NATIONAL ARCHITECTURAL ACCREDITING BOARD

ARCHITECTURE PROGRAM REPORT

September, 2013

The UNIVERSITY of HOUSTON

GERALD D. HINES COLLEGE OF ARCHITECTURE

Bachelor of Architecture

Master of Architecture

Patricia Belton Oliver

Dean, Gerald D. Hines College of Architecture

713/743-2400

poliver@central.uh.edu

Paula Myrick Short

Senior Vice Chancellor for Academic Affairs

The University of Houston System

Senior Vice President for Academic Affairs and Provost

The University of Houston

Renu Khator

Chancellor, The University of Houston System

President, The University of Houston

I: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

I.1: Identity and Self-Assessment

I.1.1: History & Mission

Founded eighty-six years ago, the University of Houston (UH) today is a major public research and teaching institution, serving more than 39,800 students annually with nearly 300 undergraduate and graduate and professional programs in 12 colleges. The University of Houston is among the most diverse research universities in the nation, and is ranked fifth in the nation in number of Hispanic students it serves.

Recognized in 2010 as a Carnegie-designated Tier One public research university, the University of Houston became one of four universities in Texas to obtain this status. The central campus is the doctoral degree-granting component and largest campus of the University of Houston System, which includes campuses in downtown Houston, Clear Lake, and Victoria. The UH System also recognizes UH Sugar Land as a teaching center serving all campuses and Cinco Ranch.

The University is closely tied to the city of Houston. Like the city, the University experienced rapid growth during the 1970s, nearly doubling in size from 1972 to 1982, bringing the population to 30,000. First implemented in 1983, the university-wide core curriculum has served to strengthen the quality of the undergraduate academic experience. The quality of the students in the university is reflected in increasing average SAT scores and growing enrollment in the interdisciplinary Honors College. With an average SAT score of 1316, the 608 students, 30 National Merit finalists, enrolled in the UH Honors College are some of the most academically gifted students in the United States.

Graduate and professional education programs at UH enable students to develop mastery in a chosen discipline or profession. Each academic unit conducts basic research, and grants and awards to the university have reached an all-time high of more than $107M. The University receives approximately $69M in federal research support annually.

Rich Cultural Diversity

Outstanding faculty and facilities draw students from across the country and around the world. As a result, the University of Houston is characterized by a rich mix of cultural backgrounds with a student body that is approximately 30.8 percent white, 24.8 percent Hispanic, 18.8 percent Asian American, 14.3 percent African American, 7.5 percent International, 2.5 percent multiracial, .3 percent Hawaiian/Pacific Islander, .2 percent Native American, and .7 percent unknown. The UH student body is 77 percent undergraduate and 23 percent post-baccalaureate, graduate and professional. Approximately, 49.8 percent of UH students are female and 50.2 percent are male.

Libraries at UH have a collective holding of more than 2,231,199 volumes, and 22,193 research journal subscriptions. A computerized catalog system links all four UH system libraries and the specialized libraries in architecture, hospitality, law, music, optometry, and pharmacy. A network links all faculty and staff computer workstations across campus.

Corporate, Community Contacts

As Houston has become the fourth largest city in the United States, its growth in size and prominence as a major international corporate and service center, corollary cultural, scientific and industrial resources of the metropolitan region also have grown. Its proximity to new centers of activity has allowed the University to expand its resources and educational opportunities, recruiting the services of faculty, consultants, and lecturers from many professional fields and building study programs and cooperative research and service projects with local industries, cultural groups and civic agencies.

Institutional Mission – University of Houston

The Faculty Senate and The Texas Higher Education Coordinating Board (THECB) approved the following Mission Statement for the University of Houston in June 2013:

> *The mission of the University of Houston is to offer nationally competitive and internationally recognized opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master's, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.*

Shared Values within the Mission

As its primary goal, the University of Houston is dedicated to becoming a nationally recognized institution in the 21st century. The university will anticipate and respond to changing demographics in an increasingly diverse and globally interdependent world. It will use its resources to:

- *Meet the challenges of educating a dynamic mix of nontraditional and traditional students.*
- *Promote excellence within the context of basic and applied research and scholarship.*
- *Identify and respond to the economic, social and cultural challenges affecting the quality of life in the city of Houston, the state of Texas and the world through its education, research and service.*

Priority Areas and Associated Goals:

- Nationally Competitive
- Student Success
- Community Advancement
- Athletic Competitiveness
- Local and National Recognition
- Competitive Resources

Gerald D. Hines College of Architecture Program History

A degree program in architecture was first established at the University of Houston in 1945 as a small department of the College of Engineering. The architecture program at UH was elevated to the status of a freestanding college in 1955. The founding spirit of the college was well expressed in the university's 1950-51 catalogue:

> *A new plan in architectural training is designed to attack the fundamental problem of preparing students for practice in the profession. The University approach admits that architecture as a pattern or a set of answers or formulas is inadequate in the light of current concepts. The kernel of this plan lies in the thorough integration of all phases of architectural instruction at the exact time when they will be of most use to the student. It disallows teaching on the basis of copying plates, drawings or construction methods. It is designed to produce a person with no stock answers for any problem however common.*

The National Architectural Accrediting Board (NAAB) has accredited the college's undergraduate program since 1954, and the Bachelor of Architecture was the only degree program offered by the college until 1973, when a post-professional degree program was

started in urban design. This original single-track graduate program was diversified in 1976 into three sequential program levels that included both professional and post-professional programs at the graduate level. The graduate professional program was accredited in 1978.

Additionally, the Master of Science in Space Architecture was added after THECB approval in 2003, and the Bachelor of Science in Industrial Design (the first of its kind within a four-state region covering Texas, Oklahoma, Arkansas, and New Mexico) was added in 2002, and the Master of Science in Industrial Design degree accepted its first students this fall. The Bachelor of Science in Interior Architecture accepted it first students in fall 2011.

The college has added faculty expertise in a variety of areas across several decades, but the central focus on innovative design, recognition of the unique urban environment that Houston provides, and an emphasis on "making" has continued to be a common thread in the programs. The college enjoys a strong relationship with the local professional community. Many of the core faculty members are active practitioners, and the college benefits from being able to select highly qualified adjuncts from Houston's extensive professional community.

As the college grew, the inadequacy of its physical facilities became a pressing problem that was addressed throughout the 1970s and 1980s by a series of ad hoc expansions into an assortment of older, mostly cast-off campus buildings. Accommodations remained a problem until 1986 when the college moved into its present building designed by Johnson Burgee Architects. The new building, designed by Philip Johnson as a loose re-interpretation of Ledoux's House of Education in the City of Chaux, provided generous new accommodations for the college's programs. In addition to commodious studio space, the new facility also provided a lecture theater, library, shop, gallery, and a computer lab, photography lab, student lounge and numerous classrooms, jury rooms and seminar spaces.

Designed around a formal atrium, the Johnson Burgee building brought public life into the college, serving as the site for numerous events from symposia to exhibits, lecture programs, social occasions, and the college's graduation awards ceremony. The building has been remodeled numerous times to address the ever-changing needs of the programs. We now also house the Materials Research Collaborative which maintains a state-of-the-art materials library, a new advising center, and a new permanent exhibition gallery. Photo labs have been remodeled to house the new Interior Architecture and Industrial Design programs, and storage areas have been commandeered to house **designLAB**, the professional arm of the college. In 2007, the college remodeled an old band practice building adjacent to the Johnson building, to become the Keeland Design Exploration Center. The Keeland Design Center houses our traditional shop facilities and our digital fabrication equipment.

In 1997 the college was named the Gerald D. Hines College of Architecture in honor of an extraordinary endowment gift from the Hines family. That endowment has helped the college through difficult budget cuts at the state level and remains a source of funding for many college activities.

Deans of the College

Richard M. Lilliot	1946-1967
Eugene George	1968-1969
William Jenkins	1969-1989
Peter J. Wood	1989-1992
Robert H. Timme	1992-1995
Bruce C. Webb	1995-1998
Joseph Mashburn	1998-2010
Patricia Belton Oliver	2010-

Program Mission

- **Vision**

  Making is not simply an action or a craft, but a form of critical thinking.

  Design reconciles conflicting visions and exploits all available technologies to shape and sustain a better world. Houston's hot, humid environment, low lying Gulf Coast geography and dispersed pattern of un-zoned metropolitan development presents designers with an extraordinary laboratory full of challenges and opportunities. The proposals seeded in the vast urban sprawl of Houston are transmutable to cities around the globe. The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines—architecture, space architecture, interior architecture and industrial design—from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources; the realities of post disaster reconstruction; and at the same time, continued, rapid urbanization. Faculty and students work together in a studio-centric curriculum, supported by a digital fabrication facility. Open studios seamlessly incorporate coursework into project-based learning through material investigations and applied research. Making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions.

  Our programs foster an environment where ideas find form; where practices, socially equitable and fundamentally ecological, establish a model from which to develop Houston's future; and to inform and share design strategies globally.

- **Goals**

  Build a local, national and international value network. Connecting the college with local, national and international partnerships is paramount. These partnerships help a "small" college behave as a global force.

  Develop our local reputation into a national and global reputation. We have been described as Houston's "best kept secret." We no longer wish to succeed in anonymity. We wish to share our stories.

  Continue to explore ways in which we can integrate technology and other "support" courses into our studio base. We have made strides in this process of integration, but we have a ways to go. Design is the envelope, not one of the bubbles in the diagram.

  Develop long term educational movements. We need to continue to serve our diverse populations, and we need to continue to mold our educational offerings to allow for multiple paths to a professional career.

  Grow and expand our graduate programs. Diversification and multi-disciplinary options continue to drive the desire for growth in the graduate programs.

- **Mission**

  The University of Houston is proud of the fact that it was elevated to a Carnegie-designated Tier One public research university in 2010. As one of four ranked universities in Texas, the responsibility shared by all colleges is to continue to perform at the level expected of a tier one institution. The University of Houston has developed a set of strategic initiatives that inform what we do as a college. In general terms, the initiatives fall into the broad categories of arts, energy, health, and student success. The college works to weave these strategic initiatives into our educational offerings. We also strive to provide a stimulating and creative environment for a diverse student body to attain a high-quality, professional education in architecture and design. With an emphasis on design and problem solving, the College's undergraduate and graduate programs will:

  - Prepare students with the knowledge, skills and commitment for responsible positions in the design and environmental professions;
  - Engender critical thinking;
  - Reinforce attitudes of social responsibility and service;
  - Promote patterns of lifelong learning.

  The College is firmly committed to design as the central, unifying activity in an architecture program. The College seeks to establish an environment that fosters resourcefulness, surrounds students with effective means for their work, and informs

these activities with critical inquiry. Recognizing rapid changes in technology, the College seeks to prepare its students with appropriate skills and to balance those skills with more traditional shop work, digital representation and fabrication, fieldwork, and hands-on construction experience, and cross-disciplinary, inter-institutional collaboration.

The College benefits from its position in a cosmopolitan urban environment and devotes energy and resources to creating partnerships and collaborations with the city, its professional and civic communities, and its vast industry network. As a metropolitan hub, the College is also well positioned to maintain a global dialogue on architecture and urbanism with city, community and industry partners around the world.

Benefit to the Institution

The College and The Community:

The Community Design Resource Center's mission is to serve the public interest through design, research, education, and practice focused on enhancing the livability of Houston's communities.

The CDRC's partnerships have significantly contributed to the public debate on the role of architecture and good design in catalyzing community change. As we move forward we are designing new ways to engage our community partners, and new ways to enhance the mutuality, reciprocity and impact of our activities.

The College has also just completed a Memorandum of Understanding with Texas A & M Sea Grant to form the Urban CORPS. The Urban CORPS would become the larger umbrella under which CDRC and other community based efforts would liver. Partnering with Sea Grant allows us to mimic the model established for the Land Grant Universities by introducing into the urban context the same field operations to use Professors in Practice to work with urban communities to determine the nature of the research to be accomplished. The Urban CORPS will reside in the Energy Research Park at the University of Houston and will become part of the "Energy and the Environment" initiatives of the University.

The College's Graduate Design Build Studio also provides direct involvement with our communities. Over the last 25 years, the GDBS has provided amphitheaters, outdoor classrooms, and other instructional facilities for our local elementary schools, parks, community groups, and non-profit organizations.

Our Summer Discover Program, now in its 18th year, offers studio classes to high school students in the Houston area. This six-week design program is supported by the College, the University, the Houston Architecture Foundation, and private donors. It offers 50 to 60

students per summer an opportunity to learn about careers in architecture through design studio projects, lectures, discussions, and field trips. Funding allows most students receive scholarship support. The program was featured in *Architecture* Magazine in September, 2010.

Connections to Professionals:

Our AIAS organization participates in Freedom by Design, Gulf Coast Green and a host of AIA activities, chapter meetings and national conventions. We enjoy an active local AIA Chapter and they regularly engage our students with "Back to School Bash," exhibitions and open forums and lectures. We have renewed our efforts to improve our ARE scores, and have encouraged our alumni to take advantage of the ARE workshops and study groups that the AIA provides. The AIA Houston Foundation has been a great source for grant funding for initiatives with the faculty and college centers. Houston has a significant architecture community and firms such as Gensler have informed us that the largest percentage of employees in all of their offices world-wide have been graduates of our college.

Exhibitions, Symposia, and Visiting Lecturers:

Our college has a programs committee that administers the lecture program each term. In addition to our formalized program, we regularly host lecturers through our World Cities Minor, co-sponsored with the UH Center for Public History. We have a robust visiting critics program which brings jurors to "jury week" at the end of each term.

We have also provided enrichment through a series of symposia and workshops. Most recently, we hosted the University of Buenos Aires, the Technical University Delft, and Tulane University in a Three Continents Studio Symposium on the topic of Urban Deltas. We regularly host workshops on an array of digital media topics/software such as Rhino and a variety of digital representation software. We collaborate with The University of Texas at Arlington and UT San Antonio on TEX FAB which conducts workshops and a local convention annually. Our Joseph Mashburn Gallery provides us with space to curate exhibits such as the Phil Freelon Photography Exhibit: *Structures*, which will be installed in November, 2013.

Interdisciplinary Collaborations:

We are a small college relative to other colleges on our campus. In order to behave as if we were a big college, we expand our reach through collaborations. One of the large umbrellas within the university is the area of "energy." Under that broad heading is "energy and the environment." Our Urban CORPS fall into this category. Urban CORPS is fundamentally an agreement between our college and Texas A & M Sea Grant. Our partnership allows for collaboration with scientists, engineers, lawyers: essentially, any discipline that helps us approach a solution to problems originating in the urban coastal regions.

We have, as mentioned above, some form of collaboration with seven of eleven other colleges on our campus, and we have a major project occurring with the University of Buenos Aires, Technical University Delft and Tulane University that involves geologists, ecologists, civil engineers, policy makers, government representatives, urban designers and architects. While not every student is involved in each collaborative effort, every student has the opportunity for at least one interdisciplinary experience while moving through our programs.

During the Fall of 2013, an ARCH 7600 graduate studio under the direction of Professor Rafael Longoria is being taught together with a graduate class (FIN 7397: Real Estate Development) from the University of Houston's Bauer College of Business, in order for both groups of students to understand better the collaborative relationship between architects and developers in the making of contemporary cities.

The "architecture + film" class (Prof. Dietmar Froehlich) is open to undergraduate and graduate students, including students from other colleges, and produces videos in an interdisciplinary collaborative effort. The students enrolled in the class partner with students from the Jack J. Valenti School of Communication (Prof. Keith Houk) to form video production groups. The results of the cooperation have been featured in various locations outside the university such as the Houston AIA Film Festival.

Special Programs:

designLAB: Houston is our base and a logical beneficiary of the vast network of expertise that the College of Architecture can apply to solving issues the city encounters. Solutions discovered in **designLAB**-Houston are transmutable to cities around the world. As the professional research arm of the college, **designLAB** generates preliminary design studies and research and development work across the disciplines of architecture, planning, and industrial design. Faculty, students, alumni and partners work in teams to solve problems in a range of scales and for a range of clients.

Community Design Resource Center (CDRC): The Community Design Resource Center initiates and fosters partnerships to address development and design in low-to moderate-income communities in Houston. The work of the CDRC aims to enhance the overall quality of life of the city's inhabitants, and to provide students and faculty with opportunities for applied research, inter-disciplinary learning, and community service.

Urban CORPS: The University of Houston is partnering with the Texas A&M Sea Grant Program to develop a university extension and engagement service devoted to coastal urban issues. The Urban CORPS is designed to serve as a bridge between the university brain trusts of Texas and the coastal citizens of our state. There is no question that more research is needed to address the key areas outlined in the Restore Act, but with no real

bridge between coastal citizens, including professional user groups, and the research apparatus, there is no guarantee that new research will directly benefit the constituents. A "bridge" program that engages both researchers and citizens/users is needed, and that is what the Urban CORPS is designed to be.
The Urban CORPS will be modeled on the Land Grant experiment station. The Urban CORPS will be a central hub that will accommodate both research professors and "professors in practice", just as agricultural research and extension centers do today across the state, but from a much broader array of disciplines and institutions.

Graduate Design/Build Studios: The Graduate Design/Build Studio designs and constructs site-specific solutions to climate influenced building problems for regional non-profit organizations. By offering Master of Architecture students the opportunity to see their ideas evolve from initial conception to completed construction, the studio demonstrates at full scale the implications of the students' aspirations and measures the quality of their design thinking against the rigorous standard of built reality.

UH Green Building Components: The mission of the UH Green Building Components initiative is to design, develop, and implement green building components, systems, and materials across the architecture, engineering, and construction industries. Through ever-expanding links at the college among architecture, industrial design, and interior architecture, and because of the college's curricular emphasis on fabrication, the UHGBC is able to promote sustainable design through research, development, and commercialization of building components, products, and renewable technologies.

International Programs:
Opportunities for graduate and undergraduate students to broaden academic and personal horizons are available through numerous types of international study options, including faculty-led summer programs in Europe, the Americas, and Asia; exchange programs between the college and institutions in Paris, Vienna, Graz, Moscow, and Buenos Aires; internships in Barcelona at the firm of Enric Miralles Benedetta Tagliabue, as well as individual, studio-initiated travel.

A Memorandum of Understanding with the *Technical University Graz, Austria* regarding the exchange of graduate students was recently signed by the university administration in Graz and the Provost of the University of Houston. The program will initially offer an exchange opportunity to two students from Houston and Graz; the time abroad/in Houston is either a whole academic year or one semester. A similar Memorandum of Understanding is being reactivated with *Universidad Anahuac* in Mexico City.

I.1.2 Learning Culture and Social Equity

Learning Culture:

The College has a Studio Culture policy that is distributed to students at the beginning of every semester:

> *The studio culture should promote an atmosphere conducive to, and supportive of, a scholarly approach to research, creativity and problem solving. Toward that end the culture of the studio should nurture creativity and the spirit of experimentation and invention as a means to foster the desire in all students to improve themselves, their profession and their community. Students, faculty and staff should expect to be treated with dignity and respect. We seek a culture of mutual support between faculty and students, and among students.*

To ascertain whether or not our learning culture policies are effective, the students conduct annual student surveys that address everything from the amount of "homework" required for courses to the perceived treatment of students in the classroom. Our course evaluations are collected each semester for every course and also give us some insight into teaching practices and whether or not course expectations are in line with the students' ability to accomplish the work.

Social Equity:

All searches for faculty or staff contain a required University of Houston affirmative action statement:

> *The University of Houston is an Equal Opportunity/Affirmative Action employer and is strongly and actively committed to diversity within its community. Women, minorities, veterans, and persons with disabilities are encouraged to apply.*

Our search policies also require that we populate our search committees with faculty and students that represent a fair distribution of gender, ethnicity, and rank.

The Office of the Provost posts all policies regarding fair hiring practices as well as equitable treatment of students with disabilities. The Faculty Handbook, the Student Handbook, and the Staff Handbook all publish policies pertaining to equitable treatment, governance, honesty and grievance.

http://www.uh.edu/provost/shared-interest/policy-guidelines/index.php
http://www.uh.edu/dos/studenthandbook/

The University recently instituted a System-wide policy requiring provisions for students with disabilities to be included on course syllabi:

> *The System also requires that each instructor announce to her/his classes at the beginning of each semester the instructor's willingness to reasonably assist Students with Disabilities. The instructor will provide the class with the contact information of the University's student disability services center. Furthermore, the System requires that all course syllabi contain the following statement:*
> *"The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973*

and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center."

The College provides and maintains a College of Architecture Faculty Handbook which is regularly updated (last revision 2012.) The College of Architecture Faculty Handbook contains the By-laws for the college that dictates our committee structures and other governance issues. (www.arch.uh.edu)

We have worked hard to try to mirror the College's diversity in the faculty body. Events, such as the Phil Freelon exhibition of his photography: *Structures,* to open in our Mashburn Gallery this November, are attempts to engage a less-represented community and to provide role models for under-represented students that are in attendance.

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community

In the last few years the College of Architecture has become a more active participant with the Honors College. As the average SAT score increases, we have more entering students participating in the Honors College. This past year two of our undergraduates received "Best Thesis" awards among all of the Honors students in the University. Our students have also been recognized with University honors such as the Undergraduate Research Award and the Provost's Undergraduate Research Scholarship.

There are many opportunities for students to be engaged with our communities. A detailed description of these activities can be found in section I.1.1: History and Mission: The College and the Community. The College is acknowledged by the University as being first among the colleges for our extensive community outreach efforts.

Our Summer Discovery program provides another opportunity for our college to contribute the outreach efforts of the University. The 18th annual Summer Discovery Program in Architecture for High School Students, 17 June - 23 July, enrolled 34 students from 26 different Houston area high schools, including four winners of the Michael Meyers Competition sponsored by the Houston Chapter of the American Institute of Architects. Four of the seven teaching assistants in the program this summer had participated in the program as high school students themselves. The program was also the subject of a "UH Minute" video produced for broadcast on public television. In the coming year we hope to expand the program to include an industrial design and interior architecture focus.

As part of our long-range planning, we are envisioning a number of new courses and new project opportunities in the development of our Urban CORPS collaborative program with Texas A & M Sea Grant. At the graduate level, we are developing a new degree program in Urban Systems that will capitalize on the extensive work we have done in and around Houston.

B. Architectural Education and Students.

Students at the University of Houston are fortunate to attend one of the most diverse universities in the nation, a natural reflection of the diversity of the city of Houston. The College of Architecture reflects this diversity continually ranking high nationally in the number of degrees granted Hispanics.

We make the advantages of studying in a diverse group a point of our recruitment, and students tend to choose to come the university and the college because of this diversity. We provide an attractive group of international programs including study abroad, exchange, and internships.

Undergraduate students are introduced to the many opportunities with the design professions in their first semester in ARCH 1200 Introduction to Architecture, Industrial Design, and Interior Architecture, including areas we don't have degree programs in. The chance to have studios with other design majors increases the potential for knowledge of other design professions, and sets up students to anticipate collaboration in the future.

One of the tenets of the undergraduate curriculum revision undertaken since the last visit is the establishment of the Professional Level, where students are encouraged to broaden their horizons, take charge of their education, and prepare for inevitable changes in the profession.

C. Architectural Education and the Regulatory Environment.

In their first semester, students are introduced to context of licensure and IDP. This is revisited many times in the curriculum, but is specifically covered in ARCH 5360/6360 Practice of Architecture. Additionally, our current IDP Education Coordinator has undertaken several initiatives to enhance students' awareness of IDP: General meetings with undergraduate and graduate students; individual counseling in the fifth year; developing programs with the student organizations and nearby academic institutions; and follow-up and recording of student achievements.

The college has begun an ARE seminar specifically for current students and recent graduates which will meet between Fall 2013 and Spring 2014 semesters.

D. Architectural Education and the Profession

The College has a good relationship with professionals and firms in the region, and relies on them as visiting lecturers and jurors. The curriculum has been developed to also engage other professionals, especially engineers, as lecturers and adjunct faculty, partially in an effort to integrate studio and technical courses and make the courses an integral part of education and collaborative practice.

The college has a long history of engaging the community, using the community as a "problem-rich environment." This is now in direct support of one of the major missions of the university: community outreach. The university has recently been recognized by the Carnegie Foundation for the Advancement of Teaching as a "community-engaged" university. In addition to many studios engaged with the community, the Community Design Resource Center (CDRD) located in the college if one of the leaders in the university's efforts in engagement.

The Graduate Design/Build Studio has many years of engagement with the community, mostly with non-profit institutions. Students learn specific skills of client involvement, and get to experience their designs become reality.

E. Architectural Education and the Public Good

Students in our programs have many opportunities to be active, engaged citizens. Our Community Design Resource Center works with community groups, neighborhood groups and non-profit groups around Houston. The Community Design Resource Center's mission is to serve the public interest through design, research, education, and practice focused on enhancing the livability of Houston's communities.

Over the last eight years the Community Design Resource Center has partnered with 28 community-based and non-profit organizations to complete 22 design projects. The projects range in scale from community visioning—Collaborative Community Design Initiative—to the development of designs and processes for a "design-build" day labor center—Gulfton Day Labor Center Project—illustrating our capacity to work creatively and collaboratively at different scales and with multiple partners and diverse communities.

The CDRC's partnerships have significantly contributed to the public debate on the role of architecture and good design in catalyzing community change. As we move forward we are designing new ways to engage our community partners, and new ways to enhance the mutuality, reciprocity and impact of our activities.

As we move forward with our planning strategies for Urban CORPS, we imagine that the CDRC can expand its reach to include all of Houston's coastal communities and that studies and research we engage in will cross disciplines to include the fields of

science, engineering and technology.

Many studio projects concentrate on projects that serve the community. Houston's High School for the Performing and Visual Arts is planning to move from its aging Montrose digs into a new building downtown. UH students made proposals in the hope of providing inspiration for the design of the new facility. The final designs were presented to HSPVA and downtown officials at Hines College of Architecture. HSPVA hosted an exhibition showcasing these designs in May.

During the fall of 2011, two ARCH 7600 graduate studios under the direction of Professors Susan Rogers and Rafael Longoria worked closely with community groups in the Alief, Golfcrest/Bellfort/Reveille, Greenspoint, and Mid-West Houston super-neighborhoods to produce strategic plans as part of the Collaborative Communities Design Initiatives.

At the graduate level, the Graduate Design Build Studio offers opportunities for students to design and construct site-specific solutions to climate influenced building problems for regional non-profit organizations. By offering Master of Architecture students the opportunity to see their ideas evolve from initial conception to completed construction, the studio demonstrates at full scale the implications of the students' aspirations and measures the quality of their design thinking against the rigorous standard of built reality.

Outside of the classroom, our students participate in "Freedom by Design" through AIAS. They regularly take on projects such as building handicap ramps for elderly residents in less privileged neighborhoods.

I.1.4 Long-Range Planning

Since the arrival of the new dean, Patricia Oliver, in 2010, the college has been engaged in a continual review and re-evaluation of its curricula and curricular structures. In the summer of 2010, there was a "Curriculum Task Force" formed to review our existing curriculum and to make recommendations on how we can better integrate our technology sequence with our studios at both the graduate and undergraduate levels. The curriculum task force met many times and made multiple presentations to the faculty at large. At one crucial meeting every full time Architecture faculty member in the college was in attendance. The recommendations of that task force were presented to the Undergraduate Committee for approval and implemented in 2011. As a result of this work, College has structured its undergraduate program into Foundation, Intermediate, and Professional levels with a portfolio review at the end of Foundation (third semester) and the end of Intermediate, (sixth semester). Comprehensive Design is taught at the seventh semester. The rationale for these changes were to better design the content of the three "levels," to focus integration of technology and studio courses in the intermediate level, to provide opportunity for professional level students

to further hone their critical thinking and to provide them with the opportunity to pursue the areas of study/concentration that they are most interested in.

The process is a continual one. These more structural changes have now allowed the faculty to focus on elements of development within the new structure. There is a small group of foundation faculty that has focused on Beginning Design Education and will be hosting the National Conference on the Beginning Design Student at the Hines College in 2015. There is a Technology Coordinator who oversees the continual effort to better integrate technology into the studio. There is also a Coordinator of History, Theory and Criticism who oversees all related courses as well as the undergraduate minor in World Cities. The Coordinator of Media Design is providing overview of our digital design, representation and fabrication tools and coordinating workshops in Rhino or other software our students might need to stay current with professional practices. We implemented a Strategic Planning Committee to concentrate on long-term curricular development. Currently, the Undergraduate Committee, with meets monthly, examines issues related to the undergraduate curriculum and program, and the Graduate Committee does the same for the graduate level. The College also has a Steering Committee that addresses issues of governance and oversees the College By-laws.

To ensure a process of continual institutional effectiveness, the University Office of Institutional Research and Institutional Effectiveness requires that IE plans reflect the desired student learning outcomes for each academic program, and the annual IE planning process provides an opportunity to document that data that have been collected, the findings from the data analysis, and any curricular changes or program decisions made in response to findings.

Our planning process includes considering the five perspectives in all new initiatives and new directions. Acknowledging Architectural Education and the Academic Community, our recent award-winning research efforts have illustrated to our students the value of undergraduate research and offer incentive for expanding our research menu. Referring to Architectural Education and Students, projects such as our Three-Continent Studio that has resulted in invitations to the Bienal Internacional de Arquitectura de Buenos Aires, the International Architecture Biennale Rotterdam in 2014, and, we hope, the Venice Biennale in 2014, has given our students a vibrant introduction to work in a global world. Students have had an unprecedented opportunity to work with multiple countries and multiple disciplines, and to exhibit and publish their work for an international audience. This kind of inter-university, inter-continental collaboration has also led to the formation of our Urban CORPS collaborative research program with Texas A & M Sea Grant. There are many possibilities for where this will lead us in future and we are planning new academic degree programs to accommodate this growth. Our desire to comply with the perspective on Architectural Education and the Regulatory Environment has caused us to completely redesign our approach to IDP. We are also taking steps to encourage a higher pass-rate on the Architecture Record Exam. We have mentioned multiple times in this document our many programs in support of Architectural Education and the Public Good. In the long term, we see our biggest area of expansion, beside

the Urban CORPS already mentioned, to be in our Materials Research Collaborative. This resource will become increasingly valuable to all of our programs in the college, but our ability to conduct materials research and complete post-occupancy evaluations for our corporate partners, not only will enhance the program opportunities for students, but will further build our materials database and our accumulated knowledge of best sustainable practices.

This year, the College will engage the faculty in a series of discussion groups that will tackle questions such as how to introduce on-line courses into the curriculum, how to encourage more interaction between our disciplines and other programs on campus.

We will also continue to examine closely our attempts to integrate our technology sequence with the studio which remains one of the primary goals of the college.

I.1.5 Self-Assessment Procedures

The dean prepares an annual report for the college. The annual report gives updates on goals set by the dean and the faculty committees and provides a snapshot of our progress. The annual report is shared with faculty, students, and friends of the college.

The Student Council organizes a student survey annually. This survey covers everything from courses to student services to student life. The survey administered immediately after the curricular and structural changes allowed us to measure from the students' perspective the impacts of our changes.

Town hall meetings are organized by the Student Council each month. The dean, assistant dean and associate dean meet with students to hear their concerns and answers questions.

Individual Course Evaluations are required for every course. The course evaluations are administered on line and there is an uneven response from the students. The University also requires annual institutional effectiveness measurements.

The University requires each college to maintain an Institutional Effectiveness Plan for each degree program within the colleges. The College develops its plans through the Associate Dean, for undergraduate programs, and the Co-Directors for the graduate programs. Directors of programs are asked to prepare plans for the individual degrees. The plans are reviewed and refined in the Undergraduate Committee and the Graduate Committee, respectively. The plans are submitted to the University, where they are reviewed by a committee that makes recommendations for improvements before implementation. (See APPENDIX for examples.)

Undergraduate Self-Assessment

In addition to University required Institutional Effectiveness plans, the undergraduate program continually reviews the curriculum, primarily through the Undergraduate Committee. A major portion of committee meetings are devoted to evaluating the programs, discussing ways to improve, sometimes forming ad hoc committees to investigate issues, and making changes to curricula. Currently an ad hoc committee is reviewing the successes and weaknesses of the latest curriculum changes.

One of the ways of assessing student work is through the Graduating Students Jury. Students submit one project from their final year for review by outside jurors invited from around the nation. Student work is reviewed by number, without names or studio identification revealed to jurors. We have asked for an evaluation and comments from each juror on each project. These are compiled and are reviewed by coordinators. Jurors' evaluations were one of the principle motivations for the last curriculum change.
Additionally, we have asked new adjunct faculty teaching technology courses to review projects, and have shared those findings with the committee. This gave the additional benefit of apprising the new faculty of the current state of graduating students' work.

Graduate Self-Assessment

Master Projects, required as the "cap stone" project for every graduate student seeking a professional, have been designated as a key area for self-assessment as part of continuous improvement efforts in the graduate program.
A group of external evaluators review every single Master Project (the culminating design project for a UH architecture graduate student) for the following criteria: Concept, Design, Graphics, Relevance to Discipline, and Technical Proficiency. The Master Projects are rated on the following scale: Excellent, Acceptable, Unacceptable, and Not Applicable

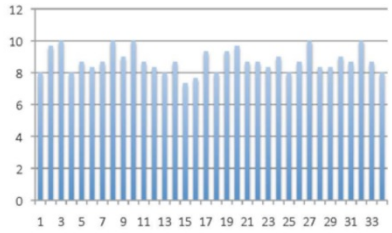
2012 External Master Project Evaluators: Professor Ron Witte (Rice University), Professor Mary-Alice Torres (Texas Tech University) and Celeste Williams, AIA (Kendall-Heaton Architects).

2013 External Master Project Evaluators: Professor Nonya Grenader, FAIA (Rice University), Marie Hoke, AIA (WHR Architects) and David Bucek, FAIA (Stern & Bucek Architects).

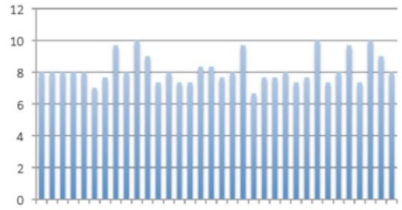
All the evaluated projects at the end of the Spring 2012 semester were deemed "acceptable" overall. However, a small percentage of projects were found "unacceptable" in various categories. The results were analyzed by the Graduate Committee with the help of Professor Leonard Bachman, who provided statistical analysis tools.

Conclusion: All graduating Graduate Students are capable of performing acceptable work, but there is still room to achieve excellence. Analysis indicates some need for improvement in development of concepts, formal design, and particularly, in-depth development of design ideas.

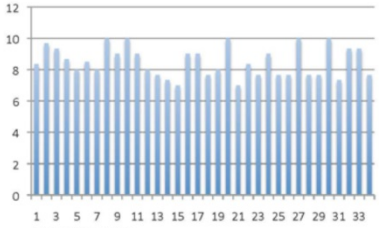
UH Graduate Program: Master Project Evaluation 2012



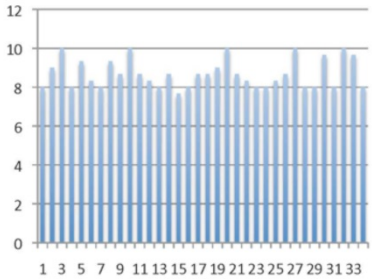
CONCEPT



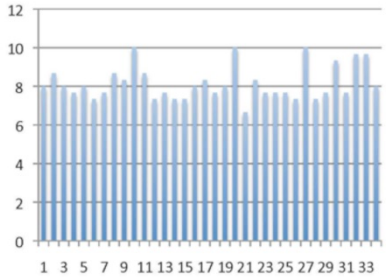
DESIGN



GRAPHICS

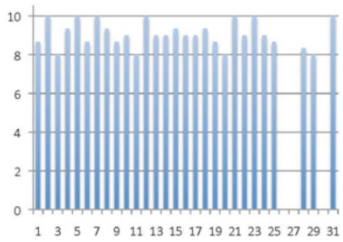


RELEVANCE TO DISCIPLINE

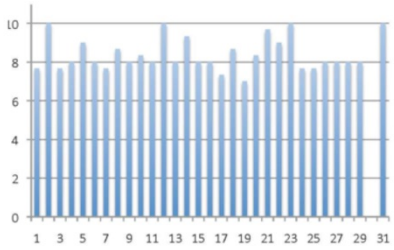


TECHNICAL PROFICIENCY

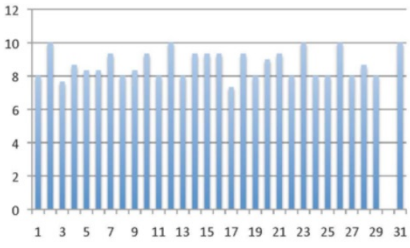
UH Graduate Program: Master Project Evaluation 2013



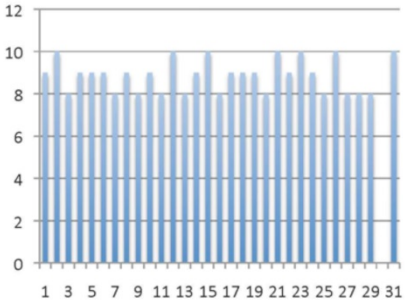
CONCEPT



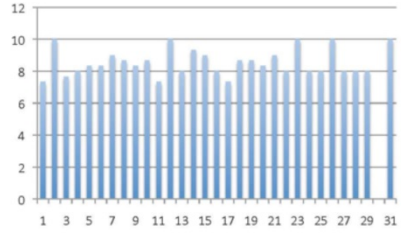
DESIGN



GRAPHICS



RELEVANCE TO DISCIPLINE

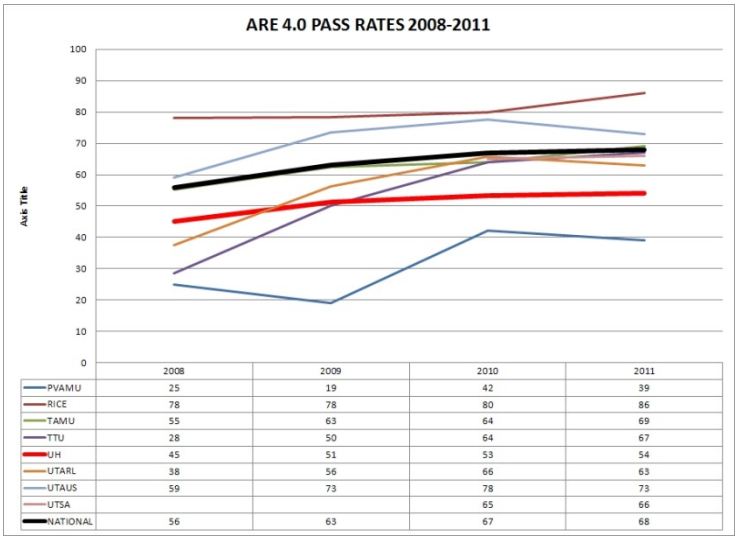


TECHNICAL PROFICIENCY

ARE Monitoring

The College is not satisfied with pass rates of the ARE. Pass rates should be at or near the top of those for the programs in Texas. Discussion is ongoing in both the Graduate Committee and Undergraduate Committee. In the Undergraduate Committee, an ad hoc committee was formed to investigate the issue. The committee reviewed scores of peer institutions in Texas and contacted some of the programs about their approach. Proposals were: ARE seminars should be hosted by the College; more communication about ARE in the Professional Practice course and Tech 5; introduce the idea of ARE in all Tech and Studio courses; develop support and opportunities for alumni to develop ARE skills; and bring back the mentorship program.

Separately, the Graduate Committee proposed that Professor David Thaddeus of the University of North Carolina at Charlotte be asked to conduct a structures seminar during the 2013 Winter Break to assist our recent graduates in their studies for the ARE exam. This initiative is meant to help improve the ARE licensing exam passing rate, as well as encouraging recent graduates to register for the test as soon as possible. Professor Thaddeus, a former member of our faculty, has been conducting ARE structures seminars throughout the United States and Canada for more than a decade.



	2008	2009	2010	2011
PVAMU	25	19	42	39
RICE	78	78	80	86
TAMU	55	63	64	69
TTU	28	50	64	67
UH	45	51	53	54
UTARL	38	56	66	63
UTAUS	59	73	78	73
UTSA			65	66
NATIONAL	56	63	67	68

Chart prepared by Associate Professor Leonard Bachman.

I.2: Resources

I.2.1 Human Resources & Human Resource Development

Faculty and Staff:

The University of Houston administration has been able to support merit increases for faculty three of the last four years. This has been a blessing as we emerge from the economic downturn of the last several years. We have also experienced a significant movement of senior faculty into "Voluntary Modification of Employment." (VMOE). In VMOE, faculty members are required to teach only one course per semester. The length of time of the VMOE has varied from one to five years. As a faculty member moves from VMOE to full retirement, the college is able to search for candidates to fill those positions. This process allows us to correct the salary compression that has occurred over time, and bring fresh new talent to the college. The University has assigned a task force to consider a review process for adjunct, clinical and professors-in-practice faculty. This would address "frozen" salaries for all categories of adjunct faculty.

Maintaining a competitive edge requires nationally competitive salaries. The numbers below do not show 2013 increases for purposes of comparison to NAAB published averages for 2012. These figures also reflect our rather high rate of retirements in the professor rank. Salaries by rank are:

2007		2012		2012 Nat'l Ave.
Assistant Professor	$60,447	Assistant Professor	$77,395	$55,133
Associate Professor	$72,164	Associate Professor	$83,059	$67,885
Full Professor	$83,041	Full Professor	$83,031	$88,081

The College views faculty diversity as requisite to building a strong design school and is committed to improving the ethnic and gender diversity of its faculty. Aggressive, focused faculty hires have resulted in our increasing the number of minority tenure track/tenured faculty members existing in the college, as well as more female faculty members. The seven new tenure track appointments made across the last six years have included three women (two of whom are minority faculty members) and one minority faculty member. Our search last year produced 176 candidates for the one position. The College is conducting another search this year and we hope to have similar interest.

Ph.D. TT/T faculty members have also increased. Two TT/T faculty members are in the process of obtaining their Ph. D. Of our seven hires, four will have completed their Ph.D. by the end of 2015. This will double the number of Ph.Ds. in the college. We also have four Ph.D. adjunct faculty members that offer a variety of history, theory, and technical courses.

Our faculty members are active in the profession. 33% of TT/T faculty members are members of AIA and 19% are FAIA.

At the beginning of 2014, the College will have five full-time tenured faculty members in some stage of a Volunteer Modification of Employment (VMOE) and one retiring. Since VMOE faculty members teach only one class per semester and have no service requirements, the College will conduct a faculty search every year until 2018.

To ensure exposure to a diverse audience, we have advertised for our faculty positions in ACSA Web listings, Archinect, NOMA web ad, Dezeen Jobs, Academic Keys, Association of Women in Architecture, Architizer, and Coroflot. In addition to these ad locations, we sent a letter to all deans/department heads of ACSA member schools to let them know about the posting. Our last search for Architecture yielded 176 applications for one position. Of our final three candidates, two were women.

Every search requires that the job description and the search committee be reviewed and approved by the Office of Equal Opportunity to ensure that gender or ethnic bias does not exist and search committees are balanced in gender, ethnicity and rank. The following statement accompanies all postings:

> *The University of Houston is an Equal Opportunity/Affirmative Action employer and is strongly and actively committed to diversity within its community. Women, minorities, veterans, and persons with disabilities are encouraged to apply.*

Faculty members are supported to attend conferences and deliver papers, participate on editorial boards, or engage in other scholarly activities as the budget allows. They are encouraged to continue to develop research projects and to engage in scholarly activity at all stage of their academic careers. Over the last two years, our faculty members have participated in local, national and international activities. In 2011-2012 our faculty presented papers, or exhibited their work in 15 countries and 13 U.S. cities. In 2012-2013, they presented work in 19 countries and eight U.S. cities. In addition, their work was published in multiple journals and proceedings and two of our professors have published sole-authored books.

Faculty Development Leave is available to one faculty member, one semester per year. The current leave policy awards faculty leave on the basis of seniority. This past year Ronnie Self was granted a faculty leave to pursue the writing of his book on museums.

The University provides several grant opportunities to encourage new faculty to engage in research. New Faculty Research Grants allows for small grants to kick-start research projects. Quality Enhancement Plan Curriculum Development Grants have been awarded to our faculty who are pursuing innovative ways to enhance the curriculum.

Two of our faculty members are pursuing their PhD degrees. Wendy Fok, Assistant Professor, is currently on leave while completing a mandatory year in residence at Harvard.

Our staff also have multiple opportunities to attend pertinent conferences (our advising staff is attending a conference on advising this year) and to take classes to develop their skills and expertise, or in pursuit of a degree.

There are University policies for PTR which the College follows (published in the University Faculty Handbook). Promotion, Tenure and Retention policies specific to the College are updated regularly. The latest version, available in the College of Architecture's Faculty Handbook, was revised in 2012. Hiring Procedures described in the handbook are as follows:

4.1 There are two distinct faculty hiring procedures, one for tenure track faculty and one for non-tenure track faculty.

4.1.1 Hiring of new non-tenure track faculty shall be done by the dean in consultation with academic area coordinators. The faculty is encouraged to make requests to the dean to fulfill needed teaching requirements or take advantage of special opportunities. The dean shall have the final authority to recommend appointments after insuring that the appropriate search process has been completed.

4.1.2 Requests for the hiring of new tenure track faculty shall originate from the dean. The dean, with the counsel of the academic area coordinators, shall identify positions to be filled and develop a list of desired qualifications. The dean shall appoint an ad hoc faculty search committee composed of faculty of diverse ranks and academic areas and at least one student representative. Each student representative shall be a full-time student and shall be elected by his or her respective student body at-large. The committee shall conduct its search in accordance with university procedures and guidelines. The dean shall have the final authority to recommend appointments after insuring that the appropriate search process has been completed.

4.2 The Promotion, Tenure, and Retention Committee shall be composed of all tenured members of the faculty with the exception of those who serve on the Faculty Grievance Committee.

4.2.1 The Promotion, Tenure, and Retention Committee shall develop and maintain in currency detailed procedures and guidelines for promotion, tenure and retention within the college. These procedures and guidelines and their amendments or revisions shall be approved by a majority vote of the voting-eligible faculty.

4.2.2 The Promotion, Tenure, and Retention Committee shall make available to all faculty members through the College of Architecture Faculty Handbook the detailed procedures and guidelines for promotion, tenure, and retention.

4.2.3 The chair of the Promotion, Tenure, and Retention Committee shall be a tenured professor elected by the committee members every spring semester.

Promotion, Tenure and Retention Guidelines described in the handbook are as follows:

The selection and continuation of the faculty of the College of Architecture are two of the most important responsibilities of the faculty as a whole. While the selection process is separated structurally from the promotion, tenure and retention process, both retain important and equal standing.

General Statement of Philosophy

The College of Architecture believes that its faculty should be comprised of a diverse group who are committed to excellence in teaching and learning and that the key to measuring performance is the measure of the capacities and performance of the students that have studies with a particular faculty member.

Beyond the excellence in teaching and learning, the college believes that achievement in research or in practice is the important component in indicating continuing development on the part of the faculty member.

Research and publication in the College of Architecture are similar to that of other disciplines particularly in fields such as Design History and Design Technologies. Research in design is more apt to be regarded as applied research by other disciplines.

Participation in professional practice is encouraged for all faculty. As a professional program preparing students to enter a licensed profession, the faculty have a responsibility to maintain currency in the profession. This can be accomplished in a number of ways: through study and research or through active participation. The college recognizes high quality and innovative design work as contributing to the advancement of the profession and the discipline. The documentation of design and planning projects are valuable case study examples for students and other professionals. The measure of excellence in practice must be gauged to reasonable expectations but, if a faculty member wishes to make participation in practice their sole activity in the area of research, then the practice must be notable and recognized by the profession, in the academic world, and by the public.

The College of Architecture guidelines regarding Tenure, Promotion and Retention incorporate and follow the rules and procedures as outlined in the latest editions of

the University of Houston Faculty Handbook and the Promotion and Tenure Guidelines issued by the Provost's Office.

Regarding Tenure

The award of tenure is a privilege and not a right. To be tenured, a candidate shall have achieved an acceptable record of teaching, research and service as judged by the reviewing committees and individuals. Achieving an acceptable record is a necessary condition for thee granting off tenure. However, its achievement should not be construed as a sufficient condition for the granting of tenure.

University policies prevent colleges from establishing any such set of sufficient conditions. Rather, reviewing committees and individuals must assess not only the individual's progress in meeting the minimum standards relating to teaching, research, and service but also the overall contribution of the individual to the University, the College, and the academic discipline. Of course, the hope of the College is that every new faculty member will become successful, respected, valued, and accomplished and will receive tenure.

To become a permanent member of the faculty of the College of Architecture, a person must have demonstrated excellence in teaching, research or practice and in service. Beyond these, the faculty member must possess unique attributes that are not readily found in other faculty, must bring diversity to the college faculty and, most importantly, must demonstrate a conviction toward continuing growth both in teaching and in the profession.

Committee Structure

The Promotion, Tenure and Retention Committee will consist of all tenured faculty of the College of Architecture. The Committee may choose to conduct its business through smaller task groups or subcommittees but all actions and recommendations of the committee must be made as a committee of the whole.

At all times only faculty of the same or higher rank may participate in the review and recommendation of action regarding promotion, tenure and continuation.

Committee Operations

At the beginning of the Fall Semester, the Dean will notify the membership of the committee of its activities for the coming year:

Promotions
Tenure
3rd Year Reviews
Annual Reviews - for continuation

At the beginning of each academic year the Tenure, Promotion and Retention Committee shall elect a chair from among its members.

Review and recommendations for promotion to Full Professor shall be the responsibility of a sub- committee of all tenured Full Professors of the College of Architecture. This sub-committee shall be constituted, as necessary, with the election of a chair from among its members being the first order of business.

Process

The Promotion, Tenure and Retention Committee of the College of Architecture will follow the process and procedures published in the current FACULTY HANDBOOK and will adhere to all deadlines published in that document.

It is the responsibility of each tenure track faculty member to present an annual report to the Promotion, Tenure and Retention Committee which demonstrates accomplishments in the three areas of teaching, research and practice, and service. Copies of all documents illustrating activities should be included with student evaluations and an updated resume. These annual reports will become part of the permanent record of the faculty. Faculty should include complete copies of any publications or papers presented during the year as well as images (to become part of the permanent collection of the college) of built architectural projects and of selected student work.

The due date of these annual reports will be as follows, all dates are listed in the attached Promotion, Tenure and Retention schedule:

February 15th for Annual & 3rd Year Review
(University-March 1st)

For due process follow the University of Houston Faculty Handbook and the Provost's Office's Promotion and Tenure Guidelines.

Reviews

The reviews conducted by the College of Architecture Promotion, Tenure and Retention Committee follow the rules and procedures as outlined in the University of Houston Faculty Handbook and the Provost's Office's Promotion and Tenure Guidelines.

Committee deliberations shall be conducted in confidence and the committee's findings shared in writing with the applicant or the appropriate administrator.

The Promotion, Tenure and Retention Committee will conduct a formal review of each tenure track faculty member on an annual basis. A more thorough review will be conducted at the third year of the appointment (or whenever this has been stipulated in the faculty member's contract).

The annual review of faculty will result in the recommendation of the committee for either continuation or termination of the faculty member's contract.

The third year review will not only recommend for continuation or termination but, in the case of continuation, make recommendations regarding the faculty member's progress and potential for tenure.

Standards

For Tenure

A faculty member must demonstrate excellence in the field through teaching, research and/or practice and service and must also demonstrate promise for continued growth and excellence.

Excellence Must Be Demonstrated In:

Teaching—through evaluations of faculty by students (present and past), evaluations by other faculty of student progress, and through awards and other recognition gained by students.

Research and professional practice—all faculty are expected to participate in research, applied research, or practice (or combinations of these). These activities must be relevant to the faculty member's teaching field and to the overall advancement of knowledge of architecture or design Faculty may demonstrate excellence through external recognition of their performance of these activities. This recognition may take the form of publications and papers presented or may be through awards received, publication of work, or other formal recognition of excellence.

Design faculty are expected to submit documentation of their design work in the form of a portfolio. The portfolio should include representative examples of design projects documented with photographs and/or drawings as well as verbal descriptions, publications and awards received.

The candidate should clearly identify his/her role and level of responsibility for all submitted work and appropriate crediting of other participants. The candidate should establish the relevance of his work to the academic objectives of the college.

Service - faculty are expected to provide service to the college and university in a number of ways. Of particular importance to the college is participation in student counseling and advising as well as service on college and university committees and task groups.

For Promotion

Associate Professor
To be promoted to Associate Professor, a faculty member must demonstrate excellence in teaching and service and must have gained at least regional recognition (statewide or southwestern) for practice or research. Regional recognition is defined as publication of work in or design awards won at the local, state, or regional levels.

Professor
To be promoted to Professor, a faculty member must demonstrate national recognition of their activities either through publication of research in national journals or by winning national awards or competitions or by having work published in national journals.

November 8, 1991
Revised October 24, 1994

The COA Promotion, Tenure & Retention Guidelines were revised by unanimous vote on September 3,
1996

PROCEDURES for EXTERNAL REVIEW of CANDIDATES

The College of Architecture procedures for the external review of candidates incorporate and follow the rules as outlined in the University of Houston Faculty Handbook and the Provost's Office's Promotion and Tenure Guidelines.

A critical component of a promotion and/or tenure dossier is the set of letters of evaluation solicited from recognized experts from outside of the University of Houston. In order to secure a fair, thorough, and impartial external review of all candidates for promotion and/or tenure, the following principles shall be followed:

1. Arm's Length Review
As required by the Office of the Provost's Promotion and Tenure Guidelines, external reviews shall be "arm's length" referees. Included in the category of those failing to meet this criterion are present or former collaborators, advisors, teachers, and students of the candidate, as well as any person with whom the candidate has had a compromising personal or financial relationship.

2. Confidentiality of Evaluation
The external letters of review are to be held in the strictest of confidence. Reviewers will be assured by the dean that every effort will be made to maintain the confidentiality of the evaluation (particularly from the candidates) and that

these letters will only be seen by the appropriate review bodies. An optional release letter will be obtained from each candidate, prior to the external reviews, releasing their rights to ever see these letters; and a copy of these optional releases will be will be included with dossiers sent to the respective outside reviewers.

3. Qualified and Objective Evaluators

External evaluations shall be solicited from well qualified and objective reviewers, who have achieved senior status (rank of professor) and are nationally recognized in the candidates' fields, as their primary role will be to evaluate research and/or professional practice.

4. Dual Sources of Evaluators

The list of prospective external reviewers shall be assembled in the following manner: (1) the candidate shall submit to the College of Architecture Promotion, Tenure and Retention Committee chair a list of three appropriate external evaluators (with their addresses); (2) the College of Architecture Promotion, Tenure and Retention Committee shall independently prepare its own list of potential evaluators for each candidate; (3) the College of Architecture Promotion, Tenure and Retention Committee chair will then forward to the dean a list of six potential evaluators (this list should include at least one from the candidate's list, but half or more of the eventual evaluations should come from the College of Architecture Promotion, Tenure and Retention Committee list); (4) the dean will contact the potential evaluators in writing, keeping in mind that the university requires a maximum of six and a minimum of three external review letters.

5. Distance from Evaluators During Process

Except in unusual circumstances, no one involved in the review process should contact potential outside evaluators prior to the formal letter soliciting their evaluation of the candidate. Specifically, no one should contact these individuals to determine whether they would be willing to serve as reviewers or whether they are familiar with or formally disposed toward the candidate. The candidates, in particular shall maintain as much distance as possible from the reviewers, and in no instance shall they attempt to make direct contact.

6. Clear Directions to Evaluators

A letter will be sent to each potential evaluator asking for their willingness to serve in this capacity, and requesting a copy of an updated brief curriculum vitae (to be included in the respective candidate's final dossier) if they accept the task. Evaluators shall be provided with the candidates' optional release letters and current copies of the UH College of Architecture Promotion and Tenure Guidelines, as well as being informed of the review schedule and being provided with clear questions that they are asked to answer regarding the candidate's work.

7. Clearly Labeled Sources of Evaluators

Each external letter of evaluation included in the dossiers shall be clearly marked to make explicit which list was the source of that particular evaluator. For example: "This evaluator was proposed by the candidate" or "This evaluator was proposed by the College of Architecture Promotion, Tenure and Retention Committee".

8. Timely Scheduling

The external letters of review shall be available during the College of Architecture promotion and/or tenure review process. Therefore, the selection and securing of external reviewers shall be accomplished early in the summer, and contingencies must be anticipated, in case the letters of external evaluation or the dossiers do not arrive on time.

Unanimously approved by the College of Architecture Promotion, Tenure and Retention Committee on
29 April 1996.

- Lecturers and Visiting Critics/Visiting Faculty Since the Previous Visit:

Jory Alexander, Kendall Heaton
Renato Anelli, Sao Paolo
Jesus Maria Aparicio, Spain
Natalye Appel, Appel Arch.
Tom Avermaete, TU Delft
Richard Babaian, MD Anderson
Don Bacigalupi
Michael Beaman, UT Austin
Cheryl Beckett, Graphic Design
George Beylerian
Gus Blanco, WHR Architects
Carroll Parrott Blue
Dwayne Bohuslav, San Antonio College
Brent Brown, Dallas
Robert Bruegmann, U of Illinois, Chicago
Lucy Bullivant
Catherine Callaway, BNIM
Jeff Carney, LSU
Chris Casey, PGAL
Filo Castore, Perkins and Will
Gary Chang, Hong Kong
Marten Claesson, Sweden
John Clegg, Page Southerland Page
Frank Clementi, Rios, Clementi, Hale, Smith
Brad Cloepfil, Oregon
Jean Louis Cohen
Scott Colman, Rice University
John Cryer, Page Southerland Page
Dana Cuff, UCLA
Steve Curry, Curry Boudreaux
Kevin Daly, California
Sarah DeYoung, TX A & M
Jesus Donaire, Spain
Shelby Doyle, Parsons New School
Fares El-Dahdah, Rice University
Allen Eskew, Eskew Dumez Ripple
Dallas Felder, Morris Architects
Mark Fieldler, Fieldler Marciano
Geraldine Forbes, UNM
Phil Freelon
Adam Fure, U of Michigan
James Furr, Gensler
Stanko Gakovic, Art Institute Houston
Val Glitsch, Val Glitsch Arch.
Paul Goldberger, NYC
Rick Gooding, Chu Gooding, LA
James Harrison, Harrison Kornberg
Mark Hask, Trahan Architects
David Heymann, UT
Craig Hodgetts, Los Angeles
Malcolm Holzman
Maki IIsaka, A & M
Heidi Zuckerman Jacobson
Flavio Janches, University of Buenos Aires
Mark Jarzombek, MIT
David Jefferis
Carlos Jimeniz, Rice University
Branko Kolarevic, Canada
Lisa Krohn
Dillon Kyle
Peter Lang
Fernando Lara, UT
Chris Lasch
Neil Leach, USC
Jude Leblanc, Georgia Tech
Murray Legge, UT
Jean Francois Lejeunne
David Lewis, Lewis Tsurumaki, Lewis
Zhong-Jie Lin, UNCC
Mike Locklar, Adolph Locklar LP
Zakcq Lockrem, Asakura Robinson
Donlyn Lyndon, San Francisco
Greg Lynn, UCLA
Marvin Malecha, NCSU
Elena Manferdini, SCI-Arc
Jorge Mario-Jaurequi

Albert Marichal, UT Arlington
Tara Mather, Asakura Robinson
Ganit Mayslits Kassif, Israel
Martin Melosi
Peter Merwin, Gensler
Han Meyer, TU Delft
Barry Moore, Gensler
Nathan Moore, JSC NASA
Douglas Moss
Onezieme Mouton, LSU
Mark Mueckenheim, Germany
Yasufumi Nakamori
Douglas Oliver, Rice University
Yen Ong, 5G Studio, Dallas
Colin Owen, Rice University
George Petrie, Seasteading Institute
Theola Pettiway, Redevelopment Authority
Frederick Phillips
Richard Pietruska, Art Center College of Design, California
Ruth Plascencia, Morris Architects
John Plauche, Plodes Studio
Bill Price, Prairie View
Ziad Qureshi, Iowa State
James Ray
Michael Rotondi, SCI-Arc/Roto Architects
Charles Rudolph, Georgia Tech
David Ruy
Witold Rybczynski
Simon Sadler, UC Davis
Emilio Said
Virginia San Fratello
Larry Scarpa
Mark Schatz
Palmer Schooley, Schooley Design
Diego Sepulveda, TU Delft
Christian Sheridan, Brave Architects
Carrie Shoemake, Glassman, Shoemake, Baldonado
John Smith, WHR
Maclean Smyth, Houston Makerspace
Johnathan Solomon
Cindi Strauss, MFAH
Carolyn Sumners, Rice University
William Taylor, Los Angeles
Mary Alice Torres
Elias Torres, Spain
Larry Toups, JSC NASA
Billie Tsien, NYC
David Waggonner, New Orleans
Charles Waldheim, Harvard
Raymond Walker, Walker Eisenbruan
Dan Wood, NYC
Kulapat Yantrassast, Los Angeles/NYC
Ann Yoachim, New Orleans

- Exhibitions Brought to the College Since the Last Visit:

EMILIO SAID, “UNREAL CITIES”, 2010
YOUNG ARCHITECTS OF SPAIN, 2011
WORK, AC, RECENT WORK, 2011
ROBERT GRIFFIN, “ENVISIONING”, 2011
YAAP, YOUNG ARTISTS APPRENTICESHIP PROGRAM, 2011
COMMUNITY DESIGN RESOURCE CENTER, CD2 EXHIBITION, 2012
CLOSE THE GAP: ENVISIONING THE EAST RIVER GREENWAY FOR THE 21ST CENTURY NEW YORK, 2012
PHIL FREELON, “STRUCTURES: PHIL FREELON PHOTOGRAPHY”, 2013

Students:

- Undergraduate Admissions
  Admission to the undergraduate program in architecture is a two-state process. First, applicants are admitted to the University. University acceptance is based on SAT or ACT scores combined with class standing for high school applicants, or GPA for students transferring 15 or more hours. High school students also may be admitted based on a sliding scale of GPA on core courses and scores. High school students in the top 10 percent of their class are automatically admissible to the University. When the University accepts applicants, their files are sent to the College of Architecture for review.

  The College reviews files from high school applicants, transfer applicants without course work in architecture, transfer applicants with course work in architecture, and current UH students wishing to change their major to architecture. The College uses all the information it has available to choose those applicants who exhibit the best chance for success in architecture. Applicants have been encouraged, but not required, to submit any supplementary information they believe would help explain their application directly to the College of Architecture. Such information may include, but is not limited to, examples of creative work, statement of intent letters, and letters of reference.

  The College does not consider gender, ethnicity, or age when reviewing applicants. Most applicants come from the Houston area, but many are from other states and countries. During the last several years, approximately 70 percent of applicants came from the Houston area; 20 percent came from Texas outside the Houston area; 7 percent came from states other than Texas; and 3 percent were international.

  The College is committed to increasing the effectiveness of its recruitment and screening efforts and is allocating increased resources toward this purpose.

- Graduate Admissions
  Review for admission to the Master of Architecture degree program is conducted at the College level by two to four members of a faculty committee and is competitively based upon the following documents: official transcripts of previous education (with a 3.00 GPA or higher for the last sixty hours of undergraduate study expected); GRE scores; minimum **79 TOEFL score** for international applicants, three letters of recommendation, a portfolio of creative work; and a statement of intent. When the College has reached an admission decision, notification is sent to the candidate and to the appropriate University admissions office.

Each applicant is eligible for admission consideration at one of three possible entrance levels, depending upon his or her academic background and dossier. Entrance at Level 1 and Level 2 lead to the accredited professional Master of Architecture degree while entrance at Level 3 (open only to applicants with a Bachelor of Architecture) leads to a post-professional Master of Science degree or Master of Arts degree.

- Academic Advising

  Undergraduate students in the College of Architecture are assigned to work with a professional academic advisor from the point of matriculation through graduation. The assistant dean advises all graduate students. Academic advisors assist students in making informed decisions and action plans toward successful degree completion in a timely manner. In addition to assisting students with curricular and academic issues and questions, advisors make referrals to other student success resources such as the UH Writing Center, Center for Academic Support and Assessment (CASA), and Counseling and Psychological Services (CAPS) on a case-by-case basis. While the College of Architecture does not have a formal career or internship placement program, the College partners with the University of Houston's College of Architecture Alumni Association to host an annual career fair to assist graduating seniors with job searches. The College also invites guests from professional organizations such as the American Institute of Architects (AIA) and its student affiliate, American Institute of Architecture Students (AIAS), as well as the National Council of Architectural Registration Boards (NCARB) to offer workshops and lectures for professional development and education.

  Graduate and undergraduate students in the College of Architecture have many opportunities to participate in local, regional and international field trips and off-campus activities in several ways. Students may participate in studio-specific field trips and site visits as a part of their studio experience, faculty-led study abroad programs, as well as field trips and tours sponsored by the College's student organizations. These activities include firm tours and visits to notable architectural sites. All students who participate in off-campus activities, field trips and international travel are expected to complete liability releases prior to departure.

  The College of Architecture hosts and recognizes many student and professional organizations that enhance and support design education, as well as student leadership and professional development. These organizations include, but are not limited to:
  - American Institute of Architecture Students (AIAS)
  - Freedom By Design (FBD)
  - Alpha Rho Chi (APX)
  - Industrial Design Student Organization (IDSO)
  - Student Council
  - Tau Sigma Delta

The College encourages its faculty and students to participate in various university-sponsored research initiatives such as the Summer Undergraduate Research Fellowship (SURF), Senior Honors Thesis Program, college participation in Undergraduate Research Day, and the Provost's Undergraduate Research Scholarship Program (PURS). The College of Architecture has been well represented by our students and faculty as recipients of these scholarships. Since 2008, the college has had 15 PURS recipients and 12 SURF recipients. The College has also benefitted greatly from its outstanding thesis award winners. Since 2009, the Honors College has recognized six outstanding students and their thesis projects.

Students are offered opportunities to obtain new skills and knowledge from various workshops and programmatic offerings hosted by our student organizations. Past workshops and design forums included topics such as Revit and Rhino, as well as portfolio development and interviewing techniques.

The College is fortunate to have very active and engaged student organizations. In addition to faculty advisors, the Assistant Dean serves as an administrative advisor to all student organizations and guides them when needed and asked with their organizational planning and objectives. The Assistant Dean has weekly standing meetings with the College's Student Council.

The College also provides funding for student participation in leadership development conferences such as the AIAS Grassroots, Alpha Rho Chi National Convention, AIAS Forum and the IDSA National Convention.

I.2.2 Administrative Structure & Governance

The College of Architecture

Leadership Team, Academic Year 2013-2014

We continue to benefit from a very capable leadership team. The accomplishments of the college community are entirely dependent on this team to teach, to serve and to nurture the work of the faculty.

Patricia Belton Oliver	Dean
Lannis Kirkland	Associate Dean Director, Undergraduate Programs, Assistant Professor
Trang Phan	Assistant Dean, Graduate and Undergraduate Admissions and Academic Advising Services, Student Affairs and Development
Mary Benham	College Business Administrator
Abby Corcoran	Academic Advisor
Sandy Acosta	Academic Advisor
Lynette Black	Administrative Assistant to the Dean
Nhu-Thuy Mai	Assistant College Business Administrator
Rebecca Stephens	Human Resources/Payroll
David Brashear	Information Technology Coordinator
Linda Silva	Office Assistant
Joel Wyatt	Director of Advancement
Megan Streete	Director of Marketing and Communications

Support Services:

Eric Arnold	Co-Director, Keeland Design Exploration Center
Stephen Gist	Co-Director, Keeland Design Exploration Center
Catherine Essinger	Associate Librarian
Jean Krchnak	Visual Resource Curator

Faculty Directors:

Rafael Longoria	Co-Director Graduate Studies, Professor
Dietmar Froehlich	Co-Director Graduate Studies, Associate Professor
EunSook Kwon, Ph.D.	Director Industrial Design, Associate Professor
Gregory Marinic	Director, Interior Architecture, Assistant Professor
Larry Bell, AIAA, ASCE	Director, Sasakawa International Center for Space Architecture (SICSA), Professor
Michelangelo Sabatino, Ph. D.	Coordinator, History, Theory and Criticism, Associate Professor

Wendy Fok	Coordinator, Design Media, Assistant Professor
Cord Bowen	Coordinator, Foundation Level, Adjunct Assistant Professor
Tom Diehl	Coordinator Intermediate Level, Associate Professor
William Truitt	Coordinator, Professional Level, Assistant Professor
Geoffrey Brune, FAIA	Coordinator, Comprehensive Design, Professor
Rives Taylor, FAIA	Coordinator, Undergraduate Technology

Special Resources:

Patrick Peters	Director, Graduate Design Build Studio, Professor
Susan Rogers	Director, Community Design Resource Center, Assistant Professor
Donna Kacmar	Director, Materials Research Collaborative, Associate Professor
Joe Meppelink	Director, UH Green Building Components, Lecturer
Patricia Oliver	Director, **designLAB**

The College administrative structure is fairly lean. There are no department chairs and no separate academic departments. Programs are run by directors and coordinators who report to the dean.

Committees:
In this shared governance model, much decision making is done in committee. The College Committees are:

Steering Committee: 7 Faculty: 6 Tenured/Tenure-Track + 1 Voting-Eligible Adjunct Faculty = 2 year terms – 3 odd-year, 4 even-year + 1 UG and 1 Graduate Student – 1 year terms

Student Grievance Committee: 5 Voting –Eligible Faculty members, 3 of which are Tenured – 2 year term + 1 Student Rep. each, Graduate and Undergraduate for 1 year term.

Faculty Grievance Committee: 3 Tenured Professors, 1 and only 1 must be Full Professor; cannot serve on PTR, two 2-year terms, one 1-year term

Peer Review Committee: 4 Full Time Faculty Members, 3 Tenured, 1 may be Tenure Track, 2 on, 2 off.

Undergraduate Committee: Undergraduate Academic Directors/Coordinators, 1 Undergraduate Student

Graduate Committee: Graduate Co-Directors, Assistant Dean, Academic Directors/Coordinators, Graduate Student

Student Council

The Student Council represents the student body across all majors. The Student Council has one College Senator who represents the student body in the University Student Government. The Student Council meets regularly with the assistant dean, the Dean and conducts monthly town hall meetings for all students, with the dean and associate and assistant dean.

Other Degrees:

Since our last NAAB visit, the college has introduced a Bachelor of Science degree in Interior Architecture, starting its third year this fall. Texas law requires that applicants for Interior Design licensure in Texas must have graduated from a Council for Interior Design Accreditation (CIDA) accredited interior design program. We will likely begin that process this year. The significant overlap between Interior Architecture and our existing professional BArch curriculum, a five-year plus Master's program will also be possible.

We have also started the first cohort of the Master of Science in Industrial Design program this fall. The undergraduate Industrial Design program has been very successful and the Master program is intended to focus on research.

The Graduate Program is currently benefiting from two Co-Directors. This decision was made to provide concentrated leadership to graduate programs. Much work has been done to re-organize graduate curriculum to recognize the specific needs of graduate students.

University Colleges

The University of Houston comprises 12 academic colleges and an interdisciplinary Honors College. Each major and graduate program "lives" in one of the 12 academic colleges, so the college that houses your program will become your academic home. The Honors College, in contrast, provides special courses and opportunities for talented undergraduate students of all majors and departments.

The University of Houston System

The University of Houston System is a group of ten public institutions of higher learning in the Houston area that share common goals and are governed by a Board of Regents.

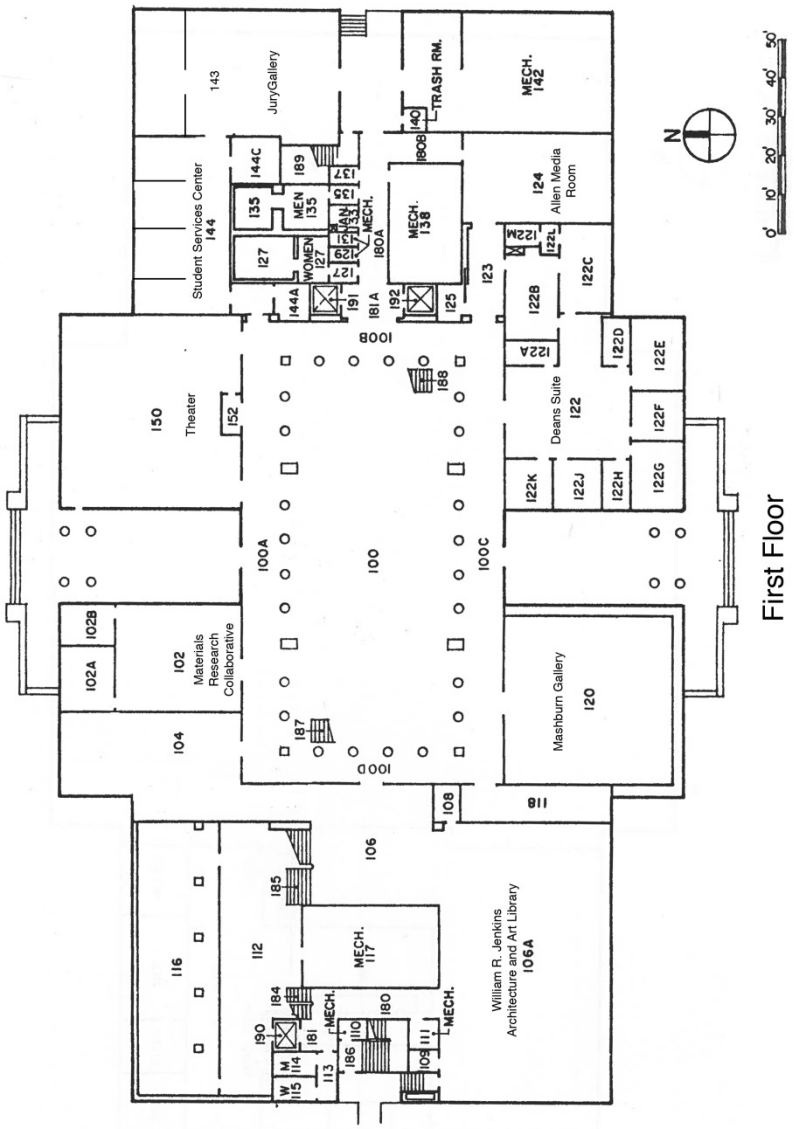
The UH System comprises four universities and six multi-institution regional campuses that offer degrees in partnership with the universities. The University of Houston is the largest and most comprehensive institution of the UH System.

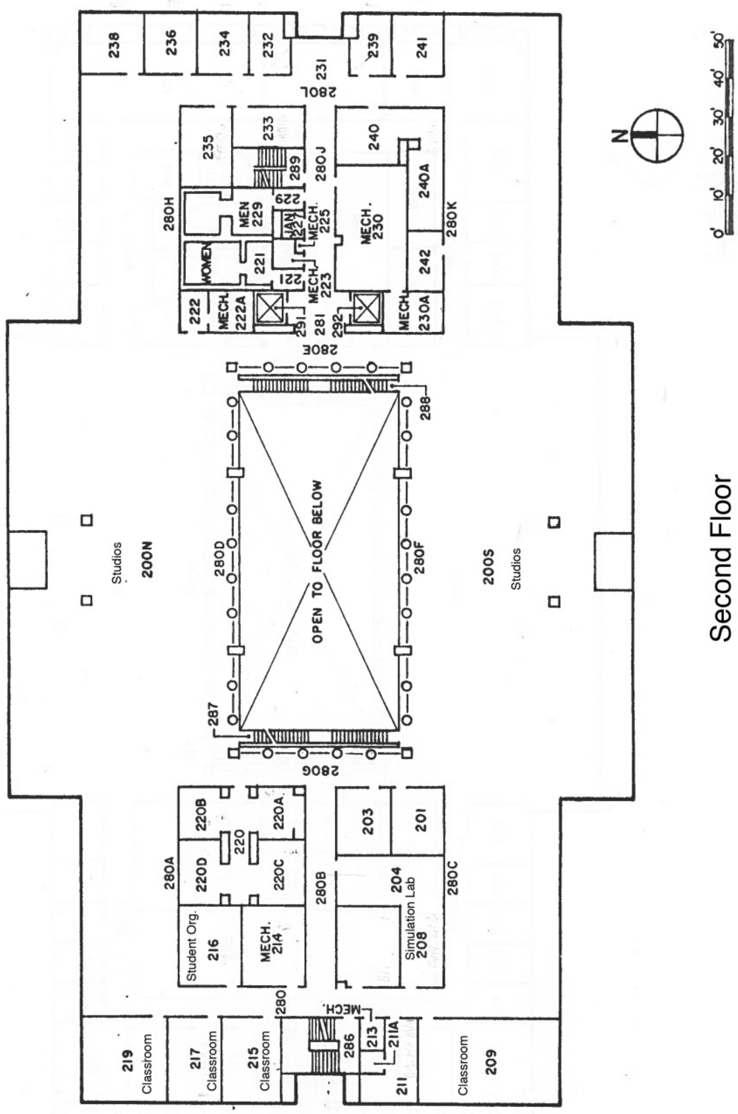
Relationships among UHS institutions are collegial and collaborative. Credits transfer easily from one institution to another, and students move freely from one campus' library to another. Each UHS institution has a distinct mission; together, the institutions' missions and programs complement and support one another.

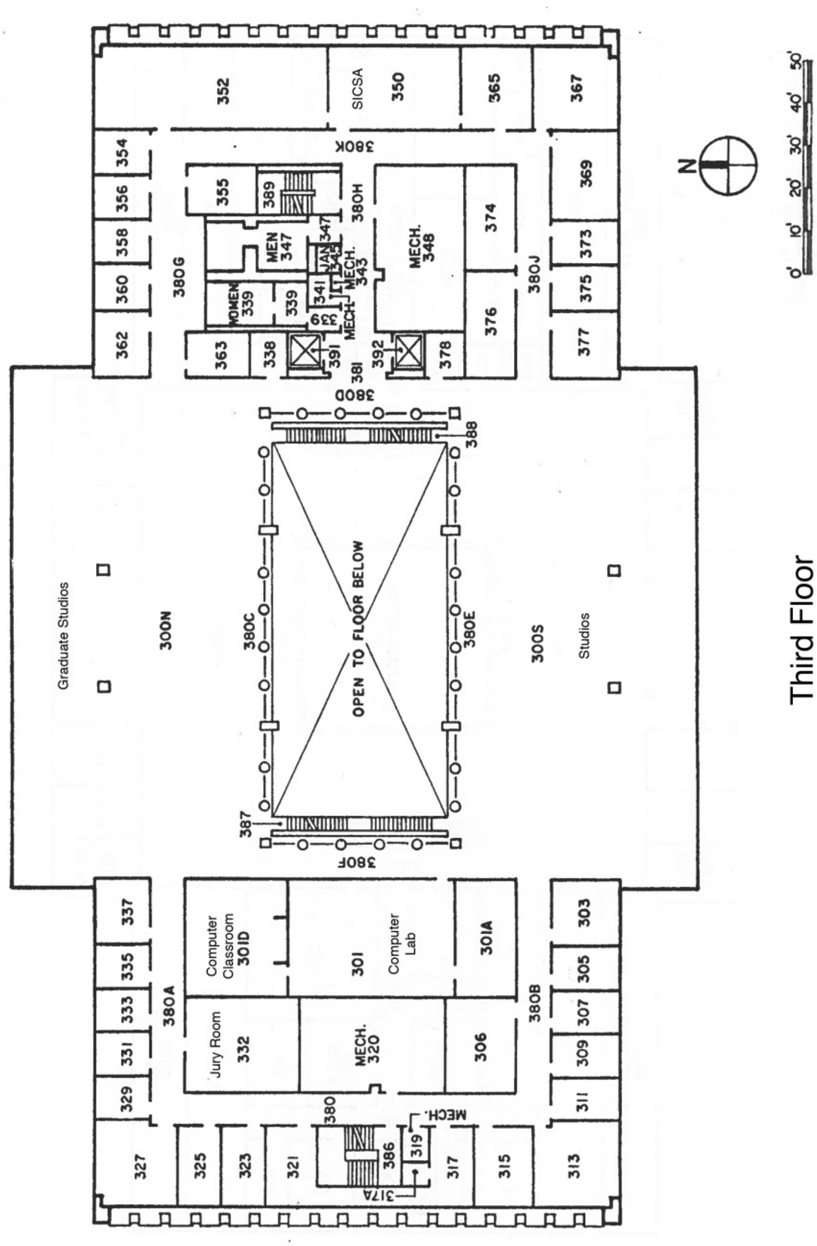
Together with UH, the universities that make up the UH System are UH-Clear Lake, UH-Downtown and UH-Victoria. The established teaching centers are UH Sugar Land, UH System at Cinco Ranch, UH-Clear Lake Pearland, UH Northwest and UHD Northwest. In addition, UH offers several program components through facilities at the Texas Medical Center.

I.2.3 Physical Resources

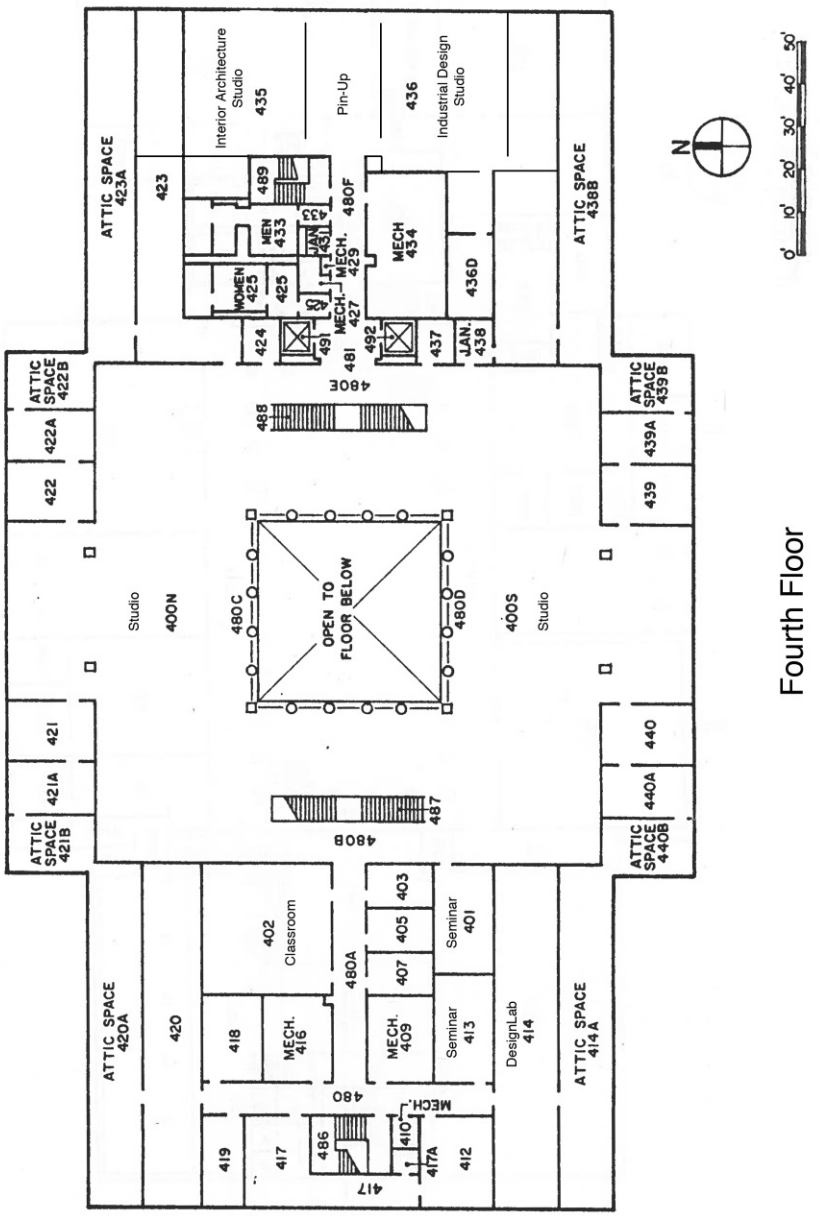
College of Architecture Building




Second Floor
OPEN TO FLOOR BELOW
200N
Studios
200S
Studios
238
236
234
232
231
239
241
280L
235
233
289
280J
240
280H
MEN
229
JAN
227
MECH.
225
MECH.
230
240A
280K
WOMEN
221
MECH.
223
242
222
MECH.
222A
291
281
292
MECH.
230A
280E
288
280D
280F
287
280G
220B
220A
220
203
201
280A
220D
220C
280B
204
Simulation Lab
208
280C
Student Org.
216
MECH.
214
280
MECH.
219
Classroom
217
Classroom
215
Classroom
286
213
211A
211
Classroom
209
N
0' 10' 20' 30' 40' 50'

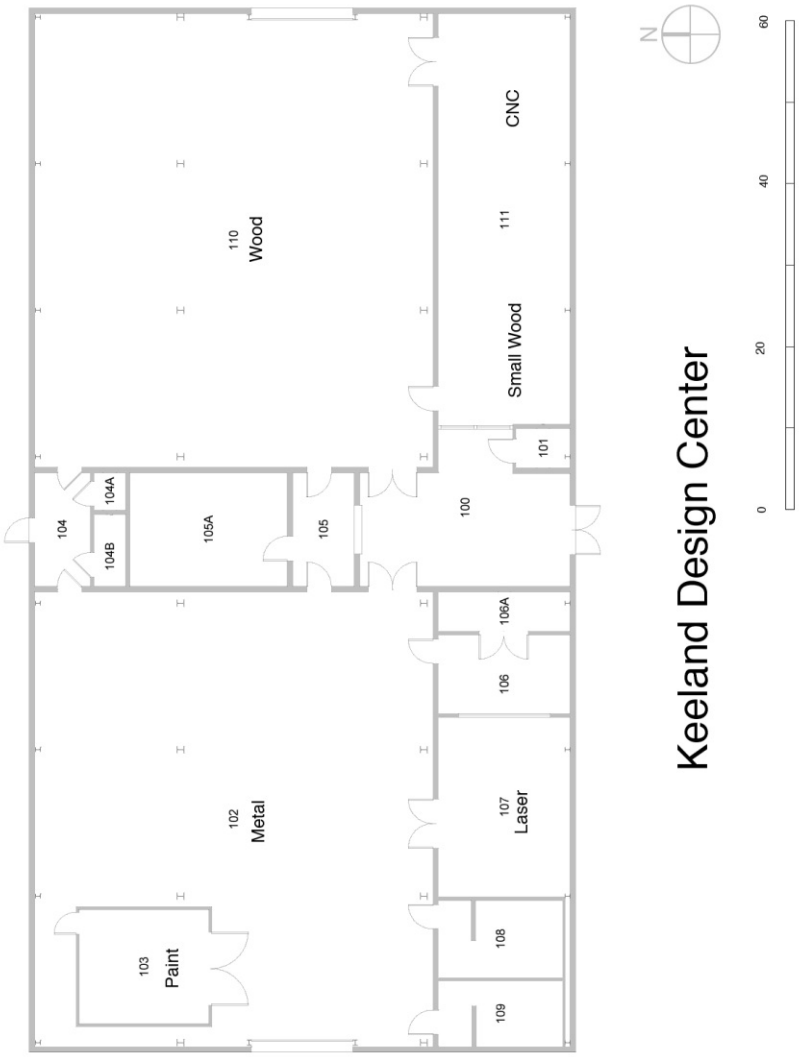

352
SICSA
350
365
367
380K
354
356
358
360
362
355
389
380H
MEN
347
MECH.
348
374
369
373
375
377
376
380J
380G
WOMEN
339
363
338
391
392
378
381
380D
388
Graduate Studios
300N
380C
OPEN TO FLOOR BELOW
380E
300S
Studios
387
380F
337
335
333
331
329
327
Computer Classroom
301D
301
Computer Lab
301A
303
305
307
309
311
313
380A
Jury Room
332
MECH.
320
306
380B
325
323
321
380
386
319
317
317A
315
MECH.
N
0' 10' 20' 30' 40' 50'

Third Floor



Fourth Floor

Burdette Keeland, Jr. Design Exploration Center



Remodeling Since Last Visit

The College has been consistently remodeling space in the building to accommodate our growing and changing programs. We have just added studios for Industrial Design and Interior Architecture on our fourth floor, converting storage space and repurposing our old darkroom facilities. We have carved out space for **designLAB** on our fourth floor as well. As part of the remodel, we have obtained funding for a trial run of faculty/student designed furniture to reduce our footprint while providing a more modern workspace. Our hope is to expand this model throughout the college.

The old shop facilities, now moved to the Keeland Center, have been converted to a new Advising Center and a new presentation space. The presentation space, with projection capabilities, allows us to conduct workshops and seminars as well as providing much-needed presentation pin-up space.

The College has introduced a new Materials Research Collaborative housed in our old archive space. The MRC provides state-of-the art new materials as a subsidiary of Materials Connexion in New York. We have completed database services and are able to conduct research in carbon analysis and sustainable materials for corporate partners such as Skanska and Kirksey Architects. We recently redesigned the Dean's Office, featuring a new media wall designed by three faculty members: Matt Johnson, Cord Bowen and Jason Logan. The wall, in addition to providing videos of work in the college, showcases our digital capabilities and our design expertise.

We carved a small space out of a janitorial closet to allow the students to create a Student Store on the third floor. The students sell rapid-turn-around supplies and convenience items.
We developed an office and conference room for our Community Design Resource Center on the second floor. This allows them to have meetings with the community members and representatives that they work with.

We are currently in the process of redesigning a new interactive telecommunications space. Our Allen Media room will allow us to communicate, in any medium, with collaborators around the globe.

Special Resources

Burdette Keeland, Jr. Design Exploration Center

The Keeland Center houses The Graduate Design/Build Studio and the latest equipment to accommodate digital fabrication projects for architecture, industrial design, interior architecture and space architecture students. The facility provides traditional "shop" equipment and tools and its digital fabrication equipment allows students to produce objects and prototypes designed and generated on computers using 3-D software. CNC machines and rapid prototyping equipment conserve time and encourage exploration of new methods for manufacturing.

Material Research Collaborative

The Materials Research Collaborative (MRC) at the University of Houston College of Architecture serves as a materials resource for material discovery, innovation, instruction, and research for the 700 students at the Gerald D. Hines College of Architecture and area professionals. The MRC has developed a web-based database that catalogs the physical materials in its collection. On-going work of the MRC includes uncovering new and innovative materials, cataloging the physical samples, and researching and inputting data regarding the specific extrinsic and intrinsic properties of these materials. The MRC is also engaged in specific material research projects such as a database of local materials and carbon analysis of an office building currently under construction. This work is funded by our Founding Partners: Page Southerland Page, Kendall/Heaton, and Gensler and our supporters: Architecture Center Houston Foundation, the University of Houston Green Building Components program, Skanska USA, the University of Houston Gerald D. Hines College of Architecture and the University of Houston Faculty Development Department.

Computer Lab

The Architecture Computer Lab offers a variety of programs on the windows platform allowing students to create drawings, BIM models, parametric models, and solid models. There are over 40 computers, an 11x17 scanner, a large format scanner, 2 printers, and 5 plotters to allow students to conceptualize and realize their creative designs.

Wireless connections are available for all students, faculty and guest throughout the Architecture Building. Students also have Wi-Fi throughout the campus. Additionally, there are several areas where users have access to wired connections. There are 50 Windows PC available for general student use with the following software packages:

Adobe Creative Suite 6
Autodesk Educational Suite
ArchiCAD
Keyshot
Lumion
Microsoft Office 2013
Rhino 5 w/vray
Solidworks
Sketchup
and various other minor packages

(There are 12 PC's exclusively for SICSA use.)

Output available to students:

5 up to 42" plotters
2 up to 11x17 printers

2 PC scanners
1 Large format Scanner

Also, there are 10 PC's in the Keeland Design Center that allow use of two Roland Routers, a MultiCAM router, 3D printer, and two laser cutters all for prefab and fabrication projects.

William R. Jenkins Architecture and Art Library

The William R. Jenkins Architecture and Art Library, located on the first floor of the College of Architecture building, houses a collection of approximately 125,000 books, journals, DVDs, and other research material. The collection also includes the Kenneth Franzheim II Rare Books Room, which contains treasures published in the 17th through 20th centuries. Computing, scanning, copying, and printing service is also available. The staff at the Jenkins Library is expert in architectural and design research and enjoys assisting students, so please come in for materials, consultation, and study space.

Student Services Office

The Student Services Office, located in Suite 151, is open to students needing assistance with advising, academic concerns and student affairs. The college supports two full time advisors who report to the Assistant Dean.

Joseph Mashburn Gallery

Our college gallery allows us to host and curate exhibitions pertinent to our study of architecture and design. The gallery has allowed us to exhibit student and faculty work, work of notable architects and shows on industrial design, urban design and interior architecture. When the gallery is not hosting an exhibition, it is widely used for juries and events.

I.2.4 Financial Resources

Current Budget

Description	Revenue FY2013	Expenses FY2013
State Education & General	3,020,577	2,999,195
Designated Tuition & Other Fees	2,097,103	2,134,769
Sales & Services - E & G	143,523	121,932
Private Gifts	320,446	448468
Endowment Income Distribution	335,448	305,249
Grants	97,741	39,657
Other	177,200	154716
Total	**6,192,038**	**6,203,986**

Forecasts

Description	FY 2014		FY 2015-forecast	
	Revenue	Expenses	Revenue	Expenses
State Education & General	3,106,103	3,106,103	3,106,103	3,106,103
Designated Tuition & Other Fees	1,815,187	1,815,187	1,815,187	1,815,187
Sales & Services - E & G	143,523	143,523	143,523	143,523
Private Gifts	186,500	186500	186,500	186500
Endowment Income Distribution	335,448	335,448	335,448	335,448
Grants	33,000	33,000	0	0
Other	119,113	119113	0	0
Total	**5,738,874**	**5,738,874**	**5,586,761**	**5,586,761**

Comparative Budgets

Description	FY2012	FY2011	FY2010	FY2009
Revenue	$6,173,518	$6,297,443	$5,589,317	$6,088,608
Expenditure-Instruction	$3,192,267	$3,627,967	$3,858,891	$3,196,988
Expenditure-Capital	$557,959	$761,960	$500,921	$231,628
Expenditure-Overhead	$2,311,687	$1,907,516	$762,511	$2,482,989
Expenditures-Total	$6,061,913	$6,297,443	$5,122,323	$5,911,605
Per Student Capital Expenditures	$746.93	$980.64	$656.52	$294.69
Per Student Annual Expenditures	$8,115.01	$8,104.82	$6,713.40	$7,521.13

Institutional Financial Issues

There are no planned increases or reductions in enrollment other than the long-range goal of increasing graduate students, with a corresponding reduction in undergraduates. The goal is to increase graduate enrollment to approximately 100 students. The new Master of Science in Industrial Design is a step toward this goal.

There are no planned increases or reductions in funding. The University anticipates a gradual decrease in funding from the state which must be replaced with outside sources. A major fund-raising drive is under way.
The only change in the funding model is the combining of tuition and fees into one; the level of funding did not change.

I.2.5 Information Resources

The William R. Jenkins Architecture and Art Library supports the mission and goals of the Gerald D. Hines College of Architecture. The library is a branch of the university's library system and is located on the first floor of the college. It is evaluated regularly and receives very high ratings. In 2013 96.25% of the students rated the staff as good or excellent and 90% gave the same ratings to the collection. The collection is one of the largest of its kind in the region. It advances architecture, design and fine arts research with access to monographs, serials, electronic resources, multimedia resources and a rare books room. Collection development is curriculum-driven and the budget for resources is sufficient to meet the demands of all program curricula.

The library also offers access to specialized equipment, including color and black/white copiers and printers, scanners and printers that accommodate standard and large material, computer workstations and NetBooks, which may be borrowed. A staff of 3.5 provides advanced research assistance, classroom instruction and specialist knowledge. It works closely with the college's Visual Resources Department to ensure it has the material it needs. Other services include interlibrary loan and document delivery service, course reserves and sharing agreements with both local and worldwide libraries.

Total number of cataloged titles in the architecture library collection is 85,908
Total number of cataloged titles that have Library of Congress NA or Dewey 720-729 is 15,025.

Visual Resources
A circulating teaching collection of approximately 60,000 digital images, 120,000 35mm slides, and a collection of 500 video/CD/DVD (200 professionally made and 300 produced in-house). The digital images are available to students and faculty through our online database. The still images are available only to faculty for classroom use and the videos can be checked out by students and faculty.

In addition to the procedures in place for collection improvement and development, a special digital media initiative is in progress: The Houston Collection. The Houston Collection is a collection of images that will reflect the built, un-built and demolished environment of the Houston region. One goal is to build a complete history of each site and, when possible to add a current photo to the historical images.

The visual resource teaching collections are administered by one fulltime curator and graduate research assistants. The role of the Curator and Collection Staff is to improve

and preserve the teaching collection of images and assist in integrating the images into the architectural curriculum.

I.3: Institutional Characteristics

I.3.1 Statistical Reports

Student Demographics: Entering Students

Bachelor of Architecture

Fall 2012							Fall 2009				
	GENDER				All		GENDER				All
	Female		Male				Female		Male		
	Full Time	Part Time	Full Time	Part Time			Full Time	Part Time	Full Time	Part Time	
	N	N	N	N	N		N	N	N	N	N
White	12	5	16	5	38		12	9	17	17	55
African American	2		3		5		4	0	1	4	9
Hispanic	8	3	22	6	39		8	7	20	17	52
Asian American	5	1	5	1	12		6	2	16	6	30
International	1		1		2		14	7	9	5	35
Hawaiian/ Pacific Islander			1		1		0	0	0	0	0
Multiracial			1		1						0
Unknown							0	1	0	0	1
All	28	9	49	12	98		45	26	63	50	184

Environmental Design, BS

No students (students do not matriculate into the BS degree; they are allowed to change to this degree only after meeting with an advisor to make sure they understand it is not the accredited degree.

Master of Architecture

Fall 2012					Fall 2009				
	GENDER		All		GENDER				All
	Female	Male			Female		Male		
	Full Time	Full Time			Full Time	Part Time	Full Time	Part Time	
	N	N	N		N	N	N	N	N
White	7	3	10		5	1	10	0	16
African American	1	1	2		0	0	0	0	0
Hispanic	2	3	5		2	0	0	0	2
Asian American	1	1	2		1	0	1	0	2
International	3	2	5		6	0	1	0	7
Multiracial		1	1						0
All	14	11	25		14	1	12	0	27

Student Demographics: All Architecture Students

Bachelor of Architecture

Fall 2012	GENDER				All
	Female		Male		
	Full Time	Part Time	Full Time	Part Time	
	N	N	N	N	N
White	39	21	78	29	167
African American	7	1	5	2	15
Hispanic	47	15	110	47	219
Asian American	25	8	32	13	78
Native American	1				1
International	13	1	9	4	27
Unknown			1		1
Hawaiian/Pacific Islander			3		3
Multiracial	4	1	2	4	11
All	136	47	240	99	522

Master of Architecture

Fall 2012	GENDER			All
	Female		Male	
	Full Time	Part Time	Full Time	
	N	N	N	N
White	15		15	30
African American	1		2	3
Hispanic	4		4	8
Asian American	5	1	2	8
International	9		5	14
Multiracial	1		2	3
All	35	1	30	66

Environmental Design, BS

	GENDER		All
	Male		
	Full Time	Part Time	
	N	N	N
White		1	1
Hispanic	1		1
Unknown		1	1
Hawaiian/Pacific Islander		1	1
All	1	3	4

Student Demographics: University

Ethnicity (Fall Semesters)

	2009	2010	% Diff	2011	% Diff	2012	% Diff
White	13,038	13,212	1.3	13,196	-0.1	13,106	-0.7
African American	4,973	4,869	-2.1	4,836	-0.7	4,598	-4.9
Hispanic	7,643	8,641	13.1	9,368	8.4	10,133	8.2
Asian American	7,501	7,561	0.8	7,665	1.4	7,746	1.1
Native American	129	129	-	98	-24	82	-16.3
International	3,169	3,278	3.4	3,365	2.7	3,614	7.4
Unknown	547	320	-41.5	286	-10.6	291	1.7
Hawaiian/Pacific Isl *	0	115	-	112	-2.6	96	-14.3
Multiracial *	0	627	-	894	42.6	1,081	20.9
Total	**37,000**	**38,752**	**4.7**	**39,820**	**2.8**	**40,747**	**2.3**

Gender (Fall Semesters)

	2009	2010	% Diff	2011	% Diff	2012	% Diff
Male	18,299	19,356	5.8	19,979	3.2	20,588	3
Female	18,701	19,396	3.7	19,841	2.3	20,159	1.6
Total	**37,000**	**38,752**	**4.7**	**39,820**	**2.8**	**40,747**	**2.3**

Qualifications of Students Admitted

Undergraduate

	Fall 2012			Fall 2009		
	SAT Crit Reading	SAT Math	ACT Verbal	SAT Crit Reading	SAT Math	ACT Verbal
College of Architecture	575	616	26	539	590	24
UH 25th Percentile	490	530	22	460	490	19
UH 75th Percentile	600	640	27	570	600	24

Graduate

	Fall 2012			Fall 2009		
	GRE Verbal	GRE Quant	GRE Analytic	GRE Verbal	GRE Quant	GRE Analytic
College of Architecture	150	153	3.5	NA	NA	NA
University of Houston	152	153	3.6	NA	NA	NA

Time to Completion

Of those graduating Fall 2012 – Summer 2013:

	Total	100% of time	150% of time
M. Arch Level 1	14	5	14
		36%	100%
M. Arch Level 2	13	0	11
		0%	85%
B. Arch	83	36	70
		43%	84%

Degrees Awarded (2008-9 and 2012-13)

Bachelor of Architecture

	2008-9				2012-13		
	GENDER		All		GENDER		All
	Female	Male			Female	Male	
	N	N	N		N	N	N
White	10	18	28		15	13	28
African American		3	3		4		4
Hispanic	11	19	30		7	32	39
Asian American	10	7	17		4	15	19
International	4		4			2	2
Unknown	1		1				
All	36	47	83		30	62	92

Master of Architecture

	2008-9				2012-13		
	GENDER		All		GENDER		All
	Female	Male			Female	Male	
	N	N	N		N	N	N
White	6	11	17		7	10	17
African American							
Hispanic	2	2	4		1		1
Asian American					5	2	7
International	4	1	5				
Unknown	1		1		1	1	2
All	13	14	27		14	13	27

Graduation Rates

University: 46%
Bachelor of Architecture: 67%

I.3.2 Annual Reports

I.3.3 Faculty Credentials

fttp://coa-pubsvr1.cougarnet.uh.edu
ID: NAAB
Password: Hines:456

II: EDUCATIONAL OUTCOMES AND CURRICULUM

II.1 Student Performance Criteria

Bachelor of Architecture

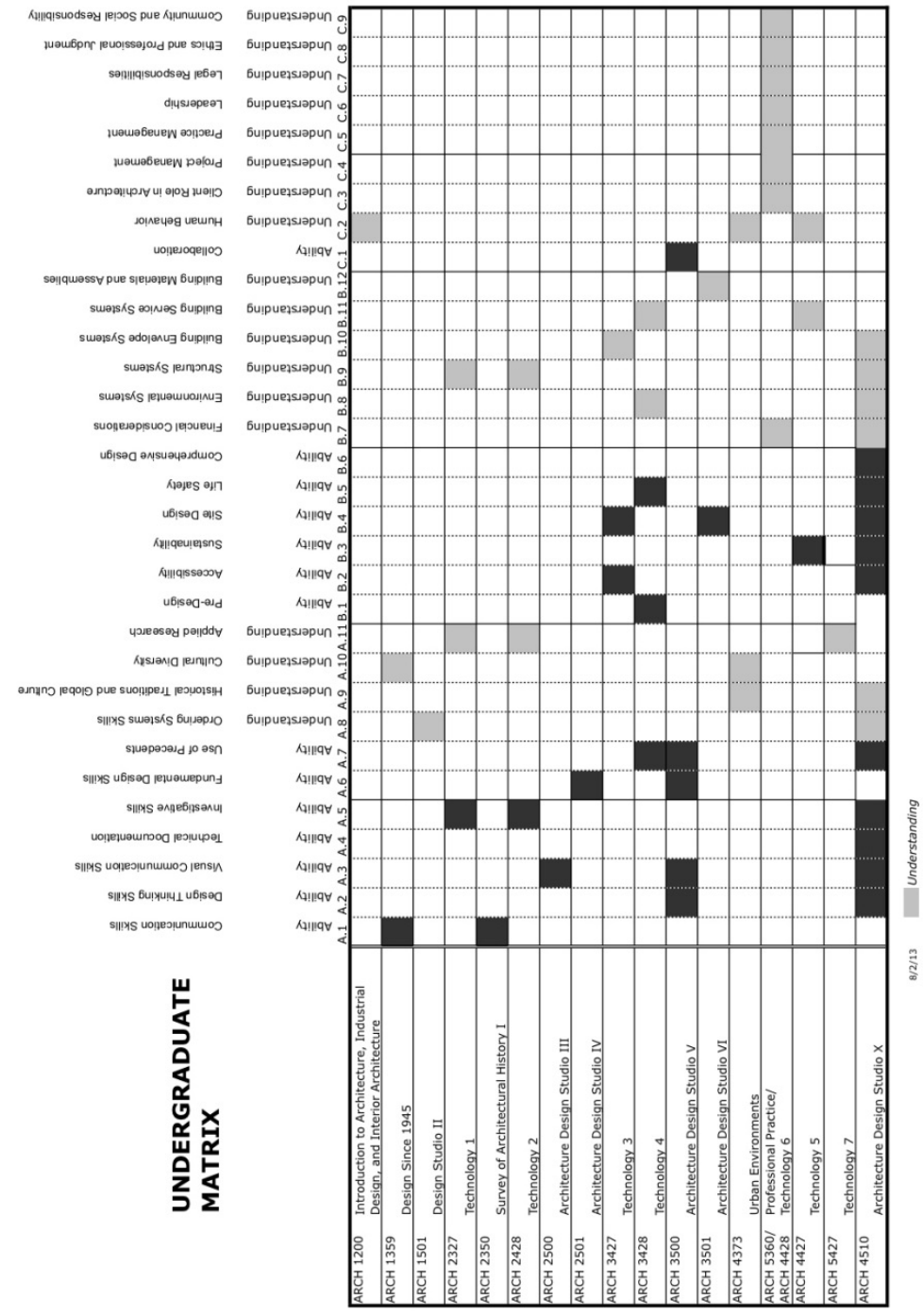
The Bachelor of Architecture degree program is organized in 4 levels: Foundation, Intermediate, Comprehensive Design, and Professional. At the end of Foundation, and at the end of Intermediate, students must present a portfolio of their work to be accepted into the next level.

The Foundation Level is shared with Interior Architecture and Industrial Design, with Industrial Design separating into separate studios after the first studio, and Interior Architecture separating after Foundation.

The Foundation Level introduces ideas of 2-D and 3-D composition, presentation, scale and human dimension, and in the 3rd studio, program.
The Intermediate Level integrates technical courses, brings in all the components of an architectural project, and prepares students to undertake a comprehensive design studio.

The Comprehensive Design Studio requires students to integrate all the elements of architectural design, and is therefore is assigned the most dense collection of Student Performance Criteria.

In the Professional Level, students choose from an array of topical studios corresponding to their individual intentions.


UNDERGRADUATE MATRIX
Ability
Understanding
Communication Skills
Design Thinking Skills
Visual Communication Skills
Technical Documentation
Investigative Skills
Fundamental Design Skills
Use of Precedents
Ordering Systems Skills
Historical Traditions and Global Culture
Cultural Diversity
Applied Research
Pre-Design
Accessibility
Sustainability
Site Design
Life Safety
Comprehensive Design
Financial Considerations
Environmental Systems
Structural Systems
Building Envelope Systems
Building Service Systems
Building Materials and Assemblies
Collaboration
Human Behavior
Client Role in Architecture
Project Management
Practice Management
Leadership
Legal Responsibilities
Ethics and Professional Judgment
Community and Social Responsibility
A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8 A.9 A.10 A.11 B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 B.10 B.11 B.12 C.1 C.2 C.3 C.4 C.5 C.6 C.7 C.8 C.9
ARCH 1200 Introduction to Architecture, Industrial Design, and Interior Architecture
ARCH 1359 Design Since 1945
ARCH 1501 Design Studio II
ARCH 2327 Technology 1
ARCH 2350 Survey of Architectural History I
ARCH 2428 Technology 2
ARCH 2500 Architecture Design Studio III
ARCH 2501 Architecture Design Studio IV
ARCH 3427 Technology 3
ARCH 3428 Technology 4
ARCH 3500 Architecture Design Studio V
ARCH 3501 Architecture Design Studio VI
ARCH 4373 Urban Environments
ARCH 5360/ ARCH 4428 Professional Practice/ Technology 6
ARCH 4427 Technology 5
ARCH 5427 Technology 7
ARCH 4510 Architecture Design Studio X
8/2/13

Master of Architecture – Levels 1 and 2

The Graduate Studies Program is committed to preparing students to take leadership roles in the architectural profession as it enters an era of unprecedented social and environmental challenges, and rapidly changing technological potentials. The various degree curricula of the program promote creative critical inquiry into the material and cultural contexts within which architecture is practiced today. The program provides a comprehensive foundation for practice at all scales and for a future of lifelong learning. Graduate study concentrations available to professional degree students include Sustainable Design, Urban/Suburban Design, Digital Design & Media, and Extreme Environments.

A "Graduate Professional Core" consisting of the classes that are required for all graduate students enrolled in the professional programs (Master of Architecture) to fulfill the SPC has been identified as part of both the professional accreditation strategy and the efforts to provide a better education. At least one of the courses covering every SPC is required to be taken in the last two years of the degree plans, thus assuring that every graduate student seeking a professional degree has fulfilled every NAAB accreditation criterion while at UH regardless of their previous education. (See Appendix 4: Matrix for SPC)

The educational goals of the required design studio sequence can be broadly summarized as follows:

Level 1 Studios: Problem Solving & Digital Tools
Graduate Design/Build Workshop: Real World Design & Construction Experience
Level 2 Studios: Thematic Rotations & Comprehensive Design
Level 3 Studios: Graduate Study Concentrations & Master Projects

In addition to the required Professional Core courses, graduate students seeking a professional degree must complete two Graduate Seminars electives (6 credit-hours) and two History/Theory electives (6 credit-hours) within the College of Architecture, as well as three Free Electives (9 credit-hours).

Graduate Seminars are intended to promote reading, writing, discussion, and critical investigation of selected aspects of architectural culture and practice in which the instructor holds particular expertise. History/Theory courses play an essential role in fostering critical thinking by exposing architecture students to in-depth discussions on historical and theoretical issues that have shaped architecture and urban sites from antiquity to the present.

Masters of Architecture Level 2 Entrance (4 + 2)	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions & Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials & Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics & Professional Judgment	Community & Social Responsibility
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9
SPC Met in NAAB accredited program	REALM A											REALM B												REALM C								
ARCH 6348											X								X	X		X										
ARCH 6349														X		X					X	X	X									
ARCH 6359	X								X	X																						
ARCH 6360																		X									X			X		X
ARCH 6376										X															X				X			
ARCH 6393	X				X		X				X	X														X						
ARCH 6603		X	X			X	X					X	X											X								
ARCH 6604		X		X	X			X	X				X	X	X	X	X		X	X	X											

II.2 Curricular Framework

II.2.1 Regional Accreditation

http://www.sacscoc.org/details.asp?instid=36880

II.2.2 Professional Degrees

Bachelor of Architecture:

The Bachelor of Architecture is 160 credit hours, of which 103 are architecture courses, 21 elective courses (15 general elective credits and 6 Approved Integrative Course credits), and 36 general studies credits (9 university Core Curriculum credits are satisfied by architecture course). A minor is not required, but students may pursue a minor.

Required professional courses and their requisites:

ARCH 1200. Introduction to Architecture, Industrial Design, and Interior Architecture	Credits: 2	none
ARCH 1500. Design Studio I	Credits: 5	major in the College of Architecture and credit for or concurrent enrollment in ARCH 1200.
ARCH 1359. Design Since 1945 (Writing in the Disciplines Core Course)	Credits: 3	ARCH 1200.
ARCH 1501. Design Studio II	Credits: 5	ARCH 1500.
ARCH 2500. Architecture Design Studio III	Credits: 5	
ARCH 1501 and 1359 and credit for or concurrent enrollment in ARCH 2327.		
ARCH 2327. Technology 1	Credits: 3	ARCH 1501 and credit for or concurrent enrollment in ARCH 2500.
ARCH 2350. Survey of Architectural History I (Visual/Performing Arts Core Course)	Credits: 3	credit for or concurrent enrollment in ENGL 1304.
ARCH 2501. Architecture Design Studio IV	Credits: 5	ARCH 2500 and credit for or concurrent enrollment in ARCH 2428 and passing portfolio review.
ARCH 2428. Technology 2	Credits: 4	ARCH 2327.
ARCH 2351	Credits: 3	credit for or concurrent enrollment in ENGL 1304.
ARCH 3500. Architecture Design Studio V	Credits: 5	ARCH 2501 and concurrent enrollment in ARCH 3427.
ARCH 3427. Technology 3	Credits: 4	ARCH 2428 and PHYS 1302.
Architectural History Elective	Credits: 3	ARCH 2350 and 2351
ARCH 3501. Architecture Design Studio VI	Credits: 5	ARCH 3500 and concurrent enrollment in ARCH 3428.
ARCH 3428. Technology 4	Credits: 4	ARCH 2428 and PHYS 1302.

ARCH 4510. Comprehensive Design Studio	Credits: 5	ARCH 2350, 2351, 3501, and 3428, and successful Sixth Studio Review.
ARCH 4373. Urban Environments	Credits: 3	ARCH 2350 and 2351 or SOC 1300 or PSYC 1300.
ARCH 4427. Technology 5	Credits: 4	ARCH 3428.
Architectural History Elective	Credits: 3	ARCH 2350 and 2351
ARCH 5500. Architecture Design Studio IX	Credits: (must be taken 3 times) 5	ARCH 2350 and 2351, 3501, 3428, and successful Sixth Studio Review.
ARCH 4428. Technology 6	Credits: 4	ARCH 4427.
Architectural Elective	Credits: 3	Varies with course
ARCH 5427. Technology 7	Credits: 4	ARCH 4428.
Architecture Elective	Credits: 3	Varies with course.

The university offers approximately 100 minors; see http://www.uh.edu/academics/majors-minors/index.php.

Master of Architecture

The University of Houston offers a professional Master of Architecture degree with two entrance levels that reflect the previous education of the students in the program: 1. Level One (4+3.5) entrance is a 97-credit hour program intended for students holding a bachelor degree in a field outside architecture; 2. Level Two (4+2) entrance is 60-credit hour program intended for students with a pre-professional bachelor degree in Architecture or Environmental Design.

Level 1 Entrance DEGREE PLAN

FALL – Level 1		Pre-Requisites	Type	Hours
ARCH 6340 – Survey of Arch History I		Graduate standing	AR	**3**
ARCH 6320 – Integrated Technology 1		Conc. enrollment in ARCH 6600	AR	**3**
ARCH 6301 – Introduction to Architecture I		Graduate standing	AR	**3**
ARCH 6600 – Arch Design Studio I		Graduate standing and conc. enrollment in ARCH 6320	AR	**6**
			Total	**15**

SPRING – Level 1		Pre-Requisites	Type	Hours
ARCH 6341 – Survey of Arch History II		Graduate Standing	AR	**3**
ARCH 6321 – Integrated Technology 2		ARCH 6320 and concurrent enrollment in ARCH 6601	AR	**3**
ARCH 6302 – Introduction to Architecture II		Graduate standing	AR	**3**
ARCH 6601 – Arch Design Studio II		ARCH 6600 and concurrent enrollment in ARCH 6321	AR	**6**
			Total	**15**

SUMMER – Level 1		Pre-Requisites	Type	Hours
ARCH 6130 – Topics in CAD		Graduate standing	AR	**1**
ARCH 6602 – Design-Build Workshop		ARCH 6601	AR	**6**
			Total	**7**

FALL – Level 2		Pre-Requisites	Type	Hours
ARCH 6376 – Urban Determinants		Graduate standing	AR	**3**
ARCH 6348 – Integrated Technology 3		ARCH 6321 and concurrent enrollment in ARCH 6603	AR	**3**
ARCH 6359 – Modern Arch & Urbanism		ARCH 6340 & ARCH 6341 or equivalent	AR	**3**
ARCH 6603 – Arch Design Studio III		Conc. enrollment in ARCH 6348. ARCH 6602 or Level 2 entrance	AR	**6**
			Total	**15**

SPRING – Level 2		Pre-Requisites	Type	Hours
ARCH ____ – Graduate Seminar Elective		Graduate standing/Specific requirements	AE	**3**
ARCH 6349 – Integrated Technology 4		ARCH 6348 and concurrent enrollment in ARCH 6604	AR	**3**
ARCH ____ – Free Elective		Graduate standing/Specific requirements	FE	**3**
ARCH 6604 – Arch Design Studio IV		ARCH 6603 and concurrent enrollment in ARCH 6349	AR	**6**
			Total	**15**
FALL – Level 3		**Pre-Requisites**	**Type**	**Hours**
ARCH 6360 – Practice of Architecture		Grad standing	AR	**3**
ARCH ____ – Arch History/Theory Elective		Grad standing/Specific requirements	AE	**3**
ARCH 6393 – Master Project Preparation		ARCH 6604 or Level 3 entrance	AR	**3**
ARCH 7600 – Arch Design Studio V		ARCH 6604 or Level 3 entrance	AR	**6**
			Total	**15**

SPRING – Level 3		Pre-Requisites	Type	Hours
ARCH ____ – Graduate Seminar Elective		Grad standing/Specific requirements	AE	**3**
_____ ____ – Free Elective		Grad standing/Specific requirements	FE	**3**
_____ ____ – Free Elective		Grad standing/Specific requirements	FE	**3**
ARCH 7601 – Arch Design Studio VI		ARCH 6604 or Level 3 entrance	AR	**6**
			Total	**15**

COURSE TYPES:
AR: Required Architecture Course (Professional Core)
AE: Elective Architecture Course (Graduate Seminars and/or History Electives)
GR: Required General Studies Course (Note: None shown, required before admission to Professional Graduate Program)
FE: Free Elective Course (Free Electives that can be taken in the College, or in other disciplines by petition)

Level 2 Entrance DEGREE PLAN

FALL – Level 2		Pre-Requisites	Type	Hours
ARCH 6376 – Urban Determinants		Graduate standing	AR	**3**
ARCH 6348 – Integrated Technology 3		Conc. enrolment in ARCH 6603	AR	**3**
ARCH 6359 – Modern Arch & Urbanism		ARCH 6340 & ARCH 6341 or equivalent	AR	**3**
ARCH 6603 – Arch Design Studio III		Concurrent enrollment in ARCH 6348. ARCH 6602 or Level 2 entrance	AR	**6**
			Total	**15**

SPRING – Level 2		Pre-Requisites	Type	Hours
ARCH ____ – Arch Seminar Elective		Graduate standing/ Specific requirements	AE	**3**
ARCH 6349 – Integrated Technology 4		ARCH 6348 and concurrent enrollment in ARCH 6604	AR	**3**
ARCH ____ – Free Elective		Graduate standing/Specific requirements	FE	**3**
ARCH 6604 – Arch Design Studio IV		ARCH 6603 and concurrent enrollment in ARCH 6349	AR	**6**
			Total	**15**

FALL – Level 3		Pre-Requisites	Type	Hours
ARCH 6360 – Practice of Architecture		Graduate Standing	AR	**3**
ARCH ____ – Arch History/Theory Elective		Graduate Standing/Specific requirements	AE	**3**
ARCH 6393 – Master Project Preparation		ARCH 6604 or Level 3 entrance	AR	**3**
ARCH 7600 – Arch Design Studio V		ARCH 6604 or Level 3 entrance	AR	**6**
			Total	**15**

SPRING – Level 3		Pre-Requisites	Type	Hours
ARCH ____ – Arch Seminar Elective		Graduate standing/Specific requirements	AE	**3**
_____ ____ – Free Elective		Graduate standing/Specific requirements	FE	**3**
_____ ____ – Free Elective		Graduate standing/Specific requirements	FE	**3**
ARCH 7601 – Arch Design Studio VI		ARCH 6604 or Level 3 entrance	AR	**6**
			Total	**15**

COURSE TYPES:

AR: Required Architecture Course (Professional Core)
AE: Elective Architecture Course (Graduate Seminars and/or History Electives)
GR: Required General Studies Course (Note: None shown, GS required before admission to Professional Graduate Program)
FE: Free Elective Course (Free Electives that can be taken in the College, or in other disciplines by petition)

GRADUATE STUDY CONCENTRATIONS in Sustainable Design, Urban/Suburban Design, Extreme Environments, Digital Design & Media, and History, Theory & Criticism, are options available to graduate students in the Gerald D. Hines College of Architecture.
Graduate Study Concentrations must be declared before starting Level 3 by filing a petition with the Assistant Dean. In order to complete a Graduate Study Concentration as part of a Master's Degree program in Architecture, a student must complete at least twenty-one hours of credit in the desired concentration, distributed in the following manner: three 3-hour electives (total 9-hours credit) designated as qualifying for the desired concentration; and two 6-hour architectural studios (total 12-hours credit) designated as qualifying for each concentration offered.

The Post-Professional Coordinator is responsible for designating studios and courses as qualifying for each concentration offered. Please note that the History, Theory & Criticism concentration requires a written Master's Project, and is only available to those students who entered the graduate program as Level 3 students.

(See Degree Plan Charts above.)

The Master of Architecture degree plans do not include any General Studies requirements, since the programs require that students complete the appropriate number of General Studies credits during their undergraduate education—as explained in PART TWO (II): SECTION 3 of this report. However, graduate students have the option to petition for up to six (6) credit-hours of their free-elective classes to be taken in other disciplines.

(See Degree Plan Charts above.)

Off-Campus Programs

Study Abroad/Exchange

The College does not have a branch campus, additional site, or teaching site. We do offer study-abroad programs that are taught by regular faculty of the College. Currently, there are four programs which visit varying locations in Europe, South America, and Asia. They are all semester-long programs that meet at the College, then visit the abroad location(s), and return to the College to complete the work and display the results. They are evaluated in the same manner as all other courses.

Exchange programs are vetted by the College and the University before they are accepted. Students in College exchange programs make proposals for Special Problems courses with regular faculty at the College to receive credit for coursework taken in the exchange program. These proposals are processed in the same manner as other Special Problems requests. Students register for courses at UH under those faculty who monitor the students exchange work and issue grades based on reviews of the work.

II.2.3 Curriculum Review and Development

Bachelor of Architecture

Since the last accreditation visit, an extensive re-working of the BARCH degree curriculum has been accomplished. There were 3 main goals in changing the curriculum: 1) Increase students' ability to integrate technology into design; 2) Improve consistency in students' qualifications for upper level studios and the professional degree; and 3) increase students' independent critical thinking and initiative.

Strategies to accomplish goal one include using studio projects as the basis for parts of technical courses, delivering technical course information as it is needed in the studio, and bringing in practicing professional engineers as adjunct faculty. Goal two is addressed by retaining and upgrading the portfolio review previously at the end of the First Year and moving it to the end of Foundation, and introducing at the end of the Intermediate Level a mandatory review required for continuing in the professional degree. By compressing the first six semesters of studio, and completing Comprehensive Design in the 7th studio, the curriculum was opened up in the Professional Level for students to pursue more individual interests, encouraging them to be more critical in their approach, allowing them to develop a wider array of skills to prepare them for changing opportunities after graduation, and fostering their initiative. It is understood that the "new" curriculum is a work in progress, and will need to be continually revised and adjusted. The curriculum review was developed by a Curriculum Task Force who proposed changes. All faculty members were encouraged to attend several discussion sessions where ideas were cataloged for review by the Task Force. After several iterations, the changes were proposed to the Undergraduate Committee, where they were adopted. The Undergraduate Committee continues to monitor the results and discuss adjustments needed. An example of such a change

is the realization that the first technical course ARCH 2327 Technology 1, is probably not the best place to begin the intensive integration. Another development using the programming portion of the second technology course to have students program the design project they will actually undertake in ARCH 3500 Architecture Design Studio V.

The Undergraduate Committee is responsible for reviewing the curriculum and proposing changes. All course changes are reviewed first by this committee, and then must be approved at the university level Undergraduate Committee. The College Undergraduate Committee is chaired by the Associate Dean and is composed of: Coordinators of Foundation Level, Intermediate Level, Comprehensive Design, and Professional Level; Directors of Industrial Design and Interior Architecture; History and Theory Coordinator, Technology Coordinator, and a student representative. The Dean and Assistant are non-voting members. The Associate Dean, Intermediate Level Coordinator, Comprehensive Design Coordinator, Professional Level Coordinator, and Technology Coordinator are all registered architects.

Master of Architecture, Levels 1 and 2

The professional graduate curriculum is reviewed every year by the Graduate Committee—a standing committee whose membership is stipulated by the College By-laws. Among other responsibilities, the Graduate Committee is responsible for graduate curriculum assessment, review, and development, as well as participating in long-range planning and self-assessment for the graduate programs. The Co-Directors of Graduate Studies represent the Graduate Committee in the College's Long-Range Planning Task Force and report those efforts to the Graduate Committee. The Co-Directors of Graduate Studies also coordinate continuous improvement efforts in three areas: 1. Annual external (and blind) evaluation of every graduating Master Project; 2. Monitoring of Architectural Registration Exam (ARE) Passing Rates; and 3. Monitoring of NAAB Performance Criteria. The results of all these efforts are considered in the graduate curriculum review process.

Working in close collaboration with the instructors of all the Graduate Design Studios, Graduate Professional Core Courses and Graduate Seminars, the Co-Directors of Graduate Studies supervise the refinement and implementation of curricular changes. Licensed Architects are involved in every step of the process—including membership in the above-mentioned committees and among the graduate instructors at every level.

The Graduate Committee is responsible for reviewing curriculum and proposing changes. It is also responsible for the development of curriculum for new programs. All degree programs go through the usual approval processes at the Provost, The Graduate and Professional Studies Council, Faculty Senate, Board of Regents and Coordinating Board of the State of Texas. All course changes are reviewed first by this committee and then presented to the larger faculty body. The Graduate Committee is Co-chaired by the Co-Directors of Graduate Studies and is composed of: the Assistant Dean; Directors of Industrial Design and Interior Architecture;

Coordinator of History, Theory and Criticism; Coordinator of Media Design; Graduate Student Representative. The Dean and Assistant Dean are non-voting members. The Co-Directors and the Dean are registered architects.

II.3 Evaluation of Preparatory/Pre-professional Education

Bachelor of Architecture

Students are allowed to transfer in architectural coursework from other institutions. The university evaluates transcripts to determine if credits are transferable, and establishes equivalency for non-architecture courses. All architecture courses are evaluated by the College of Architecture. The Coordinator for the area of the course reviews descriptive information on the course. For courses potentially satisfying university Core Curriculum, or required architecture courses, syllabi are reviewed to determine if key areas are covered and any assigned SPC are met. For studio courses, students must also submit a portfolio. After the Coordinator has made a determination, the Associate Dean reviews the petition, signs it and forwards it to the University Provost's office.

Master of Architecture

College of Architecture - Graduate Admissions

Students are admitted to the Master of Architecture Program (M.Arch) at one of two entry points based upon a review of their previous academic work and experience. The professional degree program is designed for students pursuing licensure as architects in the United States and allows students to enter at either Level 1 or Level 2.

Level 3 Entrance does not lead to a professional degree, and is not accredited by NAAB. Level 3 Entrance is intended for post-professional students who have already received a professional degree in architecture (seeking a Master of Science in Architecture), or advanced-study students who are not seeking a professional degree in architecture (working on a Master of Arts in Architectural Studies, a Master of Science in Space Architecture, or a Master of Science in Industrial Design).

Level 1 Entrance:

Applicants must have earned a bachelor's degree from an accredited university. Applicants seeking to enter the program at Level 1 should have completed university courses in classical physics (heat, light, sound, and mechanics) or mathematics (algebra, geometry and trigonometry). Each applicant to Level 1 is encouraged to complete university courses in the history of western civilization and freehand drawing or photography before initiating graduate studies in the Master of Architecture program.

Level 2 Entrance:
Applicants must have earned at least a four-year degree in Architecture or a four-year degree in Environmental Design from an accredited university. Students with professional degrees from outside the United States or Canada should apply to Level 2 if they wish to pursue licensure in the United States.

For all Levels:
All applicants must submit official Graduate Record Examination (GRE) scores, three letters of recommendation, a statement of intent, official transcripts and a curriculum vitae as well as a completed application form and application fees as described in Instructions for Application. Non-native English speakers must supply their Test of English as a Foreign Language (TOEFL) scores.

To apply for admission all applicants to the College of Architecture's graduate program must submit two official transcripts: One copy of the transcript remains in the College of Architecture; the second copy is forwarded to the University of Houston's Office of Admissions for evaluation. Once the transcript is evaluated, the College can access the student's academic records to confirm that all domestic applicants have completed the core curriculum (with at least 45 credit-hours of General Studies credits) at the institution where their undergraduate degree was conferred.

International applicants' transcripts are individually evaluated to confirm that the undergraduate degree was completed at an accredited institution in the student's home country with the proper amount of equivalent General Studies credits.

In addition to the portfolio review (required for Level 2 and Level 3 applicants), the College's admissions review committee also consults the applicant's official transcript to confirm successful completion of courses in order to determine program placement.

II.4 Public Information

Past APR's and VTR's are on file in the William R. Jenkins Architecture and Art Library and on the College website, as are statements about the accreditation and career information.

II.4.1 Description of policies and procedures for evaluating student work

Statement on NAAB-Accredited Degrees
http://www.arch.uh.edu/index.php/About/accreditation

II.4.2 Access to NAAB Conditions and Procedures

http://www.arch.uh.edu/index.php/About/accreditation

II.4.3 Access to Career Development Information

http://www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs

The APR and VTR from the previous visit are available at the William R. Jenkins Architecture and Art Library.
fttp://coa-pubsvr1.cougarnet.uh.edu
ID: NAAB
Password: Hines:456

II.4.5 Architect Registration Examination

ARE Pass Rates
http://www.ncarb.org/ARE/

III: PROGRESS SINCE LAST SITE VISIT

III.1 Summary of Responses to the Team Findings

III.1.1 2009 Response:

Conditions/Criteria Not Met

13.14 Accessibility

"Even though the programming course shows exposure to ADA regulations, this criterion is not met at the level of ability as demonstrated in the design work."

The Undergraduate Committee and the Graduate Committee have addressed this issue, with emphasis in the appropriate courses.

13.20 Life-Safety

"Undergraduate Architectural Programming and Building Regulations (Arch 4344) covers life safety systems with an emphasis on building egress including code requirements for fire-rated elements of the design. However, students' understanding of egress in not born out in their projects in Arch 5501 and Arch 4500 where egress doors at grade do not swing in the direction of the path of egress."

The Undergraduate Committee and the Graduate Committee have addressed this issue, with emphasis in the appropriate courses, especially ARCH 5501 and 4501.

13.26 Technical Documentation

"Students have the ability to draw technical sections and other technical drawings with proper callouts and notes. However, the team was unable to find any documentation of outline specifications for coursework (4501, 4344) as defined by the Construction Specifications Institute (CSI) Divisions. The outline specification requirement is defined in the project description, but we were unable to find the work done by students at the undergraduate or graduate levels (6601, 6602, 6360)."

Attention has been given to specifically require student submission of work exhibiting outline specification writing in the graduate courses, and to collect and retain work submitted by undergraduate students in ARCH 4344.

Causes of Concern

"In the areas of Student Performance Criteria Not Met, the team found evidence of teaching and learning in accessibility and life-safety issues in the classroom that did not translate into the design studio work. As a result, the ability to deal with accessibility issues and an understanding of life-safety considerations in providing proper egress was not demonstrated in the student stud design work."

See Conditions Not Met above. More emphasis is being placed in studios to include the evidence, especially in ARCH 4501 and 5501.

"In spite of the low faculty to student ratio, the team noted a lack of desired funding for graduate research and teaching assistance as well as additional staff for the college." The College has continued to press for additional funding from the University for staff support, and teaching assistantships. Some progress has been made on University support for research support staff.

"The team noted the dedication and effectiveness of the adjunct faculty but has concern that many are long term and fully engaged at the college without appropriate recognition of their extraordinary service."

The College continues to look for additional funding to support adjunct faculty, and to recognize their valuable contribution.

"Although some advancement was noted in the ethnic and gender diversity of the faculty, the team believed that increased attention to this issue is needed. The team also believed that to retain highly qualified diverse faculty additional funding should be made available."

The College continues to press for additional funding. Of two new tenure-track faculty, one is female.

"The issues around salary "compression" should be monitored."

The College continues to monitor the possibility of salary compression.

Changes in Program since last NAAB visit

A new nomenclature for the graduate degrees has been approved beginning with 2009. The previous designation was Master of Architecture for both the professional, and post-professional degrees. The new degrees are Master of Architecture (the professional degree), Master of Science in Architecture (post-professional) degree, and Master of Arts in Architecture (non-professional degree). The curricula for the professional degree did not change.

Approval at the university level has been given for a new program in Interior Architecture; it must now be approved by the Texas Higher Education Coordinating Board.

III.1.2 2010 Response

Conditions/Criteria Not Met

13.14 Accessibility

"Even though the programming course shows exposure to ADA regulations, this criterion is not met at the level of ability as demonstrated in the design work."
Specific reference to and emphasis on accessibility is made in the syllabus. Included are syllabi and student work for graduate (attachment ARCH 7600 Syllabus, ARCH 7600 Project 1, and ARCH 7600 Project 2) and undergraduate (attachment ARCH 5501 Syllabus general, ARCH 5501 Syllabus specific, and ARCH 5501 Student work).

13.20 Life-Safety

"Undergraduate Architectural Programming and Building Regulations (Arch 4344) covers life safety systems with an emphasis on building egress including code requirements for fire-rated elements of the design. However, students' understanding of egress in not born out in their projects in Arch 5501 and Arch 4500 where egress doors at grade do not swing in the direction of the path of egress."

Attached are examples of student work from ARCH 7600 and ARCH 5501.

13.26 Technical Documentation

"Students have the ability to draw technical sections and other technical drawings with proper callouts and notes. However, the team was unable to find any documentation of outline specifications for coursework (4501, 4344) as defined by the Construction Specifications Institute (CSI) Divisions. The outline specification requirement is defined in the project description, but we were unable to find the work done by students at the undergraduate or graduate levels (6601, 6602, 6360)."

Attention has been given to specifically require student submission of work exhibiting outline specification writing in the graduate courses, and to collect and retain work submitted by undergraduate students in ARCH 4344. Examples of student submitted outline specifications are included for graduate (see attachment ARCH 7600 Outline Spec) and undergraduate (ARCH 4344 Syllabus and ARCH 4344 Outline Spec).

Causes of Concern

1. -*"In the areas of Student Performance Criteria Not Met, the team found evidence of teaching and learning in accessibility and life-safety issues in the classroom that did not translate into the design studio work. As a result, the ability to deal with accessibility issues and an understanding of life-safety considerations in providing proper egress was not demonstrated in the student studio design work."*

*See **Conditions Not Met** above. More emphasis is being placed in studios to include the evidence, especially in ARCH 4501 and 5501. Examples of student projects for ARCH 7600 and ARCH 5501 are included.*

2.-*"In spite of the low faculty to student ratio, the team noted a lack of desired funding for graduate research and teaching assistance as well as additional staff for the college." The College has continued to press for additional funding from the University for staff support, and teaching assistantships. However, current budget restraints at the university and state have hampered efforts for additional funding. In fact, required budget cuts have resulted in a reduction in staff (1 position in IT).*

The College received support for faculty research in the following amounts:
2008 $384,368
2009 $376,500
2010 $411,000

The College expended the following amounts for Instructional Assistants and Graduate Assistants:
2008 $70,862
2009 $80,537
2010 $70,862

3.-*"The team noted the dedication and effectiveness of the adjunct faculty but has concern that many are long term and fully engaged at the college without appropriate recognition of their extraordinary service."*

The College continues to look for additional funding to support adjunct faculty, and to recognize their valuable contribution. While additional direct support of adjunct faculty has not been achieved, adjunct faculty have benefited from grant funds supporting faculty research, and are currently involved, along with full-time faculty, in work of a new initiative of the College providing master planning for the four campuses of the university.

4.-*"Although some advancement was noted in the ethnic and gender diversity of the faculty, the team believed that increased attention to this issue is needed. The team also believed that to retain highly qualified diverse faculty additional funding should be made available."*

The College currently has searches for four faculty positions, and is making efforts to attract diverse candidates for those positions.

5.-*"The issues around salary "compression" should be monitored."*
The College continues to monitor the possibility of salary compression.

6.-*Changes in Program since last NAAB visit*
A new nomenclature for the graduate degrees was approved beginning with 2009. The previous designation was Master of Architecture for both the professional, and post-professional degrees. The new degrees are Master of Architecture (the professional degree), Master of Science in Architecture (post-professional) degree, and Master of Arts in Architecture (non-professional degree). The curricula for the professional degree did not change.

A new program in Interior Architecture has been approved. The first students in the program begin in 2011.

An Undergraduate Curriculum Task Force began work in late Spring 2010, and has recommended changes to the curriculum to foster greater student initiative, greater integration of technical courses with studio, and to allow more options for students in studio at the upper level. The changes are proposed to begin in Fall 2011.

[The response included examples of student work which are not included in the APR due to size limitations.]

III.1.3 2011 Response

Conditions/Criteria Not Met

13.14 Accessibility

"Even though the programming course shows exposure to ADA regulations, this criterion is not met at the level of ability as demonstrated in the design work."

Included are syllabi and student work for graduate (attachment ARCH 7600 Syllabus, ARCH 7600 Project 1, and ARCH 7600 Project 2) and undergraduate (attachment ARCH 5501 Syllabus general, ARCH 5501 Syllabus specific, and ARCH 5501 Student work).

13.20 Life-Safety

"Undergraduate Architectural Programming and Building Regulations (Arch 4344) covers life safety systems with an emphasis on building egress including code requirements for fire-rated elements of the design. However, students' understanding of egress in not born out in their projects in Arch 5501 and Arch 4500 where egress doors at grade do not swing in the direction of the path of egress."

Attached are examples of student work from ARCH 7600 and ARCH 5501.

13.26 Technical Documentation

"Students have the ability to draw technical sections and other technical drawings with proper callouts and notes. However, the team was unable to find any documentation of outline specifications for coursework (4501, 4344) as defined by the Construction Specifications Institute (CSI) Divisions. The outline specification requirement is defined in the project description, but we were unable to find the work done by students at the undergraduate or graduate levels (6601, 6602, 6360)."

Attention has been given to specifically require student submission of work exhibiting outline specification writing in the graduate courses, and to collect and retain work submitted by undergraduate students in ARCH 4344. Examples of student submitted outline specifications are included for graduate (see attachment ARCH 7600 Outline Spec) and undergraduate (ARCH 4344 Syllabus and ARCH 4344 Outline Spec).

Causes of Concern

1. -*"In the areas of Student Performance Criteria Not Met, the team found evidence of teaching and learning in accessibility and life-safety issues in the classroom that did not translate into the design studio work. As a result, the ability to deal with accessibility issues and an understanding of life-safety considerations in providing proper egress was not demonstrated in the student studio design work."*

*See **Conditions Not Met** above. More emphasis is being placed in studios to include the evidence, especially in ARCH 4501 and 5501. Examples of student projects for ARCH 7600 and ARCH 5501 are included.*

2.-*"In spite of the low faculty to student ratio, the team noted a lack of desired funding for graduate research and teaching assistance as well as additional staff for the college."*

The College has continued to press for additional funding from the University for staff support, and teaching assistantships. However, current budget restraints at the university and state have hampered efforts for additional funding. In fact, required budget cuts have resulted in a reduction in staff (1 position in IT).

The College received support for faculty research in the following amounts:
2008 $384,368
2009 $376,500
2010 $411,000

The College expended the following amounts for Instructional Assistants and Graduate Assistants:
2008 $70,862
2009 $80,537
2010 $70,862

3.-*"The team noted the dedication and effectiveness of the adjunct faculty but has concern that many are long term and fully engaged at the college without appropriate recognition of their extraordinary service."*

The College continues to look for additional funding to support adjunct faculty, and to recognize their valuable contribution. While additional direct support of adjunct faculty has not been achieved, adjunct faculty have benefited from grant funds supporting faculty research, and are currently involved, along with full-time faculty, in work of a new initiative of the College providing master planning for the four campuses of the university.

4.-*"Although some advancement was noted in the ethnic and gender diversity of the faculty, the team believed that increased attention to this issue is needed. The team also believed that to retain highly qualified diverse faculty additional funding should be made available."*

The College currently has searches for four faculty positions, and is making efforts to attract diverse candidates for those positions.

5.-*"The issues around salary "compression" should be monitored."*

The College continues to monitor the possibility of salary compression.

6.-*Changes in Program since last NAAB visit*
A new nomenclature for the graduate degrees was approved beginning with 2009. The previous designation was Master of Architecture for both the professional, and post-professional degrees. The new degrees are Master of Architecture (the professional degree), Master of Science in Architecture (post-professional) degree, and Master of Arts in Architecture (non-professional degree). The curricula for the professional degree did not change.

A new program in Interior Architecture has begun, with the first students entering in Fall 2011.

An Undergraduate Curriculum Task Force began work in late Spring 2010, and has recommended changes to the curriculum. The changes, which began with Fall 2011 include: greater integration of technical courses with design studios; reorganization of the studios from organization by year to Foundation Level, Intermediate Level, Comprehensive Design, and Professional Level; compression of the content to allow for exploratory studios at the Professional Level; changes to studio meeting times to allow more individual student work between studio meetings, and a "Gate" between Intermediate Level and Comprehensive Design/Professional Level.

[Attachments are not included in the APR due to size limitations.]

III.1.4 2012 Response

Conditions/Criteria Not Met

13.14 Accessibility

"Even though the programming course shows exposure to ADA regulations, this criterion is not met at the level of ability as demonstrated in the design work."

Included are syllabi for graduate (ARCH 6604 Syllabus) and undergraduate (ARCH 5501).

13.20 Life-Safety

"Undergraduate Architectural Programming and Building Regulations (Arch 4344) covers life safety systems with an emphasis on building egress including code requirements for fire-rated elements of the design. However, students' understanding of egress in not born out in their projects in Arch 5501 and Arch 4500 where egress doors at grade do not swing in the direction of the path of egress."

Refer to the course syllabi listed above.

13.26 Technical Documentation

"Students have the ability to draw technical sections and other technical drawings with proper callouts and notes. However, the team was unable to find any documentation of outline specifications for coursework (4501, 4344) as defined by the Construction Specifications Institute (CSI) Divisions. The outline specification requirement is defined in the project description, but we were unable to find the work done by students at the undergraduate or graduate levels (6601, 6602, 6360)."

Attention has been given to specifically require student submission of work exhibiting outline specification writing in the graduate courses, and to collect and retain work submitted by undergraduate students.

Causes of Concern

1. -*"In the areas of Student Performance Criteria Not Met, the team found evidence of teaching and learning in accessibility and life-safety issues in the classroom that did not translate into the design studio work. As a result, the ability to deal with accessibility issues and an understanding of life-safety considerations in providing proper egress was not demonstrated in the student studio design work."*

See ***Conditions Not Met*** *above. More emphasis is being placed in studios to include the evidence, especially in ARCH 5501.*

2.-*"In spite of the low faculty to student ratio, the team noted a lack of desired funding for graduate research and teaching assistance as well as additional staff for the college."*

The College has continued to press for additional funding from the University for staff support, and teaching assistantships. However, current budget restraints at the university and state have hampered efforts for additional funding. In fact, required budget cuts have resulted in a reduction in staff (1 position in IT).

The College received support for faculty research in the following amounts:
2008 $384,368
2009 $376,500
2010 $411,000
2011 $240,000

The College expended the following amounts for Instructional Assistants and Graduate Assistants:
2008 $70,862
2009 $80,537
2010 $70,862
2011 $89,500

3.-*"The team noted the dedication and effectiveness of the adjunct faculty but has concern that many are long term and fully engaged at the college without appropriate recognition of their extraordinary service."*

The College continues to look for additional funding to support adjunct faculty, and to recognize their valuable contribution. While additional direct support of all adjunct faculty has not been achieved, adjustments have been made to some adjunct faculty salaries in recognition of their contribution. Other adjunct faculty have benefited from grant funds supporting faculty research, and are currently involved, along with full-time faculty, in work-through a new "for-hire" initiative of the College that provides-master planning and research and development services.

4.-*"Although some advancement was noted in the ethnic and gender diversity of the faculty, the team believed that increased attention to this issue is needed. The team also believed that to retain highly qualified diverse faculty additional funding should be made available."*
In the last 2 academic years we have hired 3 new tenure-track faculty. Of the three, one is a woman and another is a minority.

5.-*"The issues around salary "compression" should be monitored."*

The College continues to monitor the possibility of salary compression.

6.-*Changes in Program since last NAAB visit*

A new nomenclature for the graduate degrees was approved beginning with 2009. The previous designation was Master of Architecture for both the professional, and post-professional degrees. The new degrees are Master of Architecture (the professional degree), Master of Science in Architecture (post-professional) degree, and Master of Arts in Architecture (non-professional degree). The curricula for the professional degree did not change.

A new program in Interior Architecture has begun, with the first students entering in Fall 2011.

An Undergraduate Curriculum Task Force began work in late Spring 2010, and has recommended changes to the curriculum. The changes, which began with Fall 2011 include: greater integration of technical courses with design studios; reorganization of the studios from organization by year to Foundation Level, Intermediate Level, Comprehensive Design, and Professional Level; compression of the content to allow for exploratory studios at the Professional Level; changes to studio meeting times to allow more individual student work between studio meetings, and a "Gate" between Intermediate Level and Comprehensive Design/Professional Level.

III.2 Summary of Responses to Changes in the NAAB Conditions

The curricula of the college have been undergoing a natural revision in response to recognized changes in the profession, desires to enhance graduates' preparedness, and changes in NAAB Conditions. Both the graduate and undergraduate curricula have made important changes, primarily in intensifying the integration of technical courses and studio courses, and the inclusion of collaborating professionals. This process continues to be refined.

IV: SUPPLEMENTAL INFORMATION

IV.1: Description of Policies & Procedures for Evaluating Student Work

Undergraduate

The University of Houston uses a 4-point grading system, with A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, etc. Grades in the College of Architecture are solely issued by the faculty of record for the course. Grades are considered professional opinions, and are not subject to review. Student who disagree with a grade are encouraged to discuss the evaluation with their instructor. They may initiate a grievance only if they feel the grade was not based on the syllabus, or was awarded based on issues other than their work. In cases where there are multiple sections of the same course, such as studios, Coordinators often encourage faculty to discuss grading to try to maintain consistency.

All undergraduates at the University must maintain a minimum 2.0, and must have a 2.0 overall and 2.0 in major to graduate. Architecture students must receive a C- or better in studio to use that course as a prerequisite for the next studio.

The College has moved the traditional First Year Portfolio Review to the end of Foundation Level (3rd Semester). Students must pass the portfolio review to proceed to the next studio. Unsuccessful students may retake the 3rd semester studio (ARCH 2500) once. At the end of the 6th semester studio, students must pass a portfolio review which includes technology course examples, as well as writing samples. Students may attempt this “Gate” only once. Unsuccessful students may complete the BS Environmental Design degree if they choose.

The College maintains an Academic Honesty Policy that conforms to the University policy. Violations of the policy have resulted in a range of sanctions from lowering of a letter grade to suspension from the university.

Graduate

The University’s C-Rule and GPA requirements have been clarified and integrated into the Graduate Handbook:

1. No more than 12 hours of a grade of C+ or below are allowed over the whole course of graduate studies (applicable to all levels of entry);

2. A student who falls below a GPA of 3.0 will be put on academic probation;

3. The GPA requirement of maintaining a minimum of 3.0 has been revised from "cumulative" to" a GPA of 3.0 has to be achieved each semester" during the course of studies at the College;

4. The University requirement of a GPA of 3.0 in order to graduate is unchanged and remains in effect.

IV.2 Course Descriptions

fttp://coa-pubsvr1.cougarnet.uh.edu
ID: NAAB
Password: Hines:456

IV.3 Faculty Résumés

fttp://coa-pubsvr1.cougarnet.uh.edu
ID: NAAB
Password: Hines:456

IV.4 *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations scheduled to take place before 12/15/2015

fttp://coa-pubsvr1.cougarnet.uh.edu
ID: NAAB
Password: Hines:456

IV.5 Catalog

Undergraduate:
http://www.uh.edu/academics/catalog/

Graduate:
http://www.uh.edu/graduate-catalog/

IV.6 Response to the Offsite Program Questionnaire

See II.2.2 Professional Degrees: Off-Campus Programs.

APPENDIX: INSTITUTIONAL EFFECTIVENESS PLANS

Year: 2011-12

I. DEPARTMENT/PROGRAM : ARCHITECTURE / MASTER OF ARCHITECTURE DEGREE

II. MISSION STATEMENT LAST SUBMITTED:

The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines – architecture, space architecture, interior architecture and industrial design – from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources, the realities of post disaster re-construction, and, at the same time, continued, rapid urbanization. Faculty and students work together in a studio-centric curriculum, supported by a premier digital fabrication facility. Open studios seamlessly incorporate coursework into project-based learning through material investigations and applied research. At the Gerald D. Hines College of Architecture, making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions. Our programs foster an environment where ideas find form, where practices that are socially equitable and fundamentally ecological establish a model from which to develop Houston's future and to inform and shape design strategies globally.

III. LEARNING OUTCOMES

GOAL 1:

Students will demonstrate the ability to produce comprehensive and holistic self-initiated design proposals that take into account the effective integration of structural, constructional, legal, and environmental building systems (where and when appropriate), as well as mastery in constructing a design argument that combines environmental, social, economic, and aesthetic concerns.

PROCEDURE:

How do you measure this goal?

A group of external evaluators review every single Master Project (the culminating design project for a UH architecture graduate student) for the following criteria: Concept, Design, Graphics, Relevance to Discipline, and Technical Proficiency.

What is the standard?

The Master Projects are rated on the following scale: Excellent, Acceptable, Unacceptable, and Not Applicable

ANALYSIS:

What were the actual results?

All the evaluated projects at the end of the Spring 2012 semester (the first time the evaluation was carried out the external evaluators included Professors from Rice University and Texas Tech, as well as an architect from Kendall Heaton Associates) were deemed "acceptable" overall. However, a small percentage of projects were found unacceptable in various categories.

What was the process for analyzing results?

The results were analyzed by the Graduate Committee with the help of Professor Leonard Bachman, who provided statistical analysis tools.

INTERPRETATION:

What do the results mean?

All graduating Graduate Students are capable of performing acceptable work, but there is still room to achieve excellence.

What needs to be improved?

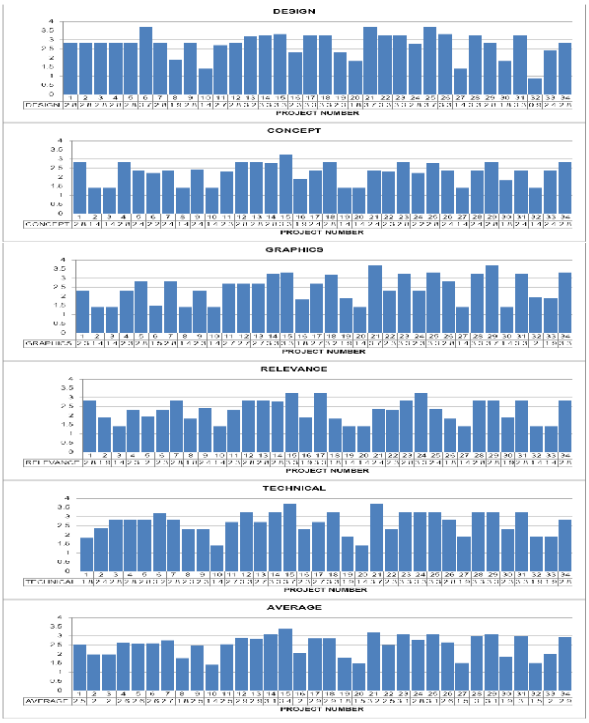
Analysis indicates some need for improvement in development of concepts, formal design, depth of exploration.

What is the plan for improvement?

LEVEL 3 DESIGN / Graduate Concentrations & Master Projects: Graduate Study Concentrations in Sustainable Design, Urban/Suburban Design, Extreme Environments, Digital Systems & Fabrication, and History, Theory & Criticism, are now options available to all graduate students. Architecture electives continue to be developed to strengthen the Graduate Study Concentrations. Master Projects generated by each student as part of a reconfigured three-hour-credit Master Preparation Course underwent a blind, numeric external evaluation for the first time at the end of the Spring 2012 semester. The statistical results are being evaluated as a tool to improve the future configuration of the Master Project sequence.

Graduate Seminars: An effort was initiated during the past academic year to set clear standards for graduate seminars. Graduate Seminars are intended to promote reading, writing, discussion, and critical investigation of selected aspects of architectural culture and practice in which the instructor holds particular expertise. A 2500 to 3000 word research paper is a requirement for each individual student, in addition to other assignments.

EVALUATION OF ALL 34 GRADUATING MASTER PROJECTS / SPRING 2012



GOAL 2:
Students will meet National Architectural Accrediting Board (NAAB) student performance criteria.

PROCEDURE:

How do you measure this goal?

The syllabi of the courses spell out the criteria to be met (according to NAAB, amongst others).
The course instructors and coordinators assess the compliance through reviews, critiques and exams.
Outside jurors' comments are taken into account for future improvement. And NAAB periodical sends external Visiting Teams to carry out accreditation evaluations.

What is the standard?

Graduate-Students are required to meet course pre-requisites and to demonstrate acceptable performance for each course; (minimum) requirements are spelled out in the syllabi.

NAAB requires programs to meet a "reasonable" percentage of criteria (see attached NAAB criteria).

ANALYSIS:

What were the actual results?

The results diverge – some work meets all criteria, other work is lacking comprehension of and a compliance with required criteria.

What was the process for analyzing results?

Students' work is judged (amongst other criteria) against the NAAB requirements spelled out in the relevant syllabus by the instructor. Causes for non-compliance are looked for, and discussed after every semester and after every NAAB official visit.

INTERPRETATION:

What do the results mean?

The results show that most of the work is meeting NAAB criteria and indicate where improvement is needed.

What needs to be improved?

Improvement is needed in the integration of structure and building systems, and building code compliance.

What is the plan for improvement?

The professional graduate curriculum has been reconfigured to better address above-listed (as well as other) criteria as follows:

LEVEL 1 DESIGN / Problem Solving & Digital Tools: The Level 1 graduate program has made two fundamental shifts in how it is approaching foundation curriculum: The first is a shift from *abstraction* as a method for simplifying the complexities of an architectural project, to a curriculum of *focused problems*, whereby complexity is not avoided, but is assumed to be a given within our contemporary condition. In this way, the question of *what is architecture*, in terms of socio-cultural, contextual, programmatic, structural, and material constraints are not questions to be answered in a later semester, but are rendered *fundamental* to the act of design; the second shift assumes that the computer is as fundamental to our profession as the pencil or the physical model.

By the end of the Fall 2011 semester students had been exposed to basic hand drawing, physical modeling, digital drawing/modeling, rendering, and introductory lessons were presented for parametric modeling as another tool within the ever broadening "tool-belt" of the architect. During the Spring 2012 semester these tools were expanded upon, with an emphasis on presentation quality work. The idea being that the education of an architect is not a linear process, it is stressed to the students that it rather is the simultaneous development of multiple processes in a series of progressive feedback loops that circumscribe and frame the complexities of an architectural project.

LEVEL 2 DESIGN / Thematic Rotations & Comprehensive Design : The most significant change in the curriculum is that the Level 2 Program has been modified to accommodate comprehensive design according to NAAB rules in the Spring Semester. That freed up Level 3 to engage in a diverse range of architectural investigations not limited by NAAB criteria.

The Fall 2011 semester of Level 2 was conducted in a rotational manner where each section worked with each instructor. Each instructor investigated one of the three main topics, content, construction and context. Parametric exercises were part of the rotation. A final project was based on the material of the three rotations. The Level 2 design studios investigated a variety of topics at the core of contemporary architecture: The role of content and program when designing a building, the translation of ideas and user's needs into architecture; the studios explored the impact of environmental conditions on the choice of structure and skin of a building; the projects asked for the adequate response to site and other contextual parameters. The studio projects were working with a variety of scales and site parameters in order to afford the students experience in dealing with a broad spectrum of architectural challenges. The studios discussed issues pertinent to Houston's unique situation being located in a sub-tropical climate and in a city without zoning, but also ventured far beyond any boundaries of "Houston, that might have been constructed inadvertently."

The Spring 2012 semester was dedicated to Comprehensive Design as defined by NAAB student performance criteria among others. Each one of the three instructors offered a different large and complex building program to be developed by the students. The utilization of what was learned and developed in the rotational instruction during the fall semester was an integral part of the comprehensive design project. The integration of the newly configured Tech 4 classes into studio work was part of the change to previous years. Emphasis was given to each student's ability to produce innovative architectural projects that demonstrate creativity and a capacity to make design decisions across scales.

Revisions to Technology Curriculum: During Spring 2012 the Tech 4 course was separated from the undergraduate curriculum. Integration of Tech 4 into the Level 2 comprehensive design project was improved with this change, but will need further development in the coming year. The newly configured Tech 1-4 courses will be more integrated into studio projects and the new seminar–like structure will lead to a more in-depth discussion of the topics. The separate Tech classes should help to raise the overall quality of the graduate education as the classes will be tailored better to the needs of the program.

Graduate Professional Core Courses: A "graduate professional core" consisting of classes that are required for all graduate students enrolled in the professional programs (Master of Architecture) has been identified as part of both the professional accreditation strategy and the efforts to provide a better education. The Graduate Directors are in the process of working with all the "graduate professional core" instructors to improve and coordinate their courses.

GOAL 3:
Students will demonstrate their ability to pass the standardized Architectural Registration Exam (ARE) administered by the National Council of Architectural Boards (NCARB), which is one of the requirement necessary to become a registered architect in all of the fifty states.

PROCEDURE:

How do you measure this goal?
Goal to be measured by reviewing the annual statistics of passing rates for each accredited program in the U.S. published by NCARB.

What is the standard?
The passing standard is set by NCARB.

ANALYSIS:

What were the actual results?
The passing rates for the combined graduate and undergraduate professional degree holders from the University of Houston for the last are as follows: 2008 = 45%; 2009 = 51%; 2010 = 53%; and 2011 = 54%.

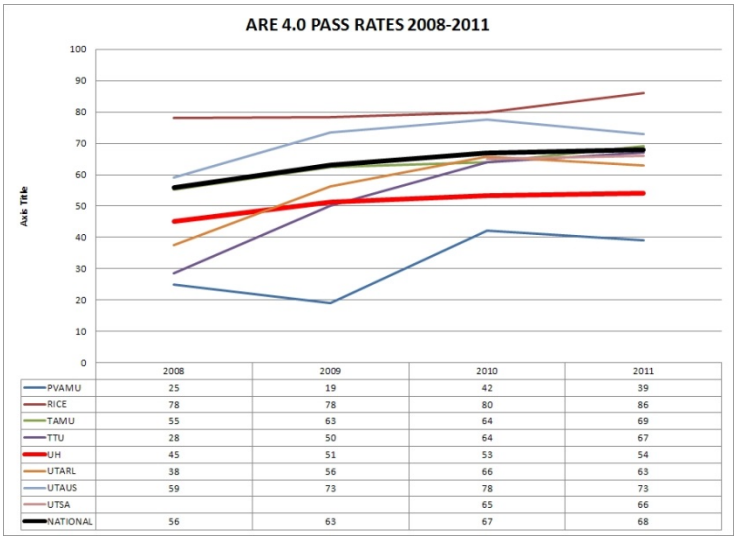
What was the process for analyzing results?
The University of Houston passing rates are compared with the National Average and other professional archirtecture programs in Texas.

INTERPRETATION:

What do the results mean?
In the last four years, there has been a slight, but continuous improvement in the UH passing rates; however, UH has consistently lagged behind the National Average rate by 11 to 14 percentage points.

What needs to be improved?
Emphasizing those areas of knowledge and skills being tested by the ARE as part of the professional curriculum. We are currently seeking statistics that separate our graduate and undergraduate program passing rates to be able better identify problems and solutions.

What is the plan for improvement?
Re-assessment of the Professional Graduate Curriculum and exploring continuing education programs for recent graduates of the program.



	2008	2009	2010	2011
PVAMU	25	19	42	39
RICE	78	78	80	86
TAMU	55	63	64	69
TTU	28	50	64	67
UH	45	51	53	54
UTARL	38	56	66	63
UTAUS	59	73	78	73
UTSA			65	66
NATIONAL	56	63	67	68

Appendix: NAAB Student Performance Criteria

Understanding – The capacity to classify, compare, summarize, explain and/or interpret information.
Ability – Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.
The "U" indicates a NAAB criteria specifically required for comprehensive design studio. (Parentheses) indicates a course that is being phased out.

Realm A: Critical Thinking and Representation: GRADUATE

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making.
Students' learning aspirations include:
· Being broadly educated.
· Valuing lifelong inquisitiveness.
· Communicating graphically in a range of media.
· Recognizing the assessment of evidence.
· Comprehending people, place, and context.
· Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.	Graduate Seminars, 6359
A. 2. Design 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 alternative outcomes against relevant criteria and standards.	6601, 6604
A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.	6601, 6603
A.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.	6602, 6604,
A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.	6393, 6604
A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.	6601, 6603
A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.	6393, 6604
A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.	6600, 6604
A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.	6359, 6604

A. 10. Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.	6359, 6376
A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.	Tech 3, 6393

Realm B: Integrated Building Practices, Technical Skills and Knowledge:
Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment.
Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	6393, 6601
B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.	6602, 6604
B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.	Tech 4, 6604

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.	6601, 6604
B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.	Tech 4, 6604
B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills A.4. Technical Documentation A.5. Investigative Skills A.8. Ordering Systems A.9. Historical Traditions and Global Culture B.2. Accessibility B.3. Sustainability B.4. Site Design B.5. Life Safety B.8. Environmental Systems B.9. Structural Systems	6602, 6604
B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.	6602, 6360
B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.	Tech 4, 6604
B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.	Tech 4, 6604

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	Tech 4, 6604
B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.	Tech 3, Tech 4
B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Tech 2, Tech 3

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

· Knowing societal and professional responsibilities.
· Comprehending the business of building.
· Collaborating and negotiating with clients and consultants in the design process.
· Discerning the diverse roles of architects and those in related disciplines.
· Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.	6602, 6603
C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.	6376, 6302
C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.	6393, 6601
C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.	6360, 6602
C. 5. Practice Management: *Understanding* of the basic principles of	6360, 6602

architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.	
C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.	6360, 6602
C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.	6360, 6602
C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.	6360, 6302
C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.	6360, 6376

Year: 2010-11

I. DEPARTMENT/PROGRAM : ARCHITECTURE-MASTER OF ARCHITECTURE DEGREE

II. MISSION STATEMENT LAST SUBMITTED:

The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines – architecture, space architecture, interior architecture and industrial design – from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources, the realities of post disaster re-construction, and, at the same time, continued, rapid urbanization. Faculty and students work together in a studio-centric curriculum, supported by a premier digital fabrication facility. Open studios seamlessly incorporate coursework into project-based learning through material investigations and applied research. At the Gerald D. Hines College of Architecture, making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions. Our programs foster an environment where ideas find form, where practices that are socially equitable and fundamentally ecological establish a model from which to develop Houston's future and to inform and shape design strategies globally.

III. LEARNING OUTCOMES

GOAL 1:

Students will demonstrate the ability to produce comprehensive and holistic design proposals including their effective integration of structural, constructional, and environmental building systems. Students comprehensive design proposals should include accessibility, building safety, and technical documentation.

PROCEDURE:

How do you measure this goal?

End-of-Year Work is reviewed by outside professionals, National Architectural Accrediting Board (NAAB), all faculty and public.

-Rating categories are “Excellently prepared, well prepared, weakly prepared, or poorly prepared.”

What is the standard?

The College of Architecture has determined its goal is to have 80% of student projects rated “well prepared” or better.

ANALYSIS:

What were the actual results?

95% of graduate graduating architecture students’ projects were evaluated by the outside jury as “well prepared” or better.

What was the process for analyzing results?

The results are analyzed by area coordinators, Undergraduate Committee, and deans.

INTERPRETATION:

What do the results mean?

The goal was met.

What needs to be improved?

Regardless of meeting the goal, analysis indicates some need for improvement in formal design and scope of exploration.

What is the plan for improvement?

Additional areas of concentration in sustainability and urban/suburban design are being added to the program.

GOAL 2:

Students will meet 34 National Architectural Accrediting Board student performance criteria. An example: students will demonstrate their Graphic Skills ability in each of the required studios.

PROCEDURE:

How do you measure this goal?

Goals of each course syllabi indicate some criteria that will be met. Assessments are made by course instructor, academic coordinator, exams, and/ or critiques by outside professionals and visiting external assessment team.

What is the standard?

-Students are required to meet course pre-requisites and to demonstrate acceptable performance for each course. -NAAB requires programs to meet a “reasonable” % of criteria.

ANALYSIS:

What were the actual results?

Some student work indicates need to better meet criteria.

What was the process for analyzing results?

Student work is evaluated in juries which include outside professionals, and by area coordinators. The graduating students Final Project Jury by outside reviewers includes comments which are tabulated and used for analyzing work as a whole.

INTERPRETATION:

What do the results mean?

Most student work is meeting NAAB criteria.

What needs to be improved?
Some attention is still needed in integration of structure and building systems.

What is the plan for improvement?
The curriculum is being reviewed.

GOAL 3:
Students will demonstrate the ability to select, configure, and integrate appropriate technical systems in accordance with functional needs and design intention

PROCEDURE:
How do you measure this goal?
-Samplings of graduate projects are critiqued by external and internal reviewers.
-Projects reflect level of achievement of course learning goals.
-Additionally, projects are reviewed by faculty and other visiting professionals.

What is the standard?
Reference point is comparison of student work of other institutions as well as the historical results of external review by expert professionals of our student work.

ANALYSIS:
What were the actual results?
Some student work is not demonstrating the ability to select, configure, and integrate appropriate technical systems.

What was the process for analyzing results?
Student work is evaluated in juries which include outside professionals. The graduating students Final Project Jury by outside reviewers includes comments which are tabulated and used for analyzing work as a whole. Area coordinators and deans analyze the findings.

INTERPRETATION:
What do the results mean?
Most student work is meeting the standard.

What needs to be improved?
Some attention is still needed in integration of structure, building systems, and access.

What is the plan for improvement?
There is an ongoing curriculum review by the Graduate Committee of the curriculum, especially in light of the changes to the undergraduate curriculum.

IV. WHAT SIGNIFICANT ACCOMPLISHMENTS OF THIS DEPARTMENT OR PROGRAM SHOULD BE NOTED?

Donna Kacmar	Poster "Energy" accepted for ACSA Annual Meeting in Montreal
	Two papers accepted for the National Conference on the Beginning Design Student: "Conceptual Systems: Technical Foundations for Beginning Design" and "Changing Curriculum." The Conference is in Lincoln, Nebraska
James Ray/Robert Burrow/ Mark Dillon	Third contract under Design LAB for UH Victoria, January 11
Matt Johnson	Paper accepted to Montreal ACSA Conference/Annual Meeting, "Polyvalent Infrastructures."
Joe Colaco	Paper accepted for Conference on Conceptual Approach to Structural Design, Milan, Italy in July.
Patrick Peters/John Tsai/ Mark Dillon	Fourth contract under Design LAB for UH Central, January 14
Joe Mepplelink/ Andrew Vrana	Two papers were accepted for the ACADIA Conference in Lincoln,Nebraska, March 10-12: "*Perforating Material Performance: Ceiling Cloud"* and "*TEX-FAB: A New Model For Collaborative Engagement."*
Leonard Bachman	Received "Best Conference Paper" from the ARCC/EAAE 2010 Conference for his paper "The Teaching of Research and the Research on Teaching: Two Frameworks and Their Overlay in Architectural Education" based on his Arch 3365 Architectural Research Methods course.
	Technical Reviewer for the COTE Top Ten Green Projects to assess energy and water data, 2010 and 2011.
Patrick Peters	PBS "UH Moments" aired a segment on the T.H. Rogers School Amphitheater project that was built in Patrick's Design-Build Studio.

Ronnie Self	MARK No. 30, "Texas Terrier On the Loose," By Dan Wood, pages 138-145
Michelangelo Sabatino	New Researcher Lecture at the ARCC conference in Detroit, April 20-23.
	Received a $10,000 grant from the Graham Foundation for his book: Topographies of the Modern: The Architectural Landscapes of Arthur C. Erickson. He was one of 500 submissions of which 10% received awards.
	Received the Aldo and Jeanne Scaglione Prize for Italian Studies from the Modern Language Association for his book, Pride in Modesty: Modernist Architecture and the Vernacular Tradition in Italy.
Jason Logan and Matt Johnson	Logan Johnson Architecture won AIA Houston Design Awards in two categories for their *Barndominium*, which won in the Residential category, and for their *Prism Cloud*, which won in the Conceptual category.
Ronnie Self	Won an AIA Houston Design Award in the Residential category for his *Saint Emanuel House.*
James Ray	Won an AIA Houston Design Award in the Restoration and Renovation category for the *Oak Forest Library*, with Natalye Appel + Associates Architects and Architect Works.
Donna Kacmar	Donna also worked on the *Oak Forest Library* project with Natalye Appel and James Ray.
Alex Lara/Bill Truitt	Won an AIA Houston Design Award for his student project, "Infill," in the Conceptual category. Bill Truitt was his instructor.
Scott Cutlip	Worked on the *Tellepsen Family Downtown YMCA* with Kirksey which won a AIA Houston Design Award in the Architecture Over 50,000 Sq. Ft. category.
Rives Taylor	AIA Houston Design Award for the *EaDo Promenade*, with Gensler, in the Urban Design category.

Michelangelo Sabatino	Excellence in Research and Scholarship at the Asst. Professor level. He will receive $5,000 and a trophy at a special awards dinner.

Susan Rogers Susan received $25,000 from the National Endowment for the Arts for her Collaborative Community Design work.

	Susan received the Teaching Excellence Award in the Community Engagement category + $8,000
Joe Mepplelink	Provisional Patent from the IP office for the IBMS project.
	S.P.A.C.E. purchased by the City of Houston as Emergency Solar Generators to 20 designated sites. The $1,352,525.00 contract was funded by the American Recovery and Reinvestment Act Fund
	Also sold another 5 SPACE's to a major solar distributor.Gro-POD. Sold 164 units in April.
Mara Marcu	Received a two-year fellowship from the University of Virginia
Susan Rogers	The project "Thick Infrastructure" by Susan Rogers seeks to create interconnected infrastructural landscapes in the city. Awarded $5,000.

V. REFERENCES:

Year: 2011-12

I. DEPARTMENT/PROGRAM: ARCHITECTURE-BACHELOR OF ARCHITECTURE DEGREE — (10-11)

II. MISSION STATEMENT LAST SUBMITTED:
The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines – architecture, space architecture, interior architecture and industrial design – from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources, the realities of post disaster re-construction, and, at the same time, continued, rapid urbanization. Faculty and students work together in a studio-centric curriculum, supported by a premier digital fabrication facility. Open studios seamlessly incorporate coursework into project-based learning through material investigations and applied research. At the Gerald D. Hines College of Architecture, making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions. Our programs foster an environment where ideas find form, where practices that are socially equitable and fundamentally ecological establish a model from which to develop Houston's future and to inform and shape design strategies globally.

III. LEARNING OUTCOMES
GOAL 1:
Students will demonstrate the ability to produce comprehensive and holistic design proposals, including their effective integration of structural, constructional and environmental building systems. Students comprehensive design proposals should include accessibility, building safety, and technical documentation.

PROCEDURE:
How do you measure this goal?
For several years, End-of-Year Work has been reviewed by outside professionals, National Architectural Accrediting Board (NAAB) during accreditation visits, all faculty and public. -Rating categories were "Excellently prepared, well prepared, weakly prepared, or poorly prepared." Because of a new curriculum this year, we asked visiting faculty who are practicing engineers to review a sampling of student work to see how well it meets the expectations of outside professionals. Categories for evaluation were:
Excellently prepared
Well prepared
Weakly prepared
Poorly prepared
Also, the Coordinators of the levels before and after Comprehensive Design were asked to see how well the projects met the NAAB requirements for Comprehensive Design.

What is the standard?

The projects should all meet the expectations of consulting professionals, and should meet the requirements of NAAB assigned to Comprehensive Design.

ANALYSIS:

What were the actual results?

Technology faculty:

In general, the reviewers were favorably impressed with the student work. Fifty percent were evaluated "Excellently Prepared"; 46% were evaluated "Well Prepared"; and 4% were evaluated "Weakly Prepared." Specific comments indicated need for more explanation of solutions, and in some cases additional work and/or corrections.

The Coordinators' comments:

Coordinator 1:

They meet the NAAB criteria with the following caveats:

B2 The scale of the drawings when viewed on a computer screen was not large enough to confirm accessibility related issues with complete thoroughness. What I was able to decipher did seem in compliance.

B3 I did not see direct information on this but could review the project specifications more thoroughly if needed as I would anticipate information of that type would be located in that component of the presentation.

B7 I did not look for this criteria nor did I notice any information of that sort.

B8 The projects contained significant environmental system documentation. Similar to B3 above, I would have to look into the documentation more thoroughly or in a larger format to confirm some of the specifics of this criteria.

Coordinator 2:

Projects are exhaustive in covering everything required in the comprehensive design studio.

Winery

A2-A9. Good use of precedents.

B6 good.

B7 covered in book.

B8-10 good.

Theater

A2 not sure.

A3-A9 yes. Too literal interpretation of the formal precedent.

B6 yes.

B8-10 good.

Theater

A2 good.

A3-9 good.

B2 good.

B4 drawn well.
B5 done well.
B6 done well.
Drawing Institute
Everything is covered in the book. Drawings cover B6 well.
(The NAAB Criteria are listed under the references section below)

What was the process for analyzing results?
The results are analyzed by the college Undergraduate Committee for possible changes to the curriculum, specifically to ARCH 5501.

INTERPRETATION:
What do the results mean?
In general, the objectives are being met. Certain areas show need for additional emphasis and explanation.

What needs to be improved?
Projects need to show more development of the conceptual idea. Students need to better describe their programs and statement of intent.

What is the plan for improvement?
A new curriculum was introduced beginning Fall 2011 which addresses concerns of student initiative and integration of building technology. Specific attention will be given to development of projects and accompanying statements. A coordinated Jury Week has been instituted beginning Fall 2011 to allow a better comparison and review of all students work with general faculty discussion of the results.

GOAL 2:
Students will meet 34 National Architectural Accrediting Board student performance criteria. An example: students will demonstrate their Graphic Skills ability in each of the 10 required studios.

PROCEDURE:
How do you measure this goal?
Goals of each course syllabi indicate some criteria that will be met. Course instructor, academic coordinator, exams, and/ or critiques by outside professionals and visiting external assessment team make assessments.
What is the standard?
Students are required to meet course pre-requisites. -Some courses require achievement of specific performance standards in order to advance to the next level. -NAAB requires programs to meet a “reasonable” percentage of criteria.

ANALYSIS:

What were the actual results?

Some student work indicates need to better meet criteria.

What was the process for analyzing results?

Student work is evaluated in juries which include outside professionals, and by area coordinators.

INTERPRETATION:

What do the results mean?

Most student work is meeting NAAB criteria.

What needs to be improved?

Some attention is still needed in integration of structure and building systems.

What is the plan for improvement?

The new curriculum specifically addresses integration of building technology, but was not fully implemented with all students who were at the level evaluated.

GOAL 3:

Students will demonstrate the ability to select, configure, and integrate appropriate technical systems in

PROCEDURE:

How do you measure this goal?

Samplings of undergraduate projects are critiqued by external and internal reviewers.
Projects reflect level of achievement of course learning goals.

Evaluation of required portfolios submitted for 3rd Year Portfolio Review.

What is the standard?

Reference point is comparison of student work of other institutions as well as the historical results of external review by expert professionals of our student work.

ANALYSIS:

What were the actual results?

Some student work is not demonstrating the ability to select, configure, and integrate appropriate technical systems. Specific comments by professional engineers indicate continuing need for improvement in students' integrating technical systems.

What was the process for analyzing results?

Student work is evaluated in juries which include outside professionals.

INTERPRETATION:

What do the results mean?

Most student work is meeting the standard.

What needs to be improved?

Some attention is still needed in integration of structure and building systems.

What is the plan for improvement?

The new curriculum specifically addresses integration of building technology. Initial results of the new curriculum indicate some improvement in student use of technology course information in studios, and in student awareness and appreciation of the value of technology courses. This continues to be addressed with Coordinators at Undergraduate Committee meetings, and with students in Student Council and Town Hall meetings.

IV. WHAT SIGNIFICANT ACCOMPLISHMENTS OF THIS DEPARTMENT OR PROGRAM SHOULD BE NOTED?

V. REFERENCES

NAAB Criteria

A.2. Design 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 alternative outcomes against relevant criteria and standards.

A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

B.2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B.3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B.5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

B.6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills A.4. Technical Documentation A.5. Investigative Skills A.8. Ordering Systems A.9. Historical Traditions and Global Culture B.2. Accessibility B.3. Sustainability B.4. Site Design B.5. Life Safety B.8. Environmental Systems B.9. Structural Systems

B.7. Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B.8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools. B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Year: 2010-11

I. DEPARTMENT/PROGRAM: ARCHITECTURE-BACHELOR OF ARCHITECTURE DEGREE — (10-11)

II. MISSION STATEMENT LAST SUBMITTED:
The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines – architecture, space architecture, interior architecture and industrial design – from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources, the realities of post disaster re-construction, and, at the same time, continued, rapid urbanization. Faculty and students work together in a studio-centric curriculum, supported by a premier digital fabrication facility. Open studios seamlessly incorporate coursework into project-based learning through material investigations and applied research. At the Gerald D. Hines College of Architecture, making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions. Our programs foster an environment where ideas find form, where practices that are socially equitable and fundamentally ecological establish a model from which to develop Houston's future and to inform and shape design strategies globally.

III. LEARNING OUTCOMES
GOAL 1:
Students will demonstrate the ability to produce comprehensive and holistic design proposals, including their effective integration of structural, constructional and environmental building systems. Students comprehensive design proposals should include accessibility, building safety, and technical documentation.

PROCEDURE:
How do you measure this goal?
End-of-Year Work is reviewed by outside professionals, National Architectural Accrediting Board (NAAB), all faculty and public. -Rating categories are “Excellently prepared, well prepared, weakly prepared, or poorly prepared.”

What is the standard?
The College of Architecture has determined its goal is to have 80% of student projects rated “well prepared” or better.

ANALYSIS:

What were the actual results?
45% of undergraduate graduating architecture students’ projects were evaluated by the outside jury as “well prepared” or better.

What was the process for analyzing results?
The results are analyzed by area coordinators, Undergraduate Committee, and deans.

INTERPRETATION:

What do the results mean?

An evaluation of "well prepared" or better for only 45% is well below the goal of 80%. While the results compared to previous years may not be as weak as first indicated (one evaluator did not rate most students; the jury gave as many awards as in previous years), nevertheless, the results indicate a need for improvement in students' work.

What needs to be improved?

Projects need to show more development of conceptual idea. Students need to better describe their programs and statement of intent.

What is the plan for improvement?

A new curriculum is in place beginning Fall 2011 which addresses concerns of student initiative and integration of building technology. Specific attention will be given to development of projects and accompanying statements. A coordinated Jury Week has been instituted beginning Fall 2011 to allow a better comparison and review of all students work.

GOAL 2:

Students will meet 34 National Architectural Accrediting Board student performance criteria. An example: students will demonstrate their Graphic Skills ability in each of the 10 required studios.

PROCEDURE:

How do you measure this goal?

Goals of each course syllabi indicate some criteria that will be met. Course instructor, academic coordinator, exams, and/ or critiques by outside professionals and visiting external assessment team make assessments.

What is the standard?

-Students are required to meet course pre-requisites. -Some courses require achievement of specific performance standards in order to advance to the next level. -NAAB requires programs to meet a "reasonable" % of criteria.

ANALYSIS:

What were the actual results?

Some student work indicates need to better meet criteria.

What was the process for analyzing results?

Student work is evaluated in juries which include outside professionals, and by area coordinators. The graduating students Final Project Jury by outside reviewers includes comments which are tabulated and used for analyzing work as a whole.

INTERPRETATION:

What do the results mean?

Most student work is meeting NAAB criteria.

What needs to be improved?

Some attention is still needed in integration of structure and building systems.

What is the plan for improvement?

The new curriculum specifically addresses integration of building technology.

GOAL 3:

Students will demonstrate the ability to select, configure, and integrate appropriate technical systems in accordance with functional needs and design intention.

PROCEDURE:

How do you measure this goal?

-Samplings of undergraduate projects are critiqued by external and internal reviewers.
-Projects reflect level of achievement of course learning goals.
-Evaluation of required portfolios submitted for 3rd Year Portfolio Review.

What is the standard?

Reference point is comparison of student work of other institutions as well as the historical results of external review by expert professionals of our student work.

ANALYSIS:

What were the actual results?

Some student work is not demonstrating the ability to select, configure, and integrate appropriate technical systems.

What was the process for analyzing results?

Student work is evaluated in juries which include outside professionals. The graduating students Final Project Jury by outside reviewers includes comments which are tabulated and used for analyzing work as a whole. Area coordinators and deans analyze the findings.

INTERPRETATION:

What do the results mean?

Most student work is meeting the standard.

What needs to be improved?

Some attention is still needed in integration of structure and building systems.

What is the plan for improvement?

The new curriculum specifically addresses integration of building technology.

IV. WHAT SIGNIFICANT ACCOMPLISHMENTS OF THIS DEPARTMENT OR PROGRAM SHOULD BE NOTED?

V. REFERENCES :

Year: 2009-10

I. DEPARTMENT/PROGRAM : ARCHITECTURE-MASTER OF ARCHITECTURE DEGREE

II. MISSION STATEMENT LAST SUBMITTED:
The mission of the graduate program is to educate graduate students to think critically about architecture, to engage in design and to clearly express their ideas in graphic, verbal, and written form.

III. LEARNING OUTCOMES

GOAL 1:
Students will demonstrate the ability to produce comprehensive and holistic design proposals including their effective integration of structural, constructional, and environmental building systems. Students comprehensive design proposals should include accessibility, building safety, and technical documentation.

PROCEDURE:
How do you measure this goal?
End-of-Year Work is reviewed by outside professionals, National Architectural Accrediting Board (NAAB), all faculty and public.
-Rating categories are “Excellently prepared, well prepared, weakly prepared, or poorly prepared.”

What is the standard?
The College of Architecture has determined its goal is to have 80% of student projects rated “well prepared” or better.

ANALYSIS:
What were the actual results?
92% met or exceeded expectations.

What was the process for analyzing results?
-Comparison of results is ongoing. -Additionally, an Annual Program Review is reported to National Architectural Accrediting Board

INTERPRETATION:
What do the results mean?
The results indicate a significant rebound from the previous year when environmental conditions in the College were hampered by residual effects from the hurricane, and the construction to remedy the effects.

What needs to be improved?

Notwithstanding the improvement in the score, comments from jurors indicate a need to expand design exploration.

What is the plan for improvement?

-Regular and ongoing meetings of Graduate Committee and Academic Coordinators are held for curriculum review. A general review of the Graduate Program is underway, and a national search for a Director of Graduate Studies has begun.

GOAL 2:

Students will meet 34 National Architectural Accrediting Board student performance criteria. An example: students will demonstrate their Graphic Skills ability in each of the required studios.

PROCEDURE:

How do you measure this goal?

Goals of each course syllabi indicate some criteria that will be met. Assessments are made by course instructor, academic coordinator, exams, and/ or critiques by outside professionals and visiting external assessment team.

What is the standard?

-Students are required to meet course pre-requisites and to demonstrate acceptable performance for each course. -NAAB requires programs to meet a “reasonable” % of criteria.

ANALYSIS:

What were the actual results?

The 2008 NAAB Visiting Team Report received by the College Spring 2008 acknowledged that the college met 31 of the 34 criteria. Meeting course and grade prerequisites ensures course work preparedness.

What was the process for analyzing results?

-NAAB member visit and review of college work. -Internal & External Critiques by professionals.

INTERPRETATION:

What do the results mean?

- We have met 31 of the 34 NAAB criteria. -Meeting NAAB criteria are indicators of architecture career preparedness. -There is successful faculty involvement in integration of knowledge throughout the program -Results identify whether the work has met or exceeded expectations. -Quantitative and qualitative results feed into committees' structure for curricular review.

What needs to be improved?

Faculty, professionals, students, and administration are continuously evaluating all areas. Life safety issues have been identified by the NAAB report as a criteria not met.

What is the plan for improvement?

We continue to make changes to the Master of Architecture degree plans, primarily concerning assignment of Student Performance Criteria. Regular and ongoing Graduate Committee and Coordinators meetings are held to determine curriculum adaptations. Graduate faculty agreed to give greater emphasis to life safety issues in our design studios. -There is student representation in Graduate Committee.

GOAL 3:

Students will demonstrate the ability to select, configure, and integrate appropriate technical systems in accordance with functional needs and design intention

PROCEDURE:

How do you measure this goal?

-Samplings of graduate projects are critiqued by external and internal reviewers. -Projects reflect level of achievement of course learning goals. -Additionally, projects are reviewed by faculty and other visiting professionals.

What is the standard?

Reference point is comparison of student work of other institutions as well as the historical results of external review by expert professionals of our student work.

ANALYSIS:

What were the actual results?

Look for statements in graduating jury comments

What was the process for analyzing results?

-External review by an accrediting team in February 2008 that is independently appointed by NAAB.
-Faculty coordinators meet regularly to discuss curriculum issues and coordination of course criteria.

INTERPRETATION:

What do the results mean?

-Results identify whether the work has met or exceeded expectations. -Quantitative and qualitative results feed into committees' structure for curricular review.

What needs to be improved?

Technical systems need to be better integrated into students' studio work.

What is the plan for improvement

-Regular and ongoing Graduate Committee and Coordinators meetings are held to determine curriculum review.

IV. WHAT SIGNIFICANT ACCOMPLISHMENTS OF THIS DEPARTMENT OR PROGRAM SHOULD BE NOTED?

V. REFERENCES:

Year: 2009-10

I. DEPARTMENT/PROGRAM: ARCHITECTURE-BACHELOR OF ARCHITECTURE DEGREE — (08-09)

II. MISSION STATEMENT LAST SUBMITTED:
The mission of the undergraduate program is to educate undergraduate students to think critically about architecture, to engage in design and to clearly express their ideas in graphic, verbal, and written form.
Possible revision

III. LEARNING OUTCOMES
GOAL 1:
Students will demonstrate the ability to produce comprehensive and holistic design proposals, including their effective integration of structural, constructional and environmental building systems. Students comprehensive design proposals should include accessibility, building safety, and technical documentation.

PROCEDURE:
How do you measure this goal?
End-of-Year Work is reviewed by outside professionals, National Architectural Accrediting Board (NAAB), all faculty and public. -Rating categories are “Excellently prepared, well prepared, weakly prepared, or poorly prepared.”

What is the standard?
The College of Architecture has determined its goal is to have 80% of student projects rated “well prepared” or better.

ANALYSIS:
What were the actual results?
48% of projects met or exceeded expectations that indicate a level of expertise that needs improvement for education level and preparedness for entry-level employment in architecture following graduation.

What was the process for analyzing results?
-Comparison of results is ongoing. -An Annual Program Review is reported to National Architectural Accrediting Board

INTERPRETATION:

What do the results mean?

-Results identify whether the work has met or exceeded expectations and where improvement is needed. -Qualitative results and reviewers' comments feed into committees' structure for curricular review.

What needs to be improved?

Overall average does not meet goal of 80% meeting Well Prepared or Excellent. From the Graduating Students Jury, most juror's comments about those not meeting categories of "Well Prepared" or "Excellently Prepared" were related to design or visualization/presentation. Students need to be prepared to take more initiative, explore more, and to communicate their findings better.

What is the plan for improvement?

-The Undergraduate Committee continues to address curriculum changes. A Curriculum Task Force has recommended changes to the curriculum to provide for greater latitude of student exploration in advanced studios.

GOAL 2:

Students will meet 34 National Architectural Accrediting Board student performance criteria. An example: students will demonstrate their Graphic Skills ability in each of the 10 required studios.
Select a specific criterion for emphasis

PROCEDURE:

How do you measure this goal?

Goals of each course syllabi indicate some criteria that will be met. Course instructor, academic coordinator, exams, and/ or critiques by outside professionals and visiting external assessment team make assessments.

What is the standard?

-Students are required to meet course pre-requisites. -Some courses require achievement of specific performance standards in order to advance to the next level. -NAAB requires programs to meet a "reasonable" % of criteria.

ANALYSIS:

What were the actual results?

The 2008 NAAB Visiting Team Report received by the college Spring 2008 acknowledged that the college met 31 of the 34 criteria. Meeting course and grade prerequisites ensures course work preparedness. Students not prepared to enter 4th year studio are advised to change their degree to Environmental Design.

What was the process for analyzing results?

-NAAB member visit and review of college work. -Internal & External Critiques by professionals. –Third year portfolio review

INTERPRETATION:

What do the results mean?

-We have been met most of the NAAB criteria. -Meeting NAAB criteria are indicators of architecture career preparedness. -There is successful faculty involvement in integration of knowledge throughout the program. Although students were exposed to the material, students didn't demonstrate ability in three areas (life safety, accessibility, and technical documentation.)

What needs to be improved?

Faculty, professionals, students, and administration are continuously evaluating all areas. Regular and ongoing Undergraduate Committee and Coordinators meetings are held to determine curriculum adaptations. There is student representation in Undergraduate Committee. Students must be prepared for the increased rigors of the architecture program.

What is the plan for improvement?

We continue to make changes to the Bachelor of Architecture degree plan, primarily concerning assignment of Student Performance Criteria, and have added a required course titled Architectural Programming and Building Regulations (which addresses life safety) to curriculum as well as increased elective offerings. Discussions for addressing deficiencies are under way in Undergraduate Committee and Coordinator's meetings. Additions have been made to courses to address NAAB criteria not met. Criteria 14 & 20 are being more closely monitored in studio in 4th & 5th year. Criterion 26 was actually met by students' work, but was not properly submitted to the review team.

GOAL 3:

Students will demonstrate the ability to select, configure, and integrate appropriate technical systems in accordance with functional needs and design intention.

PROCEDURE:

How do you measure this goal?

-Samplings of undergraduate projects are critiqued by external and internal reviewers.
-Projects reflect level of achievement of course learning goals.
-Evaluation of required portfolios submitted for 3rd Year Portfolio Review.

What is the standard?

Reference point is comparison of student work of other institutions as well as the historical results of external review by expert professionals of our student work.

ANALYSIS:

What were the actual results?

Coordinators, faculty of upper level studios, and reviewers of 3rd Year Portfolio Review have determined that students need to be better prepared to integrate technical information.

What was the process for analyzing results?

-External review by an accrediting team in February, 2008 that is independently appointed by NAAB.
-Faculty coordinators meet regularly to discuss curriculum issues and coordination of course criteria.
-Curriculum Task Force reviewed curriculum

INTERPRETATION:

What do the results mean?

-Results identify whether the work has met or exceeded expectations.
-Quantitative and qualitative results feed into committees' structure for curricular review.

What needs to be improved?

Technical systems need to be better integrated into students' studio work.

What is the plan for improvement?

-Curriculum Task Force is recommending methods to better integrate technology courses with studio, and for better ways to deliver some content

IV. WHAT SIGNIFICANT ACCOMPLISHMENTS OF THIS DEPARTMENT OR PROGRAM SHOULD BE NOTED?

V. REFERENCES: