potentially transform a space into place through multiple possibilities of inhabitation and temporal programming.

GOALS AND OBJECTIVES:

- Read and discuss assigned texts, photography, and films addressing the everyday city and public space.
- Present case studies on urban interventions critically engaging public space within the everyday city.
- Utilizing the immediate metroplex area as laboratory – present personal and yet critical observations of how public space within the everyday city of DFW is used and experienced. These observations should be in the form of images, montages, and/or videos, narratives, interviews etc.
- Utilizing your "critical observations" as "site[s]" – propose an urban intervention that creates "place and/or identity out of derelict site[s]". These interventions may range in scale – from object to territory. They may also range from temporary events to permanent infrastructure. The representation of these interventions should be in the form of "before and after" photomontages/movies - i.e. reinserted into the previous photomontage and montage movie exercise.

ARCH 4395 — Digital Fabrication II

INSTRUCTOR: — Brad Bell

FORMAT:

OFFERED — Spring

ELECTIVE COURSE

PREREQUISITES:

COURSE DESCRIPTION:

COURE OVERVIEW:

The use of digital technology in the architectural design process has evolved from a role as a mere representational device to that of a tool for instrumentalized simulation and fabrication. The desire to make buildings look like a rendering or to produce photo-realistic images and walkthroughs has given way to an opening of the potentials of the software to assist the designer with managing complex geometries, parametric organizational diagrams, structural analysis and integrated building systems.

Digital Fabrication II will focus on the full-scale implementation of a digitally designed and fabricated installation. The conceptual framework for the installation will be the result of a preliminary investigation into modular concrete units capable of assembling to form a surface. The research and conceptual directives will attempt to erase the current modernist ideology of homogenous repetition and will instead privilege an associative architecture. Working with a limited number of geometrical 'parents' and a fixed set of parametric controls it is possible to find an *aggregated complexity* within the spectrum of potential outcomes of configuration. Central to the development of the modular concrete system will be digitally fabricated formwork. The formwork, which traditionally serves as the method for ensuring specificity in conventional pre-casting systems, will now be layered with the capacity to orchestrate complexity as well. The complexity will be made possible through the implementation of digital design and digital fabrication methods. It is the combination of specificity and homogeneity, with complexity and heterogeneity that promises a potentially novel outcome.
The Seminar will be comprised of 3 segments: *01_research & technique, 02_design & testing, 03_production & installation.* Student performance for the course will be evaluated for each segment to provide a cumulative grade for the seminar.

COURSE STRUCTURE:

01_research & technique Research and technique will be conducted in the first quarter of the semester. Each student will have the responsibility of acquiring, assimilating, and contributing information for the rest of the class. Research will be compiled into a working manual for the purposes of directing the initial fabrication prototypes. Techniques of fabrication and tutorials in 3D modeling software will equip students for the next section of the course.

02_design & testing The second quarter of the semester will implement the research into full-scale prototype components. Focus will be on material options, and construction techniques. Students will work as a groups to develop various prototype options capable of meeting a variety of design requirements.

03_production & installation Concluding the semester will be production of the components and a full-scale installation of the design. The installation will be assembled by the entire class.

GOALS AND OBJECTIVES:

STUDENT LEARNING OBJECTIVES

The Learning objectives will be evaluated through the 4 elements of the Course Structure as listed above. A summary of those objectives is as follows:

General introduction to the theoretical underpinnings of current CAD/CAM technology.

- Historical reference for the factors contributing to the use of CAD/CAM technology.
- Role of CAD/CAM technology in the present architecture profession.
- Relevance of CAD/CAM to associated design professions.
- Preliminary introduction to complex geometric modeling techniques.
- General introduction to the techniques of 2D and 3D CAM fabrication.
- Translation of complex 3D geometric modeling to 2D fabrication templates.
- Hands-on introduction to the use of the laser cutter.

ARCH 4395 Architectural Portfolio

INSTRUCTOR: Craig Kuhner

FORMAT: Lecture/Studio, 3 credit hours

OFFERED: Fall semester every year

ELECTIVE

PREREQUISITES: Arch 3553 or 2 graduate design studios

COURSE DESCRIPTION:

The purpose of the class is to produce a dynamic and coherent, hard-copy, design portfolio no smaller than 8"x8" and no larger than 11"x14", for applying for graduate school and/or employment.

The class meets 3 hours once a week for 15 weeks. The first 1/3 of the semester will primarily consist of lectures on graphic design, typography, basic model photography, the purpose of a portfolio and the information it should convey, as well as resume design and writing. The next 1/3 will primarily cover Photoshop tutorials and portfolio layout, information organization, and writing descriptions of each project, while the final weeks will consist mostly of desk crits.

Assignments will include writing a resume, writing project description of three projects emphasizing concepts; model photography including enhancing the images in Photoshop; and outputting on media appropriate to the end product portfolio; and the final portfolio. At least three projects should include process.

Grading will be on how well the subjects covered in the class are used in creating an imaginative, dynamic, informative and personal portfolio. The projects themselves will not be part of the grade since it assumed that they were already graded in the design studio.

GOALS & OBJECTIVES

The goal of the course is to introduce the student to graphic design layout, basic typography, to develop the ability to present architectural design intentions and solutions in two dimensional, printed, book or brochure format, and to increase their understanding and ability with Photoshop.

ARCH 4395 — Lyricism in Architecture Design

INSTRUCTOR: Martin Price

FORMAT: Lecture, 3 Credit hours

OFFERED: Spring

ELECTIVE COURSE

PREREQUISITES: None

COURSE DESCRIPTION:
A study of architecture that explores and compares the lyrical forms of nature with the lyrical forms of a selected group of architects whose works expresses this approach to their designs.

GOALS AND OBJECTIVES:
The objective is to introduce an architecture that is more lyrically focused on more natural rhythms, motion, and feelings of the human experience. This approach is to study the rhythms of nature that are not rhythms of geometrically perfect lines nut do however represent an order of more chaotic measured as well as spontaneous irregularities. Practicing eye to hand coordination for a better understanding of lyricism in architecture will require a hands on study of a work or an extracted part of a work of a selected architect by the instructor.

ARCH 4395 — Notational Drawing (Undergraduate)

INSTRUCTOR: Kevin W. Sloan

FORMAT: Seminar, 3 Credit Hours

OFFERED: Winter session
Fall 2008, 2009
Spring 2009, 2010

ELECTIVE COURSE

PREREQUISITES: ARCH, INT, LARCH Major
Junior or Above

COURSE DESCRIPTION:

Notational drawing is an elective seminar class concerned with analytical drawing techniques and how to use the sketchbook as a tool and process for architectural production. The course will cultivate drawing strategies that will heighten the student's ability to make observations through firsthand experience and record them with the correct conventions in order to enable recovery for future use in architectural design. The course will begin by acquainting the student with various techniques and drawing conventions through lectures and demonstrations in class. Exercises geared to familiarize the student with drawing in public places and also to gain comfort and familiarity with the sketchbook, are the precursor to an itinerary of field trips and places, where the lessons will be applied and tested.

GOALS AND COURSE OBJECTIVES:

Notational drawing will introduce the architectural student to a variety of drawing techniques and conventions useful in analyzing architectural situations. The class will place specific emphasis on learning to draw "in-situ," making the course particularly useful for those intending on studying abroad or pursuing graduate school.

ARCH 4556 — Senior Design Studio

INSTRUCTOR: — Price, Hamilton, McDermott

FORMAT: — Studio, 5 Credit hours

OFFERED: — Fall

REQUIRED COURSE

PREREQUISITES: — ARCH 3554

COURSE DESCRIPTION:

Advanced architectural design problems in programming, schematic organization, synthesis and design of buildings in their environmental concept.

GOALS AND OBJECTIVES:

The objective is to introduce a more user friendly humanistic approach that relates to the more natural rhythms, motion, and feelings of the human being. The intent is to create clear, strong, expressive architectural concepts that best responds to clear circulation patterns, spatial considerations, structural, mechanical, and environmental issues. Passive and active energy issues shall also be involved as contributing to the design, as well as a natural approach to creating an architecture of the land and not one on the land.

ARCH 4556	Design Studio V
INSTRUCTOR:	J.P.Marusczak
FORMAT:	Design Studio/6credits
OFFERED:	Spring 2007
REQUIRED COURSE	
PREREQUISITES:	ARCH 3324, ARCH 3337 ,ARCH 3343, and ARCH 3554 and credit or concurrent enrollment in ARCH 4327

COURSE DESCRIPTION:

Program: Exploring the thematics of temporal,projective environments of recycled material, durational and deployable structures using drawings, models, digital photography, and video. "Night for day will serve as a cinematic guide to emerging artistic practices, hybrid medium, and mediated public landscapes. The preliminary exercises have been developed to establish conceptual ,experiential and programmatic strategies for the final project selection- ACSA/Wood Products Council Student Design Competition A Contemporary Art Gallery, Klagenfurt East Bay Competitiuon, and Tate in Space Competition.

GOALS AND OBJECTIVES:

The initial exercises are developed to form a conceptual matrix for the students individual thesis. The subsequent problems are structured so that the students will build his or her ideas in a context of interdisciplinary research and a collaborative design process. The competition program is used to establish relationships between theoretical experiments and actual programming, site and constructional/ material situations.

The sequence of preliminary exercises are as follows:

Exercise01 Photonmaps: Atmospheres/ Micro-Environments Photographic morphs to investigate the dynamic behavior of atmospheres and materials.

Exercise 02 White spaceVO2-P.S.E. (portable spectacular environments and white noise)Quicktime VRs to animate the light of night and the invisible/neutral spaces of the night of day.These mirages of the domestic and public landscape should exhibit non-linear narration while exploring the parameters of the physical space and its anxieties of dissolution.

Exercise 03Active space/ Liminal space-Projective mappings to explore the space of installation and territorialization of the museum and the varied procedures of simulation, appropriation, de-materialization, public address, performative display and interactivity. The drawings should project a cinematic encounter with the museum's institutional protocols, procedures, and contractual space, and the changing conditions of specularity, interactivity, and mediation.

Exercise04 Double time/ liminal loops & permeable membranes-Video scripting 2X—the investigation of projections and projective casts of a site-specific performance.

Exercise05-Blind Spots. . . Inline/off line Augmented spaceA hacker's ride through the augumented space of video surveillance, cell space technology, space emulation and ubiquitous computing.

ARCH 4556	Design/Build Studio
INSTRUCTOR:	Brent A Brown, AIA, LEED AP
FORMAT:	Studio 5 credit hours
OFFERED:	Spring 2009
REQUIRED COURSE	
PREREQUISITES:	ARCH 3324, 3337, 3343, 3554; ARCH 4321 credit or concurrent enrollment.

COURSE DESCRIPTION:

Students design and build [or prepare for the summer build] small projects for nonprofit or neighborhood groups with funding provided through the bcWORKSHOP. Students gain experience with real clients, public agencies, and hands-on construction.

Using a consensus model, we work in groups during both design and construction phases. Students are responsible for site analysis and planning, project design, production of working drawings, material procurement, fabrication planning, and scheduling.

GOALS AND OBJECTIVES:

Beginning with the idea that, as architects, our client is all of society, and that community outreach is a key component of education, this community-based design/build studio will:

Encourage activism as an inherent quality in the development of a architect;
Encourage students to make connections between classroom learning and the larger community;
Define a set of intentions/values from which work will commence;
Require students to process and present information visually from the initial concept/sketch to the completed project at a professional level;
Require students to develop an environment where all voices are equal and a collaborative, consensus design;
Encourage the development of visual, written, & oral communication skills.

ARCH 4557	Design Studio
INSTRUCTOR:	Wanda Dye
FORMAT:	Design Studio [5 hours]
OFFERED:	Spring 08
REQUIRED COURSE	
PREREQUISITES:	4556

COURSE DESCRIPTION:

The studio was a collaboration between global franchise restaurant company Brinker International of Dallas, Texas and fourth year undergraduate architecture students. Our collaborator, Brinker International's in-house architects, were in the process of designing a new concept restaurant called *Chili's NOW*, an offshoot of their *Chili's To Go* component presently located in their main restaurants. The students in the studio were charged with rethinking prototypes for *Chili's NOW* – a new drive up/take out global franchise. *Chili's* presently has @ 1500 restaurants and new ones under construction in various cities around the world - from Mexico City to Atlanta, from Seoul to Plano, from Los Angeles to Belfast. The studio provided an exciting opportunity for the faculty, students, and Brinker International to research and rethink one of the most ubiquitous typologies in our global everyday landscape: the franchise. Comprised of interchangeable and collaborative design teams, the students presented their research and designs to Brinker's in-house architects throughout the semester. In terms of rethinking the prototype, the students were charged with designing systems to accommodate different sites and situations. Unlike the universal "one size fits all" franchises currently deployed, the studio, through being charged with designing for difference was able to rethink existing status quo models based on "sameness". Various local and global differences and constraints such as site, program, budget, branding, time, climate, culture, circulation, and efficiency were constantly negotiated and seized as design opportunities rather than design limits. In addition, they were to consider, through alternative site strategies, how the prototypes could contribute to the city's urban/suburban infrastructure and public realm. [The ongoing collaboration with Brinker is presently being documented for a book.]

GOALS AND OBJECTIVES:

The studio was composed of several research and design phases:

PHASE I: Situating the Re-Thinking: Systems and Processes

Phase I: "Situating the Re-Thinking – Systems and Processes", consisted of case study research providing the students with a knowledge base of the existing and emerging alternative prototypical approaches. Some of the following topics were explored:

Research Topics

- Prefabrication/Kit of Parts – Modular Components and Assembly
- Mass Production/Mass Customization Manufacturing Principals
- New and Sustainable Materials and Integrative Practices
- Innovative Parking/Drive-Thru/Drive-Up Strategies and Ordering Technologies
- Branding, Marketing, Social, Cultural, Political Contexts

PHASE II: Sites in the Global Everyday Landscape: from Urban to Suburban

Phase II of research and design titled "Sites in the Global Everyday Landscape – from Urban to Suburban" required the teams to engage through empirical observations. Through photography, diagramming, and animation, they analyzed existing sites, spaces, and building types within the

Dallas Fort Worh area that were of similar size and program of *Chili's NOW,* as well as the given "prototypical sites". Through this investigation of pragmatic criteria such as car/pedestrian relationships, as well as site/programmatic relationships, pros and cons of the "status quo" examples were discussed. In addition to examining the existing conditions, the teams also investigated examples of more innovative solutions, especially strategies related to creating difference within repetitive prototypical structures and sites. They examined examples within the Dallas Fort Worth area, as well as from other resources. Similar to the "status quo" studies, the teams listed the pros and cons of each. From here the teams regrouped and asked themselves: "How can these existing models begin to adapt to difference as well as create "place" through contributing to the public infrastructure of the city?" Through quick speculative diagrammatic studies the students generated a variety of alternative layouts.

Prototypical Sites

- Stand Alone – Suburban parking lots in front of strip malls
- In-Line – Suburban strip centers
- In-Fill – Urban centers
- Add-Ons/Retrofit – Urban and/or suburban additions or retrofitting existing structures
- Mobile – Trailers, temporary structures, kiosks, roadside stands

PHASE III: Sites and Systems Scenarios

In the final Phase, titled "Systems and Sites Scenarios," the teams utilized their previous research and played out different sites and systems scenarios. The teams proposed customizable prototypical systems and site strategies that adapt to different constraints, such as site, climate, program, culture, material, manufacturing technologies, budget, aesthetics, and so on. For each "prototypical site scenario", [i.e. stand alone, in-line, in-fill, add-on/retrofit, and mobile], the teams chose a real site and city using Google Earth or MSN Virtual Earth. In addition, the teams made a point to exploit these differences through the site/city choices made. For example, the climate and cultural constraints are very different for *Chili's NOW Jakarta*, versus *Chili's NOW Anchorage*. Or the site constraints for *Chili's NOW Tokyo* may call for an "add-on/retrofit" prototype, versus *Chili's NOW Daytona 500*, where they may need a "mobile" solution. Ultimately the teams were charged with how does their repeatable, customizable system adapt to difference, and yet still maintain the *Chili's NOW* brand, as well as create a sense of place within the global city? In other words, how is it responding both locally and globally?

ARCH 4557	Senior Design Studio
INSTRUCTOR:	Martin Price
FORMAT:	Studio, 5 Credit hours
OFFERED:	Fall
REQUIRED COURSE	
PREREQUISITES:	ARCH 4556

COURSE DESCRIPTION:
Advanced architectural design problems in programming, schematic organization, synthesis and design of buildings in their environmental concept.

GOALS AND OBJECTIVES:
The objective is to introduce a more user friendly humanistic approach that relates to the more natural rhythms, motion, and feelings of the human being. The intent is to create clear, strong, expressive architectural concepts that best responds to clear circulation patterns, spatial considerations, structural, mechanical, and environmental issues. Passive and active energy issues shall also be involved as contributing to the design, as well as a natural approach to creating an architecture of the land and not one on the land.

ARCH 4591 — Berlin/Amsterdam Studios

INSTRUCTOR: — Bijan Youssefzadeh

FORMAT: — Lecture 3 Hours/ Lab 6 Hours per week

OFFERED: — Summer 2005

REQUIRED COURSE

PREREQUISITES: — ARCH 3554

COURSE DESCRIPTION:
The Berlin/Amsterdam Study Abroad Program serves as an intense Urban Design/Architectural Design seminar and studio experience for fourth year and graduate students. Students design an urban design and an architectural design project after a concentrated field trip to Berlin, Prague, and several architecturally significant surrounding cities.

Normative urban design strategies have traditionally seen the site plan as a natural representation of reality. Failing to recognize the cartographic nature of the plan, all understanding of the site is assumed to be directly perceivable and knowable. In addition, because of its privileged position as authority of reality,
the site has also been historically subjected to blind rituals and open abuse by power structures. Single logic and master plans, ceremonial axis and symmetries are examples of how these power structures have been used to impose and maintain formal regulations over the city. Aside from their obvious political implications, such formal regulations are inherently fixed and static in nature.

The intention of the urban design and architectural design projects is to launch a highly experimental and conceptual investigation of the context; to enter the representational landscape of the given urban contexts not through the conventional formal analysis of the site from ground up, but a decomposition of anomalous conditions or contradictions inherent to the site. Emphasis and amplification of these conditions should provide us the beginning of a line of investigation.

Students are encouraged to be highly self - critical. The creative and conceptual process of the architect should not only involve providing formal and compositional strategies for programmatic/functional requirements and/or needs, but also to speculate on design concepts

that evolves in a broader architectural direction. Architectural design is viewed as an inventive interpretation of practical circumstances, or in other words, a willful act of intention rather than a mere linear process of problem solving. Conceptual clarity of architectural intentions is important to the perceptual understanding of the work. The design process varies with each designer, but research and the exploration of ideas in the form of conceptual diagrams, two -and three - dimensional drawings, and modeling, both physical and computer generated, should be part of each student's design process.

GOALS & OBJECTIVES:

Students are expected to demonstrate abilities to comprehend issues of urban design, experimentation and conceptualization of architecture, understanding of spatial urbanism, relationship of the building to the site, understanding and interpreting a complex program, developing strong building plans and sections, clear knowledge of structural systems, ability to formulate ideas for facades in an urban context, and the knowledge of tectonic and material development. Considerable use is made of study models as a vehicle for design investigation. The domain of inhabitable objects that architecture claims as its own finds its first intimation in the model. The model purports to present architecture, not represent it. Unlike the sign of language, whose signification is primarily a matter of arbitrary convention, the relation of the model to its referent appears motivated in the sense that attempts to emulate or approximate it. Its adequacy is defined by resemblance. If buildings are thought to be the ultimate referents for architecture, then the model could be thought of as its **semi-fictional** account. The fact that the model must be built reinforces its claim to motivation. While the materials may differ, the models fabrication itself becomes a form of surrogate building which serves to explicate the workings of the design.

Genrally two projects are given for this course, one of which is an urban design; the other a complex program for a building in which the site is the result of the urban design.

GRADUATE LEVEL COURSES

ARCH 5191 — Directed Study: Analytical Software Tutorial

INSTRUCTOR: Michael Buckley

FORMAT:

OFFERED:

REQUIRED COURSE

PREREQUISITES:
This course is offered within a coordinated curriculum comprising the *Certificate in Property Repositioning & Turnaround Strategies.* Concurrent enrollment is required in all courses of the program:
ARCH 5395 Special Topics: Property / Asset Repositioning
ARCH 5395 Special Topics: Property Due Diligence
ARCH 5395 Special Topics: Asset Restructuring
REAH 5392 Special Topics: Real Estate Development Financial Analysis + Valuation
ARCH 5191 Directed Study: Analytical Software Tutorial

COURSE DESCRIPTION:
Introduction to software relevant to real estate development: Excel + Argus

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ARCH 5301 — Principles of Architecture

INSTRUCTOR: Richard B. Ferrier, FAIA

FORMAT: Lecture, 3 Credit hrs

OFFERED: Fall, Spring

REQUIRED COURSE

PREREQUISITES: Required for graduate Path A Architecture Majors. Concurrent enrollment in ARCH 5591 and 5342.

COURSE DESCRIPTION:
A survey of the interrelationships between society, culture and architecture.

GOALS & OBJECTIVES:

The primary objective is to provide an overview of the major developments of architecture, art and design in the 20th century and to make observations of how these events relate to society and culture. The intent is to provide an understanding of the various relationships that exit in society and the forces, which can change. Current events will be investigated to better comprehend the past and anticipate the 21st century. The secondary objective is to develop a design vocabulary, which allows one to analyze, discuss and become a more critical observer of the built environment. It is also intended that a thorough comprehension of this vocabulary and an understanding of the significant examples of design will form the foundation for the transition from theory to the design studio courses.

The comprehensive nature of architecture and the notion of : "firmness, commodity and delight" lead the discussions through a vast array of issues from pragmatic and accommodating to stimulating and responsive to sustainable and culturally responsive. At this level, professional registration, practice, internship and related issues are thoroughly considered. Structure, precedence, organizational devices, parti, site and environment are thoroughly considered. Issues of diversity, race, prejudice and history are an integral part of architectural history and current parameters. From the Bahaus to Our House, urban development and the issues of North Dallas and South Dallas provide a rich contemporary context for these matters. My experience as an architect is also presented: from FIRM X to HKS. UTA to PVAMU.

ARCH 5303 History of Architecture & Design I

INSTRUCTOR: Dr. Douglas Klahr

FORMAT: Lecture

OFFERED: Fall Semester 2008

REQUIRED COURSE

PREREQUISITES: Sophomore or Junior Status

COURSE DESCRIPTION:

This course is designed to provide students with a comprehensive understanding of the history of primarily Western architecture and design from the prehistoric through medieval eras. Although the course is at an introductory level, its focus upon primarily Western architectural developments encourages students to examine the historical, political, religious, social, and economic contexts within which structures were built, as well as permitting time for class discussions. Topics are presented in lengthy PowerPoints with extensive text and images specifically developed for the course.

SCHEDULE OF LECTURES:

	General Topic	Specific Areas of Focus
Week I		
August 25	Introduction	
August 27	Prehistory	Stonehenge and Catal Huyuk
August 29	Architecture before Greece	Egypt
Week II		
September 1	**Labor Day Holiday**	
September 3	Egypt	Egypt
September 5	Egypt	Egypt
Week III		
September 8	Mesopotamia [Iraq]	Mesopotamia [Iraq]
*September 10	Persepolis [Iran]	Persepolis [Iran]
September 12	Crete and Mycenae	Crete and Mycenae
Week IV		
September 15	**Exam I**	
September 17	Greece	The Doric and Ionic orders
September 19	Greece	A new building type: the Greek temple
Week V		
September 22	Greece	The Parthenon
September 24	Greece	The Acropolis and Athens
September 26		
Week VI		
September 29	Greece	Site planning, the Corinthian order, and Hellenism
*October 1	Greece	A new building type: the Greek theater
October 3	**Exam II**	
Week VII		
October 6	Rome	The Etruscans and Roman perfection of the arch and concrete
October 8	Rome	New building types: the triumphal arch and the aqueduct
October 10	Rome	New building types: the basilica and the amphitheater
Week VIII		
October 13	Rome	The Colosseum and the Pantheon
October 15	Rome	New building and planning types: the forum, market, and bath
October 17	Rome	New building types: the house and the insula
Week IX		
October 20	**Exam III**	
October 22	Early Christian Architecture	Rome and Ravenna
October 24	Byzantine Architecture	Constantinople [Istanbul] and Ravenna
Week X		
October 27	Byzantine Architecture	Constantinople [Istanbul], Venice, and Gracanica

October 29	Carolingian Architecture	Aachen, St. Riquier, and Lorsch
October 31	Romanesque Architecture	Pilgrimage routes to Spain and cathedrals in France
Week XI		
November 3	Romanesque Architecture	France
*November 5	Romanesque Architecture	England
November 7	**Exam IV**	
Week XII		
November 10	Islamic architecture	The connection between textiles and architecture
November 12	Islamic architecture	Mecca, Medina, Jerusalem, and mosque terminology
November 14	Islamic architecture	Isfahan, Istanbul
Week XIII		
November 17	Islamic architecture	Córdoba
November 19	Gothic architecture	Early French Gothic and the Gothic structural revolution
November 21	Gothic architecture	High French Gothic
Week XIV		
November 24	Gothic architecture	English Gothic
November 26	Gothic architecture	German Gothic
November 28	**Thanksgiving Holiday**	
Week XV		
December 1	Gothic architecture	Late French Gothic
*December 3	Gothic architecture	Czech Gothic
December 5	Gothic architecture	Review
Week XVI		
Date TBA	**Exam V**	

ARCH 5304 History of Architecture II

INSTRUCTOR: Klahr/Holliday

FORMAT: Lecture 3 credit hours

OFFERED: Fall semesters, 2007-present

REQUIRED COURSE

PREREQUISITES: ARCH 5303

COURSE DESCRIPTION:

This course surveys major buildings in world architecture between 1400 and the present and presents an overview of important developments in architectural theory. A major theme in the course is how the technological, cultural, and economic ruptures of the nineteenth century have impacated architecture and urbanism during the past 150 years. While we focus most closely on the western tradition, it is a central concern of this course to examine the rich architectural heritage of other major global cultures in Asia, Africa, and Central and South America. The goal is for students to gain an understanding of the ways architecture and urbanism reflect the social, economic, geographic, and technological environment. By looking at buildings from remote times and places, we can deepen our understanding of those in our own time and place as well. Readings are from a textbook, Trachtenberg & Hyman's *Architecture* and from selected supplemental readings available in our course webspace.

GOALS AND OBJECTIVES:

Students become familiar with major buildings and the cultures that created them, with particular focus on buildings that continue to inform contemporary thinking about architecture and its cultural significance.
Students expand their knowledge of both western and non-western cultures and building traditions.
Students expand their understanding of the cultural forces that impact architecture by examining architectural theory.
Students continue to analyze building typologies, western and non-western, and how spatial, material, and constructional patterns develop and change, especially with the introduction of many new typologies during the 19th and 20th centuries.
Students continue to examine patterns of urban development and siting and how, with architecture, they create social and political meaning.
Students study vernacular architecture and the connections between materials, climate, geography, and culture.
Students improve their architectural vocabulary through examination of typologies and construction methods.
Students improve their written communication and critical analysis skills through thematic short answer questions on quizzes and exams.
Graduate students in 5304 exercise research and writing skills in a 15 page paper.

ARCH 5315 — The Life of Cities: Global and at Home

INSTRUCTOR: Kate Holliday

FORMAT: Seminar 3 credit hours

OFFERED: Fall 2008

ELECTIVE

PREREQUISITES: ARCH 2304

COURSE DESCRIPTION:

This course is dedicated to understanding the history of cities with a particular eye toward how their architecture and their spaces contribute to a sense of cultural identity and place. Across the

course of the semester, we will examine 6 of the great world cities -- Rome, London, Paris, Mexico City, New York, Los Angeles – and apply the lessons we learn about buildings and neighborhoods to examining a fascinating city we can view first-hand: Fort Worth.

The course will begin with an examination of general theories of city viewing and development, and then proceed to more specific histories of places. Our focus, as we move from city to city, will be the impact of modernization on approaches to urban architecture. We will look primarily at buildings and urban plans, but will also interweave film, literature, and poetry associated with place into our journeys.

Throughout the semester, we will make site visits to Fort Worth and students will draft a series of essays analyzing buildings and sites within the city. The research and writing skills learned in the course can be applied to work in preservation, adaptive reuse, heritage tourism, and journalism, amongst many other fields.

GOALS AND OBJECTIVES:

Students become familiar with major cities and buildings and the cultures that created them.
Students expand their knowledge of both western and non-western cultures and building traditions.
Students expand their understanding of the cultural forces that impact architecture by examining architectural and urban theory.
Students analyze patterns of urban development and siting and how, with architecture, they create social and political meaning.
Students develop their visual analysis and critical thinking skills through site visits and short written assignments.
Students study vernacular architecture and the connections between materials, climate, geography, and culture.
Students improve their written communication and critical analysis skills through a 10 – 15 page research paper.
Students improve their oral communication skills through graded class presentations of their research.
Students develop their research and writing skills through a semester-long research project that requires use of primary and secondary sources and through a series of short written building histories.
Students develop collaborative skills through a group research project that requires division of labor and pooling of information.

ARCH 5323 Construction-I

INSTRUCTOR: Madan Mehta

FORMAT: Lecture (3 credit hours)

OFFERED: Fall and Spring

REQUIRED COURSE

PREREQUISITES: Permission of the instructor

COURSE DESCRIPTION:

Construction materials and structural concepts as used in buildings.

GOALS AND OBJECTIVES:

After completing the course, a student should:

- Understand the processes that lead to the design and construction of buildings including the commonly used project delivery systems.
- Understand the constraints imposed by building codes on the use of materials and assemblies in architecture, and to understand the architects' responsibilities with respect to public health, safety, and welfare.
- Grasp the principles of construction and materials and their interaction with building assemblies.
- Grasp the fundamental physical and chemical characteristics of commonly used building materials, such as wood, steel, concrete, gypsum board, etc.
- Understand the manufacturing processes and the behavior of major construction assemblies, particularly with respect to sustainability and how they affect contemporary architectural practice and the changes that might occur in this rapidly evolving field.
- Become reasonably proficient with the construction methods and systems pertaining to light frame buildings in wood and steel.

ARCH 5324 Architectural Structures-I

INSTRUCTOR: Madan Mehta

FORMAT: Lecture (3 credit hours)

OFFERED: Fall and Spring

REQUIRED COURSE

PREREQUISITES: Permission of the instructor.

COURSE DESCRIPTION:

Statics, strength of materials and simple structural systems in buildings.

GOALS AND OBJECTIVES:

After completing the course, a student should:

- Understand the broad, qualitative relationship between a building and its structural form.
- Comprehend the differences between structural stability, strength, stiffness, and how they affect structural decision making by architects.
- Understand the fundamental structural concepts (forces, moments, stresses and deformations) and their application to various types of structural elements using quantitative methods of structural engineering.
- Be able to analyze simple, statically determinate structural systems using mathematical techniques.
- Be able to determine bending moments, shear forces, deflections and the bent shapes of simple, statically determinate structural systems using computer software.
- Be able to design structural elements of a wood frame building.

ARCH 5325 Environmental Control Systems 1

INSTRUCTOR: Wrightson, James

FORMAT: Lecture – 3 hours

OFFERED: Fall Semester – Tues 7:00pm-9:50pm

REQUIRED or ELECTIVE: Required

PREREQUISITES: N/A

COURSE DESCRIPTION:

Acoustics and illumination and their significance in the total design.

The first half of the semester deals with Acoustics (taught by Jack Wrightson from Wrightson, Johnson, Haddon, & Williams, Inc. (WJHW), an acoustical consultancy in Dallas). The second half of the semester deals with Illumination (taught by Truett James).

GOALS AND OBJECTIVES:

* Develop in the student an awareness of the acoustic and luminous environments.
* Sensitize the student to the qualitative and quantitative issues in acoustics and lighting design.
* Introduce the student to terminology, concepts, and principles involved in acoustics and lighting design.

ARCH 5326 Environmental Controls II

INSTRUCTOR: Clint Hulsey P.E.

FORMAT: Lecture

OFFERED: Spring

REQUIRED COURSE

PREREQUISITES: ARCH 5325

COURSE DESCRIPTION:
This course is designed to give the student a practical knowledge of HVAC, Plumbing, Electrical Power Distribution systems as they apply to commercial buildings.

GOALS AND OBJECTIVES:
Upon completion of this course the student will:
1. Have a general knowledge of the various HVAC, Plumbing and Electrical systems. Basic theory of the system operations will be presented.
2. Have use of the professional nomenclature associated with this industry.
3. Have knowledge of the symbolism used in the industry to show these systems on working drawings.
4. Have the ability t communicate intelligently with a design engineer specializing in mechanical, electrical and plumbing systems. (MEP Engineer)

ARCH 5327 Architectural Structures II

INSTRUCTOR: Jerald W. Kunkel, P.E., F. ASCE

FORMAT: Lecture 3 Credit Hours

OFFERED: Every Semester

REQUIRED COURSE

PREREQUISITES: Graduate Standing

COURSE DESCRIPTION:
This course is the second course in the structures sequence, covering the design and investigation of structural steel. This work is examined from an architectural viewpoint, in which the behavior of the structural elements under load is of primary importance. Course begins with a general introduction to structural steel, handbooks and specifications, steel properties, and design considerations. Calculations include the design and analysis of tension members, simple beams, special beams and columns.

GOALS AND OBJECTIVES:

To provide the student with an understanding of the behavior of structural steel members when subjected to load. At the completion of the course, the student should have an understanding of the effect that this type of structure imposes on architectural design.

ARCH 5328 Architectural Structures-III

INSTRUCTOR: Mehta, Kunkel

FORMAT: Lecture (3 credit hours)

OFFERED: Spring 2009

REQUIRED COURSE

PREREQUISITES: ARCH 5327

COURSE DESCRIPTION:

Continuation of ARCH 5327 with emphasis on structural theory and systems in masonry and reinforced concrete. Prerequisite: ARCH 5327.

GOALS AND OBJECTIVES:

The course deals with the structural aspects of conventional reinforced concrete buildings with particular emphasis on the structural response to architectural and construction requirements. At the end of the course, the student should:

- Understand the benefits and limitations of reinforced concrete as a structural material, and the types of buildings that merit the use of reinforced concrete versus structural steel.
- Become familiar with the benefits and limitations of various structural systems that can be used in conventional reinforced concrete buildings, and be able to select an appropriate system for a given building.
- Understand the behavior of various elements of a building's structural system that respond primarily to gravity loads and those that respond primarily to lateral loads.
- Understand the rationale of above concepts through elementary structural calculations.
- Become familiar with the fundamentals of prestressing of reinforced concrete structural elements, and the difference between prestressing and post-tensioning.
- Become reasonably proficient in determining the preliminary sizes of reinforced concrete structural elements required at the sketch design and design development stages.
- Be able to perform structural design calculations for simple reinforced concrete buildings.

ARCH 5329 Computers and Design

INSTRUCTOR: Thomas Rusher

FORMAT Lab/Studio

OFFERED: Fall/Summer/Spring

ELECTIVE

PREREQUISITES: Junior Standing/Graduate

COURSE DESCRIPTION:
The Computers and Design class investigates the nature of the Digital Realm as an environment to generate concepts and communicate those ideas visually. Emphasis will be placed on a student's ability to present ideas explicitly, graphically, and orally. Close attention to the craft of Digital Works will be explored.

GOALS AND OBJECTIVES:
The objective of the class is to introduce the student to a range of digital 2D and 3D design tools and leveraging these tools to convey design concepts. There are two major components to the class, Implementation and Experimentation. Implementation is the process of learning to utilize certain tools while Experimentation is the process by which creative and intellectual advances occur. The class will be run as a lab/studio, where work will begin in class and possibly be due at the end of the session. This class presupposes no prior experience with computers and the software being used.

ARCH 5331 Professional Practice

INSTRUCTOR Barbara Von der Heydt

FORMAT Lecture / three hours per week

OFFERED Every Semester

REQUIRED COURSE

PREREQUISITES Graduate Standing

COURSE DESCRIPTION:
An extensive examination of the role and the responsibility of the architect in the contemporary practice of architecture. In depth discussion of the duties, responsibilities and relationship of the architect, owner, general contractor and other professionals in the field. Risk management, ethics and professional judgment will be discussed in detail. Time will also be devoted to discuss practice organization and management, methods of project delivery, various forms of contract, building economics, professional internship and the architect's roles as leader of the professional team.

We will carefully investigate the rising demand for architectural services looking at the new structure of the demand. Bigger and more complex buildings, the construction industry, competition with other professions, competitiveness among architects and financial problems of the careers and practices will be studied.
approximately one third if the course will be devoted to the study of the elements contained in a project manual for a building project including bidding requirements, contractual requirements and specification.

GOALS AND OBJECTIVES:

The intention of the course is to introduce future professionals to the realities of architectural practice and to enable them to enter the discipline with a good understanding of the role and responsibility of the architect in the construction process. Students should complete the course with an:

1. Understanding of the role of internship in professional development and the reciprocal rights of interns and employers.

2. Awareness of the legal and ethical context of practice including professional licensing, code and accessibility responsibilities.

3. Awareness of basic principles of office organization, business planning, marketing, negotiation, financial management, service contract and the formation of design firms.

4. Awareness of the architect's leadership roles at every phase of the project, working with allied professionals.

5. Awareness of different forms of project delivery and the technical documentation required to deliver component services.

6. Understanding of the format and content of the project manual of a typical building project.

Required text: *The Architect's handbook of professional practice*. Student Edition
Other Readings: MOP. " Construction Documents Fundamentals and formats Module" of the manual of the practice (MOP) published by the Construction Specification Institute.

SUPPLEMENTARY READING:

Gutman, Robert "Architectural Practice, A Critical View", 1988
Pressman, Andy "Professional Practice 101",
Meier, Hans "Construction Specification Handbook" 1989
Watika, Osamu & Linde, Richard "The professional Practice of Architectural Detailing", 1999

ARCH 5333 Construction-II

INSTRUCTOR: Madan Mehta

FORMAT: Lecture (3 credit hours)

OFFERED: Fall semester

REQUIRED COURSE

PREREQUISITES: ARCH 5670

COURSE DESCRIPTION:
Advanced construction assemblies and methods, including the principles of cost control.

GOALS AND OBJECTIVES:
The course deals with advanced construction assemblies and builds on the first course on construction (ARCH 5323: Construction Materials and Methods). It is a lecture-project-seminar based course, and requires a certain amount of independent research by the student in completing the projects and preparing for the tests. Wherever possible, the course lays focus on sustainable materials, methods and assemblies, outline specifications and cost control. At the end of the course, the student should:

- Become sufficiently knowledgeable about materials and construction assemblies commonly used in industrial, commercial and large scale residential buildings , and be able to understand how such buildings are put together.
- Become proficient with contemporary construction systems, such as loadbearing wall systems (in reinforced masonry and reinforced concrete), steel and concrete frame systems, and precast concrete systems.
- Become knowledgeable about various exterior wall cladding systems, such as curtain walls, anchored and adhered veneer systems, and insulated metal panel systems.
- Become knowledgeable about various roofing systems commonly used in low-slope roofs, including life-safety issues in roofing.
- Be able to illustrate his(her) comprehension of construction details.

ARCH 5337 Soils and Foundations

INSTRUCTOR: Jerald W. Kunkel, P.E., F. ASCE

LECTURE: 3 Credit Hours

OFFERED: Spring

ELECTIVE COURSE

PREREQUISITES: Arch 5328 and Graduate Standing

COURSE DESCRIPTION:
This course covers soil classifications, field and laboratory identification, physical properties and load–bearing characteristics of soils, design and analysis of retaining wall systems, deep foundation systems and shallow foundations.

GOALS AND OBJECTIVES:
The course will provide the student with an understanding of the behavior of soils and how that behavior affects foundations and retaining walls. At the completion of the course, the student should have an understanding of the properties of soils and how they affect structural design.

ARCH 5342 — First Semester Drawing Studio (Path A)

INSTRUCTOR: Bijan Youssefzadeh

FORMAT: Lecture one Hour/Lab five hours a per week

OFFERED: Spring 2004 - 2006

REQUIRED COURSE

PREREQUISITES: None

COURSE DESCRIPTION:
An extensive investigation to a drawing process, as a method of representation, involving an exploratory way of thinking and seeing utilizing an architectural set of skills! Specific architectural drawing types (exercises) are used as a vehicle for developing and understanding the drawing process.
Our goal is to develop an ability to think, see, perceive and design as an architect; that is to think and draw analytically, conceptually, critically, and synthetically; to perceive and experience form in three dimensions; to compose and see the drawing process beyond just representation, moreover, to investigate the abstract notion of drawing and to look continually at the reciprocal and the speculative notion of drawing.

GOALS AND OBJECTIVES:
The primary objective of this course is to present to students a basic vocabulary of abstract architectonic representational methods related to the design process and its presentation. The students are introduced to a series of drawing exercises which involves a limited set of constraints and a focused set of issues. There will be five types of drawings explored in the course of the semester: I. Freehand Sketching, II. Orthographic Projections and axonometric, III. One and Two Point Perspective, IV. Analytical and Transformational, V. Juxtapositional and Computer Generated Images.

ARCH 5343 — Architectural Graphics II
Path A Drawing Class II

INSTRUCTOR: William B. Bricken

FORMAT: Lecture/Studio

OFFERED: T, Th Fall Semester 2007

REQUIRED COURSE

PREREQUISITES: A5592 should be taken concurrently, or the student must place out of this graphics course.

COURSE DESCRIPTION:

Represent (rĕp 'rĕ-zĕnt)
Rep·re·sent·ed, Re·re·sent·ing, Rep·re·sents
01.

a. To stand for; symbolize
b. To indicate or communicate by signs or symbols
c. To depict in art; portray
d. To describe or present in words; set forth
e. To serve as the official and authorized delegate or agent for
f. To act as a spokesperson for
g. To stage (a play, for example); produce
h. To act the part or role of

02. To present clearly to the mind
03. To draw attention to by the way of remonstrance or protest
04. To describe or put forward (a person or thing) as an embodiment of a specified quality
05. To serve as an example of
06. To be the equivalent of

Re-present
Re-present \ Rè-pre*sent
To present again; as, to re-present the points of an argument

When you enter The School of Architecture at the University of Texas at Arlington through the sliding glass doors at the ground level, these core values confront you immediately: the desire to make, a love of craft, and the importance of the urban condition. Immediately to your left hangs a wonderful model which exhibits with astonishing clarity and abstraction the power and structure of the city of New York. As you ascend to the second level, (the Piano Nobile), you are surrounded with architectural models of every stripe: models mounted to the walls; models resting in carefully made Plexiglas containers floating lightly above the floor; models hanging from the ceilings. Much of this work *represents* (that word again) work which has been accomplished in previous design studios. There are also superbly crafted section and detail models of important historical buildings. These many, many models vividly illustrate the belief that craft is an important instrument of learning, as well as the commitment of the school and the faculty to the history of the discipline. In an earlier school publication, *Recent Archives*, visiting critic Carlos Jimenez of Houston put it this way: "Meticulously detailed models from the history of architecture, also built by the students, overlap with their own works. Thus both groups share the immediacy of a common faith and form part of the ongoing collage of history. Their combined certainty affirms the will to build and the memory to continue building. Each passing student is exposed to this inexorable bridge. Dreams are born into each student willing to listen and journey across." I beseech you to closely examine this treasury.

GOALS AND OBJECTIVES:

Over the duration of this term we will discuss a series of topics relevant to the issue of architectural representation. The term "representation" refers to those instruments – drawings, models, language – which are surrogates for the reality of architecture, which resides only in the built artifact. The methods of representation we shall discuss exist to communicate: to oneself, to the studio critic, and eventually to a much broader audience. Architectural

representation embraces an enormous range of activities, many of which have little or nothing to do with drawing; this term we will incorporate a range of those "other" activities. In the realm of drawing there are those that "everyone knows" that architects produce; plans, sections, elevations and the usually mindless three-dimensional drawings known as "renderings". The public also "knows" that architects produce "blueprints" (an archaic term denoting the drawings that contractors use to construct buildings, a.k.a. "working drawings"). However, little is known about the many instruments that architects use to "think" about buildings. This is the territory we are going to investigating during the term.

Drawings are an abstraction of an intended reality. Different types of drawings assist us in comprehending and developing those intentions. Architectural design is a fluid process; many have perceptively, and correctly, characterized it as being non-linear. The Swiss architect Peter Zumthor has said "The design process is based on a constant interplay between feeling and reason." The drawings of the Italian master Carlo Scarpa perhaps best illustrate this reciprocity to which Zumthor alludes. On any of his drawings there exists a cacophony of information; his drawings are often referred to as palimpsests -- plans, details, comments, etc. -- which assisted Scarpa in his architectural research. However, the way that Scarpa worked is not the way Alvaro Siza Vieira, Rafael Moneo, or Jørn Utzon work. There is no single "method" of drawing or architectural investigation which is correct. Every person must find his or her own way.

Representation as a form of language tends to be unfortunately under-addressed. I refer here to "language" in a more inclusive and abstract sense than simply as a body of words and the systems for their common use. Architects and designers find it necessary to communicate, clearly and concisely, in many forms, so they may convey their thinking. This communication can include speaking and writing, drawing and model making. As we rapidly transform into a more technologically developed society, we see architects use computers for modeling, animation and fabrication. We will begin your introduction into architectural representation through a series of very rigorous and highly crafted exercises which demonstrate the possibilities for revealing intentions and describing three-dimensional space, form and relationships. All drawings this term will be constructed, by hand, using pencil on vellum. I do not use the term "construct" casually. Architecture is about making; representation abets that activity. "Making" a line by hand is a fully embodied experience. We begin our introduction with an exercise which demonstrates the potential for a line to describe form and depth and space in two dimensions. We follow with studies in orthographic projection, axonometric construction and one point and two point perspectives. We will address diagramming, the construction of shades and shadows and issues of composition. During the last weeks of the term you will also be required to write a carefully crafted 1000-1200 word essay describing in depth your conceptual intentions for one of your studio projects.

The types of representation that have beendescribed attempt to characterize more than the physical qualities of a building. Through the exercises you will be given over the length of the term, we shall endeavor to develop your understanding of architectural design as an intellectual construct, as much as a physical one, through exercises which focus on the critical, analytical and speculative potential of architectural representation.

ARCH 5346 Construction Drawing

INSTRUCTOR: Todd Hamilton

FORMAT:

OFFERED: Fall 2009

ELECTIVE COURSE

PREREQUISITES:

COURSE DESCRIPTION:

Construction documents include the legal drawings and specifications of an architect used in the building process. Typically laypeople call these "blueprints" while the architect often refers to them as prints. Obviously accuracy and thoroughness are essential to expediting the process by avoiding problems and delays. Remember you cannot be at the job site constantly so these documents must be self explanatory. This course will familiarize you with these documents as well as require you to produce blueprints of various building components. In the past I asked each student to produce a complete set of drawings for a small building of his design and the outcome was too many incompletes and drops. It seems this course conflicted with the expectations of studio and I lost. So this semester each of you will work on seven projects of varying building systems, construction knowledge, and code consideration. Architecture done in small offices (boutique practices) of limited space and budget can be turned up or refined during the working drawing phase or at the site. On complex projects where teams of consultants often located in different cities or regions (engineers, soil labs, interior designers, kitchen designers, acousticians, leasing agents, etc.) the process becomes more complicated and time more precious. This is where CAD systems are most beneficial. Every time a change or revision is made it is automatically made in all files and these can be sent via email instantly around the world. Firms with more than a dozen employees are considered large and corporate.

Early in the semester I will introduce you to computer aided production CAD done in both large and small firms. Each semester I teach ARCH 4346 more students do their work on CAD. Even if your computer graphics skills are elementary, you should hang in there and work at it. Each semester I'm amazed how much most students progress in 3.5 months. The era of manual drafting is over…repetition and vertical layering of information is so easily done on CAD. We will visit both construction site as well a possible office visit during the semester…..the difficulty is one of scheduling.

GOALS AND OBJECTIVES:

For many students, the course information is overwhelming and sometimes intimidating. Numbers, notes, abbreviations, standards, jargon, etc. are all new and often outside the familiar language and vocabulary used in the studio. Your goal is to avoid redundancy and duplications, be precise and clear, anticipated difficulties during construction, and allow those people in the construction industry to understand your intentions.

Working drawings are usually best learned in an office. Your generation won't be able to learn on the job or apprentice as previous generations of architects have done. Today office staff are learn and operate more efficiently in part because of CAD. They don't necessarily sense an obligation to educate the next generation of architects. I guess they assume that is our job at the university. Each semester only about ¾ of the students finish their sets of drawings by the end of the semester. They receive an X grade and when everything is turned in the final grade is automatically lowered one letter. Remember this and realize this class takes time and maybe with outside job(s), studios, other courses….you're in over your head. Students who sign up really want some paraprofessional experience prior to graduation. In this job market evidence of your

skills besides a portfolio is crucial. Presenting a neat, well drawn, and reasonably complete set of working drawings helps you at that first interview.

ARCH 5348 Photography

INSTRUCTOR: Craig Kuhner

FORMAT: Lecture/Studio, 3 credit hours

OFFERED: Spring Semester every year

REQUIRED or ELECTIVE: Elective

PREREQUISITES: 3rd year standing

COURSE DESCRIPTION:
The intent of the course is to give a good foundation in the fundamentals of visual composition, camera techniques, and digital image manipulation and output. The photograph can be thought of either as an end product or as part of a process. The class has two emphases, technical and creative. The technical aspects are covered in lectures and tutorials about camera, lenses, light, exposure, and computer/software technique investigating digital capture, manipulation and output. The creative aspects are covered through seven assignments emphasizing photographic vision, graphic and conceptual impact.

GOALS AND OBJECTIVES:
To acquire the technical skills to create and improve images taken with a camera, and to exercise and improve photographic vision, and graphic and conceptual thinking as applied to architectural and personal communication.

ARCH 5395 Architectural Portfolio

INSTRUCTOR: Craig Kuhner

FORMAT: Lecture/Studio, 3 credit hours

OFFERED: Fall semester every year

ELECTIVE COURSE

PREREQUISITES: Arch 3553 or 2 graduate design studios

COURSE DESCRIPTION:

The purpose of the class is to produce a dynamic and coherent, hard-copy, design portfolio no smaller than 8"x8" and no larger than 11"x14", for applying for graduate school and/or employment.

The class meets 3 hours once a week for 15 weeks. The first 1/3 of the semester will primarily consist of lectures on graphic design, typography, basic model photography, the purpose of a portfolio and the information it should convey, as well as resume design and writing. The next 1/3 will primarily cover Photoshop tutorials and portfolio layout, information organization, and writing descriptions of each project, while the final weeks will consist mostly of desk crits.

Assignments will include writing a resume, writing project description of three projects emphasizing concepts; model photography including enhancing the images in Photoshop; and outputting on media appropriate to the end product portfolio; and the final portfolio. At least three projects should include process.

Grading will be on how well the subjects covered in the class are used in creating an imaginative, dynamic, informative and personal portfolio. The projects themselves will not be part of the grade since it assumed that they were already graded in the design studio.

GOALS & OBJECTIVES

The goal of the course is to introduce the student to graphic design layout, basic typography, to develop the ability to present architectural design intentions and solutions in two dimensional, printed, book or brochure format, and to increase their understanding and ability with Photoshop.

ARCH: 5395 — Basic AutoCAD

INSTRUCTOR: — Atchison

FORMAT: — Lecture – 3 Hours

OFFERED: — Spring, summer and fall semester

ELECTIVE

PREREQUISITES: — Computer and drafting skills

COURSE DESCRIPTION:

Contents – Exposure and usage of AutoCAD for the conveyance of architectural drawings in plan, section and elevation.

GOALS and OBJECTIVES:

Contents – The purpose of the class is to assist the student in the understanding of architectural drafting through the use of AutoCAD and will be presented in printed and electronic form.

ARCH: 5395 Advanced AutoCAD

INSTRUCTOR: ATCHISON

FORMAT: Lecture – 3 Hours

OFFERED: Spring, summer and fall semester

ELECTIVE COURSE

PREREQUISITES: Basic AutoCAD and computer skills

COURSE DESCRIPTION:
Contents – Research into advanced uses of AutoCAD & 3d studios max for the presentation of architecture through rendering and animation.

GOALS AND OBJECTIVES:
Contents – The purpose of the class is to learn 3d solid modeling and rendering for presentation.

ARCH 5395 Special Topics: Asset Restructuring

INSTRUCTOR: Michael Buckley

FORMAT: Lecture

OFFERED: Fall

REQUIRED COURSE

PREREQUISITES:
This course is offered within a coordinated curriculum comprising the *Certificate in Property Repositioning & Turnaround Strategies.* Concurrent enrollment is required in all courses of the program:

ARCH 5395 Special Topics: Property / Asset Repositioning
ARCH 5395 Special Topics: Property Due Diligence
ARCH 5395 Special Topics: Asset Restructuring
REAH 5392 Special Topics: Real Estate Development Financial Analysis + Valuation
ARCH 5191 Directed Study: Analytical Software Tutorial

COURSE DESCRIPTION:
Emphasis on the processes of property foreclosure, and restructuring, with readings and lectures on best practices, role –playing exercises from different stakeholder positions, and case study analysis.
Course lecture topics are expected to include:

1. Overview of legal/ restructuring Issues –definitions whole loans vs. CMBS etc
2. Complexity –impact of CMBS and structured finance

3. Loan monitoring and default triggers
4. Limitations in structure---portfolio level defaults + CMBS ; special servicers; inter -creditor agreements
5. Process map of restructuring options –review of Portfolio Serving Agreement conditions
6. Legal barriers—impact of bankruptcy vs. other foreclosure options
7. Loan modification parameters—bifurcation; pay down.; reductions in face value and interest with future recapture options
8. Case study –bankruptcy management best practices
9. Case study--- loan modification role play
10. Recapitalization and impact of government capital sources
11. Bank REO special conditions
12. FDIC mandates and good bank / bad bank asset recovery
13. Conclusion –review and future state discussion

ARCH 5395 Contemporary Architecture

INSTRUCTOR: Dr. Douglas Klahr

FORMAT: Lecture

OFFERED: Fall Semester 2008

ELECTIVE COURSE

PREREQUISITES: ARCH 2303/2304

COURSE DESCRIPTION:

This course is designed to provide students with an understanding and questioning of contemporary architecture, that is, architecture of approximately the past 10 years – a dynamic, complex, and perplexing time. Three major themes define the course: (1) architecture as commodity, spectacle, and "brandscape"; (2) architecture as being/not being a truly 21st-century process in comparison to other products; (3) architecture as it responds to environmental and sustainability demands. Topics not covered in readings are presented in specifically developed for the course.

GOALS AND OBJECTIVES:

By the end of the course, you will be able to do the following: (1) Discuss the three major reading themes; (2) Identify basic issues inherent within each building type; (3) Discuss how specific buildings interface with the major reading themes; (4) Describe the structure and materials of specific buildings; (5) Explain the surrounding urban context of specific buildings, when applicable.

THEME #1: ARCHITECTURE AS SPECTACLE, COMMODITY, AND BRANDSCAPE

Week I	Building Type	Reading
August 25	Introduction	
August 27	Museums	**MS** Short excerpt from *Brandscapes*
August 29	Museums	

Week II

September 1	**Labor Day Holiday**	
September 3	Museums	**T** Preface; Spectacle and Its Discontents
September 5	Museums	**MS** Excerpts: *The Society of the Spectacle*

Week III

September 8	Museums	**MS** Excerpts: *Comments on The Society of the Spectacle*
*September 10	Museums	
September 12	Museums	**T** Brand Aid

Week IV

September 15	Museum-Industry Hybrids	**T** Rocking for the Clampdown
September 17	Performing Arts Venues	
September 19	Performing Arts Venues	**T** Less for Less Yet

Week V

September 22	Performing Arts Venues	**MS** *Judging Architectural Value*: Questions of Value
September 24	Performing Arts Venues	**MS** *Judging Architectural Value*: Modest Architecture
September 26	Performing Arts Venues	**MS** Excerpts from *Architecture of the Absurd*

Week VI

September 29	The Retail Realm	**T** Hyphenation Nation; Architecture for Sale
October 1	The Retail Realm	**T** Inside the Blue Whale; **MS** The Couple in the Mall
October 3	**Exam 1**	

THEME #2: ARCHITECTURE AS BEING/NOT BEING A TRULY 21ST-CENTURY PROCESS

Week VII

October 6	Transportation	**MS** *Refabricating Architecture*: Processes We do not See
October 8	Transportation	
October 10	Transportation	

Week VIII

October 13	The Civic Realm	**MS** *Refabricating Architecture*: Architecture
October 15	The Civic Realm	
October 17	The Civic Realm	**MS** *Refabricating Architecture*: Mass Customization

Week IX

October 20	Residences	**T** Rockbottom
October 22	Residences	
October 24	**Exam 2**	

THEME #3: ARCHITECTURE, ENVIRONMENT & SUSTAINABILITY

Week X

October 27		**MS** *Cradle-to-Cradle*: A Question of Design

October 29		
October 31		**MS** *Cradle-to-Cradle*: Why Being "Less Bad" is No Good
	Offices	**MS** *Big + Green*: Vertiscapes
November 3		
*November 5	Offices	
November 7	Offices	**MS** *Big + Green*: Limits of Sustainable Architecture

Week XII

November 10	Offices
November 12	Education/Media Facilities
November 14	Education/Media Facilities

Week XIII

November 17	Education/Media Facilities
November 19	Education/Media Facilities
November 21	Sports Venues

Week XIV

November 24	**Reading Exam**
November 26	Sports Venues
November 28	**Thanksgiving Holiday**

Week XV

December 1	Super-towers	**MS** Big + Green: The Corporate Biosphere
*December 3	Super-towers	
December 5	Super-towers	

Week XVI

December 8	**ARCH 5395: Last date to submit <u>final</u> draft of research paper <u>NO LATE SUBMISSIONS!</u>**
Date TBA	**Exam 3**

ARCH 5395 Digital Fabrication II

INSTRUCTOR: Brad Bell

FORMAT:

OFFERED SPRING

REQUIRED OR ELECTIVE:

PREREQUISITES:

COURSE DESCRIPTION:

COURE OVERVIEW:

The use of digital technology in the architectural design process has evolved from a role as a mere representational device to that of a tool for instrumentalized simulation and fabrication. The desire to make buildings look like a rendering or to produce photo-realistic images and walkthroughs has given way to an opening of the potentials of the software to assist the designer with managing complex geometries, parametric organizational diagrams, structural analysis and integrated building systems.

Digital Fabrication II will focus on the full-scale implementation of a digitally designed and fabricated installation. The conceptual framework for the installation will be the result of a preliminary investigation into modular concrete units capable of assembling to form a surface. The research and conceptual directives will attempt to erase the current modernist ideology of homogenous repetition and will instead privilege an associative architecture. Working with a limited number of geometrical 'parents' and a fixed set of parametric controls it is possible to find an *aggregated complexity* within the spectrum of potential outcomes of configuration. Central to the development of the modular concrete system will be digitally fabricated formwork. The formwork, which traditionally serves as the method for ensuring specificity in conventional pre-casting systems, will now be layered with the capacity to orchestrate complexity as well. The complexity will be made possible through the implementation of digital design and digital fabrication methods. It is the combination of specificity and homogeneity, with complexity and heterogeneity that promises a potentially novel outcome.
The Seminar will be comprised of 3 segments: *01_research & technique, 02_design & testing, 03_production & installation.* Student performance for the course will be evaluated for each segment to provide a cumulative grade for the seminar.

COURSE STRUCTURE:

01_research & technique Research and technique will be conducted in the first quarter of the semester. Each student will have the responsibility of acquiring, assimilating, and contributing information for the rest of the class. Research will be compiled into a working manual for the purposes of directing the initial fabrication prototypes. Techniques of fabrication and tutorials in 3D modeling software will equip students for the next section of the course.

02_design & testing The second quarter of the semester will implement the research into full-scale prototype components. Focus will be on material options, and construction techniques. Students will work as a groups to develop various prototype options capable of meeting a variety of design requirements.

03_production & installation Concluding the semester will be production of the components and a full-scale installation of the design. The installation will be assembled by the entire class.

GOALS AND OBJECTIVES:

STUDENT LEARNING OBJECTIVES

The Learning objectives will be evaluated through the 4 elements of the Course Structure as listed above. A summary of those objectives is as follows:

- General introduction to the theoretical underpinnings of current CAD/CAM technology.
- Historical reference for the factors contributing to the use of CAD/CAM technology.
- Role of CAD/CAM technology in the present architecture profession.
- Relevance of CAD/CAM to associated design professions.
- Preliminary introduction to complex geometric modeling techniques.
- General introduction to the techniques of 2D and 3D CAM fabrication.

- Translation of complex 3D geometric modeling to 2D fabrication templates.
- Hands-on introduction to the use of the laser cutter.

ARCH 5395 Lyricism in Architecture Design

INSTRUCTOR: Martin Price

FORMAT: Lecture, 3 Credit hours

OFFERED: Spring

ELECTIVE COURSE

PREREQUISITES: None

COURSE DESCRIPTION:
A study of architecture that explores and compares the lyrical forms of nature with the lyrical forms of a selected group of architects whose works expresses this approach to their designs.

GOALS AND OBJECTIVES:
The objective is to introduce an architecture that is more lyrically focused on more natural rhythms, motion, and feelings of the human experience. This approach is to study the rhythms of nature that are not rhythms of geometrically perfect lines nut do however represent an order of more chaotic measured as well as spontaneous irregularities. Practicing eye to hand coordination for a better understanding of lyricism in architecture will require a hands on study of a work or an extracted part of a work of a selected architect by the instructor.

ARCH 5395 The Everyday City

INSTRUCTOR: Wanda Dye

FORMAT: Seminar [3 hours]

OFFERED: Fall/Spring

REQUIRED or ELECTIVE: Elective

PREREQUISITES: None

COURSE DESCRIPTION:
"...Specific needs have specific objects. Desire on the other hand, has no particular object except for a space where it has full play; a beach, a place of festivity, the space of a dream."

-Henri Lefebvre

"...But when there is little money to spend on architecture, then surely greatest architectural imagination is required. Sources for modest buildings and images with social purpose will come not from the industrial past, but from the everyday city around us, of modest buildings and modest spaces with symbolic apendages."
-Denise Scott Brown

..."the everyday city has rarely been the focus of attention for architects or urban designers, despite the fact that an amazing number of social, spatial and aesthetic meanings can be found in the repeated activities and conditions that constitute our daily, weekly, and yearly routines. The utterly ordinary reveals a fabric of space and time defined by a complex realm of social practices – a conjuncture of accident, desire and habit."
-Margaret Crawford

The Everyday City is a seminar/workshop that examines urban theories and practices engaging the everyday, from the writings of Henri Lefebvre to contemporary critics. Through case study research and empirical observation, as well as the use of photographic and montage techniques, the course attempts critical alternatives to [re]present and intervene within everyday public spaces. Through these spatial/temporal documentations, using images, sound and text, ideas of possible interventions within everyday public space emerge. Whether driving, riding or walking, our lived experiences of the everyday city are increasingly difficult to [re]describe or [re]present in a lucid, articulate manner. Furthermore, montage images of proposed interventions provide a more visceral understanding of how an intervention may potentially transform a space into place through multiple possibilities of inhabitation and temporal programming.

GOALS AND OBJECTIVES:

- Read and discuss assigned texts, photography, and films addressing the everyday city and public space
- Present case studies on urban interventions critically engaging public space within the everyday city
- Utilizing the immediate metroplex area as laboratory – present personal and yet critical observations of how public space within the everyday city of DFW is used and experienced. These observations should be in the form of images, montages, and/or videos, narratives, interviews etc.
- Utilizing your "critical observations" as "site[s]" – propose an urban intervention that creates "place and/or identity out of derelict site[s]". These interventions may range in scale – from object to territory. They may also range from temporary events to permanent infrastructure. The representation of these interventions should be in the form of "before and after" photomontages/movies - i.e. reinserted into the previous photomontage and montage movie exercise.

ARCH 5395 — Furniture Design

INSTRUCTOR: — Martin Price

FORMAT: — Lecture and Workshop, 3 Credit hours

OFFERED: — Fall

ELECTIVE COURSE

PREREQUISITES: Use of Laser Cutter

COURSE DESCRIPTION:
Furniture design as an extension of architectural design that is body related ergonomic furniture.

GOALS AND OBJECTIVES:
The objective is to design and construct a full scale piece of furniture that is based on the premise that furniture is architecture at a smaller scale, and that it should be ergonomic. The intent is to study the section of the human being in order to create functional solutions that provide for human comfort. It is intended that lyrically and dynamically expressive design solutions shall result from studying some aspect of the human condition and produce a user friendly solution. It is hoped that the use of the laser cutter shall help in this endeavor.

ARCH 5395 Special Topics: Property / Asset Repositioning

INSTRUCTOR: Michael Buckley

FORMAT: Lecture

OFFERED: Fall 08

COURSE DESCRIPTIONS:
Presentation of a nine step turnaround strategy for specific project analytics, including site capacity, reuse alternatives and implementation processes to achieve higher performance levels and asset appreciation; overview of physical planning and design issues impacting project redevelopment.

Course lecture topics are expected to include:

1. Introduction to physical design and configuration issues
2. Creative design and project management / repositioning process
3. Turnaround team dynamics + " 9 Step Process"
4. Case study–adaptive re-use
5. Case studies-- urban mixed use
6. Case studies-- suburban
7. Case study ---marketing
8. Triad testing –concept + market + feasibility
9. Case study--- property repositioning
10. Case study ---multiphase development
11. Case study – programming and feasibility
12. Corporate facilities –repositioning and disposition
13. Summary and future opportunities to apply "9 Step Process"

ARCH 5395 — Notational Drawing (Graduate)

INSTRUCTOR: Kevin W. Sloan

FORMAT: Seminar, 3 Credit Hours

OFFERED: Winter session, Fall 2008, 2009
Spring 2009, 2010

ELECTIVE COURSE

PREREQUISITES: ARCH, INT, LARCH Major
Junior or Above

COURSE DESCRIPTION:

Notational drawing is an elective seminar class concerned with analytical drawing techniques and how to use the sketchbook as a tool and process for architectural production. The course will cultivate drawing strategies that will heighten the student's ability to make observations through firsthand experience and record them with the correct conventions in order to enable recovery for future use in architectural design. The course will begin by acquainting the student with various techniques and drawing conventions through lectures and demonstrations in class. Exercises geared to familiarize the student with drawing in public places and also to gain comfort and familiarity with the sketchbook, are the precursor to an itinerary of field trips and places, where the lessons will be applied and tested.

GOALS AND COURSE OBJECTIVES:
Notational drawing will introduce the architectural student to a variety of drawing techniques and conventions useful in analyzing architectural situations. The class will place specific emphasis on learning to draw "in-situ," making the course particularly useful for those intending on studying abroad or pursuing graduate school.

ARCH 5591 — Design Studio
Path A Architectural Design Studio

INSTRUCTOR: Bricken, Sloan

FORMAT: Design Studio, four credit hours

OFFERED: MWF Fall Term 2008

REQUIRED COURSE

PREREQUISITES: Standing as a Graduate Student

metaphysical and existential questions regarding our position in the world. A legitimate work of architecture is an intellectual construct as well as a physical structure and as such establishes a relationship with history in its most profound sense; it becomes embedded in society's myths and values; it responds to and embodies a notion of a future society; it addresses many simultaneous yet differing messages to many recipients. The most honored ambition of a work of architecture is to inspire the soul.

The primary objective of this studio is to introduce students to fundamental conceptual ideation and considerations such as organizational strategies, space, tectonics, materiality, purpose and meaning. This design studio will be structured around three assignments for the term's work. They each address a limited number of issues, and though the subject matter is different for each project and each assignment will have an increasing level of complexity, they will share a thread of continuity which binds them into a comprehensible and cumulative pedagogical sequence. Ideation and composition will stress thinking. Drawing and model making will focus on the craft of architecture. Architectural design inevitably responds to many, sometimes conflicting, conditions but we will always operate under the assumption that a work of architecture must always be preceded by intention. Intention must always be subject to negotiation The assignments will require a disciplined employment of analysis and synthesis, ideation and craft in their development.

Each of the design studio projects will be preceded by a lecture and will be supported by a number of required readings. There will also be a series of lectures given over the course of the term which will discuss, in-depth, the conceptual strategies of four seminal works of architecture The initial design assignment will begain by focusing on the development of conceptual strategies addressing the movement of the body through space and time. This assignment requires careful consideration of composition, developing strategies addressing movement and stasis, and for creating a clear conceptual framework while working within a limited set of parameters. The second assignment will provide an opportunity to investigate two distinct types of architectural space, *cellular space*(characterized by differentated rooms and configured forms) and the *free plan* (characterized by continuous and/or interpenetrating spaces). We will again address the movement of the body, but this time through a program of spatial progression using a limited number of architectural elements to define a sequence of movement describing entry, path and destination.The assignment will also begin an introduction into the cultivation of a nascent tectonic logic which abets, reinforces, and clarifies the spatial intentions of the work. The final assignment will continue the exploration of spatial and tectonic concepts and issues of movement while introducing a limited number of programmatic requirements and raising issues about building in an existing context.

GOALS AND OBJECTIVES:

Ultimately the reality of architecture is revealed by what is built. The intent of this design studio is, of course, to assist you in developing your design skills. This studio will endeavor to cultivate your critical reasoning capabilities and strive to instill a respect for a rigorous thought process. Architectural education is primarily about development of the process, usually considered "design"that precedes construction. An underlying current in this class will be based on the belief that thought and production, thinking and doing – simultaneously – are inextricably related activities which are necessary to produce meaningful design. An important aspect in "learning to design" is the need to develop a way of working. "Working" implies action, physical and mental. It will be necessary for you to formulate a point of view about each assignment, to understand the issues internal to it, and to frame a response. This studio will also consider that while "design" may precede construction, the consideration of construction can inform design. This philosophy anticipates the potential to develop a comprehensive way of working and thinking which fuses, enhances and graces the acts of design and construction.

Various architectural ideologies will be explored to provide opportunities for heuristic modes of application, employing representational forms of communication, including drawing and modeling, as well as written and verbal expression. The primary areas of focus will be:

Studio assignments which will exercise and develop cognitive abilities of critical thinking in order to interpret, analyze and evaluate for the purpose of proposing informed propositions which may be materialized in the form of architectural schemata.

Project statements and lectures which will cultivate and express the objective and understanding that tectonics – the poetics of construction – offers the potential to be an essential component in the making of architectural form.

Studio assignments which will require students to demonstrate architectural ideas in models and drawings and through verbal and written communication.

Students should attempt to develop a studio culture in which the exchange of ideas, the endeavor for intellectual growth, the development of meticulous work habits, the advancement of mutual respect and a commitment to an engaged study of architecture is nourished. Your **participation** and **commitment, willingness to take a risk, appetite to challenge conventional thinking** and, finally, **individual effort** will inevitably identify your commitment to the discipline.

Architecture cannot become an instrument of mere functionality, bodily comfort and sensory pleasure without losing its essentially mediating task. A distinct sense of distance, resistance and tension has to be maintained to program and function. A piece of architecture should not become transparent to its utilitarian motive; architecture has to maintain its impenetrable secret and mystery in order to ignite the imagination and emotion

Juhani Pallasmaa
The Eyes of the Skin: Architecture and the Senses

ARCH 5592	Architecture Design Studio II
INSTRUCTOR:	Bijan Youssefzadeh
FORMAT:	Lecture 3 Hours / Lab 6 Hours a week
OFFERED:	Spring 2008
REQUIRED COURSE	
PREREQUISITES:	ARCH 5591

COURSE DESCRIPTION:
A continuation of 5591, an extensive investigation to a design process involving an exploratory way of thinking and seeing utilizing a new set of skills! Specific architectural problems (types, exercises) are used as a vehicle for developing and understanding the design process; problems that clearly have no right answers and that force you to synthesize information and communicate your ideas and proposals in a visual language.

Emphasis is placed on developing and understanding a connection between an idea and the means to express that idea through drawings and models, making these drawings and models become tools for seeing, exploring, and communicating architectural ideas (what to draw and how to draw it), and to learn to make an informed drawing (or a series of drawings) that begins to communicate a proposal. There is an emphasis to work out ideas on paper and in models ("the struggle"), and to see the study drawings and models as fundamental instruments for self-criticism as well as basis for criticism from others.

GOALS & OBJECTIVES:

The goal of the studuio is for students to develop an ability to think, see, perceive and design as an architect; that is to think and draw analytically, conceptually, critically, and synthetically; to perceive and experience form in three dimensions; to compose and see the design process beyond just problem solving, moreover, to investigate the abstract notion of design ideas and to look continually at the whole idea - avoiding linear thinking, solving one problem at a time.

Generally five or six projects are assigned each semester. The problems are unfamiliar so that students cannot draw from past experience and is, thus, freer to explore new propositions detached by pragmatic considerations and preconceived ideas about what is important.

ARCH 5593 — Design Studio III

INSTRUCTOR: — Steven Quevedo

FORMAT: — 3-6

OFFERED: — Spring 2004
Spring 2005
Spring 2007

REQUIRED COURSE

PREREQUISITES: — ARCH 5592

COURSE DESCRIPTION:

Continuation of ARCH 5592. Studio course emphasizing the interrelationship of formal/spatial ideas, use, and the building fabric with special attention to the urban context.

GOALS & OBJECTIVES:

Assessment of student performance focuses on the development of the following "Student Performance Criteria" as stated in the NAAB report. Students must demonstrate an *ability* in the following: Verbal and Writing Skills, 13.13.1:Speaking and Writing Skills; 13.13.2: Critical Thinking Skills; 13.13.3 Graphic Skills; 13.13.1: Research Skills; 13.13.5: Formal Ordering Systems; 13.13.6: Fundamental Design Skills; 13.13.11:Use of Precedence; 13.13.14: Accessibility; 13.13.16: Program Preparation; 13.13.17: Site Conditions; 13.13.18: Structural Systems; 13.13.20: Life-Safety; 13.13.21: Building Envelope Systems; 13.13.24: Building Material Assembly. [See "Condition 3.13: Student Performance Criteria"]

The teaching philosophy for this course concerns the continuing development of the design vocabulary through the examination of institutional buildings within an urban context. Research focuses on the analysis of historical precedents and their relationship to the built environment. The role of a building within an urban context can provide reference for site location, connections to existing urban space, selection of materials, structure and function. The design process reiterates the further development of previous design and graphic studios and the critical assessment of logical design decisions. This process relies heavily on the idea that to learn Architecture, one must do through the physical process of drawing and model building, reading and research and objective evaluation and response to self and outside critiques.

ARCH 5594	Design Studio IV
INSTRUCTOR:	Edward M. Baum, FAIA
FORMAT	Studio
OFFERED MWF 2:00-5:50pm	Dates: Fall 2009
REQUIRED COURSE	
PREREQUISITES	ARCH 5593 or permission of the Graduate Advisor

COURSE DESCRIPTION:

This course is an intensive studio that seeks to provide the student with a vocabulary of normative typologies with which to engage and control the design process in the making of buildings.

The first half of the term is made up of a series of 'Anatomy Lessons' in which a number of major issues to be investigated by the student and then to be incorprated as shaping factors in design solutions

GOALS AND OBJECTIVES:

- Student understanding of the process architectural design development from program organization through proposals for construction.
- Student ability to relate a building program to spatial, contextual, structural, and comfort demands.
- Student ability to develop a design solution for a public building integrating the major factors which shape architecture today.
- Student abiltiy to make a coherent proposal for a building's material and constructional logic, with special emphasis on its enclosure.

- Student ability to communicate through diagrams, drawings, and models – conventional and/or digital – a design study meeting the criteria above.
- Student ability to communicate orally his/her thinking processes, investigations, ideas, and criteria both in indivual discussions and as public presentations.

ARCH 5670 Advanced Design Studio

INSTRUCTOR: Baum, Bell, Price

FORMAT: Studio

OFFERED: Fall 2008; 2006; 2005; 2004
Spring 2007; 2005

REQUIRED COURSE

PREREQUISITES: Enrolled in last four semesters of M. Arch Program

COURSE DESCRIPTION:

This studio course concentrates intensively on the process of designing and making buildings – combining investigations of use, context, the building fabric, and the architectural ideas that organize them. The course seeks to simulate in many ways the experience of a design-oriented professional architectural firm as it works out proposals from the Schematic through the Design Development phases of practice.

The first part (about 1/3) of the term is devoted to various analytic studies, ranging from building precedents to construction systems. These analyses are usually done in teams of several students. Then the second part (about 2/3) of the term is devoted the individual student's developing a coherent and appropriate design proposal from a given program through the strategic decisions about construction. These decisions include primary structure, enclosure, and the response to energy issues.

Simulations of design proposals in two and three dimensions is a primary goal for both individual's understanding and for communication to others. There is an expectation of effective and elegant graphics and models, whether done by hand or by digital means.

The studio course has both an individual and a collective component. Students are expected to share their work through discussion and commentary as a routine part of studio activity; attnedance and working in the studio is a major requirement.

GOALS AND OBJECTIVES:

- Student understanding of the process architectural design development from program organization through proposals for construction.
- Student ability to relate a building program to spatial, contextual, structural, and comfort demands.
- Student ability to develop a design solution for a public building integrating the major factors which shape architecture today.

- Student abiltiy to make a coherent proposal for a building's material and constructional logic, with special emphasis on its enclosure.
  Student ability to communicate through diagrams, drawings, and models – conventional and/or digital – a design study meeting the criteria above.
- Student ability to communicate orally his/her thinking processes, investigations, ideas, and criteria both in indivual discussions and as public presentations.

ARCH 5672 Graduate Design Studio

INSTRUCTOR: Youssefzadeh, Hamilton, Bricken

FORMAT: Lecture 3 Hours/Lab 9 Hours per week

OFFERED: Fall 2009

REQUIRED

PREREQUISITES: Graduate Standing

COURSE DESCRIPTION:

ARCH 5672 serves as a comprehensive design that will include and go beyond conceptual design, experimentation and formal composition although these remain important and critical issues. The focus of the studio will be on the actual making of a building. The studio will study how to make the REAL in terms of construction, idea, and representation. Each student will bring the project to a level of finish where nothing is left to imagination. The ultimate success of a building is determined at all levels and phases from the development of a concept to understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies, and principles of sustainability. These concerns are seen not only as technical problems but also as architectural opportunities.
Architecture is increasingly becoming more of an interdisciplinary profession. Architects rarely work alone on the design of a building. They are part of a team, which includes a range of consultants, contractors, building material manufacturer, and clients who play significant roles in the design process. The architect must do more than just coordination and organization of the incoming information. He or she must synthesize it in order to realize an architectural vision. During the course of the project we will have lectures and input from colleagues who teach structure and technology courses, contractors, client, and manufacturer.

GOALS AND OBJECTIVES:

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

4.4 Faculty Resumes (standard format)

RICHARD ATCHISON

Adjunct, Non Tenure-Track

EDUCATION M.S. ARCHITECTURE

B.S. Architecture – UTA School of Architecture 2000
M.S. Architecture – UTA School of Architecture 2002

PROFESSIONAL Licensure/Registrations:

Licensed Architect – State of Texas, NCARB

COURSES TAUGHT:

Basic AutoCAD
Advanced AutoCAD
Intd AutoCAD
Adv. Computer Apps
BIM & Visualization (start summer 2009)

HONORS and AWARDS:

Henry Adams Medal 2002

RESEARCH:

ACADEMIC:
Form Research – Form Studios Architecture
PRACTICE:
Form Studios Architecture

PUBLICATIONS:

ACADEMIC: None
PRACTICE: None

ACADEMIC EXPERIENCE:

UTA School of Architecture – AutoCAD and Computer Systems

PROFESSIONAL EXPERIENCE:

9 years in the field of architecture and planning. Principal Partner at Form Studios Architecture.

MEMBERSHIPS:

AIA, CSI

SERVICE:

SCHOOL	None
UNIVERSITY	None
PROFESSIONAL	Relay for Life, Burleson, Texas

Edward M. Baum, FAIA

Full CV on Request

Professor of Architecture, Tenured

EDUCATION:

M.Arch, with distinction, 1964; Harvard University, Graduate School of Design
A.B., *summa cum laude*, 1960; Harvard College

PROFESSIONAL LICENSURE/REGISTRATIONS:

National Council of Architectural Registration Boards #15012
State of New York #010235 (Architect)
State of Texas #17271 (Architect)

COURSES TAUGHT [FALL 2004 - PRESENT]

ARCH 5670/5672	Graduate Design Studio, 2004, 2005, 2006, 2007, 2008, 2009
ARCH 5695	Graduate Independent Studio, 2005
ARCH 5698	Graduate Written Thesis, 2009
ARCH 4556	Senior Design Studio, 2008
ARCH 5395	Graduate Seminar: *The Constructive Vision*, 2004, 2005, 2006, 2008, 2009
ARCH 5395	Graduate Seminar: *Enclosure*, 2004, 2005, 2006, 2007

HONORS AND AWARDS:

ACADEMIC:

Texas Society of Architects
Award for Outstanding Educational Contributions, in Honor of Edward J. Romieniec FAIA, 2008

Harvard Graduate School of Design
James Templeton Kelly Thesis Prize, 1964
Alpha Rho Chi Medal
Henry Adams Book Award
Tile Foundation Teaching Fellowship

Harvard College
Frederick Russell Shaw Traveling Fellowship, 1960-61
Phi Beta Kappa, 1959
Detur Award, 1959
John Harvard Scholarship (honorary), 1959
Harvard College Scholarship (honorary), 1957, 1958

PRACTICE: (2004 - 2009 only)

MERIT AWARD 2008	Ninth annual 'Best in Housing' Design Awards (national) sponsored by *Residential Architect* magazine. *Given in the 'Multifamily' category for Prototype Infill Housing: Throckmorton Site.*
CITATION AWARD 2005	Wood Design Awards (national). *Given for Prototype Infill Housing: Throckmorton Site.*

DESIGN AWARD 2004 — Texas Society of Architects Annual Design Awards (state). *Given for Prototype Infill Housing: Throckmorton Site.*

HONOR AWARD 2004 — Dallas AIA Annual Design Awards (local). *Given in the 'Built' category for Prototype Infill Housing: Throckmorton Site.*

MERIT AWARD 2004 — *D Magazine* 'House of the Year' competition (local). *Given for Prototype Infill Housing: Throckmorton Site.*

RESEARCH:
ACADEMIC:
PRACTICE: (2004 - 2009 only)

Principal
Edward M. Baum FAIA
Architect

Prototype Housing for the Working Poor, 2009. *Not-for- profit individually owned attached housing. Current.*

Two Houses for Urban Reserve, Dallas. 2008. *Current.*

Prototype Infill Housing: Throckmorton Street, Phase 2. Dallas. *Courtyard housing for the Dallas context. Completed 2007.*

The Dallas Contemporary: Dallas. *Renovation of an existing industrial building to provide 12,000 sf for exhibition and support space for an art exhibition and education institution, and 24,000 sf for commercial rental. 2006-present. In pre-construction phase.*

Ford House, Dallas. *Schematic design, 2006*
Shelter Pavilion for Ridgewood Park, East Dallas, for the City of Dallas Parks and Recreation Department. *2004 - 2006. Completed.*

Bradley P. Bell

Assistant Professor, Tenure-Track

EDUCATION:

1998 **Columbia University**, New York; Master of Architecture Degree.
1993 **Texas A&M University**, College Station, Texas; Bachelor of Environmental Design.

COURSES TAUGHT FALL 2004-PRESENT

DSGN 5670	FA 2005, SP 2005, SP 2008
DSGN 4556	FA 2006, SP 2007, FA 2007
DSGN 4557	SP 2009
ARCH 5395	FA 2005, SP 2005, FA 2006, SP 2007, FA 2007, SP 2008, FA 2008 SP 2009

HONORS and AWARDS:

2008 Nominated for the ***Provost's Award for Teaching Excellence*** for the Spring of 2008.
2008 ***Honor Award***, American Society of Landscape Architects, Texas Chapter. 2008. Leaves Imagination done in partnership with HNTB Dallas Office.
2006 **Dallas Arboretum –Ultimate Treehouse Competition**- First Place Finish. Built June '06
2004 **Malcolm Heard Award for Excellence in Teaching**
2004 **Design Distinction Award** for student project conducted in Spring 2003 from I.D. Magazine. Published in the September/October issue 2004.
1992 **Tau Sigma Delta Honor Society Architecture and the Allied Arts**
1992 **Phi Beta Delta Honor Society for International Scholars**

RESEARCH:

2009 **UTA Innovative Teaching Grant:** Funded research awarded for "Digitally Fabricated Building Systems." To be conducted through the Digital Fabrication Lab and the corresponding graduate Seminar conducted in the Fall of 2009.
2008 **Dallas Museum of Art** – Funded research awarded for the design and construction of digitally fabricated partitions for the inaugural opening of the Center for Creative Connections.
2004 **Zemurry Dorm Fence** $ 4,500 awarded in support of developing an adaptable fencing prototype for the construction phase of the new dorm on the Tulane University Campus.
J. Herndon Thomson Traveling Fellowship - ***Tulane University***
2004 **Board of Regents Support Fund** $ 27,500 awarded for development of CAVE Virtual Reality system hosted by the Northrop Grumman Corporation, New Orleans, Louisiana. Interdisciplinary collaboration with professors from Xavier University, Dillard University, University of New Orleans, and Tulane University.
2004 **CORR Fellowship – Tulane University,** awarded for the continued research of Catalonian Architect Antonio González Cordón.
1998 **William F. Kinne Memorial Traveling Fellowship,** for the study of Catalonian Architect Antonio González Cordón; included travel to Sevilla, Heulva, and Cortona; documentation of work and interview with architect.

PUBLICATIONS:

2008 "Materials and Meanings" **Texas Architect.** Issue: Sept/Oct 2008. Vol 58, No. 5 Page 22.

2006 **New Orleans: Strategies for a City in Soft Land**. Joan Busquets in Collaboration with Felipe Correa. Harvard Press. Joint studio work between Tulane & GSD, Spring 2005.

2005 **ArchitectureWeek.** Editor B.J. Novitski. "Digital Tectonics: *Structural Patterning of Surface Morphologies*" with Andrew Vrana, June 5th, 2005. *ArchitectureWeek.com*

2004 **Fabrication – Examining the Digital Practice of Architecture.** Editors Philip Beesley, Nancy Yen-Wen Cheng, R. Shane Williamson. "Digital Tectonics: *Structural Patterning of Surface Morphologies*" with Andrew Vrana, pp 186-200

2004 **Ideogram 2004**. School of Architecture and Design University of Louisiana at Lafayette, "*Separate Strands: The role of the computer in Architectural Education* pp 14-17.

2003 **Index Architecture D, Columbia Documents in Architecture and Theory, V. 7-9.** Editors Bernard Tschumi and Mathew Berman. MIT Press, 2003.

2000 "Functional Fun", Boulder Daily Camera. February 8 2000, section B: 8.

2000 ***PRAXIS*** *Architecture and the University.* Vol. One Issue Zero. Graphic Design Co-Editor.

1999 ***PRECIS 14*** *REPRESENTATION and REPRODUCTION.* Editor

1997 ***PRECIS 13*** *BOXES, BLOCKS, and URBAN SPACE.* Editor

Practice:

2006 "Ultimate Tree Houses at the Dallas Arboretum" by Evelyn Lee. **Inhabitat**: December 18, 2006. http://inhabitat.com/2006/12/18/ultimate-tree-houses-at-the-dallas-arboretum/

2006 "Tree House Wonderland" **Texas Architect.** Issue: Sept/Oct 2006.Vol. 56, No.5. Page 120

2006 "*HNTB Dallas Branches Out Through Tree House*" **American Society Landscape Architects** July 24, 2006 www.asla.org/land/2006/0724/hntb.html

ACADEMIC EXPERIENCE:

Study Abroad Program Director:

2004 to 2009 **Finland Summer Institute**: International study abroad program hosted through Helsinki Technical University, Oteniemi/Helsinki, Finland.

Lectures, Symposia, Conferences:

2008 ***"Materials and Meanings: Creativity through Architecture and Interior Design"***, Dallas Museum of Art,: Center for Creative Connections, March, 6th 2008.

2008 ***"A Case for Computation"***, University of Texas Arlington, Public Lecture for the School of Architecture, April, 16th 2008.

2008 ***"The (r)Evolution of Digital Fabrication"*** Panel Moderator. Dallas Architecture Forum. February 19th. 918 Dragon St. Dallas, Texas.

2007 ***"Formation, Modulation, Patterning"*** University of Houston Gerald D. Hines School of Architecture. DigiFab Forum: April 3rd.

2006 ***"The Aggregate of Continuum"*** Texas Tech University School of Architecture, Lubbock Texas. November 6th.

2006 Moderator: *T+I+L: Technology + Information + Land Symposium*. Nasher Sculpture Garden, Dallas Texas. November 2nd.

2006 ***"The Aggregate of Continuum"*** ACADIA Synthetic Landscape | Digital Exchange. University of Kentucky, Louisville, Kentucky. October 13th.

2006 ***"Formation"*** University of Texas at Arlington – Arlington, TX March 8, 2006.
2004 ***"Stitching_Weaving_Layering"*** AIAS FORUM - New Orleans, LA. Dec. 29, 2004.
2004 ***"Structural Patterning of Surface Morphologies"*** ACADIA Digital Fabrications Conference, University of Waterloo, Toronto Canada.
2003 ***"Micro Iterations"***, University of Arkansas.
2002 ***"starting small"***, Tulane School of Architecture, Tulane University. New Orleans, Louisiana.
1996 ***"Boxes Blocks and Urban Space"***, Sunkyong Architecture Studio for experimental architecture. Seoul, South Korea.

Exhibitions:

2008 **Materials and Meaning**: *Softcast.* Temporary installation of digitally fabricated modular components for the inaugural exhibition for the new Dallas Museum of Art Center for Creative Connections. Dallas Museum of Art, Dallas, Texas. Spring.

SERVICE

Committees

Dean Review Committee (2009) New Faculty Search Committee (2008/2009) Study Abroad Committee Chair (2007/2008) (2008/2009) Curriculum Committee (2007/2008) Technology Resources Committee (2006/2007) (2007/2008) (2008/2009)

BILL BOSWELL

Associate Professor, Tenured

EDUCATION:

University of Texas, Bachelor of Architecture 1969
University of Colorado, Master of Architecture 1972

PROFESSIONAL LICENSURE/REGISTRATIONS:

N.C.A.R.B. No. 15492
Registered Architect in Colorado No. 200929
Registered Architect in Texas No. 6338

COURSES TAUGHT [FALL2004-PRESENT]

ARCH 2552 Second Year Design Studio Second Semester
ARCH 3554 Third Year Design Studio Second Semester
ARCH 4311 Architecture Theory- Rome
ARCH 4315 History of Rome
ARCH 4306 Urban Design -Rome

HONORS AND AWARDS:

School of Architecture Amoco Outstanding Teacher Nominee (1985-86, 1986-87) Nominated – ACSA Creative Achievement Award, 1989.
Outstanding Teaching Professor, School of Architecture, UTA, 1997-98
Outstanding Teacher nominee for School of Architecture, 1983-84, 1985-86, 1986-87.
Chancellor's Council Award for Excellence in Teaching, 1988; 2007, 2009
Chancellor's Council Award Nominee for School of Architecture; 1990-91, 92, 93, 94, 95, 96, 97.
Nominee to Academy of Distinguished Teachers – 1996, 2000.

ACADEMIC EXPERIENCE:

Associate Professor, University of Texas at Arlington, School of Architecture, 1979-present
Assistant Professor, University of Texas at Arlington, School of Architecture, 1975-1979
Teaching Assistant, University of Colorado, School of Architecture, 1971-72
Visiting Associate Professor, Washington University of St. Louis, School of Architecture, Fall 1990
Invited Juror, Steedman International Design Competition – Washington University, St. Louis, MO, February 1998

PUBLICATIONS:

School of Architecture Newsletter, Editor, 1984, 1985
School of Architecture "Recent Archives" 1994, Faculty Advisor

PROFESSIONAL EXPERIENCE:

Architect's Residence – Arlington, Texas 1998 (completed)
Residence design for Morgan & AJ Johnson, Cedar Hill, Texas (under construction)
Michlin Residence – (addition) – Dallas, Texas 2001 (completed)
Francis Residence – Dallas, w/Gwyn Mason
Baird Residence – (addition/remodel) – Dallas, Texas (completed)

Francis Residence compound enclosure with gates (completed)
Mason Residence/Studio (completed)
Goodwyn Residence Weston Ct. (construction doc. Completed)

SERVICE:

Promotion and Tenure Committee, Chairman, 1986-87 (elected), 1988-89 2006-08
School of Architecture News, Editor, 1984-85
Search Committee 1984-85
School of Architecture Symposium Committee, 1985-86, 1986-87
Coordinator of third year design, 1982-83; 1983-84; 1985-86
Newsletter Committee Chairman, 1983-84 (editor)
Amoco Outstanding Teacher Selection Committee, 1983-84
Promotion and Tenure Committee, 1982-83 (elected)
Search Committee (new faculty), 1980-81, 1981-82
Search Committee (Director), 1980-81 1981-82
Academic Standards Committee, 1981-82, 1986-87
Library Committee 1998-99, 2007-08
Curriculum Committee, 1977-78, 1980-81, 1981-82, 1987-88 (chair), 1989-90 (chair), 1997-98 {chair}, 2006-07, 2007-08, 2008-09
Coordinator UTA/School of Architecture Summer Study in Rome, 1982-83; 1986, 1992, 1993, 1994-99
Taught in Rome/School of Architecture Summer Study 1982, 1983, 1984, 1985, 1986 and 1989- 2009
Promotion and Tenure Committee, 1977-78 (appointed)
Exhibition Committee, 1977-78, 1996-98 (appointed)
Search Committee 2007-08 (New Faculty)
Search Committee for Basic Design Faculty, 1976-77
Curriculum Committee, 1977-78, 1987-88 (chairman), 1989-90 (chairman), 1995-1998
Exhibit Committee (chairman) 1989-90, 1991, 1992-98, 1999-2000
Acting Assistant Dean, Spring 1991
Assistant Dean, 1992-1998
Building Use Committee, 1995-96
Exhibit Committee (NAAB 2004)
Promotion and Tenure Committee 2003, 2004-2005
2nd year Coordinator 2004-05
School of Architecture, Dean Search Committee, 1986-87
University Center Advisory Committee, 1985-87, 1987-88, 1988-90
Advisory Committee on Student Affairs, 1985-86
University piper professor/Amoco Award Selection Committee, 1984-85
Academic Excellence Scholarship Committee, 1984, 1985, 1986
Long Range Planning Committee, 1988-89, 1989-90, 1991-1999
University Scholarship Committee, 1986-87, 1987-88, 1988-89, 1990-91
Faculty Mentor for McNair Scholarship, 1995, 1996

WILLIAM B. BRICKEN

Visiting Professor, Non Tenure-Track

EDUCATION:

1977 Master's in Architecture
Harvard University Graduate School of Design
Cambridge, Massachusetts

COURSES TAUGHT:

2006 (spring)	ARCH 5670	Advanced Design Studio, *Prospero's Library*
2006 (spring)	ARCH 5395	Topics in Architecture, *Tectonics and Architectural Form*
2007 (spring)	ARCH 5672	Advanced Design Studio Comprehensive, *Despoblado*
2007 (spring)	ARCH 5395	Topics in Architecture, *Material Impulses*
2007 (fall)	ARCH 5670	Advanced Design Studio, *Acadian Cultural Institute*
2007 (fall)	ARCH 5343	Architectural Graphics II, *Path A Drawing Class*
2008 (fall)	ARCH 5591	Design Studio, *Path A Architectural Design Studio*
2008 (fall)	ARCH 5342	Architectural Graphics I, *Path A Drawing Class*

HONORS AND AWARDS:

2008 ***Saint Louis Homes and Lifestyle* magazine**
Hahn Residence, Saint Louis, Missouri
"2008 Bath of the Year" Gold Award

1996 **Williamsburg Courthouse Competition**
Williamsburg, Virginia
Second Prize,
(with Ida C. Siegfried and Robert Levit)

1992 **Montgomery-Floyd Library Competition**
Blacksburg, Virginia
Exhibited,
(with Ida C. Siegfried and Martin Schwartz)

1989 **Clemson University Performing Arts Center Competition**
Clemson South Carolina
First Prize
(Project Designer with Sert, Jackson and Associates)

1982 **Lafayette Square Residential Design Competition**
Saint Louis, Missouri
First Prize,
(with Ida C. Siegfried and Edward M. Baum)

1979 **Shinkenchiku International Residential Design Competition**
First Prize

1978 **Provincetown Playhouse Competition**
Provincetown, Massachusetts
Published,
(with Paul H. Krueger)

1974 **Winthrop Elderly Housing Competition**
Winthrop, Massachusetts
Award of Merit,
(with Paul H. Krueger and John G. Williams)

PUBLICATIONS:

ACADEMIC:

1977 ***Low Rise Housing for Older People***
Zeisel, Epps, Bricken
Published as Book and won *Progressive Architecture Magazine* Award

PRACTICE:

2008	***Saint Louis Homes and Lifestyle*** magazine "2008 Bath of the Year", Gold Award
1996	***Competitions*** magazine "The Williamsburg Competitions"
1996	***Architectural Graphics: Traditional and Digital Communication*** Goldman
1993	***Envisioning Architecture*** Fraser and Henmi
1991	***Competitions*** magazine "The Clemson University Performing Arts Center"
1980	***Japan Architect*** magazine "Shinkenchiku International Residential Design Competition"
1979	***Architectural Record*** magazine "The Province Playhouse Competition"
1977	***Presentation Drawings by American Architects*** Kemper

ACADEMIC EXPERIENCE:

2002-2005	**Drury University, Hammons School of Architecture** Springfield, Missouri Visiting Professor
1991-2002	**University of Michigan, Taubman College** Ann Arbor, Michigan Lecturer in Architecture
1988 (fall) 1980-1985	**Washington University** Saint Louis, Missouri Visiting Associate Professor, Visiting Professor
2008 (fall) 2007 (fall) 2007 (spring) 2006 (spring) 1987 (fall)	**University of Texas at Arlington** Arlington, Texas Visiting Professor
1986-1987 1974-1978	**Harvard University Graduate School of Design** Cambridge, Massachusetts Critic in Architecture, Design Critic in Architecture
1978-1980	**Iowa State University** Ames, Iowa Assistant Professor

PROFESSIONAL EXPERIENCE:

2002-Present	**MetropolitanWorks architecture** Saint Louis, Missouri Partner
1991-2002	**Architectural Alliance** Ann Arbor, Michigan Partner
1989-1991	**James Stewart Polshek and Partners** New York, New York Senior Designer
1989 (spring) 1986-1987 1973-1978	**Sert Jackson and Associates** Cambridge, Massachusetts Staff, Job Captain, Design Consultant, Project Designer

BRENT A. BROWN AIA, LEED AP
ADJUNCT, NON TENURE-TRACK

EDUCATION
Texas A&M University, College of Architecture, Master of Architecture 1998
Texas A&M University, Bachelor of Environmental Design 1991

PROFESSIONAL Licensure/Registrations:
Registered Architect: Texas, Texas Arch Lic. No. 17561
United States Green Building Council: LEED Accredited Professional

COURSES TAUGHT:
ARCH 4556, ARCH 4395

HONORS AND AWARDS:
Dallas AIA 2008, Community Design Award,
Dallas AIA 2008, Excellence in Sustainability Award
Dallas AIA 2007, Community Design Award

RESEARCH:

PUBLICATIONS:

ACADEMIC EXPERIENCE:

Texas A&M University, College of Architecture, Instructor 1997 thru 1998
The University of Texas at Arlington, Adjunct Professor, School of Architecture, 2007 to present

PROFESSIONAL EXPERIENCE:
MEMBERSHIPS:

American Institute of Architects
Texas Society of Architects
United States Green Building Council

SERVICE:

Michael P. Buckley FAIA , FRICS

Visiting Professor, Non Tenure-Track

EDUCATION:

BA 1963 and BS in Architecture 1964, Rice University, Houston, Texas

Masters in Advanced Studies 1972, MIT Cambridge, Massachusetts
Combined coursework in Urban Studies and Sloan Management School

PROFESSIONAL EXPERIENCE:

Director, Certificate Program in Property Repositioning and Turnaround Strategies, School of Architecture, The University of Texas at Arlington
Director, Masters in Real Estate Development Program, School of Architecture, Columbia University, New York
President of Halcyon Ltd. Development Advisors,
Halcyon Ltd., Development Advisors – Founding Principal and President of innovative real estate consulting boutique;
Ernst & Young Real Estate Consulting Practice---Former Partner, and National Director of Real Estate Consulting Practice.

COURSES TAUGHT:

- 2009-Visiting Lecturer at The University of Texas at Arlington (UTA)
- 2001-2009 ---Director Columbia MSRED Program Responsible
- 1991 - 2000 –Adjunct Professor Columbia University Masters in Real Estate Development Program (MSRED).
- 1986 - 1991 –Adjunct professor, Center for Real Estate (CRE); Massachusetts Institute
- 1967-1970---Instructor Fifth Year Studio, Boston Architectural Center
- Various –Guest Lecturer and Studio Critic: Univ of Colorado; Yale University; GSD Harvard Univ; Univ San Diego; Rice University; Boston Architectural Center

PROFESSIONAL ORGANIZATIONS:

Senior leadership in real estate organizations across a variety of disciplines:

- Board Member and Executive Committee of the Association of Foreign Investors in Real Estate (AFIRE)
- Former Trustee, Urban Land Institute ; Vice-Chairman ULI NY District Council; Past Chairman, Urban Mixed-use Development Council
- Former Committee Chairman, and current Member, Real Estate Roundtable Research Committee
- Independent Board Member, Interlink Group Developers, San Juan Puerto Rico
- Fellow, American Institute of Architects
- Fellow, The Royal Institute of Chartered Surveyors
- Academic Member, The Pension Real Estate Association (PREA)
- Academic Member, International Council of Shopping Centers (ICSC)
- Past President, Connecticut Society of Architects
- Former Board Member, Connecticut Trust for Historic Preservation

Ann Elaine Christensen

Non Tenure-Track

EDUCATION:

Tulane University School of Architecture New Orleans, Louisiana
Master of Architecture conferred retroactively in 2004
Bachelor of Architecture awarded in 1994

PROFESSIONAL LICENSURE/REGISTRATIONS:

Registered Architect, Texas, February 10, 2009
LEED® Accredited Professional, August 17, 2006

COURSES TAUGHT [FALL 2004 - PRESENT]

ARCH 1242 Design Communications II
ARCH 2551 Basic Design + Drawing
INTD 3553 Design Studio: Interior Design I
INTD 4563 Design Studio: Interior Design IV

HONORS AND AWARDS:

Ronald F. Katz Memorial Award,
Tulane University School of Architecture, 1994
Newcomb College Women's Research Stipend, 1994
Tulane University Honors Excursion, Anatolia, 1994
Tulane University School of Architecture Honors Semester, Venice, Italy, 1992

RESEARCH:

ACADEMIC:

Night Shadows: Perceptions and Assumptions of Darkness and Night
Western Social Science Association 50th Annual Conference, Urban Studies Section, Denver, Colorado, April 23-26, 2008

Concrete and the Kimball
Guest lecturer, Materials and Methods course, University of Louisiana, Lafayette, February 7, 2008

PUBLICATIONS:

ACADEMIC:

Tex Files. no. 2. Wanda Dye, Ed. Arlington, Texas: The University of Texas at Arlington, 2008.

PRACTICE:

First Step to a New Campus. *Texas Architect.* May/June 2008
Ultimate Lighting Design Projects by Herve Descottes/L'Observatoire International. Vanessa Thaureau, Ed. New York: teNeues, 2005. p.503

ACADEMIC EXPERIENCE:

The University of Texas at Arlington School of Architecture
Visiting Assistant Professor, 2007 – 2009
University of Tennessee College of Architecture and Design Knoxville, Tennessee, Lecturer, 2006 – 2007
Prairie View A&M University School of Architecture, Prairie View, Texas
Visiting Assistant Professor 2005 – 2006

PROFESSIONAL EXPERIENCE:

Ken R. Harry Associates Houston, Texas 4/2005 – 10/2005
Curtis & Windham Architects Houston, Texas 9/2003 – 10/2004
Morris Architects Houston, Texas 11/2001 – 06/2003
freelance projects 1997 – 2001
Marilyn Glass Interior Design New York, New York 09/1996 – 09/1997
L'Observatoire International Lighting Consultants
New York City, New York 01/1996– 09/1996
Peter Marino & Associates Architects
New York City, New York 02/1995 – 08/1995

MEMBERSHIPS:

Rice Design Alliance member, 2000-2006
American Institute of Architects, Associate member, 2005

SERVICE:

SCHOOL:
Strategies, Events, Episodes + Devices (SEED) – Digital Tools and Experiences, summer camp for high school students, instructor, 2008

Donald del Cid

Professor

EDUCATION:

Masters of Architecture, 1970	Universidad de San Carlos de Borromeo School of Architecture Guatemala City, Guatemala
Mayan and Mesoamerican Archaeology, 1968	Certificate
Practicum in Mayan Archeology Investigations, 1969	Certificate
School of Biology; Chemical Sciences and Pharmacy	Certificate
Ecology, 1968	Certificate

PROFESSIONAL LICENSURE/REGISTRATION:

COURSES TAUGHT:

HONORS AND AWARDS:

Honorary Citizen Title conferred by the Mayor of New Orleans.
Recipient of the Distinguished Teacher Award for 1986-87.
Distinguished Visitor title conferred by the Mayor of El Ayuntamiento de la Ciudad de Veracruz, Mexico, 1984.
Certificate of Merit for Outstanding Services conferred by The City of New Orleans, 1989.
Distinction Award and Medal of Merit from El Historiador de la Habana, Cuba, and The National Centre for the Conservation, Restoration and Museum Science; convent de Santa Clara, Habana, Cuba; 1994.

RESEARCH:

ACADEMIC

Natural Disasters Mitigation; Emphasis in Architectural Earthquake Mitigation
Traditional Construction Methods and Systems
The Architecture and Construction Methods in Pre-Columbian Meso-America
Calendars in Pre-Columbian Architecture; Pyramids as Sun and Time Markers
Tropical Architecture Science: Sustainability and Responsible Climatic Design
Fulbright Scholar: The Panama Experience with Emphasis in Tropical Architecture in Collaboration with the Stone Center for Latin American Studies, Tulane University.

PUBLICATIONS:

ACADEMIC

PUBLICATIONS AND TECHNICAL REPORTS

"Retrofitting Considerations for Beauregard House, 1993 Consolidation Exercise" J.F. Sato & Associates; Denver, Colorado and Jean Lafitte National Historical Park and Preserve, New Orleans, Louisiana National Park Service 1993
Monography: "The Protection of Damaged Structures;" presented at the "Seminar of the Protection of Historic Architecture and Museum Collections from Earthquakes and Other Natural Disasters;" commissioned by Cornell University and presented at the National Academy of Science, Washington, D.C., March 1982.
"Suggested Methods for Consolidatino of Historic Fabrics: Consejo Nacional

Para La Proteccion de Antiqua Guatemala: Iglesia La Merced"; CNPAG Bulletin: Antigua, Guatemala, 1980.

ACADEMIC EXPERIENCE:

Tulane University

Adjunct Associate Professor, School of Architecture, Tulane University, New Orleans, Louisiana; Architectural Design Studio Professor

Master in Preservation Studies Program; Co-Designer and co-Developer of the Program; History, Philosophy, Ethics and Technology Professor

Coordinator of the Tropical Architecture Program; in collaboration with Universidad Francisco Marroquin, Guatemala, Central America

PROFESSIONAL EXPERIENCE:

Senior Technical Consultant
Waggonner and Ball, Architects
New Orleans, Louisiana

Senior Architect
Sutter and Sutter Architects
Chicago, Illinois

Principal
Donald del Cid, Architect
Guatemala City, Guatemala

MEMBERSHIPS:

American Institute of Architects; Associate Member
Guatemala's Institute of Professional Architects; Member
International Council of Monuments and Sites ICOMOS; Board Member of the Committee for Training and Education in Preservation
OCOMOS: International Council of Monuments and Sites: Member
National Trust for Historic Preservation; Member

SERVICE:

SCHOOL
UNIVERSITY
PROFESSIONAL

Wanda Dye

Assistant Professor, Tenure-Track

EDUCATION:

1997 | Master of Science in Advanced Architectural Design | Columbia University

- Awarded Louise Smyser-Lowenfish Memorial Prize For Overall Best Design Project in an Advanced Architectural Design Studio
- Awarded $ 9,500.00 Graduate Teaching Assistant Fellowship [Only Two Fellowships Awarded Each Year]
- Two Projects Chosen to be Exhibited and Published in *Abstract 96:97*

1994 | Bachelor of Architecture | Auburn University

- Awarded 1st Place and $2,500.00 Travel Stipend for Best Design in Upper Level Studio Sponsored by Alabama Gas and Power
- Dean's List

PROFESSIONAL LICENSURE/REGISTRATIONS:

ARE Candidate #00197948 for the State of New York

COURSES TAUGHT [FALL 2004 - PRESENT]

***[Developed, Coordinated or Co-coordinated]**

*Summer 2009 | The University of Texas Arlington | ARCH 2553 | Third Year Undergraduate Architectural Design Studio | 5 Credits | 9 Contact Hours

*Summer 2009 | The University of Texas Arlington | Architectural Summer Camp for High School Juniors | 9-3 pm M-F June 9-18

*Spring 2009 | The University of Texas Arlington | ARCH 2551 | Second Year Undergraduate Architectural Design Studio | 5 Credits | 9 Contact Hours

*Spring 2009 | The University of Texas Arlington | ARCH 4395/5395 | Undergraduate and Graduate Elective – "The Everyday City" | 3 Credits | 3 Contact Hours

*Fall 2008 | The University of Texas Arlington | ARCH 2551 | Second Year Undergraduate Architectural Design Studio | 5 Credits | 9 Contact Hours

*Fall 2008 | University of Texas Arlington | ARCH 4395/5395 | Undergraduate and Graduate Elective – "The Everyday City" | 3 Credits | 3 Contact Hours

*Spring 2008 | University of Texas Arlington | ARCH 4557 | Fourth Year Undergraduate Architectural Design Studio | 5 Credits | 9 Contact Hours

***[Developed, Coordinated or Co-coordinated]**

*Spring 2008 | University of Texas Arlington | ARCH 4395/5395 | Undergraduate and Graduate Elective – "The Everyday City" | 3 Credits | 3 Contact Hours

Fall 2007 | University of Texas Arlington | ARCH 3553 | Third Year Undergraduate Architectural Design Studio | 5 Credits | 9 Contact Hours

*Fall 2007 | University of Texas Arlington | ARCH 4395/5395 | Undergraduate and

Graduate Elective – "The Everyday City" | 3 Credits | 3 Contact Hours

*Spring 2007 | Mississippi State University | ARC 2557 | Second year Undergraduate Architectural Design Studio | 6 Credits | 12 Contact Hours

*Fall 2006 | Mississippi State University | ARC 3556 | Third Year Undergraduate Architectural Design Studio | 6 Credits | 12 Contact Hours

*Summer 2006 | Mississippi State University | ARC 1556 | First Year Undergraduate Architectural Design Studio | 6 Credits | 12 Contact Hours

*Spring 2006 | Mississippi State University | ARC 1536 | First Year Undergraduate Architectural Design Studio | 6 Credits | 12 Contact Hours

*Spring 2006 | Mississippi State University | ART 2203 | Rendering | 3 Credits | 3 Contact Hours

Fall 2005 | Mississippi State University | ARC 1536 | First Year Undergraduate Architectural Design Studio | 6 Credits | 12 Contact Hours

*Fall 2005 | Mississippi State University | ARC 1536 H01 | First Year Architectural Honors Study | 3 Credits | 3 Contact Hours

*Fall 2005 | Mississippi State University | ARC 4000 | Undergraduate Elective – "Adaptable Design Strategies" |3 Credits | 3 Contact Hours

*Summer 2004 | Georgia Institute of Technology | ARCH 4411 | Undergraduate and Graduate Elective – "Introduction to Visual Arts" | 3 Credits | 9 Contact Hours

*Summer 2004 | Georgia Institute of Technology | Graduate Independent Studies – "Mass Customization in Architecture" and "Filmic Re-Descriptions of the Everyday City" | 3 Credits | 3 Contact Hours

*Spring 2004 | Georgia Institute of Technology | ARCH 2012 | Second Year Undergraduate Architectural Design Studio | 5 Credits | 12 Contact Hours

*Spring 2004 | Georgia Institute of Technology | ARCH 48/8832 | Undergraduate and Graduate Elective – "Mass Customization in Architecture" | 3 Credits | 3 Contact Hours

SANDRA ESPINOZA
Lecturer, Non-Tenure Track

EDUCATION:

The University of Texas, Arlington, Texas

Master of Architecture, December 1999.

Bachelor of Science, Architecture, December 1997.

COURSES TAUGHT:

(Spring 2005 to present)

ARCH 2551 Basic Design & Drawing I

ARCH 2552 Basic Design & Drawing II

ARCH 3553 Design Studio: Architecture I

HONORS AND AWARDS:

UN-BUILT DESIGN AWARD. American Institute of Architects. Dallas, Texas Chapter, 2004.

CERTIFICATE OF MERIT. Henry Adams Fund. Excellence in the study of architecture, 2000.

JUROR'S AWARD. Ken Roberts Memorial Delineation Competition. Dallas, TX, 1998.

HONORABLE MENTION. American Constituency Council Drawing Competition, 1998.

ACADEMIC EXPERIENCE:

The University of Texas at Arlington, 1997. Graduate Teaching Assistant, ARCH 1301.

SEED at The University of Texas at Arlington. Art + Architecture for high school students. Instructor, summer 2006.

PROFESSIONAL EXPERIENCE:

INDEPENDENT PROJECTS:

TILLERY PARK. Fort Worth, TX. Hardscape and landscape intervention, 2008-2009.

RESIDENCE. South Barrington, IL. Interior remodel, 2005-2006.

CURSILLOS OF CHRISTIANITY CENTER. St. Teresa Catholic Church, Corpus Christi, TX. Retreat Center, 2005.

TAMALES, ETC. Fort Worth, TX. Restaurant and distribution facility, interior remodel, 2004-05

LAKE HOUSE. Delavan, WI. Vacation home, new construction 2002-2005.

EXPO DESIGN CENTER. Downers Grove, IL, 2001-2002.

CAROW ARCHITECTS PLANNERS. Chicago, IL, 2001.

THE HILLIER GROUP. Dallas, TX, 1999-2000.

FIRM X ARCHITECTS. Arlington, TX, 1997-1998.

SERVICE: CITY OF FORT WORTH. Downtown Design Review Board.
Appointment term: January 2009 – December 2010.

Richard B. Ferrier FAIA

Professor of Architecture, Tenured

EDUCATION:

Bachelor of Architecture, Texas Tech University, 1968
Master of Arts in Art, The University of Dallas, 1973

PROFESSIONAL LICENSURE/REGISTRATIONS:

Architect, State of Texas 8561
Interior Designer, State of Texas 3809

COURSES TAUGHT:

ARCH 1301, 4395 Chaco, 4395 Watercolour, 4344 Conceptual Drawing, 4557 Design Studio
ARCH 5301, 5395 Chaco, 5395 Watercolour, 5344 Conceptual Drawing, 5670 Advanced Design Studio

HONORS AND AWARDS:

Texas Society of Architects, Studio Design Award, 2008
The Crossroads of Music Archive, Texas Tech University, 2007
United States Library of Congress: Architecture Drawing Collection, 2006
Texas Society of Architects, Romieniec Award, Architectural Educator, 1997
Academy of Distinguished Teachers, The University of Texas. Arlington, 1997
AIA Dallas Design Awards, 10 Projects: 1991 - 2004
AIA Dallas Graphics Awards, 49 1980 - 2007, Juror 4 times
Texas Architect Graphics Competition Awards, 12, 1989 - 1993
ASAI International Graphics Comp., 15 Awards 1986 - 2009, Juror 1987
American Institute of Architects National Archives Drawing Collection, 1981
Texas Tech University, College of Architecture, Alumni of the Year, 1993
The Juice, International Design Competition, Juror, Los Angeles, 1995
National Compact House Design Competition, First Place Award, 1991

PUBLICATIONS:

Hand Drawn Worlds, Kristin Feireiss ed, Jovis-Verlag. Germany, 2004
Visionary Architecture, Ernest Burden, McGraw Hill 2000
Architectural Delineation, Davis & Watkins, Kendall Hunt, 1999
Composite Drawing, Prof M S Uddin, McGraw Hill, 1998
Axonometric & Oblique Drawing, Prof M S Uddin, McGraw Hill, 1998
The Art of Architectural Drawing, Thomas Schaller, V N Reinhold, 1997
Architecture in Perspective 5 Year Retrospect, ASAP, VN Reinhold, 1992
Designing Interiors, Kilmer & Kilmer, HBJ, Cover Illustration, 1992
Compact Houses, Metz, National Competition, 1st Place, Story Pub., 1991
Architecture Critic, *Fort Worth Star Telegram,* 1989
Faulkner's Fictive Architecture, Wm. Ruzicka, UMI, Illustrations, 1987
Architecture in Perspective, ASAI, 1986 - 2009
Architecture Merit Badge Handbook, BSA History Chapter, 48 illust. 95,04,09
Numerous Professional Journals and News articles, 1968-2009

ACADEMIC EXPERIENCE:

The University of Texas at Arlington
Associate Dean, School of Architecture. 1980 - 1995
Faculty, Professor of Architecture. 1968 - present
Visiting Critic, University of Houston College of Architecture. 1982-94

Consultant, Prairie View A&M School of Architecture. 1995-2006

PROFESSIONAL EXPERIENCE:

FIRM X Architecture Ferrier. Ahrens architects
HKS Architects, Dallas: Design Consultant. 1999 - 2000
HOK Architects, London: Design Consultant. 1990

MEMBERSHIPS:

American Institute of Architects, Fellow 1993
Texas Society of Architects
AIA Dallas
American Society of Arch. Illustrators

SERVICE:

SCHOOL

ACPT (promotion and tenure committee as chair) Committee
Faculty Search Committee (as chair)
Curriculum Committee

UNIVERSITY

Academy of Distinguished Teachers
Glay Gould University Ballpark: Design
A University Tower, proposed student designs and publication
Dean Martha LaGess dismissal and law case

PROFESSIONAL

American Institute of Architects: AIA Dallas, Texas Society of Architects
Dallas Architectural Foundation
Texas Tech Architecture Alumni Association
The University of Dallas
Texas Fine Arts Association
Camp Fire
Boy Scouts of America
Dallas Museum of Art
The MAC Dallas
Fort Worth Museum of Art,

Donald Gatzke

Professor + Dean of the School, Tenured

EDUCATION:

B.A. Political Science, University of Wisconsin 1972
March, University of Wisconsin-Milwaukee 1979

PROFESSIONAL LICENSURE/REGISTRATIONS:

Current:

NCARB Certificate
Texas registration
Formerly licensed in:
Washington, Alabama, Louisiana, Arkansas

COURSES TAUGHT [FALL 2004 - PRESENT]

Spring 2005 **Arch 4395 Special Topic in Professional Practice**
Spring 2008 **Arch 5670 Graduate Design Studio**
Spring 2009 **Arch 5670 Graduate Design Studio**

HONORS AND AWARDS:

1995: *President's Award,* **AIA Fort Worth,** *2008*
1995: *Award--Design,* "The Blue Light Project: Introduction to Urban Analysis," **American Collegiate Schools of Architecture (ACSA),**
1994: *Citation (Research), for* "Architecture for a Changing Psychiatric Treatment Milieu: Research Based Design, with R2-ARCH, New Orleans, in collaboration with the Schools of Architecture, Tulane University and University of California at Los Angeles; ***Progressive Architecture 38th Annual Awards Program.***
1984: *Design Award*, for "Purser Residence, Seattle, Washington," given by **the East Alabama Chapter of the Alabama Council of the American Institute of Architects**.
1979: *Citation (Research),* for "Environments for Play and Childcare," Community Design Center and Center for Architecture and Urban Planning Research, University of Wisconsin at Milwaukee (Team Member); ***Progressive Architecture 26th Annual Awards Program.***

RESEARCH:

ACADEMIC:

1988 HCA/DePaul Hospital, "Facility Redevelopment and Design Guidelines (with R-2ARCH New Orleans, in association with Tulane University Architectural Coalition";
1978: Research Team Member, Center for Architecture and Urban Planning Research, University of Wisconsin at Milwaukee:

- "Case Studies of Child Play Areas and Child Support Facilities,"
- "Recommendations for Child Play Areas."

PRACTICE:

SELECTED PROJECTS

- Osam Residence--Little Rock, Arkansas;
- Allweiss Residence (Addition), Metairie, Louisiana (with Locus Architects, New Orleans);
- McIntosh Residence (Addition and Alterations), New Orleans;
- Dauphin Island Beach House, Dauphin Island, Alabama;
- House Z, New Orleans;
- House on Perkins Place, Arlington Texas

PUBLICATIONS:

ACADEMIC:

1977: ***Introduction to Architecture*** (with Tim McGinty): Madison, Wisconsin: American Publishing Company, 1977); 189 pp., 65 illus.

1993: "Emerging Trends in Beginning Design Education (with Scott Wall)," in ***Proceedings, ACSA/EAAE International Conference 1993***--*Prague, Czech Republik*

1993: *Co-editor,* ***Proceedings of the Tenth National Conference of the Beginning Design Student***, held at Arizona State University, Tucson (Washington, D.C.: ACSA Publications).

1990: "Nine Symptoms of Beginning Design Student Syndrome," ***Proceedings of the Seventh National Conference of the Beginning Design Student***, sponsored by the University of New Mexico, held at Santa Fe (Washington, D.C.: ACSA Publications).

1988: "An Approach to First Building Design Studio (with Peter Thaler)," ***Proceedings of the Fifth National Conference of the Beginning Design Student***, sponsored by the University of New Mexico, held at Santa Fe (Washington, D.C.: ACSA Publications).

PRACTICE:

2004 "Big Easy Living" Dwell **Magazine**, Oct/Nov 2004

2005 Best Architectural Projects of 2005, House Z New **Orleans Magazine**, 2005

ACADEMIC EXPERIENCE:

2004- *Dean;* School of Architecture, **University of Texas at Arlington,** Arlington TX.

1997-03 *Dean;* School of Architecture, **Tulane University,** New Orleans.

1996-97: *Acting Dean,* School of Architecture, **Tulane University,** New Orleans.

1992-04: *Associate Professor,* School of Architecture, **Tulane University,** New Orleans.

1987-92: *Assistant Professor,* School of Architecture, **Tulane University**, New Orleans.

1985-87: *Assistant Professor,* School of Architecture and Engineering, **Tuskegee University.**

MEMBERSHIPS:

AIA Fort Worth
AIA Dallas
Dallas Architectural Forum

SERVICE: 2004- present

2009 Chair, General Worth Square Redesign Workshop, Fort Worth TX.

2008 Jury Chair, Dallas Center for Architecture Design Competition, Dallas, TX, 2-08

2008 Chair, Burnett Park Redesign Workshop, Fort Worth, TX 1-08

2007 Chair, Tarrant County College Urban Design Workshop, Fort Worth, TX, 6-07

2007- Board of Directors, River Legacy Foundation, Arlington, TX

2007- Advisor, Architect Selection, Tyler Texas Museum of Art

2006-08 *elected member,* Board of Directors, Texas Society of Architects, 2007-08

2006- Executive Board, AIA Fort Worth

2006 *Invited Juror*, New York State AIA Design Awards

2005- Management Board, Vision North Texas

2005- Board of Directors, Central Arlington Housing Development Corporation

2005- Urban Design Committee, AIA Fort Worth

2004- Executive Board, AIA-Dallas

2004 Executive Board, Dallas Architectural Forum

GEORGE T. GINTOLE

Associate Professor, Tenured

EDUCATION:

M. Arch, 1980; Princeton University, School of Architecture
B. Arch, 1976; The Cooper University for the Advancement of Science and Art, School of Architecture

COURSES TAUGHT (Fall 2004 - Present)

ARCH 2551 – Sophomore 1 Design Studio, 2004
ARCH 2552 – Sophomore 2 Design Studio 2007
ARCH 3554 – Junior 2 Design Studio 2009
ARCH 4557 – Senior 2 Design Studio 2005, 2008, 2009
ARCH 5592 – Path A 2 Design Studio 2005, 2006
ARCH 5670 – Advanced Graduate Design Studio 2004
ARCH 5395 – Hemispheres: The Art and Culture of Japan, 2005
ARCH 5395 – Wilderness: A Conduction of Mind 2005, 2006, 2009
ARCH 5395-- Housing: From Caves to Manism in the Clouds 2006, 2008
ARCH 5395—CHICAGO: Architecture of the Modern Masters (Maymester 2006,07.09)

HONORS AND AWARDS:

University Travel / Professional Development Award 2005, 2006
" Premio Belle Lettere " – One of 10 Americans selected from International group of contemporary artists, Cittadella Italy
American Institute of Architects (AIA) Dallas Chapter
Merit award for Collograph print, Octomber 1996
Letter Arts Review, Eight Annual International
Competition for Book & Letter Arts, 1996

PUBLICATIONS:

TexFiles – School of Architecture Publication
The University of Texas at Arlington
Article: "Ecriture: Writing (Riding) in a Culture of Images". Pp
Rountable –
Kimell Art Museum:
Catalogue & Calendar, September 2003 – January 2004. Pg 19
Arlington Art Museum
Exhibit Catalogue – "Home Sweet Home" – February 2002.
Arlington Art Museum
Exhibit Catalogue – "Blue Skies" – February 2001.
UTA Magazine – Vol. XXI – No. 2, Winter 1999
"Impassioned Pastimes" – Sherry W. Neaves, Interviewer
"Casting Calligraphy in a New Light"
"Belle Lettere", Published winning entries of exhibition of International Contemporary Calligraphic Art Cittadella (Padova) Italy
Journal of the San Francisco Guild, Vol 21, No. 3, 1996, P 12 "Alphabet"
International Journal of Letter & Block Arts, Vol 12, No. 3 1995, P 8, "Letter Arts Review".

ACADEMIC EXPERIENCE:

The University of LUND, Sweden, 1996 – Present
Department of Theoretical and Applied Aesthetics (FORMLARA)

Co-Director **ROME** Program, 1991 – 1998 for the School of Architecture, The University of Texas at Arlington

Coordinator of **JAPAN** Travel Program, July 1995 for the School of Architecture, The University of Texas at Arlington

The University of Texas at Arlington,
School of Architecture, Arlington, Texas 1985 – Present
Associate Professor, Tenured, Spring 1986

PROFESSIONAL EXPERIENCE:

THE ART OF LOGIC – New York, Boston, Arlington
Principals: JG Gintole & Stephen Duck 2004
Architecture, Visualization & Product Design

MEMBERSHIP:

USBC North Texas Chapter
Associate Member AIA, Ft. Worth
Alliance of Design Educators Artists, New Mexico
Book Arts Consortion, San Francisco & North Carolina
Frank Lloyd Wright Preservation Trust

SERVICE:

SCHOOL:

Committee (ADHOC) to Review Design / Build Workshop 2008
Academic Committee for Promotion & Tenure 2008-09
Architecture Search Committee 2006
Architecture Lecture Committee 2006

UNIVERSITY:

President Advisory Committee 2006
Faculty Senate: 2003 – 2006

PROFESSIONAL:

Dallas Architecture Forum: "Fear and Loathing- Modernium in America" 2004
Dallas Architecture Forum: "Developers & Paper Architechs" 2000

Raymond Joe Guy

Associate Professor, Tenured

EDUCATION:
Master of Fine Art, Texas Christian University, 1979
Bachelor of Fine Art, Texas Christian University, 1977

PROFESSIONAL LICENSURE/REGISTRATIONS: N/A

COURSES TAUGHT FALL 2004-PRESENT:
ARCH 1241 Design Communications I
ARCH 1341 Design Communications I

HONORS AND AWARDS:
Artwork Acquisition: Texas Tech University Art Museum Collection
Nomination by School of Architecture:
"Chancellor's Council Outstanding Teaching Award", University of Texas at Arlington

RESEARCH:
ACADEMIC:
PRACTICE:

2004 "Fall Gallery Show", William Campbell Contemporary Art, Ft. Worth, September 18 - October 23

Merrill Collection (site specific artwork), Dallas

2005 "Polishing Our Silver: An Exhibition in Honor of the Museum's 25th Anniversary", Old Jail Foundation, Albany, Texas, curated by Dr. Richard Brettell, Margaret McDermott Professor of Art & Aesthetics, The University of Texas at Dallas, June 4 - October 30

2005 "Fall Gallery Show", William Campbell Contemporary Art, Ft. Worth, September 10 - October 15

"Defining Space", The Haggerty University Gallery, University of Dallas, October 7 – November 6

"Layered, Stacked, Assembled", Arlington Museum of Art, September 17 - December 3

2006 "Black White (& Gray)" The Gallery at UTA, University of Texas at Arlington, October 16 – November 21

2007 "Bookworks", Galveston Arts Center, Galveston, Texas, January 27 - March 11

PUBLICATIONS:

ACADEMIC:

PRACTICE:

ACADEMIC EXPERIENCE:

Design Communications I, II, III

PROFESSIONAL EXPERIENCE/PROJECTS:

Merrill Collection (site specific), Dallas

MEMBERSHIPS:

William Campbell Contemporary Art (Artist Stable)

SERVICE:

- SCHOOL: Chair, Academic Standards Committee 2006-2007
  2007-2008
  2008-2009

- SCHOOL: Undergraduate Curriculum Committee 2005-2006
  2006-2007
  2007-2008
  2008-2009

- UNIVERSITY: Faculty Senate Spring 2007 - Fall 2008

- PROFESSIONAL: N/A

R. Todd Hamilton

Professor of Architecture, Tenured

EDUCATION:

B. Arch	Carnegie Mellon University
M. Arch A.S.	Massachusetts Institute of Technology

PROFESSIONAL Licensure/Registrations:

NCARB
State of Texas
State of New York
Registered Interior Designer in Texas, returned license in 2001

COURSES TAUGHT:

ARCH 5670 Comprehensive Graduate Design
ARCH 4557 Senior Design
ARCH 4346 Construction Drawings
ARCH 1302 Introduction to Architecture

HONORS AND AWARDS:

35 Year Teaching Longevity Award, Spring 2009

RESEARCH:

ACADEMIC:
PRACTICE:

PUBLICATIONS:

PRACTICE:
D Home Magazine, July 2009
Dallas Morning News Article, June 6, 2009
K+BB Magazine Bath and Kitchens, September 2008
D Home Magazine article on Murphy garage project, 2006

ACADEMIC EXPERIENCE:

Washington University in St. Louis
Visiting Associate Professor, (twice)
Texas A & M University Visiting Associate Professor of Architecture

PROFESSIONAL EXPERIENCE:

Todd Hamilton Architecture & Construction 1975 to present
Associate, Edward Just & Associates
Tasso Katselas Architecture
R. Wendell PH
ILLIPS Architect

MEMBERSHIPS:

MIT Club of Dallas
Carnegie Mellon Clan of Dallas
First Unitarian Church of Dallas
Founding Member, Board & Batten Society of Texas

SERVICE:

SCHOOL

Promotion and Tenure Committee 2006, 2007 Elected
Faculty Search Committee 2008, 2009 Elected
Design's 5 year review committee 2009 Appointed
Participated, Spring 2009 AIA/UTA Saturday morning symposium.

UNIVERSITY
PROFESSIONAL

THOMAS HARVEY JR.

LECTURER, NON-TENURE TRACK

EDUCATION:

Bachelor of Science	The University of Texas at Arlington Arlington, Texas
Master of Architecture Healthcare Specialty/ Urban Design Track	Rice University Houston, Texas
Master of Public Health	The University of Texas School of Public Health Houston, Texas

PROFESSIONAL Licensure/Registrations:

Professional Architect — State of California C-9801

COURSES TAUGHT:

HONORS AND AWARDS:

RESEARCH:

ACADEMIC:
PRACTICE:

PUBLICATIONS:

ACADEMIC:
PRACTICE:

Peer Reviewed

Pati, D., Barach, P., and Harvey, T. (2008) **Relationships between Exterior Views and Nurse Stress: An Exploratory Examination.** *Healthcare Environments Research and Design Journal*, Vol. 1, No. 2, 27-38.

Pati, D., Harvey, T., and Cason, C. (2008). **Inpatient Unit Flexibility: Design Characteristics of a Successful Flexible Unit**. *Environment and Behavior,* Vol. 40, No. 2, 205-232.

Harvey, T., Pati, D., Evans, J., Waggener, l., and Cason, C. (2008). **Inpatient Unit Design: Defining the Design Characteristics of a Successful Adaptable Unit.** In George Elvin (Ed.) *AIA Report on University Research*, Vol. 2, American Institute of Architects: Washington DC.

Industry Publications

Harvey, t. and Pati, D. (2008). **Functional Flexibility: Nine Attributes of Adaptable Hospital Spaces**. *Health Facilities Management* (February), pp. 29-34.

Evans, J., Pati, D., and Harvey, T. (2008). **Rethinking Acuity Adaptability**. *Healthcare Design*, (April) pp. 22-25.

Ritchey, t., Pati, D., and Harvey, T. (2008). **Taking Care of Nurses**. *Advance for Nurses* (March).

ACADEMIC EXPERIENCE:

Board Member, Academy of Architecture for Health Foundation
Guest Instructor and Curriculum Advisor, Rice University School of Architecture, 1999.
Guest Lecturer, Critic and Curriculum Advisor, California Polytechnic State University School of Architecture, 1994-97.
Director of student healthcare design project/exhibit for The Healthcare Forum Annual Conference, 1989.

PROFESSIONAL EXPERIENCE:

Project Portfolio

2008	**Utah Valley Regional Medical Center** Heart Center/Women's Center Addition/Renovation	Provo, UT.
	Kaiser South Bay Medical Center Bed Tower and Ancillary Services Addition/Renovation	Harbor City, CA.
	Boone Hospital Center Bed Tower Addition	Columbia, MO.
	McKay Dee Hospital Center Master Plan Update	Ogden, UT.
	M.D. Anderson Cancer Center Programming/Master Plan – Surgery and Diagnostic Imaging	Houston, TX.
2007	**Presbyterian Hospital at Flower Mound** 100-bed Greenfield Hospital	Flower Mound, TX.
	Alegent Bergen Medical Center	Omaha, NE.
	Alegent Mercy Medical Center Programming of Addition/Renovation	Omaha, NE.
	Parkland Health and Hospital System Replacement Hospital Master Refinement	Dallas, TX.

MEMBERSHIPS:

American Institute of Architects (AIA)
Fellow of American College of Healthcare Architects (ACHA)
AIA Academy of Architecture for Health (AIA/AAH)
Center for Health Design (CHD)
Environmental Design and Research Association (EDRA)
Forum for Healthcare Planning
American Hospital Association
American Society of Hospital Engineers
Society for Ambulatory Care Professionals

SERVICE:

SCHOOL
UNIVERSITY
PROFESSIONAL

CHRIS HILL

Lecturer, Non Tenure-Track

EDUCATION:

The University of Texas at Arlington, Master of Architecture - 2003
The University of Texas at Arlington, Bachelor of Science of Architecture - 2000
Institute fur Raumgestalltung, Innsbruck, Austria, foreign exchange program – 1999

COURSES TAUGHT:

ARCH 2551 – Second year design studio
ARCH 2552 – Second year design studio
ARCH 3553 – Third year design studio
ARCH 3554 – Third year design studio
ARCH 4556 – Forth year design studio
ARCH 4395 – Advanced elective – Digital Portfolio
ARCH 5591 – First semester design studio – Path A Program

HONORS AND AWARDS:

November 2000 -	Honor Award	Ken Robert's Memorial Delineation Competition
November 2000 -	Juror's Citation Award	Ken Robert's Memorial Delineation Competition
December 2001 -	Honor Award	Fort Worth AIA Design Award
November 2001 -	Merit Award	Ken Robert's Memorial Delineation Competition
December 2002 -	Honor Award	Fort Worth AIA Design Award
May 2003 -	Fellowship recipient	DAF Swank Jr. Fellowship
December 2003 -	Merit Award	Fort Worth AIA Design Award
December 2003 -	Merit Award	Fort Worth AIA Design Award
August 2005 -	Studio Award	Texas Society of Architects

RESEARCH:

studio[MUD]	1723 Spring Lake, 2300s.f. residence, Arlington, TX – design/build completed 2009
	3908 Trisha Val, 3900s.f. remodel, Arlington, TX – construction current
MJ Neal	Wolfe Den, 2200s.f. residence, Austin, TX -- completed 2009
	Mcmann, 2350s.f. residence, Austin, TX -- current
	Larkey Residence, 900s.f. addition, Austin, TX -- current
Dan Shipley	1709 Gould, 1980s.f. office building, Dallas, TX – construction current
Mark Wellen	4717 Miron, 7500s.f. residence, Dallas, TX – drawing / construction current

ACADEMIC EXPERIENCE:

Lecturer – The University of Texas at Arlington 2004 – Present.

PROFESSIONAL EXPERIENCE:

February 2001 - Present
studio [MUD] – Owner of small design/build studio that also provides a variety of services to architects ranging from study models to construction documents as well as construction.
August 1998 - May 2001
Dan Shipley Architect, FAIA

KATE HOLLIDAY

Assistant Professor, Tenure-Track

EDUCATION:

Ph.D., Architecture	The University of Texas at Austin	2003
M.A., Art History	The University of Texas at Austin	1994
B.A., Art and Environmental Studies	Williams College	1991

COURSES TAUGHT:

ARCH 2303-5303	History of Architecture 1, Prehistory to Medieval
ARCH 2304-5404	History of Architecture 2, Renaissance to the Present
ARCH 4315-5315	Theories of the Avant-Garde
ARCH 4315-5315	The Life of Cities
ARCH 4315-5315	Nature and American Architecture

HONORS AND AWARDS, selected:

2009 Distinguished Architecture monograph, Victorian Society of American Metropolitan Chapter
2008 Book of the Year, Society of Architectural Historians, Southeast Chapter
2006 Scott Opler Emerging Scholar Publication Fellowship, Society of Architectural Historians
1991 Phi Beta Kappa Honor Society

RESEARCH:

Project Director: Oral History of Texas Architecture, University of Texas at Arlington, 2008-present.
Book project: *Humanism and Modernism from Art Deco to the Cold War.* Research currently funded by University Research Enhancement Program grant, 2009-2010.
Book project:.*Women in the Wings: Essays on Women and the Making of Architecture*. Co-editor with Monica Penick, book proposal in preparation.

PUBLICATIONS, selected:

Book

Leopold Eidlitz: Architecture and Idealism in the Gilded Age. New York: W. W. Norton, 2008.

Edited Volume

Guest editor, *Unraveling the Textile in Modern Architecture* , Special number of *Studies in the Decorative Arts*, v. 16, n. 2 (Spring –Summer 2009)

Articles, Peer-Reviewed

"Whose City Hall Is It? Architecture and Identity in New Orleans." *Journal of Urban Design*, special issue "New Orleans and the Design Moment," in press, forthcoming Fall 2009.

"Walls as Curtains: Architecture and Humanism in Ralph Walker's 1920s Skyscrapers." *Studies in the Decorative Arts* XVI, n.2 (Spring-Summer 2009).

"The Architecture Profession and the Public: Leopold Eidlitz's 'Discourses Between Two T-Squares'." *Journal of Architectural Education* 61, n.1 (September 2007): 32-43.

"'Build More and Draw Less': The AIA and Leopold Eidlitz's Grand Central School of Architecture." *Journal of the Society of Architectural Historians* 65, n.3 (September 2006): 378-401.

"Humanism and Modernism: The Curtain Wall Metaphor in the Work of Ralph Walker," *pinakothēkē* 22-23 (Fall 2006): 48-56; published in English and Russian.

Reviews and Other Writing, selected

Contributor, *Dictionnaire des Créatrices*, Antoinette Fouque, Béatrice Didier, Mireille Calle-Gruber (eds.) Paris, Les Editions des Femmes, forthcoming 2010. Entries for Elizabeth Diller, Elizabeth Plater-Zyberk, Catharine Beecher, Louise Bethune, Elisabeth Coit, and Katherine Coheal Budd.

Book review, James F. O'Gorman, *Henry Austin: In Every Variety of Architectural Style*. (Middletown, CT: Wesleyan University Press, 2009), commissioned for *JSAH* for publication in 2010.

Exhibition review, "Adolf Cluss, Architect: From Germany to America," Charles Sumner School Museum and Archives, Washington, DC, *JSAH* 65, n. 4 (December 2006): 646-648.

PAPERS AND PRESENTATIONS, Selected

Symposium coordinator and panel moderator, "Frank Welch and The Birthday: What Does It Mean to Make a Regional Modernism in Texas?", Dallas Center For Architecture, April 24, 2009.

"Leopold Eidlitz: First Jewish Architect," Bronfman Center for Jewish Life, 92nd Street Y, New York City, February 19, 2009.

"Leopold Eidlitz: Architecture and Idealism," Society of Architectural Historians, Turpin Bannister Chapter, Albany, New York, October 23, 2008.

"The Architect as Politician," for session "Postwar 1." European Architectural History Network, Society of Architectural Historians, and ETH-Zurich International Conference, "Transfer and Metamorphosis: Architectural Modernity Between Europe and the Americas, 1870-1970," Zurich, Switzerland, 28 June 2008.

"'Mongrel' Architecture: H. H. Richardson and Leopold Eidlitz at the New York State Capitol," University of Pittsburgh Department of the History of Art and Architecture Public Symposium "The Allegheny Courthouse in Context," Pittsburgh, Pennsylvania, 18 April 2008.

"A Copiousness of Invention: Influence and Collaboration in the Eidlitz and Richardson Firm," for session "Reconsidering the *Brown Decades* [and after]: New Discoveries and Revised Historiography in American Architecture, 1870-1905." Society of Architectural Historians annual meeting, Pittsburgh, Pennsylvania, 18 April 2007.

ACADEMIC EXPERIENCE:

The University of Texas at Arlington, Assistant Professor, School of Architecture, 2007-present

Southwestern University, Georgetown, Texas, Visiting Assistant Professor, Department of Art and Art History, 2006-2007

The University of Texas at Austin, Lecturer, School of Architecture, 2004-2006

MEMBERSHIPS:

College Art Association
Society of Architectural Historians
Docomomo

SERVICE, selected:

School

Publications and Marketing Committee, 2007-present: Founder and Organizer: Annual Symposium, Oral History of Texas Architecture Program co-sponsored by the Dallas Architecture Forum and the Dallas Center for Architecture, begun 2008; and Publication Series Editor: *What Does It Mean to Make a Regional Modernism in Texas?*, in preparation

University

School of Architecture Representative, Academic Excellence Week, Provost's Office, 2008-2009

Professional

Advisory Board, *Journal of Architectural Education*, 2009-2012

Peer manuscript reviewer, John Wiley and Sons, Routledge, *Journal of Architectural Education*, *Studies in the Decorative Arts*

CLINT HULSEY

LECTURER, NON-TENURE TRACK

EDUCATION:

Bachelor of Science, Mechanical Engineering
The University of Texas at Arlington, 1990

PROFESSIONAL Licensure/Registrations:

Professional Engineering
State of Texas #81061
State of Georgia #23192
State of Mississippi # 15820

COURSES TAUGHT:

Tarrant County College

ARC 1643	Fall 1998
DRFT 2359	Fall 1999

HONORS AND AWARDS:

RESEARCH:

PUBLICATIONS:

ACADEMIC EXPERIENCE:

PROFESSIONAL EXPERIENCE:

July 96 to Present	**Hulsey Engineering**, Lillian, TX. Principle Engineer/Owner
Nov 91 to Jul 96	**Frias/Hulsey Engineering**, Arlington, TX. Associate Engineer
Oct 90 to Nov 91	**GMD Engineered Systems**, Fort Worth, TX. Design Engineer
Jan 88 to Oct 90	**Speed Fab-Crete**, Kennedale, TX. Design Engineer
Jan 87 to Aug 87	**Chaparral Steel**, Midlothian, TX. Contract Position
Oct 83 to Jan 87	**Ekern Engineering**, Arlington, TX. Junior Partner
Sept 82 to Oct 83	**L.D. White**, Fort Worth, TX.
Sept 81 to Jul 82	**Industrial Heating Systems, Inc**. Fort Worth, TX. Draftsman
Feb 81 to Sept 81	**Hulsey Drafting Company**, Cleburne, TX. Sole Proprietor
Sept 79 to Sept 80	**Love, Friberg and Associates**, Fort Worth, TX. Mechanical Draftsman
Sept 77 to Sept 79	**Chuck Hulsey M&E Design**, Cleburne, TX. Part-time mechanical and electrical drafting work.

TRUETT JAMES

Assistant Clinical Professor, Non-Tenure Track

EDUCATION

MArch, The University of Texas at Arlington (Henry Adams Certificate), 1982
BS Arch, The University of Texas at Arlington, 1978

PROFESSIONAL Licensure/Registrations:

COURSES TAUGHT: (since 2004)

ARCH 4330 - Energy Use and Conservation
ARCH 5332 - Energy Use and Conservation
ARCH 4325 - Environmental Control Systems 1 - Lighting Design
ARCH 5325 - Environmental Control Systems 1 - Lighting Design

HONORS & AWARDS:

1999 IESNA International Award of Merit – Renovation of the Fisk Residence
Presented by the Illuminating Engineering Society of North America - to Truett James and Stephen Lawson

1999 International Illumination Design Award - Renovation of the Fisk Residence
Presented by the Illuminating Engineering Society of North America - North Texas Section, to Truett James and Stephen Lawson

1989 Edwin F. Guth Memorial Award of Merit - The Iliff Residence
Presented by the Illuminating Engineering Society of North America - to Truett James and Stephen Lawson
Project published in Lighting Design and Application (July 1990, page 37) by the Illuminating Engineering Society of North America.

1989 International Illumination Design Award - The Iliff Residence
Presented by the Illuminating Engineering Society of North America - North Texas Section, to Truett James and Stephen Lawson

1988 International Illumination Design Award - The Cook Residence
Presented by the Illuminating Engineering Society of North America – Dallas Section, to Truett James and Stephen Lawson

RESEARCH: (since 2004)

ACADEMIC:

2008-2009 UTA Innovative Teaching Mini-Grant with John McDermott

PRACTICE:

CONSULTING 2004-2009 - Clark Residence Remodel (Hilton Head, S.C.); Shelby Residence Remodel (Dallas); Braner Residence Remodel (Dallas); McKee Residence Remodel (Faunsdale, Alabama); Allday Residence Lighting (Dallas); Ferguson Residence Remodel (Dallas); Sands Residence Addition and Remodel (Wichita); Shelby Ranch Bunkhouse Design (Llano); Houston Residence Remodel (Dallas); Rubin Residence Addition and Remodel (Dallas); Seay Apartments Remodel (Dallas); Weir Residence Remodel (Dallas); Anastopulos Residence measured drawings (Dallas); Teegardin Lighting Consultation (Dallas); Hebeler Residence Remodel (Dallas); Owens Residence Lighting (Dallas); Allday Residence Lighting (Dallas); Weary Residence Design (Italy, TX); Ferguson Residence Remodel (Dallas); Hart Residence Lighting (Fort Worth); McAdams Residence – design for a large clock-accurate sundial (Barnard, Vermont); Sands Family Hunting Cabin (near Ennis); Ross House remodel (Dallas); Cowan House remodel (Dallas); Brown House remodel

(Jacksboro); Ramsey House remodel (Dallas); Clark House remodel (Breckinridge); W. Sands House (Dallas); Kramer House Lighting (Dallas); Yancey House (Auburn Colony, Maine); Pinon Ranch House (South Texas); Adams House Lighting (Dallas); Stephens Landscape Lighting (Dallas)

PUBLICATIONS:

ACADEMIC:
PRACTICE:

ACADEMIC EXPERIENCE:

Assistant Clinical Professor, School of Architecture, The University of Texas at Arlington, 2007-present
Adjunct Senior Lecturer, School of Architecture, The University of Texas at Arlington, 1991-2007
Assistant Professor, School of Architecture, The University of Texas at Arlington, 1984-1991
Lecturer, School of Architecture, The University of Texas at Arlington, 1982-1984
Graduate Teaching Assistant – School of Architecture, The University of Texas at Arlington, 1980-1982

PROFESSIONAL EXPERIENCE:

Consulting practice – 1977-present

MEMBERSHIPS:

Society of Building Science Educators
American Solar Energy Society

SERVICE:

SCHOOL:

Studio Consulting - John McDermott Studio, Spring 2009
Invited Lecture (by students) - Ron Wommack Studio, Fall 2007

UNIVERSITY:

PROFESSIONAL:

COMMUNITY:

David Jones

Associate Dean, Non-Tenured

EDUCATION:

Bachelor of Architecture, University of Oklahoma, 1970
Advanced Studies in Architecture, Massachusetts Institute of Technology, 1972 - 73

PROFESSIONAL Licensure/Registrations:

Emeritus Architect, State of Texas, #5957

COURSES TAUGHT:

ARCH 5670 Advanced Design Studio
ARCH 5670 Healthcare Design Studio

HONORS AND AWARDS:

Student Member – President J. Herbert Holloman's Committee
Planning the Future of The University of Oklahoma – 1968
Research Grant – Studied the indigenous architecture in the State of Colima, Mexico – 1968
Fellowship, Massachusetts institute of Technology, 1972-73
Graduate Teaching Assistantship, Ezra Ehrenkrantz, Massachusetts Institute of Technology, 1972
Research Assistantship, Donald Schon, Massachusetts Institute of Technology, 1973

RESEARCH:

Research Grant – Studied the indigenous architecture in the State of Colima, Mexico – 1968

PUBLICATIONS:

Dallas Ft. Worth Home and Garden 1983

ACADEMIC EXPERIENCE:

Instructor, University of Texas at Arlington, 1970-72
Teaching Assistant, Massachusetts Institute of Technology, 1972
Research Assistant, Massachusetts Institute of Technology, 1973
Lecturer, University of Texas at Arlington, 1978 - 82
Lecturer, Institut Teknologi Mara, Shah Alam, Malaysia, 1986 -1988
Senior Lecturer, University of Texas at Arlington 1988 -2002
Associate Dean/Graduate Advisor, University of Texas at Arlington, 2002 - Present

PROFESSIONAL EXPERIENCE:

Principal
David Jones, Architect AIA
Dallas, TX

Partner
Elledge Jones Architects
Dallas TX

MDI Architects
J. Stuart Todd AIA, Principal
Dallas, TX

Designer
Store Planning
Zale Corporation
Dallas, TX

Chief Designer
Wong and Tung and Partners, Architects
Albert K. H. Tung AIA, Principal
Dallas, TX and Hong Kong

MEMBERSHIPS:

Dallas Chapter, American Institute of Architects
Texas Society of Architects
American Institute of Architects

SERVICE:

Graduate Admissions Committee
Scholarship Committee
Graduate Curriculum Committee
University Academic Advising Committee
Graduate Assembly
Graduate Recruiting Advisory Board
Program Review Committee
Academic Committee for Excellence in
University Library Committee

Douglas Klahr

Assistant Professor, Tenure-Track

EDUCATION

Brown University	Ph.D., History of Architecture, 2002
University of Virginia, School of Architecture	M.A., Architectural History, 1998
Brown University	B.A., History of Architecture, 1977

PROFESSIONAL LICENSURE: Not applicable

COURSES TAUGHT

Sustainability for Everyone (Fall 2009)
China Today: Architecture + Urban Planning (Maymester 2009)
Slum Housing (Spring 2009)
Contemporary Architecture (Fall 2006, 2008)
Architecture and Politics: Expressing National Identity (Spring 2007)
History of Architecture and Design I (Fall 2005, 2006, 2007, 2008)
History of Architecture and Design II (Spring 2006, 2007, 2008)
Modern Architecture I (Fall 2005, 2007)
Modern Architecture II (Spring 2006, 2008)
The Bright Green Movement (Maymester 2008)

HONORS AND AWARDS

The 2006-07 Kalpana Chawla S.T.A.R. Teaching Award
University Travel/Professional Development Award, Spring 2007
University Travel/Professional Development Award, Spring 2008

RESEARCH

ACADEMIC
CURRENT RESEARCH INTERESTS
Slum housing; sustainability; social responsibility in architectural pedagogy and practice.

PRIOR RESEARCH
Dissertation: "The Kaiser Builds in Berlin: Expressing National and Dynastic Identity in the Early Building Projects of Wilhelm II."
Master's thesis: "Apartments of the Kurfürstendamm: Ironies of *Grossbürgertum* Housing in Wilhelmine Berlin."

PRESENTATIONS/CONFERENCES

Structures for Inclusion 9, Dallas, March 2009: Moderator.
Nineteenth Century Studies Association Annual Meeting, Miami, April 2008
College Art Association Annual Meeting, Dallas, February 2008
Renaissance Society of America Annual Meeting, Miami, March 2007
Humboldt Universität, Berlin, July 2006
The Tate Modern, London, January 2005
University of Glasgow, April 2004
Gesellschaft Historisches Berlin, June 2003
European Association of Urban Historians, Berlin, August 2000
German Historical Institute, Washington, March 2000
École d'Architecture de Versailles, Paris, June 1999

PRACTICE: Not applicable

PUBLICATIONS

ACADEMIC:

Wilhelm II's Weisser Saal and its Doppelthron, The Journal of German History, Vol. 28, Issue 1, January 2010.

Instrumente der Selbstdarstellung eines Kaisers. Die Schlossfreiheit und das Berliner Stadtschloss. Townpeace Publications, Vol. 11, Topic 2: Polis & Politics. Berlin: Townpeace, 2003.

"Le développement des rues parisiennes pendant la monarchie de Juillet." In *Modernité avant Haussmann: Formes de l'espace urbain à Paris 1801-1853*, edited by Karen Bowie. Paris: Éditions Recherche, 2001.

"Was ist, wozu dient ein Berliner Zimmer? Das störrische Beharren der Kurfürstendamm-Bewohner," in *Frankfurter Allgemeine Zeitung*, 4 January 2001.

PRACTICE: Not applicable

ACADEMIC EXPERIENCE:

The University of Texas at Arlington, School of Architecture
Visiting Professor, 2005-06; Assistant Professor, 2006-present
Assumption College
Visiting Professor, 2003-05
Brown University, Teaching Assistant, 1999-2002

MEMBERSHIPS:

Society of Architectural Historians
Dallas Architectural Forum
College Art Association
European Association of Urban Historians
Nineteenth Century Studies Association
Technology Arlington

SERVICE:

SCHOOL
The Dean of Architecture Review Committee, 2009
Faculty Search Committee, 2006-07
Graduate Admissions Committee, 2007-present
UNIVERSITY
President's Committee on Sustainability, Curriculum Work Group 2008-present
Faculty Senate, 2008-present
University Undergraduate Curriculum Committee, 2008-present
Committee on Higher Order Thinking and Active Learning, 2007-present
Committee on Diversity and the Status of Women, 2007-present
Annual Celebration of Excellence by Students (ACES), Abstracts Editor, 2005-present
Provost Search Committee, 2007-08
OneBook Program, Principal Speaker, 2006-08
PROFESSIONAL
Dallas Architectural Foundation, Member, Board of Directors, 2008-present
Dallas Public Television, Guest Interviewee, September 2006
The Prince of Wales's Urban Task Force, Berlin, August-September 1997

Craig Kuhner

Professor, Tenured

EDUCATION

M. Arch., University of Pennsylvania, 1970
University of Pennsylvania; 1967-68; Jan.1969-Sept. 69
Academy of Fine Arts (Vienna, Austria) Jan.1966-June 67
University of Pennsylvania, 1964-Jan.66
B. A., University of Pennsylvania, 1964
University of Pennsylvania, 1961-64
College of William & Mary, 1960-61

PROFESSIONAL Licensure/Registrations:

Registered Architect in Indiana: 1975- present (inactive since 2007) # AR00032996

COURSES TAUGHT:

The University of Texas at Arlington, Professor, (Tenured 1980), 1978-present
Institute für Raumgestaltung der Universität Innsbruck, Austria, Visiting Lecturer, each summer semester
1991-2003
Ball State University, Muncie, Indiana, Associate Professor, (Tenured 1976) 1970-78

Teaching Responsibilities – The University of Texas at Arlington
ARCH 3553 - Design Studio: Architecture I
ARCH 3554 - Design Studio: Architecture II
ARCH 4348 - Architectural Photography I
ARCH 5348 - Architectural Photography I
ARCH 4349 - Architectural Photography II
ARCH 5349 - Architectural Photography II
ARCH 4395 - Digital Portfolio (now called Architectural Portfolio)
ARCH 5395 - Digital Portfolio (now called Architectural Portfolio)

Teaching Responsibilities - University of Innsbruck
Foto und Film Werkstäte (**classes taught in German**)

HONORS AND AWARDS:

1987 - Nominated for Loeb Fellowship in Advance Environmental Studies at Harvard Graduate School of Design.
Plus eight other awards from 1968 -1978

RESEARCH:

ACADEMIC:
10 Grants received from 1972 – 1978 while at Ball State University totaling $66,381

PRACTICE:
Active as a free-lance architectural photographer, 1972-present., with clients in the US and Europe.

PUBLICATIONS:

PRACTICE: Architectural Photography:

Books: since the last NAAB visitation:

Heinz-Mathoi-Streli Architekten: Bauten und Projekte | Buildings and Projects (German Edition),
Bettina Schlorhaufer, Fall 2009, Springer Verlag, Vienna, New York.

Sasaki: Intersection and Convergence, Ojeda, Oscar Riera, editor, 2009, ORO Editions, San Rafeal, CA. (38 photographs)

Othmar Barth, 2007, Verlag Anton Pustet, Vienna. (43 photographs)

Corporate Interiors No. 8, Roger Yee, 2007. Visual Reference Publications Inc., New York. pp. 209 – 216 (7 photographs)

My professional, architectural photography has appeared in 19 other books, 6 exhibition catalogues, 73 trade
and consumer magazines and 11 brochures from 1974 –present.

ACADEMIC EXPERIENCE:

University of Texas at Arlington, Professor, (Tenured 1980), 1978-present
Institute für Raumgestaltung der Universität Innsbruck, Austria, Visiting Lecturer, each summer semester 1991-2003
Ball State University, Muncie, Indiana, Associate Professor, (Tenured 1976) 1970-78

PROFESSIONAL EXPERIENCE:

Professional Experience – Architectural Photography

Active as a free-lance architectural photographer, 1972-present. With architectural and corporate clients in the United States and Europe. (Represented in the United States by Those 3 Reps).

Professional Experience – Architectural

Private Practice, (active) 1971-1973; 1993-1997.

Built Architectural Designs:

1996-97 - Private Residence, Rowayton, Connecticut. ($360,000 construction cost)
1994 - Addition to Kuhner Residence, Rowayton, Connecticut. ($120,000 construction cost)

Employment:

Bower and Fradley Architects, Philadelphia, 1969-1970.
Joel Levenson, Architect, Philadelphia, designer, 1968-1969.
Rolf Herzog, Architects, Hanover, West Germany, 1965 (3 months).

MEMBERSHIPS:

American Society of Magazine Photographers	1985-93
American Institute of Architects	1976-81
Texas Society of Architects	1979-81
Indiana Society of Architects	1976-78
Society for Photographic Education	1976-86

SERVICE:

SCHOOL

Graduate Advisor and Assistant Dean 1998 -2002 (not sure of exact dates)
Organized and coordinated exchange program in the Graduate School of Architecture between the Architecture School at the University of Innsbruck and the Architecture School of The University of Texas at Arlington (1996 - 2002) (3-5 students exchanged annually)

UNIVERSITY

(various minor committees over the years)

PROFESSIONAL

Texas Society of Architects, Publication Committee 1989-94

JERALD W. KUNKEL, P.E., F.ASCE

Assistant Clinical Professor, Non Tenure-Track

EDUCATION

The University of Texas at Arlington - Bachelor of Science/Civil Engineering, 1979
The University of Texas at Arlington - Master of Engineering/Structures, 1994

PROFESSIONAL Licensure/Registrations:

Registered Professional Engineer: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wyoming

COURSES TAUGHT:

ARCH 3324 - Structures I; ARCH 4321 - Structural Systems for Buildings; ARCH 5327 – Architectural Structures II; ARCH 5328 – Architectural Structures III; ARCH 5337 - Soils and Foundations; CE 2311 – Solid Mechanics / Mechanics of Materials

HONORS & AWARDS:

Named Fellow in the American Society of Civil Engineers in 2006.

RESEARCH:

PRACTICE: Design and construction of slab-on-grade foundations over 250 case studies.

PUBLICATIONS:

ACADEMIC:

"Building Construction, Principals, Materials AND Systems", Prentice Hall, 2007 Contributing Author

"Structural Steel Design: A Practice Oriented Approach (LRFD Method); Prentice Hall, 2007 Contributing Editor

"Structure for Architects" Prentice Hall, 2007 Contributing Editor

PRACTICE:

"Practical Foundation Engineering Handbook", MCGraw - Hill, 1996 Contributing Author

Design of Post-Tensioned Slabs on Grade; Second Edition - Post-Tensioning Institute, 1996.

Design of Post-Tensioned Slabs on Grade; Third Edition - Post-Tensioning Institute, 2005.

"Guidelines For The Evaluation And Repair of Residential Foundations" Texas Section of The American Society of Civil Engineers, 2002 Contributing Author

ACADEMIC EXPERIENCE:

Adjunct Professor of Engineering – Tarrant County College 2003 to Present
Senior Lecturer – The University of Texas at Arlington 2003 to 2007
Assistant Clinical Professor – The University of Texas at Arlington 2007 to Present

PROFESSIONAL EXPERIENCE:

Expert Witness in over 250 residential and commercial litigation cases.

Multi-family projects include 379 projects in Texas, 2 in Massachusetts; 4 in Arizona, 5 in Virginia, 1 in Pennsylvania, 1 in Maryland, 1 in New Jersey, 6 in Kansas, 2 in Indiana, 2 in Georgia, 2 in New Mexico, 1 in Illinois, 1 in Oklahoma, 2 in Colorado, 2 in Florida, 1 in Ohio, 1 in Connecticut and 2 in Northcarolina; A 5,000 sf residence in Grand Cayman, Bahamas; A 7,000 sf residence in Virginia; Design and inspection of over 10,000 single family homes in Dallas/ Ft. Worth; over 80 residences in the park cities areas of Dallas, Texas; A 17,000 sf residence in Plano, Texas; 185 single family residences in San Antonio, Texas; A 7,500 sf residence in Plano, Texas; An 18,000 sf residence in Dallas; Over 30 single family residences in the Las Colinas area of Irving, Texas; 14 student housing projects in North Carolina, Texas, Alabama and Louisiana; 6,750 sf single family residence in Weston, Connecticut; 8 Golden Corral Restaurants in Texas, Tennessee, Colorado, and Oklahoma; 7,500 sf residence in Orange County, California; Hampton Inn and Suites In Del Rio, Texas; Penske Leasing Company In Lawton, Oklahoma; Quick Lube Facility in Dallas, Texas; A 19,000 sf church in Carrollton, Texas; E.Z.'S Restaurant Fort Worth, Texas; Harwood Animal Clinic in Hurst, Texas; Unity Church in Dallas, Texas; Northwest National Bank Arlington, Texas; Brazos Bank in Alvarado, Texas; Hilton Homewood Suites Hotel in Waco, Texas; Boy Scout Pavilion Building, Meridian, Texas; 2 Warehouse Buildings in Mckinney, Texas; Ra-Lock Company Warehouse in Midlothian, Texas; Wingate Inn in Mobile, Alabama; Tempe Residence Inn in Tempe, Arizona; Production Studio Building in Dallas, Texas; A 16,800 sf Warehouse in Dallas, Texas; Hampton Inn and Suites in Arlington, Texas; Cavenders Boot City in Amarillo, Texas; 3 Marriott Town Suites in Arizona, Montana and Texas; Daniel Steel Industries Fabrication Plant, Mesquite, Texas; 2 Fairfield Suites Hotels in Texas; Greenville Municipal Airport Terminal Building in Greenville, Texas; Doskocil Warehouse in Arlington, Texas; Granite Construction Facility in Grapevine, Texas; Children's Courtyard in Arlington, Texas; A 17,000 sf church in Sacramento, California; Wendy's Restaurant in Lake Elsinore, California; Over 100 commercial and residential swimming pools; Educational/Gymnasium facility in Normangee, Texas; Commercial test facility in Garland, Texas; Suburban Hotel in Colorado Springs, Colorado; Mainstay Hotel in Oklahoma City, Oklahoma;

MEMBERSHIPS:

National Society Of Professional Engineers; Texas Society Of Professional Engineers; American Society Of Civil Engineers; Post-Tensioning Institute; American Concrete Institute; International Conference Of Building Officials; American Wood Products Association; Structural Engineering Institute; American Institute Of Steel Construction; American Society For Testing Materials; The Structural Engineers Association Of Texas; Texas Residential Construction Commission

UNIVERSITY

The University of Texas at Arlington Alumni Association; The University of Texas at Arlington Construction Research Center Advisory Committee.

Heath MacDonald

Adjunct Lecturer, Non-Tenure Track

EDUCATION:

The University of Texas at Arlington, Master of Architecture, 2002
The University of Texas at Arlington, Bachelor of Science in Architecture, 2000

COURSES TAUGHT:

ARCH 5670 – Advanced Design Studio: Design-Build
An advanced graduate architectural studio for the purpose of inquiry into theory, construction and verification. Studio course emphasizing the analysis and design of building aggregations within the urban context

ARCH 5591 – Design Studio I:
An intensive studio course in conceptual, and manipulation procedures

ARCH 4556 – Design Studio: Architecture III
Advanced architectural design problems in programming schematic organization, synthesis and design of buildings in their environmental context.

ARCH 3553 – Design Studio: Architecture I
The application of basic design principles/spatial concepts toward the synthesis of simple building types.

ARCH 2551 – Basic Design + Drawing I: 2 sections
An Introduction to design, design drawing, and color theory using two and three dimensional studio assignments. Two and three dimensional studio exercises develop a sensibility to design fundamentals and vocabulary. Emphasis on form, color, texture, and spatial determinants.

HONORS, AWARDS, PUBLICATIONS, AND EXHIBITIONS:

2009 — Nominated by UT Arlington School of Architecture for the Regents Oustanding Teaching award, 2009

2009 — Nominated by UT Arlington School of Architecture for the Provost's Award for Excellence in Teaching, 2009.

2008 — "Arch 2551, Arch 5670, Design Competitions" Tex Files Issue oo1
2008: 30-31, 174-181, 254
The University of Texas at Arlington School of Architecture – As instructor

2006 — Venice Biennale: National Pavilions
Exhibition of student work for the New Orleans Prototype Housing Competition. As instructor with Bijan Youssefzadeh

2006 — "Rebuilding After Katrina" Architectural Record June 2006: 126
As instructor with Bijan Youssefzadeh – student competition

2006 — Ogden Museum of Southern Art: New Orleans
Exhibition of student work for the New Orleans Prototype Housing Competition. As instructor with Bijan Youssefzadeh

2005	"Paper Work" Texas Architect May/June 2005: 16 As instructor for student design-build – temporary art pavilion.
2004	"Year Two" & "Year Three" Tex Files Issue oo1 2004: 26-27, 38-39 The University of Texas at Arlington School of Architecture – As instructor.
2002	Pentagon Memorial Competition: Semi-finalist with Marc G Montry Exhibition of work at the National Building Museum Washington D.C.

RESEARCH:

2003 - 2006	Community Design Build Program – The South Side on Lamar An advanced graduate architectural studio for the purpose of inquiry into theory, construction and verification. Studio course emphasizing the analysis and design of building aggregations within the urban context.
2005	Ghost Architecture Laboratory 7: A two week summer design-build internship. Visitor and coordinator of cabin box component – instructional overview of 4 students.

ACADEMIC EXPERIENCE:

2003 - Present	Lecturer, School of Architecture, The University of Texas at Arlington
2001	Teaching Assistant of Architecture, The University of Texas at Arlington

PROFESSIONAL EXPERIENCE:

S_Cast – Heath MacDonald – Sole Proprietor – Design Services, Arlington, TX
Bohden Town Home (Dallas, TX) in conjunction with a-guppo l.l.c (Thad Reeves), and Steve Quevedo – 1100 sq. ft. renovation – under construction
MacDonald Residence (Southlake TX) – landscape design – completed
Naples Florida Opera House with Marc G Montry principle architect – under fund raising
Lauritson Residence (Plano, TX) – landscape design – postponed
Element 13 with Marc G Montry – United States Patent 20050183332
M G Montry Architects – Intern
Dallas, TX
Pentagon Memorial Competition – semi-finalists
Desk 003 – furniture design
Ramos Residence – (Houston, TX) 3500 sq. ft. new construction – cancelled
Melo House (The Colony, TX) 2500 sq. ft. new construction – postponed
Buttril House (Southlake, TX) – 4500 sq. ft. new construction – cancelled
Helix House (Dallas, TX) – 3800 sq. ft. new construction – cancelled
Pecan House (Dallas, TX) – 3000 sq. ft. new construction – completed

John Peter Maruszczak

Associate Professor, Non-Tenure Track

EDUCATION

Princeton University, Graduate School of Architecture and Urban Planning, Princeton, New Jersey,
Master of Architecture, 1980
Architectural Association, 34-36 Bedford Square, London, England, 1977
The Cooper Union for the Advancement of Science and Art, New York City,
Bachelor of Architecture,

COURSES TAUGHT:

Arch 2552 Design & Draw II
Arch 4395/5395 Digital Construction
Arch 4556 Design Studio Arch III
Arch 4557 Design Studio Arch IV

HONORS AND AWARDS:

Finalist, Porous City International Design Competition, Bangelore, India 2009

First Prize, White House Redux International Competition, Storefront for Art and Architecture, New York City, 2008 (with R. Connah)

Award, Unbuilt Architecture Design Awards, Boston Society of Architects, 2003 (with R. Connah)

American Architecture Award 2003, Chicago Athenaeum (with E. M. Baum)

Finalist, Dead Malls International Competition, L.A. Forum for Architecture and Urban Design, 2003 (with R. Connah)

Honor Award, Texas Society of Architects, 2002 (with E. M. Baum)

2002 Summit Award, Quoin, Associated General Contractors of America (with E. Baum)

Award of Merit, National Excellence in Construction ,U.S. Associated Builders and Contractors, 2001 (with E. M. Baum)

Honor Award, Dallas Chapter of the American Institute of Architects, 2001 (with E. Baum)

Citation, Dallas Chapter of the American Institute of Architects, 1999 (with E. Baum)

Honorable Mention, YKK AP Shelter Idea Competition, Tokyo, Japan, 1996

First Place, Dallas Police Memorial Competition, Dallas Texas, 1996 (with E. Baum)

Fourth Prize, Minamata Memorial Design Competition, Minamata, Japan, 1995

Design Award, 1995 Unbuilt Architecture Competition, Boston Society of Architects, 1995

First Place, 1994 Visionary Landscapes Competition, Washington, DC, 1994

First Place, Meigs Field Competition, Chicago Architectural Club, 1994 (with E. Baum)

First Prize, "Storm Series," Computer Forum, The San Francisco Chapter, American Institute of Architects, 1993

Citation, 1993 Unbuilt Architecture Competition, Boston Society of Architects, 1993

Award for Distinguished Creativity and Research Enhancement Grant, The University of Texas at Arlington, 1992

Third Place, "The Compressed Landscape," Third Takiron Design Competition, Tokyo, Japan, 1992

RESEARCH:

***Bystander in Calgary* 20th Annual Dallas Video Festival, Dallas, Texas, 2008**

New Genre XVI Artists Film Festival, Living Arts of Tulsa, Oklahoma 2009
BEYOND MEDIA 09, Florence, Italy, 2009

Pulping the City: The Series, 19th Annual Dallas Video Festival, Dallas, Texas, 2007

Involuntary Architecture, Dallas Video Festival, Dallas, Texas, 2006 (with R. Connah & the PulpArchitecture Studio)
Museum of Jurassic Technology, Los Angeles, 2006
New Genre XIII Artists Film Festival, Living Arts of Tulsa, Oklahoma, 2006

Pulp Circle 59° 59' 59',
59 Seconds Video Festival, Centro Arte Contemporanea, Luigi Pecci Prato, Italy, 2005
Center for Maine Contemporary Art, Rockport, Maine, 2005
Media Arts Center, Seattle, Washington, 2005
VIS Vienna Independent Shorts, Vienna. Austria, 2006
Center of Contemporary Culture, The Urals State University, Yekaterinburg, Russia, 2007

pulp personal, "Detroit @ 00:55 This Time It's Personal," Cranbrook Museum of Art, 2005
Detroit Film Center, Detroit, Michigan, 2005

pulp detroit, "Detroit @ 00:00:55," Cranbrook Museum of Art, Bloomfield, Michigan, 2003 (with R. Connah)
Detroit Film Center, Detroit Michigan, 2003
BEYOND MEDIA 05, Florence, Italy, 2005

PUBLICATIONS:

"Revenge of the Lawn," White House Redux, Storefront for Art & Architecture, New York, 2008, pp. 99-122.
"White House Redux," Modern Painters, October 2008, pp 52-54.
"Politics of Change," Surface 74 Fall 2008, pp. 92-94.
"Interface, Animall & Brautigan," Dead Malls, Canada, 2004, p. 30
"Pulp Detroit", Detroit @ 00:00:55, [FLAK], Detroit, CD Video 2004
"Pulp Architecture", Architectural Education: Regionalism under the Trends of Globalization, Southeast University, Nanjing China, 2003

ACADEMIC EXPERIENCE:

The University of Texas at Arlington, School of Architecture, Assistant Professor 1982-1985, Associate Professor 1985-present, Director of Architecture 2001-2002

Experimental Architecture Studio, University of Innsbruck, Visiting Professor, Summer, 2003 and 2005

University of Innsbruck, Institut für Hochbau und Entwerfen, Visiting Professor, Summer 1997, 1999, & 2000.

PROFESSIONAL EXPERIENCE:

Take Off: Six Scripts for Kite Running Architecture (with R. Connah), 2009

Day for Night: Squatting the city Sixways (with R. Connah), 2009

Dawntown, The Glass Onion, (with R. Connah), 2009

JOHN McDERMOTT
PROFESSOR, TENURED

EDUCATION:
University of Notre Dame

PROFESSIONAL LICENSURE/REGISTRATIONS:
Texas, Indiana, NCARB

COURSES TAUGHT [FALL 2004 - PRESENT]
Arch 4557 – Design Studio IV
Arch 4308 - History of Urban Form
Arch 3337 - Site Planning

RESEARCH:
ACADEMIC:

SPONSORED:

Student Self-Assessment To Measure the Impact of Formal/ Visual Decisions on Architectural, Site and Interior Designs, **Innovative Teaching Mini-Grant**, 2008 – 2009, G. Truett James Assistant Clinical Professor of Architecture, UT-Arlington School of Architecture, co-applicant.

A Proposal For The Sammons Center For The Arts, **Sammons Foundation, Dallas, Texas**, 2001 – 2002, Ardeshir Anjomani, UT–Arlington School of Public Affairs, principal investigator.

UNSPONSORED:

Investigation of Alternative "Smartboard" Technologies.

Courseware for History of Urban Form (Arch 4308).

ACADEMIC EXPERIENCE:
1982- 2006 The University of Texas at Arlington, Arlington, Texas
1974-1982 The Ohio State University, Columbus, Ohio
1970 -1974 Ohio University, Athens, Ohio
(Summers)
1993-1995 The University of Miami, Coral Gables, Florida.
1974-1982 The Catholic University of America, Washington, DC.

PROFESSIONAL EXPERIENCE:
John McDermott, Architect

MEMBERSHIPS:
ACSA

SERVICE:
SCHOOL
Information Technology Committee, Chair
UNIVERSITY
Traffic and Parking Appeals Committee, Member
PROFESSIONAL
City of Arlington Animal Services Center Advisory Board, Member

MADAN MEHTA

Professor, Tenured

EDUCATION

Ph.D. (College of Engineering, University of Liverpool, U.K.)
M.Bdg.Sc. (Department of Architectural Science, University of Sydney, Australia)
B.Arch. (Indian Institute of Technology, Rookee, India)

PROFESSIONAL Licensure/Registrations:

Licensed Professional Engineer (State of Texas)
Registered Architect (Architects Registration Council, India)

COURSES TAUGHT:

ARCH 3323/5323: Construction-I
ARCH 5333: Construction-II
ARCH: 3324/5324: Architectural Structures-I
ARCH 5328: Architectural Structures-III

HONORS AND AWARDS:

UT-Arlington's Outstanding Research or Creative Achievement Award (2009)—Nominated for
UT-Arlington's Academy of Distinguished Teachers (2007)—Nominated for
UT-Arlington's Outstanding Research or Creative Achievement Award (2004)—Nominated for
UT-Arlington's Outstanding Research or Creative Achievement Award (1999)—Nominated for
UT-Arlington's Outstanding Research or Creative Achievement Award (1998)—Nominated for
King Fahd University's Outstanding Teaching Award—Received (1985)
Housing and Urban Development Corporation, Govt. of India, Low Cost Housing Design Ideas Competition
1971, Received second prize of Rs. 12,000.00 (first prize was not awarded).

RESEARCH:

ACADEMIC:

Wind Loads on Roofs
Low-Slope Roof Drainage

PRACTICE:
Consulting practice related to roof collapses

PUBLICATIONS:

ACADEMIC:

Madan Mehta: *Building Construction: Principles, Materials and Systems*, a 1,000 page book, Prentice Hall (2008) with Walter Scarborough and Diane Armpriest (as coauthors).

Stephen Patterson and Madan Mehta: *Roofing Design and Practice*, a 400-page book, Prentice Hall (2001).

Madan Mehta: *Architectural Acoustics: Principles and Design*, a 450-page book, Prentice Hall (1999) with James Johnson and Jorge Rocafort as coauthors.

Madan Mehta: *Principles of Building Construction*, a 400-page book, Prentice Hall (1997).

Edward Harkness and Madan Mehta: *Solar Radiation Control in Buildings*, a 300-page book, Applied Science Publishers (1978).

Stephen Patterson and Madan Mehta: *Roof Drainage Design*, a full-length Monograph, Roof Consultants Institute (2003).
Stephen Patterson and Madan Mehta: *Wind Loads on Low-Slope Roofs*, a full-length Monograph, Roof Consultants Institute (2001).
Madan Mehta: "Concrete and Masonry Structures", Chapter 13, *Handbook of Architectural Technology*, Van Nostrand Reinhold (1991).
Number of Research papers.

ACADEMIC EXPERIENCE:

Professor of Architecture, UT-Arlington, 1985-Present.
Director of Architectural Engineering Program, King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia, 1981-85.
Professor of Architecture, Associate Professor, and Assistant Professor, School of Planning and Architecture, New Delhi, India (1967–81)

PROFESSIONAL EXPERIENCE:

Comprehensive architectural/engineering practice in New Delhi, India (1967–81) in conjunction with full-time teaching appointment in the School of Planning and Architecture, New Delhi. Designed a number of residential and commercial buildings.

MEMBERSHIPS:

National Society of Professional Engineers—Member
American Society of Civil Engineers—Member
Indian Institute of Architects—Fellow

SERVICE:

SCHOOL

Organized Research Committee—Chair
Curriculum Committee—Member
Building Science Expo. Committee—Chair

UNIVERSITY

Construction Research Center, UT-Arlington—Associate Director

PROFESSIONAL

Building Professional Institute (an annual continuing education institute for architects, engineers, and code consultants)—Moderator of the Architecture Track of courses for several years.

Edward Nelson

Non Tenure-Track

EDUCATION:

University of Texas at Dallas, BA in Visual Arts, 1982
The University of Texas at Arlington, BS in Architecture, 1988

PROFESSIONAL Licensure/Registrations:

Texas No. 14366
New York No. 27147
New Mexico No. 3672
Missouri No. 8284
NCARB, No. 59422
LEED, Accredited Professional
California No. 27907
New Jersey No. 14600
Louisiana No. 6312
Colorado No. 5492

COURSES TAUGHT:

ARCH 3331 Architecture & Environment

HONORS AND AWARDS:

RESEARCH:

ACADEMIC:
PRACTICE:

PUBLICATIONS:

ACADEMIC:
PRACTICE:

ACADEMIC EXPERIENCE:

PROFESSIONAL EXPERIENCE:

President ERN Architects, Inc., since 1996
RPS Builders, Inc. President
JPJ Architects, Inc., Construction Administrator
Heritage Builders, Inc., Estimator & Project Manager
Eagle Roofing Systems, Inc., Estimator & Project Manager

MEMBERSHIPS:

American Institute of Architects
Texas Society of Architects

SERVICE:

SCHOOL
UNIVERSITY
PROFESSIONAL

STEVEN K QUEVEDO

Associate Professor, Tenured

EDUCATION

Master of Architecture, The University of Texas at Arlington, 1989
Bachelor of Architecture, The University of Texas at Arlington, 1985

COURSES TAUGHT:

ARCH 2551: Basic Design and Drawing I
ARCH 2552: Basic Design and Drawing II
ARCH 3554: Architecture Design Studio II
ARCH 4395: The Drawing Constructed
ARCH 5592: Path A Studio II
ARCH 5593: Path A Studio III

HONORS AND AWARDS:

Best of Show Ken Roberts Delineation Competition, 2005
Juror's Prize Ken Roberts Delineation Competition, 2004
Outstanding Academic Advisor Undergraduate, UTA, 2003
Best of Show Ken Roberts Delineation Competition, 2002
Juror's Prize Ken Roberts Delineation Competition, 2000
James H. Steedman Competition First Runner Up, 1998
City Embraced by Two Countries Competition Honorable Mention, 1998
Dallas AIA Citation Award - Firm X, 1995
Dallas AIA Small Firms Great Projects - Firm X, 1995
Dallas AIA Merit Award - Firm X, 1994
Dallas AIA Citation Award - Firm X, 1994
Dallas AIA Citation Award - Firm X, 1992
Henry Adams Certificate -A.I.A., 1989

RESEARCH:

ACADEMIC:

"The Enigmatic Constructions: Reflections on the Future in the Fragments of the Past", *Fresh Air 03*, 2007, 95th ACSA Annual Meeting, Philadelphia, Pennsylvania March 8-11, 2007

"The Enigmatic Constructions: Reflections on the Future in the Fragments of the Past", *Ima(in)ing Worlds to Come,* ACSA Northeast Regional Conference 2006, at Universite Laval, Quebec City, Canada October 06-08, 2006

"Syncroni-Cities: A Transformation of Urban Isomorphic Strategies", The 39th International Conferences on Making Cities Livable conferences. Sarasota Florida, March15-19, 2004 and the 40th International Conferences on Making Cities Livable conferences, London, England June 13-17, 2004

"The Orthographic Void X Y Z", 2003 Southwest Regional Conference for the ACSA, Association of Collegiate Schools of Architecture, Miami, Florida March, 2004

PRACTICE:

Bohdan Residence, 3615 Gillespie B, A Townhouse Renovation, 2008-2009

Flight 93 Memorial Competition, Somerset County, Pennsylvania, Phase One with Professor Anthony Cricchio, 2005

X Y Z House, House of Multiple Dimensions, Shinkenchiku Residential Design Competition, 2004

PUBLICATIONS:

ACADEMIC:

Fresh Air, Proceedings, Conference Co-Chairs Judith Bing, Drexel University and Cathrine Veikos, University of Pennsylvannia, Publication Designer:Pascale Vonier, 2007.

Imag[in]ing Worlds to Come, Proceedings, Ecole d'Architecture, Universite Laval, Quebec, Canada, Conference co-chairs: Carole Despres, Tania Martin and Denise Piche, Graphics + Webmaster: Francois Cantin, 2006

PRACTICE:

Dallas AIA Newsletter Cover + Article, January/February 2006

ACADEMIC EXPERIENCE:

The School of Architecture, The University of Texas at Arlington, 1992- 2009
Lunds Universitet, Institution for Arkitektur, Sweden, visiting critic, October 2007

PROFESSIONAL EXPERIENCE:

Ralph L. Duesing, A.I.A Architect - Dallas, TX, 1997 -2001
Firm X-Richard Ferrier, F.A.I.A- Arlington,TX, 1991 - 1997
The Office of Graham Greene - Dallas, TX, 1988 - 1993
H.O.K. International, Ltd.-London, UK, 1989 - 1990
Andrea Clark Brown, AIA - Naples, FL, 1989

SERVICE:

SCHOOL:

ACSA Faculty Advisor, 2001-2009
Undergraduate Curriculum Committee, 2002- 2008
New Faculty Search Committee, 2005 – 2006, 2007 – 2008, 2008-2009
Study Abroad in Italy Program, 2002-2008
Undergraduate Advisor, 1998-2003

UNIVERSITY:

University Undergraduate Curriculum Committee, 2002-2008
Undergraduate Assembly Committee, 2001-2007

PROFESSIONAL

Dallas Architectural Foundation Board, 2001-2003

Thad Reeves

Assistant Professor, Tenure-Track

EDUCATION:

1997 **Master of Architecture**
The University of Texas at Arlington - Graduate School of Architecture

1996 *The University of Texas at Arlington – Barcelona exchange program*

1995 **Bachelor of Science in Architecture- Magna Cum Laude**
The University of Texas at Arlington - School of Architecture

1994 Summer *The University of Texas at Arlington - Rome Program*

Professional Licensure:

Registered Architect in the State of Texas. Texas Registration Number-21277.

Course work:

Summer 2009	Rome Study Abroad Program 4305-City of Rome *Focus on the urban development of Rome and the adaptation of the ancient city to modern uses.* 4306/5306- Urban Design Theory *Study of the history of urban form through the dense urban conditions of major Italian cities as well as the smaller hill towns.*
Spring 2009	2552-Basic Design and Drawing II *Basic design studio focusing on basic composition and space making developed through architectonic drawings and models.*
Fall 2008	2552-Basic Design and Drawing II *Basic design studio focusing on basic composition and space making developed through architectonic drawings and models.* 3554-Design Studio-Architecture II *Urban design studio focusing on urban space making, the role of the façade in the public realm and construction technology.*
Summer 2008	Rome Study Abroad Program 4305- City of Rome *Focus on the urban development of Rome and the adaptation of the ancient city to modern uses.* 4306/5306- Urban Design Theory *Study of the history of urban form through the dense urban conditions of major Italian cities as well as the smaller hill towns.*
Spring 2008	2552-Basic Design and Drawing II 3554-Design Studio-Architecture II
Fall 2007	2552-Basic Design and Drawing II 3554-Design Studio-Architecture II
Spring 2007	3554-Design Studio-Architecture II (two sections)
Fall 2006	2552-Basic Design and Drawing II (two sections)
Summer 2006	4395/5395- Introduction to Computer Aided Design *Instruction in basic CAD proficiency.* 5670-Advancecd Design Studio *Berlin studio co taught with Bijan Youssefzadeh. Investigation of*

large-scale urban projects within the changing urban fabric of Berlin.

Spring 2006

1242 Design Communication II
Introduction to architectural drawing. Basic freehand and architectural drawing exercises focusing on correct delineation of 2D and 3D drawing modes.

2551-Basic Design and Drawing I
Basic design studio focusing on basic composition, space making and color theory. Continued emphasis on correct architectural delineation methods to convey ideas.

Fall 2005

1242-Design Communication II

5393-Architectural Graphics II (path A)
Introduction to architectural drawing. Basic freehand and architectural drawing exercises focusing on correct delineation of 2D and 3D drawing modes. Path A graduate course included small scale "studio" projects used to develop multi media investigations of drawing techniques

Publications:

Fall 2008

Tex Files 02- The University of Texas at Arlington School of Architecture- (As Instructor) Inclusion of student design work.

Professional Experience:

July 2005 – Present

a-gruppo I.l.c – Principal Dallas, TX www.agruppo.com

A gruppo llc provides full architectural services from initial programming through construction administration.

Cooper Residence (Cedar Hills, TX) - 2400sf new construction (in design)

Osbourne Residence (San Marcos, TX) 2200sf new construction (in design)

Bohdan Residence (Dallas, TX) - 1000sf remodel of existing townhouse (under construction)

Architects Offices (Dallas, TX) - 13,000sf renovation of existing office building

Thomas-Groves Residence (Dallas, TX) - 2100sf remodel of mid-century modern home

Attias Residence (Mira Vista, Fort Worth, TX) - 5200sf residence. New construction

Gachet Coffee Lounge (Dallas, TX) - 1700sf- Coffee Bar, Wine Bar, Bookstore

Narcissus Bar and Grill (Austin, TX) – 2400sf appetizer bar

First Christian Church (Midland, TX.) – Master Plan and proposed Education Wing addition.

Garage/Studio Addition (Dallas, TX) – 900sf studio apartment, 3 car carport and storage

2305-2309 N. Fitzhugh (Dallas, TX) – Re-development and renovation of existing 1920's 8-unit apartment buildings.

5804 Kenwood Renovation (Dallas, TX)- Renovation and home office conversion

Thomas Rusher

Lecturer, Non-Tenure Track

EDUCATION:

Columbia University GSAPP
New York, New York
Master of Architecture
1996

The University of Texas at Arlington
Arlington, Texas
Bachelor of Science in Architecture
1993

PROFESSIONAL LICENSURE/REGISTRATIONS:

NCARB CERTIFICATION: 2000
IDP COMPLETION: 2000
ARE: 7 OF 9 TESTS COMPLETED: STRUCTURES/MEP LEFT

HONORS AND AWARDS:

2009	Invited to write an article on by Chris Yessios, (founder of Autodesys), for publication: 1 of 30 asked to participate in publication out of hundreds of participating universities including Harvard, Yale, Columbia and Cornell.
2008	*PBS Special on higher education*, to air in 2008: Filmed in Digital Design Class at UTA: *Fall*

RESEARCH:

ACADEMIC:

2008	Variable Constructs/Suspended Animation/4D Constructions
2007	Scripted Surfaces/ Macro Generated Digital Tectonics

PRACTICE:

2000-Present	Researching issues involving design of low cost housing

PUBLICATIONS:

ACADEMIC:

2009	**Typologies:** *Architectural Association, Dynamic Processes, Digital Tectonics*
2009	**CRIT:** 2 Student team winning entries in Denver Cycle Center Competition entry from ARCH 3343 class
2008	**DIGITAL INTENTIONS, EXPLORATIONS...:** *"Flux Architecture"*

2008	**TEX FILES 02:** PUBLICATION OF STUDENT WORK UTA

ACADEMIC EXPERIENCE:

2000-Present	The University of Texas at Arlington Taught from Freshman to Senior levels in Studio, freehand graphics, Digital Design Classes, Animation/CGI, Sound/animation editing, and graduate level digital graphics classes. Adjunct/Lecturer

PROFESSIONAL EXPERIENCE:

2002-Present	The University of Texas at Arlington: School of Architecture Lecturer
2000-Present	Rusher Studio LLC DFW Design Studio Principal
2000-2001	RTKL Dallas Designer

Built Projects

2009	Mills Residence Master Bath, Remodel, & Garage addition Gainesville, Texas
2008	Lakusta Residence Rear Landscaping/Garden Flower Mound, Texas
2008	Arnott Residence Addition/Remodel Dallas, Texas
2008	Fallout Lounge Rennovation Phase 1 Dallas, Texas
2008	Macha/Kaiser Residence

MEMBERSHIPS:

Alumni of the Ivy League
Columbia University Global Network
Texas Society of Architects
National Council of Architectural Registration Boards
Columbia University Alumni Network
Communication Arts
Columbia Venture Community
Columbia Club of North Texas
Cradle to Cradle
Ivy League Alumni in Architecture
Ivy League Alumni in Real estate
(IRN) Ivy Referral Network
University of Texas Alumni Association

Kevin W. Sloan

Clinical Assistant Professor, Non Tenure-Track

EDUCATION:

Master of Architecture, Syracuse University, 1992
Bachelor of Landscape Architecture, Kansas State University, 1980

PROFESSIONAL Licensure/Registrations:

Registered Landscape Architect, State of Texas, State of Kansas

COURSES TAUGHT:

ARCH 3337 Site Design Fall, Spring & Summer Semesters
ARCH 4395 Notational Drawing - Undergraduate - Fall, Spring Semester & Winter
ARCH 5395 Notational Drawing - Graduate - Fall & Spring Semester & Winter session
ARCH 3553 Third Year Undergraduate Design Studio - Fall Semester
ARCH 3554 Third Year Undergraduate Design Studio - Spring Semester
ARCH 5670 Advanced Graduate Design Studio - Fall Semester & Spring Semester
ARCH 5672 Advanced Graduate Design Studio - Spring Semester

HONORS AND AWARDS:

Trinity River Advisory Panel
2002 AIA Honor Award

Loeb Fellowship
2001 Finalist

Steedman International Design Competition
2000 Second Place

James A. Britton Memorial Award for Best Thesis
1992 Syracuse University

Robert B. Otto Award for Outstanding Graduate Student
1992 Syracuse University

Graduate Fellow
1990-1991 Syracuse University

LECTURES AND EXHIBITS:

ACADEMIC:

2004 Kansas State University, Bryant Memorial Lecture
2003 The University of Texas at Arlington, "Only Connect"

PRACTICE:

Lectures and Exhibits
2009 AIA National Conference
2008 AIA National Conference
2007 State of Washington AIA Conference
2007 AIA National Conference
2005 AIA Dallas, "Notations" Notational drawing solo exhibition
2005 AIA Fort Worth' "Encounters" Notation drawing lecture

2003 West Texas Chapter AIA Design Awards Juror
2003 The McKinney Avenue Contemporary, Dallas, "Starting Places," exhibition of architect's study models and projects
2002 Texas AIA Urban Design Symposium

PUBLICATIONS:

ACADEMIC:
PRACTICE:

ARTICLES WRITTEN BY KEVIN SLOAN

"Memory Loss, " Landscape Architecture Magazine, Kevin W. Sloan, September 2008
"Second Man Missing," Landscape Architecture Magazine, Kevin W. Sloan, April 2003
"Space, Place and Hybrids," Texas Architect, Kevin W. Sloan, October 2002
"Poetic Utility," Landscape Architecture Magazine, Kevin W. Sloan, September 2002
"Modern Solutions via Ancient Principles," Landscape Architecture Magazine, Kevin W. Sloan, December 2000
"New Ideas for Downtown," The Downtown Dallas Business News, Kevin W. Sloan, Feature Article proposing urban design initiatives to revitalize downtown Dallas, January 2002

ARTICLES ABOUT KEVIN SLOAN

Drawn to See," Landscape Architecture Magazine, Cover Feature, November 2003, J. William Thompson FASLA
"Can Urban Design Save the Trinity?" Texas Architect, Frederick Steiner, Dean, School of Architecture, University of Texas, November/December 2002
"LEEDing with Good Design," Texas Architect, Gary Olip, A Critical Review of the SABRE World Headquarters Campus, Southlake, Texas, November/December 2002
"City that Stands Alone," The Sprint World Headquarters Campus, Landscape Architecture Magazine, Frank Edgerton Martin, August 2001
"Top Ten Architecture Events," David Dillon, architecture critic of the Dallas Morning News, Contributing editor of Architectural Record. December 28, 2001
"Urbane Renewal: This Year's AIA Award Winners Share a Decidedly Fresh Approach to Design" by David Dillon, architecture critic of the Dallas Morning News and Architectural Record, September 22, 2001

ACADEMIC EXPERIENCE:

The University Of Texas At Arlington, Visiting Professor
Syracuse University, Associate Professor

PROFESSIONAL EXPERIENCE:

Kevin Sloan Studio, Principal
Hillier Group, Vice President
Hellmuth, Obata & Kassebaum, Vice President
Amphion, Associate and Project Designer
Myrick, Newman & Dahlberg, Inc., Intern and Project Designer

MEMBERSHIPS:

ASLA
CLARB
NCARB
Associate AIA

SERVICE:

SCHOOL
UNIVERSITY
PROFESSIONAL

CLAUDE THOMPSON

Visiting/Adjunct Lecturer, Non-Tenure Track

EDUCATION:

BS/Landscape Architecture, Mississippi State University, 1967
Course work completed for Master of City Planning, Georgia Institute of Technology, 1971
Graduate course work in landscape architecture, Louisiana State University, 1967-68

PROFESSIONAL Licensure/Registrations:

Landscape Architect/Texas # 1128 (by Unified National Examination, for full reciprocity any State)
Previously licensed as landscape architect by exam or reciprocity in the following states: (Ala#143, Fla#354, Ga#286, Ken#197, La#231, Miss#81, Tenn#187)
Certified Planner (by AICP Exam, American Planning Association)
Certified Leisure Professional (by Exam, National Recreation & Parks Association)
Certified Emergency Management Specialist (by course completion, Federal Emergency Management Agency)

COURSES TAUGHT:

Site Design (Arch 3337) – Fall 2008
Site Design (Arch 3337) – Spring 2009
Park Design (LARC 5344) – Fall 2007
Park Design (LARC 5344) – Fall 2008

HONORS AND AWARDS:

5 Project Planning and/or Design Awards, GA & TX Chapters/American Society of Landscape Architects
Distinguished Service Awards, National and TX Chapter, ASLA
Distinguished Service Award, White Rock District, Boy Scouts of Ammerica
Distinguished Alumni Award, MSU Department of Landscape Architecture
Directors Award, City of Dallas Parks & Recreation Department
Rich Foundation Essay Competition, to study New Towns in England
Student Research Award, American Society of Horticulture Science
Callaway Foundation Honor Student Scholarship

RESEARCH:

ACADEMIC: Techniques for teaching site planning to architecture and planning students (current)
Settlement design patterns of Early Native Americans and their application to modern urban development application

PRACTICE: Energy conservation and alternative energy techniques for urban development
Water conservation techniques in urdan development and landscaping
Innovative design of aquatic & water play facilities.

PUBLICATIONS:

ACADEMIC:

PRACTICE:

Books - Coauthor of "*Learning Through Movement*" with T. Yates (play theory & playground design In academic settings)
Contributor to "*Park & Open Space Standards & Guidelines*" by R. Lancaster and

"A Guide To Sustainable Landscape Design" by K. Sorvig
Journals –12 articles on varied topics in professional journals including *Landscape Architecture*, *Parks & Recreation*,
Papers & Presentations - Over 25 presentations to professional conferences, including ALSA, APA, NRPA – all published by tape or print

ACADEMIC EXPERIENCE:

2007 – Present: Visiting Instructor in undergraduate Architecture and graduate Landscape Architecture
Programs at the University of Texas at Arlington
Visiting lecturer and studio problem presenter and juror/critic on various landscape design-related topics
and projects, at UT-A, TxTech, TxA&M, MSU, U of Ark, Okla State, SUNY/Syracuse
Instructor of various planning & design topics at National Recreation & Park Association's Western
Revenue Management School/Colorado, 7 yrs
Presenter at numerous State, Regional and National conferences of several professional organizations
and other groups (ASLA, APA, NRPA)

PROFESSIONAL EXPERIENCE:

2006 – Present: Land Planning and Community Development Consultant
2005 – 2006: Town of Prosper, TX, Planning Director
2000 – 2005: City of Wylie, TX, Planning Director
1993 – 2000: City of Garland, TX, Senior Planner
1979 – 1993: City of Dallas, TX, Senior Urban Planner
1978 – 1979: Carter & Burgess, Inc., Ft. Worth, TX, Senior Land Planner and Landscape Architect
1975 – 1978: City of Alma/Bacon County, GA, Director of Planning and Community Development
1972 – 1975: Georgia Department of Natural Resources, Atlanta, Senior Environmental Resource Planner, for Critical Ecological Areas
1969 – 1972: B.G. Sanders & Associates, Inc., Atlanta, GA, Manager of City and Land Planning, in Plan/Arch/Eng firm
1967 – 1969: City of Baton Rouge, LA, City Planner and Urban Designer

MEMBERSHIPS:

American Society of Landscape Architects
American Institute of Certified Planners/American Planning Association
Urban Land Institute
National Recreation & Parks Association

SERVICE:

SCHOOL
UNIVERSITY
PROFESSIONAL
American Society of Landscape Atchitests: National Trustee, Chair Park & Open Space Committee, *LAM* Editorial Advisory Committee, Texas Chapter President, Editor, and Awards, Conference & Scholarship Committees, American Society of Landscape Architects
American Planning Association: Several Committees, Dallas/Ft. Worth Section and Texas Chapter

Barbara H. von der Heydt, AIA, LEED AP, REFP

Adjunct Faculty, Non Tenure-Track

EDUCATION

Harvard Graduate School of Design	School Planning & Design Course - 1998
The University of Texas at Arlington	Master of Architecture - 1985 Architectural Studies in Italy - 1984 Women in Science Program - 1979
University of Missouri at Columbia	M. Ed. in Secondary Science Education - 1973
University of Denver, Colorado	Teacher certification - 1971
Wellesley College, Massachusetts	B.A. in Biological Sciences - 1970

PROFESSIONAL Licensure/Registrations:

Architect TX	Reg. #13023
Interior Designer TX	Reg. #6158
NCARB Certification	No. 47009
LEED Accredited Professional	November 2006

CEFPI Recognized Educational Facility Planner

COURSES TAUGHT:

Fall 2004: ARCH 5331-001 – Professional Practice
Spring 2005: ARCH 5331-001 – Professional Practice
Fall 2005: ARCH 5331-001 – Professional Practice
Spring 2006: ARCH 5331-001 – Professional Practice
Fall 2006: ARCH 5331-001 – Professional Practice
Spring 2007: ARCH 5331-001 – Professional Practice
Fall 2007: ARCH 5331-001 – Professional Practice
Spring 2008: ARCH 5331-001 – Professional Practice
Fall 2008: ARCH 5331-001 – Professional Practice
Spring 2009: ARCH 5331-001 – Professional Practice

HONORS & AWARDS:

CEFPI Cornerstone Award – 2009
CEFPI Service Citation Award – 2008
CEFPI Service Citation Award – 2006
Star Telegram/Arlington's Community Service Award:
"Woman of the Year" - 1994 for outstanding contributions to Arlington.

ACADEMIC EXPERIENCE:

The University of Texas at Arlington Adjunct faculty for graduate professional practice architecture course.	January 2000 - present
The University of Texas at Arlington Primary Instructor for structures course:	January 1981 – Fall 1985 Summers of 1983 & 1985 & Fall Term of 1985
R-1 North Callaway High School Kingdom City, Missouri High school science teacher	August 1971 – June 1973

PROFESSIONAL EXPERIENCE:

Fort Worth ISD – District Architect — December 2007 – present
Represents district in managing $552M Capital Improvement Program – 5 new schools, 8 additions and renovations at over 120 campuses.

PSA-Dewberry, Inc. – Project Principal — June 2006 – December 2007
Lead educational facilities group, managing project teams.

SHW Group LLP – Vice President — March 2002 – June 2006
Provided programming / master planning services for higher education clients and bond election planning and programming for school districts. Included developing project budgets and complex matrices of costs and options. Coordinated construction schedules with cash flow timelines.

VLK Architects, Inc. – Principal — June 1985 – January 2002
Responsibility for new business development and managing projects for school districts, university, corporate and municipal clients. Included real estate feasibility studies, manpower allocation and efficiency evaluation, budget oversight, architectural design, and reviews for state and local code/ordinance compliance.

MEMBERSHIPS:

Council of Educational Facilities Planners, Inc.
Fort Worth Chapter/American Institute of Architects
Texas Society of Architects: 1991 Chair of Public Education Committee.
American Institute of Architects: Member.
National Council of Architectural Registration Boards (NCARB)
United States Green Building Council (USGBC) –North Texas Chapter

SERVICE:

SCHOOL

UNIVERSITY

U.T.A. Alumni Association - Board of Directors: 8 years, including Secretary & Treasurer.

PROFESSIONAL

Council of Educational Facilities Planners, Inc.: since 1995
CEFPI Southern Region Foundation – Treasurer since 2006
Southern Region Conference Committee – Spring 2010
Katrina/Rita Taskforce
Recovery assistance for Saint Bernard Parish School & Disaster Planning, Management and Recovery Guide
International Conference, Fall 2004 – Presentation on calculating educational facility capacities
Regional Conference, Spring 2004 – Presentation on implementing high performance schools criteria
Regional Conference, Spring 2003 – Presentation on daylighting in the classroom
Regional Conference, Spring 2000 – Presentation on educational laboratory design
Texas Association of School Administrators/Texas Association of School Boards (TASA/TASB) AIA
Exhibit of School Architecture: Jury member – Summer 2008
AIA TAAF Great Schools by Design, Texas Schools Design Institute, FWISD team leader, November 2008
AIA Committee on Architecture for Education (CAE): Planning committee for Fall 2006 National Conference
Fort Worth Chapter/American Institute of Architects: '91 Treasurer, 1990

CARROLL LEE WRIGHT
PROFESSOR EMERITUS

EDUCATION:
M. Arch, The University of Texas at Arlington
B. Arch, The University of Texas at Arlington

PROFFESSIONAL LICENSURE/REGISTRATION:
Architect, State of Texas (Emeritus) #3375 1967
Architect, State of Florida (Inactive) #11653 1988

COURSES TAUGHT:
ARCH 1341 (since last accreditation)

HONORS AND AWARDS:
Elected to Professor Emeritus 2008
Names Outstanding Advisor, UTA 1994

PUBLICATIONS:
Aesthetics, Taste and the Marketplace, An Analysis of consumer Preferences in Speculative Housing. Co – Author with Dr. Bill Penny 1983
Comparative analysis of Economic and Energy Performance of Various Wall and Siding Materials. Co – Author with Dr. Ernest Buckley and Dr. Bill Penny 1983

ACADEMIC EXPERIENCE:
The University of Texas at Arlington
Full time non tenured professor UTA 2009-Present
Professor Emeritus UTA, 2008
Retired after forty years UTA 2006
Academic and Career Counselor 2006-2008
Director of Architecture 2002-2004
Interim Dean, School of Architecture 1999-2001
Associate Dean 1997-1999
Assistant Dean 1995-1997
Director of Architecture 1978-1979
Associate Professor 1972-2006
Assistant Professor 1968-1972

University of Houston
Visiting Associate Professor of Architecture 1982

The University of Texas at Austin
Teaching Assistant 1967-68
Research Assistant 1967-68

PROFESSIONAL EXPERIENCE:
Principal Architect
Wright residence, Arlington, Texas Drawings completed, but not constructed 1999.
Restoration of Victorian house, Design and Construction – 2008
Drexler Residence, Arlington, Texas, residence for former Interior Design student 1994.
Schooler Residence, Lake Worth, Texas Lake house not constructed 1990.

Oak Grove Psychiatric Hospital, new building and Landscape master plan 1989.
Armstrong Residence, Fort Worth, Texas, major additions and landscape plan 1987.
Dareshori Residence, Sherman, Texas Major additions and renovation, 1986
Shopping Center in Florida, Preliminary design, 1986
Design Tech Research House, an energy efficient prototype, 1986
Foster Residence, Fort Worth, Texas, major additions and renovation, 1986
Bishop Pope Residence, Fort Worth, Texas, Landscape Master Plan, 1985
Antonioni Residence, Fort Worth, Texas, Landscape Master Plan, 1985
Nursing Homes in California, preliminary design for projects in five locations
The Settlement, White Settlement, Texas, office bldg., bank and apts. prelim, 1985
Steam Laundry Building, Sherman, Texas retrofit 1901 bldg. for office/retail, 1985
Mid Cities Professional Bldg, Bedford, Texas, Interior Design of Dr. office, 1982
Condominium for the retired, Omaha, Nebraska, preliminary design, 1981

Associate Architect

U.S. Post Office in association with AIG Architects. Arlington, Texas, 1987
Stockyards Amphitheater, in association with Newton Falls, Architect, (not built) 1987
Showroom Building for Resdoor, Inc. Fort Worth, Texas (in association with Elbert Spence, Architect)

Architectural Design Consultant

Saint Demetrios Greek Orthodox Church, Fort Worth,Texas (prelim approved) 1983
Restaurant Addition, Stephenville, Texas 1983
Arlington Heights Professional Building, Fort Worth, Texas, 1982

Project Architect

Holy Cross Monastery, West Park, New York, Hirsch and Cassetti Architects 1965
West Elmira Branch Library, Elmira, New York, Hirsch and Cassetti Architects 1964

MEMBERSHIPS:

Member, American Institute of Architects (Emeritus)
Member, Texas Society of Architects (Emeritus)

SERVICE:

School/ University: Served as Interim Dean 2000-2001
Profession: Executive Committee AIA Dallas 2001-2003

Jack Wrightson

Lecturer, Non Tenure-Track

EDUCATION:

Bachelor of Arts in Biopsychology, Rutgers University; 1977.
Master of Science in Psychological Acoustics, University of Wisconsin - Milwaukee; 1981.
Master of Business Administration, Southern Methodist University; 1991

COURSES TAUGHT:

Environmental Control I Architectural Acoustics

PUBLICATIONS:

ACADEMIC:

Wrightson, Jack, "*Acoustics of Multipurpose Arenas*"; 87th Audio Engineering Society Meeting, October 1989.

Wrightson, Jack, " **Wrightson, Jack**, and Berger, Russ, *Influence of Rear-Wall Reflection Patterns in Live-End-Dead-End Type Recording Studio Control Rooms*"; J. Audio Engineering Society, Vol.34, No. 10, October 1986, pp. 795-802.

Wrightson, Jack, "*Psychoacoustic Considerations in the Design of Studio Control Rooms*"; J. Audio Engineering Society, Vol.34, No. 10, October 1986, pp. 789-794.

Wrightson, Jack, and Brubaker, B. S., "*Optimization of Monitoring Signal Reflection Patterns in Recording Studio Control Rooms*"; J. Acoustical Society of America, 1985, 78 (1), D3 (Abstract).

Wrightson, Jack, and Warren, R. M., "*Incomplete Auditory Induction: Effects Occurring Below Pulsation Threshold*"; J. Acoustical Society of America, 1981, 69 (1), UU 10 (Abstract).

Warren, R.M., **Wrightson, Jack**, and Storck, H.E. "Stimuli Producing Different Apparent Frequencies for Periodicity and Place Analysis"; J. Acoustical Society of America, 1980, 67 (S1), S21(A).

Warren, R.M., and **Wrightson, Jack**, "*Stimuli Producing Conflicting Temporal and Spectral Cues to Frequency*"; J. Acoustical Society of America, 1981, 70 (4), pp. 1020-1024.

Warren, R.M., Bashford, J.A. and **Wrightson, Jack**, "*Detection of Long Interaural Delays for Broadband Noise*"; J. Acoustical Society of America, 1981, 69 (5), pp. 1510-1514.

Warren, R.M., Bashford, J.A. and **Wrightson, Jack**, "Infrapitch Echo"; J. Acoustical Society of America, 1980, 68 (5), pp. 1301-1305.

PRACTICE:

Wrightson, Jack and Johnson, James A, "*Imperfect Harmony? The challenges of multipurpose acoustics*" Auditoria, August 2002

PROFESSIONAL EXPERIENCE:

1982-1990 – Joiner Rose Group – Associate
1990-Present – WJHW, Inc – Principal

MEMBERSHIPS:

Acoustical Society of America
Audio Engineering Society
National Council of Acoustical Consultants
International Associate of Auditorium and Arena Managers
Stadium Managers Association.

BIJAN YOUSSEFZADEH

Director and Associate Professor, Tenured

EDUCATION:

Cornell University, Master of Architecture, 1984
The University of Texas at Arlington, Bachelor of Science in Architecture, 1981.

COURSES TAUGHT:

Studio Courses:

Berlin/Prague Studio: Study Abroad Program in Germany and the Czech Republic.This program included a design studio in Arlington.
Berlin/Amsterdam Studio: Study abroad program in Germany and the Netherlands. This program included a design studio in Arlington.
ARCH 5672: Graduate design studio (comprehensive studio)
ARCH 5393: Third semester design, Path A program
ARCH 5342: First semester drawing, Path A program
ARCH 4557: Fourth year design studio, second semester
ARCH 2552: Second year design studio, second semester
ARCH 2551: Second year design studio, first semester
ARCH 1242: First year drawing, second semester

Lecture/Seminar Courses:

ARCH 5395: Issues in Contemporary Architecture

HONORS AND AWARDS:

Nominated by UT Arlington School of Architecture for the Provost's Award for Excellence in Teaching, 2004.
The William Muschenheim Fellowship (tendered), 1994.
University of Michigan, Ann Arbor; highly competitive teaching fellowship program for outstanding young educators.
Nominated by UT Arlington School of Architecture for the ACSA excellence Teaching Award, 1990.
The Shreves Award, 1984, Cornell University; awarded to outstanding graduate students with excellent teaching assistantship history and record.
Full-time Teaching Assistantship, 1982 – 84, Cornell University Department of Architecture; granted to outstanding graduate students.
Teaching Assistantship, 1983. Cornell University Department of Fine Arts; granted to outstanding graduate students.
Traveling Fellowship, American Institute of Architects 1980.

RESEARCH: Significant Projects

3500 square foot single-family house in North Arlington. Current.
8500 square foot addition to an existing retail center, Fort Worth, completed 2007.
Warehouse Building for Antique Cars, Fort Worth. Completed 2006.
1500 square foot of retail store, Chocolate Secrets, Dallas. 2004, not built.
20,000 square foot office warehouse, Fort Worth. Completed 2002.
7000 square foot of freestanding retail store, Fort Worth. Completed 2001.
Yuma International Airport Terminal Building, Yuma, Arizona. In charge of the design of plans, sections, facades, and spatial organization (with Ed Just Architects). Built 1999.
Creekford Residence, a 2500 square foot house in West Arlington, 1998. Project.
Huerta Residence, a 2000 square foot house in Seagoville, Texas, 1998. Project.
Prime Used Auto, a 3500 square foot showroom and detailing facility in

Dallas, 1998. Project.
Triplex addition, Arlington. 1998. Project.
Fairmont Historic District Residence Renovation,Fort Worth. Renovation of the exterior and the interior of a two story historic frame house, 1994 not built.
Hedary's Lebanese Restaurant, a 5000 square foot freestanding restaurant, Fort Worth. 1993.
Deckra Wall Headquarters, a 7500 square foot building – administrative offices and warehouse facility for production and sales of architectural pattern construction, Los Angeles.
Sound Stage Facility, a 14000 square foot interior design commissioned by Trammel Crow for a multifunctional stage, Las Colinas, Texas. Built 1989.

INVITED LECTURES:

"Basic Design; Analog vs. Digital"Invited by Sir Peter Cook and Abelardo Gonzalez to deliver a public lecture and participate in the Annual Symposium *ASAE08 "THE POSITIVE SCHOOL OF ARCHITECTURE"*9/08
"Model as Critical Discourse" Texas A&M University, invited by Distinguished professor Malcolm Quantrill, October 2003."Rethinking Urban Design:
Urban Treasures from Below and Above,Invited by Abelardo Gonzalez;Annual Symposium for Architecture and Education, 2003; Lund University.
"Quest Toward the Implication of Representation in Architecture", Syracuse University, 1997.
"The Significance of Basic Design in the Education of an Architect", Syracuse University, 1998.
"The Question of the Future of Architecture", School of Architecture, Lund University, Sweden. 1994.

ACADEMIC EXPERIENCE:

Director and Associate Professor of Architecture, School of Architecture, The University of Texas at Arlington, 2005 to present.
Guest Professor of Architecture, School of Architecture, Lund University, Sweden, 89 to present.
Visiting Professor of Architecture, School of Architecture, The University of Texas at Arlington, 9/2001 – 9/2005.
Visiting Associate Professor of Architecture, Department of Architecture, University of Arkansas, 9/2000 – 9/2001.
Visiting Associate Professor of Architecture, Department of Architecture, Syracuse University, 9/1997 – 9/1998.
Assistant Professor of Architecture, School of Architecture, The University of Texas at Arlington, 9/1991 – 9/1997.

PROFESSIONAL EXPERIENCE:

Metropolis Design, Arlington, Texas, Principal 1989 to present
Ed Just Architects and Associates, Dallas, Texas, Designer, 1997-98
Group 5 & Associate, Principal, 1987-89
Growald Architects, Fort Worth, Texas, Designer, 1984-87
Todd Hamilton Architects, Dallas, Texas, Designer, 1981-82

SERVICE:

Member, Unit Effectiveness Plan Self Assessment Committee, 2004 to present.
Exchange Program, 1992 to present. Started and organized the faculty and student exchange program with the schools of architecture at Lund University, Sweden; Brandenburg University, Germany; and Lisbon University, Portugal.
Member of Graduate Admissions Committee, 2004 to present.
Lectures, Events, and Exhibit Committee, 2004 to present.
Initiated, organized, and administered the end of the spring semester Super Reviews, 2004 to present.

4.5 Visiting Team Report from the Previous Visit

National Architectural Accrediting Board, Inc.

July 22, 2004

James Spaniolo, President
The University of Texas at Arlington
321 Davis Hall
Box 19125
Arlington, TX 76019

Dear President Spaniolo:

NAAB

At the July 2004 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of Texas at Arlington School of Architecture.

The board noted the concern of the visiting team regarding continuing problems with the program self-assessment and comprehensive design, both areas cited by the previous accreditation team.

As a result, the professional architecture programs:

Master of Architecture (preprofessional + 2 years)
Master of Architecture (degree + 3.5 years)

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Program Self-Assessment, Technical Documentation, and Comprehensive Design and the progress that has been made in those areas. The accreditation terms are effective January 1, 2004. The programs are scheduled for their next full accreditation visit in 2010. The focused evaluation is scheduled for the calendar year 2007.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and **must** include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the Annual Report process can be found on pages 41-42 of the *1998 Conditions and Procedures*. (Changes to the process are included in the *2002 Addendum to the 1998 Conditions and Procedures*.)

NAAB encourages public dissemination of information about each school contained in both the school's Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Joseph P. Giattina, Jr.

Joseph P. Giattina, Jr., FAIA
President

Enc. Visiting Team Report

cc: Donald Gatzke, AIA, Dean
Marvin J. Malecha, FAIA, Team Chair
Visiting Team Members

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Washington, DC 20006
www.naab.org
202.783.2007
fax 202.783.2822
e-mail info@naab.org

University of Texas at Arlington
School of Architecture

Visiting Team Report

Master of Architecture (preprofessional degree + 2 years)
Master of Architecture (degree + 3.5 years)

The National Architectural Accrediting Board
March 31, 2004

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

Table of Contents

I. Summary of Team Findings

1. Team Comments

The team wishes to recognize that through a difficult period of administrative transition it has been the dedication of students and faculty and their shared sense of community that have preserved the legacy of the School of Architecture.

It is clear to the team that a passion for architecture exists at this place. It infects all that students and faculty undertake.

The school perceives its fundamental mission as a design education. This perception is clearly demonstrated in a Team Room display that is exceptional. The challenge to the school is to develop a common understanding of what this means and to continue to carry forward this aspiration for excellence.

2. Progress Since the Previous Site Visit

Condition 2, Program Self-Assessment

Previous Team Report: *As noted in above in response to the previous visit's concerns, the School of Architecture does not appear to provide a self-assessment to the degree that is required by NAAB. The description of the program's self-assessment process does not contain sufficient structure to qualify as a "Met" criterion. The Visiting Team had two additional concerns.*

The faculty had little or no knowledge of either the mission statement or the strategic plan. More important, there appeared to be no evidence of attempts to measure a fulfillment of the mission statement or achieve the strategic plan.

Second, one major criterion of self-assessment is that faculty, students, and alumni/ae assess the curriculum. Although there appears to be some evidence of student assessment of the courses, the curriculum appears to be unreviewed, nor are reviews solicited from faculty and alumni. Faculty indicated that the committees overseeing the curriculum of both the undergraduate and graduate programs do not regularly meet or review the courses offered. The only indication of input was in the fall semester of 1999 when an intensive two-day review was conducted by the Dean and two faculty members along with individuals outside the School. The faculty stated during the Visit that there has been no substantial change in curriculum in many years.

The team finds that little progress has been made since the last visit regarding continuing self-assessment. However, the change in leadership has made progress difficult. The appointment of a new dean has changed the will of the faculty to meaningfully address a structured assessment process.

The Visiting Team finds that there is a continuing need for the School of Architecture to develop a Strategic Plan and Mission Statement. The team is satisfied that this is a high priority of the new dean. A plan of action has been shared in draft form with the team that is to be shared with the faculty for consultation and early implementation.

The Visiting Team finds a spirit of change and development among the faculty. The curriculum is undergoing review and changes are underway.

Condition 5, Human Resources

Previous Team Report: *In many respects the human resources of the School of Architecture of UTA are exemplary. Individual faculty members are clearly fine instructors and leaders in their respective areas of academic endeavor. The deficiencies identified by the Visiting Team in this area were three. First is the administration of the program. In this important area there are multiple concerns. Many of these stem from the absence of a permanent Dean and a Program Head, but other concerns include a lack of academic administrative support specifically charged with program direction. Second, the issue raised by the previous Team concerning the lack of adequate gender and racial diversity on the faculty remains an issue. Finally, students voiced strong concerns about the lack of sufficient staff assistants in the computer lab and in the shop.*

The Visiting Team finds that the issue of leadership has been resolved. Similarly issues related to fiscal support in the computer labs have been resolved by the addition of a new university computer lab in the building. More issues regarding the continuing development of technology and technology support remain unresolved and await the development of a strategic plan.

The Visiting Team continues to find that an articulated strategy for faculty and staff recruitment to work toward diversity remains necessary. More will be articulated in a later section of this document.

Condition 6, Human Resource Development

Previous Team Report: *The required policy on faculty development was not included. The response to student growth was largely absent from the APR.*

The team finds that these concerns remain. This will be addressed in a later section of this report.

Condition 9, Financial Resources

Previous Team Report: *On a per-student basis, the funding for the School of Architecture is meaningfully lower than comparable professional schools at the University of Texas at Arlington. In the 1999–2000 budget year, the School of Architecture received 25 percent less funding per student than the School of Nursing and 22 percent less funding per student than the School of Social Work.*

The Visiting Team finds that these concerns have been addressed.

Criterion 14: *Ability to design both site and building to accommodate individuals with varying physical abilities.*

Previous Team Report: *The Program is clearly making an effort to impart principles of accessible design in lectures and in some design studios. The Visiting Team did not find sufficient examples of the application of these principles in the design work to conclude that students have gained ability in the important area.*

The team finds that this concern has been addressed.

Criterion 22: *Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.*

Previous Team Report: *Although awareness was apparent, the ability to assess, select, and integrate systems was not apparent in the graphic materials presented for the Visiting Team's*

review. An elective course in construction drawings offers the opportunity to develop and document this ability further; however most required courses did not appear to adequately address building systems integration.

The team finds that this concern has been addressed.

Criterion 27: *Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.*

Previous Team Report: *Detailed design development at the ability level was not apparent in the graphic documentation presented.*

This concern is addressed in Criterion 27, Condition 12 in this report.

Criterion 29: *Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.*

Previous Team Report: *Several required elements of this performance criterion were graphically presented on the projects displayed, indicating an awareness or understanding. However, the ability to produce a comprehensive design as required by this criterion was not apparent to the Visiting Team.*

This concern is addressed in Criterion 29, Condition 12 in this report.

3. Conditions Well Met

12.2 Graphic Skills

The team wishes to commend the school for exceptional attention to modeling and presentation skills that indicate a concentration on design thought. Clearly, the approach to design is significantly enhanced by a variety of media that is reflected by student work exhibited throughout the school.

12.4 Critical Thinking Skills

The Visiting Team wishes to commend the school for an emphasis on critical thinking skills that are reflected through a variety of exercises demonstrated in the exhibit of student work from drawing classes to site analysis projects and computer representations and mapping to model building techniques as analytical tools as well as design representations. Clearly, at the University of Texas at Arlington (UTA) model building is as close to pure thought as is possible.

12.9 Use of Precedents

The team wishes to commend the school for the use of precedent studies as a means to convey the language of architecture. It has found evidence of precedent studies in the form of class reading, fundamental design exercises such as figure-ground studies, and in history and theory coursework. The large-scale models built as a means to study the work of architects brings the most influential buildings of our time to life. Specifically, the team wishes to commend the school for the reconstruction and permanent exhibit

adjacent to the studios of the formwork for the vaults of the Kimball Art Museum. This will be a resource to inspire students and faculty for years to come.

12.16 Formal Ordering Systems

The team finds exceptional attention to the study of formal ordering systems that is reflected in the projects from introductory design through the advanced studios.

4. Conditions Not Met

2. Program Self-Assessment

The team finds that this condition is not met. While the team recognizes that considerable effort has been made by the faculty and student community at UTA to preserve the legacy of design excellence in the curriculum through a period of considerable transition, there is a need to formulate an articulate vision for the future. The team recognizes that the Unit Effectiveness Plan is a reasonable start but not sufficient.

It is important that this plan addresses enrollment management, the required resources to address faculty workload and appropriate class size, information technology requirements, facility needs, faculty transition including performance and tenure expectations, the oversight and responsibilities of adjunct faculty, a substantive diversity plan for the recruitment and retention of students and faculty, student advising and a meaningful mission statement.

It is important to mention that the team is optimistic about the school's ability to successfully navigate this process. The faculty indicates a willingness to explore the future of the school. A new dean has been appointed and a supportive attitude exists among the senior levels of the university administration for this effort to be brought to a successful conclusion.

12.28 Technical Documentation

The team finds that this criterion is not met due to a limited demonstration of the ability to provide technical documentation for a design project. Further, the course dedicated to this subject is elective and the participation by students is minimal. There is concern among members of the team that many students graduate without having the experience of preparing documentation that is a common required skill within the profession.

12.29 Comprehensive Design

The team did not find evidence that the expectations of this criterion have been successfully met in the design studio sequence. While the team applauds the diversity of intellectual approaches to the advanced studios, it is necessary to articulate the requirement that students must all experience the process of design from its most conceptual to its most specific requirements. The craft that is so clearly evident in the physical model approach to the design process must also be demonstrated in the detailed development of a project. The Visiting Team wishes to challenge the school to find the means to make this connection.

5. Causes of Concern

Diversity

The team notes that there is a need for the school to develop a plan for increasing gender and racial diversity.

Human Resources

The team finds it necessary to observe that the growth of the program is causing stress on faculty workloads. While the team has been assured of the provision for new positions and resources to respond to enrollment growth, teaching loads remain heavy and threaten to undermine an intensely personal teaching pedagogy that is the strength of the program. The students have noted a significant change in the size of class sections undermining the quality of their educational experience.

Human Resource Development

It is apparent that a plan for the transition of faculty must be developed that includes recruitment, reappointment, and Tenure and Promotion expectations. In particular the team notes the need for a faculty transition plan as senior members of the faculty approach retirement. This implies an effort to provide junior faculty with a clear statement of expectations, as they will assume the leadership of the school. In addition the students note two areas of concern that require attention. First, an effort must be made to encourage the faculty to become literate with new information technologies and, second, the students indicate a desire for improved advising staffing.

Physical Resources

While the team recognizes the quality of the existing facilities, there is concern about recent growth in enrollment that is causing stress on the facilities and jeopardizing the ability of the program to provide appropriate work space for students.

Financial Resources

The team finds that considerable progress has been made regarding the financial resources of the school. However, continuing attention will be necessary as the strategic plan is developed and decisions are undertaken to address enrollment growth and faculty workloads.

Public Information

The team finds that there are differences between the school's printed materials and the information found on the Web site. As the public is becoming more inclined to access information through electronic means, attention to this matter is becoming critical.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The Visiting Team finds that the School of Architecture benefits from its academic context. Substantial library and information technology resources provide necessary support for the successful conduct of the curriculum. Faculty members of the architecture program are welcomed and encouraged to participate in a shared university governance structure. Students have the opportunity to take advantage of coursework from across the university and are encouraged to seek out learning opportunities from the programs in landscape architecture and interior design. Funds are available to support faculty participation in academic conferences and for sponsoring special projects such as junior faculty seed grants.

Further, the team observes that the university supports study abroad programs. The school maintains a summer program in Rome for student and faculty participation. It is apparent to the team that a supportive environment for the study of architecture exists on the UTA campus.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that students are encouraged to act in leadership roles during their time in the program. This is accomplished by having student representation in curriculum planning as well in the activities of the life of the school. Encouragement to be active in the profession is cultivated through support for the activities of AIAS. There is a high percentage of student participation in the meetings and programs of AIAS.

The team also observes that the school is effective in encouraging collaborative work that is particularly effective in providing interactions among students of different nationalities and ethnic groups, social and cultural groups, and varying economic means. Through this experience, it is observed that students learn from each other, thereby developing mutual respect among individuals different from themselves and an enhanced self-image.

It is further observed that early in the Path B sequence, students are exposed to the work in the allied discipline of interior design by sharing studio activities.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that the program provides students with sound preparation for the transition from school to internship and licensure. An overwhelming majority of the student body plans to sit for the registration exam and aspire to practice architecture. The school provides access to professionals at the State Registration Board. Many local firms seek UTA graduates to work in their firms because of positive experiences over a number of years.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that design studio work fosters a wide exposure to social, ecological, and contextual problem analysis and resolution. The scale of projects exhibited in the Team Room demonstrates a range of scales from small individual buildings to urban planning endeavors. These experiences afford the students many opportunities for real-life experiences. Consequently, it has come to the attention of the team that firms seek out graduates for employment as these individuals have been well prepared for the economic realities and team work necessary for success in the profession. Graduates of the program proudly represent the school in the professional community.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that social and environmental issues are addressed through a number of design studio experiences. Problem statements such as housing, health facilities, transportation, urban revitalization, and sustainability are regularly assigned to the students and further characterize the scholarship of the faculty. The team further

observes that these issues are addressed at all levels of the curriculum and are present in lecture topics as well as in studio assignments. It is particularly important to note that the team finds that this work is undertaken in local, regional, and global contexts.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

	Met	Not Met
M. Arch. (4+2 years)	[ ]	[X]
M. Arch. (+ 3.5 years)	[ ]	[X]

The team finds that this condition is not met. While the team recognizes that considerable effort has been made by the faculty and student community at UTA to preserve the legacy of design excellence in the curriculum through a period of considerable transition, there is a need to formulate an articulate vision for the future. The team recognizes that the Unit Effectiveness Plan is a reasonable start but not sufficient.

It is important that this plan address enrollment management, the required resources to address faculty workload and appropriate class size, information technology requirements, facility needs, faculty transition including performance and tenure expectations, the oversight and responsibilities of the adjunct faculty, a substantive diversity plan for the recruitment and retention of students and faculty, student advising, and a meaningful mission statement.

It is important to mention that the team is optimistic about the school's ability to successfully navigate this process. The faculty indicates a willingness to explore the future of the school. A new dean has been appointed, and a supportive attitude exists among the senior levels of the university administration for this effort to be brought to a successful conclusion.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

While the team finds that this condition is met, it is important to observe that there are differences between the school's printed materials and the information found on the Web site. As the public is becoming more inclined to access information through electronic means, attention to this matter is becoming critical.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that an equitable and open environment exists within the School of Architecture. Programs exist within the university to provide seed grants for junior faculty. Junior faculty members report the willingness of senior faculty members to provide advice and guidance. The team notes that there is a need for the school to develop a plan for increasing the gender and racial diversity. This subject is further developed under Condition 2 of this report.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that considerable progress has been made in this area since the last visit. However, the team also finds it necessary to observe that the growth of the program is causing stress on faculty workloads. The team has been assured of the provision for new positions and resources to respond to enrollment growth. However, teaching loads remain heavy and threaten to undermine an intensely personal teaching pedagogy that is the strength of the program. The students have noted a significant change in the size of class sections undermining the quality of their educational experience. The team suggests that an enrollment and resource management plan be included as an element of the developing strategic plan.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

While the team finds that this condition is met, it is also apparent that a plan for the transition of faculty must be developed that includes recruitment, reappointment, and tenure and promotion expectations. In particular the team notes the need for a faculty transition plan as senior members of the faculty approach retirement. This also implies an effort to provide the junior faculty with a clear statement of expectations, as they will assume the leadership of the school. This material is best included as an element of the strategic plan of the school. The team notes that this is a stated priority of the new dean.

The students note two areas of concern that require attention. First, an effort must be made to encourage the faculty to become literate with new information technologies. Second, the students indicate a desire for improved advising staffing.

7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

While the team recognizes the quality of the existing facilities, there is concern about recent growth in enrollment that is causing stress on the facilities and jeopardizing the ability of the program to provide appropriate work space for students.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that considerable progress has been made regarding the requirements of this condition. Continuing attention will be necessary as the strategic plan is developed and decisions are undertaken to address enrollment growth and faculty workloads.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to *speak and write effectively on subject matter contained in the professional curriculum*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.2 Graphic Skills

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team wishes to commend the school for exceptional attention to modeling and presentation skills that indicate a concentration on design thought. Clearly, the approach to design is significantly enhanced by a variety of media that are reflected by student work exhibited throughout the school.

12.3 Research Skills

Ability to *employ basic methods of data collection and analysis to inform all aspects of the programming and design process*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.4 Critical Thinking Skills

Ability to *make a comprehensive analysis and evaluation of a building, building complex, or urban space*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The Visiting Team wishes to commend the school for an emphasis on critical thinking skills that are reflected through a variety of exercises demonstrated in the exhibit of student work from drawing classes to site analysis projects and computer representations and mapping to model building techniques as analytical tools as well as design representations. Clearly, at UTA model building is as close to pure thought as is possible.

12.5 Fundamental Design Skills

Ability to *apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.6 Collaborative Skills

Ability to *identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.7 Human Behavior

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.8 Human Diversity

Awareness of *the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.9 Use of Precedents

Ability to *provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team wishes to commend the school for the use of precedent studies as a means to convey the language of architecture. The team has found evidence of precedent studies in the form of class reading, fundamental design exercises such as figure-ground studies, and in history and theory coursework. The large-scale models built as a means to study the work of architects brings the most influential buildings of our time to life. Specifically, the team wishes to commend the school for the reconstruction and permanent exhibit adjacent to the studios of the formwork for the vaults of the Kimball Art Museum. This will be a resource to inspire students and faculty for years to come.

12.10 Western Traditions

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.11 Non-Western Traditions

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.12 National and Regional Traditions

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.13 Environmental Conservation

Understanding of *the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.14 Accessibility

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.15 Site Conditions

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.16 Formal Ordering Systems

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds exceptional attention to the study of formal ordering systems that is reflected in the projects from introductory design through the advanced studios.

12.17 Structural Systems

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

The team finds that while this criterion is generally met, there is concern that lateral forces are not properly addressed. The team is encouraged that curricular changes are underway that address this concern.

12.18 Environmental Systems

Understanding of *the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.19 Life-Safety Systems

Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.20 Building Envelope Systems

Understanding of *the basic principles that inform the design of building envelope systems*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.21 Building Service Systems

Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.22 Building Systems Integration

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

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.23 Legal Responsibilities

Understanding of *architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.24 Building Code Compliance

Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.25 Building Materials and Assemblies

Understanding of *the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.26 Building Economics and Cost Control

Understanding of *building economics and construction cost control within the framework of a design project*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.27 Detailed Design Development

Ability to *assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

While the team finds that this criterion is met, it is necessary to express concern. There was inconsistent performance demonstrated throughout the Team Room exhibit. It is not clear that the students are consistently challenged to consider detailed design development as an integral aspect of the submitted design project.

12.28 Technical Documentation

Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

	Met	Not Met
M. Arch. (4+2 years)	[ ]	[X]
M. Arch. (+ 3.5 years)	[ ]	[X]

The team finds that this criterion is not met due to a limited demonstration of the ability to provide technical documentation for a design project. Further, the course dedicated to this subject is elective and the participation by students is minimal. There is concern among members of the team that many students graduate without having the experience of preparing documentation that is a common required skill within the profession.

12.29 Comprehensive Design

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

	Met	Not Met
M. Arch. (4+2 years)	[ ]	[X]
M. Arch. (+ 3.5 years)	[ ]	[X]

The team did not find evidence that the expectations of this criterion have been successfully met in the design studio sequence. While the team applauds the diversity of intellectual approaches to the advanced studios, it is necessary to articulate the requirement that students must all experience the process of design from its most conceptual to its most specific requirements. The craft that is so clearly evident in the physical model approach to the design process must also be demonstrated in the detailed development of a project. The Visiting Team wishes to challenge the school to find the means to make this connection.

12.30 Program Preparation

Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.31 The Legal Context of Architectural Practice

Understanding of *the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.32 Practice Organization and Management

Awareness of *the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.33 Contracts and Documentation

Awareness of *the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.34 Professional Internship

Understanding of *the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

While the team finds that this criterion is met, there is concern that students should appreciate the importance of the internship experience. The team is encouraged that curricular plans are underway to make this material required.

12.35 Architects' Leadership Roles

Awareness of *architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.36 The Context of Architecture

Understanding of *the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

12.37 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgments in architecture design and practice*

	Met	Not Met
M. Arch. (4+2 years)	[X]	[ ]
M. Arch. (+ 3.5 years)	[X]	[ ]

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2003 University of Texas at Arlington Architecture Program Report.

The University of Texas at Arlington was founded in 1895 as Arlington College, a private liberal arts school located "far from the temptations of city life." The college changed with the times and its surroundings, experiencing a succession of names and ownerships until 1917 when it became a state-supported junior college, Grubbs Vocational College, a part of the Texas A&M System. The institution was renamed North Texas Junior Agricultural College in 1923 and then Arlington State College in 1949; it was a successful junior college, building a reputation as an engineering and agricultural school. In 1959, the institution was elevated to senior college rank and in 1965 was made a component of The University of Texas System, one of fourteen institutions of higher learning. The latest change in identity came in 1967, when the name The University of Texas at Arlington was adopted.

All fourteen University of Texas institutions report to the Chancellor of the University of Texas System who is responsible to the Board of Regents, the members of which are appointed by the Governor and approved by the State Senate for 3-year terms. The total endowment of the System is several billion dollars, second only to that of Harvard University.

The University of Texas at Arlington currently enrolls over 23,000 students who are taught by nearly 1,000 full- and part-time faculty. There are 89 baccalaureate and 103 advanced degree programs. Last year over 4,000 degrees were awarded. The University's strategic plan calls for most future growth to be in its graduate program with somewhat more moderate increases in undergraduate programs.

The University is located on a 400-acre campus in Arlington, Texas, a city of over 300,000. Arlington lies halfway between Dallas and Fort Worth at the center of a metropolitan area of nearly 4,000,000. This area, known as the "Metroplex," is the design center for the Southwest with a vast market for products and services. Dallas–Fort Worth is a very hospitable place for the design professions given its very active business and cultural life and leading museums.

2. Institutional Mission

The following text is taken from the 2003 University of Texas at Arlington Architecture Program Report.

The mission of the University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to life-long learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its social position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs. (Adopted 1996)
Institutional Mission Statement (IMS) 2004–2011 has been approved by the University of Texas at Arlington. The Board of Regents of the University of Texas System approved

the Institutional Mission Statement on August 15, 2003. The IMS has been presented to the State of Texas Coordinating Board for Higher Education for final approval.

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.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.

- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Nondegree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.

- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.

- Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

3. Program History

The following text is taken from the 2003 University of Texas at Arlington Architecture Program Report.

At the University of Texas at Arlington, Architecture was first taught in the early 1940's as a 2-year nondegree 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. The move had the support of the professional architectural community in both Dallas and Fort Worth since it was the only

institution in North Texas to provide professional education in architecture. Growth continued and in 1973 the Department of Architecture separated from Liberal Arts and became a School of Architecture.

Initially the curriculum provided a 4-year undergraduate program with a 2-year Master of Architecture program as the first professional degree. The School followed the popular academic model first introduced in the Princeton Report of the late 1960s. 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 fused with the Construction Research Center in Civil Engineering. During the 1970s and 1980s the 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 study abroad programs with universities in Sweden, Spain, and Austria. The School's Italy summer study program has continued for more than twenty years. In 1989, the SAED changed its name to School of Architecture. Architecture remained the largest enrollment while the programs in Interior Design and Landscape Architecture grew more slowly. Interior Design remains an accredited undergraduate program while the accredited Master of Landscape Architecture program is an evening program.

In 1986 the School moved to its present location after sharing facilities in several buildings over the years. The building program was developed and several nationally known and regional architects were interviewed for the commission. Its 122,000 ft^2 nearly doubled the previous available square footage.

The new building focuses on the Richard Myrick Courtyard. Professor Myrick was a respected Dallas landscape architect and first directed the landscape program at UT Arlington. The courtyard provides an ideal place for students and faculty to host numerous parties, temporary constructions, sport events, and the May graduation.

The new facility provided a major exhibition hall, large 180 seat auditorium, shops, photographic labs, and most recently in 2002, two new third-floor computer labs open 8 a.m. to 2 a.m. All students now have access to all computer software and printing/plotting ability in house.

The Architecture and Fine Arts library is conveniently located on the first floor allowing students easy access to books, journals, computer indexing, and a professional staff ready to help students and faculty.

Student enrollment continues to grow. Studio spaces and classrooms are approaching capacity.

During the late 1980s the full-time faculty size remained constant due to a strained University budget. As faculty retired, they were replaced by non–tenure-track adjunct faculty on a selective basis. Most adjunct faculty was local practicing architects who taught design studios or technical support courses.

Edward Baum, FAIA, became the third dean and introduced the Visiting Critic program for the M. Arch. studios. For many years the School invited many well known designers to teach studio and lecture classes. This international reach helped the School's reputation as with a strong design program. During Baum's tenure, students and faculty from the School won more design competitions than any other ACSA professional program in the country.

Professor Lee Wright, AIA, served as Interim Dean for two years as the search for a permanent Dean proceeded.

Martha LaGess served as Dean from 2001 to 2002 and was replaced by the Provost.

Richard Dodge, Barlette Cocke Centennial Professor of Architecture, Emeritus, University of Texas at Austin, currently serves as Interim Dean.

Don Gatzke, currently Dean at Tulane University, has been chosen as the new permanent Dean and will begin full time on January 15, 2004.

The first NAAB accreditation team visited the School in 1975 and recommended a full 5-year accreditation. A second visiting team made the same 5-year recommendation in 1980. Visiting teams in 1985, 1990 and 1995 continued to recommend 5-year accreditation renewals. In 2000, the NAAB team recommended a 3-year reaccreditation. The School's administration and faculty have worked diligently to respond to a range of comments in the previous NAAB team reports.

The School of Architecture maintains a close relationship with local and state architects including the AIA, Dallas Architectural Forum and the Dallas Architectural Foundation. Many of the key people in both large and small architectural firms generously support the School with gifts, field trips, jury service, and alumni/ae activities. The Architecture alumni/ae association remains highly supportive of the School's lectures, job fairs, exhibits, and student scholarships.

A School Advisory Council was formed in the early 1980s of approximately twenty-seven design professionals, community leaders, and friends of the School. The group met annually for many years and is currently being reformed. Newly appointed Dean Gatzke will lead this group and offer direction for the School's future. As the current faculty is slowly transformed, the School's objective is to diversify and broaden without losing sight of its successes and strengths.

4. Program Mission

The following text is taken from the 2003 University of Texas at Arlington Architecture Program Report.

The Mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design Architecture. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be active partner in the community.

Following approval of the new University Mission Statement, the School will review and modify the above statement to ensure conformance with institutional values and objectives.

5. Program Strategic Plan

The following text is taken from the 2003 University of Texas at Arlington Architecture Program Report.

In FY 2001–2002 the University initiated a new planning process. This process requires that all components of the university develop a Unit Effectiveness Plan, UEP, which will serve as the Schools Strategic Plan. As an academic unit, our first charge was to articulate student competencies required for each degree offered. We have adopted the Student Performance Criteria articulated in Section 12 of *NAAB Conditions and Procedures* of this report as our required student competencies.

We have completed phase one:

- Stated intended outcomes
- Related intended outcomes to Institutional Goals/Objectives/Strategies and our NAAB Student Competencies.
- Identified actions that to be taken to achieve the intended outcome.

In the Fall 2003 semester we will:

- Determine and implement the ways and means to assess results.
- Describe a method of assessment.

In the Fall 2003–Summer 2004 we will implement action steps.

the Summer of 2004 we will:

- Propose changes and make recommendations for improvement.
- Identify resources needed for proposed changes.

In the fall of 2004 we will implement changes.

In the spring of 2005 the process recycles. The current UEP will be assessed and revisions made to produce a new UEP.

The University's planning process is intended to cycle every two years.

The arrival of the new permanent Dean in January 2004 will facilitate long-term planning. Complete documentation of our UEP is contained in Appendix A.

Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Marvin J. Malecha, FAIA
Dean, School of Design
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North Carolina State University
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Representing the AIAS
David Ash
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Representing the NCARB
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135 Willow Street
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(718) 391-1102
willowgm@worldnet.att.net

Observer
Sharon Odum
Sharon Odum Architects
918 Dragon Street
Dallas, TX 75207-4204
(214) 915-0917
sharonodum@earthlink.net

Appendix C: The Visit Agenda

Saturday, March 27

Afternoon	Team arrival and hotel check-in
6:00 a.m.–8:00 p.m.	Informal team dinner with Dean Gatzke
8:30 a.m.–9:30 pm	Team-only orientation at the hotel

Sunday, March 28

7:30 a.m.	Team-only breakfast at the hotel
8:00 a.m.	Team-only orientation and document review
10:30 a.m.	Team orientation to the Team Room with Dean Gatzke, Associate Dean Jones, and Program Director Wright
11:00 a.m.	Team-only review of materials in the Team Room
12:00 p.m.	Lunch Entrance meeting of the team with Dean Gatzke, Associate Dean Jones, Architecture Program Director Wright, Landscape Program Director Pat Taylor, and Interior Design Program Director Marian Millican
2:00 p.m.	Team review of the Design Sequence with the Design Coordinators Bill Boswell, Roger Connah, Todd Hamilton, John Maruszczak, Steven Quevedo, and Bijan Youssefzudeh
5:00 p.m.	Entrance meeting of the team with the faculty (no administrators)

Jane Ahrens	Todd Hamilton	Martin Prince
Ed Baum	Jay C. Henry	Steven Quevedo
Rebecca Boles	Barb von der Heydt	Thomas Rusher
Bill Boswell	Chris Hill	Bijan Youssefzudeh
Karen Bullis	Craig Kuhner	
Roger Connah	Stephen Lawson	
Tony Cricchio	Heath MacDonald	
Richard Ferrier	John Maruszczak	
Elfrede Foster	John McDermott	
George Gintole	Madan Mehta	
Joe Guy	Anrea Pinno	

7:30 p.m.	Team-only dinner at the hotel
9:00 p.m.–10:00 p.m.	Team-only wrap-up session

Monday, March 29

7:30 a.m.	Breakfast at the hotel

	Team meeting with Dean Gatzke, Associate Dean Jones, and Program Director Wright
9:00 a.m.	Team-only review in the Team Room
12:30 p.m.	Lunch with selected faculty members Jane Ahrens Rebecca Boles Bill Boswell Tony Cricchio Joe Guy Jay C. Henry Craig Kuhner Jerry Kunkle Martha Ellen LaGess Stephen Lawson Heath MacDonald John McDermott John Maruszczak Madan Mehta Anrea Pinno Martin Price Steven Quevedo Bijan Youssefzudeh
2:00 p.m.	Entrance meeting of the team with President James D. Spaniolo and Associate Provost Michael K. Moore
3:00 p.m.–4:00 p.m.	Selected meetings Team members Marvin Malecha and David Ash—Library Resources Mitch Team members Marvin Malecha and David Ash—Information Technology Resources Bernard Schneider Team members James Gersich, Margot Woolly, and Sharon Odum—Professional Practice Barbara von der Heydt Team members James Gersich, Margot Woolly, and Sharon Odum—Environmental Systems, Legal Context, Building Economics Tom Hines
4:00 p.m.	Entrance meeting of team with students (no faculty or administrators)
5:00 p.m.	Alumni/ae reception for the team
7:00 p.m.	Team-only dinner at the hotel
9:00 p.m.–10:00 p.m.	Team-only wrap-up session

Tuesday, March 30

7:30 a.m.	Breakfast at the hotel Team meeting with Associate Dean Jones and Program Director Wright
8:30 a.m.	Review of Team Room materials by selected team members
	Selected meetings with the team
	Team follow-up on professional practice issues with Associate Dean David Jones and Program Director Lee Wright

10:00 a.m.	Junior Faculty	
	Jane Ahrens	Sang Wo Lee
	Rebecca Boles	Bijan Youssefzudeh
	Karen Bullis	
12:30 p.m.	Team lunch with selected students (Joint Constituency Council for Architecture)	
	Alex Flores	James Perry
	Erin Kieth	Ogheneruno Okiomah
	Jeanne Limroth	Brad Silva
	Tania Nuñez	Michael Terranova
2:00 p.m.	Selected meetings	
	Construction Technology: Faculty with team members Margot Woolley, Sharon Odum, and James Gersich	
	Jane Ahrens	Truett James
	Chester Duncan	Jim Johnson
	Tom Hines	Jerry Kunkel
	Todd Hamilton	Madan Mehta
	Review of Team Room materials with selected team members	
3:30 p.m.	Team-only VTR preparation	
6:00 p.m.	Team-only dinner at the hotel	
7:30 p.m.	Team-only VTR preparation	

Wednesday, March 31

7:45 a.m.	Check-out of the hotel
8:00 a.m.	Breakfast at the hotel Team exit report with Associate Dean Jones and Program Director Wright
9:00 a.m.	Team exit meeting with Dean Gatzke
10:00 a.m.	Team exit meeting with President James D. Spaniolo and Provost Dana Dunn
11:15 a.m.	Team exit meeting with the school community
12:15 p.m.	Team departure

IV. Report Signatures

Respectfully submitted,

Marvin J. Malecha, FAIA
Team Chair

Representing the ACSA

A. James Gersich, AIA
Team member

Representing the AIA

David Ash
Team member

Representing the AIAS

Margot A. Woblley, AIA
Team member

Representing the NCARB

Sharon Odum, AIA
Observer

National Architectural Accrediting Board, Inc.

November 5, 2007

James D. Spaniolo, President
University of Texas at Arlington
321 Davis Hall
Box 19125
Arlington, TX 76019-0125

NAAB

Dear President Spaniolo:

After reviewing the *Annual Report* submitted by the University of Texas at Arlington School of Architecture as part of the focused evaluation of its Master of Architecture program, in conjunction with the *Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

The program will be required, however, to continue reporting on these deficiencies as part of its *Annual Report* to the NAAB, as well as any other deficiencies and causes of concern listed in the most recent *Visiting Team Report* and any changes made in the program that may change its adherence to the conditions for accreditation.

The next comprehensive visit for the University of Texas at Arlington School of Architecture remains unchanged and is scheduled for 2010.

If you have any questions regarding this matter, please contact the NAAB office.

Very truly yours,

R. Wayne Drummond

R. Wayne Drummond, FAIA
President

Enc. Visiting Team Report

cc: Donald Gatzke, AIA, Dean
Robert A. Boynton, FAIA, Team Chair
Diane Ghirardo, Ph.D.

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University of Texas at Arlington
School of Architecture

Focused Evaluation Visiting Team Report

Master of Architecture (pre-professional degree + 2 years)
Master of Architecture (degree + 3.5 years)

The National Architectural Accrediting Board
May 26, 2007

Addendum
October 25, 2007

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

Table of Contents

II. Compliance with the Conditions or Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and the public members.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

		Met	Not Met
Not Met.	M. Arch (4+ 2 years)	[ ]	[X]
Not Met.	M. Arch (+3.5 years)	[ ]	[X]

The Team believes that this criterion is partially not met.

12.28 Technical Documentation

Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

		Met	Not Met
Well Met.	M. Arch (4+ 2 years)	[X]	[ ]
Well Met.	M. Arch (+3.5 years)	[X]	[ ]

The Team believes that this criterion is well met.

12.29 Comprehensive Design

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

		Met	Not Met
Well Met.	M. Arch (4+ 2 years)	[X]	[ ]
Well Met.	M. Arch (+3.5 years)	[X]	[ ]

The Team believes that this criterion is well met.

III. Appendices

Appendix A: **School of Architecture Faculty Review Policy**
Draft – Promotion + Tenure Policy for the School of Architecture
Annual Report by Faculty Member for Fiscal Year Ending August 31, 2007
Annual Faculty Performance Review
Section 6-150 Clinical Faculty

IV. Report Signatures

Respectfully Submitted,

Robert A. Boynton, FAIA
Team Chair

Diane Y. Ghirardo, Ph.D.
Team Member

4.6 Annual Reports

30 April 2007

To: National Architectural Accrediting Board;
Robert Boynton, FAIA, Focused Evaluation Team Chair;

NAAB Annual Report 2007

The following submitted in advance of the NAAB Focused Evaluation in May 2007 and addresses the responses to the NAAB Conditions determined to have not been met in the previous full accreditation. In addition, other educational and curricular changes that will impact the program have been included.

Responses to previous NAAB Accreditation Findings:

To conditions not met:

Condition 2. Program Self-Assessment

The following actions were taken since the last visit to address the deficiency in self assessment and strategic planning:

- The University has approved a university wide Strategic Plan within which the School has developed specific implementation strategies. (Addendum)
- Prior to the issuance of the University Strategic Plan the faculty of the school had developed and approved a School of Architecture Strategic Plan (Addendum). The elements of this plan are entirely consistent with those of the subsequent University Strategic Plan.
- The University continues to implement the Unit Enhancement Planning process and each program within the School has created its own UEP. We are currently in the second year of the three year cycle. (Addendum)
- An annual one day faculty retreat has been established specifically as a means of program assessment, examination of curricular outcomes and develop of goals and strategies for school and program improvement. The consensual decisions that are arrived at in these retreats essentially establish the administrative agenda for the subsequent year.
- A Program Director for the Architecture Program has been appointed, currently Assoc. Prof. Bijan Youssefzadeh, who is primarily responsible for curricular coordination and teaching assignments. This has resulted in improved administrative oversight and "quality control".
- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum.

Condition 12.28 Technical Documentation

- This remains a difficult issue to come to terms with. As with comprehensive design, the faculty has renewed a commitment to requiring an increased, appropriate level of

technical integration and documentation at all levels of the design sequence, to some marked result. In addition, a course specifically on technical documentation has been added to the elective offerings.

- Many of our students, and most of the graduate students, are employed in professional offices and have significant practical experience including construction documentation by the time they complete the program. Furthermore, there is no feedback from employers that our students are unprepared in this area—or, for that matter, in any professional aspects to which they are assigned as interns. We suspect that this is a combination of student skill acquired both formally in the curriculum and informally through part time employment, and changes in practice such that graduates are less channeled into construction documentation as initial intern tasks.
- The dramatic changes emerging in practice relating to integrated practice and its subset of building information modeling requires a complete rethinking of the topic of technical documentation and the approach the schools take towards it. It hardly seems prudent to make curricular reforms addressing a process undergoing complex transformation. We are struggling to come to terms with this as all of the other architecture programs are. In our case, we hope to do this more pervasively than adding in required courses or coursework but to truly implement an integrated design model throughout the building design studios. To that end, the School is the process of acquiring a b.i.m. product D-Profiler developed by the Beck Technology Group that is a fully relational, 3-d b.i.m product intended for the schematic design stage. With this focus, it is consistent with the goals and level of detail typically reached in academic design courses yet will thoroughly introduce students to the concepts and tools of b.i.m. and prepare them for further skill development with the more construction documentation oriented programs like Revit. Current plans are to introduce D-Profiler in the required third year digital graphics course (ARCH 3343) this fall and have at least one upper level design studio utilizing it.
- The integrated nature of b.i.m. technology inevitably will have productive impact on the level of comprehensive design thinking and development.

Condition 12.29 Comprehensive Design

- In general the faculty has endorsed a focus on the constructional and material aspects of design and that the role of architects in society is to make buildings. Consequently, all design studios pay a greater attention to comprehensive design issues and the intrinsic relationship between all forms of construction technology to design is reinforced throughout the curriculum.
- Commencing with the fall 2005 semester a required Comprehensive Design Studio has been required of all graduate students. This course continues to evolve resulting in higher expectations and outcomes.
- Beginning in the Fall of 2005, a graduate studio in Health Care Facility Design was established, taught by a team of practitioners from several area firms specializing in design for health care, including HKS, Perkins and Will, RTKL and Page Southerland Page. While perhaps not a "comprehensive" studio in the narrow definition, this course is exposing students to the state of the science and art of a complex building type in a holistic manner and without a doubt preparing them for entry into the profession.
- In the belief that higher level design understanding that integrates technological and conceptual thinking, the School has made a significant investment in the providing students with hands on construction experiences. These include:

- The establishment of the Materials and Assembly Library, under the direction of Prof. Madan Mehta. This facility offers building component assemblies for direct examination by students and as teaching aids.
- The expansion of the "wood" shop. The shop was relocated to an adjacent building to the Architecture Building, quadrupling the area. Additional equipment was purchased to allow wood, metal and concrete work.
- In 2005 the School acquired a laser cutter as the first investment in digital fabrication experimentation. Several courses and studios have been offered and students are using this device to capacity. During the upcoming summer (2007) another piece of digifab equipment will be procured and a development campaign will be launched specifically to acquired significant funds to expand this part of the curriculum.

Causes for concern:

Diversity
The School recognizes the need for greater gender and racial diversity in the faculty and greater racial diversity in the student body.

- The School has developed a closer relationship with the Dallas Integrated School District Architectural Cluster program at Skyline High School. This is a nationally recognized program, with an entirely minority enrollment. We actively support activities in the program and recruit aggressively from it. The Dallas Architecture Foundation provides multiple scholarships to Skyline grads specifically to attend UTA SoA.
- A summer high school career discovery program in art and architecture (entitled ***SEED****:Strategies, Events, Episodes + Devices*) was offered for the first time in the summer of 2005 and continues in 2006. One of the explicit goals of the program is to promote architecture as a college course of study among regional minority groups.
- The School has developed an articulation agreement with Tarrant County College to facilitate student transfers from their pre-architecture program to our major. We have assisted TCC with curriculum and course development so that it essentially mirrors our pre-architecture program. The enrollment of TCC is substantially from minority populations.
- The School is in a process of faculty renewal with significant numbers of the senior faculty leaving the school. Several faculty searches we suspended for lack of diversity in the applicant pool. I am happy to report that we are concluding faculty searches this year that will bring three women onto the tenure track faculty, one architectural historian, one architectural design and one in interior design. In landscape architecture, an Asian male will join the faculty. While these hires address the narrow issue of gender and ethnic diversity, more importantly, they broaden the faculty in knowledge, perspective, life experience and intellectual position.

Human Resource Development
Enrollment has declined slightly from the record high two years ago. Furthermore, additional instructional funds have allowed the hiring of additional visiting faculty which has resulted in a general decrease in student teacher ratios in design studios to approximately 16:1 overall.

A faculty hiring plan has been developed identifying probable future needs over the next 4 years. We anticipate a significant number of retirements which will provide great opportunities for renewal of the faculty.

During the 2006-07 academic year, a clinical faculty appointment status in architecture was approved by the University and the University of Texas System. This "professor in practice" will allow increased flexibility in hiring active practitioners and integrate theoretical and practical aspects of architecture within the curriculum.

Physical Resources
Moderating enrollment growth is relieving some of the stress on physical resources. In addition, the School has acquired additional space in an adjacent building to house the newly established Materials and Assembly Library and a lecture room. The relocation of the shop to the adjacent Fine Arts Building both expanded the capacity of that facility and made space available for a newly created lighting lab.

Financial Resources
The University continues to fund the School at a level commensurate with other academic units. A capital campaign initiated in the spring of 05 has resulted, to date, in approximately $275,000 in pledges over the next 3-5 years for endowments and discretionary funds.

Public Information
A new staff position, Director of Communications, was established within the office of the dean. This staff member is responsible for overseeing all external communications and public information for the school.

Changes in the accredited program:

- As a result of the an Information Task Force study during the 2004-05 academic year and a Graphic Instruction Task Force study last year, the faculty endorsed a mandatory student laptop computer policy for all students in 3rd year and above with appropriate curricular changes to further integrate computing throughout the program. Additionally, the School will implement the first use of true building information software over the 2007-08 year.
- At the direction of the Provost and in response to UT System directives, curricular revisions to the undergraduate program were proposed to reduce the total number of required degree credits for the B.S. Architecture from 138 to closer to 120, the standard for undergraduate programs across the system. The School submitted a 128 credit hour program for review by the Provost. The credit reduction was achieved through consolidation of first year, pre-architecture courses and elimination of required advanced electives. (Addendum) After preliminary approval by the Provost the curriculum will be submitted to the University for review in the fall and for implementation in the 2008-09 or 2010-11 academic year.

THE UNIVERSITY
OF TEXAS
AT ARLINGTON

School of Architecture

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4 September 2007

R. Wayne Drummond, FAIA
President
National Architectural Accrediting Board, Inc
1735 New York Avenue NW
Washington, DC 20006

Dear President Drummond:

In accordance with your letter of 19 July 2007, I am submitting the attached report on Self Assessment Procedures at the University of Texas Arlington School of Architecture. I trust that it provides the additional information requested of the Board.

Very truly yours,

Donald Gatzke, AIA
Dean

Cc; President Spaniolo

To: National Architectural Accrediting Board

From: **School of Architecture**
The University of Texas Arlington

Re: **Annual Report 2007/Focused Evaluation**

Per the Board's request, the following is submitted as an addition to our Annual Report for 2007 and materials submitted to the Visiting Team prior to and during the recent Focused Evaluation.

NAAB Condition 3.2 Program Self Assessment Procedures

Overview
Since the last NAAB visit the School has instituted a number of actions to insure appropriate continuing assessment of the institutional mission and academic goals.

Strategic Planning
In the fall of 2004 the faculty developed and endorsed a Strategic Plan for the School. Please see Attachment I for the complete text.

Subsequent to the creation of the School plan, the University embarked upon a strategic priority planning process which culminated in the Spring of 2006 with a mandated response by each academic unit to the broad University Planning Priorities. See Attachment II for the School's response to this mandate.

Unit Enhancement Plan
The University requires a continual enhancement plan for all administrative units with the institution entitled the Unit Enhancement Plan. This process operates on a 3 year cycle of planning, implementation, evaluation and then repeats. We are now midway through the current cycle. See Attachment III for the current UEP document.

Alumni and Professional Input and Assessment
A Dean's Advisory Council has been established consisting of representatives of the architecture and related professions, alumni, business and community leaders. While the Council was established at the dean's level and necessarily also represents the interests of the Interior Design and Landscape Architecture Programs each of those programs has its own advisory council and therefore the DAC is primarily focused on the Architecture Program and secondarily on interrelated interests of the School's three academic areas. The Council has a current membership of approximately 24 with a goal of expansion to 36. The Council has met twice yearly, fall and spring, since its initiation in the Fall of 2004. In addition, the Council members are frequently invited as individuals and as the whole to review displays of student works, participate in special events and in other ways become intimately familiar with the operation, strength and weaknesses of the Program.

The Council is the primary, institutionalized method of objective, external assessment and evaluation. The Council's purpose and mission broadly corresponds to the NAAB Five Perspectives of: Architecture and the Academic Context, Architecture and the Students, Architecture Education and Registration, Architecture Education and the Profession and Architecture Education and Society.

Excerpted from the Dean's Advisory Council Operational Guidelines:

Purpose:
The purpose of the Advisory Council is to provide guidance and counsel to the School of Architecture on matters of practice, industry, government, development (external funding,) curricula and the like. To perform this service, the Advisory Council is called on to assist the school in strategic planning, in matters regarding accreditation, in promoting the School's accomplishments to its constituents (including the general public and decision makers at all levels,) and in external support.

Specifically, the Advisory Council reviews and comments on the goals and objectives established by the school in its constant search for excellence, and it provides advice on the most effective ways to meet these goals and objectives. At times, members are asked to review student projects, to make presentations, or to contribute to other tutorial functions of the school. The Advisory Council also advises on the ways and means by which the school can achieve strong and lasting connections between students, faculty, alumni, the University community, the landscape architecture profession, architecture and interior design professions and society in general.

Mission:
The mission of the Advisory Council, as adopted 17 September 2004, is to advance the mission of the school. The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

Specifically, the Advisory Council seeks:

- *To encourage innovation in the school;*
- *To promote and publicize the school;*
- *To help the school assess its strengths and weaknesses;*
- *To foster and underwrite development efforts;*
- *To advise the school regarding emerging developing trends that offer opportunities or present challenges.*
- *To maintain a current and efficacious curriculum; and,*
- *To promote knowledge generation and dissemination,*
- *To develop and sustain community relationships.*

In addition to the Dean's Advisory Council, the School enjoys the most active Alumni Chapter in the University and while the Chapter has no formalized role in academic assessment, the close relationship between the chapter leadership and the School results in an effective informal method of input. It is also worth noting that through the development and continued involvement in a regional awards program called "Topping Out" the Chapter has raised and donated to the School more than $100,000 in excellence funding over the past 4 years.

Student Input and Assessment

Student input on curricular and related matters is solicited in multiple ways. First, standard course evaluations are required in each course. While highly limited in usefulness, especially the numerical rating components, the course evaluations do include the opportunity for written comments, which are informative as to students perceptions. Course evaluations are regularly reviewed by the instructor, the program director and the dean.

Secondly, student comments are solicited in all school meetings and dean's fora held at least once each semester and more frequently as warranted. The agenda of discussion items is typically developed by the student body leadership.

Thirdly, the Joint Constituency Council for Architecture functions as the elected student leadership and represents the interests of the students to the dean, provost and upper university administration. As part of the student leadership structure and school governance, student representation is required on all program and school committees whose actions would affect students, including faculty searches, events and curriculum committees.

Faculty Input and Curricular Assessment

The faculty of the School is fully enfranchised in the system of shared governance typical of US colleges and actively participates in decision making and evaluation on all aspects of the academic enterprise, including faculty hiring, promotion and tenure and program curricula. Monthly faculty meetings insure that faculty members have an opportunity for input on School affairs.

More specifically, two additional annual events have been instituted to both evaluate the efficacy of the curriculum and the academic effort. The first is the "design studio show and tell." Like most other design programs, the faculty relies upon direct examination of student work as the most effective means of evaluating curricular outcomes. Unlike many other academic disciplines, architecture is fortunate to have the design studio at the curricular core and in which students are required to demonstrate a cumulative integration and synthesis of knowledge gained in diverse other venues. In addition to the common design review system—which functions quite well as a basis for assessment—at the conclusion of the Fall semester, every design instructor is required to display and present to the faculty as a whole at least one project from his/her studio and respond to discussion. Similar to NAAB Accreditation Team Room displays, this annual assemblage of the entire scope of student work provides a comprehensive picture of the student work and aids in establishing a commonality of goal and purpose within the faculty. Deficiencies and successes in content and/or achievement, as well as appropriate sequencing of the design curriculum become readily apparent.

The second event, an annual faculty retreat, follows very shortly in January just before the beginning of the spring semester. This one day event has been established specifically as a means of program assessment, examination of curricular outcomes and to develop of goals and strategies for school and program improvement. It is focused on curricular and academic issues and the design studio presentation described above provides the referent context for the discussion. The consensual decisions that are arrived at in these retreats essentially establish the administrative and academic agenda for the subsequent year.

Assessment of Faculty Performance
Faculty performance and teaching outcomes is assessed in multiple ways.

Informally, of course, much insight into teaching outcomes is gained from the direct examination of student work produced in design studio. This is an advantage of design education not shared with most other disciplines. Participation on design reviews and review of displayed student work is very effective in evaluating some dimensions of design faculty teaching effectiveness. Somewhat more focused is an annual faculty "show and tell" conducted at the conclusion of each fall semester when every design faculty member presents a project or projects from the just completed studio to the rest of the faculty for discussion and feedback on project appropriateness, sequence, and quality of outcome.

Student course evaluations are required by the University for all classes. While the numerical portion is of limited value, it does offer broad insight into student satisfaction and assessment of teaching effectiveness. More useful are the written comments which track other observations of faculty performance with remarkable consistency.

More formally, each faculty member of any appointment status is evaluated each year by the respective program directors and then by the Dean. [attachment IV] Full time faculty, both tenure and tenure track, are required to submit an annual report [attachment V] of activities on which the annual review is based. A summary evaluation form [attachment VI] is completed by the dean, a copy given to the individual and a copy included in the permanent personnel file.

All tenure track faculty are evaluated each year by the Promotion and Tenure Committee of the School and a recommendation made to the Dean, who then in turn, forwards it to the Provost. Major reviews occur at 3rd and penultimate year in the probationary period. Policies and guidelines for tenure are available on the University website and are augmented by a supplementary statement for the School of Architecture [Attachment VII].

Per University policy, all tenured faculty members are reviewed sexenially. This review requires a summary submittal of teaching, research and service accomplishments of the prior six years to the Dean for review and recommendation to the Provost.

Miscellaneous:
In addition to the above described assessment devices the following actions have been taken that directly bear on the assessment and evaluation of curricular objectives:

- A Program Director for the Architecture Program has been appointed, currently Assoc. Prof. Bijan Youssefzadeh, who is primarily responsible for curricular coordination and teaching assignments. This has resulted in improved administrative oversight and "quality control".
- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum. This particularly useful at the undergraduate program level where close conformance to curricular standards across the sections is desirable.

Institutional Requirements for Self-Assessment:
The University has instituted a multi-modal and comprehensive strategic planning and assessment process as described above. It is further and best described in Attachment VIII, excerpts from the University's recent SACS self study report.

ATTACHMENT I

(NAAB note: the following school strategic plan was adopted prior to the University development of an institutional plan. [highlighted text indicates progress made towards achieving stated goal])

The University of Texas @Arlington
School of Architecture

Strategic Plan (draft v.1)
3 November 2004

The purpose of this strategic plan is to set a direction for improvement of the School of Architecture over the next 6 years [accreditation length] and to establish goals for achieving and measuring that improvement. It builds upon the essential strengths and mission of the School yet responds to changes in the architectural profession and exploits new opportunities for intellectual and academic growth. It recognizes that expanded financial resources are a prerequisite for maintaining the current operation and in achieving improvement. This plan is a flexible document that will evolve over time and is being developed simultaneously with the University's strategic planning process. In setting out broad trajectories for the future, it neither describes the School in total nor contains solutions to all problems confronting the School.

Mission of the School of Architecture

The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

The following sections are composed of:

- **strategic goals which promote the mission of the School**
  - tactical goals, or plans for Implementation which support the strategic goals
  - projected outcomes, methods of measurement or indicators of success
  - associated approximate costs necessary for implementation . [Some items are currently expensed but long term stable funding is required. Items are not additive as some duplication exists and success in one area affects goals in another.]

- **Elevate educational outcomes of degree programs:**

  [Obvious but still worth explicitly stating]

  All Programs

  - Develop clear mission statements and curricular descriptions for all 3 programs.
  - Institute directors and sequential curricular goals for each design year (ARCH + ID) (Program Director for Architecture position established and filled 2006)
  - Integrate the theoretical, conceptual and technological knowledge at all levels.
    - Re-imagine the teaching of material and construction technology throughout the curricula
    - Foster the model making tradition in the school through increased emphasis on experiments in fabrication, mock ups etc. (Fabrication shop relocated and expanded in size and equipment. Assistant Supervisor appointed. Digital fabrication equipment (laser cutter) acquired 2006. Mandatory laptop computer policy implemented fall 2007, introduction of b.i.m. concepts in 3rd year digital visual communications class begun fall 2007.
  - Expand faculty to produce a design studio student teacher ration of 15:1 (Upper level undergraduate and graduate design studio enrollment reduced to a maximum of 16 per section.)

  Graduate [Improvement of the graduate programs is key to overall improvement and reputation and should take priority over other goals.]

  - Focus energy and resources on improvement of graduate programs
  - Establish [5] graduate fellowships to recruit out of region applicants. (Harrell-Hamilton-Omniplan Fellowship established 2006)
  - By 2010 , [n%] of the graduate students will be from out of state

  Architecture Path A/B

  - Develop a clear philosophical and curricular distinction between undergraduate and graduate programs
  - Maintain a clear focus on architecture as the making of buildings. Foster an understanding of design as both idea and execution.
  - Institute a visiting faculty and critic program
    - Minimum of 4 visiting instructors/year (Hawkins Visiting Professorship established 2005)

- Address NAAB concerns regarding comprehensive design
  - Implement curricular changes fall 05 (comprehensive studio implemented 05-06 academic year
- Investigate other curricular models that can address other student cohorts
  - Experienced practitioners without professional degree

Architecture Path C

- Investigate post professional programs of relevance and within the School's expertise and ability to achieve distinctive excellence.
  - Management of design practices
  - Preservation and adaptive reuse (two course preservation sequence planned 07-08 academic year
  - Design for human health (Health Facility Design Graduate Studio started spring 2005, now offered fall and spring)

Landscape Architecture

- As a terminal professional degree, align curriculum with the regional professional career opportunities and research needs.
- Develop a program of regional research and outreach.

- **Costs**
  - Expanded shop and lab operations $150,000
  - Additional Faculty [2 new lines] $100,000
  - Visiting instructors/critics program $100,000
  - Graduate fellowships [5 @ $20k each] $100,000

- **Elevate reputation and create a distinctive profile among schools of architecture in North America.**
  - Develop a program of publication and dissemination of research and practice achievements by students, and faculty;
    - TEX Files, website and topic specific publications
    - Dissemination of topic specific publications
      - Develop list of possible topics
  - Aggressively compete in international/ national student design competitions
    - # competitions/year

  - **Costs**

- Publications fund $15,000
- Staff Director of Communications and Outreach $50,000

- **Promote connections between the school and the alumni**
  - Further develop Advisory Councils of the School and Interior Design and Landscape Architecture programs
  - Develop informational database on the alumni of the School of Architecture; (in process in collaboration with Alumni association.

- **Promote connections between the school the profession**.
  - Develop programs and events that actively engage alumni, the community and the profession with SoA's educational community;
    - Sponsor symposia on topics of professional interest
      - Minimum of 1/year (goal met, in addition to several special topic symposia, the School has hosted an annual Construction Expo and Symposium for the past 4 years, sponsored in part by the local CSI chapters)

  - Investigate professional continuing education offerings compatible with the mission of the school and financially prudent (grant proposal for AIA Practice Academy funding submitted but not funded)

  - Develop teaching opportunities that take advantage of professional expertise in the region
    - Firm taught studios:
      - Ex: RTKL in health care facilities (Health Care Facility Design Studio overseen by consortium of HKS, RTKL, PSP.)
  - Foster the relationships between students and practitioners and develop career opportunities for students and graduates;
    - Career Fair (Career Fair held each March)
    - Professional mentoring
    - Internships

- **Promote connections between the school and the community.**
  - Develop programs and events that actively engage alumni, the community and the profession with SoA's educational community;
    - Sponsor symposia on topics of professional interest
      - Minimum of 1/year
  - Develop strategies for integrating community based projects into the various programs and degree paths within the School of Architecture;
    - Dallas Community Design Studio (started Fall 2004, offered periodically subsequently)
    - AIA Dallas Community Design Center
    - Fort Worth/Tarrant County/Arlington (numerous projects undertaken)
  - Supporting design education in regional secondary schools and community college { responds to NAAB diversity concerns];
    - Establish liaisons with selected secondary schools (Skyline Magnet School, Dallas ISD, Architecture Cluster Program)
    - Reinstitute a summer Career Discovery Program. (Summer art + architecture high school program started summer 2005, offered again 2006)
    - Coordinate curriculum with TCC to eliminate credit transfer problems (articulation agreement signed 2006)

- **Enhance the Faculty**
  - Add sufficient faculty to effect a design student/teacher ratio of 15:1 (ratio achieved with additional full time and part time faculty)
  - Develop a faculty transition plan for retirement and replacement of new faculty members. (Faculty hiring plan established and approved by Provost)
  - Develop improved measures for determining faculty productivity and merit; (annual faculty evaluation formal process instituted)
  - Develop faculty chairs in areas of focus/distinction (3)
  - Encourage and support faculty research and community projects and practice through release time, graduate assistants, and various other support mechanisms.

- Enhancing the faculty's national reputation through participation on NAAB accrediting teams, professional organizations, and other education and practice venues.

- **Costs:**
  - Additional faculty (1 Interior Design, 2 Architecture) $180,000
  - Faculty Chair of Distinction [3 supplements @ $20k]] $60,000

- **Enhance Student achievement**
  - Pursue a stable enrollment at, or slightly below [current enrollment].

  - Stimulating increased competition for admission, especially at the graduate level, through reputation of distinction;

  - Providing universal and substantial foreign study experiences for all students in order to prepare them for the future of global practice. (expanded summer study options to two alternative programs, Italy and either Berlin or Finland. Exchange and summer program development in process with Universidad Francisco Marroquin in Guatemala.)

  - Establish [5] endowed graduate fellowships to attract nationally competitive applicants

- **Enhance the Staff to support the strategic plan**
  - Create new staff position or upgrade existing to Director of Communications and Outreach (position created and filled spring 2006)

- **Ensure adequate and stable funding of the school, including its faculty, staff, facilities and programs.**
  - Develop revenue generating programs
    -
  - Initiate a capital campaign with an endowment goal of $_____

ATTACHMENT II
(Note to NAAB: The following text is a summary document that integrates the University level strategic plan goals with specific goals and implementation strategies for the School of Architecture as are relevant and appropriate to the mission of the school and nature of design education. Planning Priorities, Goals and Objectives are established in the University Strategic Plan and adopted as part of the strategic plan of the School; Selected Strategies are specific to the School of Architecture in achieving the Planning Priorities. [**indicated in bold text**]

Text with [ ] has been added 8-2007 to indicate progress of the specific strategy.

School of Architecture
Implementation Strategies for the University Strategic Plan

Planning Priority I: Provide a high quality educational environment that contributes to student academic achievement, timely graduation and preparation to meet career goals.

Goal 1: Attract students with strong academic backgrounds and qualifications.

Objective 1: Increase the percentage of new undergrads from the top 25% of their HS class, and the percentage of new transfers with transfer GPAs greater than 2.5.

Selected Strategies:
Enhance outreach, recruitment and follow-up programs that target specific student populations thru:

establishment of a summer career discovery program for regional high school students [SEED program to be offered Summer 06];

continue fostering connections to DISD Skyline Highschool Architecture Cluster Program; [scholarships offered specifically to Skyline graduates; Information and orientation session held at the School specifically for Skyline students]

execute articulation agreements with regional and state community colleges and feeder colleges [Tarrant County Community College completed, UT Permian Basin completed 2006]

improve overall communications program of the School through:
appointment of director of communications [implemented spring 2006]
upgrade of school website

revision of printed materials
develop program of better communication to prospective students through digital media

Goal 2: Increase the effectiveness of the learning process.

Objective 1: Improve faculty teaching.

Selected Strategies:
Develop an equipment acquisition fund and faculty seminars to purchase and implement instructional technology throughout the curriculum.

Implement a policy of mandatory student laptop acquisition to expand the base for use of information technology in the instructional effort. [laptop policy implemented effective Fall 2007]

Objective 2: Enhance student learning.

Selected Strategies:
Increase the use of active learning and engaging instructional strategies, such as academic service learning, learning communities and undergraduate participation in research.

Further develop community outreach projects as a form of active learning, community service and professional experience. Establish a standing community design studio and a requirement for completion for graduation.
Explore establishment of an internal student to student mentoring and tutorial service staffed by upperclass students to assist beginning students.

Develop and implement a "digital portfolio" requirement for all second year students which would document the entire range of student experience and development. [pilot digital portfolio course will be offered spring 2008 as part of University's active learning initiative]

Goal 3: Improve undergraduate and graduate student persistence, graduation and professional placement rates.

Objective 2: Provide opportunities for students to develop a broad-based set of skills.

Selected Strategies:
Increase resources to support professional development of students, including providing diverse work experiences, professional service activities, and internships.

Understand and develop relationship of academic and professional experiences the integration of both in the students' intellectual development. (Significant numbers of SoA students are employed within the design profession which the curriculum does not recognize or integrate at a fundamental level. May require a significant conceptual adjustment on the part of the faculty.)

Planning Priority II: Provide an enriching university experience for all members of the UTA community.

Goal 2: Develop a more engaging campus life.

Selected Strategies:
1. Increase the number of events which bring the public into contact with UTA programs.
2. Publicize existing campus events to students, faculty, staff and the community with more lead time to facilitate building audiences.
3. Sponsor events at the beginning of each semester to provide students with broad information about the array of opportunities available for personal, social and academic development.

Develop broader, more effective communications strategies with external constituencies to publicize events, activities at the School [appointment of Director of Communications spring 2006 has significantly improved amount and accuracy of external communications]

Develop a "how to survive UTA Architecture" orientation program for Path A graduate students. Use current Path A students as mentors to new students. [some improvement on Path A orientation but goal not yet fully achieved]

Planning Priority III: Enhance The University of Texas at Arlington's research, scholarly, and creative capacity and reputation.

Goal 1: Show significant improvement in institutional and program rankings.

Objective 2: To have at least one top 50 program in each college or school, and three programs within the University ranked in the top 25 nationally, within 10 years.

Continue to remain ranked regionally by Design Intelligence or comparable ranking system and rise to national ranking

Selected Strategies for Goal 1:

1. Recruit students who will participate in research and creative activities.
   Establish graduate student endowed fellowships that will enable the school to recruit nationally distinguished students. [Harrell/Hamiliton Fellowship endowed]
2. Recruit and retain leading faculty members who will direct research and creative activities.
   Develop a program and policy that facilitates professional and creative engagement though a faculty developmental leave program.
3. Improve the quality and quantity of research space and infrastructure.
4. Increase institutional support for travel to conferences, faculty development leaves, etc.
   Make conference participation an explicit requirement for promotion and tenure.[revised Promotion and Tenure policies increased expectations for scholarly and creative output.]

Goal 2: Increase and support interdisciplinary and multidisciplinary undergraduate and graduate programming.

Objective 1: Develop new and support current interdisciplinary and multidisciplinary graduate programs that have both a genuine research core and student and employer demand.

Selected Strategies:

1. Create and fund centers to enhance cross-disciplinary and cross-institutional collaborations and research.
   Execute partnership agreement with Vision North Texas to support regional planning efforts. Continue development of regional design center. [Partnership executed 2005]
2. Create teaching load, faculty evaluation, and IDC policies that support multidisciplinary/interdisciplinary research.

Goal 3: Foster increased contributions by alumni, friends, and the private sector that can be used to enhance the University's research, scholarly and creative capacity.

Objective 1: Increase the University's endowment.

Selected Strategies:

1. Improve the annual fund campaign and begin planning for a major capital campaign.
2. Increase major gift staffing to strengthen development efforts throughout the University.
3. ***Continue focus and enhancement of overall school communications programs to better inform external constituencies of activities, goals and successes of the School. [Communications program improved with appointment of Director of Communications]***

Planning Priority V: Promote The University of Texas at Arlington locally, nationally, and internationally.

Goal 2: Develop external awareness of UTA's institutional strength.

Objective 1: Increase external recognition of the UTA brand in target markets and audiences.

Selected Strategies:

1. In connection with Goal 1 above, develop a UTA brand.
2. Develop communication programs to promote successes and to educate the external community about the new brand.
   Continue focus and enhancement of overall school communications programs to better inform external constituencies of activities, goals and successes of the School. [Communications program improved with appointment of Director of Communications]
3. Capitalize on the role of athletics (game attendance, uniforms, equipment, and apparel) in communicating positive brand awareness.
4. ***Enlist the support of alumni and advisory boards to promote the UTA brand.***

Planning Priority VI: Build external collaborations and partnerships which contribute to economic, social, and cultural development.

Goal 1: Establish more effective collaboration with neighboring colleges, universities, and school districts.

Objective 1: Develop a common voice on issues before the Legislature, collaborative research and economic development programs, and shared planning with other educational entities.

Selected Strategies:

1. Increase the number and effectiveness of regional institutional agreements with other educational entities.
   Expand articulation agreements with regional and state community colleges and other colleges to encourage and facilitate student transfers into Architecture and Interior Design programs.
   [Articulation agreement with Tarrant County College executec 2006]

Goal 2: Improve the quality and accessibility of educational opportunities offered to all students (K-16).

Objective 1: Increase the level of service provided to Metroplex public schools.

Continue to develop and offer summer program in art and architecture for regional high school students to inform prospective students about college programs in these fields, opportunities at UTA and to prepare them for academic success. [SEED program offered summer 2006 and 2007]

Objective 2: Increase the percentage of transfer students from two-year and independent colleges who are successful at UTA.

Expand articulation agreements with regional and state community colleges and other colleges to encourage and facilitate student transfers into Architecture and Interior Design programs. .
[Articulation agreement with Tarrant County College executec 2006]

Goal 4: Establish more effective collaboration with regional government entities.

Execute collaboration agreement with NCTCOG and the North Texas Urban Land Institute on Vision North Texas.
Establish regional design center to conduct research and provide planning and design services to regional communities both within and without the Vision North Texas organization. [Vision North Texas Research Collaborative created with Texas A+M Dallas Research Station]

Goal 5: Establish more effective collaborations with the private and not-for-profit sectors.

Objective 1: Increase private sector and alumni involvement with UTA.

Selected Strategies:

1. Engage with and better inform local industry of expertise, resources, and services available at UTA.
   Improve public relations and communications of goals, activities, events and successes of the school. . [Communications program improved with appointment of Director of Communications]

   Establish regional design center to conduct research and provide planning and design services to regional communities both within and without the Vision North Texas organization. [Vision North Texas Research Consortium established in collaboration with Texas A+M Dallas Research Station, joint faculty appointment created in Landscape Architecture, position filled fall 07.

Planning Priority VII: Promote a culturally diverse and inclusive university community.

Goal 1: Value diversity at all levels on campus.

Objective 2: Increase the cultural diversity among undergraduate and graduate students.

Selected Strategies:

1. Apply best practices of institutions that have had success in attracting students from under-represented groups.
2. Pursue grants from Federal programs such as NSF, NIH and DOE that support students from under-represented groups.
3. Provide increased financial support for and target recruitment of students from under-represented groups, consistent with federal and state law.
   Continue to develop relationships with local high schools to encourage application and enrollment of under-represented groups especially the Architecture Cluster at Skyline Highschool DISD. Develop and expand summer art and architecture program for regional highschool students. Target specific communication efforts to local high schools to inform them of activities, events etc of the School to make them aware of opportunities in design education at UTA. [High school summer art and architecture program, SEED, started 2006].

Priority VIII: Improve the effectiveness and efficiency of University operations.

1. .

Goal 3: Provide programs and services in ways that control costs and conserve resources.

Selected Strategies:

1. Explore the use of renewable energy sources on campus.
   Continue to educate and proselytize for progressive exploration of alternative energy sources on campus, wind, solar, geothermal etc., as a strategy for cost containment, university leadership and the development of new knowledge. [Establishment of a Campus Planning and Design Review Committee in the Fall of 2007 to oversee adherence and implementation of the new campus master plan and chaired by the Dean of Architecture will offer enhanced opportunities for increased design and environmental standards and implementation]

ATTACHMENT III
(NAAB note: The following text is included as formatted by the University for internal use and, as such, is not entirely comprehensible to the uninitiated. It is included in this report as evidence of full participation in University mandated improvement and assessment procedures and not as evidence of specific achievements. Please also note that two separate but very similar reports are included for undergraduate and graduate components of the curriculum.)

UNIT EFFECTIVENESS PROCESS
PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES
2006-2007

Unit Name: Architecture

Degree Program (For Academic Instructional Units)
Please use a separate Form B for each degree program
Undergraduate Program in Architecture

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)
1. Speaking and Writing Skills
Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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

4. Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework.

5. Formal Ordering Systems
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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

design team

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

9. Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

10. National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design projects

12. Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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

14. Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities

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

16. Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems

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

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

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

28. Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating

an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

29. Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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

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

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Intended Outcome 1
Students will use digital tools throughout the curriculum and develop their professional expertise in their use in design.

Related Student Competency (If intended outcome is derived from student competency)
Ability to use appropriate representational media, computer technology, to convey essential formal elements at each stage of the programming and design process

Action Steps to Achieve Intended Outcome
To modify ARCH 3343 content to emphasize digital graphics.

Implement mandatory laptop policy for all students in the major and for all graduate students.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

1. Evaluate student design projects for some use of digital graphics in all design projects from the 3000 level and later.

2. Review the outcome at the annual faculty review of graphics and design studios at the conclusion of each fall semester. All students will incorporate digital graphics in student design projects.

3. Program and curricular development will occur 06-07, implementation in 2007 and review of outcomes will occur simultaneously with implementation.

4. Director of Architecture.

Intended Outcome 2
Students will demonstrate greater understanding and integration of building systems technology in graduate level design work

Related Student Competency (If intended outcome is derived from student competency)
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Action Steps to Achieve Intended Outcome
Develop and offer three comprehensive studios per year to ensure all graduate students can enroll in comprehensive studios in a timely manner.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Emphasize evaluation of comprehensive design issues on all design reviews and require evidence of building systems integration in design projects in designated graduate comprehensive design studios. Student projects will be evaluated for evidence of building systems technology integration.
-
- Review for improvements at the annual faculty review of design studios at the

conclusion every fall semester.

- Annual reviews and at the time of accreditation.
-
- All faculty.

Intended Outcome 3
Students will demonstrate a basic understanding of building information modeling and utilize it in at least one design project within the upper level curriculum

Related Student Competency (If intended outcome is derived from student competency)
Ability to make a reliable, coordinated, and consistent digital representation of the building for design decision making, high-quality construction document production, construction planning, and performance predictions

Action Steps to Achieve Intended Outcome
Develop and offer a Building Information Modeling (BIM) course available to all students in the major.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Evaluate student design projects to determine that every student has a basic familiarity with Building Information Modeling and has explored its use in at least one of his/her design projects.
-
- Review the outcome at the annual faculty review of at the conclusion of each fall semester. All students will incorporate will Building Information Modeling in at least one design project.
-
- Develop curricular plan in 06-07 with initial implementation in 2007 and review in 2008.
-
- Director of Architecture.

Intended Outcome 4
Students will demonstrate a basic understanding of digital fabrication skills and utilize it in at least one design project within the upper level curriculum

Related Student Competency (If intended outcome is derived from student competency)
Explore and integrate the digital fabrication possibilities within the curriculum.

Action Steps to Achieve Intended Outcome
Support research and experimental studios and projects using digital fabrication methods.

Add equipment and machinery to the shop.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Evaluate student design projects for digital fabrication.
-
- Review projects at the annual faculty review of design studios at the conclusion of every fall semester. The majority of students will incorporate digital fabrication in at least one student design project.
-
- Implemented in 2006 and review in annually.
-
- Selected faculty.

Intended Outcome 5
Students will demonstrate a basic understanding of the practice in diverse cultural circumstances and across the globe.

Related Student Competency (If intended outcome is derived from student competency)

Investigate architecture and urban design of European cities through personal experience of and confrontation with buildings in their cultural context.

Action Steps to Achieve Intended Outcome
To continue to offer the Rome and Berlin Program.

To develop a Latin American study option.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Monitor student enrollment in foreign study progams

- Strive for a 10% increase each year in enrollment over previous years
- • In the Rome Program, Student work, which consist of two exams and a required sketch-book, will be evaluated for evidence of their understanding of architecture and urban issues of all of the sites visited.
-
- The Berlin program has a design studio component to it. Students projects will be evaluated based on their integration of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them
-
-
- Offer one new program in the summer of 07
-

Selected faculty members.

Intended Outcome 6
Through exposure to a body of international faculty and students, these programs Prepare students for a global practice and in diverse cultural circumstances.

Related Student Competency (If intended outcome is derived from student competency)
Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Action Steps to Achieve Intended Outcome
To continue to have exchange programs with Sweden, Spain, Germany and Austria.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

Evaluate student design projects from the host university to determine that every student project meets the design standards of our school.

Full enrollment in all exchange programs. • Review student projects by a panel of at least three faculty members. Students should integrate their experience with the architecture and urban design, climatic, technological, socioeconomic, and other cultural factors of the host country into their design projects.

The exchange program committee and selected faculty members.

Exchange program committee members.

UNIT EFFECTIVENESS PROCESS
PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES
2006-2007

Unit Name: Architecture

Degree Program (For Academic Instructional Units)
Please use a separate Form B for each degree program
Graduate program in Architecture

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)

1. Speaking and Writing Skills
Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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

4. Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework.

5. Formal Ordering Systems
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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

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

9. Non-Western Traditions

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

10. National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design projects

12. Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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

14. Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities

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

16. Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems
Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

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

29. Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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

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

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Intended Outcome 1
Students will use digital tools throughout the curriculum and develop their professional expertise in their use in design.

Related Student Competency (If intended outcome is derived from student competency)
Ability to use appropriate representational media, computer technology, to convey essential formal elements at each stage of the programming and design process

Action Steps to Achieve Intended Outcome
To modify ARCH 3343 content to emphasize digital graphics.

Implement mandatory laptop policy for all students in the major and for all graduate students.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

1. Evaluate student design projects for some use of digital graphics in all design projects from the 3000 level and later.

2. Review the outcome at the annual faculty review of graphics and design studios at the conclusion of each fall semester. All students will incorporate digital graphics in student design projects.

3. Program and curricular development will occur 06-07, implementation in 2007 and review of outcomes will occur simultaneously with implementation.

4. Director of Architecture.

Intended Outcome 2
Students will demonstrate greater understanding and integration of building systems technology in graduate level design work

Related Student Competency (If intended outcome is derived from student competency)
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Action Steps to Achieve Intended Outcome
Develop and offer three comprehensive studios per year to ensure all graduate students can enroll in comprehensive studios in a timely manner.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Emphasize evaluation of comprehensive design issues on all design reviews and require evidence of building systems integration in design projects in designated graduate comprehensive design studios. Student projects will be evaluated for evidence of building systems technology integration.
-
- Review for improvements at the annual faculty review of design studios at the conclusion every fall semester.
- Annual reviews and at the time of accreditation.
-
- All faculty.

Intended Outcome 3
Students will demonstrate a basic understanding of building information modeling and utilize it in at least one design project within the upper level curriculum

Related Student Competency (If intended outcome is derived from student competency)
Ability to make a reliable, coordinated, and consistent digital representation of the building for design decision making, high-quality construction document production, construction planning, and performance predictions

Action Steps to Achieve Intended Outcome
Develop and offer a Building Information Modeling (BIM) course available to all students in the major.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Evaluate student design projects to determine that every student has a basic familiarity with Building Information Modeling and has explored its use in at least one of his/her design projects.
-
- Review the outcome at the annual faculty review of at the conclusion of each fall semester. All students will incorporate will Building Information Modeling in at least one design project.
-
- Develop curricular plan in 06-07 with initial implementation in 2007 and review in 2008.
-
- Director of Architecture.

Intended Outcome 4
Students will demonstrate a basic understanding of digital fabrication skills and utilize it in at least one design project within the upper level curriculum

Related Student Competency (If intended outcome is derived from student competency)
Explore and integrate the digital fabrication possibilities within the curriculum.

Action Steps to Achieve Intended Outcome
Support research and experimental studios and projects using digital fabrication methods.

Add equipment and machinery to the shop.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Evaluate student design projects for digital fabrication.
-
- Review projects at the annual faculty review of design studios at the conclusion of every fall semester. The majority of students will incorporate digital fabrication in at least one student design project.
-
- Implemented in 2006 and review in annually.
-
- Selected faculty.

Intended Outcome 5
Students will demonstrate a basic understanding of the practice in diverse cultural circumstances and across the globe.

Related Student Competency (If intended outcome is derived from student competency)

Investigate architecture and urban design of European cities through personal experience of and confrontation with buildings in their cultural context.

Action Steps to Achieve Intended Outcome
To continue to offer the Rome and Berlin Program.

To develop a Latin American study option.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*
- Monitor student enrollment in foreign study progams
- Strive for a 10% increase each year in enrollment over previous years
- In the Rome Program, Student work, which consist of two exams and a required sketch-book, will be evaluated for evidence of their understanding of architecture and urban issues of all of the sites visited.
-
- The Berlin program has a design studio component to it. Students projects will be evaluated based on their integration of the Western architectural canons and

traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

-
-
- Offer one new program in the summer of 07
-

Selected faculty members.

Intended Outcome 6
Through exposure to a body of international faculty and students, these programs Prepare students for a global practice and in diverse cultural circumstances.

Related Student Competency (If intended outcome is derived from student competency)
Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Action Steps to Achieve Intended Outcome
To continue to have exchange programs with Sweden, Spain, Germany and Austria.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

Evaluate student design projects from the host university to determine that every student project meets the design standards of our school.

Full enrollment in all exchange programs. • Review student projects by a panel of at least three faculty members. Students should integrate their experience with the architecture and urban design, climatic, technological, socioeconomic, and other cultural factors of the host country into their design projects.

The exchange program committee and selected faculty members.

Exchange program committee members.

•

To: National Architectural Accrediting Board

From: **School of Architecture**
The University of Texas Arlington

Re: **Annual Report 2008**
Part II

Response to previous VTR:

Conditions Not Met:
NAAB Condition 3.2 Program Self Assessment Procedures

The following section is substantially identical to that submitted in response to the request for additional information as part of the 2007 focused evaluation subsequent to the team visit, except for the removal of attachments. Since that time no changes to the procedures for self assessment have been effected.

Overview
Since the last full NAAB visit the School has instituted a number of actions to insure appropriate continuing assessment of the institutional mission and academic goals.

Strategic Planning
In the fall of 2004 the faculty developed and endorsed a Strategic Plan for the School. Please see Attachment I for the complete text. [not included 2008 report]

Subsequent to the creation of the School plan, the University embarked upon a strategic priority planning process which culminated in the Spring of 2006 with a mandated response by each academic unit to the broad University Planning Priorities. See Attachment II for the School's response to this mandate. [not included 2008 report]

Unit Enhancement Plan
The University requires a continual enhancement plan for all administrative units with the institution entitled the Unit Enhancement Plan. This process operates on a 3 year cycle of planning, implementation, evaluation and then repeats. We are now midway through the current cycle. See Attachment III for the current UEP document. . [not included 2008 report]

Alumni and Professional Input and Assessment
A Dean's Advisory Council has been established consisting of representatives of the architecture and related professions, alumni, business and community leaders. While the Council was established at the dean's level and necessarily also represents the interests of the Interior Design and Landscape Architecture Programs each of those programs has its own advisory council and therefore the DAC is primarily focused on the Architecture Program and secondarily on interrelated interests of the School's three academic areas. The Council has a current membership of approximately 24 with a goal of expansion to 36. The Council has met twice yearly, fall and spring, since its initiation in the Fall of 2004. In addition, the Council members are frequently invited as individuals and as the whole to review displays of student works, participate in special events and in other ways become intimately familiar with the operation, strength and weaknesses of the Program.

The Council is the primary, institutionalized method of objective, external assessment and evaluation. The Council's purpose and mission broadly corresponds to the NAAB Five Perspectives of: Architecture and the Academic Context, Architecture and the Students, Architecture Education and Registration, Architecture Education and the Profession and Architecture Education and Society.

Excerpted from the Dean's Advisory Council Operational Guidelines:

Purpose:
The purpose of the Advisory Council is to provide guidance and counsel to the School of Architecture on matters of practice, industry, government, development (external funding,) curricula and the like. To perform this service, the Advisory Council is called on to assist the school in strategic planning, in matters regarding accreditation, in promoting the School's accomplishments to its constituents (including the general public and decision makers at all levels,) and in external support.

Specifically, the Advisory Council reviews and comments on the goals and objectives established by the school in its constant search for excellence, and it provides advice on the most effective ways to meet these goals and objectives. At times, members are asked to review student projects, to make presentations, or to contribute to other tutorial functions of the school. The Advisory Council also advises on the ways and means by which the school can achieve strong and lasting connections between students, faculty, alumni, the University community, the landscape architecture profession, architecture and interior design professions and society in general.

Mission:
The mission of the Advisory Council, as adopted 17 September 2004, is to advance the mission of the school. The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

Specifically, the Advisory Council seeks:

- *To encourage innovation in the school;*
- *To promote and publicize the school;*
- *To help the school assess its strengths and weaknesses;*
- *To foster and underwrite development efforts;*
- *To advise the school regarding emerging developing trends that offer opportunities or present challenges.*
- *To maintain a current and efficacious curriculum; and,*
- *To promote knowledge generation and dissemination,*
- *To develop and sustain community relationships.*

In addition to the Dean's Advisory Council, the School enjoys the most active Alumni Chapter in the University and while the Chapter has no formalized role in academic assessment, the close relationship between the chapter leadership and the School results in an effective informal method of input. It is also worth noting that through the development and continued involvement in a regional awards program called "Topping Out" the Chapter has raised and donated to the School more than $100,000 in excellence funding over the past 4 years.

Student Input and Assessment

Student input on curricular and related matters is solicited in multiple ways. First, standard course evaluations are required in each course. While highly limited in usefulness, especially the numerical rating components, the course evaluations do include the opportunity for written comments, which are informative as to students perceptions. Course evaluations are regularly reviewed by the instructor, the program director and the dean.

Secondly, student comments are solicited in all school meetings and dean's fora held at least once each semester and more frequently as warranted. The agenda of discussion items is typically developed by the student body leadership.

Thirdly, the Joint Constituency Council for Architecture functions as the elected student leadership and represents the interests of the students to the dean, provost and upper university administration. As part of the student leadership structure and school governance, student representation is required on all program and school committees whose actions would affect students, including faculty searches, events and curriculum committees.

Faculty Input and Curricular Assessment

The faculty of the School is fully enfranchised in the system of shared governance typical of US colleges and actively participates in decision making and evaluation on all aspects of the academic enterprise, including faculty hiring, promotion and tenure and program curricula. Monthly faculty meetings insure that faculty members have an opportunity for input on School affairs.

More specifically, two additional annual events have been instituted to both evaluate the efficacy of the curriculum and the academic effort. The first is the "design studio show and tell." Like most other design programs, the faculty relies upon direct examination of student work as the most effective means of evaluating curricular outcomes. Unlike many other academic disciplines, architecture is fortunate to have the design studio at the curricular core and in which students are required to demonstrate a cumulative integration and synthesis of knowledge gained in diverse other venues. In addition to the common design review system—which functions quite well as a basis for assessment—at the conclusion of the Fall semester, every design instructor is required to display and present to the faculty as a whole at least one project from his/her studio and respond to discussion. Similar to NAAB Accreditation Team Room displays, this annual assemblage of the entire scope of student work provides a comprehensive picture of the student work and aids in establishing a commonality of goal and purpose within the faculty. Deficiencies and successes in content and/or achievement, as well as appropriate sequencing of the design curriculum become readily apparent.

The second event, an annual faculty retreat, follows very shortly in January just before the beginning of the spring semester. This one day event has been established specifically as a means of program assessment, examination of curricular outcomes and to develop of goals and strategies for school and program improvement. It is focused on curricular and academic issues

and the design studio presentation described above provides the referent context for the discussion. The consensual decisions that are arrived at in these retreats essentially establish the administrative and academic agenda for the subsequent year.

Assessment of Faculty Performance
Faculty performance and teaching outcomes is assessed in multiple ways.

Informally, of course, much insight into teaching outcomes is gained from the direct examination of student work produced in design studio. This is an advantage of design education not shared with most other disciplines. Participation on design reviews and review of displayed student work is very effective in evaluating some dimensions of design faculty teaching effectiveness. Somewhat more focused is an annual faculty "show and tell" conducted at the conclusion of each fall semester when every design faculty member presents a project or projects from the just completed studio to the rest of the faculty for discussion and feedback on project appropriateness, sequence, and quality of outcome.

Student course evaluations are required by the University for all classes. While the numerical portion is of limited value, it does offer broad insight into student satisfaction and assessment of teaching effectiveness. More useful are the written comments which track other observations of faculty performance with remarkable consistency.

More formally, each faculty member of any appointment status is evaluated each year by the respective program directors and then by the Dean. [attachment IV] Full time faculty, both tenure and tenure track, are required to submit an annual report [attachment V] of activities on which the annual review is based. A summary evaluation form [attachment VI] is completed by the dean, a copy given to the individual and a copy included in the permanent personnel file.

All tenure track faculty are evaluated each year by the Promotion and Tenure Committee of the School and a recommendation made to the Dean, who then in turn, forwards it to the Provost. Major reviews occur at 3rd and penultimate year in the probationary period. Policies and guidelines for tenure are available on the University website and are augmented by a supplementary statement for the School of Architecture [Attachment VII].

Per University policy, all tenured faculty members are reviewed sexenially. This review requires a summary submittal of teaching, research and service accomplishments of the prior six years to the Dean for review and recommendation to the Provost.

Miscellaneous:
In addition to the above described assessment devices the following actions have been taken that directly bear on the assessment and evaluation of curricular objectives:

- A Program Director for the Architecture Program has been appointed, currently Assoc. Prof. Bijan Youssefzadeh, who is primarily responsible for curricular coordination and teaching assignments. This has resulted in improved administrative oversight and "quality control".
- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum. This

particularly useful at the undergraduate program level where close conformance to curricular standards across the sections is desirable.

Institutional Requirements for Self-Assessment:
The University has instituted a multi-modal and comprehensive strategic planning and assessment process as described above. It is further and best described in Attachment VIII, excerpts from the University's recent SACS self study report. . [not included 2008 report]

NAAB Condition 12.28 Technical Documentation
No substantial changes have been implemented since the 2007 Focused Evaluation in which it was determined that this deficiency was "well met". Like many schools, we are somewhat struggling with the implementation of building information management [b.i.m.] within in the curriculum in effective ways. Given the rapid adoption of b.i.m. as the informational tool that incorporates the elements of traditional technical documentation this presents the immediate curricular challenge.

NAAB Condition 12.29 Comprehensive Design
No substantial changes have been implemented since the 2007 Focused Evaluation which determined this deficiency was "well met". Further emphasis on building technologies, including structural, constructional, environmental and energy, remains a strategic goal of the faculty and the program.

Causes for Concern:
Diversity
The School continues to pursue a program, as described in previous annual reports, to enhance diversity in both the student body and the faculty. From 2003 to 2007, the student enrollment had significantly diversified from 63% white to 52% with a rise in Hispanic enrollment of 20% to 25% and Asian from 6% to 11%. African American enrollment remains essentially unchanged.

Faculty diversity also has improved. The last faculty member promoted and tenured is a Hispanic male, and the six faculty hired since the last full NAAB review, four are women.

Currently, a search is under way for three additional tenure track appointments. Diversity remains a clear goal and aggressive steps have been taken to identify and encourage minority candidates to apply.

Facilities
Enrollment growth has moderated and with the addition of shop space acquired in an adjacent building, the physical facilities are adequate to the School's needs. Recently, the University has made minor improvements in energy conservation and disabled accessibility to the Architecture Building.

Finances

The School remains funded at a level commensurate with other academic units on campus and fully shares in University resources.

Changes to the architecture program since the last NAAB Annual Report:
No substantive changes have been made to the program or curriculum since the last report, in 2007.

4.7 Catalog (or URL for retrieving online catalogs and related material)

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

Undergraduate catalog
http://www3.uta.edu/catalog/

Graduate catalog:
http://grad.uta.edu/academicsResearch?page=catalog

School of Architecture website:
http://www.uta.edu/architecture/

School of Architecture link to academic programs:
http://www.uta.edu/architecture/academic/academic_home.htm

University of Texas at Arlington

School of Architecture

31 August 2005

Delon Howell
NAAB
1735 New York Avenue, NW
Washington, DC 20006

Dear Mr. Howell,

As requested, I am submitting the Annual Report for the University of Texas at Arlington, School of Architecture. Attached is a narrative of responses to our most recent NAAB Accreditation report and the two page statistical report.

Sincerely,

Donald Gatzke, AIA, Dean

)108 601 W. Nedderman Drive, Room 203 Arlington, Texas 76019-0108 817-272-2801

31 August 2005

NAAB Annual Report 2005

Responses:

To conditions not met:

Condition 2. Program Self-Assessment
The following actions were taken during the 2004-05 academic year to address the deficiency in self assessment and strategic planning:

- The Faculty endorsed a strategic plan for the school summarized as follows:

Strategic Plan for the School of Architecture at the University of Texas at Arlington

3 November 2004

(short form)

The following are the essential elements of the strategic plan of the School for the next 5 year period. It summarizes a longer document which includes details of implementation, benchmarks and outcomes and financial implications.

- *Focus on building the graduate programs in architecture and landscape architecture;*
- *Develop clear curricula guidelines for organization, content and outcomes for all programs;*
- *Reinforce a intellectual core that integrates the art and science, concept and construction of design and an understanding of design within the context of building and culture.*
- *Engage in community outreach to enrich the academic experience for students, provide opportunities for faculty research and advance the University's civic mission;*
- *Build and renew the faculty in key areas of expertise*
- *Build the endowment of the School to insure a stable source of funding in the future*

- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum.

- An Information Technology Task Force was constituted which performed a detailed and comprehensive analysis of the integration of digital tools and information technology in design education and made recommendations for curricular enhancements.

- A Graphic Instruction Task Force, comparable in purpose and scope to the IT Task Force has been appointed during the summer of 2005 to review and make recommendations for curricular revisions and enhancement related to graphic and visual skill development and pedagogical strategies. This Task Force will be asked to complete its work by the conclusion of the fall 05 semester.

Condition 12.28 Technical Documentation

Condition 12.29 Comprehensive Design

- In general the faculty has endorsed a focus on the constructional and material aspects of design and that the role of architects in society is to make buildings. Consequently, we anticipate a greater attention to technical and comprehensive design issues throughout the curriculum.
- Commencing with the fall 05 semester a required Comprehensive Design Studio will be required of all graduate students. A senior and experienced faculty member has been assigned to the course and who is reviewing similar programs at other schools to benefit from a "best practices" approach.

To causes for concern:

Diversity

The School recognizes the need for greater gender and racial diversity in the faculty and greater racial diversity in the student body. A position shared by the University as a whole. Faculty hiring will focus on broadening the faculty. One of two tenure track hires during the past year was female. The school is also developing stronger relationships with local community colleges and a nationally recognized architectural curriculum at a regional high school which will improve prospects for greater racial and cultural diversity in student body.

Human Resource Development

While the School is still struggling with increased enrollment, the rate of increase is moderating in comparison to past years. Additional instructional funds have allowed the hiring of additional visiting faculty which has resulted in a general decrease in student teacher ratios in design studios to approximately 15:1 overall.

Human Resource Development

A faculty hiring plan has been developed identifying probable future needs over the next 4 years. We anticipate a significant number of retirements which will provide great opportunities for renewal of the faculty.

Two non-tenure track positions were converted and filled over the 04-05 year, one by a tenure track appointment and the other by an appointment with tenure.
The Provost has approved the addition of a tenure track faculty member within Interior Design Program to be filled by 06-07 academic year. This search will be conducted in addition to searches to replace two departed historians and a departing design instructor.

Progress will continue in revising and improving promotion and tenure policies and procedures during the 04-05 academic year to insure adequate mentoring and review processes for junior faculty.

Physical Resources

Moderating enrollment growth is relieving some of the stress on physical resources. In addition, the School has acquired additional space in an adjacent building to house the newly established Materials and Assembly Library and a lecture room.

The schools shop was relocated to space in the directly adjacent Fine Arts building more than tripling the size of the shop and vastly improving its facilities and equipment. The former shop space has now been converted into a Lighting Laboratory.

Financial Resources

The University continues to fund the School at a level commensurate with other academic units. A capital campaign initiated in the spring of 05 has resulted, to date, in approximately $200,000 in pledges over the next 3-5 years for endowments and discretionary funds.

Public Information

The school contracted with the University's web office to provide enhanced website management. In general web management is a problem throughout the University and the central administration is taking steps to provide access to better consulting and management services to improve the situation. Finally, the School is in the process of updating all of its public information documents.

Growth in relation to conditions well met:

Actions that are intended to enhance the already identified strengths of the school: 12.2 Graphic Skills, 12.4 Critical Thinking Skills, 12.9 Use of Precedents, 12.16 Formal Ordering Systems include:

- The creation of the Graphic Instruction Task Force, described above, which is intended to make recommendations to further enhance the schools graphic traditions.
- A reaffirmation of the significance of hand drawing and visualization skills in the development of critical design thinking.
- The hiring of two new historians to replace one retired and one deceased long time faculty members who will bring renewed energy and commitment to the understanding of architectural history.
- The creation of a new graduate theory course (fall 05), Issues in Contemporary Architecture, to examine current theories, methodologies and preoccupations of progressive, global practices. This course will make extensive use of the case study method.
- The offering a revised independent design project option (spring 06) to replace a very weak "thesis" option which will provide better guidance and support for students who choose to pursue a directed experiment in design.

Changes in the accredited program:

Other than the previous items, no major curricular changes have been made to the program. An off campus community design studio was established to undertake a design/build project for a neighborhood pavilion in a Dallas neighborhood. The project will be completed by the end of August 05.

?005 NAAB STATISTICAL REPORT

SCHOOL: University of Texas at Arlington, School of Architecture Completed by: Landa Moss 8/31/05

ACSA REGION: **SW**

PUBLIC

STUDENT DATA **For Accredited Programs Only**

	4 Year **PrePro	B.Arch Five Year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five Year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students	864	N/A	N/A	N/A	N/A		205
Part-Time Students	114						61
FTE Students	575						233.2
Arch Design Studio Students	624						94
Students Working Part-Time	Unknown						UKN
Outside Stud. Serv. by Dept.	Unknown						UKN
African American Students	52						2
Native American Students*	4						0
Asian/Pacific Isle Students	46						45
Hispanic Origin Students	168						34
Women Students	490						94
ign Students	36						39
Degrees Awarded	114						41
ads. Fin. Estab. No. Yrs.	100						33
egrees Awarded Women	50						21
Degrees Awarded Afri-Amer	7						0
Degrees Awarded Amer. Ind.	0						0
Degrees Awarded Asi/Pac. Isl.	4						5
Degrees Awarded Hispanics	25						6
Min Req. SAT/ACT/GRE Score	1000						1000
Number of Applicants	435						99
Number Accepted	245						48
Enrollment Target/Goal	800						200
Student Studio/Faculty Ratio	21/1						13/1

*Include Eskimos and Aleuts "Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
'Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	9053
Total Architecture Collection in Departmental Library	9127
University Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in University Library	101
Departmental Library Architecture Slides	69,846
University Library Architecture Slides	0
Departmental Library Architecture Videos	74
Staff in Dept. Library	5
Number of Computer Stations	60
Amount Spent on Information Technology	$81,931
al Budget for Library Resources	$39,900.00
Capita Financial Support Received from University	$3,254.00
ivate Outside Monies Received by Source	$98,902.00
udio Area (Net Sq. ft.)	36,988 Sq. Ft.
Total Area (Gross Sq. ft.)	141,149.49 Sq. Ft

SCHOOL: University of Texas at Arlington

Completed by: Landa Moss 8/31/05

FULL-TIME FACULTY SALARIES 04-05	Number	Minimum	Average	Maximum	Univ. Avg.
Professor/Visiting	10	$61,752	$72,287	$89,627	$72,537
Associate Professor	8	$50,890	$60,516	$70,373	$62,606
Assistant Professor/Visiting	4.80	$47,500	$49,835	$48,340	$48,943
Instructor/ Lecturers	6.394	$40,000	$43,597	$47,194	Not Available

FACULTY DATA

	Department Total
Full-Time Faculty	22
Part-Time Faculty	7.194
Full-time Equivalent (FTE) Faculty	N/A
Tenured Faculty	17
Tenure-Track Positions	3
FTE Administrative Positions	2.5
Faculty Engaged in Service to Comm.	3
Faculty Engaged in Service to Univ.	2
Faculty who are U.S. Licensed Registered Architects	10
Faculty who are U.S. Licensed Registered Architects	3
Practicing Architects	3
FTE Graduate TAs	18
FT Faculty Avg. Contact Hrs/Wk	
PT Faculty Avg. Contact Hrs/Wk	

NO. FULL-TIME FACULTY CREDENTIAL

Ph.D.	2
D. Arch	0
M.A. or S.	4
Prof. M. Arch	5
B. Arch	6
Post Prof. Masters	9
Other	N/A

	FE	PT	TENURED	PROF	ASSOC	ASSIST
African –American Faculty	0	0	0	0	0	0
Native- American Faculty *	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	1
Hispanic Origin Faculty	0	.70	0	0	0	1
Women Faculty	0	1.30	1	1	0	2

* Include Eskimos and Aleuts

1 September 2006

NAAB Annual Report 2006

Responses:
To conditions not met:

Condition 2. Program Self-Assessment
The following actions were taken during the 2005-06 academic year to address the deficiency in self assessment and strategic planning:

- Strategic planning continued with the adoption of a university-wide strategic plan and a coordinated school plan that reflects the priorities an goals endorsed by the faculty dring the 04-05 academic year. See addendum

- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum.

- As a result of the an Information Task Force study during the previous year and a Graphic Instruction Task Force study last year, the faculty endorsed a mandatory student laptop computer policy for all students in 3rd year and above with appropriate curricular changes to further integrate computing throughout the program.

Condition 12.28 Technical Documentation

Condition 12.29 Comprehensive Design

- In general the faculty has endorsed a focus on the constructional and material aspects of design and that the role of architects in society is to make buildings. Consequently, we anticipate a greater attention to technical and comprehensive design issues throughout the curriculum.
- Commencing with the fall 05 semester a required Comprehensive Design Studio has been required of all graduate students. This course continues to evolve resulting in higher expectations and outcomes.

To causes for concern:
Diversity
The School recognizes the need for greater gender and racial diversity in the faculty and greater racial diversity in the student body. Several faculty searches were suspended for lack of an appropriate pool of candidates. A summer high school career discovery program in art and architecture was offered for the first time in the summer of 2005. One of the explicit goals of the program is to promote architecture as college course of study among regional minority groups.

Human Resource Development
While the School is still struggling with increased enrollment, the rate of increase is moderating in comparison to past years. Additional instructional funds have allowed the hiring of additional visiting faculty which has resulted in a general decrease in student teacher ratios in design studios to approximately 16:1 overall.

Human Resource Development
A faculty hiring plan has been developed identifying probable future needs over the next 4 years. We anticipate a significant number of retirements which will provide great opportunities for renewal of the faculty.

Physical Resources
Moderating enrollment growth is relieving some of the stress on physical resources. In addition, the School has acquired additional space in an adjacent building to house the newly established Materials and Assembly Library and a lecture room.

Financial Resources
The University continues to fund the School at a level commensurate with other academic units. A capital campaign initiated in the spring of 05 has resulted, to date, in approximately $275,000 in pledges over the next 3-5 years for endowments and discretionary funds.

Public Information
A new staff position, Director of Communications, was established within the office of the dean. This staff member is responsible for overseeing all external communications and public information for the school.

Changes in the accredited program:
None

ADDENDUM to 2006 NAAB REPORT

School of Architecture
Implementation Strategies for the University Strategic Plan

Planning Priority I: Provide a high quality educational environment that contributes to student academic achievement, timely graduation and preparation to meet career goals.

Goal 1: Attract students with strong academic backgrounds and qualifications.

Objective 1: Increase the percentage of new undergrads from the top 25% of their HS class, and the percentage of new transfers with transfer GPAs greater than 2.5.

Selected Strategies:
Enhance outreach, recruitment and follow-up programs that target specific student populations thru:

establishment of a summer career discovery program for regional high school students (SEED program to be offered Summer 06);

continue fostering connections to DISD Skyline Highschool Architecture Cluster Program;

execute articulation agreements with regional and state community colleges and feeder colleges (Tarrant County Community College completed, UT Permian Basin completed, Collin County Community College, Dallas Community College to be developed.)

improve overall communications program of the School through:
appointment of director of communications
upgrade of school website
revision of printed materials
develop program of better communication to prospective students through digital media

Goal 2: Increase the effectiveness of the learning process.

Objective 1: Improve faculty teaching.

Selected Strategies:
Develop an equipment acquisition fund and faculty seminars to purchase and implement instructional technology throughout the curriculum.

Implement a policy of mandatory student laptop acquisition to expand the base for use of information technology in the instructional effort.

Objective 2: Enhance student learning.

Selected Strategies:

Increase the use of active learning and engaging instructional strategies, such as academic service learning, learning communities and undergraduate participation in research.

Further develop community outreach projects as a form of active learning, community service and professional experience. Establish a standing community design studio and a requirement for completion for graduation.
Explore establishment of an internal student to student mentoring and tutorial service staffed by upperclass students to assist beginning students.

Develop and implement a "digital portfolio" requirement for all second year students which would document the entire range of student experience and development.

Goal 3: Improve undergraduate and graduate student persistence, graduation and professional placement rates.

Objective 2: Provide opportunities for students to develop a broad-based set of skills.

Selected Strategies:
Increase resources to support professional development of students, including providing diverse work experiences, professional service activities, and internships.

Understand and develop relationship of academic and professional experiences the integration of both in the students' intellectual development. (Significant numbers of SoA students are employed within the design profession which the curriculum does not recognize or integrate at a fundamental level. May require a significant conceptual adjustment on the part of the faculty.)

Planning Priority II: Provide an enriching university experience for all members of the UTA community.

Goal 2: Develop a more engaging campus life.

Selected Strategies:
1. Increase the number of events which bring the public into contact with UTA programs.
2. Publicize existing campus events to students, faculty, staff and the community with more lead time to facilitate building audiences.
3. Sponsor events at the beginning of each semester to provide students with broad information about the array of opportunities available for personal, social and academic development.

Develop broader, more effective communications strategies with external constituencies to publicize events, activities at the School

Develop a "how to survive UTA Architecture" orientation program for Path A graduate students. Use current Path A students as mentors to new students.

Planning Priority III: Enhance The University of Texas at Arlington's research, scholarly, and creative capacity and reputation.

Goal 1: Show significant improvement in institutional and program rankings.

Objective 2: To have at least one top 50 program in each college or school, and three programs within the University ranked in the top 25 nationally, within 10 years.

Continue to remain ranked regionally by Design Intelligence or comparable ranking system and rise to national ranking

Selected Strategies for Goal 1:

1. Recruit students who will participate in research and creative activities.
   Establish graduate student endowed fellowships that will enable the school to recruit nationally distinguished students.
2. Recruit and retain leading faculty members who will direct research and creative activities.
   Develop a program and policy that facilitates professional and creative engagement though a faculty developmental leave program.
3. Improve the quality and quantity of research space and infrastructure.
4. Increase institutional support for travel to conferences, faculty development leaves, etc.
   Make conference participation an explicit requirement for promotion and tenure.

Goal 2: Increase and support interdisciplinary and multidisciplinary undergraduate and graduate programming.

Objective 1: Develop new and support current interdisciplinary and multidisciplinary graduate programs that have both a genuine research core and student and employer demand.

Selected Strategies:

1. Create and fund centers to enhance cross-disciplinary and cross-institutional collaborations and research.
   Execute partnership agreement with Vision North Texas to support regional planning efforts. Continue development of regional design center.
2. Create teaching load, faculty evaluation, and IDC policies that support multidisciplinary/interdisciplinary research.

Goal 3: Foster increased contributions by alumni, friends, and the private sector that can be used to enhance the University's research, scholarly and creative capacity.

Objective 1: Increase the University's endowment.

Selected Strategies:

1. Improve the annual fund campaign and begin planning for a major capital campaign.
2. Increase major gift staffing to strengthen development efforts throughout the University.

3.

Continue focus and enhancement of overall school communications programs to better inform external constituencies of activities, goals and successes of the School.

Planning Priority V: Promote The University of Texas at Arlington locally, nationally, and internationally.

Goal 2: Develop external awareness of UTA's institutional strength.

Objective 1: Increase external recognition of the UTA brand in target markets and audiences.

Selected Strategies:

1. In connection with Goal 1 above, develop a UTA brand.
2. Develop communication programs to promote successes and to educate the external community about the new brand.
   Continue focus and enhancement of overall school communications programs to better inform external constituencies of activities, goals and successes of the School.
3. Capitalize on the role of athletics (game attendance, uniforms, equipment, and apparel) in communicating positive brand awareness.
4. *Enlist the support of alumni and advisory boards to promote the UTA brand.*

Planning Priority VI: Build external collaborations and partnerships which contribute to economic, social, and cultural development.

Goal 1: Establish more effective collaboration with neighboring colleges, universities, and school districts.

Objective 1: Develop a common voice on issues before the Legislature, collaborative research and economic development programs, and shared planning with other educational entities.

Selected Strategies:

1. Increase the number and effectiveness of regional institutional agreements with other educational entities.
   Expand articulation agreements with regional and state community colleges and other colleges to encourage and facilitate student transfers into Architecture and Interior Design programs.

Goal 2: Improve the quality and accessibility of educational opportunities offered to all students (K-16).

Objective 1: Increase the level of service provided to Metroplex public schools.
Continue to develop and offer summer program in art and architecture for regional high school students to inform prospective students about college programs in these fields, opportunities at UTA and to prepare them for academic success.

Objective 2: Increase the percentage of transfer students from two-year and independent colleges who are successful at UTA.

Expand articulation agreements with regional and state community colleges and other colleges to encourage and facilitate student transfers into Architecture and Interior Design programs.

Goal 4: Establish more effective collaboration with regional government entities.

Execute collaboration agreement with NCTCOG and the North Texas Urban Land Institute on Vision North Texas.
Establish regional design center to conduct research and provide planning and design services to regional communities both within and without the Vision North Texas organization.

Goal 5: Establish more effective collaborations with the private and not-for-profit sectors.

Objective 1: Increase private sector and alumni involvement with UTA.

Selected Strategies:

1. Engage with and better inform local industry of expertise, resources, and services available at UTA.
   Improve public relations and communications of goals, activities, events and successes of the school.
   Establish regional design center to conduct research and provide planning and design services to regional communities both within and without the Vision North Texas organization.

Planning Priority VII: Promote a culturally diverse and inclusive university community.

Goal 1: Value diversity at all levels on campus.

Objective 2: Increase the cultural diversity among undergraduate and graduate students.

Selected Strategies:

1. Apply best practices of institutions that have had success in attracting students from under-represented groups.
2. Pursue grants from Federal programs such as NSF, NIH and DOE that support students from under-represented groups.
3. Provide increased financial support for and target recruitment of students from under-represented groups, consistent with federal and state law.
   Continue to develop relationships with local high schools to encourage application and enrollment of under-represented groups especially the Architecture Cluster at Skyline Highschool DISD. Develop and expand summer art and architecture program for regional highschool students.
   Target specific communication efforts to local high schools to inform them of activities, events etc of the School to make them aware of opportunities in design education at UTA.

Priority VIII: Improve the effectiveness and efficiency of University operations.

1. .

Goal 3: Provide programs and services in ways that control costs and conserve resources.

Selected Strategies:

1. Explore the use of renewable energy sources on campus.
   Continue to educate and proselytize for progressive exploration of alternative energy sources on campus, wind, solar, geothermal etc., as a strategy for cost containment, university leadership and the development of new knowledge.

4.8 NAAB Responses to Annual Reports

NAAB Response to University of Texas at Arlington
2006 Annual Report

Rec'd Date: 9/1/06
Date of Visit: N/A

Section One:
Checklist of required elements

1. Statistical Report	√ Included	Not Included
2. Response to deficiencies identified in the most recent VTR	√ Included	Not Included
3. Causes of Concern	√ Included	Not Included
4. Changes in the accredited program	Included	√Not Included

Section Two (A):
Assessment of response to deficiencies

Condition 2: Program Self-Assessment
This condition is still not met. As such, further progress is needed.
Condition 2 specifically requires each program to develop assessment procedures which must include solicitation of the faculty's, students', and graduates', views on the program's curriculum and learning. This self-assessment process must indicate how ongoing evaluation of the program's mission relates to the *NAAB Perspectives*. Even though your response to this unmet condition indicates refers to, "…a coordinated school plan that reflects the priorities and goals endorsed by the faculty during the 04-05 academic year," the reference addendum shows no such evidence, but rather the University Strategic plan, with no direct connection to your program.

Criterion 12.28: Technical Documentation
No response was presented for this unmet criterion. This criterion is still not met.

Criterion 12.29: Comprehensive Design
No evidence has been presented to demonstrate that your program has met this deficiency.
This criterion specifically requires students to have the *ability to* produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the
principles of sustainability.
Further progress is needed.

† Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

Section Two (B):
Assessment of response to causes of concern

Diversity
Further reporting is recommended.

Human Resource Development

Further reporting is recommended.
Faculty Hiring

Further reporting is recommended.

Physical Resources
Further reporting is recommended.

Financial Resources
Continue reporting on the outcomes of the $275,000.00 in pledges generated from your capital campaign, as well as other strategies of the program that will alleviate this cause for concern.

Public Information
No further reporting is recommended with the development of the hiring of a Director of Communications with the responsibility for overseeing all external communications and public information for the school.

Section Three:
Changes to the accredited program

No changes in the accredited program has been reported.

† Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

To: National Architectural Accrediting Board

From: **School of Architecture**
The University of Texas Arlington

Re: **Annual Report 2008**
Part II

Response to previous VTR:

Conditions Not Met:
NAAB Condition 3.2 Program Self Assessment Procedures

The following section is substantially identical to that submitted in response to the request for additional information as part of the 2007 focused evaluation subsequent to the team visit, except for the removal of attachments. Since that time no changes to the procedures for self assessment have been effected.

Overview
Since the last full NAAB visit the School has instituted a number of actions to insure appropriate continuing assessment of the institutional mission and academic goals.

Strategic Planning
In the fall of 2004 the faculty developed and endorsed a Strategic Plan for the School. Please see Attachment I for the complete text. [not included 2008 report]

Subsequent to the creation of the School plan, the University embarked upon a strategic priority planning process which culminated in the Spring of 2006 with a mandated response by each academic unit to the broad University Planning Priorities. See Attachment II for the School's response to this mandate. [not included 2008 report]

Unit Enhancement Plan
The University requires a continual enhancement plan for all administrative units with the institution entitled the Unit Enhancement Plan. This process operates on a 3 year cycle of planning, implementation, evaluation and then repeats. We are now midway through the current cycle. See Attachment III for the current UEP document. . [not included 2008 report]

Alumni and Professional Input and Assessment
A Dean's Advisory Council has been established consisting of representatives of the architecture and related professions, alumni, business and community leaders. While the Council was established at the dean's level and necessarily also represents the interests of the Interior Design and Landscape Architecture Programs each of those programs has its own advisory council and therefore the DAC is primarily focused on the Architecture Program and secondarily on interrelated interests of the School's three academic areas. The Council has a current membership of approximately 24 with a goal of expansion to 36. The Council has met twice yearly, fall and spring, since its initiation in the Fall of 2004. In addition, the Council members are frequently invited as individuals and as the whole to review displays of student works, participate in special events and in other ways become intimately familiar with the operation, strength and weaknesses of the Program.

The Council is the primary, institutionalized method of objective, external assessment and evaluation. The Council's purpose and mission broadly corresponds to the NAAB Five Perspectives of: Architecture and the Academic Context, Architecture and the Students, Architecture Education and Registration, Architecture Education and the Profession and Architecture Education and Society.

Excerpted from the Dean's Advisory Council Operational Guidelines:

Purpose:
The purpose of the Advisory Council is to provide guidance and counsel to the School of Architecture on matters of practice, industry, government, development (external funding,) curricula and the like. To perform this service, the Advisory Council is called on to assist the school in strategic planning, in matters regarding accreditation, in promoting the School's accomplishments to its constituents (including the general public and decision makers at all levels,) and in external support.

Specifically, the Advisory Council reviews and comments on the goals and objectives established by the school in its constant search for excellence, and it provides advice on the most effective ways to meet these goals and objectives. At times, members are asked to review student projects, to make presentations, or to contribute to other tutorial functions of the school. The Advisory Council also advises on the ways and means by which the school can achieve strong and lasting connections between students, faculty, alumni, the University community, the landscape architecture profession, architecture and interior design professions and society in general.

Mission:
The mission of the Advisory Council, as adopted 17 September 2004, is to advance the mission of the school. The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

Specifically, the Advisory Council seeks:

- *To encourage innovation in the school;*
- *To promote and publicize the school;*
- *To help the school assess its strengths and weaknesses;*
- *To foster and underwrite development efforts;*
- *To advise the school regarding emerging developing trends that offer opportunities or present challenges.*
- *To maintain a current and efficacious curriculum; and,*
- *To promote knowledge generation and dissemination,*
- *To develop and sustain community relationships.*

In addition to the Dean's Advisory Council, the School enjoys the most active Alumni Chapter in the University and while the Chapter has no formalized role in academic assessment, the close relationship between the chapter leadership and the School results in an effective informal method of input. It is also worth noting that through the development and continued involvement in a regional awards program called "Topping Out" the Chapter has raised and donated to the School more than $100,000 in excellence funding over the past 4 years.

Student Input and Assessment

Student input on curricular and related matters is solicited in multiple ways. First, standard course evaluations are required in each course. While highly limited in usefulness, especially the numerical rating components, the course evaluations do include the opportunity for written comments, which are informative as to students perceptions. Course evaluations are regularly reviewed by the instructor, the program director and the dean.

Secondly, student comments are solicited in all school meetings and dean's fora held at least once each semester and more frequently as warranted. The agenda of discussion items is typically developed by the student body leadership.

Thirdly, the Joint Constituency Council for Architecture functions as the elected student leadership and represents the interests of the students to the dean, provost and upper university administration. As part of the student leadership structure and school governance, student representation is required on all program and school committees whose actions would affect students, including faculty searches, events and curriculum committees.

Faculty Input and Curricular Assessment

The faculty of the School is fully enfranchised in the system of shared governance typical of US colleges and actively participates in decision making and evaluation on all aspects of the academic enterprise, including faculty hiring, promotion and tenure and program curricula. Monthly faculty meetings insure that faculty members have an opportunity for input on School affairs.

More specifically, two additional annual events have been instituted to both evaluate the efficacy of the curriculum and the academic effort. The first is the "design studio show and tell." Like most other design programs, the faculty relies upon direct examination of student work as the most effective means of evaluating curricular outcomes. Unlike many other academic disciplines, architecture is fortunate to have the design studio at the curricular core and in which students are required to demonstrate a cumulative integration and synthesis of knowledge gained in diverse other venues. In addition to the common design review system—which functions quite well as a basis for assessment—at the conclusion of the Fall semester, every design instructor is required to display and present to the faculty as a whole at least one project from his/her studio and respond to discussion. Similar to NAAB Accreditation Team Room displays, this annual assemblage of the entire scope of student work provides a comprehensive picture of the student work and aids in establishing a commonality of goal and purpose within the faculty. Deficiencies and successes in content and/or achievement, as well as appropriate sequencing of the design curriculum become readily apparent.

The second event, an annual faculty retreat, follows very shortly in January just before the beginning of the spring semester. This one day event has been established specifically as a means of program assessment, examination of curricular outcomes and to develop of goals and strategies for school and program improvement. It is focused on curricular and academic issues

and the design studio presentation described above provides the referent context for the discussion. The consensual decisions that are arrived at in these retreats essentially establish the administrative and academic agenda for the subsequent year.

Assessment of Faculty Performance
Faculty performance and teaching outcomes is assessed in multiple ways.

Informally, of course, much insight into teaching outcomes is gained from the direct examination of student work produced in design studio. This is an advantage of design education not shared with most other disciplines. Participation on design reviews and review of displayed student work is very effective in evaluating some dimensions of design faculty teaching effectiveness. Somewhat more focused is an annual faculty "show and tell" conducted at the conclusion of each fall semester when every design faculty member presents a project or projects from the just completed studio to the rest of the faculty for discussion and feedback on project appropriateness, sequence, and quality of outcome.

Student course evaluations are required by the University for all classes. While the numerical portion is of limited value, it does offer broad insight into student satisfaction and assessment of teaching effectiveness. More useful are the written comments which track other observations of faculty performance with remarkable consistency.

More formally, each faculty member of any appointment status is evaluated each year by the respective program directors and then by the Dean. [attachment IV] Full time faculty, both tenure and tenure track, are required to submit an annual report [attachment V] of activities on which the annual review is based. A summary evaluation form [attachment VI] is completed by the dean, a copy given to the individual and a copy included in the permanent personnel file.

All tenure track faculty are evaluated each year by the Promotion and Tenure Committee of the School and a recommendation made to the Dean, who then in turn, forwards it to the Provost. Major reviews occur at 3rd and penultimate year in the probationary period. Policies and guidelines for tenure are available on the University website and are augmented by a supplementary statement for the School of Architecture [Attachment VII].

Per University policy, all tenured faculty members are reviewed sexenially. This review requires a summary submittal of teaching, research and service accomplishments of the prior six years to the Dean for review and recommendation to the Provost.

Miscellaneous:
In addition to the above described assessment devices the following actions have been taken that directly bear on the assessment and evaluation of curricular objectives:

- A Program Director for the Architecture Program has been appointed, currently Assoc. Prof. Bijan Youssefzadeh, who is primarily responsible for curricular coordination and teaching assignments. This has resulted in improved administrative oversight and "quality control".
- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum. This

particularly useful at the undergraduate program level where close conformance to curricular standards across the sections is desirable.

Institutional Requirements for Self-Assessment:
The University has instituted a multi-modal and comprehensive strategic planning and assessment process as described above. It is further and best described in Attachment VIII, excerpts from the University's recent SACS self study report. . [not included 2008 report]

NAAB Condition 12.28 Technical Documentation
No substantial changes have been implemented since the 2007 Focused Evaluation in which it was determined that this deficiency was "well met". Like many schools, we are somewhat struggling with the implementation of building information management [b.i.m.] within in the curriculum in effective ways. Given the rapid adoption of b.i.m. as the informational tool that incorporates the elements of traditional technical documentation this presents the immediate curricular challenge.

NAAB Condition 12.29 Comprehensive Design
No substantial changes have been implemented since the 2007 Focused Evaluation which determined this deficiency was "well met". Further emphasis on building technologies, including structural, constructional, environmental and energy, remains a strategic goal of the faculty and the program.

Causes for Concern:
Diversity
The School continues to pursue a program, as described in previous annual reports, to enhance diversity in both the student body and the faculty. From 2003 to 2007, the student enrollment had significantly diversified from 63% white to 52% with a rise in Hispanic enrollment of 20% to 25% and Asian from 6% to 11%. African American enrollment remains essentially unchanged.

Faculty diversity also has improved. The last faculty member promoted and tenured is a Hispanic male, and the six faculty hired since the last full NAAB review, four are women.

Currently, a search is under way for three additional tenure track appointments. Diversity remains a clear goal and aggressive steps have been taken to identify and encourage minority candidates to apply.

Facilities
Enrollment growth has moderated and with the addition of shop space acquired in an adjacent building, the physical facilities are adequate to the School's needs. Recently, the University has made minor improvements in energy conservation and disabled accessibility to the Architecture Building.

Finances

The School remains funded at a level commensurate with other academic units on campus and fully shares in University resources.

Changes to the architecture program since the last NAAB Annual Report:
No substantive changes have been made to the program or curriculum since the last report, in 2007.

NAAB RESPONSE TO THE UNIVERSITY OF TEXAS AT ARLINGTON
2008 ANNUAL REPORT

Rec'd Date: December 5, 2008
Year of Next Visit: 2010

Section One:
Checklist of required elements

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Section Two:
Assessment of Narrative Report

DEFICIENCIES

Condition 2: Program Self Assessment Procedures:
It is clear from documentation provided in 2007 and subsequently referred to in the 2008 *Annual Report* that UT-Arlington has established clear procedures for self-assessment. What is less clear is how the results of those assessments are used to inform decision-making within the School of Architecture. As the program begin preparation of its next *Architecture Program Report (APR),* due later this year, it is encouraged to demonstrate how self-assessment is used to document the program's progress toward achieving the NAAB Perspectives and its mission.

Criterion 13.28: Technical Documentation (2007 FE: Met)
In accordance with the results of the *2007 Focused Evaluation Report*, this SPC is satisfied and no further reporting is required. However, the program is advised to document its response to this matter in its next *APR.*

Criterion 13.29: Comprehensive Design (2007 FE: Met)
In accordance with the results of the *2007 Focused Evaluation Report*, this SPC is satisfied and no further reporting is required. However, the program is advised to document its response to this matter in its next *APR.*

CAUSES OF CONCERN

Diversity
Satisfied, no further reporting required.

Human Resources
The program is advised to document its response to this matter in its next *APR.*

Faculty Hiring
The program is advised to document its response to this matter in its next *APR.*

Physical Resources
The program is advised to document its response to this matter in its next *APR.*

Financial Resources
The program is advised to document its response to this matter in its next *APR.*

Public Information
The program is advised to document its response to this matter in its next *APR*.

NAAB RESPONSE TO THE UNIVERSITY OF TEXAS AT ARLINGTON 2005 ANNUAL REPORT

AR Date: August 31, 2005
VTR Date:

Section One:
Checklist of required elements

1. Statistical Report	✓ Included	☐ Not Included
2. Response to deficiencies identified in the most recent VTR	✓ Included	☐ Not Included
3. Changes in the accredited program	✓ Included	☐ Not Included

Section Two (A):
Assessment of response to deficiencies

Condition 2, Program Self-Assessment

X Satisfied, no further reporting required[†] Further progress needed

With the faculty endorsement of a strategic plan, no further reporting on this condition is necessary.

Criterion 12.28, Technical Documentation

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

The annual report provided no statement of progress regarding this condition. Continue reporting.

Criterion 12.29, Comprehensive Design

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on the results of the required comprehensive design studio for graduate students.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

Section Two (B):
Assessment of response to causes of concern

Diversity

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on efforts to expand diversity among faculty, staff and students.

Human Resource Development

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on faculty development as well as balancing faculty size with enrollment.

Physical Resources

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on improvements and expansion of facilities, such as the new shop space, to accommodate student enrollment.

Financial Resources

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on funding support for operating costs as well as the capital campaign.

Public Information

☐ Satisfied, no further reporting required[†] ✓ Further progress needed

Continue reporting on updating electronic and paper public information documents.

Section Three:
Changes to the accredited program

The annual report described some improvements to areas already identified as conditions well met, including graphics, history and theory and the creation of a community design studio.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

29 July 2005

NAAB Annual Report 2005

Responses:
To conditions not met:

Condition 2. Program Self-Assessment
The following actions were taken during the 2004-05 academic year to address the deficiency in self assessment and strategic planning:

- The Faculty endorsed a strategic plan for the school summarized as follows:

  Strategic Plan for the School of Architecture at the University of Texas at Arlington

  3 November 2004

  (short form)

  The following are the essential elements of the strategic plan of the School for the next 5 year period. It summarizes a longer document which includes details of implementation, benchmarks and outcomes and financial implications.

  - *Focus on building the graduate programs in architecture and landscape architecture;*
  - *Develop clear curricula guidelines for organization, content and outcomes for all programs;*
  - *Reinforce a intellectual core that integrates the art and science, concept and construction of design and an understanding of design within the context of building and culture.*
  - *Engage in community outreach to enrich the academic experience for students, provide opportunities for faculty research and advance the University's civic mission;*
  - *Build and renew the faculty in key areas of expertise*

  Build the endowment of the School to insure a stable source of funding in the future.

- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum.

- An Information Technology Task Force was constituted which performed a detailed and comprehensive analysis of the integration of digital tools and information technology in design education and made recommendations for curricular enhancements.

- A Graphic Instruction Task Force, comparable in purpose and scope to the IT Task Force has been appointed during the summer of 2005 to review and make recommendations for curricular revisions and enhancement related to graphic and visual skill development and pedagogical strategies. This Task Force will be asked to complete its work by the conclusion of the fall 05 semester.

Condition 12.28 Technical Documentation

Condition 12.29 Comprehensive Design

- In general the faculty has endorsed a focus on the constructional and material aspects of design and that the role of architects in society is to make buildings. Consequently, we anticipate a greater attention to technical and comprehensive design issues throughout the curriculum.
- Commencing with the fall 05 semester a required Comprehensive Design Studio will be required of all graduate students. A senior and experienced faculty member has been assigned to the course and who is reviewing similar programs at other schools to benefit from a "best practices" approach.

To causes for concern:

Diversity

The School recognizes the need for greater gender and racial diversity in the faculty and greater racial diversity in the student body. A position shared by the University as a whole. Faculty hiring will focus on broadening the faculty. One of two tenure track hires during the past year was female. The school is also developing stronger relationships with local community colleges and a nationally recognized architectural curriculum at a regional high school which will improve prospects for greater racial and cultural diversity in the student body.

Human Resource Development

While the School is still struggling with increased enrollment, the rate of increase is moderating in comparison to past years. Additional instructional funds have allowed the hiring of additional visiting faculty which has resulted in a general decrease in student teacher ratios in design studios to approximately 15:1 overall.

Human Resource Development

A faculty hiring plan has been developed identifying probable future needs over the next 4 years. We anticipate a significant number of retirements which will provide great opportunities for renewal of the faculty.

Two non-tenure track positions were converted and filled over the 04-05 year, one by a tenure track appointment and the other by an appointment with tenure. The Provost has approved the addition of a tenure track faculty member within Interior Design Program to be filled by 06-07 academic year. This search will be conducted in addition to searches to replace two departed historians and a departing design instructor.

Progress will continue in revising and improving promotion and tenure policies and procedures during the 04-05 academic year to insure adequate mentoring and review processes for junior faculty.

Physical Resources
Moderating enrollment growth is relieving some of the stress on physical resources. In addition, the School has acquired additional space in an adjacent building to house the newly established Materials and Assembly Library and a lecture room.

The schools shop was relocated to space in the directly adjacent Fine Arts building more than tripling the size of the shop and vastly improving its facilities and equipment. The former shop space has now been converted into a Lighting Laboratory.

Financial Resources
The University continues to fund the School at a level commensurate with other academic units. A capital campaign initiated in the spring of 05 has resulted, to date, in approximately $200,000 in pledges over the next 3-5 years for endowments and discretionary funds.

Public Information
The school contracted with the University's web office to provide enhanced website management. In general web management is a problem throughout the University and the central administration is taking steps to provide access to better consulting and management services to improve the situation. Finally, the school is in the process of updating all of its public information documents.

Growth in relation to conditions well met:
Actions that are intended to enhance the already identified strengths of the school: 12.2 Graphic Skills, 12.4 Critical Thinking Skills, 12.9 Use of Precedents, 12.16 Formal Ordering Systems include:

- The creation of the Graphic Instruction Task Force, described above, which is intended to make recommendations to further enhance the schools graphic traditions.
- A reaffirmation of the significance of hand drawing and visualization skills in the development of critical design thinking.
- The hiring of two new historians to replace one retired and one deceased long time faculty members who will bring renewed energy and commitment to the understanding of architectural history.
- The creation of a new graduate theory course (fall 05), Issues in Contemporary Architecture, to examine current theories, methodologies and preoccupations of progressive, global practices. This course will make extensive use of the case study method.
- The offering a revised independent design project option (spring 06) to replace a very weak "thesis" option which will provide better guidance and support for students who choose to pursue a directed experiment in design.

Changes in the accredited program:
Other than the previous items, no major curricular changes have been made to the program. An off campus community design studio was established to undertake a design/build project for a neighborhood pavilion in a Dallas neighborhood. The project will be completed by the end of August 05.

APPENDICES:

A **Architecture Program Unit Effectiveness Plan**
B **University Alumni Survey Questionnaire**

Appendix A: Architecture Program Effectiveness Plan

UNIT EFFECTIVENESS PROCESS
PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES 2008-2009

Unit Name Architecture

Degree Program (For Academic Instructional Units)
Please use a separate Form B for each degree program. Indicate if degree program is offered offsite.
BS Architecture
M Architecture
.A note on the curricular organization of the Architecture curriculum: The accredited professional degree program at UTA, like about half of the programs in the U.S. is organized as a 4 + 2 program. A 4 year curriculum of general education and professional coursework leading to a non professional baccalaureate degree followed by a 2 year program leading to a professional Master of Architecture. As such the sequence of coursework across the entire 6 year program is highly linear. While studio courses are repeated in each semester with projects of varying scope but generally increasing complexity, there is little repetition of subject matter and as a whole constitutes a basic professional education. Other schools offer the same program in 5 years and award a professional Bachelor of Architecture at the conclusion. The UTA School of Architecture conforms to an accepted and mainstream practice among design schools to begin with abstract and theoretical principles and then to introduce more "real world" constraints and application. However, unlike in other disciplines the division between undergraduate and graduate studies is less distinct and does not present a significant shift in approach, content or character. Given expectations established by the profession who employs our graduates and the national accrediting process, any substantial deviation from this process would not be possible.

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)
As defined by the National Architectural Accrediting Board for 2005-2010.

1.Speaking and Writing Skills
Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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

4. Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework.

5. Formal Ordering Systems
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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

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

9. Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

10. National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design projects

12. Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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

14. Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities

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

16. Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems
Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

28. Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating

an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

29. Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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

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

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Intended Outcome 1
Students will demonstrate attainment of the prescribed competencies through design studio projects prior to graduation with the professional degree.

Related Student Competency (If intended outcome is derived from student competency)
All of above

Action Steps to Achieve Intended Outcome
Provide design studios that require students to synthesize the complete range of knowledge in varying degrees depending upon the student level in the curricular sequence and specific project goals.

Assessment Methodology
Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

In addition to the informal discussion among the faculty that results from the frequent design reviews, there will be an annual "faculty show and tell" in which all design studio instructors present an entire project of a student or students in their just completed design studio for evaluation by the rest of the faculty. The ensuing discussion focuses on issues including: the appropriateness of educational goals and achievement of learning competencies in that course as related to the entirety of student competencies. Subsequent to this process, an annual one-day retreat will summarize the findings and provide for discussion of strategies and actions for improvement.

For the specific purposes of the UEP process, an evaluation instrument will be devised by the program director in consultation with the faculty. This form will be distributed to all participating faculty at the annual show and tell, listing every student competency. Faculty will be asked to determine where and to what level each competency is evident in the body of the student work as a whole. The evaluation levels will be "not evident", "substantially below expectations", "meets expectations" and "substantially exceeds expectations".

THE UNIVERSITY OF TEXAS AT ARLINGTON
STUDENT EVALUATION OF TEACHING

GENERAL DIRECTIONS:

1. The instructor should not be present at the time the evaluation is given.
2. Write the code number the instructor gives you in the adjacent code boxes and then totally fill in the corresponding circles.
3. Please respond thoughtfully, as the results of this evaluation will be used to provide feedback to your instructor, who may use these results to make adjustments in instructional processes. Results of this evaluation will not be sent to instructors until final grades are distributed. Thank you for providing your perceptions on aspects of this course.

COURSE CODE

NUMERIC				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ● **INCORRECT:** ∅ ⊘ ◒ ◉

PROFESSIONAL RESPONSIBILITIES: In the space on the back of this form, for any negative answers, please give specific examples that caused you to give this answer.

	Yes	No
1. Did the instructor provide a syllabus?	Y	N
2. Was the instructor available to answer questions at the times that were designated, either in person or via email, phone, etc.?	Y	N
3. Where applicable, was the instructor in attendance and on time?	Y	N
4. Did the instructor make students aware of grading procedures?	Y	N
5. Was the course content as described in the syllabus and/or in the University catalogue?	Y	N
6. Were papers, projects, and/or exams graded and returned in a timely fashion?	Y	N
7. Were you able to hear and understand the instructor?	Y	N

8. Please review your responses to the seven (7) questions above. Overall, how would you rate the way that this instructor fulfills his/her professional responsibilities to this course?
   ○ excellent ○ very good ○ good ○ poor ○ unacceptable

INSTRUCTOR SKILL:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. I would take another course from this instructor.	1	2	3	4	5
10. The exams/projects were presented and graded fairly.	1	2	3	4	5
11. The amount of work and/or reading was reasonable for the credit hours received in the course.	1	2	3	4	5
12. This instructor was an effective teacher.	1	2	3	4	5
13. Help was readily available for questions and/or homework outside of class.	1	2	3	4	5
14. The instructor was well prepared.	1	2	3	4	5
15. The instructor appeared to have a thorough knowledge of the subject.	1	2	3	4	5
16. The instructor summarized major points.	1	2	3	4	5
17. The instructor identified what he/she considered important.	1	2	3	4	5
18. The instructor showed interest in, and concern for, the quality of his/her teaching.	1	2	3	4	5
19. The instructor kept students informed of their progress.	1	2	3	4	5
20. The instructor suggested specific ways students could improve.	1	2	3	4	5

GO TO BACK

GENERAL INFORMATION

21. What is your classification?
○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Degreed Undergraduate ○ Graduate

22. What was your grade point average prior to this semester?
○ Less than 2.0 ○ 2.0 - 2.5 ○ 2.6 - 3.0 ○ 3.1 - 4.0 ○ No GPA Yet

23. For your degree program, was this course a ____?
○ major requirement ○ major elective ○ general elective ○ general education requirement (core)

24. Upon registration, were you looking forward to this course?
○ very much ○ somewhat ○ neutral ○ not at all

25. Compared to other courses, how much effort have you put into this course?
○ much more ○ somewhat more ○ about the same ○ less than ○ much less than

26. I regularly attended class.
○ yes ○ no

27. How does the instructor of this course compare with other instructors you have had at this University?
○ among the worst ○ average ○ among the best

ESSAY

Consider the following two essay items carefully. Then write your comments below each item.

1. Expand on any items which you rated **positively**, and/or comment on other valuable aspects of the course and instructor.

2. Expand on any items which you rated **negatively**, and/or comment on other problem areas with the course and instructor. Suggest ways in which the instructor or course may be improved.

Course or Program-Specific Questions

Your instructor may desire your feedback on additional aspects of this course. Mark your answers below.

28.	①	②	③	④	⑤
29.	①	②	③	④	⑤
30.	①	②	③	④	⑤
31.	①	②	③	④	⑤
32.	①	②	③	④	⑤
33.	①	②	③	④	⑤
34.	①	②	③	④	⑤
35.	①	②	③	④	⑤
36.	①	②	③	④	⑤
37.	①	②	③	④	⑤
38.	①	②	③	④	⑤
39.	①	②	③	④	⑤
40.	①	②	③	④	⑤

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