MS & PhD Programs
In Architecture
TEXAS A&M UNIVERSITY
MS & PhD Programs
In Architecture

Jorge Vanegas
Dean, College of Architecture

Robert B. Warden
Interim Head, Department of Architecture

Shelley Holliday
Executive Associate Department Head

Koichiro Aitani
Associate Department Head, Undergraduate Programs, BED Coordinator

James Haliburton
Associate Department Head, Professional Programs, M.Arch Program

Stephen Caffey
Associate Department Head, Research Programs, MS and PhD
Introduction

1.1 Charge to Review Committee 7
1.2 Schedule of Review 11
1.3 Primary Contacts 13

Table of Contents
Critique is an important component for progress in every discipline but few disciplines embrace a culture of daily public criticism like Architecture. The Academic Program Review (APR) is a welcomed opportunity to engage external review teams with our history, present practice, and future dreams. The APR process at Texas A&M is taken very seriously and we thank you for your time and effort to engage with us to learn about our current practices and our vision for our future. The APR document is not the sole, but perhaps the major vehicle for understanding our Master of Science and PhD programs. Our research-based programs are sometimes understood as siloed endeavors from our undergraduate Environmental Design program and our professional Master of Architecture program; however, we intend all of our academic programs to be tethered together in unique ways. This APR will, we hope, illuminate the value of the MS and PhD programs through their interconnections within the Department of Architecture, the College of Architecture and the University

Peer Review Team Charge

Please examine the MS and PhD programs through the collective lens of the Department of Architecture and their cultural and academic contributions to the college, university and beyond. We understand the team review as a positive measure of how we can improve these programs and prepare them to meet future public demands. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Given the information provided in the self-study report or gathered by the review team through interviews and discussions, what are the strengths and weaknesses of the department that promote and hinder the quality of the MS and PhD programs?
• Does the Review Committee feel that the goals and implementation strategies for the MS and PhD programs align with the strategic goals of the College of Architecture and the University?

• How do the MS and PhD programs compare to their peers? Specifically, is the curriculum directly related and appropriate to the mission and goals of the institution?

• What improvements (including student learning and faculty development) has the department made since the previous program review?

• Are the future goals of the department consistent with improving the quality of the MS and PhD programs?

• Are there near term and/or far term recommendations for the MS and PhD programs that would enhance their quality in relation to their service to students, the profession, and the public?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.

Thank you.

Portions of several Texas A&M University documents were paraphrased and quoted in this document including the 2009-2010 Graduate Advising Handbook, the 2009-2010 Graduate Catalog, Vision 2020: Creating a Culture of Excellence, the Department of Architecture Graduate Programs in Architecture, and the Department of Architecture Strategic Plan 2015-2020. All text originating from sources outside the university is specifically referenced.
EXECUTIVE SUMMARY

The Self-Study Report on the MS and PhD programs in the Department of Architecture at Texas A&M University gives an overview of these two programs within the larger context of the university, college, and department. Context is extremely important to understand the current state of these programs through the evolution of past thought processes and the conditions in which those were developed. To develop that context this report will contain an overview of information on all programs in the department, with much more detail given to the MS and PhD programs.

Texas A&M University has experienced tremendous growth of 41% since 2010. Growth in the College of Architecture was 67% in that same time frame, while overall growth in the Department was 14%. The MS/PhD growth during this time, however was over 22%. These numbers mark not only a consistency between the university and the departmental enrollment goals, but they also mark a conceptual consistency between our research programs and the university. Texas A&M became a member of the Association of American Universities in 2001. That membership has become a defining criterion for much of the university’s academic and research initiatives. Strong emphases in graduate research in the department predated the AAU membership but for the following two decades, the MS/PhD programs were symbols of strength and ingenuity for the department as a whole.

In the 21st century, creativity and inquisitiveness, characteristics well understood and honored traditionally in architectural design have become hallmarks of education in secondary schools, universities, and business. These traits have also long been every bit as necessary to successful research. The interdisciplinary team-based activity of exploration in architectural design is a recognized paradigm of 21st c. transformational education, again a trait well understood in both basic and practical research. With all of these shared traits, it seems odd that research efforts in academe and professional design were often understood to occupy opposing sides of the putative art / science dichotomy. Yet, that disposition has persisted until recently.

The Department of Architecture has seized the opportunity to use the 30-year tradition of research through the MS and PhD programs to set new initiatives at both the undergraduate B.E.D. and professional M.Arch programs. Research as an inspirational creative force will drive the future of our department.

Section 2 provides brief histories of the four degree programs in the department: Bachelor of Environmental Design (BED), Master of Architecture (MArch), Master of Science (MS), and Doctor of Philosophy (PhD). Prior to 1986, the Department of Architecture and the
Department of Environmental Design were separate. The Department of Architecture experienced a fundamental shift in the late 1980’s when it joined the undergraduate BED program as the new Department of Architecture. This change was nearly simultaneous with the transformation of the Doctor of Environmental Design degree (1960s) into a PhD in Architecture (1986) and a few years later with the birth of the MS Architecture degree.

With these new research degrees, the department’s identity was no longer singularly tied to professional practice and hiring of faculty and recruitment of students began to reflect their effects on the nature of the department. Research was important, yet still different from design. The research programs remained distinct from the design programs during their growth and maturity, but their influence on the other programs also strengthened.

The PhD program averages around 50 to 70 students operating today in much the same way it has for 30 years. Accepted students are assigned mentors in the field with which they are most closely aligned. These fields are defined by our faculty composition which coincides with Design, History/Theory, Structures, Energy and Sustainability, Historic Preservation, Health, and Computational Design. Students design their studies and form graduate committees that align with the needs of their study.

The MS program averages 2-7 students with operational methods similar to the PhD program. The low enrollment of this program over its history is most likely due to the attraction of the PhD. label and the ability of students to matriculate quickly to the Ph.D. through their 90 credit hour option as opposed to the 64 credit hour requirement for students with masters degrees. Nevertheless, it has served the needs for those students interested in research related to architectural issues who cannot afford the time required by the PhD.

Section 3 - 5 cover the details of the MS and PhD curriculums and student and faculty demographics over the last 5 years. Included is the department’s strategic plan from 2015 for context and the evolving status of these programs within the department’s academic offerings.

Curriculum changes are manifesting this year that reflect the ever-increasing influence of research on our design fields. Efforts to maintain large and vibrant research opportunities are touching our undergraduate program through our undergraduate summer research and our professional design program through our proposed professional research collaboration board. We are also proposing a dual MS/MArch degree to aid students in developing research within small to medium design firms. Research is now understood to be the foundation for design.
A detailed review will be provided upon the arrival of the review team; however, the following is a preliminary overview of activities.

Sunday, September 8
- Review team arrives in College Station
- Department Head hosts welcome dinner and provides orientation information

Monday, September 9
- Entry interview with Vice Provost for Academic Affairs (Michael Stephenson) and the Senior Assistant Provost for the Office of Graduate and Professional Studies (George Cunningham)
- Meeting with Dean of College of Architecture
- Meeting with Head of Department of Architecture and Associate Department Heads
- Lunch
- Tour facilities
- Meet with Faculty
- Faculty reception
- Dinner and work session

Tuesday, September 10
- Meet with Department degree coordinators and center heads
- Lunch with Department degree coordinators and center heads
- Meet with graduate students
- Open time
- Dinner catered in reviewers’ workroom
- Reviewers work session

Wednesday, September 11
- Exit interview with Provost and Executive Vice President (Carol Fierke), Vice Provost for Academic Affairs (Michael Stephenson), Associate Provost for Office of Graduate and Professional Studies (Karen Butler-Purry), and the College Dean (Jorge Vanegas)
- Reviewers debrief Department Head and Associate Department Heads
- Reviewers make final changes to draft report
- Reviewers brief faculty, staff and students on final report
- Lunch with Department Head
- Reviewers depart College Station
The following individuals will serve as the review team’s primary contacts during the review process.

**Carol A. Fierke**  
Provost and Executive Vice President for Academics

**Ann Kenimer**  
Associate Provost for Undergraduate Studies

**Karen Butler-Purry**  
Associate Provost for Graduate and Professional Studies

**Bettyann C. Zito**  
Office of the Provost, Program Coordinator

**Jorge Vanegas**  
Dean, College of Architecture

**Robert B. Warden**  
Interim Head, Department of Architecture

**Shelley Holliday**  
Executive Associate Department Head

**Stephen Caffey**  
Associate Department Head, Research Programs, MS and PhD Programs

**James Haliburton**  
Associate Department Head, Professional Programs, MArch Program

**Koichiro Aitaini**  
Associate Department Head, Undergraduate Programs, BED Coordinator
## Table of Contents

### 1.0 Introduction
1.1 Charge to Review Committee  
1.2 Schedule of Review  
1.3 Primary Contacts

### 2.0 History and Overview
2.1 History of Texas A&M University
2.2 History of the College of Architecture
2.3 Brief Degree Program History
  2.3.1 Bachelor of Environmental Design
  2.3.2 Master of Architecture
  2.3.3 Master of Science in Architecture
  2.3.4 Doctor of Philosophy in Architecture
2.4 Mission, Strategic Plan, Goals
2.5 Administrative Structure
2.6 Accreditation Information
2.7 Date of Last Internal Academic Program Review
2.8 Analysis

### 3.0 Academic Programs and Curricula
3.1 Programs Offered
3.2 Program Curricula
3.3 Admissions Criteria
3.4 Number of Degrees Awarded per Year
3.5 Average Time to Degree
3.6 Academic Enhancements and High-Impact Opportunities
3.7 Financial Aid, Fellowships, and Other Support
3.8 Assessment of Student Learning Outcomes
3.9 Analysis

### 4.0 Faculty Profile
4.1 Core Faculty
4.2 Faculty Other than Core
4.3 Faculty Diversity
4.4 Faculty Qualifications
4.5 Analysis
5.0 Student Profile
- 5.0 Student Profile
- 5.1 Doctoral Student Information
- 5.2 Master of Science Student Information
- 5.3 MS and PhD Student Financial Support
- 5.4 MS and PhD Output and Employment
- 5.5 Master of Architecture Student Information
- 5.6 Bachelor Student Information
- 5.7 Analysis

6.0 Concluding Observations

7.0 Appendices

- Appendix A – Facilities
- Appendix B – Finances
- Appendix C – Faculty Curriculum Vitae
- Appendix D – Institutional Profile
- Appendix E – Theses & Dissertation Titles
- Appendix F – Graduate Student Practical Training Assignments
- Appendix G – Department Advisory Council
- Appendix H – Celebration of Excellence
- Appendix I – Syllabi of MS/PhD Core Courses
- Appendix J – Semester Credit Hours Taught by Faculty
- Appendix K – PhD Student Assessment Rubrics
2.1 History of Texas A&M University  21

2.2 History of the College of Architecture  23

2.3 Brief Degree Program History  25
   2.3.1 Bachelor of Environmental Design
   2.3.2 Master of Architecture
   2.3.3 Master of Science
   2.3.4 Doctor of Philosophy

2.4 Mission, Strategic Plan, Goals  28

2.5 Administrative Structure  35

2.6 Accreditation Information  41

2.7 Date of Last Academic Program Review  43

2.8 Analysis  45
Texas A&M enrolls more than 12,000 graduate students who come to the university from every state in the U.S. and from almost 120 foreign countries. With renowned academic programs, long-standing traditions and a culture of service, Texas A&M provides students with the tools they need to succeed professionally and personally. Faculty take a special interest in ensuring student success, which has positioned the university at the top statewide in student retention and graduation and made Texas A&M the university of choice for students from all walks of life.

Texas A&M University, the oldest public institution of higher learning in the state, opened its doors in 1876 as a small rural college with a student enrollment of six. Fall 2018 enrollment was a record 69,367, with a record 10,759 entering freshmen. With more than 240 master’s and PhD programs to choose from, the university enrolls one of the 10 largest student bodies in the nation — and the largest outside a major metropolitan area. Students can join any of 1000 student organizations and countless activities ranging from athletics and recreation to professional and community service events.

A world leader in teaching and research, Texas A&M ranks first in Texas in enrollment of National Merit Scholars, and 7th nationally with more than 600 of these high-achieving students currently on campus. Texas A&M’s national and international stature was highlighted by the November 1997 grand opening of the George Bush Presidential Library and Museum, a complex which also houses the Center for Presidential Studies and the Bush School of Government and Public Service as integral parts.

Texas A&M’s success in accomplishing its tri-fold mission of teaching, research, and service is clearly reflected in the education of its students. Texas A&M University ranks at the top among the state’s public institutions in student retention and graduation rates – among the leaders overall and for minority students, both African-American and Hispanic.

Accomplished faculty is the bedrock of any great university, and Texas A&M students have the opportunity to interact with many great minds—winners of the Nobel Prize, National Medal of Science, Pulitzer Prize, World Food Prize and Wolf Prize, with 26 holding membership in the prestigious National Academy of Sciences or the National Academy of Engineering. TAMU conducts research valued at more than $905.4 M annually, placing it among the top 10 public universities nationally.
The University has an endowment valued at more than $13 billion, which ranks eighth among U.S. universities and tenth overall. TAMU has formal agreements for collaborative research and faculty/student exchanges with more than 130 institutions in 42 countries, with active research programs on all seven continents. Far more significant, however, is the indirect impact that Texas A&M has in furthering knowledge and technologies that create new business, jobs, and revenue for the State of Texas.
The College of Architecture is one of the 19 colleges and schools at Texas A&M. The others include: Agriculture and Life Sciences; Dentistry, Education and Human Development, Engineering, Geosciences, Liberal Arts, Medicine, Nursing, Pharmacy, Science, Veterinary Medicine and Biomedical Sciences, Mays Business School, Bush School of Government and Public Service, School of Innovation, School of Law, School of Public Health. The 19 colleges and schools making up Texas A&M University have awarded more than 482,000 degrees since the university opened.

The first formal program in architectural education in the state of Texas was begun at the Agricultural and Mechanical College of Texas September 1, 1905 with the inauguration of the curriculum in architectural engineering by the late Dr. Frederick E. Giesecke. During the period 1905 to 1941, a four-year course of study leading to a Bachelor of Science degree in Architectural Engineering was offered by Architecture in Engineering. In 1914, a four-year program leading to a Bachelor of Science degree in Architecture was established. This degree was replaced by a five-year Bachelor of Architecture degree in 1931. In 1941, a five-year program leading to a Bachelor of Science degree in Architectural Construction replaced the B.S. in Architectural Engineering. The first Master of Science degree in Architecture was awarded in 1921, and the first Master of Architecture degree was awarded in 1950. The Architecture program received professional accreditation for the first time in 1948.

In 1956, the Department of Architecture became the Division of Architecture that, in 1963, evolved into the School of Architecture still academically housed within the College of Engineering but located in the first Architecture buildings (b and c). In 1969 The College of Architecture and Environmental Design was created to comprise departments of Architecture, Environmental Design, Building Construction, Landscape Architecture, and Urban and Regional Planning. In 1978 the collection of buildings was renamed the Langford Architecture Center.

In 1989, the College was renamed the College of Architecture. Departments were consolidated into a three-department structure each with graduate and undergraduate components: Architecture; Construction Science; and Landscape Architecture and Urban Planning. In 2007, the Texas Higher Education Coordinating Board approved a fourth department, Visualization.
In 2008, all programs in visualization studies were unbundled from the Department of Architecture to form a new Department of Visualization, making it the fourth Department in the College.

In Fall 2018, the Department of Architecture enrolls 453 BED students, 86 MArch students, 6 MS students and 65 PhD students. The Department of Architecture has an excellent academic faculty numbering 56, 28 of which are full-time tenure or tenure track, 23 are Academic Professional Track (APT) and 4 PhD students that are teachers of record. These faculty members represent expertise in architectural design and building technology, theory and history, computational design, sustainability & energy efficiency, heritage conservation, design for health, facility management, and low-income housing.

For a more complete explanation of history please refer to:
https://www.arch.tamu.edu/inside/history/index.html
https://www.arch.tamu.edu/inside/history/century-excellence/index.html
2.3.1 Bachelor of Environmental Design (BED)

The formation of the College of Architecture and Environmental Design in 1969 marked a significant shift in the pattern of architectural education at Texas A&M University. After extensive study and discussion, the faculty decided that the architectural program would break with tradition and embark on a 4+2 pattern of study. By 1973, the transition to the new pattern was complete.

In fall 1986, it was decided to consolidate the administration of the departments of Environmental Design (undergraduate studies) and Architecture (graduate studies). The Department of Architecture then administered undergraduate courses leading to the four-year Bachelor of Environmental Design (pre-professional) degree.

Over the last 33 years, the BED program responded to the ever-fluid development of digital technologies that in many ways altered the foundation of its original Berkeley model of Environmental Design. Since the Departments of Architecture which housed the professional MArch Program and the undergraduate Environmental Design Department merged in 1986, the BED program has slowly morphed into a pre-architecture program. As noted in the 2010 APR, the requirement by the university to reduce the credit hours of the BED program to 120 hours required many changes in pedagogical experiences resulting in and increased responsibility for studios.

The immediate future of the BED program continues with the significant integrated studio model implemented in 2007, while also redefining the 4th year as an undergraduate thesis year. This is accomplished by moving the integrated studio to third year and restructuring first and second years to prepare them for rigors of the integrated studio. The 4th year thesis year is intended to give students and faculty an opportunity to participate in studio based research opportunities in areas of mutual interest.
2.3.2 Master of Architecture Program (MArch)

The MArch degree is a 52 credit hour professional program in Architecture. It is accredited by the National Architecture Accrediting Board (NAAB) and received the maximum 8 year accreditation at their last review in 2014. As complexities increase in design related fields with respect to evolving environmental, economical, and socio-political contexts, research and thus research methodologies emerge as a necessary element of design education. Our future vision for the MArch program contains a tighter connection with the MS and PhD programs that will inevitably have reciprocal positive effects on each.

2.3.3 Master of Science Program (MS)

The Master of Science, a thesis program administered through the Department of Architecture, has been in existence since 1991, evolving from a post-professional degree offering. A non-professional degree at the master's level for those seeking advanced knowledge in preparation for careers in architectural research, university teaching, or specialized practice and consulting, the degree may also act as a milestone toward a PhD in architecture. There are approximately 82 MS or post-professional Architecture Programs in the U.S. The first MS Architecture degree at Texas A&M was awarded in 1992 and over 70 degrees have been awarded since that time.

The MS Arch program was envisioned as a landing place for students interested in research, with or without a design emphasis, that could either be their terminal degree or an interim step towards their goal to the PhD. Originally each program was administered separately, but eventually, since both programs shared similar structure and philosophy, it became reasonable to administer them both under one director. Therefore, MS graduate faculty and committee structure is nearly identical with the PhD program.
2.3.4 Doctor of Philosophy Program (PhD)

The PhD program in architecture at Texas A&M University began in the late 1960s and has been administered by the Department of Architecture in its present form for the last 25 years. The program originally awarded a Doctorate in Environmental Design. This was changed in 1985 to a Doctorate in Philosophy. In 1986, two PhD degrees were established: a PhD in Architecture and a PhD in Urban and Regional Science. The program is now one of approximately 39 doctoral programs in architecture in North America. Together with Berkeley, Georgia Institute of Technology, Michigan, and University of Pennsylvania, it is one of the largest.

The Department of Architecture currently administers the doctoral degree to individuals in Architecture, Construction Science and the Visualization departments. The Landscape Architecture and Urban Planning department administers its own doctoral degree.

As of fall 2018, the program included 65 PhD students and a graduate faculty of 45 from the Department of Architecture. Originally, the primary focus of the program was to expand knowledge and research in the technological and building science areas. Although its earlier emphasis was technically-oriented, the program has been expanded to allow students to focus their studies within a broad range of emphasis areas and exploration topics. The curriculum was modified in 1993 to reflect its current structure.
In 2015 the Department of Architecture engaged in creating a new 5 year strategic plan. What follows is general information on the contents of that plan. This is intended to provide context for a longer term view of the goals and actions of the department after that last team visit with a focus on the MS and PhD programs. In 2018 a new update to the 2015 strategic plan was begun, and is still underway. What is presented here is the 2015 Department of Architecture Strategic Plan.

**Department of Architecture 2015 Mission and Strategic Plan.**

The Department of Architecture acknowledges Texas A&M University’s plan for *Vision 2020*, which includes the commitment to a high-quality infrastructure and operational services for an exemplary learning environment that provides experts who enhance a world-class learning environment through extraordinary service, safety, and stewardship. In addition, the Department supports the University’s core values of: integrity, service, safety, respect, diversity, employee engagement, stewardship and sustainability, which are further supported by the College of Architecture’s goals, priorities and directions.

**VISION**

As a department committed to excellence in architectural education, we regard design, research and service as interlinked domains through which we address critical environmental, social and urban problems facing contemporary culture and the future.

We subscribe to the *twelve imperatives* of the University’s plan for *Vision 2020* through our core competency in design. Design embraces complexity, solving problems in unanticipated, sometimes counterintuitive ways. As a locus of creativity and innovation at Texas A&M, the department provides strategic leadership that will enable the university to realize excellence.

It is in this spirit that we teach architectural design by cultivating curiosity, initiative and discipline. In the process, our students and faculty develop sophisticated solutions to global, national and state concerns in the built environment. Our integrated approach encompasses history and theory, building technology, design methods, human behavior, communication, sustainability and professional practice. This approach defines the Bachelor of Environmental Design (BED) and the accredited professional Master of Architecture (MArch) degrees. The Master of Science (MS) and Doctor of Philosophy (PhD) programs in architecture further advance this integrated approach through rigorous scholarship and dissemination of new knowledge.
Through design thinking and research, we shape and influence future modes of professional practice, education and the built environment.

MISSION
The Department of Architecture educates students while creating and disseminating new knowledge in the theory and practice of architectural design. We impact society by designing environments that foster economic, social, and ecological responsibility. To achieve this mission, the department engages in teaching, research, and service in keeping with the important mandate of a land-grant university.

VALUES
Our vision, based on a commitment to University core values, is underpinned by the following four key values:

- Design excellence
- Research excellence
- Leadership
- Social responsibility

SWOT

INTERNAL
Strengths
- Integrated teaching model
- Faculty/Program expertise (BIM, history, technology, design, sustainability, theory, healthcare, energy, preservation)
- Department Staff
- Scholarship/Research record
- Study abroad program

Weaknesses
- Lack of self-criticism
- Lack of space, lack of display/review space, lack of PhD/MS, faculty space infrastructure (quantity and quality)
- Issues related to English proficiency among incoming students
- Lack of rigor and clarity of learning outcomes across multi-class sections
- Insufficient forums for intellectual discourse
- Issues related to grade inflation
- Lack of external reviewers & lack of interaction with other schools (isolation)


**EXTERNAL**

**Opportunities**
- Council of Excellence (enhance revenue)
- Capitalize our expertise in design thinking by offering expanded programs
- Increase global programs (faculty, students, etc.)
- Expanded opportunities in resource enhancement (web-based courses, etc.)
- Better alignment of department resources in relation to Centers and certificate programs that correspond to department’s vision
- Enhance capability and use of Architecture Ranch
- Broaden applications of multidisciplinary teaching model
- Expand faculty participation in College Centers
- Forging partnerships (other schools of architecture, disciplines, the profession, jury members, external readers)
- Program to leverage the PhD for architecture faculty from other universities
- Establish ‘star’ power program – bringing in top flight professionals for limited periods

**Threats**
- Perceived erosion of the practice of architecture
- Misinterpretation by the larger University/College
  - The diversity of creative and scholarly activities
  - The diversity of faculty and research methods for tenure and promotion
- Erosion of resources (space/budget/faculty)
  - Faculty/student ratio
- Misuse of the designation of the term architecture in college offerings (USAR)
- Lack of competitive financial assistance for students in graduate programs

**Strategic Initiative to enhance the PhD and MS programs**

**Goal:**
PhD and MS in Architecture will be valued as a credential at peer institutions, research labs and professional practices for providing knowledge and skills related to creating and disseminating knowledge.

**Teaching**
- Create opportunities for students to learn teaching methods and apply skills in the classroom

Courses in teaching methods
o **Action:** To develop/schedule a course(s) by Fall 2015
  o Mentorship by faculty and opportunities to assist in teaching in their area of expertise
  o **Action:** Task faculty Chairs to mentor students in teaching by Fall 2014
  o **Action:** Identify course offerings to support student teaching by Fall 2015
  o Opportunities for PhD students to become Instructor of Record
  o **Action:** Develop and deliver a Departmental plan for studio and lecture courses to Department Head by Fall 2014

**Research**
- Enhance quality/visibility of scholarship through publication and presentations
  o Courses in research methods and publication
  o **Action:** Mandatory enrollment in research methods courses by Fall 2015
  o **Action:** Mandatory enrollment in *Writing for Publication* course by Fall 2015
    o Identify appropriate publications
      o **Action:** PhD/MS/P&T committees to develop plan by Fall 2014
    o Provide opportunities for external reviews.
      o **Action:** PhD/MS committee to develop plan by Fall 2014
- Create opportunities for students to participate in research projects
  o Develop proposals
    o **Action:** PhD/MS committee to develop plan by Fall 2014
  o Conduct research
    o **Action:** PhD/MS committee to develop plan by Fall 2014
- Provide support for students to disseminate research results inside and outside the university
  o **Action:** PhD/MS committee to develop plan by Fall 2014

**Curriculum**
- Revise and update our core courses in the PhD and MS curriculum
  o **Action:** PhD/MS committee to develop plan by Fall 2014
- Identify and develop potential leveling courses
• **Action:** PhD/MS committee to develop plan by Fall 2014

• Broaden offerings in MS program
  • **Action:** PhD/MS committee to develop plan by Fall 2014

• Provide a “Survival Guide”
  • **Action:** PhD/MS committee to develop guide by Fall 2014

**Space and Resources**

• Provide space and resources for resident PhD and MS students
  • **Action:** Incorporate dedicated space into the college building program by Fall 2014

**Strategic Initiative to enhance the MArch program**

**Goal:**
Create a seamless process that enhances rigor and quality as represented by Master of Architecture final study projects

By Spring 2015

• **Action:** Plan for faculty involvement

• **Action:** Student outcomes

• **Action:** Overall process

**Goal:**

• Increase enrollment in the Master of Architecture degree program

• Increase from current 108 students and normalize program at 132

  • **Action:** By Fall 2016
    • Investigate the concept of hybrid or matriculation path to Master of Architecture
  
  • **Action:** Report by MArch Committee by Spring 2015

**Strategic Initiative to enhance the BED program**

**Goal:**
Enhance and further implement revisions to the curriculum based on the 2010 Program Review

• Expand the success of the integrated studio to other areas of the curriculum
  • Integration of the appropriate discipline oriented committees
  
    • **Action:** Recommendations for implementation by end of Fall 2014

• Expand the success, opportunities and participation of the semester away (Study Abroad program, other academic opportunities and Internship)
  • Explore other geographic areas/locations for new program possibilities
- **Action:** Cooperative initiative with Off-Campus Committee report by Spring 2015
- Increase stature and improve reputation by addressing theories, trends and emerging opportunities in Environmental Design
- Review the program for opportunities to better align with contemporary emerging environmental design practices
  - Conduct research and provide a report by select committees
    - **Action:** Establish a task force by Fall 2014
    - **Action:** Report by end of Fall 2014
- Provide opportunities or coursework that instill value in design innovation and entrepreneurship
  - Develop and expand course offerings in digital fabrication, design of architectural components, and products to support building systems
    - **Action:** Task the design committee to develop recommendations by Fall 2014
  - Utilize more fully College facilities such as The Ranch and Woodshop
    - **Action:** Task the studio faculty to develop plan by Fall 2014
- Increase offerings of specialized environmental design electives for BED and University-wide students
  - Develop opportunities to increase environmental design electives and enrollment for BED and University-wide students
    - **Action:** Task the BED/select committee to develop a plan by Fall 2014

**Strategic Plan Assessment**

The 2015 Department Strategic Plan highlights concerns and emphasis opportunities for the department’s four programs through the SWOT analysis. All programs are represented here to accentuate how the MS and PhD programs are no longer understood as individual program offerings to fill market opportunities for the department but as connectors for our vision of Architecture. Our core values of design and research excellence, leadership, and social responsibility are best understood as partners. It should be noted that this strategic plan, complete with action items and dates actually led to concrete initiatives. Almost every initiative for the MS and PhD programs have been addressed. Details of changes to the curriculum requirements are covered in more detail in section 3. Research opportunities have been enhanced through expanded efforts of our research centers and teaching opportunities were expanded. Our semester schedules reflect PhD “teacher of record” opportunities at almost every level of design studio and seminar. In some cases our PhD students have accepted
responsibility for large lecture courses.

Every program desires excellence. The 2015 Strategic Plan laid the necessary foundation for research to become the primary necessary ingredient for excellence. Research is the integrative element necessary in an age facing environmental and socio-political issues that brings leadership, creative design and invention to our quality of life questions.

One major concern for the MS program from the last APR review was its lack of enrollment. The MS program continues to have a light enrollment compared to the PhD program even after the enhancements suggested by the 2015 Strategic Plan. Reasons for this are more complex than any one element, but perhaps one can say simply that the PhD program carries more inherent value to students than the MS and students who enter the MS program use it as a gate to the PhD rather than an end in itself. This could be due to the programs having nearly identical first years thus incentivizing not finishing the MS but applying for matriculation to the PhD.

Rather than jettison what might appear to be a weak program we are suggesting that the MS be rejuvenated through two primary endeavors. The first involves creating a dual degree with the MArch program. The MS/March program would be attractive to those students who completed the BArch as their professional degree and would return to complete an advanced design degree with a focus on research. It would also be attractive to students in our undergraduate University Studies Architecture (USAR) program in the college to stand apart from those who have focused solely on design. Secondly, the stand-alone MS would attract professionals from inside and outside of architecture to spend a year in an intense integrated environment where professionals and multiple disciplines are brought together to work on particularly difficult socio-political issues. The MS and PhD programs would still be tied together, but MS students would contribute to pieces of larger research endeavors at the PhD level. PhD students would benefit from the mature input from professionals participating for shorter time periods, thereby creating more dialogue surrounding research and design issues.
The following individuals will serve as the review team’s primary contacts during the review process.

**Carol A. Fierke**  
Provost and Executive Vice President for Academics

**Ann Kenimer**  
Associate Provost for Undergraduate Studies

**Karen Butler-Purry**  
Associate Provost for Graduate and Professional Studies

**Bettyann C. Zito**  
Office of the Provost, Program Coordinator

**Jorge Vanegas**  
Dean, College of Architecture

**Robert B. Warden**  
Interim Head, Department of Architecture

**Shelley Holliday**  
Executive Associate Department Head

**Stephen Caffey**  
Associate Department Head, Research Programs, MS and PhD Programs

**James Haliburton**  
Associate Department Head, Professional Programs, MArch program

**Koichiro Aitaini**  
Associate Department Head, Undergraduate Programs, BED Coordinator
The Master of Architecture is the only externally accredited degree program in the Department of Architecture at Texas A&M University. Neither the MS nor PhD programs are externally accredited.

Beginning around 2013, the University implemented a system for documenting and tracking student learning outcomes. Since that time, the department has worked to identify student learning outcomes and find ways to systematically gather evidence of student learning. There are still several challenges to overcome in terms of assessing student learning in the MS and PhD programs; however, the department has made changes and improvements since 2017.

The department of architecture initially was able to identify outcomes they prioritized for MS and PhD students, including: 1) speaking, writing, and analytic skills, 2) critical thinking & research skills, 3) fundamental research skills, 4) area of interest knowledge development, and 5) technical documentation. All of these were measured through the thesis/dissertation and oral defense. However, there were several problems with these outcomes and measures, which the program has been working to improve over time.

In 2017, the department hired an assessment coordinator (shared with other departments in the college), who has a background in higher education and assessment, and who was charged with helping the departments improve their assessment plans. In 2017-2018, the assessment coordinator worked with the interim department head to revise the MS and PhD student learning outcomes, and a rubric was developed to be used to score the quality of the student’s thesis/dissertation. One continual challenge the department has faced is how to implement an effective data collection strategy and collect data consistently.

In spring 2019, the university purchased a new platform for recording and storing assessment data & artifacts called AEFIS. With the roll out of the new system, the assessment coordinator has worked more closely with the MS and PhD program coordinator to further revise the assessment plan.
The current learning outcomes for the MS ARCH are below:

- Communication: Demonstrate the ability to express complex ideas in a clear, concise, and organized manner as well as incorporate evidence to support conclusions.

- Critical Thinking & Analytical Skills: Critically assess sources of evidence and demonstrate sound analytical reasoning in approaches to evidence and data.

- Research Skills: Demonstrate information literacy through an appropriate use of resources, and apply research methodology correctly to conduct valid research.

For the PhD ARCH:

- Communication: Demonstrate the ability to express complex ideas in a clear, concise, and organized manner as well as incorporate evidence to support conclusions.

- Critical Thinking & Analytical Skills: Critically assess sources of evidence and demonstrate sound analytical reasoning in approaches to evidence and data in a way that generates new knowledge &/or fills existing gaps in knowledge.

- Research Skills: Demonstrate information literacy through an appropriate use of resources, and apply research methodology correctly to conduct valid research and generate new knowledge.

Rubrics were also developed (see Appendix K) to be filled out by the thesis/dissertation chair at the time of the defense; however, no data have been collected at this time.
The TAMU Office of Graduate Studies issued the last internal review team’s final report for the Bachelor of Environmental Design, the Master of Science, and the Doctor of Philosophy to Department Head Ward Wells on December 7, 2010.
The Department of Architecture gauges excellence by the contributions of its graduates to architecture as an academic discipline, as a professional practice, and as a form of cultural production in natural, built, and virtual environments. By aligning applied academic research to current, emerging, and prospective theoretical and practical objectives of architecture as a professional practice, the Department of Architecture’s strategic plan for the MS and PhD programs will prepare our graduate students to flourish in the unprecedented conditions generated by technological innovation, global climate change, and changing global demographics.

Mid-career professionals who complete the one-year Master of Science in Architecture will return to professional practice with updated and diversified tools and knowledge that will in turn elevate the currency, the quality and the appeal of their architectural practice. Students who pursue the three-year MS/MArch degree option will enter the profession and pursue licensure with scientifically grounded expertise in one or more areas of specialization, positioning them to join one of the many research divisions that larger firms have begun to establish, or to bring the value of architectural insight to governmental and non-governmental organizations, think tanks and research institutes, large technology corporations, small start-ups, and healthcare, et al.

The core course requirements for the PhD program ensures that students achieve the mastery of research methodologies necessary to contribute to existing bodies of knowledge by identifying and filling gaps therein or by forging new pathways in emerging realms of scholarly inquiry. Updating and upgrading admissions policies for the PhD program will improve the faculty-to-student ratio in terms of the size of seminars and the ability of dissertation committee chairs, co-chairs, and members to provide more guidance as program participants move from student to candidacy. The increased emphasis on Curricular Practical Training (CPT) opportunities will provide the PhD students an opportunity to explore and validate the relevance of their research to professional practice by taking it outside the classroom, the lab, and the computer simulation into real-world scenarios. The excellence achieved through these opportunities will be recursive, as practice informs research, which in turn informs practice.

Calibrate acceptance numbers to available funding streams; reserve spaces for students who are fully funded by their home governments; conduct Skype interviews with shortlisted applicants;
Connecting research and research methodologies that emerge from the MS and PhD programs with current and emerging trends in architecture as a professional practice will align the programs with President Young’s imperatives for transformational learning, discovery and innovation, and impact on the state, nation, and world. By training our MS students in new technologies associated with heritage conservation and by placing our PhD students and doctoral candidates in local and national-level internships, we can investigate and validate the direct relevance of academic practice to professional practice. The bilateral transfer of knowledge will lead to discovery and innovation by eliminating the false barriers between academe and industry. The prominence of our programs will attract attention, which in turn will attract more educational, commercial and cultural interest in and investment in the state of Texas. Key to this trend will be our initiative to jump the curve in the hands-on use of robotics, next-generation design computation, augmented reality, virtual reality, and artificial intelligence.

List and briefly discuss 1-3 improvements made since the previous APR and describe the results of those improvements.

1. Faculty review of PhD applicants has been implemented in form close to that suggested by the review team; we have replaced the former system that relied solely on GRE scores with a holistic analysis by the committee, followed by a review of faculty in the various areas of focus. The result has been an improvement in the number and quality of students in the PhD program. We will continue to refine this process so that all students admitted will be of the highest caliber and will receive support in some form to reduce anxiety associated with the costs of graduate education.

2. We have increased the number of teaching opportunities for our PhD students, as suggested in the 2010 APR and laid out in our department strategic plan, which has resulted in increasing numbers of our graduates being placed in tenure-track positions that require teaching experience.

3. We have implemented new standards in English-language proficiency testing, which exceed those required by the university. This move has eliminated the need for remedial English education and increased the number of students who are sufficiently fluent in English to produce quality research documents, to publish in peer-reviewed journals, and to present successfully at professional and academic conferences.
3.1 Programs Offered 51
3.2 Program Curricula 54
3.3 Admissions Criteria 73
3.4 Number of Degrees Awarded per Year 75
3.5 Average Time to Degree 76
3.6 Academic Enhancements and High-Impact Opportunities 77
3.7 Financial Aid, Fellowships, and Other Support 80
3.8 Assessment of Student Learning Outcomes 87
3.9 Analysis 89
Doctor of Philosophy in Architecture

The PhD in Architecture provides students with the tools, resources and faculty guidance necessary to the development, dissemination, and creation of knowledge about architecture as an academic discipline, as a professional practice, and as a form of cultural production. Departmental members of the Graduate Faculty contribute their diverse disciplinary specialties and collaborate as expert representatives of their respective professional and scholarly fields to establish a climate in which scholarship and creativity can flourish. In its long and distinguished history, the PhD program in Architecture at Texas A&M University has produced graduates whose contributions to academe and to the architecture profession are both numerous and wide-ranging.

Working closely with faculty whose research expertise includes a broad array of disciplines, students who pursue the PhD in Architecture at Texas A&M University identify gaps in existing bodies of scholarly and professional knowledge, and create and disseminate new knowledge relevant to architecture and its related areas of focus. The PhD in Architecture program combines required coursework with elective courses taught within the Department of Architecture, within the other departments in the College of Architecture, and within other departments and colleges across the university. The PhD in Architecture prepares graduates for careers in academe, industry, government, non-governmental organizations, and independent and institutionally supported research.

The Doctor of Philosophy in Architecture provides an advanced research degree that

- Identifies critical problems and opportunities facing the discipline of architecture
- Emphasizes the application of qualitative and quantitative research methodologies at the highest levels of scholarly, humanistic, and scientific rigor
- Generates original and lasting contributions to the bodies of scholarly and practical knowledge in architecture and related disciplines and sub-disciplines
- Prepares graduates to share the results of their doctoral research through the production of peer-reviewed conference papers, journal articles, book chapters, monographs, research posters, and public lectures.
Master of Science in Architecture Program
The Master of Science in Architecture is an advanced, multidisciplinary, 32-credit hour thesis degree program designed to provide highly qualified students with a traditional academic foundation in theoretical concepts and research methods in Architecture. In this program, students develop support courses and a thesis topic in an emphasis area offered by the department or research centers associated with the college.

The Master of Science, a thesis program administered through the Department of Architecture, has been in existence since 1991, evolving from a post-professional degree offering. The degree is a non-professional degree for those seeking advanced knowledge in preparation for careers in architectural research, university teaching, or specialized practice and consulting. The degree may also act as a milestone toward a PhD in architecture. Research topics vary, depending on the MS student’s scholarly and professional interests and ambitions.

Master of Architecture Program
The Master of Architecture degree program provides graduates with the requisite educational background to enter the professional practice of architecture and its numerous variants. The Master of Architecture degree is accredited by the National Architectural Accrediting Board (NAAB), qualifying its recipients to take a state professional licensing examination after a required internship period.

There is a central thrust, related to contemporary practice and the requirements established for legal use of the title, Architect, which focuses on the design of buildings and environments to satisfy stated individual or societal needs. Integral with this thrust is an examination of the processes of design, systems of construction, relationships to environmental, social, historical and geographical context, and an understanding of behaviorism and symbolism. This program complements and completes studies begun in the four-year undergraduate program.

Within the professional program there is opportunity and encouragement to explore a range of professional directions, related to the expertise and interests of the faculty. A student may develop his/her own individual program which may include portions of existing emphasis areas in Architectural Design, History and Theory, Computer Simulation, Interior Architecture or focused certificate programs in Facility Management; Health Systems and Design; Historic Preservation; Sustainable Urbanism; Transportation Planning; and Environmental Hazard Management. The College, with its four related academic departments and five research centers is in a strong position to support such diverse
activity and the resources of the University provide additional depth in such areas as engineering, business, management.

The Bachelor of Environmental Design Program

The undergraduate curriculum in Environmental Design at Texas A&M University is offered through the Department of Architecture. The four-year Bachelor of Environmental Design (BED) degree prepares students for challenging careers in industries supporting the built environment. Students who enroll in the Bachelor of Environmental Design engage in a degree program that fosters creativity and problem-solving skills, provides extensive knowledge of architectural history and theory, and cultivates high levels of knowledge and capability in building and design technology. Coursework encourages multidisciplinary and comparative perspectives that allow opportunities for communication and team oriented methods of production. Global perspectives are encouraged by a mandatory semester-long study away experience that includes study abroad or internship opportunities.

Students develop skills and acquire knowledge through a studio-based experience with a variety of proposed or actual design projects. The studio projects place a shared emphasis on the technical and expressive content of design work, the processes by which student’s research, synthesize and document their design ideas, and the creation of tangible products that achieve a high quality of graphic and physical craft.

The four-year BED degree at Texas A&M University is a pre-professional degree. Students interested in professional registration as an architect must complete a National Architectural Accreditation Board (NAAB) accredited Master of Architecture program in addition to the four-year undergraduate Bachelor of Environmental Design Degree. Students interested in graduate M.Arch programs pursue the Architecture Design Study Track requiring a sequence of eight architecture design studios (the Architectural Design Studies Track) - one design studio each semester.
3.2 Program Curricula

MS Program

Master of Science students first meet with the Graduate Advisor to register for required core courses. With the guidance of a temporary advisor and the MS program coordinator, the student then chooses a thesis committee and submits a degree plan via the Office of Graduate and Professional Studies (OGAPS) website. Once the student and the thesis committee have settled on a research question, the student submits the Research Proposal Approval Form via the OGAPS website. After applying for an Institutional Review Board (IRB) approval or exemption (if applicable), and completing the research, the student writes the thesis in close collaboration with the thesis committee chair. In the semester that the student expects to defend the thesis, the student must apply for graduation and schedule the oral defense of the thesis according to OGAPS deadlines. Once the thesis is completed, the student submits the Request and Announcement of Final Examination via the OGAPS website. After a successful oral defense of the thesis, the student uploads a final approved copy of the document to the Thesis and Dissertation Submission website and the thesis committee chair submits the Thesis Approval Form to the Graduate Advisor, who then routes it to OGAPS.

The Master of Science in Architecture degree requires the completion of a minimum of 32 credit hours as outlined by the course work listed below. Students who lack proficiencies appropriate to their chosen area of study may require course work beyond the basic 32 hours. Specific deficiencies will be identified by the degree coordinator, the student’s advisory committee chair, and/or the advisory committee. To maintain the full-time student status, a student must take at least 9 credit hours during the fall and spring semesters.

All students will be assigned a temporary advisor upon admittance to the program. The student is responsible for selecting a faculty member with expertise in the chosen focus area to chair the student’s advisory committee. The student and the committee chair will locate two or more graduate faculty members to join the committee. One committee member must come from outside the department. The role of the advisory committee is to provide guidance, advice, and critical judgment for the student in matters of degree planning, research methods, and the thesis.
**Required Courses for All Students Pursuing the MS in Architecture:**

- Research Ideologies for Architecture (ARCH 690, 3 credits)
- Foundations of Research (ARCH 669, 3 credits)
- Writing for Publication (CARC 698, 3 credits)
- Graduate Seminar (ARCH 681, first semester, 1 credit)

Additional required courses include one graduate-level history course and one graduate-level theory course with the course prefix ARCH.

**Pattern Study Courses:**

- Major Elective - major area of emphasis
  - Minor Elective - minor or supporting area of study
  - Free Elective - in consultation with thesis chair

**Thesis:**

- Thesis proposal preparations (ARCH 685, 2 credits)
- Thesis research (ARCH 691, 5 credits)
<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
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<tr>
<td>ARCH 690 Research Ideologies for Architecture (3)</td>
<td>*Additional required courses include one graduate-level history course and one graduate-level theory course with the course prefix ARCH ARCH XXX History ARCH XXX Theory</td>
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<tr>
<td>ARCH 669 Foundations of Research (3)</td>
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<tr>
<td>CARC 698 Writing for Publications (3)</td>
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<tr>
<td>ARCH 681 Graduate Seminar (1)</td>
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<tr>
<th>Pattern of Study Courses / Electives</th>
<th>Credit Hours</th>
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<tr>
<td>Minor Elective- Minor or Supporting Areas of Emphasis (6)</td>
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<td>Free Elective- In consultation with thesis chair(3)</td>
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<th>Thesis</th>
<th>Credit Hours</th>
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<tr>
<td>ARCH 685 Thesis Proposal Preparations (2)</td>
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<td>ARCH 691 Thesis Research (5)</td>
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MS Program Electives

Non-required, Frequently-Taken, Research-Related Courses in Architecture Department

CARC 602 Research Methods in Planning Design. (3-0). Credit 3. Basic empirical research methods used in planning and design research: experimental, survey, and case study designs; collection and analytic approaches. May be repeated for credit. Prerequisite: STAT 651 or equivalent.

ARCH 621 Energy Optimization in Building Design. (3-0). Credit 3. Optimum energy use strategies for commercial buildings, hourly energy simulation methods, building envelope and HVAC system energy optimization by computer simulation techniques; life-cycle cost analysis of building energy systems; case studies in commercial building applications. Prerequisite: Graduate classification or approval of instructor.

ARCH 623 Design Methods I. (3-0). Credit 3. Importance of intuitive methods in design; meaning, symbolism and creativity in art and architecture; techniques to develop creative approaches to problem-solving. Prerequisite: Graduate classification or approval of instructor.

ARCH 634 Architectural Lighting. (1-2). Credit 3. Attributes of the lighting environment; lighting and energy issues; daylight availability; building design for daylighting; heat loss control; solar shading; daylighting models; graphical, analytical, and computer methods of analysis; visual and lighting comfort evaluation; integration of daylight and electric light; energy analysis. Prerequisite: ARCH 633 or approval of instructor.

ARCH 640 Morphology of Architectural Form. (3-0). Credit 3. Forces influencing structure and form of architecture: climate, culture, site, economics, construction methods. Prerequisite: Graduate classification or approval of instructor.

ARCH 675 Health Design and Research. (3-0). Credit 3. Examination of health environments to include buildings, healthcare gardens and restorative landscapes, and urban design for home-based care and independent living; emphasis on research-informed approaches for patient-centered design that reduce stress and promote improved health outcomes. Prerequisite: Graduate classification or approval of instructor.
ARCH 676 Survey of Human Behavior and Design. (3-0). Credit 3. 
Examination of human behavior and attitudes that influence 
spatial decision-making; includes sections on environment and 
behavior, real estate finance, urban design decision-making. 
Prerequisite: Graduate classification or approval of instructor.

Non-required, Frequently-Taken, Research-Related Courses in 
Other Departments in College of Architecture

Emphasis on social science perspectives for analyzing visual quality 
in built and natural landscapes, and effects of visual surroundings 
on human well-being and health; the content reflects a balance of 
theory, scientific research evidence and practical applications in 
areas of landscape architecture, architecture, urban planning and 
park design. Prerequisite: Graduate classification.

PLAN 630 Survey of Health Planning Processes. (3-0). Credit 3. 
Considers evolution and development of the health care system in 
the U.S. and how hospitals and other health service institutions go 
about developing strategic planning systems.

PLAN 633 Planning for Healthy Communities. (3-0). Credit 3. An 
introduction to issues involved in planning healthy 
cities/communities; by exploring experiences initiated by the 
World Health Organization and subsequent international 
experiences, attention is given to the healthy cities/communities 
movement in the United States and the case studies of programs at 
local, state, and national levels.

Non-required, Frequently-Taken, Research-Related Courses in 
Other Departments Outside of College of Architecture

ANTH 604 Cultural Method and Theory. (3-0). Credit 3. Survey of 
the theoretical concepts used in anthropology and how to 
construct models using in cultural and social anthropology.

EDAD 623 Advanced Fieldwork Methods. (3-0). Credit 3. To explore 
by conducting exemplary field examples, qualitative methods, their 
strengths and weaknesses; to learn how to keep and utilize 
ethnographic reflexive journals and methodological logs; and to 
understand the methodological decision points which indicate one 
method which may be preferable to another. Prerequisite: EDAD 
690 or approval of instructor.
PHIL 623 Aesthetics. (3-0). Credit 3. The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead. Prerequisite: Approval of instructor.

PSYC 630 Health Psychology and Behavioral Medicine. (3-0). Credit 3. Theory, research, and practice of health psychology emphasizing the prevention and modification of health compromising behaviors; psychological management of stress, pain, and chronic/terminal illness; effective interventions for specific health behaviors/disorders. Prerequisite: Graduate classification or approval by instructor.

SOCI 624 Qualitative Methodology. (3-0). Credit 3. Course provides exposure to and critical assessment of qualitative approaches to data gathering social science; topics include naturalistic observation, field research skills, unobtrusive measures, and grounded theory construction.

STAT 651 Statistics in Research I. (3-0). Credit 3. For graduate students in other disciplines; non-calculus exposition of the concepts, methods, and usage of statistical data analysis; T-tests, analysis of variance and linear regression. Prerequisite: MATH 102 or equivalent.

STAT 652 Statistics in Research II. (3-0). Credit 3. Continuation of STAT 651. Concepts of experimental design, individual treatment comparisons, randomized blocks and factorial experiments, multiple regression, x2 tests, and a brief introduction to covariance, non-parametric methods and sample surveys. Prerequisite: STAT 651.
3.2 Program Curricula

PhD Program

Overview of PhD Curriculum
Doctoral students first meet with the Graduate Advisor to register for required core courses. With the guidance of a temporary advisor and the PhD program coordinator the student then chooses a dissertation committee and submits a degree plan via the OGAPS website. In the third semester, the student takes the Qualifying Exam, which provides an opportunity to demonstrate the ability to respond directly and fully to questions regarding the research topic, a preliminary literature review, the chosen methodology, predicted analytical processes, relevant theoretical and/or critical frameworks, and expected outcomes. Success on the Qualifying Exam is dependent upon the student’s ability to respond in clear, concise language that is fully intelligible to a reader from outside the student’s focus area. For example, a student whose dissertation addresses a history or theory topic, the evaluator will be selected from among the building energy systems or design computation faculty. Once the student and the dissertation committee have identified and agreed upon the gap in knowledge to be filled by the dissertation research, the student requests Preliminary Examination reading lists from all committee members. In preparation for the Preliminary Exam, the student submits the Checklist and Report of the Preliminary Exam via the OGAPS website. Upon successful completion of the written and oral portions of the Preliminary Exam, the student completes and submits the Research Proposal Approval Form via the OGAPS website. After applying for and receiving an IRB approval or exemption (if applicable), and completing the research, the student writes the dissertation in close collaboration with the dissertation committee chair. In the semester that the student expects to defend the dissertation, the student must apply for graduation and schedule the oral defense of the dissertation according to OGAPS deadlines. Once the thesis is completed, the student submits the Request and Announcement of Final Examination via the OGAPS website. After a successful oral defense of the thesis, the student uploads a final approved copy of the document to the Thesis and Dissertation Submission website and the dissertation committee chair submits the Dissertation Approval Form to the Graduate Advisor, who then routes it to OGAPS.
The Doctor of Philosophy in Architecture degree plan requires a minimum of 64 credit hours beyond the Master's degree or 96 credit hours beyond the bachelor's degree. Course requirements provide entering students a solid foundation in historical knowledge and theoretical discourse, with sufficient flexibility in the elective coursework to support the initiation and pursuit of individual research agendas.

Required Courses for All Students Pursuing the PhD in Architecture:

- Research Ideologies for Architecture (ARCH 690, 3 credits)
- Foundations of Research (ARCH 669, 3 credits)
- Writing for Publications (CARC 698, 3 credits)
- Graduate Seminar (ARCH 681, 2 semesters, 1 credit per semester)

Additional required courses include one graduate-level history course and one graduate-level theory course with the course prefix ARCH.

Additional Elective Courses Specific to Chosen Area of Research:

- Courses to Support Research Inquiry (to be determined by committee chair/mentor)
- Courses to Support Research Interpretation (to be determined by committee chair/mentor)

The expected time for completing the PhD in Architecture is five years, though some students may require a longer period to complete the required and elective coursework, conduct research, analyze data, and write the dissertation.

- 64 credit hours of coursework (with a Master’s degree)
- 96 credit hours of coursework (with a Bachelor’s degree)
- Qualifying Examination
- Preliminary Examination
  - Written
  - Oral
- Proposal Defense
- Advancement to Candidacy (ABD)
- Dissertation Research, Writing and Completion
- Dissertation Defense
PhD Program

Curriculum Requirements by Semester

**First semester:**
Initial registration with assistance of the graduate advisor and the program coordinator. The advisor is available to discuss questions and/or problems encountered in selecting a chair, committee, and degree plan. PhD students are encouraged to seek relevant interdisciplinary courses from other departments that expand the boundaries of knowledge for the discipline of Architecture.

**Second semester:**
The student selects a committee chair from the Department of Architecture Graduate Faculty recognized by the Office of Graduate and Professional Studies and approved by the department head, by the end of this semester. The appointed temporary advisor often serves as committee chair, but the student may approach any qualified faculty of choice in the department to serve in this capacity. After committee selection is complete, the student files an official degree plan through the OGAPS website. If changing circumstances necessitate a revision to the dissertation committee roster, the student must complete a petition for change of committee membership via the OGAPS website. All current and prospective dissertation members, along with the Graduate Advisor and the Head of the Department, must approve such a change.

**Third semester:**
The qualifying exam is offered the 10th week of the fall and spring semester of each academic year (it cannot be taken in the summer). It can be taken as early as the second semester and occasionally as late as the 4th semester.

**Fourth/Fifth semester:**
The preliminary exam comprises written and oral components and is scheduled at a time arranged by the committee and the student. The proposal is also presented and defended at a time arranged by the committee and student. Substantial progress should be made toward the completion of the literature review in the fourth semester and the gathering of research data during the fifth semester. The preliminary exam and proposal defense are scheduled in accordance with the Office of Graduate and Professional Studies guidelines.
**Sixth semester and beyond:**

Students expecting to graduate in six semesters will complete the dissertation, submit the document to the committee for review, schedule and conduct the dissertation defense, submitting the committee-approved document via the OGAPS website on or before the date specified by OGAPS. Those students who intend to graduate beyond the sixth semester will use subsequent terms to complete the research, write the dissertation and follow the additional steps listed above.

Students are also required to take a two-semester sequence of ARCH 681-PhD Seminar, which introduces them to campus resources relevant to their experiences as doctoral students at TAMU.

Brief descriptions of required and recommended courses as well as frequently taken electives are listed below:

**Required Courses**

ARCH 690 Theory of Research in Architecture. (3-0). Credit 3. Design of research in architecture; evaluation of research methodologies from current research literature. Prerequisite: Approval of instructor and department head.

CARC 601. Foundations of Research in Planning and Design. (3-0). Credit 3. Introduction to the research process and its application to the problems in planning and design; presentation of philosophy and logic underlying the scientific method; critical analysis of planning and design literature according to each step of the research process: problem definition, hypothesis development, study design, analysis and interpretation of the findings.

CARC 698 Writing for Publication Credit 3.

ARCH 681 Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design. [This seminar includes a special emphasis on the resources available to graduate students, including, but not limited to the Institutional Review Board, library services, student counseling services, Graduate Student Council, Center for Teaching Excellence, University Writing Center, Honor Code Office, and the Promoting Outstanding Writing for Excellence in Research (POWER) Writing Support Services.]

ARCH 685 Problems. Credit 1 to 6 each semester. Individual problems involving application of theory and practice in design and construction of buildings and groups of buildings. Prerequisite: Approval of instructor and department head.
PhD Program Electives

**Non-required, Frequently-Taken, Research-Related Courses in Architecture Department**

CARC 602 Research Methods in Planning Design. (3-0). Credit 3. Basic empirical research methods used in planning and design research: experimental, survey, and case study designs; collection and analytic approaches. May be repeated for credit. Prerequisite: STAT 651 or equivalent.

ARCH 621 Energy Optimization in Building Design. (3-0). Credit 3. Optimum energy use strategies for commercial buildings, hourly energy simulation methods, building envelope and HVAC system energy optimization by computer simulation techniques; life-cycle cost analysis of building energy systems; case studies in commercial building applications. Prerequisite: Graduate classification or approval of instructor.

ARCH 623 Design Methods I. (3-0). Credit 3. Importance of intuitive methods in design; meaning, symbolism and creativity in art and architecture; techniques to develop creative approaches to problem-solving. Prerequisite: Graduate classification or approval of instructor.

ARCH 634 Architectural Lighting. (1-2). Credit 3. Attributes of the lighting environment; lighting and energy issues; daylight availability; building design for daylighting; heat loss control; solar shading; daylighting models; graphical, analytical, and computer methods of analysis; visual and lighting comfort evaluation; integration of daylight and electric light; energy analysis. Prerequisite: ARCH 633 or approval of instructor.

ARCH 640 Morphology of Architectural Form. (3-0). Credit 3. Forces influencing structure and form of architecture: climate, culture, site, economics, construction methods. Prerequisite: Graduate classification or approval of instructor.

ARCH 675 Health Design and Research. (3-0). Credit 3. Examination of health environments to include buildings, healthcare gardens and restorative landscapes, and urban design for home-based care and independent living; emphasis on research-informed approaches for patient-centered design that reduce stress and promote improved health outcomes. Prerequisite: Graduate classification or approval of instructor.
ARCH 676 Survey of Human Behavior and Design. (3-0). Credit 3. Examination of human behavior and attitudes that influence spatial decision-making; includes sections on environment and behavior, real estate finance, urban design decision-making. Prerequisite: Graduate classification or approval of instructor.

ARCH 691 Research. Credit 1 or more each semester. Research for and preparation of dissertation.

Non-required, Frequently Taken, Research-Related Courses in Other Departments in College of Architecture

LAND 661 Visual Quality for Design and Planning. (3-0). Credit 3. Emphasis on social science perspectives for analyzing visual quality in built and natural landscapes, and effects of visual surroundings on human well-being and health; the content reflects a balance of theory, scientific research evidence and practical applications in areas of landscape architecture, architecture, urban planning and park design. Prerequisite: Graduate classification.

PLAN 630 Survey of Health Planning Processes. (3-0). Credit 3. Considers evolution and development of the health care system in the U.S. and how hospitals and other health service institutions go about developing strategic planning systems.

PLAN 633 Planning for Healthy Communities. (3-0). Credit 3. An introduction to issues involved in planning healthy cities/communities; by exploring experiences initiated by the World Health Organization and subsequent international experiences, attention is given to the healthy cities/communities movement in the United States and the case studies of programs at local, state, and national levels.

Non-required, Frequently-Taken, Research-Related Courses in Other Departments Outside of College of Architecture

ANTH 604 Cultural Method and Theory. (3-0). Credit 3. Survey of the theoretical concepts used in anthropology and how to construct models using in cultural and social anthropology.

EDAD 623 Advanced Fieldwork Methods. (3-0). Credit 3. To explore by conducting exemplary field examples, qualitative methods, their strengths and weaknesses; to learn how to keep and utilize ethnographic reflexive journals and methodological logs; and to understand the methodological decision points which indicate one method which may be preferable to another. Prerequisite: EDAD 690 or approval of instructor.
PHIL 623 Aesthetics. (3-0). Credit 3. The genesis of American philosophical thought from the seventeenth century until the work of Emerson; subsequent concentration on the philosophies of Pierce, James, Royce, Dewey, Mead, Santayana and Whitehead. Prerequisite: Approval of instructor.

PSYC 630 Health Psychology and Behavioral Medicine. (3-0). Credit 3. Theory, research, and practice of health psychology emphasizing the prevention and modification of health compromising behaviors; psychological management of stress, pain, and chronic/terminal illness; effective interventions for specific health behaviors/disorders. Prerequisite: Graduate classification or approval by instructor.

SOCI 624 Qualitative Methodology. (3-0). Credit 3. Course provides exposure to and critical assessment of qualitative approaches to data gathering social science; topics include naturalistic observation, field research skills, unobtrusive measures, and grounded theory construction.

STAT 651 Statistics in Research I. (3-0). Credit 3. For graduate students in other disciplines; non-calculus exposition of the concepts, methods, and usage of statistical data analysis; T-tests, analysis of variance and linear regression. Prerequisite: MATH 102 or equivalent.

STAT 652 Statistics in Research II. (3-0). Credit 3. Continuation of STAT 651. Concepts of experimental design, individual treatment comparisons, randomized blocks and factorial experiments, multiple regression, x² tests, and a brief introduction to covariance, non-parametric methods and sample surveys. Prerequisite: STAT 651.
Dissertation Committee and Degree Plan

A doctoral committee must consist of no fewer than four members of the Graduate Faculty. One member must be from a department other than the student’s major department. Advisory committees may have more than the minimum number of members; however, all advisory committee members are required to be full participants in committee meetings, examinations, and review of theses and dissertations. The chair or co-chair must be a member of the Graduate Faculty in the student’s major department. Faculty members are eligible to serve as committee chairs or co-chairs in all academic departments in which they hold appointments to the Graduate Faculty. In rare instances, professors from universities other than Texas A&M may serve as members of a dissertation committee for an architecture PhD student. In such instances, the Graduate Advisor must submit a special petition to OGAPS for the approval of temporary membership on the TAMU Graduate Faculty.

Degree plans must be filed prior to the third semester of registration, before taking the Qualifying Exam, and no later than 90 days prior to the preliminary exam. Once the student submits the degree plan via the OGAPS website, the approval workflow includes the student’s committee, the graduate advisor, and the department head. Modifications to the degree plan follow the same approval workflow.

All degree requirements for a doctoral degree must be completed within ten consecutive years. Coursework completed more than ten calendar years prior to defense of the doctoral dissertation will not be counted toward the PhD coursework credit hours. After passing the required preliminary written and oral examinations for the doctoral degree, the student must complete all remaining examinations for the doctoral degree 4 calendar years or within the 10 year limit, whichever comes first. Final corrected copies of the dissertation or record of study must be approved and accepted by the thesis office no later than one year after the final examination or within the 10-year limit, whichever comes first.

Texas A&M University imposes no limit on the number of transfer hours a doctoral student may use; however, the Department of Architecture limits the number of transfer credit hours to 12. Transfer work must be taken at an accredited U.S. Institution or an approved international institution with a final grade of A or B.
Courses required for previous degrees may not be transferred. Elective courses not required for previous degrees may be considered, on a case-by-case basis, for transfer credit up to the 12 credit-hour limit.

The State of Texas funds public colleges and universities according to the number of students enrolled. In accordance with regulations passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding is limited. As of fall 1994, a limit of 130 hours was stipulated. In spring 1997, the State of Texas further reduced the number to 100 credit hours, with incremental reductions that took full effect in September 1999. To offset the loss associated with reduced subvention, students exceeding this limit pay out-of-state tuition, regardless of residency status.

Graduate students must maintain a minimum grade point ration (GPR) of 3.00 for all courses on the degree plan and for all graded graduate and degree-plan eligible advanced undergraduate course work completed at Texas A&M. The department assigns to any student whose GPR falls below 3.00 threshold a status of academic probation. The student is then required to achieve a sufficient GPR in the following semester to return the overall GPR to 3.00 or above.

Examinations and Dissertation

Qualifying Exam

The qualifying exam is not a university-wide requirement. The Department of Architecture instituted the exam in 1993 with the intention of helping students to develop their research agenda. In order to take the qualifying exam students must have completed all 12 credits of core class work or be in the process of completing these classes. The Graduate Coordinator and Graduate Advisor in the Department of Architecture administer the exam. The examination requires students to demonstrate their ability and readiness to carry out and present an investigation of an original body of work. The examination consists of a brief description of the area of inquiry in which the student is engaged, a demonstration of a mastery of methodologies and interpretations appropriate to the particular inquiry, and a demonstration of the knowledge of underlying assumptions embedded in the inquiry. Students are given one week to complete the 10-page exam and must adhere to stringent rules regarding formatting and word count. An example of the qualifying exam assignment appears in the Appendices.
Preliminary Exam

The preliminary exam comprises two portions, one written and one oral. The written portion of the exam covers the fields of study relevant to the student’s chosen research question. The dissertation committee chair, with the collaboration of the dissertation committee members, designs and administers the exam. In most cases, each committee member produces a reading list for the student. Individual dissertation committee members may provide the reading list up to twelve months prior to the anticipated preliminary examination date, but students should receive all dissertation committee members’ lists well in advance of the exam. The dissertation committee chair solicits questions from each faculty member and then selects and/or combines them to produce the exam questions. Depending upon the number of questions and the complexity of the issues and methodologies, exam responses typically range from 20-30 pages in length. Depending upon the preferences of the dissertation chair, in consultation with the other committee members, the student may have 7, 10, or 14 days to complete the written exam. Immediately following the exam submission deadline, the student submits the written exam to the dissertation committee chair, who then shares the document with all other committee members. The committee will take the same number of days to read and evaluate the written exam responses as the student took to complete the exam. The student must schedule the oral portion of the preliminary exam to coincide with the end of the committee’s reading and evaluation period. All members of the student’s advisory committee should plan to participate in the formulation of the written preliminary exam. If a member of the committee chooses to waive participation in the crafting of preliminary exam questions, that member may do so in consultation with the dissertation committee chair, with the expectation that all committee members will read and evaluate the written responses and attend and participate in the oral portion of the examination.

Prior to scheduling the preliminary exam, the student must submit the Request and Announcement of Final Examination via the OGAPS website. Once OGAPS approves the selected date, the student is responsible for securing a room for the approved date and time. With all dissertation committee members present (physically or via digital link), the student responds to questions and requests for clarification. The oral exam is conducted on a prearranged day with all committee members present. A positive vote by all members of graduate committee with at most one dissention is required to pass a student on his/her exam. After passing the required preliminary examination for the doctoral degree, the student must complete all remaining requirements
within four calendar years or he or she will be required to repeat the preliminary examination.

Proposal

Each doctoral student presents to all members of the dissertation committee the dissertation research proposal. Proposals contain concise information concerning the objective of the proposed research, the present status of the question, and the procedures to be followed in gathering and analyzing data. Committee members confer to evaluate the feasibility of research proposal, any methodologies that requiring IRB approval or waiver, adequacy of facilities and available resources, and suggested modifications for improving quality and efficiency in the research and writing stages. Students should submit the proposal at an early stage in the research process, before extensive data are collected. Prior to scheduling the proposal defense, the student must submit the Research Proposal Approval Form via the OGAPS website. The approved proposal, signed by all members of the student’s advisory committee, and the head of the architecture department, should be delivered to OGAPS for final approval. Once the preliminary exams and the proposal defense have been successfully submitted, the student will advance to candidacy with the status All but Dissertation (ABD).

Dissertation

The standards and criteria by which the dissertation committee will evaluate the doctoral dissertation include 1) clear demonstration of the candidate’s ability to perform independent research; 2) verification that the dissertation is the original work of the candidate; 3) clear evidence that the student identified a gap in the existing body of scholarly knowledge, or that the student identified and undertook a path of investigation that will lead to the generation of new knowledge and/or that expands the field of research in the discipline of architecture and/or the area of specialization; 4) clear and compelling evidence that the research fills the gap, generates the new knowledge, and/or expands the field. Though approval and acceptance of the dissertation are based primarily on the scholarly merit of the research and documentation, the dissertation must also exhibit credible literary workmanship. Texas A&M University offers doctoral students the choice of producing a single, cohesive document or a document intended to form three separate but related peer-reviewed journal articles. Neither the university nor the department sets minimum or maximum page numbers for the doctoral dissertation.
Once the final draft of the doctoral dissertation meets the standards of the dissertation committee chair, the student will submit the Request and Announcement of Final Examination via the OGAPS website to schedule the dissertation defense. Once OGAPS has approved the date and time for the final examination and the student has secured a room for the dissertation defense, OGAPS will send to the dissertation committee chair the Report of the Final Examination form. The Graduate Advisor will announce the date, time and location of the event, which is open to the public. If the student plans to graduate in the semester during which the dissertation defense is scheduled, the student must also apply for graduation and pay the graduation fee via the Howdy portal. Students must consult the OGAPS website to confirm deadlines for scheduling the defense, applying for graduation, and Dissertation and Thesis Office correction and revision times.

Upon determining that the student has passed the final examination, the dissertation committee will so indicate on the Report of the Final Examination Form and the committee chair will deliver the form to the Graduate Advisor, who will route the form to OGAPS. Once all modifications have been made to the committee’s satisfaction, the committee will complete and sign the Written Thesis/Dissertation Approval form. The committee chair will deliver the form to the department head for signature and then the student will hand deliver the form to OGAPS.

Details on the proper formatting and development of a doctoral dissertation can be found in the Texas A&M Thesis and Dissertation Manual, available through the OGAPS website. Once submitted to Thesis and Dissertation Services, the electronic version of the approved final thesis will be reviewed for full conformity of the dissertation to university standards. Students must make any corrections and/or modifications mandated by Thesis and Dissertation Services prior to the deadlines stated on the OGAPS website. Thesis and Dissertation Services has the authority to return to the student’s department head a dissertation that is unacceptable. Though rare, in such a case the thesis will be reconsidered only after a review by the department head and committed chair. If Thesis and Dissertation Services returns a thesis twice, the submission must begin again, complete with a new signature page.
Comparison to MS and PhD Programs at Peer Institutions*

When compared to comparable programs at peer institutions such as the University of California Berkeley, Georgia Tech, Virginia Tech, and the University of Michigan, the Texas A&M University Department of Architecture MS and PhD programs share some features, resources, and approaches while differing in terms of enrollment numbers and areas of focus. In terms of required hours of course credit for the MS, the numbers range from 30 at Virginia Tech to 36 at both UC Berkeley and Virginia Tech. The MS programs at all five of the institutions here considered enroll and graduate relatively small numbers of students each year. Texas A&M University enrolls between 1 and 3 students per year, and graduates fewer as many MS students enter the Architecture PhD program before completing the Master of Science degree. Area of focus for MS students range from broadly diverse at Georgia Tech (High Performance Buildings; Design & Health; Advanced Production; Building Information & Systems; and Design Computation) to a very limited focus on Digital and Material Technologies in the 10-month post-professional MS at the University of Michigan. For the PhD, UC Berkeley requires the lowest number of required credit hours at 48, with students choosing a research topic from two superordinate categories: Building Science, Technology and Sustainability; and History, Theory and Society. Virginia Tech requires 90 credit hours and offers two tracks and a focus area. The tracks include Architecture, which comprises Architectural Representation and Education, Architectural History and Theory, Historic Preservation, and Computing and Representation; and the Design Research track, which affords students the chance to focus on three areas: Building Science, Interior Design and Landscape Architecture. Doctoral students who choose the Architectural Acoustics focus at Virginia Tech have access to a fully equipped sound analysis laboratory with which to explore such topics as understanding the relationship between the built world and sound, calculating and predicting acoustic performance of spaces, and executing acoustic measurements (impulse response, reverberation time, background noise, and sound transmission loss). Over the past five years, Texas A&M University Architecture PhD students have explored topics connected to all of these research areas. Looking forward, the TAMU Department of Architecture will carefully consider how to best position the MS and PhD programs vis-à-vis these peer institutions such that the programs jump the curve rather than play catch up.

*All information regarding peer institutions is taken directly from the universities’ respective websites.
Admission to the Master of Science in Architecture Program

Applicants to the Master of Science in Architecture program should be persons who, as a result of their academic and professional experiences, seek advanced knowledge in preparation for careers in architectural research, university teaching, or specialized practice and consulting. They will be expected to enter the program with a clear idea of the concentration for their study. Students will determine a specific course of study and thesis topic in consultation with the faculty.

Admission to the Master of Science in Architecture program is offered to those students possessing professional degrees in architecture as well as to those possessing undergraduate degrees in related disciplines. Applicants must meet general university standards. Persons in fields other than Architecture may be admitted conditionally and may be required to take additional course work. Admission is also dependent upon the availability of appropriate faculty in emphasis areas identified by applicants. Besides completing the standard university graduate application, the applicant must also:

- Provide a one page resume giving an educational and work history.
- Provide a one to two page statement of purpose and outline of a proposed study program.
- Provide three letters of Recommendation.

In some cases, the applicant may also be asked to participate in an onsite interview.

All international students from non-English speaking countries must demonstrate English proficiency. To do so, International students must also submit one of the following:

- Graduate Record Examination (GRE) Verbal score of 146 minimum
- Test of English as a Foreign Language (TOEFL) scores of 80 minimum
- International English Language Testing System (IELTS) of 6.0 minimum
- Pearson Test of English (PTE) Academic of 53 minimum.

**Spring and Summer admissions are not considered for the MS Arch Program.**
Admission to the PhD in Architecture Program

Applicants to the PhD program in Architecture should be persons who, as a result of their academic and professional experiences, seek advanced knowledge in preparation for careers in Architectural research, university teaching, or specialized practice and consulting. They will be expected to enter the program with a clear idea of the concentration for their study. Students will determine a specific course of study and thesis topic in consultation with the faculty.

Admission to the PhD program is offered to those students possessing professional degrees in architecture as well as to those possessing undergraduate degrees in related disciplines. Applicants must meet general university standards. Persons in fields other than Architecture may be admitted conditionally and may be required to take additional course work. Admission is also dependent upon the availability of appropriate faculty in emphasis areas identified by applicants. Besides completing the standard university graduate application, the applicant must also:

- Provide a one-page resume giving an educational and work history.
- Provide a one- to two-page statement of purpose and outline of a proposed study program.
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- Test of English as a Foreign Language (TOEFL) scores of 80 minimum
- International English Language Testing System (IELTS) of 6.0 minimum
- Pearson Test of English (PTE) Academic of 53 minimum.

In general, the university application deadlines should be observed; students wishing to be considered for financial assistance, however, should submit all application materials to the university and department by December 15th for Fall admission period. Applications initiated after December 31 will not be considered for admission. Students must apply electronically via the following website: https://applicant.tamu.edu.

Spring and summer admission are not considered for the PhD program.
Number of Degrees Awarded per Year

PhD Program

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MS Program

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3.5 Average Time to Degree

**PhD Average Time to Degree**

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**MS Average Time to Degree**

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Academic Enhancements/High-Impact Opportunities

Since the 2010 Academic Program Review, the Department of Architecture and the College of Architecture have introduced a number of academic enhancements and high-impact opportunities for MS and PhD students. Those enhancements and opportunities include the following:

Since 2013 the number of teaching and research opportunities for PhD students has increased dramatically, with students serving as teaching assistants, research assistants, and instructors of record for design studios, history survey courses, theory seminars, and digital fabrication classes. MS and PhD students also participate in research projects funded by the National Science Foundation, the National Institutes of Health, and the National Endowment for the Humanities. PhD students have also participated in projects developed through Texas A&M University’s T3 and X-Grant programs, which have made a total of $100 million available to faculty to pursue innovative research projects that cross traditional disciplinary boundaries. PhD students have also developed dissertation projects that use undergraduate design studios as the laboratories in which to observe the impact of innovations in design pedagogy.

In 2014, the College of Architecture established the annual Diversity Hackathon, organized and run by PhD students from the four departments. The founding member of the team is currently a PhD candidate in Architecture, with an expected graduation date of December 2019. The hackathon offers graduate students the opportunity to organize, judge, and/or participate as competitors in the hackathon, which focuses on solutions to diversity-related issues on the TAMU campus and beyond. Several graduate students in the College of Architecture have presented research derived from the hackathons at academic conferences, with the resulting papers appearing in conference proceedings.

At the curricular level, in 2016 the department added History and Theory requirements for all students in the MS and PhD programs to help ensure the alignment of research knowledge with the discipline of architecture. This new requirement has proven especially valuable for those PhD students whose focus lies in the Construction Science and Visualization departments. Corollary to this change, the MS and PhD committee voted to enforce a dissertation committee structure that includes a graduate faculty member from the Department of Architecture as chair, with a graduate faculty member from the department in which the
student’s research is focused serving as co-chair.

Also in 2016, the department saw a substantial rise in the amount of funding provided to students to support travel to conferences and symposia. MS and PhD students participate in the campus-wide student research week as organizers, judges and participants. Several of our MS and PhD students have won cash prizes for outstanding presentations in the graduate student division of the annual competition. The annual College of Architecture Research Symposium and the annual Center for Heritage Conservation Symposium also provide opportunities for students to participate as presenters, organizers, and support staff. The monthly graduate student research colloquia organized by the Executive Associate Dean for Research provides MS and PhD students the opportunity to present their works-in-progress and seek feedback from faculty, staff, and students at all levels in the college as well as members of the campus community more broadly. MS and PhD students also have the opportunity to present their work at graduate student colloquia hosted by the Melbern G. Glasscock Center for the Humanities, which serves TAMU’s entire academic community.

Beginning in 2018, the department expanded its commitment to demonstrating the direct relevance of doctoral-level research to the professional practice of architecture by increasing the number of Curricular Practical Training (CPT) internship opportunities for PhD students. Firms such as HKS, Corgan, and EYP Architecture and Engineering (among many others) have employed students in CPT arrangements, as have municipalities such as the City of Rochester, New York. As the department’s CPT program continues to develop, administrators and coordinators will seek to establish reciprocal agreements with the hosting firms, municipalities, and other entities to promote and elevate the discourse surrounding design as research, research as design, and the unexplored connections between scholarly pursuits and real-world projects.

Resources such as the Center for Teaching Excellence, which hosts seminars to train MS students to serve as Teaching Assistants and PhD students to serve as Teaching Assistants and Instructors of Record, provide invaluable support for students planning to pursue careers in academe. The University Writing Center and Promoting Outstanding Writing for Excellence in Research (P.O.W.E.R.) provide writing support services to MS and PhD students, specializing in academic writing, writing for non-native English speakers, writing studios, accountability groups, peer critiques, and more. Corollary to these services, the Evans Library provides free interlibrary loan, chapter and article scanning with digital delivery, and a dedicated librarian who works with individual MS and PhD
students to maximize the efficiency of their research and literature review processes. The TAMU libraries subscribe to all major databases, allowing free and unfettered access to peer-reviewed journals in the collections. The OAKTrust digital repository at Texas A&M is a digital service that collects, preserves, and distributes the scholarly output of the University. TAMU graduate students may authorize the uploading of MS theses and PhD dissertations to the database, which also allows graduates to embargo their documents while pursuing publication opportunities. OAKTrust at TAMU also provides free and open access to faculty-curated research resources as well as a competitive, application-based fund through which to seek a subvention for costs incurred when publishing in Open Access journals that charge a publication fee.

Additional enhancements in facilities, infrastructure, and resources that support, but are not limited to, MS and PhD research include the MakerPlace digital fabrication facilities in the College of Architecture Langford Building A and the TAMU RELLIS Campus digital fabrication and rapid prototyping facilities. The Langford MakerPlace is an open-use and general working area meant for any student, staff, or faculty member regardless of departmental affiliation. Whether for design studio projects, prototyping, or design as research, MakerPlace facilitates the creativity and supports the development of individual and class projects that come into the shared learning environment. The MakerPlace provides 3D printing, laser cutting, and vinyl cutting capabilities, in addition to assembly spaces for small- to medium-scale projects. The planned addition of a small ABB or Kuka robotics unit to the MakerPlace will substantially expand easy-access research opportunities for MS and PhD students pursuing research into potential applications of robotics to architectural design and construction. At the TAMU RELLIS Campus, MS and PhD students can access the College of Architecture’s dedicated Automated Fabrication and Design Laboratory. The Automated Fabrication & Design Lab is the College of Architecture’s large-scale research and fabrication lab. The Lab provides MS and Ph.D students with access to the latest industry and research driven technologies to explore hands-on approaches to digital fabrication and rapid prototyping research. Select PhD students also have access to the Texas A&M Engineering Experiment Station (TEES) robotics facility, providing the potential for future interdisciplinary collaborations between graduate faculty from architecture, engineering, construction science, visualization, and the biomedical sciences.
3.6 Academic Enhancements/High-Impact Opportunities

Certificates

Between 2013 and 2018, the College of Architecture offered a number of certificates to graduate students: Facility Management, Historic Preservation, Health Systems and Design, Environmental Hazard Management, Sustainable Urbanism, and Transportation Planning. Of those, the Facility Management certificate is currently on hiatus, pending new hires. Certificate programs typically include one to three required courses, as well as a thesis, dissertation, final project, or capstone course that focuses in the certificate specialty. A total of fifteen or sixteen credits are required. The program can be accomplished within the minimum number of hours required for the degree; however, additional hours may be required by the student’s dissertation or thesis committee, and students may choose to take additional hours not on the degree plan in order to meet the requirements for the certificate.

Certificate in Facility Management

The College of Architecture Executive Committee approved the Certificate in Facility Management in August, 1999. The Certificate in Facility Management provides students in any graduate degree program in the College of Architecture at Texas A&M University as an opportunity to develop a body of knowledge in facility management that will further their career goals. The certificate assumes that facility management is a cross-disciplinary field, and that the program is designed to ensure that students gain a sense of mutual respect for others in the field, and appropriate awareness, understanding, and ability within a specific body of knowledge.

The facility management graduate certificate requires a minimum of fifteen credit hours of facility management coursework including the following: one required course, COSC 670, “Facilities Management;” plus a capstone course of at least three credit hours with facility management content (must be approved by the Certificate Council); at least three credit hours of facility management coursework must be completed from outside your major field of study; and an additional two courses must be taken from one of the four major elective areas. All courses used to meet the certificate requirements must be applicable toward a graduate degree from Texas A&M University.
Certificate in Historic Preservation

In the Fall of 1995, through recommendations by the College Executive Committee and approval by the dean, the College of Architecture awarded the first certificates in Historic Preservation. This certificate is implemented through the Historic Resources Imaging Laboratory which has a multi-disciplinary interest in the development of new techniques, the education and training of professionals, and the application of imaging processes to historic resources of all kinds.

The student must complete a minimum of fifteen hours of graduate credit in Historic Preservation, including at least nine hours of formal course work approved by the Emphasis Advisory Committee. These courses must include ARCH 646 “Theory and Practice of Preservation,” and at least three credits outside the student’s major department. The student must also complete a professional study, professional paper, thesis or dissertation with a historic preservation focus.

Certificate in Health Systems and Design

The Certificate in Health System and Design provides students in any graduate degree program in the College of Architecture at Texas A&M University as opportunity to develop a body of knowledge in health design that will further their goals. The certificate assumes that health systems and design is a cross-disciplinary field, and the program is designed to ensure that students gain a sense of mutual respect for others in the field, and appropriate awareness, understanding, and ability within a specific body of knowledge.

The student must complete a minimum of fifteen hours of graduate credit in HSD including at least nine hours of formal course work approved by the Certificate Council. These courses must include ARCH 660 (“Design Programming”) and ARCH 675 (“Introduction to Health Design and Research)

Certificate in Environmental Hazard Management

Environmental Hazard Management (EHM) is an interdisciplinary program that has been designed to provide students with an understanding of the interrelationship between the built environment and extreme events in the natural environment. The core courses provide a basic understanding of the entire range of issues related to environmental hazards. Specifically, these courses address basic theory, empirical research, and practical application related to both natural and technological hazards. The courses also address the implications of disaster research for policy formulation and implementation at the household, organizational, community, regional, state, federal, and international levels.
The student must complete a minimum of fifteen (15) credit hours of course work in EHM. The courses must be applicable toward a graduate degree in the College of Architecture, but may not necessarily be included on the student’s degree plan.

**Certificate in Sustainable Urbanism**

Sustainable Urbanism is a new framework for interdisciplinary planning and design of contemporary settlements. It explores sustainability and urban design in a rapidly urbanizing world by focusing on the processes that shape the form and function of the built environment in its full complexity - infrastructures, land developments, built landscapes, and facilities - that collectively make up metropolitan regions.

The student must complete a minimum of eighteen (18) credit hours of course work in Sustainable Urbanism, which includes a six (6) credit hour collaborative studio. The courses must be applicable toward a graduate degree in the College of Architecture. At least one course must be outside the student’s major discipline. Students’ select one course from each of the principles, practices, and policies categories, and one elective, selected from any of those three categories listed in Part III-B, Curriculum.

The Sustainable Urbanism Certificate Council is comprised of at least six (6) standing graduate faculty members who are expert in the field and are appointed by the Dean of the College of Architecture to give advice on all matters relating to the program. They are appointed to represent all the academic departments participating in the certificate, and the Center for Housing and Urban Development (CHUD).

**Certificate in Transportation Planning**

The Graduate Certificate in Transportation Planning, offered in partnership with the Texas A&M College of Architecture, the Texas A&M Transportation Institute, the Department of Civil Engineering, and the Bush School of Government and Public Service, provides students with a comprehensive, multi-disciplinary education and transportation planning. Students completing the Certificate in Transportation Planning will receive a structured, interdisciplinary understanding of the role of transportation in contemporary society, as well as specialized instruction tailored to building individual skills and capabilities in four critical areas: Multimodal Systems Planning, Transportation and Urban Design, Transportation and Public Policy, and Transit Management.
Research Centers and Laboratories

One of the primary goals of the Department of Architecture is strengthening the quality of professional education and research programs through the integration of teaching, research, and service. The College of Architecture Research Centers and Laboratories and their relationship to the curriculum and degree emphasis areas facilitate this goal. The following is a list of the Centers and Laboratories:

Center for Health Systems and Design.

The Center for Health Systems & Design is a creation of the Colleges of Architecture and Medicine at Texas A&M University intended to promote research, innovation and communication in an interdisciplinary program that focuses on health facility planning and design. The Center oversees the Certificate in Health Systems and Design. The research interests of faculty fellows range from the effects of stress on patients’ health and well-being, to the design of healing environments for neonatal patients, children, the elderly, people who live in the Texas Colonias and AIDS patients. The primary activities of the Center include a professional associates program, curriculum development, weekly health lecture series, and support of and participation in health-related research and design projects across the globe.

Center for Housing and Urban Development.

Integrating construction science and public policy, the Center for Housing and Urban Development seeks to increase both the efficiency and capacity of affordable housing delivery systems. The Center has played the lead role in organizing the Colonias Project, a program funded by the Texas State Legislature to improve the standard of living of families living along the Texas/Mexico border. The Center is overseeing the building of accessible community centers in heavily populated communities along the border, and is establishing a network of community services organizations to house these centers. The Center also manages the Sustainable Urbanism and Transportation Planning Certificate programs.

CRS Center.

The CRS Center, constituted in 1990 and named in honor of its initial endowment contributors, aspires to advance the study of leadership, management, and innovation in the design and construction industries. The Center contains the business archives, slide archives, oral history, and architectural and publications libraries of CRS, Architects, Engineers, and Planners. The CRS Center oversees the Certificate in Facilities Management.


**Hazard Reduction and Recovery Center.**

Established in 1988, the Hazard Reduction and Recovery Center (HRRRC) provides information which enables communities to better prepare for, respond to, and recover from disasters. The Center houses the Certificate in Environmental Hazard Management. Areas of research and expertise include emergency planning and response strategies, crowd behavior, dispute resolution, sheltering systems, and search and rescue procedures. The HRRC serves as one of two United Nations (UNDRO) centers worldwide, and receives external funding from such entities as the National Science Foundation, the Environmental Protection Agency, the United Nations, and the Texas Division of Emergency Management.

**Center for Heritage Conservation.**

The Center for Heritage Conservation was authorized in 2005 as a professional center for interdisciplinary research and service projects on all aspects of built and natural heritage. Since 1977, Texas A&M University has been recognized for academic and research programs dedicated to the better understanding of our historic legacy. The Center supports research of planned and built environments with particular emphasis on their continued use and care. Investigations are performed through sponsored projects and professional and academic graduate studies. Research findings are disseminated to the public through publications and presentations in academic and professional journals and conferences. The Center also awards the Certificate in Historic Preservation.

**Energy Systems Laboratory.**

The Energy Systems Laboratory (ESL) is the energy conservation, solar and HVAC research lab for Texas Engineering Experiment Station (TEES). The ESL was first established in 1839 as the official testing laboratory for the Home Ventilating Institute and continues to serve manufacturers across the nation. The ESL has diverse faculty from the Departments of Mechanical Engineering, Architecture, and Construction Science. Research interests include solar design and measurement, energy conservation, building energy and environmental simulation, monitoring and analysis, building commissioning, psychometrics, refrigerants, diagnostics, and data visualization.

**Building Information Modeling Simulation (BIMSIM) Laboratory.**

BIMSIM Group is a research team within the College of Architecture at Texas A&M University that focuses on Building Information Modeling (BIM) and Simulation (SIM). The BIMSIM Group Lab interrogates the impact of scientific evidence, data-driven information, and simulation on architectural theory and practice. Through the application of BIM techniques, lab participants explore the limits of human design capabilities in the face of machine learning, artificial intelligence, robotics, and data visualization.
Financial Aid Information for Graduate Students

Assistantships

A graduate assistantship – teaching (GAT), and non-teaching (GANT), or research (GAR), is available to a qualified student on a competitive basis. An assistantship requires up to 20 hours a week. Appointment to an assistantship is normally for 9 months. Most assistantships are awarded through the applicant’s major department. An applicant should contact the department or the graduate advisor concerning the availability of assistantships.

A graduate student (domestic or international) must register for the appropriate number of University semester credit hours to maintain full-time status during any semester or summer term in which they hold an assistantship. The student is also required to maintain a 3.0 GPA during the assistantship.

When awarded an assistantship the student will receive the following:

- a monthly stipend
- 9 hours of paid tuition; the student will pay all fees, along with in-state tuition rates for any credits over nine hours
- Health insurance

Fellowships

Graduate students holding fellowships must register for a minimum of nine semester credit hours during a fall or spring semester or for six credit hours during the summer.

Fellowships Available through the Office of Graduate and Professional Studies (OGAPS)

Regents’ Graduate Fellowships:

These highly competitive awards are given to new graduate or professional students with exceptional credentials. The awards are for one year with an option for renewal by the college. Fellowship nominations are made by the departments, to the college. Regents’ Graduate Fellowships are intended for applicants planning to pursue doctoral degrees. The size of stipends varies depending on college guidelines.
Graduate Merit Fellowships/Association of Former Students Fellowships:

These fellowships are awarded through a University-wide competition. The fellowships are designed to encourage high quality applicants to enroll for the first time in graduate programs at Texas A&M University. Nominations are made by the departments to OGAPS. These awards are given for one year with a minimum stipend of $20,000.

Graduate Diversity Fellowships:

This fellowship is by faculty nomination only. (Students do not apply for this fellowship.) First semester, fall start only fellowship. This fellowship was established to attract students to Texas A&M who have a proven record of success in a diverse environment. Academic departments nominate prospective graduate students, and students are selected based on overall merit and the nominating department's statement of support.

The fellowship provides funding for two years for master's students and three years for PhD students, and includes for each year: $13,000 stipend, $8,000 for tuition and fees, and a departmental assistantship, which pays a minimum of $7,000 per year. With the graduate assistantship, the student has an option for health insurance at a nominal cost.

Pathways to the Doctorate Fellowships:

(First semester, fall start only fellowship.) Through the Pathways to the Doctorate program, several institutions in the Texas A&M University System are making assistantships or scholarships available to students from within the Texas A&M University System wishing to pursue graduate study at another A&M System institution. To qualify, students must be from a different System institution than the one to which they are applying.

Other Fellowships

National Science Foundation (NSF) Graduate Research Fellowships:

NSF gives these awards and the money is administered through OGAPS. Application forms can be obtained from OGAPS during September and October and sent directly to the NSF.
From 2013 through 2018, the Master of Science and Doctor of Philosophy programs in Architecture maintained a set of existing standards intended to satisfy requirements established by the Texas Higher Education Coordinating Board. Due to the range and diversity of research topics within both degree programs, the evaluation rubrics drafted to measure the success of meeting those standards ranged from overly simplistic to unmanageably complex. During that time frame, the programs relied on the successful defense of the thesis for the MS and the dissertation for the PhD as markers of the students having met departmental, university and state-prescribed outcomes. Examples of those outcomes include “Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences,” and “Use appropriate technologies to communicate, collaborate, conduct research, and solve problems,” among others.

For the MS, upon completion of the thesis, students were rated by their Thesis Committee Chair according to the Master of Science in Architecture Thesis Evaluation Rubric. The rubric includes 3 domains of knowledge: communication, research, and critical thinking/analytical skills. Communication is broken into 3 sub-components: clarity of message/argument, organization, and use of supporting evidence. Each of these sub-components will be scored 1=Poor through 4=Exemplary, and the detailed descriptions of the different levels of achievement are articulated on the rubric. Research is broken into 2 sub-components: information literacy & use of resources, and appropriate research methodology. Both of these sub-components were to be scored 1=Poor through 4=Exemplary, with detailed descriptions of the different levels of achievement articulated on the rubric. Critical thinking & analytical skills is also measured on a scale of 1=Poor through 4=Exemplary, with detailed descriptions of each level of achievement defined on the rubric. Targets were set such that fewer than 5% of students will average lower than 2 on the RESEARCH SKILLS components of the rubric, and the average overall rating in Communication will be 2.5 or higher. In 2014-2015, a plan was introduced to cultivate publication of MS student research in peer-reviewed academic journals, but the turnaround time for such journals is to slow to be successfully promoted in a two-year MS program.

For the PhD, upon the completion of the doctoral dissertation, candidates are rated by their Dissertation Chair according to the
Dissertation Evaluation Rubric. The rubric includes 3 domains of knowledge: communication, research, and critical thinking/analytical skills. Communication is broken into 3 sub-components: clarity of message/argument, organization, and use of supporting evidence. Each of these sub-components will be scored 1=Poor through 4=Exemplary, and the detailed descriptions of the different levels of achievement are articulated on the rubric. Research is broken into 2 sub-components: information literacy & use of resources, and appropriate research methodology. Both of these sub-components will be scored 1=Poor through 4=Exemplary, and the detailed descriptions of the different levels of achievement are articulated on the rubric. Critical thinking & analytical skills is also measured on a scale of 1=Poor through 4=Exemplary, with detailed descriptions of each level of achievement defined on the rubric. Targets set for the period dictated that, in any given year, no student will be scored 1=Poor on more than 1 of the 2 Research sub-areas. Additionally, 8 out of 10 students will average 2.5 or higher on the Research area. Because the PhD program is comparatively small, frequently graduating 5 or fewer students each spring, it is challenging to create meaningful targets because one student may represent a disproportionately large percentage of the cohort. Therefore, the second target will only be reported if and when there are at least 10 students in a cohort, or it will be based on a rolling percentage of the 10 most recent graduates. The first target will be reported when n>=5. This target was based on the program coordinator's professional judgment of candidates' expected performance. This year serves as baseline data since it is the first time the program is using this rubric; the targets will be adjusted in the future based on student performance.

Moving forward, the MS/PhD committee will completely revise the Master's and doctoral program performance criteria and evaluation rubrics to maximize clarity, ensure alignment with various state and university requirements, and raise the standards and improve the visibility of the programs. Further, performance criteria and evaluation rubrics will cover the entire processes from acceptance through graduation in order to maximize student success beyond completing and defending the thesis/ dissertation. The newly revised performance criteria and evaluation rubrics will go into effect with the fall 2020 PhD cohort.
Beginning around 2013, the University implemented a system for documenting and tracking student learning outcomes. Since that time, the department has worked to identify student learning outcomes and find ways to systematically gather evidence of student learning. There are still several challenges to overcome in terms of assessing student learning in the MS and PhD programs; however, the department has made changes and improvements since 2017.

The department of architecture initially was able to identify outcomes they prioritized for MS and PhD students, including: 1) speaking, writing, and analytic skills, 2) critical thinking & research skills, 3) fundamental research skills, 4) area of interest knowledge development, and 5) technical documentation. All of these were measured through the thesis/dissertation and oral defense. However, there were several problems with these outcomes and measures, which the program has been working to improve over time.

In 2016 the MS and PhD committee, comprising members of the senior faculty under the chairmanship of the MS and PhD coordinator, voted to require an architectural history seminar and an architectural theory seminar of all MS and PhD students. This requirement was already in place for the MArch degree, and its addition to the other graduate degree programs was intended to ensure that all students in the department’s graduate programs were sufficiently familiar with architecture as an academic discipline to warrant the awarding of the degree. This approach was especially effective in helping students from the Construction Science and Visualization departments to better grasp the relationships between their respective disciplines and architecture. The 2016 curriculum changes coincided with a university-wide revision of English language proficiency (ELP) requirements that eliminated the need for ELP testing within the department. Students who did not meet the revised threshold at the University level could not be admitted to the department’s programs. This revision was especially effective in aligning student performance with the department’s communication learning outcome.
From 2013 to 2017, the coordinator of the MS and PhD programs maintained the approaches that had defined the programs since the before 2010 external review. With the appointment of a new coordinator for the MS and PhD programs in 2017, a number of substantial changes were incorporated, including the appointment of several new faculty to the MS and PhD committee and a reduction of the number of acceptances into the programs (which peaked in 2017 with 28 incoming PhD students).

In 2017, the department hired an assessment coordinator (shared with other departments in the college), who has a background in higher education and assessment, and who was charged with helping the departments improve their assessment plans. In 2017-2018, the assessment coordinator worked with the interim department head to revise the MS and PhD student learning outcomes, and a rubric was developed to be used to score the quality of the student’s thesis/dissertation. One continual challenge the department has faced is how to implement an effective data collection strategy and collect data consistently across such a broad and diverse range of research topics and methodologies.

In spring 2019, the university purchased a new platform for recording and storing assessment data & artifacts called AEFIS. With the roll out of the new system, the assessment coordinator has worked more closely with the MS and PhD program coordinator to revise the assessment plan in preparation for future modifications and refinements.

The current learning outcomes for the MS ARCH are below:

- **Communication:** Demonstrate the ability to express complex ideas in a clear, concise, and organized manner as well as incorporate evidence to support conclusions.

- **Critical Thinking & Analytical Skills:** Critically assess sources of evidence and demonstrate sound analytical reasoning in approaches to evidence and data.

- **Research Skills:** Demonstrate information literacy through an appropriate use of resources, and apply research methodology correctly to conduct valid research.
For the PhD ARCH:

- Communication: Demonstrate the ability to express complex ideas in a clear, concise, and organized manner as well as incorporate evidence to support conclusions.

- Critical Thinking & Analytical Skills: Critically assess sources of evidence and demonstrate sound analytical reasoning in approaches to evidence and data in a way that generates new knowledge &/or fills existing gaps in knowledge.

- Research Skills: Demonstrate information literacy through an appropriate use of resources, and apply research methodology correctly to conduct valid research and generate new knowledge.

Rubrics were also developed (see Appendix K) to be filled out by the thesis/dissertation chair at the time of the defense; however, no data have been collected at this time.

The current strengths of the MS and PhD programs include the demographic and intellectual diversity of the students, the impressive levels of academic preparation that they bring to the classroom from their respective home countries, the relative ease with which they surmount steep learning curves and process large quantities of knowledge in the Research Ideologies and Writing for Publication Courses (and do so mostly in their second language), and the opportunities for presenting graduate research that the department and college provide through conferences, symposia, colloquia, and funding. Areas for improvement include recruiting more U.S.-born students so that we can take full advantage of major funding streams that are limited to U.S. citizens, developing new dual-degree programs to maximize the impact and the value of time spent at TAMU, and elevating our global profile by exploring uncharted relationships between architecture and the fields of Artificial Intelligence, Augmented and Virtual Reality, Blockchain, Data Visualization, and Robotics.

Moving forward, the MS/PhD committee will formulate and calibrate academic standards, evaluation criteria, and learning outcomes to apply across the topic areas and research methodologies in both programs. In continuing consultation with the college assessment specialist, the department will customize metrics to generate data that are more granular so that each evaluation criterion applied at each stage of
graduate matriculation provides greater insight into the evolution of both programs. Foremost among the many goals that the department has set for its graduate programs is the commitment to define, interrogate, refine, and deploy new definitions of scholarly, scientific, and humanistic rigor to the research=design=practice=research complex. Refining and aligning evaluation criteria and learning outcomes will support this mission, as will the development of the MS/MArch 3-year degree program, which will help to validate the importance of research to architectural design and related fields of professional practice.
4.1 Core Faculty

4.2 Faculty other than Core

4.3 Faculty Diversity

4.4 Faculty Qualifications

4.5 Analysis
The Department of Architecture has a total of 54 faculty members, 38 of whom serve as core faculty. Core Faculty is defined as appropriately credentialed individuals integral to the program, such as those who teach courses, mentor students, or serve on thesis and dissertation committees. The following core faculty members serve as Chairs, Co-Chairs, or Committee Members for both PhD and/or MS students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank/Title</th>
<th>Track</th>
<th>Graduate Committee Membership (MS/PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Koichiro Aitani</td>
<td>Associate Professor, Associate Department Head for Undergraduate Programs</td>
<td>Tenure Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Ahmed Ali *</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Prof. John (Craig) Babe</td>
<td>Associate Professor of the Practice</td>
<td>Academic Professional Track</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
</tr>
<tr>
<td>Dr. Juan-Carlos Baltazar-Cervantes</td>
<td>Associate Professor</td>
<td>Tenure Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Liliana Beltran</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Prof. Alejandro Borges Gonzalez*</td>
<td>Associate Professor of the Practice</td>
<td>Academic Professional Track</td>
<td>MS/PhD - Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Stephen Caffey</td>
<td>Instructional Assistant Professor, Associate Department Head for Research</td>
<td>Academic Professional Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Gabriela Campagnol Abuabara</td>
<td>Lecturer</td>
<td>Academic Professional Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Mark Clayton</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Charlie Culp</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Name</td>
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<tr>
<td>Dr. Sarah Deyong</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Prof. Marcel Erminy Castilo</td>
<td>Associate Professor of the Practice</td>
<td>Academic Professional Track</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
</tr>
<tr>
<td>Dr. Francis Downing*</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Prof. Jose Gabriel Esquivel</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>MS/PhD - Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Brent Forstenberry*</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
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<tr>
<td>Dr. Anat Geva</td>
<td>Professor</td>
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<td>Dr. Kevin Glowaki</td>
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<td>Dr. Kirk Hamilton</td>
<td>Professor</td>
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<tr>
<td>Dr. Weiling He</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
</tr>
<tr>
<td>Prof. Rodney Hill</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
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<tr>
<td>Prof. Shelley Holliday</td>
<td>Associate Professor of the Practice, Executive Associate Department Head</td>
<td>Academic Professional Track</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
</tr>
<tr>
<td>Prof. Priya Jain*</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Negar Kalatar Mehrjardi*</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
</tr>
<tr>
<td>Dr. Nancy Klein</td>
<td>Associate Professor</td>
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<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Peter Lang*</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Name</td>
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<tr>
<td>Prof. Marcelo Lopez-Dinardi*</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
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</tr>
<tr>
<td>Dr. Zhipeng Lu</td>
<td>Senior Lecturer</td>
<td>Academic Professional Track</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
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<tr>
<td>Prof. Gerald Maffei</td>
<td>Senior Professor</td>
<td>Tenured</td>
<td>MS/Phd - Member</td>
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<tr>
<td>Prof. George Mann</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS/Phd - Member</td>
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<tr>
<td>Dr. Valerian Miranda</td>
<td>Senior Associate Professor</td>
<td>Tenured</td>
<td>MS/Phd - Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Anne Nichols</td>
<td>Associate Professor of the Practice</td>
<td>Academic Professional Track</td>
<td>MS/PhD - Co-Chair, Member</td>
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<td>Prof. Michael O'Brien</td>
<td>Professor</td>
<td>Tenured</td>
<td>MS - Co-Chair, Member; PhD - Member</td>
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<tr>
<td>Dr. Ray Pentecost*</td>
<td>Professor of the Practice</td>
<td>Academic Professional Track</td>
<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Susan Rodiek</td>
<td>Associate Professor</td>
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<td>Dr. Julia Rogers</td>
<td>Senior Lecturer</td>
<td>Academic Professional Track</td>
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<td>Dr. Mardelle Shepley*</td>
<td>Professor</td>
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<tr>
<td>Dr. Zachary Stewart*</td>
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<td>Dr. Phillip Tabb*</td>
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<td>Prof. James Tate*</td>
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<td>Dr. Andrew Tripp*</td>
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<tr>
<td>Dr. Jorge Vanegas</td>
<td>Professor, Dean</td>
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<td>MS/PhD - Chair, Co-Chair, Member</td>
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<tr>
<td>Prof. Robert Warden</td>
<td>Professor, Interim Department Head</td>
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<td>Chair, Co-Chair, Member</td>
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<td>Prof. Ward Wells*</td>
<td>Professor</td>
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<td>MS/PhD - Member</td>
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<td>Prof. David Woodcock*</td>
<td>Senior Professor</td>
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<td>Dr. Wei Yan</td>
<td>Professor</td>
<td>Tenured</td>
<td>Chair, Co-Chair, Member</td>
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<tr>
<td>Dr. Xuemei Zhu</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Chair, Co-Chair, Member</td>
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</table>

*Denotes faculty arriving or departing during 2013-2018
# Faculty Other than Core  4.2

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<td>Prof. Elton Abbott</td>
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<td>Academic Professional Track</td>
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<td>Prof. Harold Adams*</td>
<td>Professor of the Practice</td>
<td>Academic Professional Track</td>
</tr>
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<td>Dr. Susanne Bieber*</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
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<td>Prof. Andrew Billingsley*</td>
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<td>Temporary Academic Professional Track</td>
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<tr>
<td>Prof. Alireza Borhani Haghighi*</td>
<td>Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Harold Adams*</td>
<td>Professor of the Practice</td>
<td>Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Paolo Bulletti</td>
<td>Adjunct International Professor</td>
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<tr>
<td>Prof. Davi De Lima Vaz Xavier*</td>
<td>Visiting Assistant Professor</td>
<td>Academic Professional Track</td>
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<tr>
<td>Prof. Giovanni Di Pasquale</td>
<td>Adjunct International Associate Professor</td>
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<tr>
<td>Prof. John Fairey*</td>
<td>Regents Professor</td>
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<tr>
<td>Prof. Matthew Faulkner*</td>
<td>Visiting Lecturer</td>
<td>Academic Professional Track</td>
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<tr>
<td>Prof. Brian Gibbs</td>
<td>Visiting Lecturer</td>
<td>Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Rene Graham*</td>
<td>Visiting Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Dr. James Haliburton*</td>
<td>Lecturer, Associate Department Head for M. Arch</td>
<td>Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Andrew Hawkins*</td>
<td>Visiting Lecturer</td>
<td>Academic Professional Track</td>
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<tr>
<td>Dr. Christopher Hunter*</td>
<td>Assistant Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Ray Holliday</td>
<td>Assistant Professor of the Practice</td>
<td>Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Hyongsuk Kim*</td>
<td>Visiting Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Dr. Jong Bum Kim*</td>
<td>Assistant Lecturer</td>
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<tr>
<td>Dr. Greg Luhan*</td>
<td>Visiting Associate Professor</td>
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<tr>
<td>Prof. Shawn Lutz*</td>
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</tr>
<tr>
<td>Prof. Jonathan Mark Odom*</td>
<td>Assistant Professor of Practice</td>
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<tr>
<td>Prof. Miguel Roldan</td>
<td>International Faculty</td>
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<td>Prof. Amanda Rotter*</td>
<td>Visiting Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Robert Schiffhauer*</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>Prof. Kateri Stewart*</td>
<td>Visiting Lecturer</td>
<td>Temporary Academic Professional Track</td>
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<tr>
<td>Dr. Chengde Wu*</td>
<td>Assistant Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Dr. Shermeen Yousif*</td>
<td>Assistant Lecturer</td>
<td>Temporary Academic Professional Track</td>
</tr>
<tr>
<td>Prof. Vahid Vahdat Zad*</td>
<td>Visiting Lecturer</td>
<td>Academic Professional Track</td>
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*Denotes faculty arriving or departing during 2013-2018
### Total Faculty to Student Ratio

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### Grants

<table>
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<tr>
<td>Number of Grants Awarded</td>
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<td>15</td>
<td>24</td>
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<td>$875,865</td>
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### Teaching Load

The Departmental Teaching Load Policy is a 2+2 (two courses during the fall semester and two courses in the spring semester). The state requirement is teaching 18 total credit hours. Faculty may teach more or less depending on their membership on Graduate Committee. The five year average for semester credit hours was 15,593 while net weighted student credit hours was 62,281. The semester credit hours ranged from 12,865 (2013-2014) to 19,000 (2017-2018) while net weighted semester credit hours ranged from 57,587 (2014-2015) to 67,751 (2017-2018).
The faculty members in the College are diverse, accomplished and committed to educating the future leaders of the professions and industries of the built environment.

### Current Faculty Diversity

- **Asian or Pacific Islander**: 9
- **Black Non-Hispanic**: 1
- **Hispanic**: 9
- **International**: 29
- **Unknown or not Reported**: 1
- **White non-hispanic**: 52

### Current Faculty Gender Diversity

- **Female**: 46
- **Male**: 55
Faculty Diversity 4.3

Graduate Faculty of the M.S. / Ph.D. Program in Architecture

The graduate faculties at the College represent a rich mix of individuals with doctoral and terminal professional degrees and individuals with professional registrations. Professional registrations include architecture, engineering, interior design, landscape, and real estate. Doctoral and terminal professional degrees include the emphasis areas of: architecture, urban design, landscape architecture, engineering, physics, construction science, history, theory, public health, nursing and healthcare innovation and behavioral geography. This mix reflects the parallel missions of the graduate programs, which are to acknowledge the contributions of research and support professional development.

Doctoral and Terminal Professional Degrees received by faculty reflect multiple specialties and include:

- Doctor of Architecture
- Doctor of Environmental Design
- Doctor of Public Health
- Doctor of Philosophy
  - Ph.D. in Arch. & Urban Planning History & Theory
  - Ph.D. in Art History
  - Ph.D. in Architecture
  - Ph.D. in Architectural History
  - Ph.D. in Architecture and Design Research
  - Ph.D. in Architecture and Urbanism
  - Ph.D. in Civil Engineering
  - Ph.D. in Civil and Environmental Engineering
  - Ph.D. in Classical and Near Eastern Archaeology
  - Ph.D. in Construction Engineering & Management
  - Ph.D. in Mechanical Engineering
  - Ph.D. in Solid State Physics
  - Ph.D. in Nursing & Healthcare Innovation
  - Ph.D. in Human-Environment Studies
  - Ph.D. in Archaeology
  - Ph.D. in Art History & Archaeology
  - Ph.D. in History of Science
  - M.S. in Architecture, Urban Theory & Design
  - M.S. in Critical, Curatorial & Conceptual Practices in Architecture
  - M.S. in Health Facilities Design
  - M.S. in Computer Science
  - M.A. Philosophy
  - Master of Architecture
  - Master of Engineering
  - Master of Fine Art
  - Master of Landscape Architecture
Faculty are recipients of multiple honors ranging from Finnish Knighthood and the Presidential Faculty Fellowship to the cherished teaching awards bestowed directly by our students. Additionally, several faculty have been honored with endowed professorships or have been designated distinguished professors. The Endowed Professorships include:

- Harold L. Adams ’51 Interdisciplinary Professorship in Architecture
- Harold L. Adams ’51 Interdisciplinary Professorship in Construction Science
- Harold L. Adams ’51 Interdisciplinary Professorship in Landscape Architecture & Urban Planning
- Harold L. Adams ’51 Interdisciplinary Professorship in Visualization
- Clark Construction Group, Inc. Endowed Professorship in Construction Science
- Julie and Craig Beale Professorship in Health Facility Design
- John Only Greer Architectural Heritage Professorship
- Charles Dewey McMullan Endowed Chair in Construction Science
- Liz and Nelson Mitchell Professorship in Residential Design
- Sandra and Bryan Mitchell Endowed Professorship in Construction Science
- Sandra and Bryan Mitchell Master Builder Chair
- William M. Peña Professorship in Information Management
- Wallie E. Scott, JR Endowed Professorship in Architectural Practice and Management
- James C. Smith ’70 CIAC Professorship in Construction Science
- Ronald L. and Sondra Skaggs Endowed Professorship in Health Facilities Design
- Skaggs-Sprague Chair in Health Facilities Design
- Donna Beth and Jim Thompson ’68 Leadership Professorship
- Cecil O. Windsor, JR. ’66 Professorship in Construction Science
- David Woodcock Professorship in Historic Preservation
- Nicole and Kevin Youngblood Professorship in Residential Land Development
- James M. Singleton IV ’66 FAIA Educational Architecture Professorship
- Rodney Hill Professorship in Creativity and Design
Definition of Graduate Faculty

The Graduate Faculty at Texas A&M University consists of the President, the Provost and Executive Vice President, the Associate Provosts, the Deans of all subject-matter colleges, selected Directors, and properly qualified academic groups. Appointees to the Graduate Committee Faculty participate in the graduate degree programs of the University by serving on student advisory committees.

Members of the Graduate Committee Faculty is composed of Members and Special Appointments. Members are selected from qualified individuals of the faculty and professional staff of Texas A&M University, from the employees of Texas A&M University System agencies such as Texas AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES (Texas A&M Engineering Experiment Station), TTI (Texas A&M Transportation Institute); from employees of affiliated research organizations (such as USDA – United States Department of Agriculture) located near Texas A&M campus sites, and from affiliated hospitals and clinical organizations.

Nomination for membership on the Graduate Committee Faculty is always initiated by the head of the appropriate academic department, intercollegiate faculty, or dean of college (under special circumstances) of Texas A&M University in College Station and is processed as discussed in the following sections.

Appointment to membership on the Graduate Committee Faculty, while considered an honor, serves functional purposes as well. Appointment to membership is not for the sole purpose of conferring recognition upon an individual, but is designed to assure competence in the directing and advising of graduate students. Such competence is, in part, a function of experience and knowledge of operational procedures; it is also characterized by ability and motivation.

Membership on the Graduate Committee Faculty is maintained only by participating in the graduate programs by directing or administering graduate work, by conducting research and publication, or by other direct and substantial contributions to the graduate programs of the University, such as through service on a Graduate Instruction Committee or with administrative assignments in graduate education. A member of the graduate committee faculty may not serve on the graduate committee faculty of an academic program in which the member is pursuing a graduate degree or certificate. Individuals who have not been appointed to the Graduate Committee Faculty may not
serve on student advisory committees unless special approval is granted by the Associate Provost for Graduate and Professional Studies.

The Graduate Council expects that all Deans, Department Heads and Chairs of Intercollegiate Faculty will regularly review the Graduate Committee Faculty under their direction and will recommend withdrawal of the appointments of any members who no longer merit membership on the Graduate Committee Faculty on the basis of their lack of contribution to graduate education. If the chair of a student’s advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Committee Faculty, from the student’s academic program and located near the Texas A&M University campus site, to serve as the co-chair of the committee. The Department Head or Chair of intercollegiate faculty may request in writing the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student’s advisory committee without a co-chair for up to one year. The student should be near completion of the degree. Extensions beyond the one year period can be granted with additional approval of the Dean.

The Department Head or Chair of intercollegiate faculty shall notify any faculty member who is non-voluntarily removed from the roles of the Graduate Faculty, and the faculty member has the right to appeal his/her removal through the University Rule 12.99.99.M2 (Faculty Grievance Procedures).

A graduate student at Texas A&M University may not be a member of the Graduate Faculty. Membership on the Graduate Faculty of any faculty or staff member of Texas A&M University or The Texas A&M University System and affiliated research organizations is forfeited upon a faculty or staff member’s admission to a graduate program at Texas A&M University.

The two categories of membership are Member and Special Appointment.
Possible Roles of Graduate Committee Faculty

<table>
<thead>
<tr>
<th>Role</th>
<th>Master’s Only</th>
<th>Master’s Only – (MEd, other Professional Masters)</th>
<th>Doctoral (PhD, DrPH) and Master’s</th>
<th>Doctoral (EdD, DEng) and Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Member (non-voting)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Members of Graduate Committee Faculty

- **Tenured and Tenure-Track TAMU**

Faculty Tenured and Tenure-track (T/TT) faculty members of Texas A&M University are eligible to participate as members of the Graduate Committee Faculty under criteria and guidelines as established by each college or department. Also academic professional track faculty members employed by Texas A&M University at Qatar (TAMUQ) with appropriate professorial rank (assistant professor, associate professor, or professor) are eligible to participate as members of the Graduate Committee Faculty. The aforementioned faculty members may serve as chair, co-chair, or member of advisory committees of master’s and doctoral students.

Appointment of a T/TT faculty member is accomplished when a new hire is identified as graduate faculty in the Dean of Faculties hiring portal. The faculty member will be added only to the programs associated with the hiring department. Nominations of T/TT faculty members who are not adloc’d to a graduate degree-granting unit, to serve as chair or co-chair in a graduate degree-granting unit must come from the department head or chair of intercollegiate faculty for that graduate degree-granting unit. This is accomplished by submitting a Graduate Committee Faculty nomination through the Graduate Committee Faculty nomination website: http://gradcom.tamu.edu. The nominations will progress through a workflow system to receive the approval of the department head or chair of intercollegiate faculty for that graduate degree-granting unit. Appointment of an academic professional track faculty member employed by Texas A&M University at Qatar (TAMUQ) with appropriate professorial rank (assistant professor, associate professor, or professor) is accomplished through use of the Graduate Committee Faculty nomination and letter from the TAMUQ Graduate Instruction Committee (the members of which shall be members of the Graduate Committee Faculty at TAMU) through the Dean/CAO of the TAMUQ campus and the appropriate administrative chain at TAMU.
. Academic Professional Track Faculty and Professional Staff of TAMU, TAMUS Agencies, Affiliated research organizations, and Affiliated Hospitals and Clinical Organizations

An academic professional track faculty employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations is eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as chair, co-chair, or member of advisory committees of master’s and doctoral students with appropriate approval. Professional staff employed by TAMU, designated TAMUS agencies, or affiliated hospitals and clinical organizations are eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as co-chair or member of advisory committees of master’s and doctoral students with appropriate approval.

Appointments of these academic professional track individuals and professional staff are accomplished by submitting a Graduate Committee Faculty nomination through the Graduate Committee Faculty nomination website: http://gradcom.tamu.edu. The nominations will progress through a workflow system to obtain approvals from the appropriate department head or chair of intercollegiate faculty, Chair of the Graduate Instruction Committee and the College dean. The workflow will issue a letter request, initiated by the head of the academic department, dean of college, or chair of intercollegiate faculty, through the College Graduate Instruction Committee and the College Dean. The letter must provide evidence that the nominee meets the qualifications for the desired role(s).

. General qualifications for serving on advisory committees for master’s students only

Minimum qualifications for academic professional track faculty or professional staff employed by TAMU, designated TAMUS agencies, affiliated research organizations, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for master’s students only are described below each role in the following section.

Chair role:

The following minimum qualifications must be met for eligibility to serve in the chair role on advisory committees for master’s students.

(a) Qualifications (a)-(d) listed below for co-chair role
(b) Employment location near city of Texas A&M campus site (except for online programs).
Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for master’s students.

(a) Has an earned master’s or terminal degree
(b) Has actively served on a graduate student’s advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
(c) Has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline
(d) Employed by Texas A&M University; Texas A&M University System agencies such as Texas A&M AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES, TTI; affiliated research organizations, or affiliated hospitals and clinical organizations with professorial rank.

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for master’s students.

- has an earned master’s or terminal degree, or an earned bachelor’s degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested as a part of the letter from heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

General qualifications for serving on advisory committees for doctoral students

Minimum qualifications for academic professional track faculty or professional staff employed by TAMU, designated TAMUS agencies, affiliated research organizations, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for doctoral students are described below each role in the following section.

Chair role:

The following minimum qualifications must be met for eligibility to serve in the chair role on advisory committees for doctoral students.

(a) Qualifications (a)-(d) listed below for co-chair role
(b) Employment location near city of Texas A&M campus site (except for on-line programs).
Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for doctoral students.

(a) Has an earned doctoral or terminal degree
(b) Has actively served on a graduate student advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
(c) Has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline
(d) Employed by Texas A&M University; Texas A&M University System agencies such as Texas A&M AgriLife Research, Texas A&M Forest Service, Texas A&M AgriLife Extension, TEES, TTI; affiliated research organizations, or affiliated hospitals and clinical organizations with professorial rank.

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for doctoral students.

(a) Has an earned doctoral or terminal degree, or an earned master's degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested by heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

C. Faculty and Professional Staff Employed By Other Institutions and Organizations

Faculty and professionals not employed by TAMU, TAMUS agencies listed in section B, or affiliated hospitals and clinical organizations are eligible to participate as a member of the Graduate Committee Faculty (if permitted by department or college guidelines), and may serve as co-chair or member of advisory committees of master's and doctoral students with appropriate approval.

Appointments of the aforementioned individuals are accomplished by submitting a Graduate Committee Faculty nomination through the Graduate Committee Faculty nomination website: http://gradcom.tamu.edu. The nominations will progress through a workflow system to receive the approvals of the department head or chair of intercollegiate faculty, Chair of the Graduate Instruction
Committee and College dean. The workflow will request a letter, initiated by the head of the academic department, dean of college, or chair of intercollegiate faculty, through the College Graduate Instruction Committee and the College Dean. The letter must provide evidence that the nominee meets the qualifications for the desired role(s).

1. General qualifications for serving on advisory committees for master's students only

Minimum qualifications for individuals who are not employed by TAMU, TAMUS agencies listed in section B, or affiliated hospitals and clinical organizations are described below each role in the following section.

Co-Chair role:

The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for master's students.

(a) Has an earned master's or terminal degree
(b) Has actively served on a graduate student advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
(c) Has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline

Member role:

The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for master's students.

(a) Has an earned master’s or terminal degree, or an earned bachelor’s degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested as a part of the letter from heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

2. General qualifications for serving on advisory committees for doctoral students

Minimum qualifications for individuals who are not employed by TAMU, TAMUS agencies listed in section B, affiliated research organizations, or affiliated hospitals and clinical organizations to serve in the various roles of the graduate committee faculty for doctoral students are described below each role in the following section.
Co-Chair role:
The following minimum qualifications must be met for eligibility to serve in the co-chair role on advisory committees for doctoral students.

(a) Has an earned doctoral or terminal degree
(b) Has actively served on a graduate student advisory committee, or held/holds an administrative assignment in a graduate program at Texas A&M or another university
(c) Has published a scholarly work as primary author or corresponding author, or appropriate evidence of professional accomplishments related to the discipline

Member role:
The following minimum qualifications must be met for eligibility to serve in the member role on advisory committees for doctoral students.

- Has an earned doctoral or terminal degree, or an earned master’s degree and appropriate evidence of professional accomplishments related to the discipline

Exceptions to the minimum qualifications of any of the various roles listed above may be requested by heads of departments, deans of colleges, or chairs of intercollegiate faculty through the Graduate Instruction Committee and Dean of College.

Special Appointments
Situations may exist where the head of an academic department or chair of intercollegiate faculty wishes to have qualified individuals serve [such as, from another university, government or industry] on a student’s Advisory Committee without being permanent members on the Graduate Committee Faculty. An individual serving as a Special Appointment on a student’s Advisory Committee does not count toward the minimum number of Graduate Committee Faculty necessary to form the committee. Special appointments are accomplished by submitting a Graduate Committee Faculty nomination through the Graduate Committee Faculty nomination website: http://gradcom.tamu.edu. The nominations will progress through a workflow system to obtain approvals from the department head or chair of intercollegiate faculty. The workflow will ACADEMIC AFFAIRS GRADUATE AND PROFESSIONAL STUDIES p9 of 9 request a letter, initiated by the head of an academic department or chair of intercollegiate faculty to the Associate Provost for Graduate and Professional Studies with the individual’s resume attached. The letter should state the merits of the individual being nominated and should include a list of the specific student advisory committees on which the individual will serve.

Approved by the Faculty Senate on August 10, 2015
Averaging around 30 T/TT faculty since the 2010 APR we have managed admissions well to support the mission of the university/department and the MS/PhD program. Since at least 2013 funding formulae for the university were designed to increase enrollment of the university overall and thus for all degree programs. The MS and PhD programs were already basically comparable to current enrollment numbers so large increases in these programs were not a focus. Growing the B.E.D. program created the need for more design faculty without having many new tenure track lines to add. As a consequence hiring focused on Academic Professional Track hires that could fill teaching vacancies created by increased enrollment. This focus had the unintended consequence of reducing overall research production when measured against as a ratio to total faculty. It also tended to more directly focus the attention of the department on the design rather than the research programs. Since 2016 we have focused on increasing the T/TT faculty to APT ratio to enhance research production and consequently provide more opportunities for our PhD students. Over the past 3 years we have added 9 TT faculty, all of whom have a keen interest in mentoring PhD students.

The increased numbers of students shown in the table for 2017 are due to new hiring practices by both the Construction Science and Visualization departments to attract faculty with exciting new research streams. Neither of these programs has a PhD program, so our program offered to accommodate their faculty who are recruiting new students for their research while their PhD program proposals advance through the review processes. This has not created undue stress on our faculty as faculty in those respective departments are serving as co-chairs for their students and managing most of their progress. Construction Science and Visualization students still must fulfill all the regular requirements set forth for the architecture PhD and that creates the advantage of greater communication between departments regarding research streams and a greater interdisciplinary experience for the students.

The production of our faculty involved in the MS and PhD programs occurs primarily in the areas of sustainability and energy issues, health, historic preservation, history/theory, and computational design. This has been true for the last 20 years largely due to the creation of the research centers and labs in those disciplines. That tight connection
helps sustain research through the fluctuations in state and university research and pedagogy endeavors.

The very nature of architecture requires every school of architecture to have a diverse faculty. It is tempting to approach hiring from curricular needs. While this at times is the priority, our recent approach in the past 3 years has been to consider research opportunities presented by candidates in at least equal measure to teaching. This approach helps to enrich the research culture through a malleability that can react to rapid changes in technology and theory thus also influencing the classroom and studio.
5.0 Student Profile 121
5.1 Doctoral Student Information 123
5.2 Master of Science Student Information 130
5.3 MS & PhD Student Financial Support 137
5.4 MS & PhD Student Output and Employment 147
5.5 Master of Architecture Student Information 151
5.6 Bachelor Student Information 159
5.7 Analysis 167
Student Profile

The PhD program typically has 50 students in residence each year with an additional five-ten students who are not in residence. Although student course work is usually taken in residence at Texas A & M University, some course work may be taken at another university when approved. Students come from all over the United States, as well as countries such as Algeria, Australia, China, Columbia, Egypt, Japan, Jordan, India, Iran, Iraq, Italy, Israel, Korea, Mexico, Chile, Russia, Saudi Arabia, Thailand, Nepal, Turkey, South Africa and Uruguay. There is an average of a little over 8.5 degrees granted per year in our PhD program with a time of matriculation typically 6.5 years.

We strive to have an ethnically diverse student population. Our male to female ratio of MS/PhD students in the last five years is nearing 50%. In 2013-2014, we had 38 male students and 23 female students. In Fall 2018, we had 35 male students and 36 female students. The majority of our MS/PhD students are international. Most of our MS/PhD students are supported through scholarship, graduate assistantships or both.

The following charts and graphs give an overview of our students in all our programs. Though our focus is on the MS and PhD programs, their influence is felt throughout all our programs through teaching, research, as assistance to other programs’ professors, and through casual collaboration through the multiple opportunities the department provides for overlap. Thus, we provide a glimpse into students in all our programs.
Doctoral Student Information 5.1

Doctoral Total Enrollment and Full-Time Students

**PhD Enrollment and Full-Time Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Total Enrollment</th>
<th>Percentage of Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>*info not available</td>
<td>*info not available</td>
<td>*info not available</td>
</tr>
<tr>
<td>2014</td>
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<td>2015</td>
<td>39</td>
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</tr>
<tr>
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<td>50</td>
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</tr>
<tr>
<td>2017</td>
<td>53</td>
<td>60</td>
<td>88%</td>
</tr>
<tr>
<td>2018</td>
<td>63</td>
<td>67</td>
<td>94%</td>
</tr>
</tbody>
</table>

*data from accountability.tamu.edu*
5.1 Doctoral Student Information

Doctoral Student Diversity and Demographics - Female

<table>
<thead>
<tr>
<th></th>
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<td>2</td>
<td>2</td>
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<td>2</td>
<td>12</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
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</tbody>
</table>

Total PhD Demographic (2013-2018) - Female

- Asian Only
- Black Only or multi-racial with black
- Hispanic or Latino of any Race
- International
- American Indian Only
- Multi-racial excluding black
- Unknown or not reported
- White Only
### Doctoral Student Diversity and Demographics - Male

<table>
<thead>
<tr>
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<td>1</td>
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<td></td>
<td>0</td>
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<td>11</td>
<td>8</td>
<td>7</td>
<td>17</td>
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<td>56</td>
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</table>

#### Total PhD Demographic (2013-2018) - Male

- **Asian Only**: 56
- **Black Only or multi-racial with black**: 2
- **Hispanic or Latino of any Race**: 13
- **International**: 142
- **American Indian Only**: 3
- **Multi-racial excluding black**: 0
- **Unknown or not reported**: 5
5.1 Doctoral Student Information

<table>
<thead>
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<th>PhD</th>
<th>TOTAL</th>
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<td>Black Only or multi-racial with black</td>
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<tr>
<td>Hispanic or Latino of any Race</td>
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<tr>
<td>International</td>
<td>242</td>
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<tr>
<td>American Indian Only</td>
<td>0</td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
<td>0</td>
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<td>Unknown or not reported</td>
<td>14</td>
</tr>
<tr>
<td>White Only</td>
<td>64</td>
</tr>
</tbody>
</table>

PhD Total Student Diversity

- Asian Only: 64
- Black Only or multi-racial with black: 8
- Hispanic or Latino of any Race: 18
- International: 242
- American Indian Only: 0
- Multi-racial excluding black: 0
- Unknown or not reported: 14
- White Only: 64
Doctoral Student Information

5.1

Doctoral Student Retention Rates

**PhD Retention Rates, ARCH**
(Retained from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>3 - Yr Percent Retained within Department</th>
<th>5 - Yr Percent Retained within Department</th>
<th>7 - Yr Percent Retained within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>8</td>
<td>87%</td>
<td>87%</td>
<td>25%</td>
<td>N/A</td>
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<tr>
<td>2014</td>
<td>12</td>
<td>91%</td>
<td>66%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2015</td>
<td>10</td>
<td>80%</td>
<td>70%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>7</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>9</td>
<td>66%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

Doctoral Student Graduation Rates

**PhD Graduation Rates, ARCH**
(Graduated from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Graduated within Department</th>
<th>3 - Yr Percent Graduated within Department</th>
<th>5 - Yr Percent Graduated within Department</th>
<th>7 - Yr Percent Graduated within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
<td>62%</td>
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<tr>
<td>2014</td>
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<td>25%</td>
<td>N/A</td>
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<tr>
<td>2015</td>
<td>10</td>
<td>N/A</td>
<td>10%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 5.1 Doctoral Student Information

### Number of Degrees per Year

<table>
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<tbody>
<tr>
<td>Number of Degrees</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

![PhD Degrees Awarded Annually](chart)

Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
Average Time to Degree

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Average Time</td>
<td>6.8</td>
<td>5.62</td>
<td>8.5</td>
<td>6.22</td>
<td>6.45</td>
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</table>
5.2 Master of Science Student Information

Master of Science Student Enrollment

*shows students enrolled only in that year, not total
### Master of Science Student Diversity and Demographics - Female

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<tr>
<td>Black Only or multi-racial with black</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
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### Master of Science Student Diversity and Demographics - Male

<table>
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<td>Black Only or multi-racial with black</td>
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<tr>
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<td></td>
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<tr>
<td>Multi-racial excluding black</td>
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<td></td>
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</table>
## 5.2 Master of Science Student Information

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<td>Unknown or not reported</td>
<td></td>
</tr>
<tr>
<td>White Only</td>
<td>2</td>
</tr>
</tbody>
</table>

### M.S. Total Student Diversity

- **Asian Only**: 2
- **Black Only or multi-racial with black**: 1
- **Hispanic or Latino of any Race**: 8
- **International**: 8
- **American Indian Only**: 0
- **Multi-racial excluding black**: 0
- **Unknown or not reported**: 0
- **White Only**: 2
Number of Degrees per Year

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</table>
5.2 Master of Science Student Information

Master of Science Student Retention Rates

M.S. Retention Rates, ARCH
(Retained from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>2 - Yr Percent Retained within Department</th>
<th>3 - Yr Percent Retained within Department</th>
<th>4 - Yr Percent Retained within Department</th>
</tr>
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<tr>
<td>2013</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
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<td>2014</td>
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<td>100%</td>
<td>100%</td>
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<td>33%</td>
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</table>

Master of Science Student Graduation Rates

M.S. Graduation Rates, ARCH
(Graduated from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Graduated within Department</th>
<th>2 - Yr Percent Graduated within Department</th>
<th>3 - Yr Percent Graduated within Department</th>
<th>4 - Yr Percent Graduated within Department</th>
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<tr>
<td>2013</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>2</td>
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<td>50%</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>2015</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
<td>N/A</td>
<td>33%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
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<td>N/A</td>
<td>N/A</td>
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</table>
Average Time to Degree

<table>
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</thead>
<tbody>
<tr>
<td>Average Time</td>
<td>4</td>
<td>2.75</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Average Institutional Financial Support Provided

Assistantships

A graduate assistantship – teaching (GAT), and non-teaching (GANT), or research (GAR), is available to a qualified student on a competitive basis. An assistantship requires up to 20 hours a week. Appointment to an assistantship is normally for 9 months. Most assistantships are awarded through the applicant’s major department. An applicant should contact the department or the graduate advisor concerning the availability of assistantships.

A graduate student (domestic or international) must register for the appropriate number of University semester credit hours to maintain full-time status during any semester or summer term in which they hold an assistantship. The student is also required to maintain a 3.0 GPA during the assistantship.

When awarded an assistantship the student will receive the following:

- a monthly stipend
- 9 hours of paid tuition; the student will pay in-state tuition rates for anything over nine hours
- Health insurance

Fellowships

Although individual colleges may have higher requirements, graduate students holding fellowships must register for a minimum of nine semester credit hours during a fall or spring semester or for six credit hours during the summer.

Fellowships Available through the Office of Graduate Studies (OGS)

Regents’ Graduate Fellowships:

These highly competitive awards are given to new graduate or professional students with exceptional credentials. The awards are for one year with an option for renewal by the college. Fellowship nominations are made by the departments, to the college. Regents’ Graduate Fellowships are intended for applicants planning to pursue doctoral degrees. The size of stipends varies depending on college guidelines.
**Graduate Merit Fellowships/Association of Former Students Fellowships:**

These fellowships are awarded through a University-wide competition. The fellowships are designed to encourage high quality applicants to enroll for the first time in graduate programs at Texas A&M University. Nominations are made by the departments to OGS. These awards are given for one year with a minimum stipend of $20,000.

**Graduate Diversity Fellowships:**

This fellowship is by faculty nomination only. (Students do not apply for this fellowship.) First semester, fall start only fellowship. This fellowship was established to attract students to Texas A&M who have a proven record of success in a diverse environment. Academic departments nominate prospective graduate students, and students are selected based on overall merit and the nominating department's statement of support.

The fellowship provides funding for two years for master's students and three years for PhD students, and includes for each year: $13,000 stipend, $8,000 for tuition and fees, and a departmental assistantship, which pays a minimum of $7,000 per year. With the graduate assistantship, the student has an option for health insurance at a nominal cost.

**Pathways to the Doctorate Fellowships:**

(First semester, fall start only fellowship.) Through the Pathways to the Doctorate program, several institutions in the Texas A&M University System are making assistantships or scholarships available to students from within the Texas A&M University System wishing to pursue graduate study at another A&M System institution. To qualify, students must be from a different System institution than the one to which they are applying.

**Other Fellowships**

**National Science Foundation (NSF) Graduate Research Fellowships:**

NSF gives these awards and the money is administered through OGS. Application forms can be obtained from OGAPS during September and October and sent directly to the NSF.
## GAT/GANT Financial Support

### 2013-2014

<table>
<thead>
<tr>
<th>GAT / GANT</th>
<th>Number</th>
<th>Salary</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Arch</td>
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<td>$103,275.00</td>
<td>$25,487.00</td>
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<tr>
<td>MS</td>
<td>2</td>
<td>$16,650.00</td>
<td>$4,077.92</td>
</tr>
<tr>
<td>PhD</td>
<td>13</td>
<td>$135,850.00</td>
<td>$46,895.85</td>
</tr>
<tr>
<td><strong>ALL SALARY TOTAL</strong></td>
<td><strong>29</strong></td>
<td><strong>$255,775.00</strong></td>
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### 2014-2015

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### 2015-2016

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Average Institutional Financial Support

Scholarships for Graduate Students

Total number of scholarships offered to Department of Architecture students.

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<td>125</td>
<td>145</td>
<td>126</td>
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Architecture Undergraduate/Graduate Scholarships Offered

- 3D/I International Endowed Scholarship
- Arnoldo Robelo '83 and David E. Baker '83 Endowed Scholarship
- Paolo Barucchieri Endowed Scholarship
- Sherrye and Joe Bass '83 Study Abroad Scholarship
- Hachtman Family Scholarship
- Herbert C. Hale, Jr. '52 Endowment
- Phyllis K. & S.B. Haynes '16 Endowed Scholarship
- History Maker Homes Endowed Scholarship
- International Facility Management Association Houston Chapter Scholarship
- Jonathan King Memorial Student Research Scholarship
- William E. Nash Endowed Scholarship
- Parsons Scholarship
- Jeffery T. Potter '78 and Shelley E. Potter '78 Endowed Scholarship
- Col. James E. Ray '63 Endowed Scholarship
- R. Joseph Reeves Endowed Memorial Scholarship
- Mabel and Clarence Rinard, AIA Scholarship
- Center for Heritage Conservation Fellows Scholarship
- Charles E. Peterson Preservation Scholarship
- TOMFRA/Raiford L. Stripling Memorial Scholarship for Advancement of Preservation
- Center For Heritage Conservation Poster Competition
- Lechner Scholarship
- The Texas A&M University Doctoral Diversity Fellowship
- Harold Adams '61 Endowed Scholarship
- Carol J. and Jason W. Beal '77 Endowed Scholarship
- George and Esther Bohn Memorial Scholarship
- Bobby Briggs Scholarship
- Gene D. Burton Endowed Scholarship for Integration of Clinical Technology in Health Care Design
- Gary Carroll '71 Memorial Scholarship
- William W. Caudill Research Fellowship
- Gary W. Chapman '89 Environmental Design Scholarship
- Nancy C. and Frank J. Cinatl III '56 Graduate Fellowship
- Jesse R. Corrigan, Jr. '83 Endowed Scholarship
- Charles F. Dean Memorial Scholarship
- Beth and Joe Denman '46 Endowed Scholarship
- Rozi and William R. Doreen ‘64 Endowed Scholarship
- Jack F. Doyle Endowed Scholarship
- William Henry Fowler Endowed Scholarship
- Billy Frank Gafford Endowed Scholarship
- Catherine L. Gauldin Endowed Scholarship in Architecture
- Gensler Aggies Endowed Scholarship
- F.E. Giesecke 1886 / Preston Geren ‘12 Endowed Scholarship in Architecture
- Graduating Class of 1957 Scholarship
- Marilee and James W. Hiester ’50 Endowed Scholarship
- Robert R. ’84 and Sheryl R. ’87 Holton Endowed Study Abroad Scholarship
- John F. Houchins, AIA 58’ Endowed Scholarship
- Johnnie Mae and John F. Houchins Master of Architecture Scholarship
- Bonnie R. and Aaron L. Jones ’92 Endowed Scholarship
- Sergeant Larry K. Kaiser ’66 Endowed Memorial Scholarship
- Gunter W. Koetter ’40 Endowed Memorial Scholarship in Architecture
- Catherine and Key Kolb Endowment Fund
- Arthur W. Licht Memorial Scholarship
- Arthur W. Licht Scholar Award
- Ruth Hall Lusher ’78 Endowed Scholarship
- Professor Daniel F. MacGilvray Endowed Memorial Scholarship
- Joe Bob Merritt ’91 Endowed Scholarship
- Michael G. Meyers Memorial Endowed Scholarship
- August A. Neuner ’36 Scholarship
- Patti and Tom Owens ’73 Family Leadership Scholarship
- Page Southerland Page Endowed Scholarship in Architecture
- William C. Pahlmann Endowed Scholarship
- William Merriweather Pena Scholarship
- Raymond G. Post ’23 and Raymond G. Post Jr, ’61 Endowed Scholarship in Architecture
- Joe Max Powell ’69 Endowed Scholarship
- Roberta and Larry Priesmeyer ’56 Scholarship
- Hermann B. Rhierd ’33 Endowed Scholarship in Architecture
- Edward J. Romieniec, FAIA Endowed Scholarship
- Sondra and Ronald L. Skaggs ’65 Endowed Scholarship for International Studies in Architecture
- Craig A. Smith ’85 Endowed Scholarship
- Kate and Harwood K. Smith ’35 Endowed Graduate Fellowship and Kate and Harwood K. Smith ’35 Endowed Scholarship in Architecture
- Mark A. Stewart ’74 Endowed Scholarship
- Gracie J. and Paul M. Terrill, Jr. ’57 Endowed Scholarship
- James D. Tittle ’49 Endowed Scholarship in Architecture
- Robert O. Travis ’32 Endowed Memorial Scholarship
- Kelley Vrooman Endowed Scholarship
- Robert L. and Helen Wingler Endowed Scholars Fund
- Norman and Renee Zelman Endowed Scholarship
- Center for Health Systems & Design Shepley Scholarship
- Charles and Bonita Culp ’07 Research Award
- M. N. Davidson Foundation Scholarship
- Heights Venture Architects Study Abroad Scholarship
- Ernest Langford Scholarship
- Linda J. Todd AIAS Award for Excellence
- Department of Architecture Undergraduate Scholarship
- Department of Architecture Council of Excellence Scholarship
- Studio MET
- Abilene ChapterAIA Architecture Scholarship
- AIA Amarillo Chapter Scholarship
- Association Administrators & Consultants, Inc. Scholarship
- Brazos Chapter of the American Institute of Architects Scholarship
- Edwin W. and Alyce O. Carroll Scholarship
- AIA Corpus Christi Chapter Scholarship
- Hugh M. Cunningham Grant
- James E. Deininger Traveling Fellowship
- El Paso Chapter AIA Scholarship
- El Paso Chapter AIA for Graduate Studies
• Mattia J. Flabiano, Jr. Southwest Terrazzo Association Architecture Scholarship
• O'Neil Ford, FAIA Traveling Fellowship
• Preston M. Geren, Sr. Memorial Scholarship
• Grayson Gill Memorial Scholarship
• Ruth Kaigler Goode and D. Rex Goode Scholarship
• John Only Greer, '55, FAIA and Wanda Knight Greer Architectural Endowment
• Lee Roy Hahnfeld, FAIA and Joan Morgan Hahnfeld Scholarship
• George F. Harrell | OMNIPLAN Scholarship
• Kenneth Lanier Anderson Prize
• John J. (Jack) Luther Scholarship
• Theodore S. Maffitt, Jr., FAIA and Patricia J. Maffitt Scholarship in Memory of Patricia J. Maffitt
• Horace B. McCord Memorial Scholarship
• Charles Lamar and Verda McKittrick Endowed Scholarship
• Northeast Texas Chapter/AIA Scholarship
• Edward John Romieniec, FAIA Endowed Scholarship
• San Antonio Conservation Society Foundation Scholarship Honoring Brooks Martin, FAIA
• AIA San Antonio Daryl Engel Memorial Scholarship
• AIA Southeast Texas Douglas E. Steinman, Jr., FAIA, Scholarship
• E.G. Spencer Memorial Scholarship
• Fay H. Spencer Memorial Scholarship in Architecture
• Paul and Katie Stein Scholarship
• H. Leo Tucker Scholarship Endowed by Tittle Luther Loving
• Tyler J. Viney Memorial Scholarship
• AIA Waco Chapter Memorial Scholarship
• West Texas Chapter AIA Scholarship
• Wichita Falls Chapter AIA Scholarship
• Wilson-Doche Scholarship
• Dallas Construction Specifications Institute (CSI) Scholarship
• Gathright Award (Highest GPA) (University Award)
• AIAS Award
• Edna Blevins Award
• Chad Crawford Memorial Award
• Joseph Donaldson Award
• Patton Alexander Echols Award
• Charles Estes Memorial Award
• John Only Greer Award
• Edward J. Romieniec Graduate Award
• Edward J. Romieniec Senior Award
• E. Dudley Watkins Award
• Kenneth D. Williams Memorial Award
• David Woodcock Heritage Conservation Award
• National Hispanic Scholars Scholarship
• Lechner Scholarship
• Lechner Scholarship/Strategic Diversity Funds
• Graduate Merit Fellowship Award
• ARCH Study Abroad Scholarship (Graduate Asst-Italy)
• ARCH Study Abroad Scholarship (Graduate Asst-Spain)
Full-Time Students with Institutional Financial Support

![Bar chart showing full-time students with financial support from 2013 to 2018.](chart1.png)

![Line chart showing percentage of full-time students with financial support through GANT/GAT from 2013 to 2018.](chart2.png)
### M.S. & PhD Student Publications/ Presentations

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<th>Publications</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>7</td>
<td>18</td>
<td>18</td>
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</table>
Employment Profile (in field within one year of graduation)

Master of Science and PhD Student Employment Profile

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Employing Organizations- Graduate Students

- Energy Systems Lab at Texas A&M University
- Ameresco
- AlliantGroup
- Schneider Electric
- Texas A&M Engineering Experiment Station
- Bractlet
- EYP
- City of Palestine
- Page Southerland Page
- Health and Environmental Design Research Lab
- Shanghai Kendow Energy Technology Co.
- NSF-Funded Study
- Terrapin Bright Green
- HKS, Inc.
- HOK
- HMC Architects
- CBRE
- Autodesk
- EYP (WHR Architects)
- Google
- STEM-VRSE
- SZH Architecture
- Spatial Corp
- HDR
- Therapeutic Landscapes Network
- Kuwait Institute for Science Research

Higher Education Institutions- Graduate Students

- Sam Houston State University
- Boise State University
- Ball State University
- Texas A&M University
- Missouri S&T
- University of Cincinnati
- Penn State University
- Hanyang University
- Tianjin University
- Arizona State University
- University of Florida
- Mississippi State University
- University of Idaho
- East Carolina University
- Tongji University
- University of Kentucky
- Tsinghua University
- Syracuse University
- Southeast Missouri State University
- Cornell University
- University of the West of Scotland
- Texas A&M University-Commerce
- University of Alabama
## MArch Total Enrollment and Full-Time Students

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<td>94%</td>
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<tr>
<td>2016</td>
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<td>111</td>
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<tr>
<td>2017</td>
<td>109</td>
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<td>2018</td>
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<td>93</td>
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5.5 Master of Architecture Student Information

MArch Student Diversity and Demographics - Female

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<td>24</td>
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Total M. Arch. Demographic (2013-2018) - Female
### Master of Architecture Student Diversity and Demographics- Male

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<tr>
<td>Multi-racial excluding black</td>
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<td>14</td>
<td>17</td>
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</table>

**Total M. Arch Demographic (2013-2018)- Male**

- **Asian Only**: 7
- **Black Only or multi-racial with black**: 4
- **Hispanic or Latino of any Race**: 39
- **International**: 140
- **American Indian Only**: 0
- **Multi-racial excluding black**: 0
- **Unknown or not reported**: 2
- **White Only**: 102

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*Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019*
<table>
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<td>77</td>
</tr>
<tr>
<td>International</td>
<td>269</td>
</tr>
<tr>
<td>American Indian Only</td>
<td></td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
<td></td>
</tr>
<tr>
<td>Unknown or not reported</td>
<td>6</td>
</tr>
<tr>
<td>White Only</td>
<td>241</td>
</tr>
</tbody>
</table>

### M. Arch Total Student Diversity

![Pie chart showing student diversity](chart.png)

- **Asian Only**: 14
- **Black Only or multi-racial with black**: 5
- **Hispanic or Latino of any Race**: 77
- **International**: 269
- **American Indian Only**: 154
- **Multi-racial excluding black**: 154
- **Unknown or not reported**: 6
- **White Only**: 241
### MArch Student Retention Rates

**M. Arch Retention Rates**  
(Retained from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>2 - Yr Percent Retained within Department</th>
<th>3 - Yr Percent Retained within Department</th>
<th>4 - Yr Percent Retained within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>47</td>
<td>93%</td>
<td>29%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>2014</td>
<td>42</td>
<td>97%</td>
<td>23%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td>100%</td>
<td>15%</td>
<td>7%</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>46</td>
<td>95%</td>
<td>21%</td>
<td>N/A</td>
<td>0%</td>
</tr>
<tr>
<td>2017</td>
<td>60</td>
<td>100%</td>
<td>N/A</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Master of Architecture Student Graduation Rates

**Master of Architecture Graduation Rates, ARCH**  
(Retained from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Graduated within Department</th>
<th>2 - Yr Percent Graduated within Department</th>
<th>3 - Yr Percent Graduated within Department</th>
<th>4 - Yr Percent Graduated within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>47</td>
<td>N/A</td>
<td>63%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>2014</td>
<td>42</td>
<td>N/A</td>
<td>66%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td>N/A</td>
<td>85%</td>
<td>92%</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>46</td>
<td>N/A</td>
<td>69%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>60</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Number of Degrees per Year, Master of Architecture

![M.Arch. Degrees Awarded Annually](chart.png)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees</td>
<td>43</td>
<td>39</td>
<td>44</td>
<td>36</td>
<td>56</td>
</tr>
</tbody>
</table>
### Average Time to Degree - Master of Architecture

![M.Arch Average Time to Degree](chart)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Average Time</td>
<td>2.42</td>
<td>2.33</td>
<td>2.29</td>
<td>2.21</td>
<td>2.2</td>
</tr>
</tbody>
</table>
### BED Total Enrollment and Full-Time Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>373</td>
<td>387</td>
<td>96%</td>
</tr>
<tr>
<td>2015</td>
<td>355</td>
<td>377</td>
<td>94%</td>
</tr>
<tr>
<td>2016</td>
<td>372</td>
<td>392</td>
<td>95%</td>
</tr>
<tr>
<td>2017</td>
<td>397</td>
<td>418</td>
<td>95%</td>
</tr>
<tr>
<td>2018</td>
<td>424</td>
<td>452</td>
<td>94%</td>
</tr>
</tbody>
</table>
**BED Student Diversity and Demographics - Female**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Only</td>
<td>11</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Black Only or multi-racial with black</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic or Latino of any Race</td>
<td>69</td>
<td>77</td>
<td>81</td>
<td>77</td>
<td>68</td>
<td>81</td>
<td>453</td>
</tr>
<tr>
<td>International</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>American Indian Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Unknown or not reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White Only</td>
<td>110</td>
<td>116</td>
<td>109</td>
<td>124</td>
<td>140</td>
<td>146</td>
<td>745</td>
</tr>
</tbody>
</table>

**Total BED Demographic (2013-2018) - Female**

- **Asian Only**: 48
- **Black Only or multi-racial with black**: 40
- **Hispanic or Latino of any Race**: 453
- **International**: 19
- **American Indian Only**: 6
- **Multi-racial excluding black**: 42
- **Unknown or not reported**: 2
- **White Only**: 745
# Bachelor of Environmental Design Student Information

## BED Student Diversity and Demographics - Male

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Only</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Black Only or multi-racial with black</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td>18</td>
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<tr>
<td>Hispanic or Latino of any Race</td>
<td>44</td>
<td>46</td>
<td>58</td>
<td>64</td>
<td>64</td>
<td>64</td>
<td>340</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>American Indian Only</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Unknown or not reported</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>White Only</td>
<td>102</td>
<td>106</td>
<td>93</td>
<td>96</td>
<td>106</td>
<td>114</td>
<td>617</td>
</tr>
</tbody>
</table>

![Total BED Demographic (2013-2018) - Male](chart.png)
### TOTAL BED Student DIVERSITY (2013-2018)

<table>
<thead>
<tr>
<th>BED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Only</td>
<td>84</td>
</tr>
<tr>
<td>Black Only or multi-racial with black</td>
<td>58</td>
</tr>
<tr>
<td>Hispanic or Latino of any Race</td>
<td>793</td>
</tr>
<tr>
<td>International</td>
<td>26</td>
</tr>
<tr>
<td>American Indian Only</td>
<td>6</td>
</tr>
<tr>
<td>Multi-racial excluding black</td>
<td>54</td>
</tr>
<tr>
<td>Unknown or not reported</td>
<td>3</td>
</tr>
<tr>
<td>White Only</td>
<td>1362</td>
</tr>
</tbody>
</table>

**BED Total Student Diversity**

- **Asian Only**: 84
- **Black Only or multi-racial with black**: 58
- **Hispanic or Latino of any Race**: 793
- **International**: 26
- **American Indian Only**: 6
- **Multi-racial excluding black**: 54
- **Unknown or not reported**: 3
- **White Only**: 1362
# BED Student Retention Rates

Undergraduate Retention Rates, ARCH  
(Retained from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>76</td>
<td>71.1%</td>
</tr>
<tr>
<td>2014</td>
<td>102</td>
<td>70.6%</td>
</tr>
<tr>
<td>2015</td>
<td>75</td>
<td>73.3%</td>
</tr>
<tr>
<td>2016</td>
<td>78</td>
<td>74.4%</td>
</tr>
<tr>
<td>2017</td>
<td>102</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

# BED Student Graduation Rates

Undergraduate Graduation Rates, ARCH  
(Graduated from the same Major as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>4 - Yr Percent Retained within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>76</td>
<td>53.9%</td>
</tr>
<tr>
<td>2014</td>
<td>102</td>
<td>48%</td>
</tr>
<tr>
<td>2015</td>
<td>75</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>78</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>102</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Number of Degrees per Year- BED

BED Degrees Awarded Annually

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees</td>
<td>76</td>
<td>81</td>
<td>85</td>
<td>84</td>
<td>76</td>
</tr>
</tbody>
</table>
### Average Time to Degree- BED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Time</td>
<td>4.2</td>
<td>4.1</td>
<td>4.14</td>
<td>4.18</td>
<td>4.1</td>
</tr>
</tbody>
</table>
From the Texas A&M University Strategic Plan 2015-2020, the following commitments to its land grant status are the following:

- to provide students across the population access to higher education,
- to generate meaningful research and scholarship,
- to transfer discoveries to the people of the State and beyond; and by its commitment to the modern purposes of AAU research universities:
  - to serve society through basic and applied research,
  - to lead in graduate education,
  - to be an engine of social transformation and economic growth.

The collective culture to which these goals speak is one that provides opportunities to a wide variety of students with a quality education that is meaningful both to the student and to the larger community of humanity. The MS and PhD programs accomplish this through the quality of their diverse faculty who create research paths in Architecture. These paths are open to anyone from any disciplinary background. Architecture is such a diverse discipline that students can find an inspirational home in the sciences, technology, the arts, philosophy, history, business, etc. Coming off a nearly 50 year identity from Environmental Design, our faculty understands the importance that diverse disciplinary experience can bring to architectural questions. We have grown our PhD program around this diversity and is one of the reasons we have such a large program. Students find an intellectual home here.

Exclusivity has the advantage of a well understood identity so that only the most promising students can be selected to protect and enhance that exclusiveness. Texas A&M’s understanding of it’s land grant mission one that opens its doors to many types of scholars, those from diverse cultures, but also those from diverse and not yet matured intellectual experiences. The public good is served when all great minds – even the hidden ones – are given equal chances to flourish. Our programs seek to accomplish this throughout by offering rich experiences coupled with administrative and peer mentorship that will promote successful matriculation.

Graduation rates and retention are important numbers to judge the efficiency of our MS and PhD programs. Both programs show graduation rates a bit longer than ideal. Ideally a 32 hour MS program should take one calendar year, but rarely has that ever been achieved.
Because this program accepts students from diverse backgrounds – even a professional degree in architecture could be considered diverse in the realm of research – it is difficult for students to get the basics of research methodologies and aligned with graduate committees in order to hone an idea and complete research and writing in that time. Typically the least amount of time to completion is 2+ years and most often it is 3 years. For our PhD program the time depends on the students’ personal situation. The shortest time to degree is 3 years, usually accomplished by international students receiving full funding from their home country. The time of 6.5 years is beyond the ideal of 5 years, but not terribly egregious.

Since our research programs rely on the student to define their area of study instead of a particular professor plugging them into an existing research stream, all students, but especially students from different cultures, are not accustomed to having such intellectual freedom and they struggle to define their research questions. We take a guarded mentorship approach where we encourage the struggle while also taking care to not lose them to frustration. We find this enriches the overall research atmosphere and gives them the confidence needed to develop their own research focus upon graduation.

The Department of Architecture has a number of funding sources that allow us to offer extensive travel opportunities for graduate students to present papers at conferences. This amount increased from $20,000 in 2013 to $32,000 in 2018. Other travel almost equal to this amount was funded from sources other than the department through research grants, or the college international travel fund. The department was also able to increase its support of MS/PhD students in the form of assistantships from 15 in 2013 to 31 in 2018. This increased effort results in greater stability for students and comes from largely from increased efforts and the college and university level to heighten attraction and retention of research students. We anticipate this funding to grow in the future with departmental attention being paid to corporate research partnerships.

Still, even with these increased commitments along with greater scholarship offerings, attracting and holding the most promising students is a challenge. Full support has become an expectation by students, an expectation we will likely never meet. However, that expectation has not kept our program from thriving and graduating students with high quality dissertations.
At their inception 30 years ago, the MS and PhD programs were the conceptual exception to many architecture programs and ours was no difference. As the first and only one of two land grant universities in Texas (Prairie View University, 1890) Architecture floated through the Agricultural and Mechanical identity of Texas A&M. As Texas A&M evolved to a large vibrant AAU member research became the central focus of all its tenured and tenure track faculty as well as the primary decision-making criterion for future endeavors for the department and college. Around the year 2000, the MS and PhD programs were codified as important service activities for tenure and promotion. Publication with graduate students was encouraged as a means of aiding faculty research production. Research centers were created and affiliation was encouraged for faculty and students. Graduate certificates were promoted as important research specializations for all students and interdisciplinary education through the college’s research centers was highly valued.

These moves towards research radically altered the landscape for the MArch professional program and its BED sibling. Once the solitary focus in the Department of Architecture the design programs were pushed to a second tier by changes in the university. Design faculty found it difficult if not impossible to maintain a design practice and qualify for tenure and/or promotion. The university requirements for grant procurement and publication as the primary modes of assessment altered hiring practices towards candidates with research degrees and experience.

These factors of evolutionary change occurred slowly and did not have immediate impact on the prevailing culture of academic practice in the department. Design and the design studio remained the prevailing lexicon for the department and the source of its identity. A bifurcation between the university’s assessment criteria and the design identity of the department further empowered the research model. Space and financial resources were allocated to those successful in research where design was largely understood to be an educational activity and therefore a lower tier endeavor in the eyes of the university.

Nevertheless, design retains its importance in the department and the split between design and research has grown into identity separations in the department. In 2018 the department organized a think tank of advisors to discuss issues of design, research, education, and design research. Through those experiences and multiple internal discussions with faculty and students, an understanding emerged that could shape a significant future direction for the department where design and research were partners in that future with research serving as the string the tied all programs together.
Research has been highly regarded for centuries and has risen to the point that some design fields see it as a threat. It will be a threat if we don’t engage it but let others define it for us. The changes made in the undergraduate curriculum to provide undergraduate thesis opportunities in 4th year design coupled with summer undergraduate research activities will prepare students not only for MS and PhD graduate degrees but will also create research opportunities in design. Through professional partnerships in undergraduate theses and new dual degree offerings in MS/PhD and MArch, PhD, the existing MS and PhD programs will no longer be just our research programs but will be the guiding forces behind design-research, applied research in design.
Appendices
<table>
<thead>
<tr>
<th>Appendix A</th>
<th>Facilities</th>
</tr>
</thead>
</table>


The College of Architecture inhabits 4 buildings. Langford A (ARCA) is the primary building that houses the Deans office on the second floor, the Department of Landscape and Urban Planning on the third floor and the Department of Architecture on the 4th floor. The Department of Constructions Science is housed in Frances Hall (FRAN) and the Department of Visualization is housed primarily in Building C (ARCC). We also have our research centers and faculty offices in Scoates (SCTS) and our woodshop and Geren Auditorium ARCB (not labeled) adjacent to ARCC.

Within this Central Campus grouping students in the MS/PhD program have access to research center spaces within Scoates and Langford. ARCA contains print services, photography studio, and a maker space on the first floor.

In 2010 the College of Architecture supported a college library called the Technical Reference Center (TRC). It was located in what is now the Wright Gallery. The Department of Architecture decided to take on the responsibility of managing the TRC book collection and moved them to the 4th floor. Though the books and periodicals are available for checkout as usual the space for students to study is gone.

All design students are given a desk for a semester. Research students are not. There are a series of lockers available for MS and PhD students currently in 2 locations on the 4th floor. The green spaces below mark the Primary PhD spaces.
<table>
<thead>
<tr>
<th>Appendix B</th>
<th>Finances</th>
</tr>
</thead>
</table>


The Department of Architecture budget consists of a number of accounts with monies that can be used in different ways. Basically these fall into the following categories:

- State funds for salaries – 3.5M
- Local funds for operating – .3M
- Differential Tuition – .9M
- Graduate Program Fees – .65M

These numbers reflect 2018/19 budget year. Within these categories we are able to allocate monies for various uses, often at our discretion but within the confines of the categories. Graduate fees must be used for graduate programs and undergraduate fees similarly are confined to undergraduate programs. There are ventures that sometimes overlap where funds can be shared. Examples of this would be furniture allocations, adjunct salaries, and lecture series or events intended for everyone.

One area that has enabled a significant increase in our budget over the last 5 years has been online courses. Surcharges for online courses feed directly into department budgets allowing for about .6M per year in funds to support mostly undergraduate students. Graduate programs can create online courses and create similar types of funds, but student numbers often don’t make them worthwhile.

A focus over the last four years has been an increase in graduate travel funding and in the number of graduate assistantships awarded. These funds come primarily from the Graduate Program Fee but are subsidized by our local funds account when needed.
KOICHIRO AITANI

Department of Architecture  kaitani@arch.tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX  77843

Professional Preparation

2015  Ph.D. in Human-Environment Studies, Kyushu University, Japan.
1994-1997  Master of Architecture, Virginia Polytechnic Institute and State University, Blacksburg.
1989-1994  Bachelor of Engineering, Kyushu University, Japan.

Academic Appointments

2018-present  Associate Department Head for Undergraduate Programs
2013-present  Associate Professor (Tenure Track)
Department of Architecture, Texas A&M University.
2013-present  Visiting Professor
Department of Architecture and Urban Design, Faculty of Human-Environment Studies, Kyushu University.
Promotion for International Affair, Organizer and instructor for LSPA Program (Language for Specific Purposes, Architecture Program).
2009-2013  Associate Professor (Non-Tenure: Project Based Contract).
Department of Architecture and Urban Design, Faculty of Human-Environment Studies, Kyushu University.

Professional Appointments

2009-2010  Consulting Partner, OM Sekkei, Tokyo, Japan
2007-2008  Partner, OM Sekkei, Tokyo, Japan, Participated in architectural design (including schematic design, design development, 3D modeling, computer rendering, and construction document and construction management).
2001-2007  Senior Architect, Skidmore Owings and Merrill, Inc. London, UK, Participated in architectural design (including schematic design, design development, and construction document).
1999-2001  Senior Architect, Skidmore Owings and Merrill, LLP. San Francisco, USA. Participated in architectural design (including schematic design, design development, and construction document).

**Five Most Recent Works and Exhibitions**


**Five Other Significant Works**

- **Start-up** of LSPA Program (Language for Specific Purposes, Architecture Program) in collaboration with Kyushu University, Japan


AHMED K. ALI, Ph.D.

Department of Architecture
TAMU 3137
College Station, TX 77843

ahali@tamu.edu
www.arch.tamu.edu

Professional Preparation


2012  Master of Science in Architecture (Building Science & Construction Track), School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, USA.

2004  Master of Architecture with Honors | Thesis Book Award Recipient, School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, USA.

1997  Bachelor of Fine Arts in Architecture with Distinction, Department of Architecture, Faculty of Fine Arts, Alexandria University, Alexandria, Egypt.

Academic Appointments

2015-present  Assistant Professor of Architecture (Tenure Track), Department of Architecture, College of Architecture, Texas A&M University, College Station, Texas, United States.

2013-2014  Assistant Professor of Architecture, Department of Architecture, Faculty of Art, Design, and Architecture, Bilkent University, Ankara, Turkey.

2012-2013  Adjunct Research Professor (Integrated Design and Building Construction), School of Architecture + Design | Department of Building Construction, College of Architecture and Urban Studies, Virginia Tech, United States.


2004-2009  Adjunct Professor of Architecture, School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, United States.

2007-2010  Visiting Assistant Professor of Architecture, Department of Architectural Engineering and Environmental Design, Arab Academy for Science and Technology (AAST), Alexandria, Egypt.

2001-2003  Graduate Research Assistant, Flexible Low-cost Automated and Scaled Highway Research Project (FLASH), Virginia Tech Transportation Institute (VTTI), Blacksburg, Virginia, United States.

1998-2001  Instructor, Department of Architecture, Faculty of Fine Arts Alexandria University, Alexandria, Egypt.

Professional Appointments

2012-2013  Research Associate, Center for Sustainable Mobility, Virginia Tech Transportation Institute, Virginia Tech.


2002  Project Architect, Community Design Assistance Center (CDAC), Blacksburg, Virginia, United States.
2001  **Architect Intern**, Weaver Architecture Studio, Bristol, Tennessee, United States.


**Five Most Recent Works and Exhibitions**


**Five Other Significant Works**

2018  **Keynote speaker** to the Scandinavian architecture seminar PLÅT18 in Malmo, Sweden, along with the Korean architect Moon Hoon. *Previous speakers included: Ryue Nishizawa of SANAA, Caroline Bos of UN Studio, Kengo Kuma, Karolin Schmidbaur of Coop Himmelb(l)au, Jau, Robert Greenwood of Snøhetta, Farshid Moussavi, and William Zahner, Zahner company, among others.*


JOHN CRAIG BABE

Department of Architecture cbabe@unl.edu
TAMU 3137 www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

1984- 1989  BArch, University of Toronto, School of Architecture & Landscape Architecture, (Five-year CACB accredited professional degree in architecture)

Academic Appointments

2007-2017  Assistant Professor of the Practice, Texas A&M University, College of Architecture
2009-2010  Associate Department Head, Bachelor of Environmental Design program.

Professional Appointments

2010-present Principle, Craig Babe Architect, College Station Texas.
1992-present Various single family residential renovation and new construction, urban infill, and commercial in Toronto.

Five Most Recent Works and Exhibitions

2000-2007  Barranco de Veneguera, Gran Canaria, a 4000 unit hotel/residential development in 5 km long natural canyon opening into the Atlantic Ocean. Winning project of an invited international competition.
           Kennedy Center competition.
           U.S. Institute of Peace competition.
           Capital Region Health Center, Tallahassee, Florida, a new hospital.
           Sportevo, a new wellness and sports oriented company. Designed Sportevo Life Center for partner company Fitcare.
Five Other Significant Works

1998-1999  Worked on different aspects of the Department of Social Services (DSS) Headquarters, in Newcastle & Washington UK – a Private Finance Initiative (PFI) project consisting of two office parks for more than 5,000 employees and more than one million square feet. Designed and detailed several structures, detailed Amenity Building including restaurant and daycare center, coordinated and documented site package.

1995-1997  Worked on four Egyptian hotel and resort projects on the Red Sea and Gulf of Aqaba.

1992-ongoing  Various single family residential renovation and new construction, urban infill, and commercial in Toronto.
JUAN CARLOS BALTAZAR

Department of Architecture  
jcbaltazar@tamu.edu  
TAMU 3137  
www.arch.tamu.edu  
College Station, TX 77843

Professional Preparation

2006  Ph.D., Mechanical Engineering, Texas A&M University, College Station, TX.
2000  M.S., Mechanical Engineering, Texas A&M University, College Station, TX.
1994  Specialization in Computer Sciences [Equivalent to a Master Degree], Leon Institute of Technology, Mexico.
1990  M.S., Mechanical Engineering, University of Guanajuato, Mexico.
1983  B.S., Chemical Engineering, University of Guanajuato, Mexico.

Academic Appointments

2015-present  Associate Professor, Department of Architecture, Texas A&M University.
2007-2015  Visiting Assistant Professor, Department of Architecture, Texas A&M University.
1983-2000  Associate Professor (tenured), College of Engineering, Instituto de Investigaciones Cientificas (Scientific Research Institute), University of Guanajuato.

Professional Appointments

2016-present  Associate Director, Energy Systems Laboratory, Texas Engineering Experiment Station (TEES), The Texas A&M University System.
2013-2015  TEES Research Engineer, Energy Systems Laboratory, Texas Engineering Experiment Station (TEES), The Texas A&M University System.
2008-2013  TEES Associate Research Engineer, Energy Systems Laboratory, Texas Engineering Experiment Station (TEES), The Texas A&M University System.
1999-2008  TEES Engineering Research Associate, Energy Systems Laboratory, Texas Engineering Experiment Station (TEES), The Texas A&M University System.
1988-1995  Deputy Academic Director (Secretario Academico), Instituto de Investigaciones Cientificas (Scientific Research Institute), University of Guanajuato.

Five Most Recent Works and Exhibitions


Five Other Significant Works


LILIANA BELTRAN

Department of Architecture       LBeltran@arch.tamu.edu
TAMU 3137        http://faculty.arch.tamu.edu/lbeltran
College Station, TX 77843 http://research.arch.tamu.edu/daylight

Professional Preparation

1983  Professional Degree in Architecture and Urbanism (Five-Year Degree Program), National University of Engineering, Peru, Advisors: Professor Víctor N. Smirnoff, and Professor José Garcia-Bryce.

Academic Appointments

2010-present  Associate Professor, Department of Architecture, Texas A&M University.
2002-2010  Assistant Professor, Department of Architecture, Texas A&M University.
2002-present  Member of Graduate Faculty, Texas A&M University.
2001  Visiting Faculty, School of Architecture, California College of the Arts, San Francisco.
1997-2001  Assistant Professor, College of Architecture, Texas Tech University.
1996  Visiting Assistant Professor, Graduate Faculty of Architecture, Urbanism and Arts, National University of Engineering, Peru.
1986-1996  Assistant Professor, Faculty of Architecture, Urbanism and Arts, National University of Engineering, Peru.
1983-1985  Graduate Teaching Fellow, School of Architecture, University of Oregon, Eugene.
1980-1983  Lecturer, Faculty of Architecture, Urbanism and Arts, National University of Engineering, Peru.

Professional Appointments

2004  Visiting Fellow, Ove ARUP, Lighting Group, London (Summer).
1988-1997  Researcher, Windows and Daylighting Group, Building Technologies Program, Environmental Energy Technologies Division, Lawrence Berkeley National Laboratory (LBNL), Berkeley, California.
Five Most Recent Works and Exhibitions


Five Other Significant Works


ALEJANDRO BORGES GONZALEZ

Department of Architecture  aborges@arch.tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX 77843  www.alejandroborges.com

Professional Preparation

2002  Sculpture Studies  - Caracas Venezuela.

Academic Appointments

2016-present  Assistant Professor, Department of Architecture. Texas A&M University.
2014-2016  Visiting Associate Professor. University of Texas, Arlington.
2005  Visiting Critic, University of Texas.
1994-present  Design Studio Associate Professor, Tenure Department of Architecture Univemidad Simon Bolivar, Caracas, Venezuela.
1999  Visiting Professor, Polytechnic University of Puerto Rico.
1993-1994  Teaching Assistant - AutoCAD • studio Cornell University Ithaca, New York

Professional Appointments

1994-present  Independent Architect
1992  Chief of Architecture Department Consolidated Bank; Caracas.

Five Most Recent Works and Exhibitions

2018  KROB International International Delineation Competition. Finalist.


**Five Other Significant Works**

**Research Funding Awarded:**


**Peer Reviewed Publications:**


ALIREZA BORHANI
Department of Architecture       b o r h a n i @ t a m u . e d u
TAMU 3137
College Station, TX  7 7 8 4 3

Professional Preparation

1999  Bachelor of Architecture (Continuous to Master Degree), School of Architecture and Urban Planning, Shahid Beheshti University (SBU), Tehran, Iran.

Academic Appointments

2014-present  Lecturer, Texas A&M University, Department of Architecture, College of Architecture.
2012-2014  Instructor, Virginia Tech, inside ARCHITECTURE+DESIGN program, School of Architecture + Design, CAUS.
2010-2014  Graduate Teaching and research Assistant, Virginia Tech, School of Architecture + Design, College of Architecture and Urban Studies.
2003-2004  Adjunct Faculty, Salehan University, Department of Architecture, Tehran, Iran.
2001-2004  Graduate Teaching Assistant, Shahid Beheshti University, Department of Architecture.
1996-2004  Undergraduate & Graduate Research Assistant, Shahid Beheshti University, Art of Engineering Lab, Department of Building Technology.

Professional Appointments

2013  Founding Member & Partner, [trans]LAB (Design-Build).
2011  Researcher and Designer, Skidmore, Owings & Merrill (SOM) | Chicago, USA.
2006-2009  Founding Member, Executive Manager, Al Fajer Decoration Co.| Dubai, United Arab Emirates.
2006-2009  Senior Architect and Project Manager, Al Ahmadiah Co.| Dubai, United Arab Emirates.
2004-2006  Founding Member, CEO, (Architecture, Interior Design, and Industrial Design), JA Workshop Co. (Design-Build) | Tehran, Iran.
2005  Invited designer for special projects, Gozineh Consulting International Co. | Tehran, Iran.
2005  Part-time Associate (Collaborating in several projects), Jodat & Associates Consulting Co. | Tehran, Iran.
2003-2004  Associate Architect, Design Core; 4th Space Architects and Urban Designer | Tehran, Iran.
1999  Invited designer for a special project, Naghsh Consulting Co. | Tehran, Iran.
### Five Most Recent Works and Exhibitions

<table>
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<tr>
<th>Year</th>
<th>Authors and Title</th>
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### Five Other Significant Works

<table>
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<tr>
<th>Year</th>
<th>Authors and Title</th>
</tr>
</thead>
</table>
STEPHEN CAFFEY

Department of Architecture
TAMU 3137
College Station, TX 77843

stephencaffey@tamu.edu
www.arch.tamu.edu

Professional Preparation

2008 PhD, Art History, University of Texas at Austin.
2001 MA, Art History, University of Texas at Austin.
1994 BA with honors, American Studies, University of Texas at Austin.

Academic Appointments

present Instructional Associate Professor, Department of Architecture, Texas A&M University
Associate Department Head for Research, Department of Architecture, Texas A&M University
Coordinator of MS and PhD Programs, Department of Architecture, Texas A&M University

Professional Appointments

2017-present Associate Department Head for Research/Coordinator of MS and PhD Programs, Department of Architecture, Texas A&M University
2015-2019 Instructional Assistant Professor, Department of Architecture, Texas A&M University
2015-2017 Coordinator of Online and Distance Learning Education, Departments of Architecture and Visualization, Texas A&M University
2011-present Scientific Consultant, Zhurgenov Kazakh National Academy of Arts, Almaty, Kazakhstan
2008-2015 Assistant Professor, Department of Architecture, Texas A&M University
Spring 2008 Visiting Assistant Professor, Department of Architecture, Texas A&M University
2004, 2007 Instructor, Department of Art History, The University of Texas at Austin

Five Most Recent Works and Exhibitions

Five Other Significant Works


GABRIELA CAMPAGNOL  
campagnol@tamu.edu  
www.arch.tamu.edu

Department of Architecture       campagnol@tamu.edu  
TAMU 3137  
College Station, TX 77843

Professional Preparation

2008  Ph.D. in Architecture and Urbanism, University of São Paulo (USP), Brazil. Degree in the concentration area of History and Theory of Architecture and Urbanism.
2003  Master’s in Architecture and Urbanism, University of São Paulo.
1999  Professional Degree in Architecture and Urbanism, University of São Paulo. Five-year degree equivalent to a Bachelor of Architecture (B.ARCH) in the United States.
1994  Professional Degree in Construction, Escola Técnica Estadual - ETEC Polivalente de Americana [São Paulo State Technical School at Americana], Brazil (Four-year technical degree).

Additional Training

2001  Urban History Methodologies, The Contemporary City, directed by Dr. Vittorio Magnago Lampugnani (Swiss Federal Institute of Technology, Zurich), Department of Architecture and Urbanism, University of São Paulo (12 hours).
1997  Study Abroad Program, Barcelona: From Gaudí to the Olympics, Escuela Tecnica Superior de Arquitectura de Barcelona, University Polytechnic of Cataluña (UPC), Barcelona, Spain (50 hours).

Languages  Fluent in English, Portuguese, and Spanish. Reading and basic comprehension in Italian and French.

Academic Appointments

2017-present  Lecturer, Department of Architecture, Texas A&M University. Coordinator for online courses; Chair of the Lecture Series and Digital Technology committees.
2008-2016  Assistant Professor, Department of Architecture, Texas A&M University.
2007-2008  Visiting Assistant Professor, Department of Architecture, Texas A&M University.
2005  Visiting Assistant Professor, School of Architecture, University of Illinois at Urbana-Champaign.
2001-2002  Teaching Assistant, Department of Architecture and Urbanism, University of São Paulo at São Carlos.

Professional Appointments

2002-2008 Consulting Architect, Mantovani-Mantovani Ltda, Santa Bárbara, SP, Brazil. In charge of design and technical supervision for multiple projects including public schools, community buildings, hospitals, mixed-use buildings, adaptive reuse, urban rehabilitation, and urban infrastructure.

2002-2006 Principal Architect, Gabriela Campagnol private practice, SP, Brazil. In charge of design and construction management of residential, commercial, and mixed-use buildings; worked on interior design, adaptive reuse, and building renovation.

Five Most Recent Works and Exhibitions


Five Other Significant Works


MARK CLAYTON

Department of Architecture       mark-clayton@tamu.edu
TAMU 3137       www.arch.tamu.edu
College Station, TX  77843

Professional Preparation

1998    Ph.D., Civil and Environmental Engineering, Stanford University, A Virtual Product Model for Conceptual Building Design Evaluation, Committee: Dr. Paul Teicholz (Chair), Dr. Martin Fischer (Co-Chair), Dr. Helmut Krawinkler, Dr. John Kunz.

1987    Master of Architecture, University of California, Los Angeles, A Computerized Consultant for Climate Responsive Building Design, Committee: Murray Milne (Chair), Dr. Robin Liggett, Jeffrey Hamer.

1983    Bachelor of Architecture, Virginia Polytechnic Institute.

Academic Appointments

2018-present    Director, CRS Center for Leadership and Management in the Design and Construction Industry, College of Architecture, Texas A&M University. Manage the operations of the CRS Center with respect to archives of Caudill Rowlett Scott, provide service to the public with respect to the mission of the center, and foster and conduct research aligned with the mission of the center.

2012-present    William M. Peña Endowed Professor of Information Management. Department of Architecture, Texas A&M University. Provide leadership in information technology, modeling, and simulation to improve design processes and outcomes.

2008-2012    Liz and Nelson Mitchell Professor of Residential Design, Department of Architecture, Texas A&M University. Provide leadership in design studio education related to residential design incorporating and integrating both digital technology and hands-on experiences.

2007-2008    Professor, Interim Head, Department of Architecture, Texas A&M University. Departmental administration, faculty management, faculty hiring, course scheduling, strategic planning, gift development, student recruiting, publicity and publications, and management of staff.

2006-2007    Associate Professor, Interim Head, Department of Architecture, Texas A&M University. Departmental administration, faculty management, faculty hiring, course scheduling, strategic planning, gift development, student recruiting, publicity and publications, and management of staff.

2001-2006    Associate Professor, Department of Architecture, Executive Associate Dean and Director of Graduate Studies, College of Architecture, Texas A&M University. College operations, strategic planning, academic program management, facility management, budget planning and financial management, research administration, and general administration, and courses in computer applications and architectural design.

1995-2001    Assistant Professor, Department of Architecture, Texas A&M University. Courses in design studio, computer applications in architecture, facility management. Research in computer applications and facility management.


1987 **Graduate Teaching Assistant**, Graduate School of Architecture and Urban Planning, UCLA. Courses in climate responsive design.

**Professional Appointments**

2010-present **Chief Executive Officer**, SMARTreview, Inc. The company is developing automated plan review software for the construction industry.


**Five Most Recent Works and Exhibitions**


**Five Other Significant Works**


1987 Climate Consultant. Software for analysis of climate data to develop building energy efficiency design strategies. Since the original version was written by Dr. Clayton, the software has been continuously updated by UCLA. It is available for download at http://energy-design-tools.aud.ucla.edu/climate-consultant/request-climate-consultant.php

Since 1987, it has been downloaded thousands of times and is used at schools and professional firms around the world.
CHARLES H. CULP

Department of Architecture
TAMU 3137
College Station, TX 77843

cculp@tamu.edu
www.arch.tamu.edu

Professional Preparation

1976      Ph.D., Solid State Physics (EE minor), Iowa State University, Ames, IA.
1970      B.S., Physics, with Highest Honors, New Mexico Institute of Mining and Technology, Socorro, NM.

Academic Appointments

2011-present Professor, Department of Architecture, Texas A&M University.
2004-2011 Associate Professor, Department of Architecture, Texas A&M University.
1999-2004 Associate Director, Energy Systems Lab, Texas A&M University.

Professional Appointments

1997-1999 Director of Research, Emerson Electric Inc., Fisher Controls, Marshalltown, IA.
1995-1997 Director, Emerson HVAC/R Advanced Development Center, Sidney, OH.
1995-1997 Director of Engineering, Alco Controls, St. Louis, MO.
1994-1995 Deputy Director, Emerson Advanced Materials Center, Columbus, OH.
1977-1994 Senior Engineer, Principal Engineer, Sr. Principal Engineer, Honeywell Fellow, Honeywell Inc. Arlington Heights, IL.
1975-1977 Project Director, Interand Corporation, Chicago, IL.
1970-1975 Graduate Research Assistant, NSF Fellowship, Iowa State University, Ames, IA.
1966-1970 Co-Op Student (Design Engineer), Geophysics Research Laboratory at New Mexico Tech, Socorro, NM.

Five Most Recent Works and Exhibitions


**Five Other Significant Works**


SARAH DEYONG

Department of Architecture       sdeyong@unl.edu
TAMU 3137         https://tamu.academia.edu/
College Station, TX 77843       SarahDeyong

Professional Preparation

1994     M.A., Department of Art History, University of Toronto.
1989     B. Arch., School of Architecture, University of Toronto.

Academic Appointments

2014-2018     Associate Professor with tenure, Dept. of Architecture, Texas A&M University.
2007-2014     Assistant Professor, Department of Architecture, Texas A&M.
2005-2007     Visiting Assistant Professor, School of Architecture, Pratt Institute.
2001-2002     Lecturer, Undergraduate Writing Program, Princeton University.

Professional Appointments

2016-2020     Board Member of the Journal of the Society of Architectural History, National flagship journal of the Society of Architectural Historians, Advise the head editor on editorial issues, such as recommendations for qualified reviewers.
1998     Researcher for the Canadian Center for Architecture, Montreal.

Five Most Recent Works and Exhibitions

http://vcu.sagepub.com/content/15/3.toc.


http://www.tandfonline.com/eprint/Tl72MnQM4rPuKa4UqwqV/full

Five Other Significant Works


MARCEL ERMINY

Department of Architecture
TAMU 3137
College Station, TX 77843

merminy@tamu.edu
www.arch.tamu.edu

Professional Preparation

1981-1987 Five Year Professional Degree (graduated with honors)
School of Architecture, Central University of Venezuela

Academic Appointments

2002-present Associate Professor of Practice
Department of Architecture, Texas A&M University

2012-2017 Associate Department Head for M. Arch
Department of Architecture, College of Architecture, Texas A&M University

2007-2008 3+4 Year Program Coordinator
Department of Architecture, College of Architecture, Texas A&M University

1997-2002 Professor, School of Architecture, Central University of Venezuela

1988 Professor, School of Architecture, Jose Maria Vargas University.

Professional Appointments

Jun.99-Feb.00 Kerese Apartment Preliminary Design, Project and Executive Project, Caracas, Venezuela
Jan.97-Apr.99 Residential Houses (8 Houses) “Las Quintas” Preliminary Design, Project and Executive Project
Project Manager And Head Of Architecture Team, Los Chorros, Caracas, Venezuela
Jan.94-Sep.96 Urban Landscape Design For Macagua Preliminary Design and Project, C.V.G.
Electrificación Del Caroní, Edelca, Puerto Ordaz, Venezuela

Exterior Areas Design For Muci’s Apartment Preliminary Design and Project
Los Chorros, Caracas, Venezuela

“Detrás De Las Cosas” Diseño Industrial En Venezuela Museography Project and Execution Cetro De Arte La Estancia, Pdvsa, Caracas, Venezuela

Erminy Abouhamad House (“My House”) Preliminary Design and Project
Prados Del Este, Caracas, Venezuela

Traboulsi’s House Preliminary Design, Project and Executive Project
Barquisimeto, Lara State, Venezuela

“La Violeta Del Este” Store Preliminary Design, Project and Execution Project
Las Trinitarias Shopping Mall, Barquisimeto, Lara State, Venezuela

Residencial Resort And Housing “Las Casonas” Preliminary Design
Pampatar, Margarita Island, Venezuela

Donna’s House Preliminary Design, Project and Executive Project
Caicauana, Caracas, Venezuela

1982-1987 Architecture Assistant
### Recent Works And Exhibitions

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr-07-15</td>
<td><strong>Department of Architecture Faculty Art Show</strong></td>
<td>Texas A&amp;M University Stark Gallery</td>
</tr>
<tr>
<td>Jun-03</td>
<td><strong>TVAA (Texas Visual Arts Association) Regional Show</strong> (<a href="https://www.tvaa.org">www.tvaa.org</a>)</td>
<td></td>
</tr>
<tr>
<td>Sep-04</td>
<td><strong>Architectural Photography “A Closer Look”</strong></td>
<td>Langford Gallery, College of Architecture, Texas A&amp;M University</td>
</tr>
<tr>
<td>Sep-04</td>
<td><strong>Architectural Photography “Approach”</strong></td>
<td>Langford Gallery, College of Architecture, Texas A&amp;M University</td>
</tr>
</tbody>
</table>
Gabriel Esquivel

Department of Architecture
TAMU 3137
College Station, TX 77843

gabe@theoremas.com
www.arch.tamu.edu

Professional Preparation

1988 Master's Degree in Architecture, Ohio State University, Columbus, Ohio.
1984 Bachelor's Degree in Architecture, Universidad Intercontinental, Mexico City.

Academic Appointments

2014-present Associate Professor, Department of Architecture, College of Architecture, Texas A&M University, College Station, Texas.
2008-2013 Assistant Professor, Department of Architecture, College of Architecture, Texas A&M University, College Station, Texas.
2006-present Invited Professor Emergent Technologies, Tecnológico de Monterrey, Mexico City.
2002-2008 Assistant Professor, Department of Industrial, Visual and Interior Design, Ohio State University, Columbus, Ohio.
1994-2008 Adjunct Professor, Knowlton School of Architecture, Ohio State University, Columbus, Ohio.

Professional Appointments

2010-present Partner, Theoremas Studio (architecture and digital fabrication), Collaboration with David Hernandez, Mexico City.
2009-2010 Partner, The Apparatus (architecture and fabrication), Collaboration with Ryan Collier, Dallas/College Station, Texas.
2006-present Principal, REVEN (a non-profit organization dedicated to the Organization of Design, Cultural and Architecture Events), Collaboration with Kivi Sotamaa.
2006-2009 Designer/Partner, Esquivel + Sotamaa (architecture, interiors, and products), Collaboration with Kivi Sotamaa, Columbus, Ohio, and Helsinki, Finland.
2003-2006 Designer/Partner, Picciotto Arquitectos (architecture and interior design), Mexico City.
2001-2002 Senior Designer, FMS Architects, Columbus, Ohio.
2000-2001 Senior Designer, Karlsberger Companies, Columbus, Ohio.
1990-2000 Senior Associate and Senior Designer, NBBJ, Columbus, Ohio, and New York, New York.

Five Most Recent Works and Exhibitions


2017  “Flat Crush.” Art Installation. 2d and 3d object using photography and acrylic. Students Commons. Texas A&M University.


Five Other Significant Works

2018  Deep Vista. Texas A&M University, Department of Architecture. April 27-28, 2018 College Station, TX. Organizer, Curator and Moderator.


BRENT FORTENBERRY

Department of Architecture
TAMU 3137
College Station, TX 77843

brforte@tamu.edu
www.arch.tamu.edu

Professional Preparation

2013 
Doctorate of Philosophy, Archaeology, Boston University
Dissertation: Church, State, and the Space In Between: An Architectural and Archaeological Study of St. George’s Bermuda.

2016 
Master's of Science, Historic Preservation, Clemson University/College of Charleston
Thesis: “Framing the Lowcountry: The Evolution of the Region's Vernacular Tradition”.

2008 
Master's of Arts, Historical Archaeology of the Modern World, Bristol University

2006 
Bachelor of Arts, Anthropology, The College of William and Mary, 2006
(High Honors).

Academic Appointments

2017-present 
Assistant Professor, Texas A&M University, Department of Architecture.
Faculty Fellow, Texas A&M University, Center for Heritage Conservation.
Research Fellow, Center for Texas Beaches and Shores, Department of Marine Sciences, Texas A&M University Galveston.

2016-2017 
Adjunct Faculty, Clemson University/College of Charleston Graduate Program in Historic Preservation.

2016-2017 
Research Scientist, Clemson University, Warren Lasch Conservation Center.

2015 
Archaeological and Architectural Researcher, Clemson University Warren Lasch Conservation Center.

2014-2016 
Visiting Researcher, Boston University, Department of Archaeology.

2012-2014 
Lecturer, Boston University, Department of Archaeology.

2008-2012 
Presidential Teaching Fellow, Boston University, Department of Archaeology.

Professional Appointments

2018-present  
Associate Director, Center for Heritage Conservation, Texas A&M University, College of Architecture.

2016-2017  
Associate Director for Historic Preservation, Architectural History, and Archaeological Research, Warren Lasch Conservation Center, Clemson University.
Five Most Recent Works and Exhibitions


- **Fortenberry, Brent R.** Forthcoming For Refuge and Resilience: The Storm Towers of the Santee Delta, ARRIS: Journal of Southeast Chapter of Architectural Historians.

- **Fortenberry, Brent R.** Under Review. Digital Documentation in Preservation Education and Research: Prospects and Perils, under review for Preservation and Education and Research.


Five Other Significant Works


ANAT GEVA
Department of Architecture
TAMU 3137
College Station, TX 77843
ageva@arch.tamu.edu
www.arch.tamu.edu

Professional Preparation

1990 Certificate in Historic Preservation, Israel Association of Engineers and Architects.
1975 Master of Architecture, The Ohio State University, "Massada - Recreation and Tourist Center: A Design Proposal for A Special Environment in The Dead Sea, Israel".

Academic Appointments

2013-present Professor, Department of Architecture, Texas A&M University, College Station, Texas.
2003-2013 Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas.
2000-2002 Assistant Professor, Department of Architecture, Texas A&M University. College Station, Texas.
1998-1999 Visiting Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1991-1996 Visiting Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1984-1985 Visiting Assistant Professor, Department of Architecture, Ohio State University, Columbus, Ohio.
1982-1983 Visiting Assistant Professor, Department of Environmental Design, Bezalel: Academy of Art and Design, Jerusalem, Israel.
1976-1977 Visiting Assistant Professor, Department of Architecture, Ohio State University, Columbus, Ohio.
1975-1976 Visiting Assistant Professor, Department of Landscape Architecture, Ohio State University, Columbus, Ohio.

Professional Appointments

  1. International Competition: Campus plan for Bezalel- Academy of Art and Design, Jerusalem, Israel (see honor award above).
  2. Proposal for addition to a Historic Synagogue, Dallas, Texas.
1985-1990  **Owner and Principal**, Anat Geva, Architect, Tel-Aviv, Israel. Main Street Project/Tel-Aviv (Huzot Hair): Preservation, renovation, adaptive use of historic buildings in Tel-Aviv and Jaffa, Israel. Second Place in a design competition of a community center and housing for the elderly, Yahud, Israel, by The Israeli Association for Planning and Developing Services for the Elderly. Design of private residences in Israel: Ramat-Hasharon, Ganei-Yehuda, Ramat-Gan, Tel-Aviv. Landscape and site development of Geriatric wards, Tel-Aviv, Israel. Design and renovation of interior office spaces in historic and new buildings (lawyers, insurance, and clinics), Tel-Aviv, Israel.


1978-1979  **Project Architect**, Rechter Architects, Tel-Aviv, Israel. Addition to a historic hotel: Nazareth, Israel. Addition to a health clinic: Haifa, Israel. Member of a team of architects and planners: regional planning and urban design, Gilo-Jerusalem, Israel.

1975-1976  **Project Architect**, Seligson, Architects and Engineers, Columbus, Ohio Design of department stores and industrial warehouses, Columbus, Ohio.

1973-1974  **Designer**, M. Bar Architects and City Planners, Tel Aviv, Israel Educational Center: a complex of three schools, Holon, Israel. Member of a team of architects and planners: development of seashore recreation and tourism, Ashkelon.

Five Most Recent Works and Exhibitions

**Books:**

**Chapters:**

**Articles:**

Five Other Significant Works

**Key Note:**

**Editorial Work:**
- Co-Founder and co-Editor of the journal: Reservation Education and Research (PER).
- Co-Editor of Arris (the Journal of Southern Eastern Architectural Historians).
- Book review editors of 16 volumes of APT Bulletin.

**Professional Service:**
- Board member of the Society of Architectural Historians.
BRIAN GIBBS

Department of Architecture  bgibbs@arch.tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX  77843

Professional Preparation

2006  Master of Architecture, Texas A&M University.
2004  Bachelor of Environmental Design, Texas A&M University.

Academic Appointments

2014-Present  Lecturer, Department of Visualization, College of Architecture, Texas A&M University, College Station, USA
2017-Present  Director of the ARTS Lab (Art+Research+Technology+Science) Lab. Texas A&M University. College Station, USA
2014-2015  Art Director for Concept Art and UI/UX Design, LIVE Lab. Texas A&M University. College Station, USA

Professional Appointments

2010-2013  Director of Creative Technologies, Clients: Sony, 20th Century Fox, Universal, Disney and others, London, UK
2009-2015  Digital Media, Video Production and Broadcasting Consultant Sacramento Kings NBA, Sacramento, USA
2000-2005  Art Director and New Media Producer, Anderson Solone Advertising, clients: Intel, Microsoft, HP, NEC, Aerojet and other technology based companies, Sacramento, USA

Five Most Recent Works and Exhibitions

2017  “Art and Inclusivity in the Digital Age” IDEAS Exhibition 2017, Group Exhibit at the University of the District of Columbia
2017  “Microbites of innovation” Creativity and Cognition 2017, Group Exhibit at the ArtScience Museum Washington DC, USA Singapore, Singapore
2017  Viz-A-GoGo “24Bit”, Group Exhibit, Bryan, USA
2017  SxSW 2017 Group Exhibit, Texas A&M House, Austin, USA
2016  “Embodiment” Group Exhibit, Brazos Art Center, College Station, USA
Five Other Significant Works

2017  iDMAa Conference Artist Talk: “What is the human?” University of the District of Columbia, Washington DC, USA
2017  ISEA 2017 Conference Artist Talk: “What is the human?” University of Caldas, “Festival de la Imagén”, Manizales, Colombia
2015  EVA 2015 Conference participation, London, UK

Five Synergistic Activities

2017  Guest Speaker Texas A&M University Mays Business School Advertising Student Group
2017  Founder of the ARTS Lab (Art Research Technology Science Lab)
2017  Supervising students in collaboration with the Center for Undergraduate Research
2016-2017  Designed and Developed Interdisciplinary Research-based Projects for Vertical Studio
2016-2017  Served as student portfolio reviewer and advisor for the Visualization Industry Fai
KEVIN T. GLOWACKI

Department of Architecture       kglowacki@tamu.edu
TAMU 3137 http://orchid.org/0000-
College Station, TX 77843 -0003-1045-7867

Research & Teaching Areas

Classical and Near Eastern archaeology; ancient–medieval art & architectural history; vernacular architecture; heritage conservation; cultural heritage management

Education

1988–1990 American School of Classical Studies at Athens, Greece (Regular Member 19881989; Associate Member 1989-1990).
1985   M.A., Loyola University of Chicago, Greek.
1981–1982 Loyola University Rome Center of Liberal Arts.
1983   A.B. Classics, Loyola University of Chicago, Latin and Greek.

Academic Appointments

2014–present  Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas; Faculty Fellow, Center for Heritage Conservation (2006–present).
2008–2014  Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas.
2006–2008  Visiting Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas.
2002–2004  Visiting Assistant Professor, American School of Classical Studies, Athens, Greece.
1996–2006  Assistant Professor, Department of Classical Studies, Indiana University, Bloomington, Indiana.
1993–1996  Visiting Assistant Professor, Department of Classical Studies, Indiana University, Bloomington, Indiana.
1992–1993  Adjunct Research Assistant Professor, Department of Classics, University of Cincinnati, Cincinnati, Ohio.
1991–1992  Visiting Assistant Professor, Department of Classics, University of Cincinnati, Cincinnati, Ohio.
1991  Visiting Instructor, Department of the Classics/Department of Fine Arts, Harvard University, Cambridge, Massachusetts.

Professional & Administrative Appointments

2018–present  Director, Center for Heritage Conservation, Texas A&M University.
2016–2018  Interim Director, Center for Heritage Conservation, Texas A&M University.
Awards & Honors

2016–present  Holder of the David Woodcock Professorship in Historic Preservation, Texas A&M University.
2010  ING Professor of Excellence, Texas A&M University.
2001  Award for Excellence in Undergraduate Teaching, Archaeological Institute of America.
2000  Fulbright Senior Research Fellowship to Greece

Five Most Recent Scholarly Works/Creative Activities


Five Other Significant Scholarly Works/Creative Activities

JEFF S. HABERL

Department of Architecture
TAMU 3137
College Station, TX 77843

jeberl@tamu.edu
www.esl.tamu.edu

Professional Preparation

1986 Ph.D., Civil Engineering, University of Colorado at Boulder.
1981 M.S., Civil Engineering, University of Colorado at Boulder.
1978 B.S., Architectural Engineering, University of Colorado at Boulder.

Academic Appointments

2009-2017 Associate Department Head for Research, Department of Architecture, Texas A&M University, College Station, Texas.
2003-present Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1995-2003 Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1990-1994 Assistant Professor, Mechanical Engineering Department, Texas A&M University, College Station, Texas.
1983-1985 Instructor, Department of Civil, Environmental and Architectural Engineering, University of Colorado, Boulder, Colorado.

Professional Appointments

1995-present Associate Director, Energy Systems Laboratory, Texas A&M University, College Station, Texas.
1989-1990 Research Engineer, Energy Systems Laboratory, Mechanical Engineering Department, Texas A&M University, College Station, Texas.
1984-1988 Graduate Research Assistant, Department of Civil, Environmental and Architectural Engineering, University of Colorado, Boulder, Colorado.
1981 Engineering Intern, Swanson Rink and Associates, Denver, Colorado.

Five Most Recent Works and Exhibitions


**Five Other Significant Works**

JAMES HALIBURTON

Department of Architecture  jthaliburton@tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

2004  Master of Architecture, Texas A&M University. 2004 Edward J. Romieniec Graduate Award recipient.
2000  Bachelor of Environmental Design, Texas A&M University.

Academic Appointments

2017-present  Associate Department Head, Master of Architecture Program Coordinator, Department of Architecture, Texas A&M University.
2014-2017  Lecturer, Department of Architecture, Texas A&M University. 2017 Undergraduate Faculty Award recipient.
2009-2013  Visiting Assistant Professor, Prairie View A&M University. 2011 Undergraduate Faculty Award recipient.
2002-2007  Graduate Assistant, Teaching, Texas A&M University.

Professional Appointments

2014-present  Principal and VP of Design, Singleton Zimmer and Haliburton Architecture.
2009-present  Independent BIM Consultant.

Five Most Recent Works and Exhibitions

- Presentation given at the 25th annual Rowlett Lecture Series at Texas A&M University.
• Clayton, M. & Haliburton, J. (2011, September). *The BIM Singularity—it is farther than you think.* Lecture and workshop held at the 2011 Association of Colligate Schools of Architecture (ACSA) Fall Conference in Houston, TX.


**Five Other Significant Works**


D. KIRK HAMILTON

Department of Architecture  
khamilton@tamu.edu
TAMU 3137  
faculty.arch.tamu.edu/
College Station, TX 77843  
/khamilton/

Professional Preparation

2017  **Ph.D. in Nursing and Healthcare Innovation**, Arizona State University. Dissertation: Navigating the Patient Room: Critical Care Nurses' Interaction with the Designed Physical Environment. Committee: Gerri Lamb, Ph.D., Julie Fleury, Ph.D., & Ayse Gürses, Ph.D.

2003  **Master of Science in Organization Development**, Pepperdine University. Thesis: Design of Patient Units and Organizational Performance: Two Hospital Case Studies. Advisors: Scott Sherman, Ph.D. & David Jamieson, Ph.D.

1975  Licensed Architect, State of Texas #5585

1970  **Bachelor of Architecture**, University of Texas, Austin.

1965  **Diploma**, Phillips Academy, Andover, Massachusetts.

Academic Appointments

2016-2019  **Julie & Craig Beale Endowed Professor** in Health Facilities Design.

2011-present  **Professor of Architecture**, Texas A&M University.

2013-2016  **Faculty Fellow**, Institute for Applied Creativity.

2012  **Instructor**, Master Class, Chalmers University of Technology, Göteborg, Sweden.

2004-2011  **Associate Professor of Architecture**, Texas A&M University, Signature Faculty.

2004-present  **Faculty Fellow**, Center for Health Systems & Design.

2008  **Instructor**, Master Class, Berlage Institute, Rotterdam, Netherlands.

1990-2004  **Adjunct Faculty**, University of Houston – Clear Lake, Healthcare Administration Graduate Program.

1999-2002  **Instructor**, Harvard University Graduate School of Design, Executive Education Program.

1966-1968  **Teaching Assistant**, Architectural History, Professor Drury B. Alexander University of Texas School of Architecture.

Professional Appointments

2011-present  **Director**, Evidence-Based Design Research Lab, Texas A&M University.

2007-2014  **Associate Director**, Center for Health Systems & Design.


2007-present  **Founding Co-Editor**, *Health Environments Research & Design Journal*
Recent Works


Other Significant Works


Honors & Awards

2019  Fellow, American College of Critical Care Medicine

2017  **Evidence-Based Design Touchstone Gold Award**, Hackensack Meridian Health Project: Jersey Shore University Medical Center, Neptune, NJ

2016  **ChangeMaker Award**, Center for Health Design

2010  **Lifetime Achievement Award**, American College of Healthcare Architects

2002  Fellow, American College of Healthcare Architects

1992  Fellow, American Institute of Architects
WEILING HE

Department of Architecture       weiling.he@tamu.edu
TAMU 3137       www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

2005     Ph.D. in Architecture, Georgia Institute of Technology, Area: Design Theory
Flatness Transformed and Otherness Embodied: a study of John Hejduk's Diamond Museum and Wall House 2 across the media of painting, poetry, architectural drawing and architectural space.

1998     Master of Architecture, Southeast University, China.

1995     Bachelor of Architecture (5 year professional degree, summa cum laude), Southeast University, China.

Academic Appointments

2011-present     Associate Professor, Department of Architecture, College of Architecture, Texas A&M University.
2005-2011    Assistant Professor, Department of Architecture, College of Architecture, Texas A&M University.
2003     Instructor, College of Architecture, Georgia Institute of Technology (Course Taught: Watercolor and Ink Rendering, Spring and Fall semesters).

Professional Appointments

2018 -present     Architect Consultant (Part-time), Ruo Ben Studio, Shanghai, China
2017-2018     Architect Consultant (Part-time), New PuLan Studio, Nanjing, China.
2010-2014     Architect Consultant (Part-time), Urban Green Builders, Austin, Texas.
1999     Intern Architect (Full-time summer intern), John Portman and Associates, Atlanta, Georgia.

Five Most Recent Works and Exhibitions


2019     [Building] Na Xiang Hai Beach Facility, Rongcheng, China


Role: designer and leader artist, collaborators: Dr. Cecilia Giusti and Wayne Sadberry (curators), Dr. John Nichols (Structure Engineer).

2013  [Art Installation] Plastic Poetry, Center for American Architecture and Design, UT Austin, Texas (An installation project that won the competition. It was constructed on the UT campus and on show in the exhibition “Curtains” in October 2013.)
Role: designer and project leader, team members: Ganesh Rao and Miaomiao Xiao. The project proposes an installation constructed solely of single-use plastic shopping bags on UT campus.

Five Other Significant Works


2018  [Lecture/Performance] Peter Lang, Weiling He. “Luggage Fitness II,” 2018 Art Fair, Copenhagen, Demark

2017  [Art Installation] Kusama Wall, Austin Trash Makeover Challenge 2017, Austin, Texas
Role: lead designer, Collaborators: Cecilia Guerava (production manager), Dr. Jinsil Seo (interactive artist), Student team: Abiel Canales, Alyssa Dophied, Coutney Ward, Michael Watson.

Role: designer and leader artist, collaborators: Dr. Peter Lang (creative director), I worked with Peter Geschwind (sculptor), Amanda Newall (fashion designer), Theodore Trottner (sound artist), Sun Ying and Elin Rooth (Light artists).

RODNEY CULVER HILL

Department of Architecture       rhill@arch.tamu.edu
TAMU 3137       faculty.arch.tamu.edu/rhill/
College Station, TX  77843

Professional Preparation

1969  Master of Architecture, University of California, Berkeley,
      Behavioral and Social Factors in Architecture.
1962  Bachelor of Architecture, Texas Tech University, Architecture.

Academic Appointments

2016-2017 Taught two-week courses in the Department of Humanities in Medicine at the Health
      Science Center on the Future of Medical Technology.
Spring 2015 Taught VIST 106 Design.
Fall 2012  Taught graduate course MGMT 640 on Creativity in Mays School of Business.
2002-present Board of Directors, Institute for Applied Creativity, TAMU.
1991-2001  Associate Dean for Student Services, College of Architecture.
1989-1991  Director of Undergraduate Programs, College of Architecture.
1989-2002 In charge of student exchange program with Universidad Francisco Marroquin,
      Guatemala, CA.
1983-2000 Directed Career Horizons High School Recruitment Program for the College of
      Architecture.
1988  Taught in Texas A&M Italian Study Abroad Program.
1980-present Professor, Department of Architecture, College of Architecture, Texas A&M University.
1974-1980  Associate Professor, Department of Environmental Design, College of Architecture and
      Environmental Design, Texas A&M University.
1969-1974  Assistant Professor, Department of Environmental Design, College of Architecture and
      Environmental Design, Texas A&M University.
1968-1969  Teaching Assistant, University of California, Berkeley - developed and taught the first
      course on future studies at Berkeley.

Professional Appointments

2012  Inducted into the College of Fellows of the American Institute of Architects
2011  Piper Professor for Teaching Excellence-State of Texas
2010  Presidential Professor for Teaching Excellence, Texas A&M University
2007  Harold L. Adams Interdisciplinary Professorship in Architecture
Five Most Recent Works and Exhibitions

2016  Given a grant by the Chancellor of Texas A&M University to research and create a database for “The Future of Texas” for Extension Service Agents and the Legislature. June 2016.
2010  Designed and carved a ceremonial mace for Texas A&M University at Qatar.
2007  Researched, designed and executed a cast bronze and carved walnut sculpture that was the gift from TAMU to her highness in Doha, Qatar.
2000  Designed and dedicated a bronze sculpture for Texas A&M University Muster.
1998  Designed and dedicated a bronze Silver Taps sculpture for Reed Arena, Texas A&M University.

Five Other Significant Works

1998  Designed and finished carving a walnut mural for Student Activities to finish out the History of Texas A&M University.
1990  Designed and carved the Stations of the Cross, a Processional Cross, a Madonna, Virgin of Guadalupe, Chapel Cross and risen Christ in pecan and walnut for St. Thomas Aquinas, College Station, Texas.
1990  Designed the ceremonial furniture for St. Thomas Aquinas, College Station, Texas. Commissioned to design and carve a piece of sculpture for the Texas Room, American Revolution.
1979  Museum, Constitution Hall, Washington, DC.
1976  Commissioned for 50’ carved walnut mural for Texas A&M University for 1976 Centennial Celebration. Commissioned to design and carve; fourteen 2’ x 4’ walnut panels and five 3’ x 7’ walnut panels illustrating Matthew 25:35-36. Also designed and carved the baptismal font, communion table and pulpits for Highland Park Methodist Church, Dallas, Texas.
RAY HOLLIDAY

Department of Architecture  rholliday@tamu.edu
TAMU 3137  www.brwarch.com
College Station, TX 77843

Professional Preparation

2000  Master of Landscape Architecture, Texas A&M University.
1992  Master of Architecture, Texas A&M University.
1989  B.S.A.S., College of Architecture, University of Nebraska.

Academic Appointments

2013-present  Assistant Professor of Practice (Part Time), Texas A&M University.
2000-2009   Lecturer (Part Time), Texas A&M University.
1996-1999   Visiting Assistant Professor (Full Time), Texas A&M University.
1990-1992   Graduate Student Teaching (Part Time), Texas A&M University.

Professional Appointments

1998-present  Principal, Brown Reynolds Watford Architects, College Station, Texas.
1991   Intern Architect, RTKL, Dallas, Texas.
1990   Intern Architect, Leo A. Daly, Omaha, Nebraska.
1989   Nebraska Nursery

Five Most Recent Works and Exhibitions

The City of Conroe Parks and Recreation C.K. Ray Recreation Center, Conroe, Texas
City of College Station Fire Station No. 6, College Station, Texas
Brazos County Tax Office, Bryan, Texas
City of Spring Fire Station No. 75, Spring, Texas
City of Mont Belvieu Senior Center, Mont Belvieu, Texas

Five Other Significant Works

City of Bryan Fire Station No. 2, Bryan, Texas
Texas A&M University, Liberal Arts and Humanities Building, College Station, Texas
Sony European Headquarters, Berlin, Germany
Midway Airport, Chicago Illinois
El Paso County ESD No. 1 Fire Station No. 1, Horizon City, Texas
SHELLEY D. HOLLIDAY

Department of Architecture
TAMU 3137
College Station, TX 77843

Professional Preparation
2001 Master of Engineering in Civil (Structural) Engineering, Texas A&M University.
1989 B.S.A.S. (Bachelor of Science in Architectural Studies) College of Architecture,
University of Nebraska.

Academic Appointments
2018-present Executive Associate Department Head, Department of Architecture, Texas A&M
University.
2014-present Associate Professor of Practice, Department of Architecture, Texas A&M University.
2011-2014 Senior Lecturer, Department of Architecture, Texas A&M University,
College Station, Texas.
2004-2011 Lecturer, Department of Architecture, Texas A&M University,
College Station, Texas.
2001-2004 Assistant Lecturer, Department of Architecture, Texas A&M University,
College Station, Texas.
2000-2001 Graduate Assistant Lecturer, Department of Architecture, Texas A&M University,
College Station, Texas.
1996-1999 Research Lab Assistant, College of Engineering, Division of Constructed Facilities,
Texas A&M University, College Station, Texas.

Professional Appointments

Five Most Recent Works and Exhibitions
Stem Workshop for K-12 Educator in the Department of Architecture
Transformational Teaching and Learning Conference Committee
M&W Leadership Program Leadership Coach
Faculty Senator Texas A&M University
Development of Bachelor of Science in Architectural Engineering Committee

Five Other Significant Works
Association of Former Students Distinguished Achievement Award in Teaching, Texas A&M University
Associate Member AIA (American Institute of Architects)
Center for Teaching Excellence Faculty and Student Advisory Board
College of Architecture Academic Affairs Committee
Core Curriculum Council Texas A&M University
PRIYA JAIN

Department of Architecture
TAMU 3137
College Station, TX 77843

Education

2004 Bachelor of Architecture, School of Planning and Architecture, New Delhi, India.

Academic Appointments

2017-present Assistant Professor, Department of Architecture, Texas A&M University.
Faculty Fellow, Center for Heritage Conservation (2017-present)

Professional and Administrative Appointments

2018-present Associate Director, Center for Heritage Conservation, Texas A&M University
2015-2017 Senior Associate, EYP Architecture and Engineering, Boston, MA.
2014-2015 Associate, Goody Clancy Associates, Boston, MA.
2005-2007 Research Assistant, College of Architecture-Center for Preservation Studies, U of Arizona, Tucson, AZ.

Professional Registration

2014-present Registered Architect, State of Texas
2014-present American Institute of Architects AIA Member
2004- Licensed Architect, Council of Architecture, India

Five Most Recent Works and Exhibitions


2016  Jain, P. Historic Structures Report - Boott Mills Counting House and Mill #6, Lowell National Historical Park, National Park Service

Five Other Significant Works


2016  Boott Mill Renovation, Lowell MA. Project Architect- EYP; Client: National Park Service; Project Cost: $5 million.

2016  Agricultural and Engg. Building, Penn State University, State College, PA. Preservation Expert - EYP; Client: PSU; Project Cost: $44.5 million.


Professional Preparation


2014 **Master of Science in Architecture**, School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, Blacksburg, VA, USA.

2005 **Master of Architecture** (with highest distinction), School of Architecture and Urban Planning (SAUP), Shahid Beheshti University (SBU), Tehran, Iran. Thesis Topic: Building skin; concepts and characteristics.

2000 **Bachelor of Architecture** (continuous to Master Degree), School of Architecture and Urban Planning (SAUP), Shahid Beheshti University (SBU), Tehran, Iran.

Academic Appointments

2014-2018 **Assistant Professor of Architecture** (tenure track), Department of Architecture, College of Architecture, Texas A&M University, College Station, TX, USA.

2013-2014 **Adjunct Professor of Architecture**, School of Architecture + Design, College of Architecture and Urban Design, Virginia Tech, Blacksburg, VA, USA.

2013 **Instructor** of inside ARCHITECTURE program, School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, Blacksburg, VA, USA.

2006-2008 **Adjunct Professor of Architecture**, Islamic Azad University (IAU), Architecture Engineering Department, Dubai, UAE.

2000-2006 **Graduate Research Assistant**, Art of Engineering Lab, School of Architecture and Urban Planning (SAUP), Shahid Beheshti University (SBU), Tehran, Iran.

Professional Appointments

2013-2014 **Researcher and Senior Designer**, Gensler in collaboration with The Center for Design Research at Virginia Tech, Blacksburg, VA, USA.

2011 **Designer and Researcher**, Skidmore, Owings & Merrill (SOM), Chicago, USA.

2006-2009 **Founding Member, Senior Designer**, Al Fajer Decoration Co., Dubai, UAE.

2006-2009 **Senior Architect and Site Manager**, Al Ahmadiah Co., Dubai, UAE.


2004-2006 **Founding Member and Partner**, JA Workshop Co. Architecture, Interior Design, and Industrial Design Company (Design-Build), Tehran, Iran.
Five Most Recent Works and Exhibitions


Five Other Significant Works

2014 The VT KnowledgeWorks Sixth Annual Entrepreneurship Challenge, L8 magnetic/kinetic Playful object (Finalist). Virginia Tech, Blacksburg, VA, USA.


2011 The XCaliber Award for Excellence as a Group Involved in Technology-Assisted Teaching. Virginia Tech, Blacksburg, VA, USA.

2010 The CAUS Distinguished Design Research Award. School of Architecture + Design, College of Architecture and Urban Studies, Virginia Tech, Blacksburg, VA, USA.

2005 Master Thesis Award. For the Highest Thesis Grade in the School of Architecture and Urban Planning in Forty Years. School of Architecture and Urban Planning (SAUP), Shahid Beheshti University (SBU), Tehran, Iran.
NANCY L. KLEIN

Department of Architecture
TAMU 3137
College Station, TX 77843

nklein@tamu.edu
http://orcid.org/0000-0003-1633-0605

Research & Teaching Areas

Classical and Near Eastern archaeology; ancient Greek architecture, architectural history and theory; vernacular architecture

Education

1991 Ph.D. Bryn Mawr College, Department of Classical and Near Eastern Archaeology.
1986 M.A. Bryn Mawr College, Department of Classical and Near Eastern Archaeology.
1984 A.B. University of Michigan, Classical Studies and French.

Academic Appointments

2012-present Associate Professor, Texas A&M University, Department of Architecture.
2006-2012 Assistant Professor, Texas A&M University, Department of Architecture.
2002-2004, 1995-2000 Visiting Assistant Professor and Research Associate, Indiana University Bloomington, Department of Classical Studies.
2001-2002 Visiting Assistant Professor, University of Missouri – Columbia, Department of Art History and Archaeology.
1999 Visiting Assistant Professor, DePauw University, Department of Classical Studies.
1994-2001 Adjunct Faculty, Indiana University - Purdue University - Indianapolis, Department of Classical Studies.

Professional Appointments


Awards and Honors

2015 Association of Former Students University-level Distinguished Achievement Award for Teaching, Texas A&M University.
2013-2014 Internal Faculty Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University.
2011-2012 Program for the Enhancement of Scholarly and Creative Activities, Texas A&M University.
2009-2010 Montague-Center for Teaching Excellence Scholar, Texas A&M University
2006 National Endowment for the Humanities Fellowship to the American School of Classical Studies in Athens (Greece).
2005 Fulbright Senior Research Fellowship to Greece.

Five Most Recent Scholarly Works/Creative Activities


2016 Klein, N.L. “How Buildings were Constructed,” in *A Companion to Greek Architecture*, ed. Margaret M. Miles, 105-118. Chichester, West Sussex: John Wiley & Sons.


Five Other Significant Scholarly Works/Creative Activities


MARCELO LÓPEZ-DINARDI

Department of Architecture
TAMU 3137
College Station, TX 77843
mlopez-dinardi@arch.tamu.edu
www.arch.tamu.edu
www.marcelolopezdinardi.com

Professional Preparation

Graduate School of Architecture, Planning and Preservation (GSAPP)
Columbia University, New York.

1997-2003 B.Arch, Bachelor of Architecture, Cum Laude
ArqPoli - Polytechnic University of Puerto Rico.

Academic Appointments

2018-present Assistant Professor, Department of Architecture, Texas A&M University
3rd Year B.E.D. Studio. Public Assembly, Public Infrastructures.
3rd Year B.E.D. Studio. Infrastructure, The Commons, and The Right to the City.

2017-2018 Visiting Associate Professor, Interior Design Department, Pratt Institute School of Design, Directed Research (Undergraduate Thesis Research), Thesis Studio.

2017-2018 Critic, Architecture Department, Rhode Island School of Design Architecture, Architectural Analysis.

2016-spring Lecturer, Penn Design, University of Pennsylvania, The Day After The Carnival: The Hangover of Work (in Late Capitalism), Graduate Studio.


2013-2018 Adjunct Faculty, New Jersey Institute of Technology, Graduate Studio, Public(s) Assemblies of Work, Studio, 2nd and 3rd Year Undergraduate Core Curriculum, 3rd year Co-Coordinator, Modes of Communication I, 1st Year.


2013-2018 Faculty, Barnard College, New York, Pre-College Program, Architectural Culture and NYC Design Studio.


2012 Teacher Assistant, Barnard+Columbia, Architectural Design III, Prof. and Chair of the Department of Architecture, Karen Fairbanks.
Professional Appointments

2013-present  **A(n) Office, Partner**, NY/NJ, Detroit, Texas.

Five Most Recent Works and Exhibitions

2018 Exhibition  **citygroup Gallery**, Lower East Side, New York City
Exhibition, *Form In Rem*, collective exhibition, by open call submission.
Presented *We Can Fit*, a drawing discussing issues of housing and real estate in NYC.

2018 Panel/Speaker  **GSAPP**, Columbia University, New York, USA.
**Unnatural Disaster: Infrastructure in Puerto Rico Before, During and After Hurricane Maria**. Presented my research and visualization project Spatializing Debt: A Visual Audit, investigating Puerto Rico’s fiscal debt.

2017 Exhibition  Former Bethlehem Church by architect Rudolph Schindler, Los Angeles
Presented *Does A Surface Speak?* Art-installation piece using augmented reality.

2017 Exhibition  Arquerías de los Nuevos Ministerios, Madrid, Spain. *First International Congress in Architectural Communication*. Exhibition of built-work on media and architecture, showing the *House Opera* in Detroit, by invitation after open call selection.


Five Other Significant Works

2017 Exhibition  **A+D Architecture and Design Museum**, Los Angeles, *The Architectural Imagination*
With A(n) Office, traveling exhibition of US Pavilion for Venice work.

2017 Author/Paper  **Journal Materia** (Chile) #14 *Destructive Knowledge: Strategies for Learning to Un-Dō* (on artist Gordon Matta-Clark). Peer reviewed architecture journal, invitation.

2017 Author/Paper  **ACSA Fall Conference**, Marfa, TX, USA. *In Between the Physical and the Psychological: Locating Gordon Matta-Clark an Architecture*. Talk and panel.


2015 Exhibition  **Rhode Island School of Design (RISD) Architecture Gallery**, Providence, RI. *Methods and Media*. Exhibited Art-Videos and Produced entire exhibition space, plus gave a lecture of my work, by invitation.
ZHIPENG LU

Department of Architecture  luzhipeng@tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

2009  Ph.D. in Architecture, Department of Architecture, Texas A&M University.
2002  M.Arch., Department of Architecture, Southeast University, China.
1999  B.Arch., graduate with honor. Department of Architecture, Southeast University, China.

Academic Appointments

2016-present  Senior Lecturer, Department of Architecture, Texas A&M University.
2015-present  Associate Director, Center for Health Systems & Design, Texas A&M University.
2011-present  Fellow, Center for Health Systems & Design, Texas A&M University.
2011-2016  Lecturer, Department of Architecture, Texas A&M University.
2010-present  Director for China Initiatives, Center for Health Systems & Design, Texas A&M University.
2009-2010  Postdoctoral Fellow, Center for Health Systems & Design, Texas A&M University.

Professional Appointment

2011-2014  Vice President in Research, Best Solution International, Beijing, China.
2009-2013  Design Consultant, China Senior Care Development, Hangzhou, China, with David Green.

Five Most Recent Works and Exhibitions


**Five Other Significant Works**

2016-2017  Co-chair of the 2017 UIA-PHG International Student & Young Architect Competition. Raised $95,000: $50,000 for the competition and $45,000 for the exhibition of selected entries.


Gerald Maffei
Department of Architecture
TAMU 3137
College Station, TX 77843

Professional Preparation
1969 Master of Architecture, University of California at Berkeley.
1962 Master of Art, (Industrial Design), UCLA.
1960 Bachelor of Arts, (Industrial Design), UCLA.

Academic Appointments
2006-present Visiting Professor, Professor Emeritus, Department of Architecture, Texas A&M University
1998 Fall, Study Abroad, Castiglion Fiorintino, (Florence), Italy.
1996 Fall, Study Abroad, Castiglion Fiorintino, (Florence), Italy.
1995 Full Professor, Department of Architecture, Texas A&M University.
1992 Fall, Study Abroad, Castiglion Fiorintino, (Florence), Italy.
1991-1998 Degree Coordinator, Master of Science in Architecture, Department of Architecture, Texas A&M.
1986 Spring, Study Abroad, Figline Valdarno, (Florence), Italy.
1978 Associate Professor, Department of Architecture, Texas A&M University.
1969 Assistant Professor, Department of Environmental Design, Texas A&M University.

Professional Appointments
1996-present Gerald L. Maffei AIA.

Five Most Recent Works and Exhibitions
- 2008 “Nine Considerations for a Responsible Designer” Virginia Tech University, School of Architecture + Design, Blacksburg Virginia.
- 2006 Citation of Honor, Brazos Chapter of the American Institute of Architects, Excellence in Design for the John Fairey Residence and Folk Art Gallery in Remodel, Hempstead Texas
- 2006 “Texas Treasure”, Western Interiors, November/December.
- 2005 Nominated by the College of Architecture for the Edward Romieniec Texas Society of Architects Award for Outstanding Educational Contributions in Texas.

**Five Other Significant Works**

• 1994 "Innovations in Material Use”, Texas Society of Architects Annual Convention, Austin, Texas.
• 1990 "Recent Architectural Work." Washington University, School of Architecture, Saint Louis, Missouri.
GEORGE J. MANN, ARCHITECT, AIA

Department of Architecture
TAMU 3137
College Station, TX  77843

gmann@arch.tamu.edu
www.arch.tamu.edu

Professional Preparation

1962  Master of Science in Health Facilities Design, Columbia University, New York City.
1961  Bachelor of Architecture, Columbia University.
1955-1957  Pre Architecture, Liberal Arts, Columbia College, Columbia University

Academic Appointments

2000  Lady Davis Visiting Professor, Faculty of Architecture & Town Planning, The Technion Israel Institute of Technology, Haifa, Israel.
1999  Visiting Professor, Nagoya City University, Japan.
1998  Visiting Professor, School of Architecture, The University of Tokyo, Japan.
1981-present  Professor, Department of Architecture, Texas A&M University.
1974 - 1976  Term Associate Visiting Professor, GSAPP – Graduate School of Architecture Planning & Preservation, Columbia University.
1966 – 1974  Assistant & Associate Professor of Health Facilities Design, Texas A&M University.
1963 – 1964  Assistant Professor, College of Architecture, Kansas State University.

Professional Appointments

1990-present  The Ronald L. Skaggs, FAIA, Endowed Professor of Health Facilities Design and The Skaggs-Sprague Endowed Chair of Health Facilities Design, Texas A&M University.
1966-present  Principal Investigator and Project Director of over 800 "Architecture for Health" research and design projects totaling over $3.5 million.
1974-present  Member, Executive Leadership Group, and Executive Director UIA – PHG (International Union of Architects – Public Health Group
Five Most Recent Works and Exhibitions

- Breast Center, Parkland Hospital, Dallas in collaboration with HKS, Dallas.
- NOVA HUB Health Facility, Woodbridge, Va. In collaboration with Kaiser Permanente Health Plan & HKS.
- Master Planning and Expansion of Hagler Center, Texas A&M Development Foundation.
- Surgical Hospital at Harris Methodist Hospital, Ft. Worth, in collaboration with Texas Health Resources and HKS, Ft. Worth.
- Linear Accelerator Design for Cancer Patients, California in collaboration with Kaiser Permanente Health Plan.

Five Other Significant Works

- Thompson & Grace Medical City, Akwa Ibom Nigeria.
- M.D. Anderson Cancer Center, Houston, Texas.
- Hadassah Medical Center, Jerusalem,
- Project ORBIS, A Flying Eye Hospital in a DC-10
- A 600 bed Hospital for Imphal (in Assam,) India
ANNE NICHOLS

Department of Architecture  anichols@tamu.edu
TAMU 3137  www.arch.tamu.edu
College Station, TX  77843

Professional Preparation

2000  Ph.D. Civil and Environmental Engineering, University of Illinois, Urbana-Champaign (UIUC) Construction Materials & Structures.
1986  Master of Science in Civil Engineering, Purdue University
       Computer Graphics Applications in Structural Engineering.
1985  Bachelor of Science in Civil Engineering with Distinction, Purdue University
       Structural Major, Geotechnical & Systems Analysis Minors.

Academic Appointments

2011-present  Associate Professor of Practice, Department of Architecture, Texas A&M University.
2002-2011  Assistant Professor, Department of Architecture, Texas A&M University.
1999-2002  Assistant Professor, School of Architecture, University of Illinois, Urbana-Champaign.
2001-2002  Research Associate, Department of Civil and Environmental Engineering, University of Illinois, Urbana-Champaign.
1993-1999  Graduate Research Assistant, Department of Civil and Environmental Engineering, University of Illinois, Urbana-Champaign.
1986  Visiting Instructor, Department of Civil Engineering, Purdue University.
1986  Graduate Teaching Assistant, Department of Civil Engineering, Purdue University.
1985  Graduate Research Assistant, Department of Civil Engineering, Purdue University.

Professional Appointments

1988-1993  Computing Engineer, Caterpillar, Inc.

Five Most Recent Works and Exhibitions

Editor


**Five Other Significant Works**


MICHAEL O’BRIEN

Department of Architecture	mobrien@tamu.edu
TAMU 3137	www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

1982 Master of Architecture, Virginia Polytechnic Institute and State University.
1976 Bachelor of Architecture, North Dakota State University.
1975 Bachelor of Arts, North Dakota State University.

Academic Appointments

2017-present Wallie E. Scott Jr. Professor of Architecture, Texas A&M University, Department of Architecture.
2011-present Professor, Texas A&M University, Department of Architecture.
2010-2011 Professor & Associate Head for Professional Programs, Texas A&M University.
2008-present Professor, Department of Architecture, Texas A&M University.
2008-2009 Professor & Associate Department Head, Texas A&M University.
2008 Adjunct Professor of Construction, Virginia Polytechnic Institute and State University, Department of Building Construction.
2006-2008 Adjunct Faculty, Charles Edward Via Department of Civil and Environmental Engineering, Virginia Polytechnic Institute and State University.
2005-2008 William E. Jamerson Professor of Construction, Virginia Polytechnic Institute and State University, Department of Building Construction.
2005-2008 Associate Director for Technology Research, Housing Research Center at Virginia Tech, Virginia Polytechnic Institute and State University, Department of Building Construction.
2002-2005 Professor, Virginia Polytechnic Institute and State University, Department of Architecture.
1993-2002 Associate Professor, Virginia Polytechnic Institute and State University, Department of Architecture.
1987-1993 Assistant Professor, Virginia Polytechnic Institute and State University, Department of Architecture.
1985 Studio Critic, North Dakota State University, Department of Architecture.
1979-1980 Assistant Professor, North Dakota State University, Department of Architecture.
1976-1977 Instructor, North Dakota State University, Department of Architecture.

Professional Appointments

1982-1987 Principal, Twichell, Thompsen, Martens, O’Brien Architects P.C. Fargo, N.D.
1979 Associate, Mutchler & Lynch Associates Architects and Planners P.C. Fargo, N.D.
1977-1978 Job Captain, Mutchler & Lynch Associates Architects and Planners P.C. Fargo, N.D.
Five Most Recent Works and Exhibitions:


Five Other Significant Works

- O'Brien, M., (2018 June) “Remodeling the American Suburb, Obesity, Parklets and Social Media” (Site Selection, Evaluation) EDRA 49 Social Equity by Design, Oklahoma City, OK. (Peer Reviewed)
**A RAY PENTECOST III**

Department of Architecture  
TAMU 3137  
College Station, TX 77843

**Professional Preparation**

1987  **Special student in gerontology**, Preparation for Long Term Care Administrator’s licensing exam, The University of Texas, School of Nursing, Houston.

1982  **Doctor of Public Health**, in Health Services Organization, The University of Texas, School of Public Health, Houston (UTSPH), Dissertation: Discharge Planning: A Process Model, Adv: Hardy Loe, MD, MPH; Mike Decker, PhD; Ben Bradshaw, PhD.

1979  **Master of Public Health**, in Health Services Organization (UTSPH). Thesis: A New Approach to the Design of Ambulatory Care Facilities. Adv: David Lairson, PhD; Jay Glasser, PhD; Michael Swint, PhD.

1977  **Bachelor of Architecture**, Five-year professional degree Rice University, School of Architecture, Houston.

1975  **Bachelor of Arts**, Majors in Architecture, Art and Art History, Rice University, School of Architecture, Houston.

**Academic Appointments**

2016-present  **Professor of the Practice**, College of Architecture, Texas A&M University, College Station, TX.

2017-present  **Professor of the Practice**, School of Public Health, Texas A&M University, College Station, TX.

2014-2016  **Professor of the Practice**, College of Architecture, Texas Tech University, Lubbock, TX (TTU).

2012-2013  **Affiliate Professor**, Virginia Commonwealth University, Richmond, VA.

2006-2007  **Adjunct Professor**, Department of Architecture, Hampton University, Hampton, VA.

2003-2004  **Clinical Assistant Professor**, School of Nursing, The University of Texas, Houston.

1999-1999  **Adjunct Assistant Professor**, School of Public Health, The University of Texas, Houston.

1991-1996  **Faculty Advisor** for Student Enrichment, Baylor College of Medicine, Houston, TX.

1987-1991  **Adjunct Associate Professor**, College of Architecture, The University of Houston, TX.

1983-1986  **Adjunct Assistant Professor**, School of Public Health, The University of Texas, Houston, TX.

1982-1983  **Faculty Associate**, School of Medicine, The University of Texas, Houston, TX.

1982-1983  **Research Assistant Professor**, School of Public Health, The University of Texas, Houston, TX.

**Professional Appointments**

2013-2015  **Design and Health, LLC**, Norfolk, VA  
President, Responsible for specialty consulting in health planning and designing for health.

2003-2012  **Clark Nexsen**, (architecture and engineering) Norfolk, VA  
VP, Director of Healthcare Architecture, Design Principal for Healthcare  
Responsible for healthcare architecture practice, developing evidence-based design in the firm, doing healthcare facility programming.
1999-2002  **The Health Enterprise Group**, Norfolk, VA  
Chief Executive Officer  
Responsible for recruiting the Board of Directors for a medical technology start-up, conducting technology due diligence, assessing technology markets, raising capital.

1997-1999  **Mid-Atlantic Women’s Care, PLC**, Norfolk, VA  
Chief Executive Officer  
Responsible for overseeing practice growth (11 to 13 divisions, 21 to 29 offices, gross revenues up 35%), same site growth (first mammography center, clinical trial), designing and delivering a new corporate headquarters office suite.

1995-1997  **United Medical Care, PLLC**, Houston, TX  
Vice President for Practice Management  
Responsible for establishing the group practice strategy and structure for a medical group practice chosen from a 700 physician Independent Practice Association (IPA), overseeing national staff recruiting, establishing management infrastructure.

**Five Most Recent Works and Exhibitions**

*Chair, appointed by the Secretary of Defense to review military health facilities for adherence to standards for “world class healthcare facilities”*

2013  **DOD Criteria Management: Innovations Webinar Series**, Washington, DC  
Facilitator, showcased the major forces shaping the future of military medicine, with special attention to health promotion and innovative transformative technologies.

2008  **Hancock Geriatric Center**, Eastern State Hospital, Williamsburg, VA  
Lead programmer, used evidence-based design to create a powerfully transformative design experience for the latest iteration of the first mental health hospital in North America, producing *award-winning* spaces for beneficial patient and staff impact.

2008  **Bryce Psychiatric Hospital Program**, Tuscaloosa, AL  
Lead programmer, responded to bed shortages and limited resources with plans for a new model of care featuring shorter lengths of stay and expedited mental healthcare.

2007  **Sitter & Barfoot Veterans Care Center**, Richmond, VA  
Lead programmer, created an *award-winning* place for special needs patients using evidence-based design tools that also prioritized staff flexibility and satisfaction.

**Five Other Significant Works**

2012  **America’s Design and Health Initiative**, Washington, D.C.  
Co-Chair, Phase 1 w/ Richard Jackson, MD, MPH, and Daniel Friedman, PhD, FAIA  
The AIA sought to lead by calling attention to the influence of design on health, making that a priority for all practitioners designing all building types.

2012-2017  **Building Research Information Knowledgebase (BRIK)**, Washington, DC  
Chair, Board of Direction, for project launch, 2013-2017  
This initiative is transforming the way the design professions and the design processes use research to achieve better design outcomes.

2009  **Achieving World Class Study**, Washington, DC  
Subject Matter Expert, involved in developing the “World Class Health Facilities” standards for use by the military healthcare system, codified into law in 2010.

2011  **Health Promoting Lifestyle Center (HPLC)**, Ministry of Health, South Africa  
Salutogenic design expert for Team Protea (The Farrow Partnership, Clark Nexsen, Ngonyama Okpanum), that designed a prototype health facility for South Africa after new national health insurance program, *first place* in international design competition.

1991  **Regent Care Center**, Laredo, TX  
Developer, innovative 120-bed plan that accommodated special circulation patterns for trash collection, linen and food distribution, and visitation.
SUSAN RODIEK

Department of Architecture, TAMU 3137, College Station, TX 77843

Professional Preparation

2004 Ph.D. in Architecture, Cardiff University (highest-ranked architecture program in UK).
1998 Master of Architecture, Texas A&M University, Summa cum laude.
1996 Bachelor of Academic Studies, Western New Mexico University, Summa cum laude.
1987-89 Architecture, University of California, Berkeley (studied with Christopher Alexander).
1969-71 Psychology, Inter-American University, San Juan, Puerto Rico.
1965-67 Architecture, Cooper Union School of Art & Architecture, Manhattan, New York City.

Academic Appointments

2017-present Faculty Affiliate, Texas A&M Center for Population Health and Aging.
2009-present Joint Appointment, Dept. of Social and Behavioral Health, School of Public Health, Texas A&M Health Science Center.
2009-present Associate Professor, Department of Architecture, Texas A&M University.
2006-2012 Endowed Professorship, the Ronald L. Skaggs Professorship in Health Facilities Design, College of Architecture, Texas A&M University.
2005-2009 Assistant Professor, Department of Architecture, Texas A&M University.
2000-2005 Senior Lecturer, Department of Architecture, Texas A&M University.
2000-present Member of Graduate Faculty, Texas A&M University.
1999-2000 Visiting Assistant Professor, Department of Architecture, Texas A&M University.

Professional Appointments

2005-2009 Research Director, The Arkitex Studio Inc, College Station, TX.
1994-1997 Head of Architecture Department, Engineers Inc., Silver City, NM.
1993-1994 Designer/Project Manager, Quality of Life Design, Fairfax, CA.
1991 Designer, Rushton-Chartock Architects, Marin County, CA.
1978-1985 Independent Designer, 1978-85, Quality of Life Design, Portal, AZ; Silver City, NM.
Five Most Recent Works and Exhibitions


Five Other Significant Works


2009 Rodiek, S. “Access to Nature for Older Adults.” Innovative multimedia educational program based on three DVDs: The Value of Nature for Older Adults (28 min); Improving Outdoor Access for Older Adults (31 min); and Safe and Usable Outdoor Spaces for Older Adults (34 min). An accompanying interactive website provides in-depth readings on dementia; program disseminated at national and international levels, and certified for Continuing education credit by the American Institute of Architects (AIA), and the American Society of Landscape Architects (ASLA). (Total running time: 93 minutes).


JULIA ROGERS
Department of Architecture jrogers@archmail.tamu.edu
Langford Room 436 TAMU 3137 www.arch.tamu.edu
College Station, TX

Professional Preparation
2001 Certificate in Historic Preservation, Texas A&M University.
1996 Ph.D., Architecture, Department of Architecture, Texas A&M University.
1991 Master of Architecture, Department of Architecture, Texas A&M University.
1988 Bachelor of Environmental Design, Department of Architecture, Texas A&M University.

Academic Appointments
2011-present Senior Lecturer, Department of Architecture, Texas A&M University.
2008-2010 Senior Lecturer, Department of Visualization, Texas A&M University.
2007-2019 Senior Lecturer, ItaLaT – Santa Chiara, Castiglion Fiorentino, Italy; includes the following semesters: 2007 (fall); 2008 (fall); 2012 (fall); 2015 (fall); 2017 (spring); 2017 (fall); 2018 (fall); 2019 (spring); 2019 (fall).
1996-2010 Senior Lecturer, Department of Architecture, Texas A&M University.
1992-1996 Assistant Lecturer, Department of Architecture, Texas A&M University.
1983-1985 Lecturer, Department of Art, Midland College.

Professional and Administrative Appointments
2010- Present Chair, Scholarship Committee – Architecture.
2019 Member, Department Academic Affairs Committee – Architecture.
2011-2014 Associate Department Head, Architecture.
2010-2014 Member, Department of Architecture Executive Committee.
2010-2014 Member, Department of Architecture Academic Affairs Committee.
2013-2014 Member, Provost IT Office University Honors Working Group.
2009-2016 Associate Director, Center for Heritage Conservation.
2011 Member, University W and C Course Advisory Committee.
2011-2014 Member, College of Architecture Academic Affairs Committee.
2009-2010 Chair, Scholarship Committee-Visualization.
2006-2007 Associate Department Head, Foundation Studies and the Visual Studies Option.
2005-2006 Associate Department Head, Architecture.
1997-2010 Chair, Scholarship Committee-Architecture.
2005-2007 Member, Department Executive Council – Architecture.
2005-2006 Member, Department Academic Affairs Committee.
2005-2006 Member, College Undergraduate Academic Affairs Committee.
2005, 2017 Member, Faculty search committee.
2006 Member, University Studies Degree Plan Task Force.
2005-2007 Associate Department Head – Architecture.
2005-2006 Member, Caudill Fellowship Selection Committee.
Member, Department Head Search Committee.

Member, University Marshall Fellowship Selection Committee.

Member, Caudill Fellowship Selection Committee.

Member, University Scholarship Committee.

Member, Faculty Search Committee.

Member, Department Head Search Committee.

Coordinator, Bachelor of Environmental Design degree program.

Studio Artist, self-employed.

Assistant Manager and Designer, Carolina Landscaping, Chapel Hill, North Carolina.

Jewelry Designer, Don Johnson Jewelry, Chapel Hill, North Carolina.

**ACADEMIC AND PROFESSIONAL HONORS**

- **2005** Distinguished Teaching Award, Association of Former Students, Texas A&M University.
- **1999** Teacher/Scholar, University Honors Program, Texas A&M University.
- **1997** International Service Award, College of Architecture, Texas A&M University.
- **1995** Outstanding Graduate Teaching Assistant, Texas A&M University.

**FIVE MOST RECENT WORKS AND EXHIBITIONS**

- **2010-2012** Alcatraz - Documentation (Laser Scanning, Photogrammetry), San Francisco, California.
- **2008-2015** Mayan Research Program – Documentation (Laser Scanning, Photogrammetry, Gigapan of Mayan structures and artifacts), Blue Creek, Belize.
- **2003-2007** Cambodia Land Mine Museum, Siem Reap, Cambodia. Schematic Design with students; project built.

**FIVE OTHER SIGNIFICANT WORKS / CREATIVE ACTIVITIES**

- **2004** Mountainfilm Festival, Telluride, Colorado. Presentation of the Cambodia Land Mine Museum project.
- **1984** Small Expressions, Large Celebrations. Southern Methodist University - Dallas, Texas. Juried (Dianne Itter).
ZACHARY STEWART

Department of Architecture
TAMU 3137
College Station, TX 77843
zstewart@arch.tamu.edu
tamu.academia.edu/ZacharyStewart

Research & Teaching Areas

History of medieval art and architecture; history of early modern art and architecture; architectural historiography; architectural representation; digital humanities

Education

2015  Ph.D., Art History and Archaeology, Columbia University.
2011  M.Phil., Art History and Archaeology, Columbia University.
2009  M.A., Art History and Archaeology, Columbia University.
2008  M.A. (double distinction), History of Art, Courtauld Institute of Art.
2007  B.Arch. (magna cum laude), Architecture and Medieval Studies, University of Notre Dame.
2004–2005  Rome Studies Program, School of Architecture, University of Notre Dame.

Academic Appointments

2017–present  Assistant Professor, Department of Architecture, Texas A&M University.
2016–2017  Visiting Assistant Professor, Department of Art History and Music, Fordham University.
2015–2016  Core Lecturer for Art Humanities, Department of Art History and Archaeology, Columbia University.

Awards & Honors

2013  Citation of Special Recognition, Carter Manny Award Program, Graham Foundation for Advanced Study in the Fine Arts.
2010  First Prize, Annual Cleveland Symposium, Case Western Reserve University & Cleveland Museum of Art.
2008  Berger Foundation Dissertation Prize in British Art, Courtauld Institute of Art.

Grants & Fellowships

2018  Research Grant, Society of Architectural Historians of Great Britain.
2018  Award Grant, International Center of Medieval Art (co-recipient).
2017  Research and Travel Grant, Henry Moore Foundation (co-recipient).
Five Most Recent Scholarly Works


Five Other Significant Scholarly Works

Forthcoming  Gillette, Amy, and Zachary Stewart, eds., Reconstructing the Font Canopy at St. Peter Mancroft, Norwich: Historical, Material, and Digital Studies of a Late Medieval Masterpiece (Leiden: Brill).
PHILLIP TABB

Department of Architecture
TAMU 3137
College Station, TX 77843

cassicat7@yahoo.com
www.arch.tamu.edu

Professional Preparation

1969  Bachelor of Science in Architecture, University of Cincinnati, Cincinnati, Ohio.

Academic Appointments

2001-2005  Department Head of Architecture, Department of Architecture, Texas A&M University, College Station, TX.
            Professor, Department of Architecture, Texas A&M University, College Station, TX.
1975-1996  Lecturer, University of Colorado, Boulder, Colorado.
            Visiting Assistant Professor, University of Colorado, Boulder, Colorado.
1988  Visiting Professor, Technical University of Nova Scotia, Halifax, Canada.
1988  Visiting Professor, Arizona State University, Tempe, Arizona.

Professional Appointments

1988-present  Founding Principal, Dr. Phill Tabb Studio Consultant/Architect, Chattahoochee Hill, Georgia.
Five Most Recent Works and Exhibitions

2011  Serenbe: and the geometry of place, Manuscript completed (215 pp.)
1996  Sacred Place: The Presence of Archetypical Patterns in Place-Creation, self-published, Boulder, CO.

Five Other Significant Works

2017  Lisa Lai Residence Selbourne Hamlet Serenbe Community Lot 90, $650,000 budget, Project in schematic design phase.
2016  Tab Residence at Serenbe Lot 110, Palmetto, GA, Project complete $375,000 construction cost.
2006-13  Additions to Tabb Residence, 709 Park Place, College Station.
2005  Crestone Retreat, Crestone Colorado, Budget $100,000, Project in construction Drawing Phase.
2003  Serenbe Artist Village West Court Live-Work Units, Twelve three-story attached live-work units in the schematic design phase, with ARCH 405 career change students at Texas A&M University, summer studio, 2003.
JAMES MICHAEL TATE

Department of Architecture
TAMU 3137
College Station, TX 77843

tate@tamu.edu
www.arch.tamu.edu

Professional Preparation

2007 Master of Architecture, School of Architecture, Yale University.
2002 Bachelor of Environmental Design, Department of Architecture, Texas A&M University.

Academic Appointments

2018-present Assistant Professor, Department of Architecture, Texas A&M University.
2016-2018 Lecturer, Department of Architecture, University of California Berkeley.
2016-2017 Lecturer, Department of Architecture, California College of the Arts.
2014-2016 Lecturer, Department of Architecture, University of Michigan.
2013-2014 Adjunct Faculty, School of Architecture, Woodbury University.
2011 Visiting Assistant Lecturer, School of Architecture, Rice University.
2005-2007 Teaching Assistant, School of Architecture, Yale University.

Professional Appointments

2013-present Principal, T8Projects.
2007-2008 MOS Architects.

Five Most Recent Texts, Works, and Exhibitions

2019 Tate, James Michael, *On the Table*, Digital Composite Image, 8in x 12in, Stark Gallery, *Faculty Biannual Art Show*, Texas A&M University, College Station, Texas.
2018 Tate, James Michael, 4|9|49, (3) Original Published Collages, 2014. Published in *Possible Mediums*, New York: Actar, 2018, ##.
2018 Tate, James Michael, “Stagecraft Realities,” Text and (3) Original Published Images, *Pigdin* issue, 23, ##.
2017 Tate, James Michael, ASMRchitecture, Video, One-Night Stand Pop-Up Gallery, *Last Call*, Los Angeles, California.
## Five Other Significant Works

<table>
<thead>
<tr>
<th>Year</th>
<th>Tate, James Michael, “Campo Vaccino,” Text and (1) Original Published Drawing, Presented and Published in <em>ACSA 104th Annual Meeting</em> Proceedings, Seattle, Washington.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Tate, James Michael, <em>All The Great Ones Leak</em>, Vector Drawing, 24in x 36in, Original Published Drawing in <em>LA Forum Newsletter Winter 2013</em>, Los Angeles</td>
</tr>
</tbody>
</table>
ANDREW R. TRIPP, PhD.

Department of Architecture
TAMU 3137
College Station, TX 77843

Professional Preparation

2002  B.Arch., Architecture, 2002 Cooper Union Irwin S. Chanin School of Architecture.

Academic Appointments

2018-present  Assistant Professor, Department of Architecture, Texas A&M University
2011-2018  Assistant Professor, School of Architecture, Mississippi State University.
2010-2011  Master Lecturer, University of the Arts, College of Arts, Media and Design.
2008-2010  Instructor of Architecture, School of Design, University of Pennsylvania.
2003-2007  Instructor of Architecture, Cooper Union, Irwin S. Chanin School of Architecture.
1998-2001  Teaching Assistant, Cooper Union, Irwin S. Chanin School of Architecture.

Professional Appointments

2002-2008  Architectural Designer and Manager, Tsao & McKown Architects, New York, NY.
1997-1999  Intern, Mach Architects and Engineer; formerly Stieglitz, Mach, Buffalo, NY.
Five Most Recent Works and Exhibitions


Five Other Significant Works


2015 Tripp, A. “Drawing Building,” Exhibition of drawings on paper at the Visual Arts Center, Starkville, MS.


2008-12 Tripp, A. “The Slowe House,” Exhibition of a private residence, Tuscaloosa, AL.

Jorge Vanegas

Department of Architecture                ivanegas@tamu.edu
TAMU 3137                                   www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

1988  Ph.D., Construction Engineering and Management Program, Department of Civil and Environmental Engineering, Stanford University, Stanford, California.
1985  M.S., Construction Engineering and Management Program, Department of Civil and Environmental Engineering, Stanford University, Stanford, California.
1979  B.S., Architecture, Universidad De Los Andes, Bogota, Colombia.

Academic Appointments

2009-present  Dean of the College of Architecture, College of Architecture, Texas A&M University.
2011-present  Research Professor, Texas Engineering Experiment Station (TEES), Texas A&M University System.
2006-present  Professor (with tenure), Department of Architecture (ARCH).
2008-2009    Interim Dean, College of Architecture, Texas A&M University.
1993-2005    Professor, School of Civil and Environmental Engineering (CEE), College of Engineering (CoE), Georgia Tech, Atlanta, Georgia.
1988-1993    Assistant Professor, School of Civil Engineering and the Division of Construction Engineering and Management, Purdue University, West Lafayette, Indiana.
1988        Acting Assistant Professor, Department of Civil Engineering Construction Engineering and Management Program, Stanford University, Stanford, California.
1984-1987    Graduate Student Teaching and Research Assistant, Stanford University, Stanford, California.
1983        Instructor, School of Architecture, Universidad de los Andes, Bogotá, Colombia.

Professional Appointments

1999        Guest Fellow, Army Environmental Policy Institute (AEPI) at the Georgia Institute of Technology, Atlanta, Georgia.
Five Most Recent Works and Exhibitions

- “Innovation in Engineering in Response to the Challenges Posed by the United Nations Sustainable Development Goals,” Opening Plenary Lecture at the XVII Civil Engineering Congress – Excellence and innovation for the Development of Honduras, organized by the Colegio de Ingenieros Civiles de Honduras, Tegucigalpa, Honduras, July 2018


- “Rekindling Curiosity and Imagination: Igniting the Fire of Creativity, Innovation, Design, and Entrepreneurship within Ourselves and in Academia,” Special Closing Plenary Lecture at the National Annual Meeting of the Faculty of the Tecnológico de Monterrey (Profesores TEC 21), held in Guadalajara, Mexico, July 2017


- “Managing the Creative Process for Innovation in Ourselves, in Our Project Teams, and in Our Organizations,” Invited Developer, Presenter, and Facilitator for an interactive and interdisciplinary 24-hour workshop, within their Faculty Development Program and Disciplinary Actualization Courses (Programa de Desarrollo de Profesores – PDP) and Cursos de Actualización en las Disciplinas – CADI), May 2017

Five Other Significant Works

- (1) CASHFI (2014) “The Kingston Declaration,” Conclusions of the Regional Housing Conference "Transforming Communities through Housing and Economic Development," organized by the Caribbean Association of Housing Finance Institutions (CASHFI) in association with the Inter-American Development Bank (IDB), the Jamaica National Building Society (JNBS), the Victoria Mutual Building Society (VMBS), and the National Housing Trust (NHT), and held in Kingston, Jamaica, October 2014; and (2) CASHFI (2006) “The Montego Bay Declaration,” Conclusions of the International Shelter Conference "Challenges of the Housing Market in the 21st Century," organized by the Caribbean Association of Housing Finance Institutions (CASHFI) and the Inter-American Housing Union (UNIAPRAVI) in association with USAID, Montego Bay, and held in Jamaica, May 2006; (J. Vanegas was the Primary Author of these two Declarations – They were reviewed and approved by the CASHFI Board of Directors)

- “Understanding the Educational Ecosystem in Corpus Christi – Promoting a Culture of Science, Technology, Engineering, and Math – STEM + Arts and Design – AD,” Invited Developer, Presenter, and Facilitator for an interactive, interdisciplinary, and multi-stakeholder 8-hour charrette for Texas A&M University – Corpus Christi, Corpus Christi, Texas; November 2013


ROBERT WARDEN
Department of Architecture                        r-warden@tamu.edu
TAMU 3137                                         www.arch.tamu.edu
College Station, TX 77843

Professional Preparation
1994       M.A. Philosophy, University of New Mexico.
1986       Master of Architecture, Department of Architecture, Texas A&M University.
1974       B.S. Electrical Engineering, Purdue University.

Academic Appointments
2016-present Interim Department Head, Department of Architecture, Texas A&M University, College Station, Texas.
2007-2016  Director, Center for Heritage Conservation, Texas A&M University.
2007-present Professor, Department of Architecture, Texas A&M University, College Station, Texas.
2002-2004  Coordinator, M.S. Architecture Program, Department of Architecture, Texas A&M University.
2001-2002  Associate Department Head, Department of Architecture, Texas A&M University, College Station, Texas.
2000-2006  Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1994-2000  Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas.
1987-1989  Adjunct Professor, Department of Architectural Engineering, Drexel University, Philadelphia, PA
1989-1991  Lecturer, Department of Architectural Engineering, Drexel University, Philadelphia, PA
1982-1986  Lecturer, Department of Architecture, Texas A&M University, College Station, TX
Professional Appointments

2006-2009  Faculty Senate
2005-2014  Center for Heritage Conservation, Symposium Chair,
2000-2004  Historic Resources Imaging Lab Symposium Committee,
1998  Association of Collegiate Schools of Architecture, Southwest Regional Meeting
Chair
1990  Professional Licensure Pennsylvania No. RA-011884-X
1986  Ballinger Architects, Philadelphia  Position: Intern Architect

Five Most Recent Works and Exhibitions

2015 T. de Smet1, M.E. Everett2, R.R. Warden3, T. Komas4, P. Gavette5, J.A. Martini6, L. Barker
“Fate of the historic fortress at Alcatraz island based on virtual ground truthing of ground-
penetrating radar interpretations from the recreationyard”, Interpretation, Journal of Society
for Exploration Geophysicist, 2015
2014 Manrique-Hoyos, C., Jamal, T., & Warden, R. (accepted in final review). Heritage
Tourism and Historic Preservation: An integrated approach towards resilience in cultural &
2012 Warden, R., Guderjan, T., Practical Recording Issues at Large and Small Scales in Maya
Archaeology”, SAA Archaeological Record, September, pgs 22-26
http://onlinedigeditions.com/publication/?i=127481
2011 Updhuay S., Everett M., Guenther T., Warden R., “Three-dimensional resistivity
imaging in extreme coastal terrain for cliff stability assessment at the WWII Pointe du
Hoc Battlefield site“, Geophysical Journal International, Volume 185, Issue 1, pages 201–
220, April
2010 Udphuay, S., Paul V., Everett, M., Warden, R., “Ground-penetrating radar imaging of
twelfth century Romanesque foundations beneath the thirteenth century Gothic abbey
church of Valmagne, France”, Archaeological Prospection, no. 17, Issue 4, (pages 199–
212), June

Five Other Significant Works

2017 Bernhardt, M. (PI), Warden, R. (Co-PI), Structural Deterioration Modeling Using Discreet
Element Method, National Center for Preservation Technology and Training, ($40,000)
2017 Glowacki, K. (PI), Warden (CO-PI), R.,Baaske, B., Alcatraz Island BIM model, ($5240)
2013 Warden, R. (PI), Alamo Preservation, Texas GLO, ($190,000)
2007 Warden, R., (PI), Burt, R., Everett, M., and Briaud, J. “Pointe du Hoc Stabilization and
Historical Study Phase 2” American Battle Monuments Commission, ($361,000),
2006 Warden, R., (PI), Burt, R., Everett, M., and Briaud, J. “Pointe du Hoc Stabilization and
Historical Study” American Battle Monuments Commission ($434,000),
WARD WELLS

Department of Architecture                                                          ward-wells@tamu.edu
TAMU 3137                                                                     www.arch.tamu.edu
College Station, TX 77843

Professional Preparation

1976 Master of Architecture, University of Oklahoma.
1973 Bachelor of Architecture, Kansas State University.

Academic Appointments

2012 - 2016 Department Head, Department of Architecture, Texas A&M University.
2010 - 2012 Interim Department Head, Department of Architecture, Texas A&M University.
1998 - 2016 Professor, Department of Architecture, Texas A&M University.
2009 - 2010 Associate Head for Professional Programs, Department of Architecture, Texas A&M University.
2002 - 2011 Director, the Academy for the Visual and Performing Arts, Texas A&M University.
2008 - 2009 Coordinator, Master of Architecture Degree Program, Department of Architecture, Texas A&M University.
1992 - 1997;
1999 - 2001 Executive Associate Dean, College of Architecture, Texas A&M University.
1997 - 1998 Interim Dean, College of Architecture, Texas A&M University.
1995 - 1996 Interim Director, Visualization Laboratory, Texas A&M University.
1991 - 1992 Assistant Dean for Planning and Administration, College of Architecture.
1990 - 1991 Associate Department Head, Department of Architecture, Texas A&M University.
1988 - 1990 Department Head, Department of Architecture, Texas A&M University.
1985 - 1988 Graduate Advisor, Department of Architecture, Texas A&M University.
1980 - 1998 Associate Professor, Department of Architecture, Texas A&M University.
1977 - 1980 Assistant Professor, Department of Architecture, Texas A&M University.
1973 - 1977 Instructor, Department of Interior Architecture, Department of Pre-Design Professions, Kansas State University.

Professional Appointments

Current Associate Member, American Institute of Architects.
Internors Professional Interest Area Advisory Board, American Institute of Architects.
Member, Texas Society of Architects, Brazos Chapter, AIA.
Member, International Interior Design Association.
1995-2015 Faculty Advisor, Tau Sigma Delta.
2008 - 2011 President Elect, Tau Sigma Delta, National Board.
1996  **Chair of Interiors Professional Interest Area**, American Institute of Architects, (1200 members) Responsible for planning and organization of 1996 program, which included the following:

2. One continuing education program at NEOCON, Chicago, IL, June 1996.
3. Three continuing education programs at AIA Annual Meeting, Minneapolis, MN.

1995  **Vice Chair**, Committee on Interiors, American Institute of Architects Steering Committee.


1975 - 1982  **Member**, Committee on Interior Architecture, Texas Society of Architects.


1979 - 1984  **Elected to the Board of Directors** of the Council on Furniture Engineering and Research.

1976 - 1977  **Faculty Advisor to Student Chapter**, ASID, Kansas State University.

1977-Present  **Interior Space Design Consultant**, College Station, Texas.


1976  **Consultant**, The Sperry and Hutchinson Company, Waynesboro, VA. Design of testing mannequin for quality control of seating.

**Five Most Recent Works and Exhibitions**


1991 - 1992  Faculty Consultant to NIH. research grant, “Effects of Dialysis Unit Design on Compliance and Staffing.” Asst. Prof. Sherry Bame, principal investigator - $151,000

1990 - 1991  ORBIS International, Program and conceptual design for DC-10

Flying educational and surgical unit


1985 - 1986  Atrium Topflight Modeling Configuration for 3M Office-Lab Complex in Austin, Texas.

Academic Study Grant, CRS/Sirrine, Project Director, $ 12,500
Five Other Significant Works


1986  Wells, W. V., Boyer, L. L., Delighting Model Studies for a Large Office-Lab Project in Austin, Texas, Department of Architecture, Texas A&M University, p 25
WEI YAN

Department of Architecture                                                               wyan@tamu.edu
TAMU 3137                                                                                www.arch.tamu.edu
College Station, TX  77843

Professional Preparation

1995-2005  Ph.D. in Architecture, University of California, Berkeley.
2002-2004  Master of Science in Computer Science, University of California, Berkeley.
1993-1996  Master of Engineering in Architectural Science and Technology, Tianjin University, China.
1988-1992  Bachelor of Engineering in Architecture, Tianjin University, China.

Academic Appointments

2016-present  Professor, Department of Architecture, Texas A&M University.
2012.8-12  Guest Scientist, Simulation Research Group, Building Technology and Urban Systems Division, Lawrence Berkeley National Laboratory.
            Visiting Professor, Center for Integrated Facility Engineering (CIFE), Stanford University.
2011-2016  Associate Professor, Department of Architecture, Texas A&M University.
2005-2011  Assistant Professor, Department of Architecture, Texas A&M University.
2004  Graduate Student Researcher, Computer Science Division, University of California, Berkeley.
2000  Student Research Assistant, Lawrence Berkeley National Laboratory, Berkeley, California.
1999,  Graduate Student Researcher, Department of Architecture, University of California, Berkeley.
2001-2002  California, Berkeley.

Professional Appointments

2000-2002  Designer, Programmer, and CTO, 3cim, Inc. Santa Clara, CA.
1992-1993  Intern Architectural Designer, Metallurgical Planning and Design Institute, Tianjin, China.

Five Most Recent Works and Exhibitions


Five Other Significant Works


XUEMEI ZHU

Department of Architecture
TAMU 3137
College Station, TX 77843  xuemeizhu@tamu.edu

Professional Preparation

2008    Ph.D. in Architecture, Department of Architecture, Texas A&M University.

Certificate for Health Systems & Design, College of Architecture, Texas A&M University.

Certificate for Sustainable Urbanism, College of Architecture, Texas A&M University.

1999    B.Arch., Southeast University, Nanjing, China.

Academic Appointments

2014-present    Associate Professor, Department of Architecture, Texas A&M University.
2008-2014       Assistant Professor, Department of Architecture, Texas A&M University.
2008-present    Fellow, Center for Health Systems & Design, College of Architecture, Texas A&M University.

Fellow, Center for Housing & Urban Development, College of Architecture, Texas A&M University.

2004-2005       Instructor, Department of Architecture, Texas A&M University.

Professional Appointments


Five Most Recent Works and Exhibitions

2018-2019    Principal Investigator (Multi-PI with Drs. Ory & Lee)
Dementia-Friendly Communities to Promote Active Living in Persons with Alzheimer’s disease (AD) and AD-related Dementias (ADRD) (3R01CA197761-04S2).
National Institutes of Health (NIH). $358,129.
This administrative supplement enhances its parent grant (R01CA197761) by identifying environmental strategies to promote physical activity, social interaction, and independence of people with AD/ADRD and to reduce burdens on their caregivers.

2018-2023    Co-Investigator (Pls: Lee, Ory & Li)
Fighting Obesity by Reinventing Public Transportation: A Natural Experiment. (R01CA228921)
National Institutes of Health (NIH). $2,591,084.
This is a natural experimental study to evaluate health and mobility impacts of bus rapid transit; to examine costs and benefits of bus rapid transit implementation; and to explore barriers and facilitators of bus rapid transit use.
2015-2020

**Principal Investigator (Multi-PI with Drs. Ory & Lee)**

**Physical Activity Impacts of a Planned Activity-Friendly Community: The What, Where, When and Why of Environmental Approaches to Obesity Prevention**

(R01CA197761)

National Institutes of Health (NIH). $2,684,000.

This case-control, longitudinal study examines the short- and long-term impacts of moving into a walkable community on residents’ physical activity and health. It also investigates the underlying mechanisms for related changes and the roles of environmental factors.

2018-2020

**Principal Investigator**

**Health Promotion through Green and Affordable Housing.**

Texas A&M University T3-Triads for Transformation. $35,000.

This study evaluates affordable housing related interventions in City of Austin for their impacts on health, sustainability, and affordability. The results will inform both governmental agencies and non-governmental organizations about creating green, healthy, and affordable housing.

2016-2017

**Co-Principal Investigator (PI: Li)**

**Reinventing Public Transportation Programs to Fight Obesity Epidemic: A Pilot Study in El Paso, Texas.**

Division of Research funds the PESCA Grant Program, Texas A&M University. $25,000.

This is a pilot study that examines diverse recruitment and data collection strategies in the El Paso area for a longer-term project focusing on the impacts of public transit and community design on residents’ transit use and physical activity.

**Five Other Significant Works**

2018


2014


2009


2008


2008

Appendix D

Institutional Profile
June 17, 2019

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Vice Provost for Academic Affairs & Strategic Initiatives

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with standard 14.4, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

**Purpose**

 Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Governance**

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M University System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Carol A. Fierke, Provost and Executive Vice President, Chief Academic Officer
- Jerry R. Strawser, Executive Vice President for Finance and Operations and Chief Financial Officer
- Michael Benedik, Vice Provost and Chief International Officer
- Michael T. Stephenson, Vice Provost for Academic Affairs & Strategic Initiatives
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Col. Michael E. Fossum, Vice President and COO, TAMU-Galveston
- Jeff Risinger, Vice President for HR & Organizational Effectiveness
- Robin Means Coleman, Vice President and Associate Provost for Diversity
- Mark Barteau, Vice President for Research
- Carrie L. Byington, Senior Vice President of the Health Science Center, Dean of the College of Medicine, and TAMU System Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr., Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Jonathan Bowling, Sr., Associate Athletics Director, Athletics Compliance
- R. C. Slocum, Special Advisor to the President
- Shane Hinckley, Vice President of Brand Development
- Andrew P. Morris, VP of Entrepreneurship & Economic Development, Dean of the I-School
- C.J. Woods, Associate Vice President and Chief of Staff
- Kevin McGinnis, Chief Compliance Officer

**Programs, Degrees, Diplomas, and Certificates**

See the appended Degrees and Programs Offered tables.

**Finances**

See the 2019 SACSCOC Financial Profile and Indicators
# DEGREES AND PROGRAMS OFFERED

## Degree Program Tables

### Undergraduate, Graduate and Professional Degree Programs

Approved by the Texas Higher Education Coordinating Board

### Interdisciplinary Degree Programs

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Baccalaureate</th>
<th>Masters</th>
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<th>Professional</th>
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<td>Agribusiness</td>
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<td>Agribusiness and Managerial Economics</td>
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<td>Marine Biology</td>
<td>MS, PhD</td>
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<td>Molecular and Environmental Plant Sciences</td>
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1. Administered by the Colleges of Agriculture and Life Sciences, Medicine, Science and Veterinary Medicine and Biomedical Sciences.
2. Joint program with Texas A&M University, Texas A&M University at Galveston and Texas A&M University–Corpus Christi.

### College of Agriculture and Life Sciences

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<td>MS, MAg</td>
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<td>Agricultural Economics</td>
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<td>Department of Agricultural Leadership, Education and Communications</td>
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<td>Agricultural Communication and Journalism</td>
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<td>Agricultural Development</td>
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| Department of Animal Science | BS | MS | PhD |
| Animal Breeding | MS, MAg | PhD |
| Animal Science | BS | MS | PhD |
| Equine Industry Management | MEIM |         |           |              |
| Physiology of Reproduction | MS | PhD |

| Department of Biochemistry and Biophysics | BS | MS | PhD |
| Biochemistry | BS | MS | PhD |
| Genetics | BS |       | |

| Department of Biological and Agricultural Engineering | BS | MS | MEngr | PhD |
| Agricultural Systems Management | BS | MS | MEngr | PhD |
| Biological and Agricultural Engineering | BS | MS | MEngr | PhD |

| Department of Ecosystem Science and Management | BS | MS | MEd | PhD |
| Ecological Restoration | BS | MS | MEngr | PhD |
| Ecosystem Science and Management | BS | MS | MEngr | PhD |
| Forestry | BS | MS | MEngr | PhD |
| Natural Resources Development | BS | MS | MEngr | PhD |
| Rangeland Ecology and Management | BS | MS | MEngr | PhD |
| Spatial Sciences | BS |       |       | |

| Department of Entomology | BS | MS | PhD |
| Entomology | BS | MS | PhD |
| Forensic and Investigative Sciences | BS |       |       | |

| Department of Horticultural Sciences | BS | MS | MEd | PhD |
| Horticulture | BS | MS | MEd | PhD |
| Plant Breeding | MS |       |       | |

| Agricultural Education | EdD | |
| Agricultural Leadership and Development | BS | |
| Agricultural Leadership, Education, and Communication | BS | |
| Agricultural Science | BS | |
| Biochemistry | BS | |
| Genetics | BS | |

Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
## Degrees and Programs Offered

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<tr>
<th>Department of Nutrition and Food Science</th>
<th>Food Science and Technology</th>
<th>Food Systems Industry Management</th>
<th>Nutrition</th>
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1. Also offered as joint program with Texas Tech University when offered by Distance Education.
2. Joint Program with College of Education and Human Development. Degrees conferred in College of Agriculture and Life Sciences.
3. Also offered as cooperative program with Texas A&M University–Kingsville.

### College of Architecture

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<tr>
<th>Degree Program</th>
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<th>Masters</th>
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### Mays Business School

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### College of Dentistry

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<tr>
<td>Department of Biomedical Sciences</td>
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<tr>
<td>Caruth School of Dental Hygiene</td>
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<td>Dental Hygiene BS</td>
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| Department of Comprehensive Dentistry | | | | |
| Department of Diagnostic Sciences | | | | |
| Department of Endodontics | | | | |
| Department of Oral and Maxillofacial Surgery | | | | |
| Department of Orthodontics | | | | |
| Department of Pediatric Dentistry | | | | |
| Department of Periodontics | | | | |
| Department of Public Health Sciences | | | | |

### College of Education and Human Development

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### College of Engineering

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1. Also offered as a Cooperative Doctoral Program with Texas A&M International University.
2. Also offered as a dual degree program with Qatar University.
### Degrees and Programs Offered

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### College of Geosciences

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### The Bush School of Government and Public Service

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1 Step 1 Doctoral Program with Texas A&M International University, Texas A&M University – Corpus Christi and Texas A&M University – Kingsville.

### College of Nursing

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### Irma Lerma Rangel College of Pharmacy

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### College of Medicine

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### College of Science

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Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
Degrees and Programs Offered

Department of Chemistry
Chemistry BA, BS MS PhD

Department of Mathematics
Applied BS Mathematical Sciences
Mathematics BA, BS MS PhD
Quantitative Finance MS

Department of Physics and Astronomy
Astronomy MS PhD
Physics BA, BS MS PhD

Department of Statistics
Statistics BS MS PhD

College of Veterinary Medicine and Biomedical Sciences
Degree Program | Baccalaureate | Masters | Doctorate | Professional
---|---|---|---|---
Biomedical Sciences | BS | MS | PhD |
Science and Technology Journalism | MS |
Veterinary Medicine | DVM |

Department of Veterinary Integrative Biosciences
Veterinary Public Health - Epidemiology MS

Department of Veterinary Large Animal Clinical Sciences

Department of Veterinary Pathobiology

Department of Veterinary Physiology and Pharmacology

Department of Veterinary Small Animal Clinical Sciences

Texas A&M University at Galveston
Degree Program | Baccalaureate | Masters | Doctorate | Professional
---|---|---|---|---
University Studies | BA, BS |
Department of Liberal Studies
Maritime Studies BA

Department of Marine Biology
Marine Biology BS MS PhD
Marine Fisheries BS

Department of Marine Engineering Technology
Marine Engineering Technology BS

Department of Marine Sciences
Marine Resources Management BS
Ocean and Coastal Resources MS

Department of Maritime Business Administration
Maritime Administration BS
Maritime Administration and Logistics MMAL

Department of Maritime Systems Engineering

Department of Maritime Transportation
Marine Transportation BS

Division of Foundational Sciences

1 Joint program between Texas A&M University, Texas A&M University at Galveston and Texas A&M University – Corpus Christi.

Texas A&M University at Qatar
Degree Program | Baccalaureate | Masters | Doctorate | Professional
---|---|---|---|---
College of Engineering
Chemical Engineering BS MS, ME MEng PhD
Electrical Engineering BS
Mechanical Engineering BS
Petroleum Engineering BS

Degree Programs Via Distance Education
Texas A&M University currently offers the following programs by distance education:

Undergraduate Degree Program
- Bachelor of Science in Nursing (BSN) in Nursing

Graduate Degree Programs
- Doctor of Education (EdD) in Agricultural Education
- Doctor of Education (EdD) in Curriculum and Instruction
- Doctor of Philosophy (PhD) in Plant Breeding
- Master of Agriculture (M Agr) in Agricultural Development
• Master of Agriculture (MAgr) in Poultry Science  
• Master of Education (MEd) in Bilingual Education  
• Master of Education (MEd) in Curriculum and Instruction  
• Master of Education (MEd) in Educational Administration  
• Master of Education (MEd) in Educational Psychology  
• Master of Education (MEd) in Educational Technology  
• Master of Education (MEd) in Special Education  
• Master of Engineering (MEng) in Aerospace  
• Master of Engineering (MEng) in Biological and Agricultural Engineering  
• Master of Engineering (MEng) in Computer Engineering  
• Master of Engineering (MEng) in Electrical Engineering  
• Master of Engineering (MEng) in Engineering  
• Master of Engineering (MEng) in Industrial Engineering  
• Master of Engineering (MEng) in Mechanical Engineering  
• Master of Engineering (MEng) in Petroleum Engineering  
• Master of Engineering Technical Management (METM) in Technical Management  
• Master of Geoscience (MGSC) in Geoscience  
• Master of Industrial Distribution (MID) in Industrial Distribution  
• Master of Jurisprudence (MJur) in Jurisprudence  
• Master of Laws (LLM) in Laws  
• Master of Maritime Administration and Logistics (MMAL) in Maritime Administration and Logistics  
• Master of Natural Resource Development (MNRD) in Natural Resource Development  
• Master of Public Health (MPH) in Epidemiology  
• Master of Public Service and Administration (MPSA) in Public Service and Administration  
• Master of Recreation and Resources Development (MRRD) in Recreation and Resources Development  
• Master of Science (MS) in Agricultural Systems Management  
• Master of Science (MS) in Analytics  
• Master of Science (MS) in Bilingual Education  
• Master of Science (MS) in Education for Health Care Professionals  
• Master of Science (MS) in Educational Human Resource Development  
• Master of Science (MS) in Energy  
• Master of Science (MS) in Engineering Systems Management  
• Master of Science (MS) in Health Education  
• Master of Science (MS) in Mathematics  
• Master of Science (MS) in Plant Breeding  
• Master of Science (MS) in Safety Engineering  
• Master of Science (MS) in Special Education  
• Master of Science (MS) in Sport Management  
• Master of Science (MS) in Statistics  
• Master of Science in Nursing (MSN) in Family Nurse Practitioner  
• Master of Science in Nursing (MSN) in Forensic Nursing  
• Master of Science in Nursing (MSN) in Nursing Education  
• Master of Wildlife Science (MWS) in Wildlife Science

The delivery platform differs among these programs. Most are available 100% online, some are web-supported with interactive video and others require periodic campus visits. The delivery platform in most programs changes depending on the course/program content, needs of the students and their geographic locations. Students should carefully consider distance education and address any specific questions to the department offering the program of interest.

Only a student who is admitted to Texas A&M University may enroll in these distance education programs and the associated courses. A student wishing to enroll in any of the distance education programs must be admitted as a degree-seeking graduate student or as a post-baccalaureate non-degree seeking student. Please see http://admissions.tamu.edu for graduate admissions information.

A student may take up to 12 hours in non-degree-seeking post-baccalaureate status and apply these hours to a master's program with the approval of the student's advisory committee, the head of the department (or Chair of the Intercollegiate Faculty, if appropriate), and the Office of Graduate and Professional Studies if all admission requirements to the selected master's program are fulfilled. Courses offered for extension credit may not be used on the student's degree plan. Post-baccalaureate non-degree status does not establish eligibility for admission to degree-seeking status.

Texas A&M University provides students pursuing a graduate degree by distance a wide variety of student support services, including access to library resources, advising, technology support and course materials acquisition through the online bookstore. A complete listing of services, degree program descriptions, appropriate points of contact within each program, and costs are available through the distance education website at http://distance.tamu.edu. Additional distance education programs are in development. Interested students should check the website periodically for updates. Students should contact the department offering the program for any questions.

State Authorization
State authorization allows Texas A&M University to offer educational opportunities to students among other states and nationwide.

National Council for State Authorization Reciprocity Agreements (NC-SARA)
Texas was approved as a SARA state in 2015, and is administered by the Southern (https://www.sreb.org) Regional Education Board (SREB.) (https://www.sreb.org) “The State Authorization Reciprocity Agreement (http://nc-sara.org) is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.” - NC-SARA

Combined Programs
Texas A&M University currently offers the following combined master's programs:

• Master of Architecture/Master of Urban Planning  
• Master of Land and Property Development/Master of Architecture  
• Master of Land and Property Development/Master of Urban Planning  
• Master of Land and Property Development/Master Science in Construction Management

A limited number of graduate certificate programs are available by distance education. Please review them here (p. 8).
• Master of Land and Property Development/Master of Real Estate
• Master of Science in Nutrition and Master of Science in Kinesiology
• Master of International Affairs in International Affairs and Master of Public Health in Health Promotion and Community Health Sciences
• Master of International Affairs in International Affairs and Master of Public Health in Health Policy and Management

A combined master’s program represents two master’s degrees that are pursued and awarded simultaneously. Combined degree programs may allow a shorter time for completion due to the “double-counting” of some coursework. Combined master’s programs must be approved as defined by the University’s Curricular Processes 11.99.99.M0.01 (http://rules.saps.tamu.edu/PDFs/11.99.99.M0.01.pdf).

Students should declare their intentions to enroll in combined master’s programs at the time of application to their graduate studies or early in their education process. This will ensure the maximum benefit from a combined master’s program.

Graduate Certificate Programs

Graduate Certificate Programs

• Adult Education Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-administration-human-resource-development/adult-education-certificate)
• Advanced International Affairs Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/government-public-service/international-affairs/advanced-certificate)¹
• Advanced Pedagogy in Agriculture Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/advanced-pedagogy-agriculture-certificate)¹
• Africana Studies Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/interdepartmental-degree-programs/africana-studies-certificate)
• Agriculture eLearning Development Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/agriculture-elearning-development-certificate)¹
• Analog and Mixed-Signal Integrated Circuit Design Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/electrical-computer/analog-and-mixed-signal-integrated-circuit-design-certificate)¹
• Analytics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/marketing/analytics-certificate)
• Applied Behavior Analysis Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/applied-behavior-analysis-certificate)¹
• Applied Statistics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/science/statistics/applied-statistics-certificate)¹
• Business Data Analytics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/business-data-analytics-certificate)
• Business Intelligence and Analytics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/business-intelligence-analytics-certificate)
• Business Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/business-management-certificate)
• College Teaching Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-administration-human-resource-development/college-teaching-certificate)
• Community Development Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/recreation-park-tourism-sciences/community-development-certificate)
• Computational Sciences Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/science/interdepartmental/computational-sciences-certificate)
• Conservation Training Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/anthropology/conservation-training-certificate)
• Corrosion Science and Engineering Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/materials-science/corrosion-science-engineering-certificate)
• Cybersecurity Engineering Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/interdepartmental/degree-programs/cybersecurity-engineering-certificate)¹
• Dietetic Internship Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/nutrition-food-science/dietetic-internship-certificate)
• Digital Humanities Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/digital-humanities-certificate)
• Education for Health Care Professionals Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/medicine/interdepartmental/education-healthcare-professionals-certificate)¹
• Energy Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/energy-certificate)¹
• Engineering Concept, Creation, and Commercialization Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/interdepartmental/degree-programs/engineering-concept-creation-commercialization-certificate)¹
• Engineering Project Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/interdepartmental/degree-programs/engineering-project-management-certificate)
• Engineering Therapeutics Manufacturing Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/chemical/engineering-therapeutics-manufacturing-certificate)
• Entrepreneurship Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/management/entrepreneurship-certificate)
• Environmental Hazard Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/architecture/environmental-hazard-management-certificate)
• Extension Education Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/extension-education-certificate)
• Facility Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/architecture/facility-management-certificate)
• Film and Media Studies Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/interdepartmental-degree-programs/film-media-studies-certificate)
• Finance Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/finance-certificate)
• Food Safety Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/animal-science/food-safety-certificate)
• Forensic Healthcare Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/nursing/forensic-healthcare-certificate)
• Geographic Information Science (GIS) Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/gis-certificate)
• Health Systems and Design Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/health-systems-design-certificate)
• Health Systems Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/public-health/health-policy-management/health-systems-management-certificate)
• Historic Preservation Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/architecture/architecture/historic-preservation-certificate)
• Industrial Data Analytics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/industrial-systems/industrial-data-analytics-certificate)
• Industrial/Organizational Psychology Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/psychological-and-brain-sciences/industrial-organizational-psychology-certificate)
• International Agriculture Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/international-agriculture-certificate)
• International Business (Mays MBA Students Only) Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/international-business-certificate-mba)
• International Business (Mays MS Students Only) Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/international-business-certificate-ms)
• International Communication and Public Diplomacy Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/communication/international-communication-public-diplomacy-certificate)
• Marketing Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/marketing-certificate)
• Materials, Informatics and Design Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/materials-science/materials-informatics-design-certificate)
• Meat Science Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/animal-science/meat-science-certificate)
• Military Land Sustainability Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/wildlife-fisheries-sciences/military-land-sustainability-certificate)
• National Security Affairs Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/government-public-service/interdepartmental/national-security-affairs-certificate)
• Nonprofit Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/government-public-service/public-service-administration/nonprofit-management-certificate)
• Nuclear Security Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/nuclear/nuclear-engineering-certificate)
• Ocean Observing Systems Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/geo enviromental-geophysics/oceanography/ocean-observing-systems-certificate)
• Petroleum Geoscience Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/geosciences/geo enviromental-geophysics/petroleum-geoscience-certificate)
• Prevention Science Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/prevention-science-certificate)
• Public Health Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/public-health/interdepartmental/public-health-certificate) ¹
• Public Management Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/government-public-service/public-service-administration/public-management-certificate) ¹
• Quality Engineering for Regulated Medical Technologies Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/biomedical/quality-engineering-regulated-medical-technologies-certificate)
• Regulatory Science in Food Systems Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/soil-crop-sciences/regulatory-science-food-systems-certificate) ¹
• Remote Sensing (RS) Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/rs-certificate)
• Safety Engineering Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/engineering/interdepartmental-degrees/safety-engineering-certificate) ¹
• Science, Technology, Engineering and Mathematics (STEM) Education Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/teaching-learning-culture/science-technology-engineering-mathematics-education-certificate) ¹
• Space Life Sciences (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/space-life-sciences-certificate)
• Supply Chain and Operations Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/business/interdepartmental/supply-chain-operations-certificate)
• Sustainable Urbanism Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/architecture/landscape-architecture-urban-planning/sustainable-urbanism-certificate)
• Transportation Planning Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/interdisciplinary/transportation-planning-certificate)
• Women’s and Gender Studies Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/liberal-arts/interdepartmental-degrees/womens-gender-studies-certificate)

¹ Offered via online Distance Education.

A graduate certificate program represents an emphasis area within a particular field or it could be interdisciplinary and involve several fields. Other certificate programs may exist in the various colleges or schools. Inquiries should be addressed to these colleges. For more information on graduate certificate programs, please visit the Office of the Registrar (http://registrar.tamu.edu/Our-Services/Curricular-Services/Curricular-Approvals/Program-Approvals/Approved-Certificate-Programs) website.

### Graduate Clinical Certificate Programs

• Advanced Education in General Dentistry Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/advanced-education-certificate)
• Endodontics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/endodontics/endodontics-certificate)
• Oral and Maxillofacial Surgery Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/oral-maxillofacial-surgery/maxillofacial-surgery-certificate)
• Oral and Maxillofacial Pathology Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/diagnostic-sciences/oral-maxillofacial-pathology-certificate)
• Oral and Maxillofacial Radiology Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/diagnostic-sciences/oral-maxillofacial-radiology-certificate)
• Orthodontics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/orthodontics/orthodontics-certificate)
• Pediatric Dentistry Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/pediatric-dentistry/pediatric-dentistry-certificate)
• Periodontics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/periodontics/periodontics-certificate)
• Prosthodontics Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/dentistry/comprehensive-dentistry/prosthodontics-certificate)
2019 SACSCOC Financial Profile and Indicators

Institution Name Address: Texas A&M University, College Station, TX

Thank you for completing the 2019 Financial Profile and Indicators:

The Profile was submitted by Michael T. Stephenson on 7/8/2019 and approved by Michael K. Young on 7/12/2019.

**FINAL SUBMISSION**

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<th>Fields:</th>
<th>Hint</th>
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<td>Total All Revenues And Other</td>
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<td>Instruction:</td>
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<td>(maturities beyond 12 months)</td>
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Appendix E

Theses & Dissertation Titles
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<th>Name</th>
<th>Thesis/Dissertation Title</th>
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<td>Peircean Interpretation of Postmodern Architecture</td>
<td>2013 December</td>
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<td>Farias, Francisco</td>
<td>Contemporary Strategies for Sustainable Design</td>
<td>2013 May</td>
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<td>Mukhopadhyay, Jaya</td>
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<td>Andolsun, Simge</td>
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<td>Kim, Ji Myong</td>
<td>Multiple Linear Regression Models: Predicting the Texas Windstrom Insurance Association Claim Payout and Ratio Versus the Appraised Value of Commercial Buildings from Hurricane Ike</td>
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<td>Yang, Ying</td>
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<td>The Development of a Method for the Identification and Selection of Preservation Values for the Protection of WWII United States Army Airbases in Texas</td>
<td>2014 December</td>
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<td>Jeong, Woon Seong</td>
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<td>Title</td>
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<td>Kim, Jong Bum</td>
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<td>Morris, Jacob James</td>
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<td>Yenerim, Duygu</td>
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<td>Do, Sung Lok</td>
<td>Development and Application of a Ground-Coupled Heat Pump Simulation Model for Residential Code-Compliance Simulation in Texas</td>
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<td>Kanakri, Shireen M</td>
<td>The Impact of Acoustical Environmental Design on Children with Autsim</td>
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<td>Vahdat Zad, Vahid</td>
<td>Imagining the Modern: An Occidentalist Perception and Representation of Farangi Architecture and Urbanism in 19th-Century Persian Travel Diaries</td>
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<td>Bermudez Alcocer, Jose Luis</td>
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<td>Bai, Xin</td>
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<td>Song, Yilin</td>
<td>The Influence of Daylighting on the Behavior of Nurses and Families in Neonatal Intensive Care Units (NICUS)</td>
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<td>Wheeler, Ashley N</td>
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<td>Davis, Georgina Amanda</td>
<td>A Study of Remote, Cold Regions Habitations and Design Recommendations for New Dormitory Buildings in McMurdo Station, Antarctica</td>
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<td>Nejati, Adeleh</td>
<td>Evaluating Usage, Preferences, and Perceived Restorative Qualities of Staff Break Areas in Healthcare Facilities</td>
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<td>Su, Zhouzhou</td>
<td>Improving Design Optimization and Optimization-based Design Knowledge Discovery</td>
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<td>Xiao, Chao</td>
<td>Comparative Analysis of Entropy Algorithms to Determine the Most Effective Technique for Measuring Complexity in Building Construction</td>
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<td>Haliburton, James Thomas</td>
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<td>Zarrinmehr, Saied</td>
<td>A Computational Model for Simulation, Visualization and Evaluation of Mandatory and Optional Building Occupancy Scenarios</td>
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<td>Robertson, Harold Gene</td>
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<td>The Impact of Visibility on Teamwork, Collaborative Communication, and Security in Emergency Departments</td>
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<td>Oh, Sukjoon</td>
<td>Quantifying the Electricity Savings from the Use of Home Automation Devices in a Residence</td>
<td>2017 December</td>
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<td>Wu, Chengde</td>
<td>A SYSTEM ARCHITECTURE FOR THE INTEGRATION OF SMOKE PROPAGATION SIMULATION, EVACUATION SIMULATION, AND BUILDING INFORMATION MODELING</td>
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<td>Alawadhi, Mohammad S A A M</td>
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<td>Gonen, Mehmet Ozgur</td>
<td>Quad Dominant 2-Manifold Mesh Modeling</td>
<td>2017 May</td>
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<td>Westwater, James Andrew</td>
<td>Unknown Architectures: Agnes Martin and Ian Curtis</td>
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<td>Yeon, Jaeheum</td>
<td>Rapid Concrete Pavement Spall Repair Using 3D Scanning and 3D Printing Technologies</td>
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<td>Human-Tool-Interaction-Based Action Recognition Framework for Automatic Construction Operation Monitoring</td>
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<td>Marinic, Gregory N</td>
<td>Borderland Appropriations: Globalization, Obsolescence, Migration and the American Shopping Mall</td>
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<td>Ostadalimakmalbaf, Mohammadreza</td>
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<td>Ryu, Kyeong Rok</td>
<td>Quantitative Analysis on Schedule, Cost, and Contingency: Performance Implications of Innovative Contracting Strategies</td>
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<td>Shin, Minjae</td>
<td>Development of a Procedure for Automating Thermal Zoning for Building Energy Simulation</td>
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<td>Culp, Bonita Anne</td>
<td>Characteristics of the Physical Environment That Influence Older Adults’ Preference for and Usage of Outdoor Areas: A Systematic Review of the Literature</td>
<td>2019 May</td>
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Appendix F
Graduate Student Practical Training Assignments
# PhD Internships (Curricular Practical Training)

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<td>Adeleh</td>
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<td>Rahmani Asl</td>
<td>Mohammad</td>
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<td>Su</td>
<td>Zhou Zhou</td>
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<td>Liu</td>
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<td>Farahbakhsh</td>
<td>Mehdi</td>
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<td>Fatemeh</td>
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<tr>
<td></td>
<td>Venkatraj</td>
<td>Varusha</td>
<td>Sanveo</td>
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<td><strong>Spring 2019</strong></td>
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<td></td>
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<tr>
<td></td>
<td>Shahsavari</td>
<td>Fatemeh</td>
<td>Corgan Associates, Inc.</td>
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<td><strong>Summer 2019</strong></td>
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<td>Danesh</td>
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<td>Fatemeh</td>
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</table>
Appendix G

Department Advisory Council
Department of Architecture Advisor Council Membership

James Adams, AIA, RIBA
Senior Associate
Corgan

Teresa Coates, AIA
Principal
Cavas Architects and Developers

Gavin Daniels, AIA, IIDA
Principal
Wingate Hughes Architects, PLLC

Ryan Jones, AIA, LEED AP, BD+C
Associate Partner
Lake Flato Architects

Heath May, AIA
Director of LINE, Principle
HKS, Inc.

Elizabeth Chu Richter, FAIA
Principle
Richter Architects

Megan McCoy, AIA
Associate Principle/Project Manager
Page

Robert Warden
Interim Department Head
Department of Architecture

Shelley Holliday
Executive Associate Department Head
Department of Architecture

Stephen Caffey, PhD
Associate Department Head for Research
Department of Architecture

James Halliburton, PhD
Associate Department Head for March
Department of Architecture

Kochiro Aitani
Associate Department Head for Undergraduate Programs
Department of Architecture
Appendix H

Celebration of Excellence
THURSDAY MAY 9 2013
THE HILTON HOTEL - OAKWOOD BALLROOM
2PM - 7:30PM

BEST FINAL STUDIES PROJECTS
BEST INTEGRATED STUDIO PROJECTS
ALPHA RHO CHI MEDAL - ARCC KING MEDAL
HENRY ADAMS MEDAL AND CERTIFICATE
GRADUATE FACULTY TEACHING AWARD
UNDERGRADUATE FACULTY TEACHING AWARD

FRIDAY MAY 9 2014
THE HILTON HOTEL OAKWOOD BALLROOM
2PM - 7PM

BEST FINAL STUDY PROJECTS
BEST INTEGRATED STUDIO PROJECTS
ALPHA RHO CHI MEDAL - ARCC KING MEDAL
HENRY ADAMS MEDAL AND CERTIFICATE
GRADUATE FACULTY TEACHING AWARD
UNDERGRADUATE FACULTY TEACHING AWARD
THURSDAY MAY 11 2017
THE HILTON HOTEL OAKWOOD BALLROOM
2PM - 7PM

- Best final study projects
- Best integrated studio project
- Alpha Rho Chi medal
- Henry Adams medal and certificate
- Graduate faculty teaching award
- Undergraduate faculty teaching award
- Departmental honors - first year honors

WEDNESDAY MAY 9 2018
THE ICEHOUSE ON MAIN • 2PM-7PM

- M.Arch final study presentation
- M.S. and Ph.D. poster session
- Undergraduate design exhibit

- Best final study projects
- Best integrated studio project
- Alpha Rho Chi medal • AIA King medal
- Henry Adams medal and certificate
- Graduate faculty teaching award
- Undergraduate faculty teaching award
- Departmental honors • First year honors
## Appendix I

### Syllabi of MS/PhD Core Courses
PhD/MS Required Coursework:
ARCH 681 (2 Fall/Spring) *note: MS only take one in Fall
ARCH 669
ARCH 690
CARC 698

Fall 2013
ARCH 681 – Haberl
ARCH 690 – Downing
ARCH 669 – Miranda

Spring 2014
ARCH 681 – Haberl
CARC 698 – Murray

Fall 2014
ARCH 690 – Caffey

Fall 2017
ARCH 681 – Caffey (no syllabus on file)

Spring 2018
ARCH 681 - Caffey
CARC 698 – Peterson

Fall 2018
ARCH 681 - Caffey
Course title and number: ARCH 681 - Seminar
Term: Fall 2013
Meeting times and location: 9:35 – 10:50 AM, ARCA 403

Course Description and Prerequisites
Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design. Prerequisite: Graduate classification or approval of instructor.

Learning Outcomes or Course Objectives
This course is intended to give the Ph.D. student an overview of the graduate education process at Texas A&M. The topics include: overview of the Ph.D. process, navigating the doctoral program, and a discussion of the libraries on campus. As someone who has a Ph.D. in Architecture, our responsibility is to generate new knowledge about the built environment and disseminate that knowledge, not just among our peers but to society at large. This seminar course will focus on new knowledge creation, disseminating information and review the Ph.D. areas of interest in the Architecture program at Texas A&M. The objective of this seminar is to enhance the research student’s ability to succinctly and effectively communicate information about his/her area of academic specialization.

Instructor Information
Name: Jeff S. Haberl
Telephone number: 979-845-6507
Email address: jhaberl@tamu.edu
Office hours: T, Th, 8:00 – 11:00 AM
Office location: ARCA 131

Textbook and/or Resource Material
None.

Grading Policies
Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu.
This course is pass/fail. Grades will be based on evaluation of presentations, discussion, attendance and class participation as follows:

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<th>Component</th>
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<td>Discussion</td>
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<td>Documentation</td>
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<tr>
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Other Pertinent Grading Information (Rubric Included)

Attendance Policies
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Other Pertinent Attendance Information

Course Material:

Notes, homework solutions, etc., will be posted on a FTP site for the class. Access to the FTP site is:

http://eslarch.tamu.edu/jeffhaberl/681

Username: jh681
Password: Qx27359n2

Course Topics, Calendar of Activities, Major Assignment Dates

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<th>Topic</th>
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<td>1</td>
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<tr>
<td>2</td>
<td>Navigating a doctoral program</td>
<td>1st assignment</td>
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<td>3</td>
<td>Library Resources</td>
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<td>5</td>
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Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold
the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. *For additional information please visit: http://aggiehonor.tamu.edu*

**Care of Facilities**

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

**Studio Policy (required of all studios)**

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

**Important Links Below**

- Department of Architecture Website: http://dept.arch.tamu.edu/
- Department Financial Assistance: http://dept.arch.tamu.edu/financial-assistance/
- Academic Calendar: http://admissions.tamu.edu/registrar/general/calendar.aspx
- Final Exam Schedule Online: http://admissions.tamu.edu/registrar/general/finalschedule.aspx
- On-Line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu/
- Aggie Honor System Office: http://aggiehonor.tamu.edu/
ARCH 690: THEORY OF RESEARCH IN ARCHITECTURE
FALL SEMESTER 2013
http://archone.tamu.edu/arch690/new/
Professor Frances Downing

Credit 3: Design of research in architecture; evaluation of research methodologies from current research literature.

COURSE DESCRIPTION

Architecture, because it crosses many discipline boundaries, operates from the foundations of many varying worldviews and research ideologies. The larger picture of the architect's struggle to understand the world and operate within it follows patterns of inquiry evident in other disciplines. Movements that present different ways of understanding the world and constructing knowledge about it are woven throughout all Western thought and, by consequence, architectural inquiry.

The discipline of Architecture, although not new to common-sense design inquiry, is relatively new to the effort of formal research. As a result of the short history of this endeavor architects tend to use methodologies for conducting inquiry that are generally adopted from other disciplines: Theoretical, Interpretive, Experimental, Survey, Simulation, Qualitative, and Action Research (see website). The students of architectural inquiry find themselves faced with a plethora of "ways" to proceed. Generally students of inquiry are introduced to some favored system of a particular school or professor. However, the intention of this course is to address the multiple worldviews that lead to varying methods and help clarify the complex, and often conflicting, foundations of inquiry in the discipline of Architecture.

The content of this course is not intended to be a philosophical treatise. However, in an effort to clarify positions, the course addresses some very basic philosophical ideas. Through a general debate that begins with the research questions that you, as students, ask, and the research methods, which result from different research ideologies, I will present to you a range of assumptions that clarify different positions. As instructor, I do not take any particular stand concerning a preferred method of inquiry. Rather, I present the pros and cons of each method, the basic assumptions concerning justification and truth, and untangle the complex system of "isms" and movements that can impact architectural inquiry. This course takes the view that all forms of research can serve to expand the knowledge base of architecture.

A Doctor of Philosophy is just that—you must graduate with an understanding of your own assumptions and position and how it might genuinely differ from how others understand their world. Without this piece of the puzzle of knowledge and its acquisition, your work may remain technically accurate but without resonance. To have resonance your work must have "context" and must reverberate beyond the specifics of your particular quest to suggest further avenues of important inquiry. Rather
than depict what we researchers do as "scientific" (although in many architectural inquiries this is the case) this course proposes that we all understand inquiry as a broad canopy of efforts that helps us to find out about ourselves in our world or as our world. In some instances science has been defined as the production of a "description of the universe so complete that everything that occurs can be understood as an instance or instances of regularities we call laws."

One could also imagine science as "simply a collective name for the totality of human efforts to achieve a systematic understanding of the physical universe through disciplined inquiry." It is this definition that underlies this course on Inquiry in Architecture. As architects and researchers we often ask questions that do not fall within the competence of the defined "sciences" of a disciplinary nature like physics or chemistry where something can be measured (or that some believe that phenomena can be measured). Rather, one might ask questions that are logically fundamental, that address the "essence" of things or people, or the nature of this world. Is there such a thing as "genus loci?" How do buildings come to "mean" something to us? These kinds of questions tend to be more socially and physically complicated. Philosophical questions can be critical—by questioning claims of truth; or constructive—that is, generated by our desire to develop a picture of the whole of reality in which every element of knowledge and every aspect of human experience will find its proper place in a unified rather than a fragmented universe.

Searching for answers is often difficult. In some cases answers are to be found in the things themselves, in other instances they are found inside us or through our interaction with/in the world. This is what makes architectural inquiry so complex.

- **Epistemology** is the study of how you come to know things.
- **Methodology** is the selection of a procedure to reach a logical end.

No matter what it is you are inquiring about, you must address the issues of how you will come to know something about the world or of the world, and, what is the best way to proceed. This class will help you define what it is you want to know and how you could best identify a process of inquiry for reaching your goal. However, you also need to know how your knowledge of something and the procedure you use for finding out about it fits in the larger picture of ways of knowing and ways of proceeding. After all, the person sitting next to you may be pursuing a completely different inquiry than yours. Should all your colleagues use the same methods as you do? Why would they pick anything but the tried and true "experimental" technique often used by the hard sciences? After all, this method has been known to us for some time and is reliable. But how would you "measure" the meaning of things, a sense of place, or the politics of practice?
Distinguishing Fact, Understanding, and Knowledge

The product of inquiry at the level of the Ph.D. is "new knowledge." In turn, that knowledge will be the result of an "organization and understanding" of a collection of "facts." To develop these three crucial parts you will need to address some very basic assumptions. Is a fact something you measure, something taken to be true by a group or culture, something real, something abstract? What is it to order such information or entities? Should they be laws, patterns, trends, or momentary aggregates? How do we define our knowledge of something, how sure can we be that it is true knowledge? All three parts—fact, understanding, and knowledge—interact and must be consistent if the student's work is to be eloquent and significant.

To deal with these issues perhaps we should return to some basic definitions:

FACT:
Something that has really occurred or is actually the case; something certainly known to be of this character; hence, a particular truth known by actual observation or authentic testimony, as opposed to what is merely inferred, or to conjecture or fiction; a datum of experience, as distinguished from the conclusions that may be based upon it.
Oxford English Dictionary

UNDERSTANDING:
To comprehend, to apprehend, to lend significance, to make sense of, TO ORDER.
Oxford English Dictionary

KNOWLEDGE:
1. Acquaintance with a fact; perception, or certain information of, a fact or matter; state of being aware of informed; consciousness (of anything). The object is usually a proposition expressed or implied.
2. Intellectual acquaintance with, or perception of, fact or truth; clear and certain mental apprehension; the fact, state, or condition of understanding.
3. In a general sense: the fact or condition of being instructed, or of having information acquired by study or research; acquaintance with ascertained truths, facts, or principles; information acquired by study; learning; erudition.
Oxford English Dictionary
Let us look at some positions and see how they may differ, if at all along these dimensions:

<table>
<thead>
<tr>
<th>Rationalism: Plato</th>
<th>Rationalism: Descartes</th>
<th>Rationalism: Spinoza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are the forms that exist somewhere as concrete phenomena.</td>
<td>Facts are a priori truths existing in the mind concerning concrete phenomena.</td>
<td>Facts are a priori truths.</td>
</tr>
<tr>
<td>Understanding is dialectical reasoning from clear definitions.</td>
<td>Understanding is formal logical relations among a priori truths.</td>
<td>Understanding is forming logical relations among a priori truths.</td>
</tr>
<tr>
<td>Knowledge is what is found to be good.</td>
<td>Knowledge is derived conclusions from logical arguments that address concrete phenomena.</td>
<td>Knowledge is derived from conclusions of logical arguments.</td>
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</tbody>
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<thead>
<tr>
<th>British Empiricism: Berkeley</th>
<th>British Empiricism: Locke</th>
<th>Positivism: Mach, Comte</th>
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<tbody>
<tr>
<td>Facts are ideas.</td>
<td>Facts are simple ideas given by the world.</td>
<td>Facts are observable phenomena given by the world.</td>
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<tr>
<td>Understanding is the organization of facts through an association of ideas.</td>
<td>Understanding is the organization of facts through an association of ideas.</td>
<td>Understanding is organized according to quantifiable patterns that are given by the world and predictable.</td>
</tr>
<tr>
<td>Knowledge is uncertain and personal.</td>
<td>Knowledge is abstract and general ideas induced from experience.</td>
<td>Knowledge is modeled from prediction.</td>
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<table>
<thead>
<tr>
<th>Phenomenology: Husserl</th>
<th>Existential Phenomenology: Sarte, Heidegger</th>
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<tbody>
<tr>
<td>Facts are the intentional objects of consciousness.</td>
<td>Facts are the bits of the world we interact with.</td>
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<tr>
<td>Understanding is the shedding of perceptual and psychological layers.</td>
<td>Understanding is a personal organization of facts that is contingent upon a particular interaction with the world.</td>
</tr>
<tr>
<td>Knowledge is transcendent and objective.</td>
<td>Knowledge is a particular model that represents a purely personal being-in-the-world.</td>
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<thead>
<tr>
<th>Pragmatism: Pierce</th>
<th>Pragmatism: James, Dewey</th>
<th>Systems Theory: Multi-disciplinary</th>
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<tbody>
<tr>
<td>Facts are particulars given by the world.</td>
<td>Facts are relative to the observer but given by the world.</td>
<td>Facts are time-dependent, probabilistically observable, quantifiable phenomena given by the world.</td>
</tr>
<tr>
<td>Understanding is forming particular relationships among facts.</td>
<td>Understanding is the organization of facts according to the individual observer.</td>
<td>Understanding is gained through historical and contextual processes.</td>
</tr>
<tr>
<td>Knowledge is presentation of the general pattern of individual relationships. It is incomplete, but progressive.</td>
<td>Knowledge is a corroborative model of specific situations that govern intervention.</td>
<td>Knowledge is expressed as models that study system, process, and change.</td>
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<tr>
<th>Critical Theory: Marx, Hegel</th>
<th>Constructivism: Natural Inquiry</th>
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<tbody>
<tr>
<td>Facts are historical objects, ideas, or events in the world that are critically examined. Understanding is to propose alternate meanings based on dialogic and dialectic processes. Knowledge is allegory.</td>
<td>Facts are relative to the observer and created by the observer. Understanding is interpretive, hermeneutic and is organized by logical disputation. Knowledge is an allegorical model.</td>
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<tr>
<th>Aristotelian: Aristotle</th>
<th>Structuralism:</th>
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<tbody>
<tr>
<td>Facts are given by the world that represents examples of underlying universal laws. Understanding is organized through categories that serve as general explanations of particular occurrences. Knowledge is rational explanation.</td>
<td>Kant, Chomsky, Piaget, Langer</td>
</tr>
</tbody>
</table>
VISUALIZING IDEAS

As architects and designers, your world has been one of two and three, and sometimes four, dimensional images of what may become a reality—a building, landscape, or place. In this class you find yourselves in a world of ideas—often conflicting and overlapping ideas about how the world works. Text is necessarily linear, at least in the western world. Rarely are we presented with a diagram or an image that tries to clarify or depict the essential structure of an idea. I propose that this linear depiction of ideas and themes is not always useful, especially to those of us who are visually and spatially oriented.

To respond to this need I ask you to use your talents for making ideas visual in your pursuit of a methodology. Please draw, diagram, paint, sculpt, or otherwise visualize the essential issues addressed in this class. This should tax your abilities to structure an argument, but I feel it is the one thing that this discipline can bring to the debates presented in this class—a vision of how the world, ideas, and themes work—how they relate to each other—and, how they relate to your own work. As a part of your responsibility to the others in the class, we ask that you attempt the same by bringing your particular talents to reveal.

COURSE REQUIREMENTS

This class will examine the relationship between worldviews, research ideologies, and methods as they pertain to the activity of research designs. Vehicles for this exploration include participation, presentation, visualization, and written statements.

- Participation: Students will actively participate in debates, class discussions, and visualizations. Students will respond to relevant questions prepared by the instructor.
- Visualization: Students will present visualizations of the questions, relationships, disruptions, organizations, et cetera, of the continuums and a position that the student discovers to be close to his or her own standing.
- Literature Search: You will search in your area of interest at least four different articles using different research designs. Read them carefully and report whether the information gained through a particular research design is of any use.
- Deductive Statements: A deductive statement is a rational argument that states Backing, Warrant, Grounds, and Claim. Each student will prepare a one-page reasoned statement that expresses the boundaries of their research question. These statements will be shared and critiqued by fellow students.
- Analysis of Deductive Statements: Students will prepare a one page written analysis of an argument prepared by another student.
- Essay: One principle effort of the student is to produce a scholarly essay the purpose of which is to examine the assumptions and values of the student's worldview and resultant research activity. The essay will not be extensive (limit 6 double-spaced, typed, 12 pt, edited pages, plus bibliography).
An important requirement is that the student is succinct (this is more difficult than you can now imagine) about the assumptions imbedded in the worldview taken and how these relate to the research question posed.

EVALUATION

Quality of work will be evaluated in relation to: 1) understanding of and participation in discussion of subject material, 2) extensive and thorough intellectual pursuit of subject material, and 3) depth of understanding of various research positions and relevant assumptions.

Evaluations are based upon the following:
- Visualizations
- Literature Search
- Deductive Statement
- Analysis of Deductive Statement
- Attendance and Participation
- Final Paper

AGGIE HONOR CODE

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Please refer to the honor council rules and procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

CALENDAR

- WEEK ONE: General Introduction & Rationalism
- WEEK TWO: The shape of Information/Logic.
- WEEK THREE: Empiricism & The Shape of Information/Science.
- WEEK FOUR: Kant and Structuralism & Shape of Information.
- WEEK FIVE: The Utilitarianism and Action Research
- WEEK SIX: Phenomenology & Constructivism
- WEEK SEVEN: Systems Thinking
- WEEK EIGHT: Examining Literature Review
- WEEK NINE: Examining Literature Review
- WEEK TEN: Examining Literature Review and Deductive Argument
- WEEK ELEVEN: Deductive Argument
- WEEK TWELVE: Deductive Argument
- WEEK THIRTEEN: Deductive Argument
- WEEK FOURTEEN: Paper Due.

BOOKS:

Required Texts:

Assorted chapters and articles sent to your email.
ADA
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http://attendance.tamu.edu
http://student-rules.tamu.edu/
Course title and number  ARCH 669 – Foundations of Research in Architecture
Term (e.g., Fall 200X)  Fall 2013
Meeting times and location Tuesday and Thursday, 2:20 p.m.-3:35 p.m., Langford A, room 402

Course Description and Prerequisites
Foundations of Research in Architecture. (3-0). Credit 3. Introduction to the research process and its application to problems in architecture; survey of current literature on research design methods relevant to diverse architectural problems; qualitative and quantitative research strategies and techniques; communicating research results. May be taken two times for credit. Prerequisites: Graduate classification; concurrent enrollment in ARCH 681 and ARCH 690.

Learning Outcomes or Course Objectives
By the end of the semester, the student will be expected to:
• Develop the ability to seek, identify, frame and express a research problem.
• Develop an awareness and understanding of a variety of strategies and tactics appropriate to architectural and allied fields of research.
• Develop the ability to discuss and formulate a research design as well as choose appropriate tools and techniques for a particular research design.
• Develop the ability to effectively communicate research problems, methods and results.

Instructor Information
Name  Valerian Miranda
Telephone number  845-3033
Email address  v-miranda@tamu.edu
Office hours  Wednesday 9:00 a.m.-10:00 a.m.
Office location  Pavilion, room 110

Textbook and/or Resource Material

Grading Policies
Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu.
Letter grades will be based on the evaluation of each assignment, attendance and class participation as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Written assignments</td>
<td>15%</td>
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<tr>
<td>Discussion &amp; presentation</td>
<td>35%</td>
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<tr>
<td>Research design &amp; poster</td>
<td>40%</td>
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<tr>
<td>Attendance/participation</td>
<td>10%</td>
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</table>

Letter grades are based on the following standard:
A ... excellent performance in all work, beyond stated requirements and expectations.
B ... good performance in all work, satisfying all stated requirements and expectations.
C ... satisfactory completion of all work.
D ... below average, unsatisfactory performance.
F ... failure: substandard work throughout.
Other Pertinent Grading Information (Rubric Included)

Attendance Policies
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Other Pertinent Attendance Information

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Class Introduction and Architecture and Research</td>
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<tr>
<td>2</td>
<td>Framing your Research and Systemic Inquiry</td>
<td>Chapter 2</td>
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<tr>
<td>3</td>
<td>Theory and Method &amp; Research Design</td>
<td>Chapter 4</td>
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<td>4</td>
<td>Literature Review &amp; Research Ethics, Plagiarism, IRB</td>
<td>Chapter 3</td>
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<td>5</td>
<td>Interpretive-Historical Research &amp; Qualitative Research</td>
<td>Chapter 6 &amp; 7</td>
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<td>6</td>
<td>Correlation Research</td>
<td>Chapter 8</td>
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<td>7</td>
<td>Case Studies &amp; Simulation/Modeling</td>
<td>Chapter 12 &amp; 10</td>
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<td>8</td>
<td>Experimental Research and Logical Argumentation</td>
<td>Chapter 9 &amp; 11</td>
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<tr>
<td>9</td>
<td>Combined Strategies &amp; Communicating Research</td>
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<td>Student led discussion</td>
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<td>Student led discussion</td>
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<td></td>
<td>Student research design/poster presentations</td>
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</tbody>
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Wednesday, December 11: 1:00 p.m.-3:00 p.m.

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All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

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Final Exam Schedule Online http://admissions.tamu.edu/registrar/general/finalschedule.aspx
On-Line Catalog http://catalog.tamu.edu
Student Rules http://student-rules.tamu.edu/
Aggie Honor System Office http://aggiehonor.tamu.edu/
American Institute of Architecture website http://www.aia.org/index.htm
Course title and number       ARCH 681 - Seminar
Term (e.g., Fall 200X)        Spring 2014
Meeting times and location   5:45 – 6:35 PM, ARCA 348

Course Description and Prerequisites
Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design.
Prerequisite: Graduate classification or approval of instructor.

Learning Outcomes or Course Objectives
This course is intended to give the Ph.D. student an overview of architectural research across a variety of disciplines. This seminar course will focus on wide ranging discussions on research areas represented by students in our doctoral program, which serves to enrich all who participate. Students pursuing research degrees in architecture benefit by the experiences of their colleagues. This seminar is a forum to foster that interaction.

By the end of the semester, each student enrolled in the seminar would have:
• Gained an understanding of issues facing architectural education and research.
• Shared his/her research experiences with others in class.
• Gained an understanding of all other students’ areas of research.
• Clearly understood all the steps in the progress towards a doctoral degree.
• Enlarged his/her personal network to include all students in the class.

Instructor Information
Name                 Jeff S. Haberl
Telephone number     979-845-6507
Email address        jhaberl@tamu.edu
Office hours         T,Th, 8:00 – 11:00 AM, and 2:00 – 3:00 pm
Office location      ARCA 131

Textbook and/or Resource Material
None.

Grading Policies
Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu.
This course is pass/fail. Grades will be based on evaluation of presentations, discussion, attendance and class participation as follows:

Presentations  40%
Discussion      20%
Documentation  20%
Attendance      20%

Other Pertinent Grading Information (Rubric Included)

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Other Pertinent Attendance Information

Course Material:

Notes, homework solutions, etc., will be posted on a FTP site for the class. Access to the FTP site is:

http://eslarch.tamu.edu/jeffhaberl/681

Username: jh681
Password: Qx27359n2

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
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<tr>
<td><strong>WEEK 1</strong></td>
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FINAL No final.

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- On-Line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu/
- Aggie Honor System Office: http://aggiehonor.tamu.edu/
Course title and number: CARC 698-section 600
Term: Spring 2014
Meeting times and location: T/R 9:35-10:50 ARCC 205

Course Description and Prerequisites

This course is aimed to enhance academic writing and English literacy and editing skills at the graduate level. Primarily it is meant for graduate students who are working on their theses or dissertations in architecture, and/or those actively planning and writing an article for publication in the field of architecture. Students who are just entering their graduate work should not enroll due to the more advanced levels of the writing projects required by the course. Students who enroll should have already advanced to a stage of completion in their academic writing projects, thus are committed to improving their academic, researched writing projects, for which they will have chapters completed, or at least the proposal in drafts, or a draft of an article they’d like to revise and send out for publication. Through extensive practice in all skill areas of English, students' writing projects are developed to a stage where publication is imminent in the academic journals of architecture, or advanced progress in imminent on the thesis or dissertation. The emphasis in the course is on extensive practice in scholarly writing while also continuing to read and assess similarly appropriate models of such writing. In terms of assessment/grading, the emphasis in this course is not so much concerned with attaining a grade, per se, but more upon improving written works-in-progress in order to publish. In view of that emphasis, the assessment and grading will be applied within a rubric based on S/U (Satisfactory or Unsatisfactory).

Learning Outcomes or Course Objectives

Course Objectives:

- Practice elements of communication needed by graduate students in an academic work context
- Apply principles of composition in writing and visual design as these apply to academic writing: the critique of ideas; use of the organizational elements of the academic essay: thesis statements, coherent linear logical development of ideas and argumentational rhetoric; transitional words and phrases; developing paragraphs within the organizing structure of the academic essay; essay conclusions; various ways to approach sentence structure in English; proper citation, documentation, and proper footnoting or endnotes
- Practice developing differing types of academic writing: proposals, abstracts, reviews, critiques, and research essays
- Review the drafting, revising, and proofreading of researched scholarly essays
- Review principles of usage and punctuation—essentials of Standard English
- Develop expertise in the various kinds of profession-related writing: professional correspondence; collaborative writing
- Develop expertise in writing post-graduate academic essays for publication—Students who enroll are encouraged to focus on the draft of an article they hope to publish and/or their graduate thesis or graduate dissertation

Learning Outcomes:

- Students will learn to prepare a variety of writing assignments related to graduate work as related to writing in the Architectural field and workplace
- Students will learn editorial skills in support of and appropriate to the writing and revision of major graduate level projects such as theses and dissertations
- Students will learn to use the various writing assignments related to graduate work and writing in the Architectural field and workplace to practice applying and developing standards in English
necessary for each kind of document

- Through the work of this course, students will learn how to improve their command and application of the principles of academic writing in English, as determined by pre- and post-assessment.
- Students will gain an overview of and ability to assess the effectiveness of their academic writing efforts.
- Students will learn which of their academic writings are viable for publication in the academic marketplace.

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Christine Murray, Ph.D., TAMU English Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-847-8550</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:chris.murray@tamu.edu">chris.murray@tamu.edu</a>, chris UNDERSCORE murray AT tamu DOT edu</td>
</tr>
<tr>
<td>Office hours</td>
<td>T 1-4, M 2-3 and by appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>LAAH 470</td>
</tr>
</tbody>
</table>

**REQUIRED** Textbooks

- Lunsford, A. *Everyday Writer 5th /10 edition* (MacHigherEd/Bedford St Martins)

**Grading Policies**

The grading for this course is (S/U). That grading policy means that if students come to class, do the work regularly, participate actively in the class discussions, communicate with the instructor when/if there problems or if they are sick or if they have tech or other glitches causing a delay in doing the work in a timely way, then students will be in a position to Pass the course with a final grade of Satisfactory.

**Highly Recommended Resource Materials:**

Students should make extensive use of the multiple materials available for college-level writers at the Purdue University Online Writing Lab: [https://owl.english.purdue.edu](https://owl.english.purdue.edu)

Additionally, the TAMU Writing Center, available via HOWDY, is highly recommended.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
CARC 698-Dr. Chris Murray, Spring 2014-- Course Schedule by Semester-Week Number:

1 Introduction to course, textbooks, syllabus, and academic writing/publication.

2 Readings: Turabian: 3-36; Lunsford: 539-564. Classwork: introduction to The Rhetorical Situation. Exercises: write a paragraph describing your worst problems with writing; other work TBA (based on your current writing projects).

3 Readings: Handout (NYRB article); Turabian: 37-99; Lunsford: 46-119. Classwork: Paragraphing exercises; also: learning to write a Summary/Response of a scholarly work: write ½ page summary and ½ page of response to the NYRB article; other work TBA (as based on your current writing projects).

4 Readings: Turabian: 111-132; Lunsford: 123-172. Classwork: syntax and the English Sentence. Exercise on incisive, open-ended questions-- write and expand upon an original, open-ended question you want to ask about one of the current sources you are using in your writing; other work TBA.


9 Spring Break: Have a Wonderful Holiday


12 Readings: Turabian: 371-390; Lunsford: 3-44. Classwork: exercises on conjunctions and transitional terms, phrases


14 Readings: Turabian: 100-110; and Turabian, Bibliographic Resources for Researchers, 409-433; Lunsford: 403-457. Purdue OWL: Revising your writing—checklists; peer-review exercises.

15 Readings: Lunsford: 461-535. Purdue OWL: Stasis Theory as a way of discovering and inventing arguments
COURSE SYLLABUS

Course title and number  ARCH 690-602 – RESEARCH IDEOLOGIES FOR ARCHITECTURE
Term  Fall 2014
Meeting times and location  TR 12:45 – 2:00 PM ARCA 403 (LANGFORD A403)

Course Description and Prerequisites
Research Ideologies for Architecture. (3-0). Credit 3. Design of research in architecture; evaluation of research methodologies from current research literature. Prerequisite: Graduate classification or approval of instructor and department head.

Learning Outcomes
Upon successfully completing all assignments for this course, students will be able to
• identify and assess common research methodologies
• explain major theoretical and critical frameworks that inform contemporary scholarship
• differentiate between the theoretical and critical apparatuses most relevant to the chosen area of doctoral research and those that bear little or no relevance to the chosen area of doctoral research
• critique peers’ scholarly analyses and research proposals
• assess the validity of and effectively respond to peer criticism
• synthesize a personal research ideology/scholarly worldview appropriate to the chosen area of doctoral research

Instructor Information
Name  Dr. Stephen Caffey
Telephone number  979-845-5134
Email address  stephencaffey@tamu.edu
Office hours  2:00 – 4:00 PM TR and by appointment
Office location  ARCA 314 (Langford A314)

Textbook and/or Resource Material

Grading Policies
The final course grade will comprise the following:
- Visualizations (diagrammatic or animatic representations of theoretical and critical ideas)  10%
- Literature Search (demonstration of online database and research resource proficiency)  15%
- Deductive Statement (preliminary statement of doctoral research question)  10%
- Analysis of Research Statement (integration of peer criticism into preliminary question)  10%
- Class Participation (individual and group presentations, peer critiques, debates)  30%
- Final Paper (preliminary proposal to include research methodology and worldview)  25%
Final course grades will be calculated as follows:

- 90-100 A
- 80-89.999 B
- 70-79.999 C
- 60-69.999 D
- 0-59.999 F

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. As attendance is essential to complete the course successfully, students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Students requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See TAMU Student Rule 24).

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Care of Facilities**

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

**Important Links**

- Department of Architecture Website: [http://dept.arch.tamu.edu/](http://dept.arch.tamu.edu/)
- Department Financial Assistance: [http://dept.arch.tamu.edu/financial-assistance/](http://dept.arch.tamu.edu/financial-assistance/)
- Academic Calendar: [http://admissions.tamu.edu/registrar/general/calendar.aspx](http://admissions.tamu.edu/registrar/general/calendar.aspx)
- Final Exam Schedule Online: [http://admissions.tamu.edu/registrar/general/finalschedule.aspx](http://admissions.tamu.edu/registrar/general/finalschedule.aspx)
- On-Line Catalog: [http://catalog.tamu.edu](http://catalog.tamu.edu)
- Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
- Aggie Honor System Office: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
The following content—which some students may find useful in determining the best approach to the course—comes from the syllabus of Professor Frances Downing, who taught this course until her retirement last year:

The content of this course is not intended to generate a philosophical treatise. However, in an effort to clarify positions, the course addresses some very basic philosophical ideas. Through a general debate that begins with the research questions that you, as students, ask, and the research methods, which result from different research ideologies, I will present to you a range of assumptions that clarify different positions. As instructor, I do not take any particular stand concerning a preferred method of inquiry. Rather, I present the pros and cons of each method, the basic assumptions concerning justification and truth, and untangle the complex system of "isms" and movements that can impact architectural inquiry. This course takes the view that all forms of research can serve to expand the knowledge base of architecture.

A Doctor of Philosophy is just that—you must graduate with an understanding of your own assumptions and position and how it might genuinely differ from how others understand their world. Without this piece of the puzzle of knowledge and its acquisition, your work may remain technically accurate but without resonance. To have resonance your work must have "context" and must reverberate beyond the specifics of your particular quest to suggest further avenues of important inquiry. Rather than depict what we researchers do as "scientific" (although in many architectural inquiries this is the case) this course proposes that we all understand inquiry as a broad canopy of efforts that helps us to find out about ourselves in our world or as our world. In some instances science has been defined as the production of a "description of the universe so complete that everything that occurs can be understood as an instance or instances of regularities we call laws." In this instance we might propose a question concerning the failure of a particular material given a certain load. For such a study one would need to understand the laws of gravity and the chemical/physical make-up of the material to be tested and the type of load that would be used to test the material. One could also ask a question concerning heat gain in atrium buildings. For such a study one would need to know that hot air rises, the physical nature of the glass being used in the atrium, whether or not it is shaded, the tools that are needed for "measuring," et cetera. This is science understood as a physical inquiry, utilizing what are called the laws of nature and our abilities to measure them.

One could also imagine science as "simply a collective name for the totality of human efforts to achieve a systematic understanding of the physical universe through disciplined inquiry." It is this definition that underlies this course on Inquiry in Architecture. As architects and researchers we often ask questions that do not fall within the competence of the defined "sciences" of a disciplinary nature like physics or chemistry where something can be measured (or that some believe that phenomena can be measured). Rather, one might ask questions that are logically fundamental, that address the "essence" of things or people, or the nature of this world. Is there such a thing as "genus loci?" How do buildings come to "mean" something to us? These kinds of questions tend to be more socially and physically complicated. Philosophical questions can be critical—by questioning claims of truth; or constructive—that is, generated by our desire to develop a picture of the whole of reality in which every element of knowledge and every aspect of human experience will find its proper place in a unified rather than a fragmented universe.

Searching for answers is often difficult. In some cases answers are to be found in the things themselves, in other instances they are found inside us or through our interaction with/in the world. This is what makes architectural inquiry so complex.

- **Epistemology** is the study of how you come to know things.
- **Methodology** is the selection of a procedure to reach a logical end.

No matter what it is you are inquiring about, you must address the issues of how you will come to know something about the world or of the world, and, what is the best way to proceed. This class will help you define what it is you want to know and how you could best identify a process of inquiry for reaching your goal. However, you also need to know how your knowledge of something and the procedure you use for finding out about it fits in the larger picture of ways of knowing and ways of proceeding. After all, the person sitting next to you may be pursuing a completely different inquiry than yours. Should all your colleagues use the same methods as you do? Why would they pick anything but the tried and true "experimental" technique often used by the hard sciences? After all, this method has been known to us for some time and is reliable. But how would you "measure" the meaning of things, a sense of place, or the politics of practice?
<table>
<thead>
<tr>
<th>Rationalism: Plato</th>
<th>Rationalism: Descartes</th>
<th>Rationalism: Spinoza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are the forms that exist somewhere as concrete phenomena. Understanding is dialectical reasoning from clear definitions. Knowledge is what is found to be good.</td>
<td>Facts are <em>a priori</em> truths existing in the mind concerning concrete phenomena. Understanding is formal logical relations among <em>a priori</em> truths. Knowledge is derived conclusions from logical arguments that address concrete phenomena.</td>
<td>Understanding is forming logical relations among <em>a priori</em> truths. Knowledge is derived from conclusions of logical arguments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>British Empiricism: Berkeley</th>
<th>British Empiricism: Locke</th>
<th>Positivism: Mach, Comte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are ideas.</td>
<td>Facts are simple ideas given by the world. Understanding is the organization of facts through an association of ideas. Knowledge is uncertain and personal.</td>
<td>Facts are observable phenomena given by the world. Understanding is organized according to quantifiable patterns that are given by the world and predictable. Knowledge is modeled from prediction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phenomenology: Husserl</th>
<th>Existential Phenomenology: Sartre, Heidegger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are the intentional objects of consciousness. Understanding is the shedding of perceptual and psychological layers. Knowledge is transcendental and objective.</td>
<td>Facts are the bits of the world we interact with. Understanding is a personal organization of facts that is contingent upon a particular interaction with the world. Knowledge is a particular model that represents a purely personal being-in-the-world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pragmatism: Pierce</th>
<th>Pragmatism: James, Dewey</th>
<th>Systems Theory: Multi-disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are particulars given by the world. Understanding is forming particular relationships among facts. Knowledge is presentation of the general pattern of individual relationships. It is incomplete, but progressive.</td>
<td>Facts are relative to the observer but given by the world. Understanding is the organization of facts according to the individual observer. Knowledge is a corroborative model of specific situations that govern intervention.</td>
<td>Facts are time-dependent, probabilistically observable, quantifiable phenomena given by the world. Understanding is gained through historical and contextual processes. Knowledge is expressed as models that study system, process, and change.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Critical Theory: Marx, Hegel</th>
<th>Constructivism: Natural Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are historical objects, ideas, or events in the world that are critically examined. Understanding is to propose alternate meanings based on dialogic and dialectic processes. Knowledge is allegory.</td>
<td>Facts are relative to the observer and created by the observer. Understanding is interpretive, hermeneutic and is organized by logical disputation. Knowledge is an allegorical model.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aristotelian: Aristotle</th>
<th>Structuralism: Kant, Chomsky, Piaget, Langer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts are given by the world that represents examples of underlying universal laws. Understanding is organized through categories that serve as general explanations of particular occurrences. Knowledge is rational explanation.</td>
<td>Facts are filtered through universal structures. Understanding comes from symbolic and pattern analysis. Isolate patterns and infer rules that govern a system. Knowledge is the identification of absolute, formal, and natural structures.</td>
</tr>
</tbody>
</table>
VISUALIZING IDEAS

As scholars connected to the disciplines and practices of architecture, designer, the visual arts, construction science and systems engineering, your world has been one of two and three, and sometimes four, dimensional images of what may become a reality—a building, a landscape, an object or a place. In this class you find yourselves in a world of ideas-often conflicting and overlapping ideas about how the world works. Text is necessarily linear, at least in the western world. Rarely are we presented with a diagram or an image that tries to clarify or depict the essential structure of an idea. I propose that this linear depiction of ideas and themes is not always useful, especially to those of us who are visually and spatially oriented.

To respond to this need I ask you to use your talents for making ideas visual in your pursuit of a methodology. Please draw, diagram, paint, sculpt, or otherwise visualize the essential issues addressed in this class. This should tax your abilities to structure an argument, but I feel it is the one thing that this discipline can bring to the debates presented in this class—a vision of how the world, ideas, and themes work—how they relate to each other—and, how they relate to your own work. To begin, I will display attempts to visualize some of the contents of this course. As a part of your responsibility to the others in the class, we ask that you attempt the same by bringing your particular talents to reveal.
This diagram resulted from Professor Downing’s engagement with the philosophical apparatus proposed in Solomon’s *Continental Philosophy*, which is rooted in notions of the Self. One of the objectives of this course will be to alter, augment, refine and reimagine this diagrammatic representation of theoretical and critical positions to include other forms of ontological and epistemological frameworks.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>9/2</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>9/4</td>
<td>Introductions, concluded</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>9/9</td>
<td>Preview of Course Topics, Themes and Texts</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>9/11</td>
<td>NO CLASS – PREPARE FOR DEBATE QUESTION: Can a computer simulation prove that humans are two-dimensional characters in a holographic universe?</td>
<td>“The Universe is a Hologram” and “Fermi Lab Holometer Press Release” in eCampus folder</td>
</tr>
<tr>
<td>T</td>
<td>9/16</td>
<td>In-Class Debate</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>9/18</td>
<td>Foundations of Research Ideologies Team Presentations</td>
<td>Plato, Aristotle, Rhetoric, Longinus, Poetics [eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>9/23</td>
<td>Foundations of Research Ideologies Team Presentations</td>
<td>Neo-Platonism, Augustine, Scholasticism, Ibn Rushd, Thomas Aquinas, Marsilio Ficino [eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>9/25</td>
<td>Foundations of Research Ideologies</td>
<td>Solomon, Continental Philosophy, 1-55 – Prologue through Kant</td>
</tr>
<tr>
<td>T</td>
<td>9/30</td>
<td>Foundations of Research Ideologies</td>
<td>Solomon, Continental Philosophy, 56-110 – Hegel through Bergson</td>
</tr>
<tr>
<td>R</td>
<td>10/2</td>
<td>Foundations of Research Ideologies</td>
<td>Solomon, Continental Philosophy, 111-151 – Nietzsche through Wittgenstein</td>
</tr>
<tr>
<td>T</td>
<td>10/7</td>
<td>Foundations of Research Ideologies</td>
<td>Solomon, Continental Philosophy, 152-193 – Heidegger through de Beauvoir</td>
</tr>
<tr>
<td>T</td>
<td>10/14</td>
<td>Expanded Topic Analyses</td>
<td>Semiotics, Phenomenology, Heterology, Structuralism, Orientalism [eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>10/16</td>
<td>Expanded Topic Analyses</td>
<td>Feminism from Behn to Butler, Lacan and Psychoanalysis, Derrida and Deconstruction [eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>10/21</td>
<td>Poststructuralism</td>
<td>Habermas, Baudrillard, Lyotard, Deleuze and Guattari [eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>10/23</td>
<td>Poststructuralism, continued</td>
<td>Latour (acknowledging Kuhn) Structure of Scientific Revolutions and Prince of Networks [eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>10/28</td>
<td>Poststructuralism, concluded</td>
<td>Zizek [eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>10/30</td>
<td>Systems Theory, Constructivism</td>
<td>[eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>11/4</td>
<td>Post-Positivism, Integral Theory, Relational Aesthetics</td>
<td>[eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>11/6</td>
<td>Post-Development, Degrowth and Nature as Construct</td>
<td>Selections from Post-Development Reader and Vogel, Against Nature [eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>11/11</td>
<td>Speculative Realism and Object-Oriented Ontology</td>
<td>The Speculative Turn: Continental Materialism and Realism [eCampus]</td>
</tr>
<tr>
<td>R</td>
<td>11/13</td>
<td>Object-Oriented Ontology, concluded</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>11/18</td>
<td>The Hyperobject</td>
<td>Morton, The Hyperobject</td>
</tr>
<tr>
<td>R</td>
<td>11/20</td>
<td>The New Aesthetic and the Glitch</td>
<td>New Aesthetic, New Anxieties [eCampus]</td>
</tr>
<tr>
<td>T</td>
<td>11/25</td>
<td>NO CLASS - FINALIZE AND DISTRIBUTE RESEARCH STATEMENT VIA ECAMPUS</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>11/27</td>
<td>NO CLASS – THANKSGIVING HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>12/2</td>
<td>Architectural Research Methods Analyses</td>
<td>David Wang, Architectural Research Methods [library.tamu.edu]</td>
</tr>
<tr>
<td>R</td>
<td>12/4</td>
<td>Architectural Research Methods Analyses</td>
<td>David Wang, Architectural Research Methods</td>
</tr>
<tr>
<td>T</td>
<td>12/9</td>
<td>Architectural Research Methods Analyses</td>
<td>David Wang, Architectural Research Methods; LAST CLASS DAY; Course Evaluations</td>
</tr>
<tr>
<td>W</td>
<td>12/17</td>
<td>VISUALIZATIONS, LITERATURE SEARCH, MODIFIED RESEARCH QUESTIONS AND FINAL PAPERS DUE VIA ECAMPUS BY 5:00 PM</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>12/22</td>
<td>FINAL GRADES POSTED ON howdy.tamu.edu</td>
<td></td>
</tr>
</tbody>
</table>
Course title and number ARCH 681 – Seminar
Term (e.g., Fall 200X) Spring 2018
Meeting times and location Tues, 9:35 – 10:50 AM, LAAH 467

Course Description and Prerequisites

Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design. Prerequisite: Graduate classification or approval of instructor.

Learning Outcomes or Course Objectives

This course is intended to give the Ph.D. & M.S. student an overview of the graduate education process at Texas A&M. The topics include: overview of the Ph.D. & M.S. process, navigating the doctoral program, and a discussion of the libraries on campus. As someone who has a Ph.D. in Architecture, our responsibility is to generate new knowledge about the built environment and disseminate that knowledge, not just among our peers but to society at large. This seminar course will focus on new knowledge creation, disseminating information and review the Ph.D. areas of interest in the Architecture program at Texas A&M. The objective of this seminar is to enhance the research student's ability to succinctly and effectively communicate information about his/her area of academic specialization.

Instructor Information

Name Stephen M. Caffey
Telephone number 979-845-5134
Email address stephencaffey@tamu.edu
Office hours Tues 9:35 – 10:50 AM, ARCA 403
Office location ARCA 422B

Textbook and/or Resource Material

Available on ecampus.tamu.edu
Grading Policies

Students should refer to the Student Rules regarding Academics at http://student-rules.tamu.edu.

Grading Scale

This course is pass/fail. Grades will be based on evaluation of presentations, discussion, attendance and class participation as follows:

- Presentations: 60%
- Discussion: 20%
- Peer Review: 10%
- Guest Presentation Review: 10%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cancelled</td>
<td>1st assignment</td>
</tr>
<tr>
<td>2</td>
<td>Introductions</td>
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</tr>
<tr>
<td>3</td>
<td>How to Read a Scientific Article</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Guest Presentation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Guest Presentation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Guest Presentation</td>
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</tr>
<tr>
<td>7</td>
<td>Guest Presentation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guest Presentation</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Student presentations</td>
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<td>13</td>
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<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Student presentations</td>
<td></td>
</tr>
</tbody>
</table>

FINAL No final.

Course Material:

Notes, homework solutions, etc., will be posted on ecampus.tamu.edu
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Important Links Below**

- **Department of Architecture Website**: [http://dept.arch.tamu.edu/](http://dept.arch.tamu.edu/)
- **Department Financial Assistance**: [http://dept.arch.tamu.edu/financial-assistance/](http://dept.arch.tamu.edu/financial-assistance/)
- **Academic Calendar**: [http://registrar.tamu.edu/general/calendar.aspx](http://registrar.tamu.edu/general/calendar.aspx)
- **Final Exam Schedule Online**: [http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule](http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule)
- **On-Line Catalog**: [http://catalog.tamu.edu](http://catalog.tamu.edu)
- **Student Rules**: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
- **Aggie Honor System Office**: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
- **Texas Society of Architects**: [https://texasarchitects.org/](https://texasarchitects.org/)
- **American Institute of Architecture website**: [http://www.aia.org/index.htm](http://www.aia.org/index.htm)
- **AIA Brazos (local chapter)**: [http://www.aiabrazos.org/](http://www.aiabrazos.org/)
Class Meets: TR 2:30 – 3:35, ARCA 348  
Noah Peterson, Noah_Peterson@tamu.edu  
Office: LAAH 513  
Office Hours: MW 1:00 - 4:00  
TR 12:00 - 2:00  
Or by appointment

Course Description:
For ARCH graduate students there are no prerequisites. The goal of the course is to continue building or to enhance graduate student skills of advanced literacy in English for the purpose of preparing to write the Master’s Thesis and/or the Doctoral Dissertation.

In the course we focus on building awareness of the structural elements of academic writing. We will also attend to issues in editing and proofreading as these apply for graduate-level writing projects. The course is meant for graduate students who are working on their theses or dissertations in architecture, and/or those actively planning and writing an article for publication in the field of architecture. Students who enroll should have already advanced to a stage of completion in their academic writing projects, thus are committed to improving their academic, researched writing—for which they will have chapters completed, or at least the proposal in drafts, or perhaps a conference paper and/or draft of an article they’d like to revise and send out for publication.

Through classroom activities, discussion, and practice in all skill areas of English, student writing projects are developed to a stage where publication is imminent in the academic journals of architecture, or advanced progress is imminent on the thesis or dissertation. The emphasis in the course is on extensive practice in scholarly writing while viewing and assessing similar types.

For assessment/grading, the course emphasis is not about attaining a grade, although students do need to focus on attending and completing work to pass the course. The emphasis of this course is meant more to guide students on improvement of their writing: on understanding of rhetorical skills in written works-in-progress in order to present and publish. In view of that emphasis, the assessment and grading will be applied within a rubric based on S/U (Satisfactory or Unsatisfactory).

Course Objectives and Learning Outcomes:
Objectives:
- Improve through practice in the elements of communication needed by graduate students in an academic work context
- Apply principles of composition to improve writing and visual design as these apply to academic writing: the explaining and critique of ideas; use of the organizational elements of the standard academic essay: thesis statements, coherent linear logical development of ideas and rhetorical analysis; transitional words and phrases; developing paragraphs within the organizing structure of standard academic forms; various ways to approach sentence structure in English; proper citation, documentation, and proper footnoting/endnotes.
- Introduce the elements of scholarly argumentation: effective advanced academic argumentation.
• Practice developing different types of academic writing and presentation: proposals, abstracts, reviews, critiques, the research essay and preparing it for public presentation.
• Review the drafting, revising, and proofreading of researched scholarly essays.
• Review principles of usage and punctuation—essentials of Standard English.
• Develop expertise in writing post-graduate academic essays for publication—students who enroll are encouraged to focus on the draft of an article they hope to publish and/or their graduate thesis or dissertation.
• Practice academic communication skills by presenting one polished piece of current written work to the class.

Outcomes:
• Students will learn to understand a variety of writing assignments related to graduate work in the Architectural field and workplace.
• Students will learn editorial skills in support of and appropriate to the writing and revision of major graduate level projects such as theses and dissertations.
• Students will learn to use the process of writing toward various assignments related to graduate study and the workplace to practice the standards in English necessary for each kind of document required in such work.
• Through the work of this course, students will learn how to improve their command and application of the principles of academic writing in English, as determined by pre- and post-assessment.
• Students will gain an overview of and ability to assess the effectiveness of their academic writing efforts.
• Students will develop academic communication skill by presenting to the class a piece of their current written work.
• Students will learn how to determine which of their academic writings are most viable and promising toward publication in the academic marketplace.

Recommended Textbooks


Additional Resources
Students should make use of the multiple materials available for college-level writers at the Purdue University Online Writing Lab: https://owl.english.purdue.edu/owl/
Additionally, the TAMU Writing Center, available via HOWDY and online is highly recommended: http://writingcenter.tamu.edu/

Grading Policy
The grading for this course is S/U. That grading policy means that if students come to class, do the readings and classwork regularly, participate actively in the class discussions, communicate with the instructor when/if there are problems, they are sick, or other issues causing a delay in completing coursework in a timely way, then students will be in a position to pass the course with a final grade of Satisfactory.
Tentative Course Schedule

**Week 1:** Introduction to course, review syllabus, rhetorical structures and goals of academic writing/publication. In class writing – paragraph describing your worst problems with writing. Identify “model” articles.

**Week 2:** In class writing – paragraph describing your motivation for your field and your current writing project. Read and discuss “New York: Conspicuous Construction” by Martin Filler, 2 April 2015 *NYRB.* Schedule individual writing consultations.

**Week 3:** Grammar
    ABO 233; 170-175; 422-425 (also review ESL Trouble Spots listed in front cover index)

**Week 4:** Grammar
    TK 281-306; 317-345

**Week 5:** Syntax and the English sentence
    Schedule presentation and workshop days.

**Week 6:** Drafting
    TK49-83

**Week 7:** Drafting and Revision
    TK 100-130

**Week 8:** Citation styles: APA, Chicago, MLA
    Purdue OWL https://owl.english.purdue.edu/owl/section/2/10/; https://owl.english.purdue.edu/owl/resource/747/01/; https://owl.english.purdue.edu/owl/resource/717/01/
    TK 135-143; ABO 135-155

**Week 9:** SPRING BREAK

**Week 10:** In-class workshop / presentation

**Week 11:** In-class workshop / presentation

**Week 12:** In-class workshop / presentation

**Week 13:** In-class workshop / presentation

**Week 14:** In-class workshop / presentation
**Week 15:** In-class workshop / presentation

**Week 16:** In-class workshop / presentation

**Americans with Disabilities Act (ADA)**
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**Academic Integrity**
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“An Aggie does not lie, cheat or steal, or tolerate those who do.”

The Honor Code, based on the long-standing affirmation that “An Aggie does not lie, cheat, or steal or tolerate those who do,” is fundamental to the value of the A&M experience.

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Information about the Honor Council Rules and Procedures is available online: http://www.tamu.edu/aggiehonor
**Course Title and Number**
ARCH 681-600 – MS and PhD Student Seminar

**Term (e.g., Fall 200X)**
Fall 2018

**Meeting Times and Location**
Tuesdays 9:35 – 10:50 AM, ARCC 111 (Langford C111)

**Course Description and Prerequisites**
Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design. Prerequisite: Graduate classification or approval of instructor.

**Learning Outcomes or Course Objectives**
This course is intended to give the Ph.D. & M.S. student an overview of the graduate education process at Texas A&M. The topics include: overview of the Ph.D. & M.S. process, navigating the doctoral program, and a discussion of the libraries on campus. The responsibility of a Ph.D. in Architecture is to generate new knowledge about the built environment and disseminate that knowledge, not just among our peers but to society at large. This seminar course will focus on creating new knowledge, accessing and disseminating information and exploring the Ph.D. areas of interest in the Architecture program at Texas A&M. The objective of this seminar is to enhance the research student’s ability to succinctly and effectively communicate information about his/her area of academic specialization.

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Stephen Caffey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-845-5134</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:stephencaffey@tamu.edu">stephencaffey@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>MTRF 1:00 – 2:00 pm and by appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>ARCA 422B</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**
ecampus.tamu.edu
library.tamu.edu

**Grading Policies**
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**Assessment**
This course is pass/fail. Grades will be based on evaluation of presentations, discussion, attendance and class participation as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>60%</td>
</tr>
<tr>
<td>Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Documentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introduction with Dr. Stephen Caffey</td>
<td>1. Proquest Dissertations</td>
</tr>
<tr>
<td>9/4</td>
<td>Orientation in Depth</td>
<td>2. Abstracts</td>
</tr>
<tr>
<td>9/11</td>
<td>Guest Faculty</td>
<td>3. Journal Articles</td>
</tr>
<tr>
<td>9/18</td>
<td>Guest Faculty</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Library Resources</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>IRB Requirements</td>
<td></td>
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<tr>
<td>10/9</td>
<td>Writing Center and POWER</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Guest Faculty + 3 Student Presentations</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
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<td>10/30</td>
<td>Guest Faculty + 3 Student Presentations</td>
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</tr>
<tr>
<td>11/13</td>
<td>Guest Faculty + 3 Student Presentations</td>
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<tr>
<td>11/20</td>
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<tr>
<td>11/27</td>
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</tr>
<tr>
<td>12/4</td>
<td>NO CLASS</td>
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<tr>
<td>FRIDAY 12/7</td>
<td>Student Presentations</td>
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</tbody>
</table>

1. Using the Proquest Dissertations database available through the library.tamu.edu website, identify five doctoral dissertations published in the last five years that connect to your chosen area of interest. At least one of the dissertations should come from the Department of Architecture at Texas A&M University.

2. Using the abstracts from the five selected dissertations as models, compose an abstract that communicates your intended research topic for this seminar at this very early stage of its development.

3. After reviewing the notes and bibliography in the five chosen dissertations, select five journal articles that are cited in all five dissertations. Locate those articles through the library.tamu.edu website and download them into a folder.

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Appendix J

Semester Credit Hours Taught by Faculty
<table>
<thead>
<tr>
<th>Architecture</th>
<th>SCH per Faculty FTE</th>
<th>Student FTE to Faculty FTE Ratio (Excludes GATs FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Rank LD UD UG MS PhD Total¹</td>
<td>LD UD UG MS PhD Total¹</td>
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<tr>
<td>ARCH</td>
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<td>594.2</td>
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<tr>
<td>GAT</td>
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<tr>
<td>Total</td>
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<td>CLAR</td>
<td>Faculty</td>
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<td>GAT</td>
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<td>93.7</td>
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<tr>
<td>COSC</td>
<td>Faculty</td>
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<td>Total</td>
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<td>LAUP</td>
<td>Faculty</td>
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<tr>
<td>GAT</td>
<td>125.3</td>
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<td>Total</td>
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<td>VIZA</td>
<td>Faculty</td>
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<tr>
<td>Total</td>
<td>474.5</td>
<td>264.9</td>
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</tbody>
</table>

¹ See Notes & References section for explanation of methodology
### Texas A&M University

#### SCH per FTE and Student/Faculty Ratio

##### College/Dept Summary

<table>
<thead>
<tr>
<th>Dept</th>
<th>Rank</th>
<th>LD</th>
<th>UD</th>
<th>UG</th>
<th>MS</th>
<th>PhD</th>
<th>Total¹</th>
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<tbody>
<tr>
<td>ARCH</td>
<td>Faculty</td>
<td>502.2</td>
<td>347.3</td>
<td>419.2</td>
<td>104.6</td>
<td>33.1</td>
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<td></td>
<td>GAT</td>
<td>168.6</td>
<td>168.6</td>
<td></td>
<td></td>
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<td>139.2</td>
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<td>85.1</td>
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<td>50.0</td>
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<td></td>
<td>GAT</td>
<td>116.2</td>
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<td>454.6</td>
<td>95.8</td>
<td>50.0</td>
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</table>

| Dept | Faculty | 502.6  | 315.7  | 386.2  | 117.2  | 35.8   | 242.0  |
|      | GAT    | 173.1  | 161.1  | 171.1  |        |        | 56.7   |
|      | Total  | 475.7  | 476.8  | 557.3  | 117.2  | 35.8   | 298.7  |

| Dept | Faculty | 37.3   | 23.2   | 29.7   | 8.7    | 3.7    | 17.0   |
|      | GAT    | 9.3    | 9.3    | 11.2   |        |        | 9.4    |
|      | Total  | 46.6   | 32.5   | 41.0   | 16.7   | 4.3    | 26.4   |

| Dept | Faculty | 71.3   | 28.9   | 37.1   | 11.1   |        | 28.5   |
|      | GAT    | 16.2   | 11.8   | 4.2    |        |        | 12.0   |
|      | Total  | 87.5   | 40.7   | 41.3   | 16.2   | 4.2    | 40.5   |

| Dept | Faculty | 30.5   | 17.2   | 24.2   | 8.0    | 5.6    | 18.8   |
|      | GAT    | 8.4    | 4.0    | 6.6    |        |        | 14.4   |
|      | Total  | 38.9   | 21.2   | 30.8   | 12.8   | 10.2   | 33.2   |

¹ See Notes & References section for explanation of methodology

Prepared by Data & Research Services, 14-Mar-17, 04:23 PM

Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019

Page 3 of 17
## Texas A&M University
### SCH per FTE and Student/Faculty Ratio
#### College/Dept Summary

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¹ See Notes & References section for explanation of methodology
## SCH per FTE and Student/Faculty Ratio
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¹ See Notes & References section for explanation of methodology
### Texas A&M University

#### SCH per FTE and Student/Faculty Ratio

**College/Dept Summary**

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¹ See Notes & References section for explanation of methodology
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*(Excludes Required Physical Education and Professional Courses)*

**College Of Architecture**

**Department Of Architecture (ARCH)**

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</table>

| Total       | 2,471 | 2,209 | 1,263 | 1,520 | 7,463 | 1,349 | 380 | 1,729 | 9,192 |

(1) Professor, Assoc. Professor, Asst. Professor and Instructor faculty ranks include only Tenure/Tenure Track faculty.

* Numbers are calculated in decimal, but displayed in rounded off format. Therefore, subtotals and totals may appear off.

Prepared by Data & Research Services, 03-Jan-14, 11:32 AM

Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
### Semester Credit Hours Taught by Faculty Rank for Fall 2014
(Excludes Required Physical Education and Professional Courses)

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<td>414</td>
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<td>11.7%</td>
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</tr>
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<tr>
<td>% of Rank</td>
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<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>Lecturer</td>
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<td>72</td>
<td>85</td>
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<tr>
<td>% of Level</td>
<td>5.3%</td>
<td>4.0%</td>
<td>5.8%</td>
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(1) Professor, Assoc. Professor, Asst. Professor and Instructor faculty ranks include only Tenure/Tenure Track faculty.

* Numbers are calculated in decimal, but displayed in rounded off format. Therefore, subtotals and totals may appear off.

Prepared by Data & Research Services, 11-Feb-15, 02:47 PM

Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
### Semester Credit Hours Taught by Faculty Rank for Fall 2015
(Excludes Required Physical Education and Professional Courses)

#### College Of Architecture
Department Of Architecture (ARCH)

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<td>2XX</td>
<td>3XX</td>
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<td>29.8</td>
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<td>32.7</td>
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<td>25.7</td>
<td>12.3</td>
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Total | 2,252 | 3,433 | 1,599 | 1,493 | 8,777 | 1,248 | 302 | 1,550 | 10,327 |

---

(1) Professor, Assoc. Professor, Asst. Professor and Instructor faculty ranks include only Tenure/Tenure Track faculty.
* Numbers are calculated in decimal, but displayed in rounded off format. Therefore, subtotals and totals may appear off.

Prepared by Data & Research Services, 17-Feb-16, 11:39 AM
Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
## Semester Credit Hours Taught by Faculty Rank for Fall 2016
(Excludes Required Physical Education and Professional Courses)

College Of Architecture  
Department Of Architecture (ARCH)

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<td>3XX</td>
</tr>
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<tr>
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<td>GATs - Lab</td>
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<td>GATs - Other</td>
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(1) Professor, Assoc. Professor, Asst. Professor and Instructor faculty ranks include only Tenure/Tenure Track faculty.

* Numbers are calculated in decimal, but displayed in rounded off format. Therefore, subtotals and totals may appear off.

Prepared by Data & Research Services, 19-Jan-17, 02:52 PM
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<td>Subtotal</td>
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<tr>
<td>% of Rank</td>
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<td>Total</td>
<td>1,971</td>
<td>4,537</td>
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(1) Professor, Assoc. Professor, Asst. Professor and Instructor faculty ranks include only Tenure/Tenure Track faculty.
* Numbers are calculated in decimal, but displayed in rounded off format. Therefore, subtotals and totals may appear off.

Prepared by Data & Research Services, 05-Jan-18, 10:28 AM
Texas A&M University - Department of Architecture - Academic Program Review Self-Study Report - 2019
Appendix K

PhD Student Assessment Rubrics
Original PhD Student Assessment Rubric
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 - Poor</th>
<th>2 - Acceptable</th>
<th>3 - Proficient</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Clarity of Message/Argument</td>
<td>Research question failed to address a gap in the existing body of scholarship.</td>
<td>Research question without explicitly identifying implied a gap in the existing body of scholarship.</td>
<td>Research question clearly identified a gap in the existing body of scholarship.</td>
<td>Research question clearly communicated the intent to generate new knowledge to fill a gap in the existing body of scholarship in the field of study.</td>
</tr>
<tr>
<td>Communication: Organization</td>
<td>Organizational pattern was not observable.</td>
<td>Organizational pattern was intermittently observable.</td>
<td>Organizational pattern was clearly and consistently observable.</td>
<td>Organizational pattern was skillfully constructed, making the content of the presentation cohesive.</td>
</tr>
<tr>
<td>Communication: Use of Supporting Evidence</td>
<td>Inadequate use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Adequate use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Effective use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Excellent use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
</tr>
<tr>
<td>Research: Information literacy and use of resources</td>
<td>Resources were misused, misinterpreted, irrelevant and/or relevant resources were missing</td>
<td>Resources were limited in variety with minimal integration.</td>
<td>Sufficient identification, interrogation, interpretation and integration of resources.</td>
<td>An appropriate variety of resources were identified and information was integrated across resources; interpretation of information was logical and sound</td>
</tr>
<tr>
<td>Research: Appropriate research methodology</td>
<td>Selected methodology was not appropriate for the research question or there were significant flaws in its application such that validity is questionable</td>
<td>Application of selected methodology indicates incomplete understanding of the methodology or that the chosen methodology was not the best choice.</td>
<td>The research methods selected were appropriate and used correctly to conduct valid, theoretically consistent research.</td>
<td>The research methods as applied were optimal, which resulted in the generation of new knowledge through methodologically sound and theoretically consistent approaches.</td>
</tr>
<tr>
<td>Critical Thinking &amp; Analytical Skills</td>
<td>The dissertation document was descriptive, lacking analysis; or, the document collected and synthesized existing scholarship; or, the document solved a problem or introduced a new tool.</td>
<td>The dissertation document included assessment and/or analytical approaches but failed to generate new knowledge or to fill the gap identified in the research question.</td>
<td>The dissertation document demonstrated sufficient critical assessment OR sufficient analytical approaches in the generation of new knowledge and filling the gap identified in the research question.</td>
<td>The dissertation document demonstrated both critical assessment of the sources and analytical approaches to the evidence, resulting in the generation of new knowledge in the field and/or filled the existing gap identified in the research question.</td>
</tr>
</tbody>
</table>
Proposed PhD Student Assessment Rubric
### Doctor of Philosophy in Architecture
#### Dissertation Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 - Poor</th>
<th>2 - Acceptable</th>
<th>3 - Proficient</th>
<th>4 - Exemplary</th>
</tr>
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<tr>
<td><strong>Communication:</strong> Clarity of Message/Argument</td>
<td>Research question failed to address a gap in the existing body of scholarship.</td>
<td>Research question without explicitly identifying implied a gap in the existing body of scholarship.</td>
<td>Research question clearly identified a gap in the existing body of scholarship.</td>
<td>Research question clearly communicated the intent to generate new knowledge to fill a gap in the existing body of scholarship in the field of study.</td>
</tr>
<tr>
<td><strong>Communication:</strong> Organization</td>
<td>Organizational pattern was not observable.</td>
<td>Organizational pattern was intermittently observable.</td>
<td>Organizational pattern was clearly and consistently observable.</td>
<td>Organizational pattern was skillfully constructed, making the content of the presentation cohesive.</td>
</tr>
<tr>
<td><strong>Communication:</strong> Use of Supporting Evidence</td>
<td>Inadequate use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Adequate use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Effective use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
<td>Excellent use of supporting evidence, including examples, precedents, and/or comparanda to support conclusions.</td>
</tr>
<tr>
<td><strong>Research:</strong> Information literacy and use of resources</td>
<td>Resources were misused, misinterpreted, irrelevant and/or relevant resources were missing</td>
<td>Resources were limited in variety with minimal integration.</td>
<td>Sufficient identification, interrogation, interpretation and integration of resources.</td>
<td>An appropriate variety of resources were identified and information was integrated across resources; interpretation of information was logical and sound</td>
</tr>
<tr>
<td><strong>Research:</strong> Appropriate research methodology</td>
<td>Selected methodology was not appropriate for the research question or there were significant flaws in its application such that validity is questionable</td>
<td>Application of selected methodology indicates incomplete understanding of the methodology or that the chosen methodology was not the best choice.</td>
<td>The research methods selected were appropriate and used correctly to conduct valid, theoretically consistent research.</td>
<td>The research methods as applied were optimal, which resulted in the generation of new knowledge through methodologically sound and theoretically consistent approaches.</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Analytical Skills</strong></td>
<td>The dissertation document was descriptive, lacking analysis; or, the document collected and synthesized existing scholarship; or, the document solved a problem or introduced a new tool.</td>
<td>The dissertation document included assessment and/or analytical approaches but failed to generate new knowledge or to fill the gap identified in the research question.</td>
<td>The dissertation document demonstrated sufficient critical assessment and sufficient analytical approaches in the generation of new knowledge and filling the gap identified in the research question.</td>
<td>The dissertation document demonstrated both critical assessment of the sources and analytical approaches to the evidence, resulting in the generation of new knowledge in the field and/or filled the existing gap identified in the research question.</td>
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</table>