

***Architecture
Program Report***

UTSA

August 31st, 2024

NAAB

National
Architectural
Accrediting
Board, Inc.

Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>University of Texas at San Antonio</u>
Name of Academic Unit	School of Architecture + Planning
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: Bachelor of Science in Architecture <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: Master of Architecture Track: Master of Science in Architecture <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Mark Blizard, Director Saadet Beeson, Interim Director
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dean Eric Brey
Chief Academic Officer of the Institution	Provost Heather Shipley
President of the Institution	President Taylor Eighmy
Individual submitting the APR	Mark Blizard
Name and email address of individual to whom questions should be directed	Mark Blizard Mark.blizard@utsa.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

4	Introduction
4	Progress Since Previous Visit
4	Program Changes
4	1—Context & Mission
4	UTSA History + Mission
5	Program Structure
6	Program History + Location
6	Pedagogy + Mission
7	Program’s Benefit to the Institution
9	Benefits Derived from the Institution
10	Holistic Development of Young Professionals
11	Teaching-Learning Culture
13	Summary: Context + Mission
13	2—Shared Values of the Discipline & the Profession
13	2.1 Design
15	2.2 Environmental Stewardship + Professional Responsibility
16	2.3 Equity, Diversity, and Inclusion
18	2.4 Knowledge and Innovation
19	2.5 Leadership, Collaboration, + Community Engagement
21	2.6 Lifelong Learning
24	Program + Student Criteria Matrix
25	3—Program and Student Criteria
25	3.1 Program Criteria: PC1 – PC8
25	PC1 Career Paths
28	PC2 Design
30	PC3 Ecological Knowledge + Responsibility
32	PC4 History + Theory
34	PC5 Research + Innovation
36	PC6 Leadership + Collaboration
38	PC7 Learning + Teaching Culture
41	PC8 Social Equity + Inclusion
43	3.2 Student Criteria SC1- SC6
43	SC1 Health, Safety and Welfare in the Built Environment
45	SC2 Professional Practice
46	SC3 Regulatory Context
47	SC4 Technical Knowledge
48	SC5 Design Synthesis
50	SC6 Building Integration
52	4—Curricular Framework
52	4.1 Institutional Accreditation
53	4.2 Professional Degree + Curriculum:
59	4.3 Evaluation of Preparatory Education
61	5—Resources
61	5.1 Structure & Governance
	5.1.1 Administrative Structure: UTSA
	Administrative Structure: School of Architecture + Planning
	5.1.2 Governance
65	5.2 Planning & Assessment
	5.2.1 Strategic Objectives
	5.2.2 Key Performance Indicators
	5.2.3 Progress Towards Objectives
	5.2.4 Program Challenges, Strengths and Opportunities
	5.2.5 Ongoing Outside Input
74	5.3 Curricular Development:
	5.3.1 Curricular Assessment + Change
	5.3.2 Committees, Leadership, and Curricular Initiatives
75	5.4 Human Resource & Resource Development
	5.4.1 Workload
	5.4.2 Architecture Licensing Advisor
	5.4.3 Professional Development Opportunities for Faculty
	Professional Development Staff
	5.4.4 Support Services Available for Students
79	5.5 Social Equity Diversity, and Inclusion:
81	5.6 Physical Resources
	5.6.1 Studio-Based Learning Space
	5.6.2 Instructional and Other Support Spaces
	5.6.3 Faculty Spaces
83	Location Maps + Plans
	5.6.4 Resources to support learning formats & Pedagogies
89	5.7 Financial Resources

95 6—Public Information

95	6.1 Statement on NAAB accredited degrees
95	6.2 Access to NAAB Conditions & Procedures
95	6.3 Access to Career Development Information
95	6.4 Public Access to Accreditation Reports and Related Documents
95	6.5 Admissions + Advising
96	6.6 Student Financial Information

97 Appendices

Appendix A	Faculty Resumes
Appendix B	Faculty Teaching Assignments
Appendix C	Studio Culture Policy Document
Appendix D	SACSCOC Reaffirmation of Accreditation Letter
Appendix E	Annual Statistical Report Verification Letter
Appendix F	College Workload Document

Introduction

Progress since the Previous Visit

All conditions were met. No Causes of Concern were Cited in the 2017 VTR.

Program Changes

Although there have been a number of changes in our program, curriculum, and structure since our last site visit, none are directly connected to changes in the NAAB Conditions. Rather, the new NAAB Conditions (2020) have offered opportunities for our Graduate Programs Committee (GPC) in concert with the Director to re-examine the curriculum and to propose and discuss changes that will go into effect in the Fall, 2025 Course Catalog. The [Director's original memo](#) and [GPC working document](#).

These changes, and those future changes that have yet to be proposed, are minor adjustments and tunings of the existing program. We do not foresee any major revisions. Program and curricular changes emerge in response to many complex forces and factors. Frequently, they are internal: the School's leadership and their vision, the strengths and interests of its faculty, self-assessment and the opportunities that emerge from self-reflection. Other factors play an important role as well: the new College and the opportunities that it presents for crossing-disciplines and traditional educational boundaries. In addition, the University, the Board of Regents, and the complex system of state regulations and laws play a role. External to the academy, factors such as alliances and collaborations with the profession, changes in the profession or regulating bodies (such as NAAB), economic cycles, and the need to remain responsive to the pressing issues and challenges of our times also are ever-present forces that shape program discussions and changes.

We believe that the 2020 Conditions are well considered. They allow for the unique qualities and identity of our program to serve as a foundation for discussions surrounding accreditation and education while addressing the shifts and challenges in society, technology, culture, and practice. The 2020 Conditions allow us to present the identity, structure, and content, of the Architectural Program as a 4+2, rather than a narrow focus on courses and assignments that correspond to overly specific criteria. This is a major improvement to the previous conditions.

The 2020 Conditions emphasize 'continuous self-assessment' and 'continuous improvement'. We have established a process for continuous review. Going forward, we will continue this more reflective and dialogic approach to curriculum and program development. In this regard, we are looking forward to the Spring 2025 team visit and the insights, critique, and advice that will be provided by our learned colleagues, as well as the eventual Visiting Team Report that we anticipate by the start of the Fall 2025 semester.

1—Context and Mission

UTSA History + Mission

Details about our history will be discussed in greater detail below. But here at the outset, we wish to give the NAAB review team a clear sense of the context within which we teach and train future professionals. First, it is important to know that we are a program and institution in the process of transition: the University has recently been designated an "R1" institution (December 2021); the University's colleges and academic units have undergone—including the formation of the School of Architecture + Planning, nested in the newly formed Klesse College of Engineering and Integrated Design.

When we refer to the Architectural Program, we are referring to a six-year, 4+2 architectural educational sequence that considers the B.S Arch and MArch degrees together as they share faculty, resources, ethos, awards, reviews, and studio spaces. This integration remains part of our identity and organizational structure and has continued during the period since

our 2017 accreditation and throughout the recent organizational changes. Many initiatives, University policies, State of Texas / Coordinating Board requirements, state legislative changes, leadership changes (both within the College and the University) have all challenged us as we continue to develop as an academic culture, new School, and student body. We are a highly integrated unit, within which many of our faculty teach at both undergraduate and graduate levels. In addition, our three degree programs—which includes B.S. in Interior Design, and MS in Urban and Regional Planning—are also interconnected to varying extents. Within the School, we continue to nurture an overall academic culture that weaves together the undergraduate courses and the accredited graduate architectural coursework into an interlinked course of study.

Founded by the 61st Texas Legislature on June 5, 1969, UTSA was commissioned as a university of the first class. The university's first two presidents, Arleigh B. Templeton and Peter T. Flawn, worked diligently to hire faculty, develop a curriculum and library, and finalize plans for a campus to be built on 600 acres near the junction of Interstate 10 and Loop 1604 in northwest San Antonio. At the time of construction, from 1972 to 1976, the campus was the largest university construction project in the country, comprising seven major buildings. In summer 1973, UTSA admitted 671 graduate students and began classes taught by 52 faculty members in leased facilities at the Koger Center. Master's degrees were offered in business administration, education, bicultural-bilingual studies, English as a second language, environmental management, Spanish, biology, mathematics and systems design. In 1974, UTSA's enrollment reached 1,171, and 82 students received master's degrees in the first Commencement in August. In September 1975, UTSA began classes at the Main Campus with more than 4,000 undergraduate and graduate students. The first Commencement ceremony with undergraduate and graduate students took place in May 1976 with 46 receiving bachelor's degrees and 184 master's degrees. Throughout the 1980s, UTSA experienced rapid growth while James W. Wagener served as president. New buildings were added, and new degree programs were developed. In 1997, UTSA opened the Downtown Campus. In 1999, Ricardo Romo became UTSA's fifth president and ushered in a new era of community involvement and academic excellence. UTSA now offers more than 180 degree programs to almost 35,000 students, including over 4,000 graduate students. It has become a university of first choice for students from Texas, across the nation and 94 countries. More than 65% of UTSA students are from underrepresented groups, 45% of the undergraduate students and 39% of the graduate students are first-generation college students. The UTSA faculty includes international research leaders in health, cybersecurity, data science, biomedical engineering, energy, sustainability, cultural sustainability, and human and social development. Ninety-eight percent of UTSA's tenured and tenure-track faculty members have doctorates or terminal degrees.

Program Structure

The accredited MArch2 and MArch3 degree programs are managed by the School of Architecture + Planning in conjunction with the Klesse College of Engineering and Integrated Design (KCEID) and the UTSA Graduate School. After Covid, all studios and seminars are once again in-person while a few of the larger lecture courses are on-line due to space limitations. The School of Architecture + Planning also offers degree programs in Urban and Regional Planning (MSURP); Interior Design (BS in Interior Design); and research (the Master of Science in Architecture). We view our architecture degree programs as interrelated. Our undergraduate (B.S in Architecture) and graduate (MArch3 and MArch2) architecture programs work in tandem (and sequentially) as our undergraduate students are expected to complete their studies via the two-year MArch degree. We refer to this professional degree sequence as UTSA Architecture. Both the graduate and undergraduate architecture degree programs benefit and share in initiatives, opportunities, and resources provided by the College (KCEID). See diagram below. All tenured, tenure-track faculty are considered "graduate faculty" and members of the Graduate Programs committee (GPC). Full time fixed term faculty (e.g. Professors of Instruction) and adjunct faculty members who teach courses in the graduate sequence are also "graduate faculty" in addition to any other instructors for whom special membership is requested and approved by the GPC and Graduate Council in the Graduate School. Approximately 60% of Architecture faculty are graduate faculty and teach in the service of the two programs. All our Design Studios and seminar classes are taught at the UTSA downtown campus. Our undergraduate students may elect to take courses outside of the Architecture Program at the main campus.

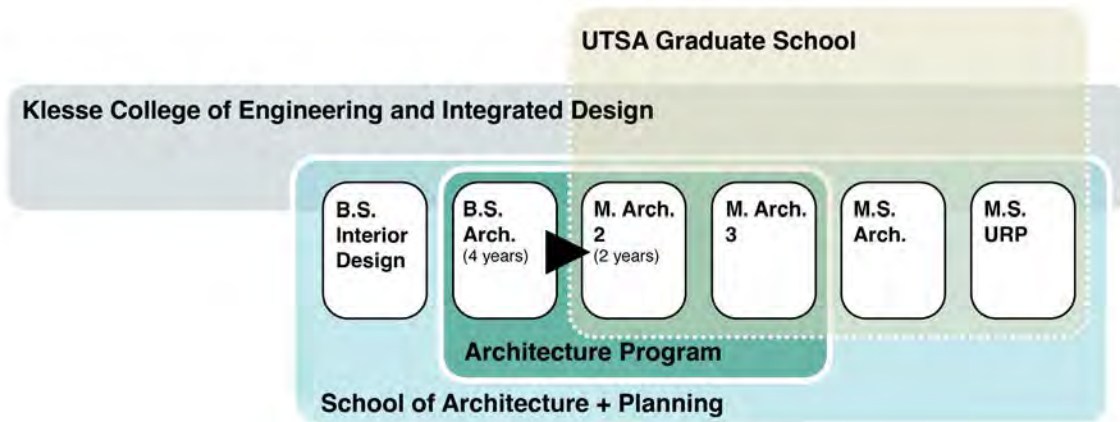


Fig. 1 Diagram identifying the Departmental degree programs and supervising structure. Full chart below.

Program History + Location

UTSA's Architecture programs have a relatively short but expanding history. Courses in architecture were first offered in 1975 in the Division of Environmental Studies, housed within the College of Fine and Applied Arts. In 1979, with sufficient courses, a concentration in Architectural Design became an option for the Bachelor of Fine Arts and Art and Design. That concentration was transformed into a degree program—a Bachelor of Science of Architecture—in 1993. Two years later, the faculty and students were organized into the Division of Architecture and Interior Design, housed in the College of Liberal and Fine Arts. The Master of Architecture degree (M. Arch 2) was first approved by the Texas Higher Education Coordinating Board (THECB) in August 1995, and students began studying in Spring 1996. Since then, the academic unit has developed, expanded and diversified: it became the School of Architecture during the 2000-2001 academic year, received its initial NAAB accreditation, and began the move to its downtown location. The School became the College of Architecture (containing the Department of Architecture) in 2005 and completed the move to the Downtown Campus placing it in proximity to much of the professional design community and urban context of San Antonio's unique heritage. The College proceeded to develop the Department and degree program in Construction Science & Management, a program in Urban and Regional Planning, and three Centers (Cultural Sustainability, Urban and Regional Planning, and Architectural Engagement). In 2014, the College changed its name to the College of Architecture, Construction and Planning (CACP). The Center of Architectural Engagement (CAE) was added. In 2021, as part of an overall reorganization of the University's academic units, CACP merged into the College of Engineering, becoming the Klesse College of Engineering and Integrated Design (KCEID). The School of Architecture + Planning was established, gathering the professional degree programs in Architecture, Urban and Regional Planning, and Interior Design into a single academic unit within KCEID. Construction Science and Management was incorporated into the newly formed School of Civil and Environmental Engineering and Construction Management.

With over 900 students enrolled in the fall semester of 2024, the School of Architecture + Planning continues to be one of the largest institutions of architectural education in the nation. However, the goals of the University and the architectural programs were changing. Following the adoption of UTSA 2016, the university sought to improve the caliber of its incoming students, better utilize existing resources, and focus the future on improving quality and research capacity rather than focusing on growing larger - and the Department working with the College, followed suit, resulting in a selective admissions process for majors. UTSA had previously been an open enrollment institution, so the establishment of a common/interdisciplinary Foundation Year experience for all College of Architecture, Construction and Planning majors (Architecture, Interior Design, and Construction Science) along with a Gateway admissions and review process for entrance into any major, was a means of enrollment management. In the years since our last visit, we have seen the caliber of our incoming students improve while demand for an architectural education also increased. UTSA was granted the Carnegie "R1" status in December 2021—in recognition that it is one of the top 4% of research universities in the nation. This designation elevates UTSA's distinctiveness and supports its educational and research mission. UTSA is one of approximately twenty universities designated as both **Hispanic Serving Institutions and R1** for research. Visit [here](#) for and [here](#) graphically represented **demographic data**.

As of Census Day (Fall 2023) we have 902 students enrolled in our architectural and interior design degree programs overall (109 in MArch, 598 in B.S Arch, 161 in B.S. IDE, 4 in M.S. Arch, 30 in URP), in the School of Architecture + Planning. While the School has continued to grow, in coordination with the college, we have recently initiated the discussion regarding optimal size for each of our programs of study. Our initial planning discussions direct us towards increasing the graduate enrollment while maintaining our undergraduate numbers.

Pedagogy + Mission

The pedagogy and the teaching-learning culture of the Architectural Program is informed through dialogue between four distinct forces: our place within the cultural and historic city of San Antonio and the region of South Texas, our commitment to experiential learning—taking many forms throughout the Program, our pragmatism fostered by connections with the professional community, and finally, our focus on community engagement and the social contexts and responsibilities of architectural practice. These forces are dynamic and always being considered in light of new technologies, ideas, and approaches. Our primary concern is to pursue our educational mission: to foster a student-centered teaching and learning environment whose focus is the responsive education of high quality, pragmatic, exploratory, and globally educated architects who are proficient in their technical capabilities, their professional responsibilities, and responsive to the site, place, city, and region in which they work - while remaining knowledgeable and aware of global practice and concerns.

Our location in downtown San Antonio is pivotal for the School and the Architecture Program—its mission and pedagogy. We believe that Architecture and the city are inextricably tied—in both practice and theory. Fifty percent of our faculty are part-time—many of them work in the design profession. We also rely on practitioners to serve as studio critics and offer presentations. This connection with the profession bridges academic discourse and training with professional practice. Throughout our design studios, the city is approached as a resource and a laboratory where our students form conjectures and imagining possible futures as well as engage the messy reality of our times and out place. The downtown location allows our teaching-learning to engage with the many communities and underrepresented voices that make up the city. SA+P and the university are committed to our continued and engaged presence in San Antonio—serving as a major anchor for the university and its mission.

See: **UTSA Destination Downtown**

<https://bold.utsa.edu/destinationdowntown/>

and

UTSA campus master plan

<https://www.utsa.edu/masterplan/>

and

UTSA downtown campus Master Plan

https://www.utsa.edu/masterplan/documents/4_downtown-campus.pdf

• Our curricular goals and educational mission are also informed by our context and are directly aligned with those of the University and the College:

UTSA Vision

To be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

UTSA Mission

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development and the commercialization of intellectual property – for Texas, the nation and the world.

UTSA Core Values

We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered.

KCEID Mission

The mission of the Margie and Bill Klesse College of Engineering and Integrated Design is to identify and solve grand challenges where humanity intersects the physical world.

KCEID Vision

To cultivate a lively, diverse and resilient community where new knowledge and innovative solutions are developed through exploration and research that substantially improve lives in our local area and around the globe.

Program's Benefit to the Institution

The administration and faculty of the UTSA Architecture program contribute to UTSA on many levels and in many ways.

- *University / College Service*

We participate in the **governance** of the University through roles in numerous committees and task forces - which for a small full-time faculty is quite a bit of work. But this is an important part of university and college service that our faculty take very seriously. Our faculty have played key roles during the transition into the new College as well as in fashioning the College's workload agreement, for example.

- *SA+P Student Success*

As measured by five-year graduation rates in our Master's Program, SA+P Student Success continues to contribute to the College despite a dip during Covid. In the IRM (economic model where funds are distributed by the University to the

Colleges according to a range of different measures) graduation rates are one metric that contributes to KCEID's funding.

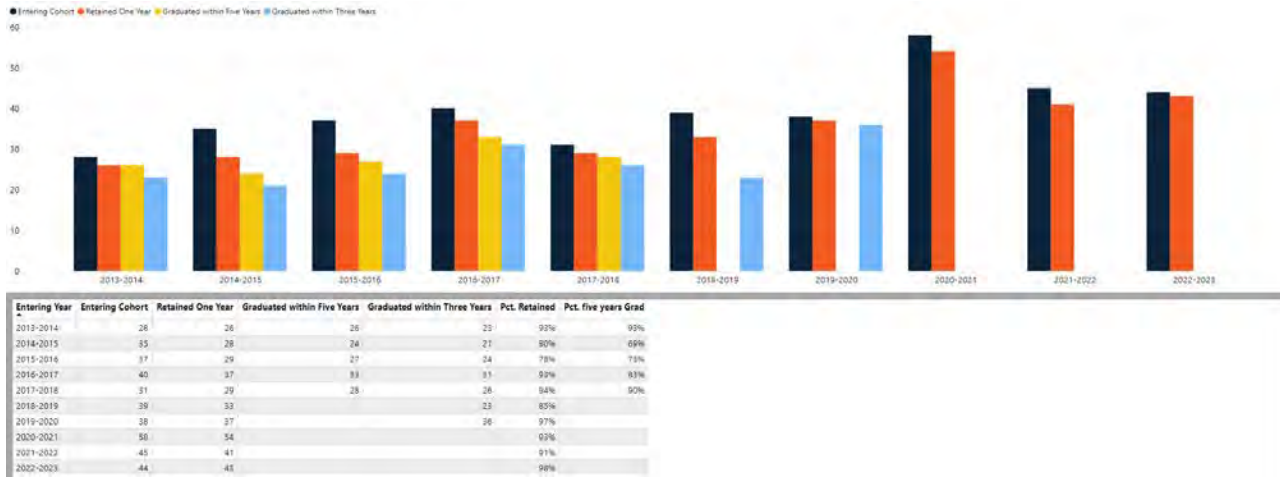


Fig. 2 SA+P student success statistics

Five Year Graduation Rates of Master's Cohort

		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Architecture & Planning	Total	44	50	43	49	46	39
	# Graduated	33	40	28	35	38	33
	Graduation Rate	75.0%	80.0%	65.1%	71.4%	82.6%	84.6%
Others	Total	105	163	194	137	114	104
	# Graduated	71	129	159	111	80	72
	Graduation Rate	67.6%	79.1%	82.0%	81.0%	70.2%	69.2%
Engineering and Integrated Design	Total	149	213	237	186	160	143
	# Graduated	104	169	187	146	118	105
	Graduation Rate	69.8%	79.3%	78.9%	78.5%	73.8%	73.4%

Fig. 3 Graduation Rates

• Scholarship, Research, Community Outreach

We work towards many of the University and College's goals in terms of **research/scholarship, outreach, and advancement of student achievement**. Through individual work and work in conjunction with our Centers, our faculty fulfills a vital role in achieving the goals set in the university's mission statement and strategic plan (<https://www.utsa.edu/strategicplan/>). The Centers for Cultural Sustainability (CCS— <https://klesse.utsa.edu/research/ccs/>), The Center for Architectural Engagement (CAE), and The Center for Urban and Regional Planning Research (CURP— <https://klesse.utsa.edu/research/curpr/>) support initiatives for experiential learning, research, and outreach in the community. By advancing and championing community engagement, the centers solidifying the university's engagement in San Antonio and the south Texas region. They also enhance research output, impact, and serve as resources for collaborative efforts and partnerships with the community.

• Centers + Research

Our faculty participate and partner with the Centers on some projects and pursue others on their own merit. At times, in both teaching and research, a part of the work of any given faculty member may be aligned with a center (according to research, instructional, or community-support needs and /or benefits) or pursued independently. Considered overall, with the support of the various Center's presence and initiatives, our faculty have been able to expand their research, teaching, and service activities contribute to UTSA's achieving its "R1" designation. They have shown this through dissemination/ exposure of their work and its impact. To document our benefit to the institutions, some examples include:

- *Community engagement* (prevalent in much studio work, and some faculty research).

Borderless Studio transportation hub for Southside, San Antonio
 Galveston Field School, Summer, 2024
 Urbino Study Abroad, Fall 2023 and Spring 2024 studio projects
 See [Community Studios](#)

- *Design projects* engage community and city, allowing student expertise to benefit the city. See [Design-Build](#)

- Grant-funded Research / Sponsored Project activity supporting the R1 designation. To date, the School of

Architecture + Planning faculty have generated the following research awards and proposals:

2015–2016	13 proposals / 5 awarded	\$115,655 awarded
2016–2017	15 proposals / 7 awarded	\$588,785 awarded
2017–2018	17 proposals / 7 awarded	\$336,146 awarded
2018–2019	31 proposals / 15 awarded	\$1,891,172 awarded
2019–2020	26 proposals / 5 awarded	\$433,190 awarded
2020–2021	26 proposals / 10 awarded	\$563,108 awarded
2021–2022	27 proposals / 9 awarded	\$575,439 awarded
2022–2023	27 proposals / 13 awarded	\$2,840,891 awarded
2023–2024	25 proposals / 10 awarded	\$994,304 awarded

- *Heightened Profile in the community.* In our Program, the productive work of our faculty and their students is frequently and inherently connected to the communities of San Antonio. Our studios actively engage these communities and include their voices, perspectives, cultures, and concerns in their design processes and projects. These, in turn, are presented to the community. The faculty are the instigators. They individually, jointly, or through the agency of the Centers, reach out beyond the studio to initiate a design project or proposal.

- *Increased Program engagement with the profession*—including the activities of our Advisory Council, our Part-Time lecturers, our proximity and relationship with the AIA SA, our Professional Practice and Ethics course, and our Firm Studio

- SA+P Advisory Council—an active bridge to the profession. Members:

Pegah Toloo Del (chair)	Pfluger Architects
Mary Ann Mitchell	Mitchell Design
Lisa Nungesser	Urban Planning, retired
Rudy Niño	City of San Antonio
Christine Viña	Via Metropolitan Transit
Mary Bartlett	Marmon Mok Architects
Dawn James	Gensler, Austin
James Davis	Architect, retired
Jim Shelton	Page Architects
Gopi Akalkotkar	VLK, former S.A. City Architect
Andres Andujar	Hemisfair
Michael Monceaux	Overland Architects
Jose Galindo	Huckabee Inc.

- KCEID Advisory Council members from the architectural profession:

Torrey Carleton	Executive Director, AIA SA
Frank Rascoe	Jacobs
Michael Ray	Gensler

- Faculty who are also engaged in practice or are Registered Architects:

Tenure Tract / Tenured	7 of 15
FTT	6 of 12
Part Time	17 of 23

- *Downtown location* enabling greater local contributions including Design-Build projects; Community Studio; Research and collaboration opportunities undertaken primarily through our Centers and the Urban Future Lab; AIA SA lecture series + exhibits

- *Service to a diverse community* of students;

- *Increased national and international* exposure via research and dissemination.

- SA+P is a leader in developing our Study Abroad program in Urbino as well as defining the Signature Experience and incorporating it into our curriculum and identity as a School. Signature Experience is a college-wide requirement.

- *SA+P is a leader in experiential learning*—fully integrating it into our program of study;

- *Outreach to K-12 schools*—including the development of the UTSA Architecture Summer Academy;

- *On-going transfer agreement* with San Antonio College;

- *Contribution to Core Curriculum* course content, thereby exposing general studies and other majors to the concerns, issues, and ideas related to architectural appreciation and practice. Courses that count for Core Curriculum:

ARC 1113, *Introduction to the Built Environment*

ARC 2423, *Global History of Architecture and Urbanism: Renaissance to 19th Century*

ARC 1513, *Great Buildings and cities of the World*

ARC 2413, *Global History of Architecture and Urbanism: Prehistory to Medieval*

- *Participation in KCEID* leadership, service, and governance.

Benefits Derived from the Institution

Grounded in San Antonio and UTSA's attaining R1 status, the university creates an environment with a clear trajectory and mission. It encourages and fosters involvement with the city and the region. The university has supported and encouraged inter-disciplinary cluster hires and joint appointments that cut across traditional academic units. It supports the hiring of energetic researchers and scholars who fulfill our curricular needs while adding to the mounting evidence of scholarly excellence. It provides funding and opportunities for tenured and tenure-track faculty to inaugurate, continue, and conclude programs of research. We have benefitted more specifically in the following ways:

- *Library*

Increased and disciplined-focused Library acquisitions; Expansive and quick Inter-Library Loan program;

- *Centers*

Support for Visiting Researchers / Practitioners as a part to the Center for Cultural Sustainability; Research Centers, supported by KCEID + the university;

- *Endowed Professorships*

Three Endowed Professorships (2023) for senior faculty and Director.

- *Financial Support*

Budget / fiscal services + support—the Klesse College Business Service Center under Kirstin Wilsey, Associate Dean for Fiscal Administration.

- *Research Support*

- *College Budget Model*

- *Development Team*

- *Student Success Center*

- *Start-up Packages*

Significant research Start-Up packages to attract and support recent Tenure-Track hires and their research;

- *Research Seed-grants* sponsored by [UTSA Research](#);

- *Travel Funding*

Increased Tenure-Track faculty travel funds (via KCEID leadership);

- *Institutional membership*

to local cultural institutions including McNay Museum and San Antonio Museum of Art.

- *Space + Facilities*

General facilities and support for those facilities offered by a large public institution; Our Downtown location, affording us opportunities and experiences in the heart of this rich, vibrant, historical, and research-rich city, and providing proximity to professional practices, diverse communities, and AIA SA. UTSA is engaged in an active downtown expansion strategy including the construction of two new buildings, acquisition of the Southwest Campus, and the recent announcement of plans to acquire an 18-story building with 265,000sf of space in downtown San Antonio. SA+P and KCEID are engaged as critical partners in planning space utilization with the goal of providing a long-term solution with space and organization to further support our teaching-learning and pedagogy needs.

- *Faculty Lines*

New Tenure-Track Faculty lines—awarded seven (7) since last NAAB team visit; while losing eight T/TT faculty (10) during the same period; Increase in our Full-Time FTT lines: from six (6) at our last accreditation visit to fifteen (15) currently. This adds stability to the program and consistency to the teaching.

- *Downtown Support*

Downtown Research Service Center (RSC) is located in the Monterey building as available to all faculty engaged in funded research endeavors; Tomas Rivera center, which supports student achievement at all levels and is located on the 2nd floor of the Durango Building; Downtown and Main campus Faculty centers; The newly acquired UTSA SW campus and recently completed Data-Science building; and UTSA's commitment to become a major presence and economic force in the development of downtown San Antonio.

- *The Writing Center*

The WC supports our graduates in enhancing their critical thinking and writing skills;

- *Disability services* which support of veterans and other students in need of person-specific support to succeed in their educational goals;

- *University, College, and School awards* to recognize exceptional achievement for students, faculty, and staff;

- *Graduate School funding for travel*, student recruitment, and the dissemination of their achievements.

- *Career Services*

Students and graduates have access to career development and placement services that help them develop, evaluate and implement career, education and employment plans.

Holistic Development of Young Professionals

The primary challenge of being structured as a “4+2 program,” with regard to providing a broad humanistic education, is the necessity of providing a professionally focused 52 credit-hour graduate program. The primary benefit of such a program is that we can provide students with both a rigorous professional degree education (for MArch2 and MArch3) in so few credits, while relying on their background education and experience to provide them with a more holistic and humanist education befitting a university education. Additionally, being a 4+2 program provides our students with a choice of where and within

what context (what city and program) to pursue their professional goals. The majority of our graduates who come from our B.S. Architecture program, are hired to work in firms (frequently local) or continue their studies here at UTSA. The best B.S. graduates are offered accelerated entrance into the program through a process called *Keep Running With Us* ([KRWU](#)). The KRWU program is a streamlined, invite-only admissions process to retain talented University of Texas at San Antonio (UTSA) undergraduate students and recent undergraduate alumni in pursuit of their graduate education. Students are nominated based on academic performance or faculty nomination. The KRWU application can be completed in minutes and removes many of the common barriers that come with applying to graduate school.

Entering the MArch2 program, our undergraduates begin their professional studies with an understanding of architecture as an intellectual endeavor in addition to an art form and a technology. A rigorous sequence of architectural history courses (ARC 2413, 2423, 3613), exposure to faculty research and scholarship in *Architecture and Thought* (ARC 3433), and participation in our rigorous Study Abroad program in Urbino, Italy solidify the liberal arts component of the discipline. In the graduate program, required courses in cross-cultural analysis and theory develop upon that. The development of an independent Master's Project (via ARC 6931 and ARC 6996) requires a humanistic investigation into the topic of a student's selection prior to engaging in the design process; this provides experience in an approach to creative problem-solving that draws upon all aspects of prior formation and that will serve the beginning professional in the future.

Our undergraduates have an extensive array of coursework in general studies, and the curriculum for those core courses provides a wide variety of courses to satisfy each core / general studies requirement. Students from other programs, including those with professional and without professional degrees, who join our graduate programs typically have an equally diverse preparatory education. To enhance the exploratory nature of our graduate studies, we have maintained a little more than a third of our graduate coursework to be satisfied through optional seminar courses. In addition, ARC 6136 while discipline-specific studio is also a further opportunity for students to encounter a wider variety of topics while applying their design skills. Our studios alternate each semester between Technical Design Studios and Exploratory / Topic Design Studios starting in the undergraduate program. This alternating structure is part of the *braiding* of our curriculum—connecting course content—that is discussed below. Finally, ample opportunities for broadening one's experience can be found in participation with various faculty research endeavors as research assistants and the pursuit of one of our three graduate certificate programs: High-performance Design and Sustainability, Historic Preservation, and Urban and Regional Planning.

Teaching-Learning Culture

The UTSA Architecture Program, consisting of our accredited MArch2 and MArch3 degrees, and introduced by our pre-professional B.S. Arch degree, are centered around the design studio and supported / informed by collateral coursework in history, theory, technology, professional practice, and manual and digital graphic skills. Ideally, the courses *orbit* each other: supporting each other by referencing the similar content although with differing teaching/learning methods and goals. In turn, this *braided* curriculum supports our overall goal of a broad architectural education characterized by a concern for place, history, practice and technique, professionalism, the environment, the exploration of ideas, and to a less extent in the graduate program, experiential learning. These form the “braids” that run throughout the Architecture Program. In the MArch2 program, this logic can be seen most clearly in the required curriculum. Both the first year and the second year of graduate studies include studios and seminars that alternate between professional / technical development and exploratory studies as shown below:

<p>Professional / Technical Development ARC 6126, Advanced Design Studio; ARC 6146, Advanced Technical Studio;</p> <p>ARC 5733, Adv. Building Tech. & Sustainability; ARC 5133, Profes'l Arch'l Practice & Ethics; ARC 5193, Principles of Global Architecture: Place, Context, & Culture</p>	<p>Exploration / Topic (individual + mentored) ARC 6136, Advanced Topics Studio; ARC 6996 - Masters Project Studio;</p> <p>ARC 5173, Architectural Theory & Criticism; ARC 6931, Master's Project Preparation; +15 hours of electives to focus on a variety of topics of their choosing.</p>
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Outside of the curricular design of the programs, UTSA Architecture is committed to a supportive and participatory school climate that embraces the uniqueness of each voice. Important dimensions of our teaching-learning culture include:

- 2024 [Studio Culture Policy document](#)

The Studio Culture Policy document is a “living document” that is built on an inclusive process—a collaborative effort of both student-led and faculty-led discussions which resulted in the first draft, followed by a periodic iterative review process involving faculty and students. The document underwent a Faculty Forum review last year (2023-2024) and is scheduled for a student review during the coming academic year involving student organizations including the AIAS, NOMAS, COTES, and WiA. It consists of definitions, expectations, and tenets that provide guidance for both faculty and students that include Life-long Learning, Responsibility, Collaboration, Dialogue, Learning, Promise, Respect, Being Present, Design Process, Production, Discipline, Devices / Distractions, Campus, Faculty & Peers, and Renewal. It is a required part of every studio syllabus and discussed on the first day of classes. It is meant to serve more than a bill of rights or list of “do’s and dont’s,”

but rather, as a series of touchstones for reflection, discussion, and action. The Studio Culture Policy document is in the [Faculty Information Handbook](#) and is discussed in all design studios.

- *Broadcasting*

Dialogue with students in the design studio and during reviews throughout the course of a semester where the studio focus / topic / teaching-learning goals are enhanced or extended through the introduction of material and examples from allied disciplines and other cultural forms. This contributes to a pluralistic agenda in design studio that is based on varied expertise and interests of the faculty—referred to in the Faculty Information Handbook as broadcasting, a term taken from early agricultural practices: The introduction of a wide range of precedents in the form of presentations, physical + analogous examples, objects, drawings, books, digital material + recordings, + guest reviewers for the purpose of expanding the field of inquiry, expanding the design discussion, or expanding the range of precedents.

- *Collaboration*

Collaborative approaches to teaching-learning take many forms within the studios. Collaboration and its goals and products evolve throughout the sequence of study—between faculty and between students. Our emphasis and tradition of collaboration is described throughout this document.

- *Signature Experience / [Study Abroad in Urbino](#)*

Since 2017, 578 Undergraduate students have participated in Signature Experience / Urbino (473 ARC and 105 IDE). see below for additional information and description.

- *[Design-Build Studios](#)*

UTSA has a tradition of studio-based Design-Build projects. Please see below for description and history of the program. These studios extend the periphery of the studio environment out into the communities of San Antonio and the surrounding region. In addition, they frequently include field trips and student engagement with topic / construction experts, community leaders, and end users.

- *[Community Studio](#)*

San Antonio has long provided a rich cultural resource. The Community Studio (defined below) provides rich opportunities for incorporating community input and voices into the design process.

- *Guided Research*

Faculty connect students to their research grants, proposals, and other research opportunities through the Centers or their own initiatives as opportunities emerge.

- *Professional Practice*

Professional Practice activities are organized as a part of ARC 5513, *Professional practice and Ethics*. These extend beyond the classroom, and bring professionals, including alumni, into the classroom.

- *Fieldtrips*

There are frequent fieldtrips throughout the Architectural Program—some are organized in concert with other studio sections and others are studio-based. San Antonio offers many opportunities for students to learn in the field; however, fieldtrips also take our students to other cities in Texas. Some are required as part of 2nd year + MArch3 studies.

- *Creativity, Inspiration, Art Workshops*

CIA (fall 2023) was a concurrent series of art workshops for 2nd year + MArch 3 students that explore making and creativity bringing artists from the San Antonio community as well as artist/faculty who teach at UTSA into the design studio for a series of weekend explorations into art and the creative process.

- *[2nd Year Talks](#)*

A second year and MArch3 bi-weekly lecture series, *2nd Year Talks* was started 2022 to bring in a diverse array of design professionals and professors to discuss the design process, practice, and issues confronting the profession.

- *[School of Architecture + Planning Annual Lecture Series](#)*

Our school-wide series includes approximately four to six guest lecturers per academic year. In recent years, the School has been able to support an extended visit from each lecturer pending their availability. Lecturers deliver an evening lecture and engage the students productively in different formats and settings—from design studios to panel discussions to informal talks that take place over one to three additional days of their visit. Lecture series events are advertised on the [Klesse College Calendar](#).

- *Mash-ups*

Presentations and discussions each semester between our current faculty, our emeritus faculty, and members of the design community. These consist of short presentations followed by a lively Q+A / discussion. Graduate students are invited.

- *Texas 8*

The first of a series of annual retreats was conducted in the summer, 2024. Its purpose is to gather students representing all eight professional architecture programs in Texas to consider the dialog between the contemporary and historic. See below for more information. Their [presentation deliverable](#) may be found at the link [here](#).

<https://www.dropbox.com/scl/fo/v38qwk43i2dm5mt65adtz/AAX5Ybb893Q4FLPL5fG34WE?rlkey=lti2xgixviqxugi0p9qvbrexc&st=3wat4qp5&d=0>

- *Galveston Field School and Taliesin West Field School*

These two summer programs take graduate and undergraduate students to other locales that offer a live-work environment that connects experts and real-world issues and problems to an academic setting. In each program, our students engage hands-on learning, and also benefit the local and larger communities. See below for additional descriptions and products.

- *Alumni*

Frequently, our alumni taking leadership roles in AIAS committees and programs including, Women in Architecture and National Organization of Minority Architecture Students. Alumni, the majority of whom remain in San Antonio to practice following graduation, also bring practical knowledge and approaches into our design studios by serving as studio reviewers and guests.

- *End-of-semester review week*

Each semester closes with a School-wide review week that permits all students to participate in the review of design work from across the curriculum. In addition, they are exposed to a wider range of faculty and teaching-learning approaches.

- *Open House*

Each April, the School holds an Open House event that also includes our Awards Ceremony. The event, centered around the exhibition and celebration of student work from every design studio, brings students, faculty, the professional community, alumni, the Advisory Council, as well as parents and friends together for informal presentations and discussions.

Summary: Context and Mission

The mission, curricula, and pedagogy of the architecture program are informed by our unique setting in downtown San Antonio. The city is both a modern city and a historic city. It is a city whose history is tied inextricably to the river and the inhabitation of the land along the river, including the San Antonio Missions—a UNESCO World Heritage Site. This context allows us to perceive and address the messy urban realities that are inherently part of practice. This context serves the Program in three ways: First, the city and the region of South Texas serves as a laboratory and a resource; Secondly, the land, culture, and practices which shape San Antonio also inform our pragmatic and experience-based pedagogy and curricula. Likewise, San Antonio is a city of architectural professionals and renowned architectural firms employing and teaching many of our students. This proximity and connection to the profession provides a teaching-learning focus as we prepare students to be future professionals and researchers who are ready for a dynamic, challenging environment that is both global and intensely local. Students and faculty explore the most recent innovations in architectural thinking and practice, including parametric modeling, and digital communication and fabrication alongside traditional skills, methods, and ideas—informed by attention to history, experiential learning, community engagement, and professional practice. The curricula and pedagogy are braided, offering students and faculty opportunities to generate new knowledge as well as to find new ways of seeing and considering precedents, vernacular environments, and local narratives.

2—Shared Values of the Discipline and Profession

2.1 Design

Introduction

Our approach to design education is in part founded in the environmental and cultural fabric of San Antonio and the region of South Texas, a pragmatic pedagogy—based on the combination of an experiential learning model and a bridge to practice—and in part drawn from the diversity of background, scholarship, practice, and interests that our faculty members bring to the program—frequently from distant sources. This creates a fertile amalgamation. We believe that nurturing and incorporating a plurality of voices provides a rich and stimulating learning environment that is responsive to contemporary needs while being historically predicated. Issues and problems that confront architecture today are complex and constantly changing, likewise, they cannot be separated from the urban context. We believe that design education, in order to be valid in the midst of such rapid change, must equip students with the ideas, tools, and methods that enable critical and creative thinking.

Curricular: Design Studio Sequence

A tightly composed studio sequence is the core of our design-based curriculum. It follows a course of study in which material + tectonics, place + idea inform each exercise or project. The complexity with which these issues are understood and

explored evolves with each successive studio in sequence. Beginning Sophomore year, Technical Studios alternate with Exploratory Studios. Each studio focuses on different aspects of the design process while supporting the development of skills and techniques of architectural inquiry and investigation. Exploratory / Topic Studios are organized according to the issues that frame its investigation and by the growing complexity of the architectural investigation and its outcome: the design project. Place is understood as a complex and dynamic web of natural and cultural elements, forces, and conditions that conjointly describe the environment and inform design. Buildings are understood as integrated systems that are organized and articulated by an increasingly comprehensive synthesis. Each semester in their development includes emphasis on design as an iterative process that involves the development of tools and techniques—a process that is on-going and reciprocal throughout the semester. Critique, presentation, and review provide necessary input and feedback to guide the learning process challenge the students. The studio is understood as an environment of dialog and discovery.

In the undergraduate program, the first studio (ARC 1213), students focus on materials and fabrication to develop abstract thought and understanding materials and methods as critical components in shaping the design process. The second semester's design studio (ARC 1224) introduces analogic conditions and elemental typologies while integrating drawing techniques to form an architectural language. The second year begins with non-urban site analysis and the consideration of environmental conditions and human experience in shaping architectural intervention. In addition, the first semester includes elementary investigations of program, materials, and construction. Greater complexity is brought to bear in the second semester: building programming, building components, and assemblies guide projects in the urban context. In the vertical studios of third and fourth year, professors can bring their field of study into the studio environment. This includes design-build and community-based studios when opportunities allow. In the third year, most of our students (72 students in each Fall and Spring semesters) participate in a rigorous study abroad program to complete their Signature Experience requirement in Urbino. Student work from a recent semester (spring, 2024): <https://curtisfish.myportfolio.com/spring-2024> <https://curtisfish.myportfolio.com/urbino-spring-2024-advanced-design-vis>

In the graduate program, students are engaged in an introductory advanced design studio which focuses on fundamental and technical design skills. This is followed in the spring with exploratory “topics” studios that allow students and faculty to engage in a variety of topics including urbanism, historic preservation, etc. ARC 6146, *Advanced Technical Studio* completes the focus on comprehensive design, technical concerns, and sustainable solutions. The sequence is completed with the Masters Project, a studio allowing each student to explore an issue or project type of unique interest from research, programming, site selection, and design.

Curricular: Non-studio Coursework

Beginning with the undergraduate program, students in their first semester of the architectural program take *Introduction to the Built Environment* (ARC 1113) that provides a general and broad view of the practice and profession of architecture and design. This course approaches the design of the built environment as an interdisciplinary practice that is inextricable from issues of ethics, civic responsibility, sustainability, local-global relationships, and human factors. *Great Buildings and Cities of the World* (ARC 1513), provides students with a historical and theoretical foundation for considering precedent and design. With these two courses as a basis for understanding the issues, questions, and ideas inherent in design, students are better able to address the complexities of the practice of architecture in the design studios. The parameters of design are also explored within ARC 3433, *Topics in Architecture and Thought*—the sections of which differ in content due to the scholarly and research interests of each instructor. Other courses also present allied disciplines within design including *Design and Fabrication Workshop* (ARC 4213), *Advanced Visualization* (ARC 3113), and *Advanced Digital Visualization* (ARC 3133). The study abroad experience presents the students with an integrated approach to design as an analytical study of historical precedent and contemporary conditions. In the graduate programs these themes are enhanced and amplified in the elective or optional coursework offered, but emphasized in the required ARC 5173 *Architecture Theory & Criticism* - which considers architectural theory from the point of view of discourse and direct impact of design decision-making, and ARC 5913 *Principles of Global Architecture*, which considers is given to the political, social, ecological, economical, and/or technological context that informs the work as well as the diverse social and spatial patterns, values, and needs of those who occupy and use buildings.

Extracurricular

Among the many extracurricular events that demonstrate our Program's commitment to fostering an atmosphere of Design are:

- [Texas 8](#)
- [SA+P Annual Lecture Series](#)
- [Shop Talks](#)
- [2nd Year Talks](#)
- [AIA SA lecture series](#)

Our proximity and engagement with AIA SA include announcing their lecture series to our students. Guest lecturers have included: Victor Legorreta, and Michael Malone, AIA.

- [Lectures + Events at the McNay Museum and the San Antonio Museum of Art](#)

- *Lectures + Events at the Mexican Cultural Institute, San Antonio*

- SA+P students have also taken initiative in student-led chapters of these organizations: National Organization of Minority Architects, NOMAS at UTSA, International Interior Design Association, IIDA, American Institute of Architecture Students, AIAS, Women in Architecture, as well as the Council on the Environment, COTES, student chapter. SA+P students are also involved in the Klesse Student Advisory Council. Urban and Regional Planning Student Association. These Student Organizations provide a range of opportunities that support Design including the COTES competition and Digital workshops.
- *WiA*

The Women in Architecture (WiA) Student Organization at UTSA (initiated 2021-2022) is a dynamic and inclusive group dedicated to supporting and advancing the interests of women in the field of architecture. Dr. Neda Norouzi, the faculty advisor for WiA, oversees this student-led organization that is committed to empowering women at all stages of their academic and professional journeys. WiA provides a platform for women in architecture to connect, collaborate, and inspire one another. The organization offers a range of activities, including mentorship programs, educational workshops, and networking events, all aimed at addressing the unique challenges that women face in the architecture industry. Currently, there are 29 active members, 103 student members in GroupMe, 334 Followers on Instagram Page. Events include: LT Gal guest speaker, Downtown Design Week, speaker panel, STEM Fair, Design For Health exhibit (AIA SA), guest lecturer, Nicki Washington

<https://www.instagram.com/wia.utsa/>

2.2 Environmental Stewardship and Professional Responsibility

Introduction

The Architecture Programs is dedicated to teaching students to be thoughtful and caring stewards of the natural environment. We believe that good design is holistic and requires us to consider the interconnections between the built environment and natural systems as well as the consequences of design decisions as they extend outward, beyond the dripline, and encounter natural flows, forces, and processes. To accomplish this higher mission, we have sought to increase awareness of the environmental impact and responsibilities throughout our required coursework as well as provide students with extracurricular opportunities that enlarge traditional understanding and increase awareness. This also requires a body of dedicated faculty who bring these issues into play within their coursework.

Curricular

Our dedication is evident throughout our course sequence—both required courses and electives—as well as in our annual lecture series, and faculty-lead projects. The *braided curriculum* provides a model of integrating and connecting coursework—enabling technical course work to inform the subsequent semester’s design studio. By understanding the environmental factors of the architect’s responsibility, students come to understand that they can have a positive effect on the environment through the design and decision-making process—from material selection, to construction practices, design strategies, and environmental systems that respond to both programmatic and the larger needs of the natural environment. Required courses which included sustainable concepts and sustainable design include ARC 5733, *Advanced Building Technology and Sustainability*, and the *Advanced Technical Studio* (ARC 6146) whose structured approach to stewardship includes the responsibility to understand technical and non-technical approaches to good design. We also regularly offer graduate seminars focused on sustainable concerns and teach our preservation courses as a facet of that important notion of stewardship. For these reasons we offer the opportunity for graduate students to utilize their elective coursework to focus on earning a Graduate Certificate in Historic Preservation or in High-Performance Design + Sustainability.

As for the program curriculum overall, studio projects, beginning in the first year, involve the analysis of fundamental environmental and situational factors. Likewise, in the first year, *Introduction to the Built Environment* (ARC 1113), in support of our University’s Core Curriculum requirements (drafted with assistance from our faculty), includes units on stewardship of the environment. Other core courses including *Great Buildings and Cities of the World* (ARC 1513) share this focus. Building on the more general approach in the first year, second year studios—both fall and spring semesters—examine the environmental and climactic forces as they shape design in both non-urban and urban environments. Third year design studios and coursework bring greater technical information to the table.

Centers + Certificates

Environmental Stewardship embraces more than just an understanding of natural systems. It includes our responsibility to the built environment, cultural fabric, and to understanding architecture as a critical vessel—preserving and handing cultural values, traditions, and identity from one generation to the next. To this end, the Center for Cultural Sustainability and the Graduate Certificate in Historic Preservation or in the High-Performance Design + Sustainability programs of study support our students and faculty in this crucial extension of understanding.

Extracurricular

Extracurricular opportunities reinforce our Program's commitment to Environmental Stewardship:

- Recently, (2023) we formed the Committee on the Environment student (COTES) chapter under the guidance of Tamra Colins and Maryam Singery who serve as faculty advisors. Our *Design 4* (ARC 2166) studio is structured around the COTES competition, linking student organization to the professional community, and studio content.
- lectures such as *Heritage + Horizons: Women in Preservation*, 21 May 2024 also bridge across our shared values and focus on Professional Responsibility.
- SA+P Annual Lecture Series guest speakers bring a range of different views and perspectives of Environmental Stewardship.
- AIA San Antonio COTE lecture: "Best Practices in Sustainability for Capital Projects", 22 May 2024.

2.3 Equity, Diversity, and Inclusion

UTSA Commitment to Inclusivity statement

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to promoting access for all. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice.

School of Architecture + Planning Commitment

In accord with UTSA's Commitment to Inclusivity, the School of Architecture + Planning and the Architecture Program remain committed to supporting and contributing to an environment where all learners are welcome. We are committed to fostering a broad-minded and welcoming teaching-learning environment, curriculum, faculty governance, and hiring practices that value and respect all individuals in full compliance with state and federal law. In full support of UTSA's mission as a Hispanic Serving Institution, we value every voice and perspectives in all aspects of university life from the classroom to the profession. UTSA was expressly founded to advance the education of Mexican Americans and other underserved communities, and SA+P embraces our commitment to promoting this access and purpose. We will continue to support academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice.

Our commitment to these values (2.3) is found throughout our program and is intrinsic to our identity as a school and includes the shared values of both the discipline and the profession and are documented in our studio culture document as well as permeated throughout the statements of teaching philosophy submitted by our faculty.

The School of Architecture + Planning actively works to advance, support, and celebrate the university's diverse students and community as well as our student population from a wide range of backgrounds. The SA+P reviews student applications through a holistic lens that considers the unique perspectives and experiences of our applicants. Strong academic preparation as well as: portfolios of student work, letters of intent, and letters of recommendation demonstrate the life experiences and achievements of our prospective students and enriches the school with a diverse student body that reflects the nature of global citizenry and the profession's values. Just as architects commit to fairness and access in the environments we design, the SA+P seeks to support our students from every background through the actions we take toward respectful teaching and learning.

Program, Leadership, + Policy

- *Faculty Information Handbook*

The Architectural Program's commitment to Shared Values has been incorporated into our Faculty Information Handbook.

- *Student Organizations*

SA+P supports student organizations including AIAS, IIDA Student Chapter, NOMAS, WiA, COTE Student Organization.

- *Teaching-Learning Goals*

Our educational goals and teaching are tied inextricably to San Antonio and its demographics and economic realities—we see this connection as a critical part of our identity as a program.

- *Student Leadership Circle*

The Circle was established by the SA+P Director in 2023 to bring the voices of our different student populations to the table and include their concerns in our decision-making process and includes student leaders from each of our student organizations and the Architecture and Interior Design representatives from the College Student government.

- *Studio Guidelines + Studio Culture Policy Document*

The *Studio Guidelines* and the *Studio Culture Policy* document, both in the Faculty Information handbook, implicitly carry our shared values, commitments, and responsibilities—every value statement we make is based on the premise of Diversity, Equity, and Inclusion, even if they words are not used explicitly.

Curricular: required courses

- ARC 5173, *Theory and Criticism*

This course attempts to enlarge the architectural discourse, expanding beyond traditional Western canons and seeking to frame a diversity of theories, methods, and ideas with the goal of cultivating a new architectural lens to approach the process of design. This lens, that reframes architectural discourse, takes the form of conversations with architectural ideas that shape practice.

- ARC 6931, *Masters Project Prep*

One of the course requirements is establishing inclusive research practices in which students collaborate with various stakeholders, including marginalized communities. This not only ensures that all voices are heard and considered in the research process, but it also is reflected in their research proposals.

Curricular: elective course

While it is not common for a specific elective course to address a particular shared value, we are excited about recent curricular developments that have enlarged the discussion about design and its social responsibility and hence the responsibilities of the designer.

- ARC 5603, *Discriminating Design/Architecture for Equity History*

Taught by John Alexander, this course guides student examination and research into the role of wealth, power, and discrimination through a series of readings and corresponding discussions.

Extracurricular

- *Student Organizations*

Students in the School of Architecture + Planning have also taken initiative in forming student-led chapters of these organizations: Women in Architecture (WiA) student chapter (see below), National Organization of Minority Architects, NOMAS at UTSA, International Interior Design Association, IIDA, American Institute of Architecture Students, AIAS, as well as the Council on the Environment, COTES. SA+P students are also involved in the Klesse Student Advisory Council.

- *WiA - Women In Architecture*

Women in Architecture, in collaboration with SA+P, and AIA San Antonio Chapter, held a panel discussion on women in architecture (Spring 2022) with leading women from San Antonio's architectural practices.

- *First Gen Program*

SA+P faculty play an active role in UTSA's Career Center First Gen program. Antonio Petrov represents the School on the University committee.

- *Summer Academy*

Summer Academy has been organized and taught by Professor Steve Temple with additional faculty and student support every summer since 2013. The two-week Academy has worked with students from area high schools—approximately 35 students per year—introducing them to architecture, practice, and the design studio environment.

- *Tie to the professional community*

The Architecture Program has always maintained close ties with the professional communities of San Antonio and the region. As part of this interconnection, we will continue to hire professionals (as FTT's—full time and part time) from our community representing the demographic range that is inherent in the city and region. We see this approach as a means of mentoring our students in addition to connecting them to the profession and practice.

- *Syllabus Guidelines*

Our design studio projects and topics frequently address issues that emerge from the messy reality of the surrounding urban and cultural context—including its rich history and culture. Informing each course, our Syllabus Guidelines codify this commitment.

2.4 Knowledge and Innovation

Introduction

Knowledge and the dissemination of knowledge are fundamental to the Architecture Program, shaping course content and sequence for our required courses and extra-curricular opportunities. For our students, most knowledge is initially perceived as “new knowledge”, and this sense of newness often leads to novel design solutions and discoveries. The incremental sequence design studio (see [Studio Guidelines in the faculty information packet](#)) is the primary engine for these explorations and discoveries as well as the vehicle for the discussions that propel them. The key to the dissemination of knowledge is for students and faculty to conjointly explore the *tools* for acquiring knowledge and the ideas that serve as the substrate for knowledge acquisition. The *braided curriculum* establishes a structure for interconnecting coursework and for developing technical or intellectual tools that then may be brought into the design process. Frequently, innovation guides specific elective offerings—these are opportunities for faculty to explore, conjointly with their students, some new facet of their research or scholarship.

Teaching and learning are not always focused on an inquiry that leads to something new but are more likely to be focused on an inquiry into possible new configurations or perceptions of existing knowledge. Crucial to the teaching and learning process is the acquisition of *tools* that can be deployed as the dynamic of professional practice and knowledge-culture change—as new problems are confronted, and new technologies emerge. In other words, central to our Program’s task is to equip students with *tools* for their *toolbox* and opportunities to explore them. These *tools* might be used in ways that are not readily imaginable—*tools* to assist in the acquisition of new knowledge, problem solving, or tools that provide them with new perspective and ways of imagining potential futures. Together, these permit students to continue to be successful even as the knowledge base and the profession continue to evolve.

Curricular: required courses

- ARC 6931, *Masters Project Prep*

The culmination of the Design Studio sequence is ARC 6996, *Masters Project Studio*. Students prepare for this semester long individual, self-directed design project by taking ARC 6931, *Masters Project Prep*, the prior semester. These two courses provide a platform for independent inquiry and design. The importance of ARC 6931 is that it allows students to explore questions and issues that *they* select—questions whose answers take the form of the next semester’s design project. Course goals include improving the student’s ability to speak, write, evaluate, question, critically think, explore, and respond to the challenges of the present moment. The product for each student takes the form of a “book” that brings together the student’s research and its findings. This “book” serves as the basis for their Master’s project—defining the design project, its site, parameters, and serving as an impetus or influence for their approach to design.

- ARC 5173, *Theory + Criticism*

This course attempts to enlarge the architectural discourse, expanding beyond traditional Western canons and seeking to frame a diversity of theories, methods, and ideas with the goal of cultivating a new architectural lens to approach the process of design. This lens, that reframes architectural discourse, takes the form of conversations with architectural ideas that shape practice.

- ARC 5733, *Advanced Building Technology + Sustainability*

The objective of this course is to provide a survey and analysis of recent advances in building systems and technologies with special emphasis on sustainability and environmental performance-related issues. The systems and technologies covered in the course are examined in view of their relationship to the architectural design process with the intention of assisting students in gaining an understanding of how and when to integrate these technologies into the different stages of the design process.

Curricular: electives

- ARC 5533, *Contemporary Materials in Architecture and Design*

This seminar offers students opportunities to conduct thorough research on a selected topic throughout the semester—examining materials, processes and the applications of different materials. These three areas of research are intended to become the knowledge basis to formulate the theoretical / cultural / social / economic / aesthetic understanding of materiality.

Curricular: undergraduate courses

- ARC 3433, *Topics in Architecture + Thought* in the undergraduate program is an “umbrella” course that provides students with opportunities to connect with faculty scholarly expertise or research. Each faculty member develops their own course content under the broad rubric of architecture and thought—of building and thinking—based on their strengths or on-going interests—bringing their focused research and scholarship into the undergraduate program.

Program Structure: Centers + Certificates

Our Centers provide platforms for leveraging faculty research, yet they also provide a teaching-learning structure where students are collaborators in faculty research and scholarship. Our graduate certificates are partially aligned with two of our research centers: Historic Preservation and the Center for Cultural Sustainability; Urban and Regional Planning and the Center of Urban and Regional Planning Research. The third Certificate (High-Performance Design + Sustainability) is aligned with the technical sequence of courses and studios within MArch Program.

2.5 Leadership, Collaboration, and Community Engagement

Introduction

UTSA Architecture is both formally and informally committed to community engagement and the education of our students as active and engaged citizens. We are a contributing part of UTSA’s recently acquired R1 status from the Carnegie

Foundation and its consistent focus on community engagement across the University. Two SA+P faculty members have been awarded the UTSA Excellence Award for Community Engagement: Sue Ann Pemberton (2017), and Dr. Neda Norouzi (2022). Among public institutions, UTSA was recognized for *improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions*.

Curricular approaches

Faculty regularly engage students in real-world and social-relevant studio projects aimed at fostering a future of professional practice that is shaped by concern for the betterment of public and individual good as well as drawing the students into a meaningful life-long dialogue with the world that surrounds them. This pragmatic approach is in both the MArch and undergraduate levels (for example, the ARC 4156, spring 2024, *Borderless Studio*). Our Center for Architectural Engagement supports many formal and informal activities both curricular and extra-curricular by serving as a conduit for projects from communities in need. Some of these projects are included in our regular undergraduate offering of the *Community Studio*, and many other projects are shared with and adopted by graduate faculty as topics for their studios. Further, community-oriented projects are very often topics selected by Master's students for their final "thesis" or Master's project studio—many have been recognized for their excellence in addressing design as it relates to community fabric. In the past few years, up to half of the projects have fit this profile - of either being in the community. Throughout our program, the studio coursework, beginning in freshman year and culminating with the Masters Project, students are introduced to and challenged to consider the role that architecture can play in making a difference. Livable and more ecologically sound cities and environments form a core of concern throughout. Specific examples within our Program include:

Curricular: required courses

- ARC 5133, *Professional Practice and Ethics*

Required professional practice seminar (ARC 5133), which considers the crucial ethical considerations associated with practice and the architect's status as a professional.

Curricular: elective courses

- ARC 6943, *Professional Internship / Practicum*

Students work under faculty and, more importantly, professional supervision 15 to 20 hours a week in an approved internship to gain practice and practical experience in an actual office environment (public agencies or private firms where licensed architects serve in mentorship roles) prior to graduation. In this way, the course provides a bridge between the academy and the profession. The objectives of the course include: to involve the intern, as fully as possible, in the professional working environment of a licensed architect or interior designer's office; to acquaint the intern with the variety of activities / responsibilities involved in the creation, construction, and/or installation of architectural / interior design projects; to familiarize the intern with documentation forms and procedures consistent with professional architectural / interior design practices; and to contribute to the intern's portfolio of practice and thus assist in preparing the undergraduate students (ARC 4333) for graduate studies, and graduate students for professional practice and a path to licensure.

- *Taliesin Field School* (ARC 6973 + ARC 5233)

A five-week summer program to survey Frank Lloyd Wright's buildings at Taliesin West, a UNESCO World Heritage Site taught by Sue Ann Pemberton. Since Summer 2017, 51 Graduate students have participated in Taliesin Field School.

<https://franklloydwright.org/students-from-the-university-of-texas-at-san-antonio-learn-by-doing-at-taliesin-west/>

- [*Certificate in Historic Preservation*](#)

Through the Certificate, we provide a graduate course of study that educates and engages students in the preservation of our collective past and existing built environment. It is closely aligned with our Center for Cultural Sustainability that supports research and projects concerned with the protection and enhancement of cultural contexts, historic patterns of land use, cultural assets, historic sites, and world heritage. Both the degree program and the center seek to create a better future by protecting and enriching, and thereby sustaining our shared heritage - from buildings to practices.

Curricular: undergraduate

- *Core curriculum* undergraduate educational goals as mandated by the State of Texas which include: Teamwork - the ability to consider different points of view and to work and effectively with others to support a shared purpose or goal; Personal Responsibility - the ability to connect choices, actions and consequences to ethical decision-making; and Social Responsibility: which focuses on intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

- *Community Studio*

A community studio is one that is based on experiential learning—expanding the studio out, into the community. Students, guided by their instructors, engage directly with members of a defined community or some segment of the community

outside of the University, wherein the students are designing a project of interest to that community, actively soliciting their involvement during the design process. Every semester, we offer at least one designated “Community Studio” in the undergraduate program (ARC 4156). Students who are granted waivers for the Urbino Study Abroad Program can receive Signature Experience credit for taking a Community Studio.

• *Galveston Preservation Field School*

Two intertwined programs, one graduate and the other undergraduate (led by the Graduate in the first 5 weeks and continued by undergraduates in design-build in the second 5 weeks). For seven consecutive summers UTSA Architecture students have been invited to Galveston to work collaboratively in the field with the Galveston Historical Foundation (GHF), the Island’s leading architectural preservation and cultural advocacy organization. Once on the ground, students engage in documentation, research, and in the past three years, hands-on rehab construction endeavors, as collectively address an array of design and planning issues that every small city faces in order to remain relevant. The work achieved in this non-profit partnership helps to further the goals of the GHF while fostering an environment for student learning experiences that bridge the gap between the academy’s emphasis on “critical thinking” and the professional workplace’s demands for “practical training” in a thoughtfully balanced way. Since the summer of 2017, 54 Undergraduate and 1 Graduate student have participated in the Galveston Field School.

• *Signature Experience / Study Abroad*

Undergraduate Study Abroad in Urbino, Italy focuses on fostering a sense of global citizenship as they work with local experts and city officials to address local design problems. Since 2017, 578 Undergraduate students have participated in Our Study Abroad Program in Urbino (473 ARC and 105 IDE).

	ARC	IDE	total
Spring 2017	29	5	34
Fall 2017	20		20
Spring 2018	27	12	39
Fall 2018	19		19
Spring 2019	38	1	39
Fall 2019	26	11	37
Spring 2020	33		33
Fall 2020	0	0	0
Spring 2021	0	0	0
Fall 2021	22	17	39
Spring 2022	33		33
Fall 2022	38	34	72
Spring 2023	72		72
Fall 2023	41	25	66
Spring 2024	75		75
	473	105	578 total

Fig. 4 Study Abroad in Urbino enrollment

• *Design-Build Studios*

Design-Build studios focus on the construction of local projects for local communities. This is predominantly an undergraduate opportunity but is open to graduates. Students who participate in these opportunities as undergraduates continue to seek involvement as graduate students - time permitting. The School of Architecture + Planning has a 20-year history of providing design-build services as part of its broader mission for community engagement. Since the School’s inception, many studios have offered projects that explored product design and small-scale fabrication. However, it wasn’t until 2005, in partnership with the Bexar County Parks Department, that the Design-Build studio became a regular course offering. This initial effort took several semesters to complete the 19-acre park master plan, gain approval from County Commissioners, identify a specific project site, develop construction documents, and negotiate a lengthy contract with the District Attorney’s office. Two Park projects were completed by 2009 under the leadership of Diane Hays, FAIA. Future projects were scaled down to be completed within one or two semesters at a more affordable cost. There were five major outcomes from the Bexar County Park projects: 1) The contract became a model for all UT System institutions performing similar courses, 2) the department established a long – awaited woodshop, 3) the popularity of the park project prompted many new alliances with non-profits and other government agencies, 4) the project won an AIA Honor Award in 2012 validating the efforts of students and collaborators, and 5) an eager student population excited to learn the craft of building.

The Design-Build studio immerses students in practical and professional processes, equipping them with valuable knowledge to effectively communicate, create constructible designs, implement codes and regulations, and understand the various players and their respective roles in the building process. The studio continues a long-held regional building tradition of merging design and craft, evident in many historic precedents around the city. Many students who participate in design/build activities enjoy greater employment opportunities by bridging the gap between design and construction. Design-Build projects are tangible and visible expressions of the school’s community engagement efforts, showcasing the school’s

leadership within the university and the broader community. See also [Design-Build Studios](#)

Extracurricular

- *Student Organizations*

Participation in student organizations provides students with a range of leadership and community engagement opportunities.

- *Texas 8*

Initiated in Spring of 2024, *Texas 8 International Collaborative Architecture Charrette* is the first in a series of extra-curricular programs that is supported by the Architectural Program. It forges an educational platform bringing all Texas Architecture Programs together. The inaugural event was June 2024, in Siena, Italy, involving top performing students of architecture from all professional schools of architecture in the State of Texas. It is seen as an international presentation of student skills, success and showcasing undergraduate professional programs of architecture. The intent is for this charrette series to be an annual event that becomes an honorific experience for students selected by their respective university programs to participate. Results have been disseminated to encourage further dialog and extend the program. The second year (2025) looks to have full participation from all 8 schools of architecture in the State of Texas.

<https://www.dropbox.com/scl/fo/v38qwk43i2dm5mt65adtz/AAX5Ybb893Q4FLPL5fG34WE?rlkey=lti2xgixviqxugi0p9qvbrec&st=3wat4qp5&dl=0>

Centers + research

- *Center for Architectural Engagement (CAE)*—supports SA+P community engagement and service-learning initiatives; oversees all ongoing and new engagement activities for SA+P.

- *Center for Urban and Planning Research (CURPR)* (<https://klesse.utsa.edu/research/curpr/>) —the Center works with communities as they confront the spatial challenges of urban growth—leveraging an inclusive, public decision-making process to shape inspiring, sustainable, and equitable environments.

- Graduate Research assistantships connected to CCS and CUPR.

- Graduate and Undergraduate Faculty research efforts focused on healthy, sustainable, and more-just buildings and places.

2.6 Lifelong Learning

Introduction

We see Lifelong Learning in terms best be defined by the Greek word, *Paideia* as described by Lewis Mumford: "education looked upon as a life-long transformation of the human personality, in which every aspect of life plays a part." We believe that it is important to equip each student with the tools and capacities that will extend their learning out into the world beyond their diploma. To this end, we have incorporated the practice of *broadcasting* into our design studios (see [Faculty Handbook 2023](#) + [Faculty Handbook 2024](#)). Broadcasting, a term borrowed from early farming practices of scattering seed, introduces a wide range of precedents from parallel disciplines. These take the form of presentations, physical + analogous examples, objects, drawings, books, digital material + recordings, and guest reviewers or experts for the purpose of expanding the field of inquiry, expanding the design discussion, or expanding the range of precedents. We believe that architects (future architects) cannot and should not operate within an echo chamber or on an island.

Architecture Program

It is the Program's responsibility to remain permeable—to draw a range of different voices and ideas to the table. These efforts include and take the form of:

- *Teaching philosophy statements*

Our faculty are encouraged to write a teaching philosophy statement that outlines their approach to teaching. Many of these include references to Lifelong Learning implicitly.

- The Architectural Program provides a broad, humanist undergraduate education including Core Curriculum requirements—introducing students to a wide range of subject matter.

Curricular: Undergraduate

- *Study Abroad in Urbino*

The centerpiece of our undergraduate curriculum is the [Signature Experience](#) - specifically Study Abroad in Urbino. The majority of our students participate—many of whom have never had the opportunity to travel abroad (~70 students per semester). This program is predicated on interweaving direct experience of a new and different cultural environment, independent and structured travel, and guided place-specific design projects. We have a thorough and supportive prep-program for the students travelling abroad—beginning in their second year and culminating in a 10-day prep class the

semester prior to their studies in Urbino, Italy. (link to MIRO board: <https://miro.com/app/board/uXjVPRw6nF8=>). This program, guided by an on-site Director, John Murphy and a Signature Experience Coordinator, Curtis Fish (who also teaches in the program), is not dependent on individual faculty for continuity. We have developed and instituted a system that is supported School and College wide which includes student feedback. In addition, student production and work is featured in our annual Open House at the end of the Spring semester. The College, in keeping with the University, requires all students (since Fall 2022) to participate in an approved Signature Experience as a condition of graduation. Students must complete one experience in one of the following four experiential learning categories: Internship, Undergraduate Research, Study Abroad, or Service Learning. <https://klesse.utsa.edu/student/signature-experiences.html>

- *Experiential Learning*

The pedagogy of our undergraduate Foundation Program is based on Experiential Learning—reinforcing the role of observation and engagement of the world that surrounds each student on a meaningful and productive level. This analogical approach continues throughout the Architectural Program in one form or another. It seeks to provide students with tools, methods, and approaches that allow them to observe, analyze, experiment, and engage the surrounding world.

- *Design-Build Studios*

The Design-Build Studio immerses students in practical and professional processes, equipping them with valuable knowledge to effectively communicate, create constructible designs, implement codes and regulations, and understand the various players and their respective roles in the building process. The studio continues a long-held regional building tradition of merging design and craft, evident in many historic precedents around the city. Many students who participate in design/build activities enjoy greater employment opportunities by bridging the gap between design and construction. Design/build projects are tangible and visible expressions of the school's community engagement efforts, showcasing the school's leadership within the university and the broader community. The Maker Space, adjacent to our shop facilities, provides us with the room for these studios and their work. Some of the recent clients include: UTSA Klesse College of Engineering and Integrated Design; UTSA College of Architecture, Construction and Planning; College of Fine Arts, UTSA; City of San Antonio; Centro San Antonio; P.A.S.A – Public Art San Antonio; Weston Urban; San Antonio Independent School District; Gardopia Inc. of San Antonio; Green Spaces Alliance of South Texas; Centro de Artes; French and Michigan; AIA San Antonio; Luminaria; Texas Department of Parks and Wildlife, the United States National Park Service; and the Galveston Historical Foundation.

- ARC 4213, *Design + Fabrication Workshop*

This 3-credit hour workshop focuses continues our approach to Experiential Learning, focusing on essential elements of furniture or product design and fabrication, emphasizing relations to human environments, architectural space, human factors, and the use of materials, processes, and methods. Frequently includes digital design technologies and processes.

Curricular: Graduate Program

- *Our Masters Project sequence* (ARC 6931, ARC 6996) is an opportunity for students to engage in self-directed study that draws from a diverse range of precedents and interests.

- *Common Book Program*

A common book is handed out to all our incoming graduate students and their faculty to be incorporated into the coursework during the first three weeks of class in the Fall. The Program leads to a faculty and student-directed panel discussion. Previous books include William Kentridge's *Six Drawing Lessons* (2022), Peter Zumthor's *A Feeling of History* (2023), and this fall, Rick Rubin's *The Creative Act* (2024). Student and faculty feedback offers guidance for the Program's evolution. To ensure the continuity of the Common Book Program, money from the Director's endowment is earmarked each year.

Extracurricular

- *SA+P Annual Lecture Series*

Following Covid, our annual lecture series was re-booted and reconsidered. What emerged was an effort to bring guest lecturers to UTSA for an extended visit, enabling them to interact with our students beyond the boundaries of a single lecture. We brought them into our design studios for discussions, student reviews, and panel discussions as well as informal opportunities to engage with our students and faculty members. Recent lecturers include:

- Benedict Zucchi, Building Design Partnership, London, "In Dialogue with Alberti";
- Mike Taylor, Hopkins Architects, London, "Projects and Practice";
- Gregory Marinic, "Interior Space and the City";
- Gabriel Diaz Montemayor, "Border Praxis: Designing Urban and Landscape Futures in the Lower Rio Grande Valley";
- Kevin McClellan, "Error to Innovation";
- Isabel Abascal + Allesandro Arienzo, Lanza Atelier, Mexico City, "Less Than a Decade".

Decisions for guest lecturers are made by our Lecture Committee in concert with the Director. The school covers transportation and lodging as well as a stipend.

- *Shop Talks* lecture series

Organized by Patrick Page-Sutter, our shop technician, this series of presentations and discussions brings in area professionals from the design / build / manufacturing community as well as drawing from our faculty who pursue some form of craft and making. The purpose is to expand the design discussion for our students. Among the recent lecturers are Wells Mason (fall 2023); David Bogle (fall 2023); Steve Temple (spring 2024); Alex Arrunada (fall 2022); Timberlyne (fall 2022).

- *2nd Year Talks* lecture series

To connect our second year and Arch 3 design students to a diverse array of professionals and design practices, the 2nd Year Talks, a bi-weekly series, draws from local and regional architectural professionals, expanding the design discussion to include non-traditional practices and approaches to design as well as more traditional practices. Among our recent lecturers are:

- Kate Sector (Lake/Flato) "COTES projects and parameters";
- Erik Murray, AIA "Problem-Solving in Architecture: Overcoming Adversity";
- Ted Young, Architect, Pollen Architecture, Austin, "Detail, Material, Structure, + Space";
- Edgar Farrera, Marmon Mok, Austin, "Purpose, Process, Persuasion";
- Analay Diego, "Interior Design Collaboration";
- Aaron Prinz. "DESIGN: ED: An Architecture Podcast".

Decisions for guest speakers are made among the Second-year studio faculty and the coordinator. Small stipends are made available through the Director and the School.

PROGRAM AND STUDENT CRITERIA MATRIX

SA+P

Architecture Program

key
introduction
reinforcement / support
primary evidence

Shared Values

Design
Env. Stewardship & Professional Respon.
Equity, Diversity & Inclusion
Knowledge & Innovation
Leadership, Collab. & Community Engmt.
Lifelong Learning

Program Criteria

PC.1 Career Paths
PC.2 Design
PC.3 Ecological Know. & Respon.
PC.4 History & Theory
PC.5 Research & Innovation
PC.6 Leadership & Collaboration
PC.7 Learning & Teaching Culture
PC.8 Social Equity & Inclusion

Student Criteria

SC.1 HSW in the Built Environ.
SC.2 Professional Practice
SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.5 Design Synthesis
SC.6 Building Integration

MARCH 3 courses					MARCH 2, Year 1				MARCH 2, Year 2			
Fall		Spring			Fall		Spring		Fall		Spring	
ARC 5011	Introduction to Architecture + Design				ARC 6126	Adv Design Studio			ARC 6146	Adv Techl Studio		
ARC 5923	Principles of Structures				ARC 5173	Theory + Criticism			ARC 6931	Master's Project Prep		
ARC 5156	Intro Studio I				ARC 5733	Adv Bld Tech + Sust			ARC 6996	Master's Project		
ARC 5943	Principles of Environmental Systems				ARC 6736	Advanced Topics Studio			ARC 5133	Professional Practice		
ARC 5913	Introduction to Const. Mtls. + Concepts				ARC 5193	Principles of Global Arch						
ARC 5166	Intro Studio II											
ARC 5933	Structures											
ARC 5953	Environmental Systems											
ARC 5623	History of Modern Architecture											
ARC 5166	Intro Studio III											

Fig. 5 NAAB Criteria Matrix, page 1 of 2

SA+P

Architecture Program

key
introduction
reinforcement / support
primary evidence

Shared Values

- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

	select Electives							Extracurricular + Policy							Centers + Certificates						
	ARC 5713	Environmental Architecture + Sustainability						Annual Lecture series							High Performance Design & Sustainability cert.						
	ARC 5533	Contemporary Materials in Architecture + Design						2nd Year Talks							Historic Preservation certificate						
	ARC 5603	Discriminating Design/Architecture for Equity						Shop Talks							Urban + Regional Planning certificate						
	ARC 5403	Historic Preservation Seminar						Common Book Program							Center for Cultural Sustainability (CCS)						
	ARC 5742	Building Performance Modeling and Simulation						NCARB Pathway to Licensure							Center for Architectural Engagement (CAE)						
	ARC 5753	Advanced Daylighting Design + Analysis						Studio Culture Policy document							Center for Urban + Regional Planning Research (CURPR)						
	ARC 5723	Applications in Sustainable Design						Studio Guidelines							Urban Future Lab						
	ARC 6973	Special Topics: Tales in West Field School						Design Build studios + classes													
								Student Organizations													
								AIA San Antonio lecture series													

Fig. 6 NAAB Criteria Matrix, page 2 of 2

3—Program and Student Criteria

3.1 Program Criteria (PC)

PC.1 Career Paths

Program Narrative Curricular

Pedagogy for the material that addresses this criterion consists of three domains, seminar, studio, and professional engagement activities. The primary delivery is within the required ARC 5133 *Professional Practice & Ethics* course currently taken in a student's last semester and which combines the latter two items. The course is a bridge from the academy to the professional workplace. Its focus, taught via lecture, readings, testing, field trips, and student presentations, supports a student's growing awareness and understanding of the ethics and business of architectural practice suited to emerging professionals and augmented by present and future internship. Our approach is informed by an empowerment model aimed at preparing students to be productive, informed, and ready on day one to enter the professional office and culture of the profession—as distinct from the design studio. We begin with a firm foundation in professional ethics, concern for health, safety, and welfare, and consider basic exposure to office practices – from contracts to fees to scheduling and stakeholder roles. Activities provide students direct interaction with professionals via student conducted interviews with practicing

architects, and four evening discussion sessions. Frequently we include a firm crawl/shadowing day (in which students spend a day in a host firm), a meeting with Emily Anderson concerning NCARB, and field trips to job sites. As part of our recent curriculum and catalog changes, this course will be available for students from the time they are admitted into the MArch 2 program. Lastly, topics not well set for seminar delivery such as the preparation of construction documents and project organization are reinforced in the structure and approach taken in ARC 6146 *Advanced Technical Studio* that is taught by registered architects and focused on the student production of a project through contract documents, mirroring professional practice.

Extracurricular

Extracurricular events allow us to augment the required course material as opportunities emerge. Our proximity and connection to AIA San Antonio (AIA SA) allows for our students to participate in their lecture series, panel discussions, or the events hosted at their downtown office.

- *WiA / AIA SA—Panel discussion* (September 2023), supported by AIA San Antonio in conjunction with our student organization, Women in Architecture, and SA+P, that brought together leading women architects from San Antonio to engage our students in a frank discussion concerning their paths into and through the profession.

- *student organizations* (as described in this document), play an important role in that they connect our participating students as well as others to the profession directly.

- *NCARB, Emily Anderson, AIA, “The Path to Licensure”*—an annual presentation addressing paths to professional practice and the role of each stage between the academy and licensure and beyond. This lecture and Q+A are organized by Sue Ann Pemberton, FAIA, the NCARB Architecture Licensing Advisor.

Architecture Program

- *Undergraduate Advisor of Record (UGAR)*

This position was established by the Director with College leadership support in 2022. Stephen Temple, our first UGAR has worked in concert with the university’s Advising Center and performs the duties and responsibilities of working with our undergraduate students as they matriculate through the Architecture Program. It is important, perhaps more so with any 4+2 program, to convey the academic structure—the sequence of undergraduate AND graduate courses—to all incoming students and to work with them to solve individual problems as they move through the program. Conveying the larger path to practice and licensure and conveying the branching career options available to graduating students is an important part of this role.

- *Freshman Convocation*

Within the first days of class each semester, the Director and the School leadership (including the Coordinator of the Interior Design Program, the Assistant Director, the First Year Coordinator, and the UGAR) outline the Programs (ARC and IDE) and their sequence, the Study Abroad Program, and the connection between academic study and the profession, following which there is a Q+A.

- *NCARB Architect Licensing Advisor*

Sue Ann Pemberton, FAIA performs the duties as described in the NCARB position description including attending the annual summit and training as necessary. As an active AIA SA member, Professor Pemberton seeks connections between our students and professional practice and job opportunities.

- *Career Fair*

We have an annual Career Fair organized by the Assistant Director with the College. In recent years, the Fair has hosted approximately 40 area firms who actively interview our students and discuss their practices. Student support includes interview prep workshops and resume writing workshops.

- *Student Leadership Circle*

SA+P actively supports its professional student organizations such as AIAS, NOMAS, and WiA, and includes their leadership in addition to our student Senators (in the College Student Government) in the Director’s Student Leadership Circle.

- *Our faculty*

Approximately 60% of the faculty in the Architecture Program are practicing architects or are registered architects.

- *The Firm Studio*

It is our intention to bring the highest quality educator-practitioners to the School from San Antonio and the region. Lead participants from participating firms organize a semester-long course of study—building from our catalogue and course descriptions, the teaching-learning goals, and our studio guidelines. The firm’s philosophy, processes, and atmosphere infuse the studio’s structure and content as well as program, sites, and other goals.

Highlighted Ongoing and Recent Enhancements

- *Lecture Series*

For each school-wide lecture (Annual Lecture Series, Mash-ups, and Shop Talks), the School provides food beforehand—enabling students to remain on campus between the end of their classes and the lecture.

- *Diversity of Lecturers*

In recent years (since Covid), we have sought a greater diversity of voices and perspectives in our guest lecturers—backgrounds and practice trajectories that present a wider range of pathways into and through the profession.

- *Guest Lecturers*

The guest lecturers for our Annual Lecture Series extend their visit for one to three days in order to engage the students in a number of different settings from design studios where they serve as guest reviewers to seminar or lecture classes where they might engage the students in a Q+A or panel discussion or informal talk that extends the efficacy of their lecture and the visit.

- *New Student Organizations since 2020*

COTES, WiA, and NOMAS are recently established student organizations.

Strategies for Improvement

- *The Director*

The Director meets regularly with the SA+P Advisory Council who provide insight into the changes in the profession—from technologies and skills to methods of delivery. One recent discussion led the Director to focus on the “creativity deficit” that the profession has noted and to try to introduce curricular content changes that would address this in part. The Director’s goal is to ensure students are prepared for the changing nature of the profession. The Director’s recent hiring strategies have targeted faculty better able to engage students’ explorations into emerging digital aspects of the profession—in terms of communication, but also in computational design and analysis.

- *Dedicated Rooms for Student Organizations*

In our recent space proposal (submitted to the College and the University July 21, 2024), we requested a 200sf office for each of the six recognized student professional organizations, a 200sf common storage room, a 500sf central student organization shared meeting room, and a 1000sf student lounge / café. We noted that all student organization spaces should be grouped together in an area adjacent to the design studios and that the lounge / café space should be flexible enough for small student exhibitions.

- *NCARB Architecture Licensing Advisor and ARC 5133 Instruction*

With the retirement of Rick Lewis, who held the position for many years, we have appointed Sue Ann Pemberton, FAIA to the interim position. Her connection to the profession has been an important resource for our students over the years. Looking forward, we realize that we needed to hire another faculty member who had this interest and expertise. To that end, with support from the College, we were able to hire Gareth Ammerman, AIA who will begin teaching this fall. Part of his duties involve seeking opportunities and inroads that connect our students to the profession and teaching a section of ARC 5133, *Professional Practice and Ethics* (currently we have Steven Marrone, AIA, a part-time instructor, teaching 5133). He is also expected to assume the role of NCARB Architecture Licensing Advisor within a year or two. This will add needed coherence and continuity to this important role.

- *ARC 5133, Professional Practice and Ethics*

One of the changes made in our graduate curriculum is in the pre-requisites for 5133. Rather than having to take the course the final semester in the MArch Program, students will be able to take this course as soon as they register as graduates.

- *Self-Assessment of ARC 5133, Professional practice and Ethics*

Graduate coursework undergoes Self-Assessment on an Annual basis. The results of which contribute directly to course structure and content adjustments and changes. The Self-Assessment worksheets are reviewed and discussed by the Director and the Graduate Advisor of Record (GAR)—who also serves as the chair of the Graduate Programs Committee (GPC). Findings are reported to the GPC which will review them, open a discussion with the course instructor if necessary, and guide changes if needed. What is critical about this process is that the GPC expands the conversation to include larger braids within the curriculum.

PC.2 Design

Program Narrative

Program Structure

Design Studios provide the organizational structure for the Architecture Program: students are required to take a design studio course each semester beginning in the two-year foundation sequence, through the two-year professional program, culminating in the students' final semester with Masters Project Studio. Throughout our program, technical-focused studios alternate with exploratory / topic studios. It is our intent to have this consistent sequence of design studios "braided" to technical and history / theory coursework—the lecture and seminar courses propelling studio content and production and open opportunities for collaboration between our faculty members. While this braided curriculum is the ideal, there are diverse ways that an instructor can approach design studio teaching. Our *Studio Guidelines* (part of the *Faculty Information Handbook*) provide a concise guide while leaving the specific content and approach largely up to the instructor. Instructors teaching in our two foundation years are coordinated by Year Coordinators—enabling a coherent dialogue between instructors, a consistency to our course content and necessary support for junior faculty members. What remains important is the dialogue between courses as students mature as designers and the complexity of the studio content builds.

We believe that the Design Studio is both a community, and an ecosystem. It is a place of critical encounter where a diversity of voices and allied disciplines are brought to the table, considered, and productively engaged. It fosters collaboration as well as individual inquiry and production, broadens students' awareness of the interconnections between things, stirs the imagination, and supports creative inquiry, critical thinking, and reflective discourse. Lectures, presentations, discussions and reviews should enhance the learning environment while being balanced with adequate time for productive work. Elsewhere in this document, we present a range of different approaches to the Design Studio including Design-Build Studios; Firm Studio; Community Studio.

Curricular: Professional (MArch) Program Design Studio Courses

The professional studio sequence in the fifth and sixth years (ARC 6126, 6136, 6145, and 6996)—serves as our primary support for PC.2. Leading to our professional accredited MArch2 degree, these studios engage students in a focused study of, and inquiry into building assembly and technology as they direct and inform architectural inquiry and the design process. The studios alternate (beginning in our undergraduate program) between technical studios and exploratory / topic studios. The teaching-learning environment of the design studio fosters individual inquiry + collective discourse. Throughout the professional studio sequence, students are progressively challenged to employ critical design thinking and iterative development throughout all phases of a building design project from conceptual and precedent studies through design development and production documentation. Individual inquiry and design process is informed by the growing understanding of building systems and assemblies, technology and design theory. Students produce increasingly technical solutions and sophisticated presentations of building design systems and assemblies as they are informed by design thinking and methodologies.

Curricular: Non-studio courses

While design and design processes are mainly the domain of the studio, both *Theory and Criticism* (ARC 5173) and *Masters Project Prep* (ARC 6931) play important roles in our braided curriculum. The design content of these two seminars directly and indirectly informs the subsequent design studios. In ARC 5173, students consider a survey of architectural theorizing in the context of discourses and the resultant architecture of those theories. Exposing students to ways in which *thinking* and theory inform the design process. This course is followed by the preparation for a class-wide inquiry into an architectural topic (i.e. preservation, housing, place) in ARC 6136. In *Masters Project Prep* (ARC 6931), students play the groundwork for their Masters Project. Conducting independent design research, students learn about research as both analytical process and a method of examination or inquiry. The purpose is for students to develop their own positions about a final design project to be completed in the final semester – a sort of internalization of the material in 5173. The students produce a "book" outlining their investigations and serving as the foundation for their subsequent design project.

All student work is publicly presented during *the Open House*. This open presentation and exhibition provide a *section* through the entire Architectural Program enabling instructors to discuss the effectiveness of these courses and to consider different approaches. By showcasing the entire program, students become aware of the sequence of courses, the different instructors—it gives them some sense of what lies ahead. Two recent changes brought about by these discussions are discussed below.

Curricular: Elective courses

Elective courses enlarge the perspective of Design—offering a battery of digital tools, concepts, methods, and/or ideas that contribute to a student's growing understanding of Design. These courses allow a deeper dive into aspects of design, or equip them with a larger toolbox, or challenge them with other perspectives. To this end, PC. 2 is supported and reinforced by a series of elective courses including:

- ARC 5713, *Environmental Architecture + Sustainability*
- ARC 5753, *Advanced Daylighting Design and Analysis*

- ARC 6973, Taliesin West Field School

Extracurricular

Our Program seeks ways to enlarge the discourse on design—beyond the inherent limitations of the semester schedule and defined course content. We believe in the importance of being able to entertain a diversity of viewpoints and critical approaches to developing each student’s individual abilities, interests, and design process. The *Common Book*, for example, creates a framework for expanding the design discourse through shared inquiry while exploring regions that lie just beyond the traditional domains of architectural design. In addition, we encourage our students to attend our lectures and to bring their insights and questions back to the design studio. Other extracurricular events are also important for establishing a commonality that encourages discussion and forms a stronger sense of community while encouraging a wider perspective. These include:

- *Open House event*
- *SA+P Annual Lecture Series*
- *2nd Year Talks* lecture series
- *Mash-ups series*
- *Shop Talks*

• *Exhibits* of both student work and the work of other architects and designers also contribute to an atmosphere centered around design and reflecting on design. During these past few years, we have partnered with AIA San Antonio, using their exhibition space and mounting / curating exhibits that extend our students’ work out into the larger professional community.

- *Women in Architecture Exhibit*

During Women's History Month, Women in Architecture Student group (WiA) collaborated with Women in Architecture professional group for an exhibit of our students’ work at the AIA SA office (March 2022).

- *SA+P Salon Exhibit*

Held at the AIA SA exhibition room, downtown San Antonio, this exhibit presented a “snapshot” of student design works throughout our program (Spring 2023).

Center

- *Center for Architectural Engagement (CAE)*

The CAE champions and oversees all ongoing and new engagement activities for the School focusing on the city of San Antonio and the region and their diverse communities. The purpose of the CAE is to support the Architecture Program engagement and service-learning activities by sharing knowledge and bringing together students and faculty to address community engagement as an educational structure and tool within San Antonio and south Texas, and beyond. The center focuses on student and faculty engagement in a context of assisting society/the public as well as considering and implementing service learning for students in the context of the built environment. The center gathers community engagement activities into a more organized and effective level and provides college-wide oversight to related activities. These activities include our Design-Build studios, Community Studios, service-learning projects, and the two summer Field School programs (Taliesin West and Galveston).

Highlighted Ongoing and Recent Enhancements

- *Curricular Changes*

Two changes in our curriculum were brought about by public discussion during the *Open House* event: In Fall, 2025, *Masters Project Prep* will shift from the Spring semester of their first year of graduate studies, to the Fall semester of the second year. This creates a stronger continuity between the Prep course and the *Masters Project Studio*. A second change (also to go into effect Fall of 2025) is in credit hours for *Masters Project Prep*—from 1cr to 3cr—to allow students a more substantial investigation and to permit a shift in content allowing faculty to present a wider range of research techniques and approaches. These seminar courses and design studios undergo self-assessment along with all required graduate courses. Results are discussed by the Graduate Programs Committee (GPC), and the Director. Findings or proposed changes are presented and discussed during Faculty Retreats and in Faculty Meetings.

- *ARC 6253, Graphics and Visual Communication*

Our MArch3 Program has always been a challenge due to variations in enrollment and due to the variation in abilities of each incoming cohort. The curriculum change for the Fall 2025 includes the introduction of a new course that focuses on the skills needed by designers including technical drawing and graphic design. Currently, our students must learn these skills and techniques on their own. This class will be braided into the sequence of introductory Design Studios and involve collaborative teaching.

- *SA+P Annual Lecture Series*

Following Covid we had the opportunity to “re-boot” the school-wide lecture series—expanding its reach, drawing new and stimulating voices into the discussion. In addition, we added the *2nd Year Talks* and the *Shop Talks* lecture series.

- *Program Atmosphere*

Due to the fragmentation of the Architecture Program and the School (including our loss of the Monterey Building and the effects of Covid—discussed elsewhere in this document), we have found opportunities to adapt and have adopted a design strategy to reinforce our identity and strengthen our sense of community. Our goal is to construct an atmosphere where a problem is confronted and solved through design. By providing creative solutions including designed installations, wayfinding signage, new Gallery lighting, communication boards, posters, and changing exhibitions, we have sought to encourage design-thinking as a means of engaging the environment that we inhabit and as a means of resolving the challenges that we face.

Strategies for Improvement

- The School leadership is tirelessly working with the College leadership and the University Space Management team to find solutions to our studio space needs. Currently nine (9) studios are taught in classrooms that have become isolated islands—detracting from our ability to teach and the student’s ability to learn.

- *Undergraduate technical studio coordinator*

With increasing enrollment and proposed curricular changes in the undergraduate program—including the introduction of a third-year technical studio (ARC 3156, *Technical Design Studio*)— we will establish the position of Technical Studio Coordinator. We have Coordinators for our first and second year design studio courses that provide coherence and communication between the many sections. This will serve as the model for coordination of the upper-year sequence of studios and will also address the reality of having almost 50% part-time faculty in the Architecture Program.

- *Self-Assessment*

Graduate coursework undergoes Self-Assessment on an Annual basis. See PC.1 above and Assessment section below for further details of the Self-Assessment process.

PC.3 Ecological Knowledge and Responsibility

Program Narrative

Introduction

Our dedication is evidence throughout the Architectural Program beginning in the undergraduate coursework and extending through the graduate course sequence—both required courses and electives. In addition, the SA+P Annual Lecture Series, faculty-lead projects and faculty research all contribute to an atmosphere where knowledge of the environment is paramount and a primary factor in forming the design process of our students and the content of our Design Studios. By understanding not only environmental factors but also the architect’s responsibility, students come to understand that they can have a positive effect on the environment through the design and decision-making process—from material selection, to construction practices, design strategies, and environmental systems that respond to both programmatic and the larger needs of the natural environment. Required courses which included sustainable concepts and sustainable design include ARC 5733, *Advanced Building Technology and Sustainability*, and the Advanced Technical Studio (ARC 6146) whose structured approach to stewardship includes the responsibility to understand technical and non-technical approaches to good design. Also, we regularly offer graduate seminars focused on sustainable concerns and teach our preservation courses as a facet of that important notion of stewardship. For these reasons we offer the opportunity for graduate students to utilize their elective coursework to focus on earning a Certificate in Historic Preservation or pursue a Focus in Sustainable Architecture, which will in the future be developed as a certificate program.

Curricular: Required Courses

- ARC 5733, *Advanced Building Technology and Sustainability*

This course serves as primary evidence of students' understanding of PC.3. In the course, students learn the integration of building enclosure, environmental systems, and performance optimization for new and existing buildings. They examine innovation in building design methods, building energy performance, sustainable construction, and integrative design practices as they evaluate and apply the principles of sustainable design, including energy efficiency, resource and material conservation, and occupant well-being. Sustainable strategies to the conceptual and schematic phases of design include studying building form, orientation, and spatial layout crucial to achieving optimal green performance.

Support and reinforcing for PC.3, Ecological Knowledge and Responsibility occurs in these two required courses:

- ARC 5193, *Principles of Global Architecture*

Principles of Global Architecture addresses this Program Criterion. This course is a study of global, historical, and cross-

cultural architectural principles with a concern for the environment and sustainability. Consideration is given to the political, social, ecological, economic, and/or technological context that informs the work, as well as the diverse social and spatial patterns, values, and needs of those who occupy and use buildings. Taught through case-studies, students learn design principles that respond to historical, political, social, ecological, economical, and technological criteria and considerations. One case study may indicate a particular response that resonates with other responses found around the globe.

- ARC 5133, *Professional Practice and Ethics*

In *Professional Practice and Ethics*, Ecological Knowledge is directly linked to the Architect's professional responsibility which is based on a thorough knowledge of building codes, architectural services from initial contracts to construction management and post-occupancy evaluations. Ethical practice extends beyond its traditional boundaries and includes human relationships with the environment.

The two technical studios, ARC 6126 and 6146 also provide support and reinforce PC.3 in their integration of Environmental Knowledge directly into the design process. We see this application of knowledge to practice being one of the primary goals of the braided curriculum.

- ARC 6126, *Advanced Design Studio*
- ARC 6146, *Advanced Technical Studio*

Curricular: Electives

Reinforced by a series of elective courses, many of which contribute directly to our certificates in High-Performance Design + Sustainability and Historic Preservation: Analytical Tools for more effective and sustainable decision-making—supporting the student's growing understanding of the effect of design decisions and how material, elemental, product, and organizational choices made during the design process effect the relationship between the building and its environmental context and can inform more responsible building design.

- ARC 5713, *Environmental Architecture + Sustainability*

This course, an elective, is required for students in the High-Performance and Sustainability Certificate Program. Students explore sustainable techniques and technologies that contribute to a holistic understanding of the dynamic between built and natural environments. The course emphasizes the theoretical basis of sustainability and the concepts that inform the design and production of environmental architecture around the world. Students consider the philosophical foundations, necessary ethical considerations, and problems associated with sustainability in specific relation to design practice. The class examines: natural systems; the avoidance of environmental pollution/destruction, the effects of climate change; integrative approaches to design, and the reduction of energy/resource consumption.

Other elective courses support and reinforce PC.3 in a less comprehensive manner, including:

- ARC 5403, *Historic Preservation Seminar*
- ARC 5742, *Building Performance Modeling + Simulation*
- ARC 5753, *Advanced Daylighting Design + Analysis*
- ARC 5723, *Applications in Sustainable Design*
- ARC 6973, *Taliesin West Field School*

Visit this link to the [complete course inventory](#).

Certificate

Since our last accreditation visit, SA+P has evolved our Focus on Sustainable Architecture into a Certificate in High-Performance Design and Sustainability. The Certificate offers students the opportunity to gain understanding and technical skills in various aspects of sustainability and high environmental performance in the built environment. The Certificate provides students with both the theoretical knowledge and applicable skills to understand how buildings impact the environment and how building performance,—in terms of operational energy, daylighting, occupant comfort/health, embodied energy, water conservation and reuse, and other relevant and emerging issues (such as biophilia)—can be predicted, analyzed and used to improve buildings. Program graduates will be equipped with skills to succeed in the workforce or for further graduate studies in this area. <https://future.utsa.edu/programs/graduate-certificate/high-performance-design-sustainability/>

Highlighted Ongoing and Recent Enhancements

- *Director's Vision: A Braided Curriculum*

Under the School's Director, the interconnection between technical and theory courses and design studios and *dialogue between faculty* has been reinforced through institutionalizing the Braided Curriculum Model. The flow of technical or theoretical knowledge, tools, concepts, and applicable skills into the studio environment is at the center of the Braided Curriculum beginning in the undergraduate degree program and culminating with the course sequence in the MArch

Program.

- *High-Performance Design and Sustainability Certificate*

The recent addition of this certificate as explained above is an important step in expanding knowledge and skills in building performance and sustainability.

- *New Tenure Track Faculty Hires*

In Fall, 2023, the School brought in two new TT faculty members whose research focus in Sustainability and Building Technologies. Both positions are joint appointments with other academic units in KCEID. These appointments (90% SA+P/10% Mechanical Engineering and 80% SA+P/20% Civil and Environmental Engineering) will enable opportunities for cross-disciplinary collaborations in research and teaching as well as provide a link to PhD students in the College.

- *Catalog Changes*

Under the leadership of the GPC in concert with the School's leadership, a series of catalog changes will take effect Fall, 2025. These will reinforce the Program's teaching-learning goals and support our improvement in Environmental Knowledge and Responsibility by adding a lab component in ARC 5724, *Advanced Building Technology and Sustainability*. In addition, ARC 6931, *Masters Project Prep* will increase from 1cr to 3cr (becoming ARC 6933, *Inquiries and Methods*) enabling our students to add depth to their independent research and preparations for their Masters Project the subsequent semester. Inquiries related to the environment as a natural system and architecture as a sustainable practice are very frequently the topics our students choose to explore in their Masters Project design. This change—from 3cr to 4cr—will be offset by dropping ARC 5193, *Principles of Global Architecture* as a required course to ensure that we do not raise the degree requirements and adversely affect graduation rates.

Strategies for Improvement

- *Graduate Program Review*

With the implementation of the new catalog requirements in the Fall of 2025, the Architectural Program will conduct a careful evaluation of the changes and their effects on the program and their ability to support our teaching-learning goals. Students, along with the GPC, the GAR, and the Director will meet in early Fall 2026 to discuss the new course structure and content.

- *Certificate in High-Performance Design and Sustainability*

With the addition of the two new TT hires (see above), the Certificate will undergo an assessment. It is our goal that the new voices and knowledge being brought into our program will reinforce and propel the continued evolution of the Certificate and its relationship with the larger Program braiding.

PC.4 History and Theory

Program Narrative

Introduction

History and theory play a significant role in defining our identity as a School. Our certificate in Historic Preservation draws from the strengths of our program, its faculty and location in San Antonio. As such, we understand the importance of being a meeting place between different times, cultures, and histories. Frequently, San Antonio serves as a site for studio projects, a laboratory where the student's design process can negotiate with the historical context and search for place-informed responses. Beyond the certificate and its requirements, the Architecture Program delivers history and theory content incrementally throughout the undergraduate and graduate curriculum: Precedent, example, idea, principle are discussed within the larger cultural context which surrounds them. History and theory are understood by our faculty not as a distant sequence of events and forces, but as an active presence that shapes the immediate environment and our thinking.

Curricular: Required Courses

The required courses are supported by design studios that require precedent studies and research into the historical context of a site or project (see Studio Guidelines). Our students enter the MArch 2 Program with a strong foundation of Architectural History and Theory. Students in the MArch 3 Program take ARC 5623, *History of Modern Architecture* and other courses if their background education is deemed to be lacking in any area or subject.

Within the MArch 2 Program of study, we expand the dialogue with history and theory. A primary role in supporting PC.4 is played by two courses:

- ARC 5173, *Theory and Criticism*
- ARC 5193, *Principles of Global Architecture*

Both courses reach beyond the typical Western Canon to frame new questions and draw from a wider range of sources. We believe the profession's context is global and can no longer be limited by preconceived boundaries. Advanced electives in History and Theory allow students a focused examination of factors and conditions that shape the architecture milieu and

discourse.

Other Curricular Support

A few other examples of these braids between History and Theory and the Design Studio are worth mentioning.

- *The Firm Studio*

San Antonio is a city of nationally and internationally recognized firms, many of whom have practitioners who also teach courses in the School. The Firm Studio (ARC 6136, 6146) provides a teaching-learning environment that draws from the dynamic of the firm's practice—this forms a window on the profession for our students. The firms we select bring a sensitive and critical approach to the site, the region, and its context. The Firm Studio establishes a critical and professional dialogue between place, theory, history, and practice.

- *Faculty teaching*

Instructors who bring their specialized knowledge of history and theory and teach graduate seminars in these areas, also teach many of our graduate design studios. In these studios, projects, topics and/or sites provide opportunities for further historic or theoretical inquiry. The design studio then focuses the inquiry on design process and approach to integrating specialized knowledge with modes of practice and design outcomes.

- ARC 5603, *Discriminating Design/Architecture for Equity*

Architectural history textbooks offer a limited perspective of a much more complex history. This class focuses students on examining and researching the role of wealth, power, and discrimination through a series of readings and corresponding discussions. The semester culminates in a research project and student presentation of their findings.

- ARC 5403, *Historic Preservation Seminar*

Frequently faculty research opens opportunities for teaching focused seminars that are built around the instructor's recent focus. Professor Bill Dupont taught a recent seminar that delved into indigenous culture, society, and architecture during the summer of 2023. Among its teaching-learning goals are: understanding types of architecture indigenous to the American Southwest; learning Native American history of the region; conducting research on topics related to heritage resilience of Pueblo people; building practical knowledge through research and writing for culturally diverse audiences.

- ARC 6493, *Architectural Transformations*. While this class is taught infrequently, it makes an important contribution to the History and Theory braid. The professor, Dr. Lombardi, brings a European perspective, sensibility, resources, and readings to the questions related to Historic Preservation. By examining different philosophies and approaches, the students can explore a wider range of possible design responses.

Certificate

- *Certificate in Historic Preservation*

Historic Preservation is a process of design for continuity and the management of change within an existing historic context. This certificate presents students with a specialized education in historic preservation design, technology, planning, and management, providing students with tangible skills and comprehension of approaches to historic preservation. Certificate holders have employment advantages in a variety of fields (and job opportunities in San Antonio) that include archaeology, architecture, construction, historic presentation, and museum studies. Many government jobs at all levels desire graduate-level training in historic preservation. There is also an ongoing upward trend adaptive use of existing buildings, especially with projects that merge heritage conservation with the principles of sustainability.

<https://future.utsa.edu/programs/graduate-certificate/historic-preservation/>

Highlighted Ongoing and Recent Enhancements

- *Director's vision*

Under the Director's leadership, newly revised *studio descriptions* and *Studio Guidelines*—see *Faculty Information Handbook*—bring a new and renewed emphasis on theoretical approaches, ideas and content. These documents are important guides for junior faculty and part-time instructors and reminders that our faculty routinely consult when preparing their course materials and syllabi.

- *Undergraduate Coordinators*

In the two foundation years, we have recently established the position of Year Coordinator. The coordinator's role is pivotal in a program that relies heavily on part-time faculty, especially in the first two years of the undergraduate program. Coordinators ensure a rich and diverse course content, professional approaches, and inquiry / experimental based pedagogies. In the years leading up to the establishment of these positions, many part-time faculty ran their courses like offices and did not include the historical references and precedents nor the theoretical content.

Strategies for Improvement

- *Position of Director for the Center for Cultural Sustainability*

Following Professor Dupont's announcement that he was stepping down from the CCS Directorship—a post that he held since the establishment of the Center in 2011—and was going to enter phased retirement, SA+P leadership with support from the College, put together a hiring request for a new Tenured position.

PC.5 Research and Innovation

Program Narrative

Introduction

Two threads of research and innovation inform our graduate Program: theory and ideas on one hand and technological innovations on the other. Theory and Ideas form the central focus of research and inquiry within our exploratory design studios, ARC 6126, *Advanced Design Studio* and Arc 6996, *Masters Project Studio*. ARC 6996 is closely paired with ARC 6931, *Masters Project Prep*, which the students take the semester before *Masters Project Studio*. ARC 5173, *Theory and Criticism*, also plays a primary role in addressing research into the theories and ideas that propel practice. Research into technological innovations builds on the material covered in ARC 5733, *Advanced Building Technology + Sustainability* through the series of elective courses that make up the High-Performance Design and Sustainability Certificate.

- ARC 6931 and 6996—*Masters Project sequence*

The two courses, *Masters Project Prep* and *Masters Project Studio* are closely braided. They are a two-semester program of study based on the interests and methods of working of each individual student. The first in this culminating sequence, *Master's Project Prep*, supports each student's self-directed research as they develop a project proposal for the following semester. The second course in the sequence, ARC 6996, *Masters Project Studio*, involves the application of research findings as they apply to the design process. Research contributes more than a starting point for design, it becomes integral to the design process itself. Students develop the design and document of an in-depth design project. This project, at the end of the Spring semester, is presented in a formal review, the public *Open House* presentation and through the development of a project portfolio. Within a studio format, students work with their professors and frequently outside advisors, as they proceed from conceptual development to schematic design and design development.

- ARC 6126, *Advance Design Studio*

This studio serves as primary evidence for PC.5. The topic and focus of the studio are determined by each instructor, each semester—these serve to shape and guide student research and serve as the basis for the subsequent independent design work. Three different approaches are presented below:

ARC 6126, Ian Caine's studio approach, fall 2023:

...by examining issues of modularity, prefabrication, assembly, construction, efficiency, sustainability, and affordability as they relate to the production and use of modular housing in San Antonio Texas. Modular, off-site housing offers significant advantages over traditional, site-built construction: higher construction quality, increased labor efficiency, reduced construction time, reduced material use, and increased cost certainty. Within the context of modular housing, the studio specifically focuses on CLT and Mass Timber construction types. The studio visited the Timbrlyne production facility to see how MassTimber components are made. It also toured Dicke Hall, a cutting-edge Mass Timber building designed by Lake Flato.

ARC 6126, Neda Norouzi's approach, fall 2023:

Students engage in architectural research and test innovations by integrating research methodologies with practical design challenges. Students conduct literature reviews, desktop surveys (including precedent studies), material and component research, site analysis, and even in-person interviews to inform their design decisions. The courses emphasize evidence-based design, requiring students to gather, analyze, and apply data to create innovative solutions that are responsive to real-world challenges, such as designing healthcare facilities for rural communities, universally designed homes for individuals with disabilities, or a stroke rehabilitation center for people of all ages.

ARC 6126, Professor Bogle's approach, fall 2023:

Students must seek knowledge (research) via four (4) methods as part of all design activities and document knowledge gained, the sources and methods. Methods of research will include: 1) empirical (external, authoritative sources), 2) personal (knowledge and attitudes derived from self-awareness and empathy), 3) ethical (derivation from an ethical framework, including and awareness of moral questions and choices), and 4) aesthetic / "relating to the here and now" (a phenomenological approach) "Program preparation" is the essence of the pre-design module of activity in which the students collectively decide upon categories of knowledge needed for the design project, then research and produce a pre-design report "program" document.

Curricular: Electives (High-Performance Design and Sustainability Certificate)

- ARC 5743, *Building Performance Modeling and Sustainability*

This course supports and reinforces PC.5 by promoting architectural research for testing and evaluating. Students employ building performance simulation software to evaluate the effectiveness of their environmental design solutions. They measure the impact of innovative materials (e.g., bio-based insulation), components (e.g., electrochromic glazing), and systems (e.g., solar chimney) on the overall performance of their designs.

- ARC 5753, *Advanced Daylighting Design and Analysis*

Plays a supportive role in addressing PC.5 where students learn a set of design tools that enable the integration of analysis and research into the design process. To develop a feeling for the physical quantities related to light and daylight, students initially measure, simulate and evaluate the daylighting in a local space. Students then build a massing model of their project and test it. Daylighting project case studies are presented to students as touchpoints for discussion. Additionally, one or two guest lectures—practitioners and scholars in the field—broaden the students' understanding of daylighting design and analysis in architecture.

- ARC 5723, *Applications in Sustainable Design*

ARC 5723 aligns well with PC.5. The course provides structured a pathway for students to engage in architectural research and innovation, starting with empirical data collection that serves as the foundation for student research, providing a practical context for understanding the impacts of material properties, vegetation, and building functions on urban environments. This approach hones technical skills and fosters critical thinking, and creative problem solving.

Centers

- *Center for Cultural Sustainability (CCS)* <https://klesse.utsa.edu/research/ccs/>

CCS plays a central and supportive role in promoting collaborative research and projects in Historic Preservation. The Center focuses is on research on heritage resilience and cultural sustainability; analysis of new technologies and strategies applied to historic buildings; exploration of issues related to justice and equity in cultural heritage; master planning for architectural conservation projects. The Center was a major force behind the designation of the San Antonio Missions as a UNESCO World Heritage Site (2015) and has continued to provide research and project-based support for preserving cultural heritage in San Antonio, Texas, and the world. Recent work includes Structural Investigations at Mesa Verde National Park; Best Practices in Stone Building Preservation Management; Disaster-Proof Texas Heritage. Student involvement and the link between the Center and teaching-learning is part of the Center's mission. There are many opportunities for students to get involved. The Graduate Certificate Program in Historic Preservation maintains a blog site to serve the communication needs of students seeking the Certificate which is closely allied with the Center and its faculty leaders.

- *Center for Urban and Regional Planning Research (CURPR)* <https://klesse.utsa.edu/research/curpr/>

The mission of the UTSA Center for Urban and Regional Planning Research (CURPR) is to generate new knowledge of the forms, processes, and impacts of urban growth while advancing the creation of more sustainable, inspiring, and equitable cities. The center prioritizes local impact—focusing on South Texas—and employs a multidisciplinary approach to research that connects students with experts, cross-disciplinary faculty, and civic leaders. CURPR brings teaching and learning to the center of each research project. Each project brings meaningful community engagement and service. Recent projects include: A Taxonomy of Vacancy; A Proposal for Modular Colonia Housing; City of Westlaco Comprehensive Plan.

- *Urban Future Lab (UFL)*, in conjunction with design studio teaching, provides a platform for research that addresses San Antonio's local and regional challenges, from housing to infrastructure, transportation, underdevelopment, inequality, regional identity, and cultural segregation. UFL research finds meaning in advocating for equity-based environments and searching for resilient solutions that build on existing urban capacities, governance, and organizational structure. Recent studies have included: The Casita Project: A Social Contract between UTSA and the Westside; 1 Million Trees for Equity; The Future of South Summit.

Highlighted Ongoing and Recent Enhancements

- ARC 6931, *Masters Project Prep*

Catalog changes that will go into effect Fall 2025 include changing this course to better support our students' independent research. The new course, ARC 6933, *Inquiries and Methods* will have the same goal in preparing students for their subsequent *Masters Project Studio*, however, the two additional credit hours will enable a more robust and disciplined approach to research.

- ARC 5724, *Advanced Building Technology and Sustainability*

Catalog changes that will go into effect Fall 2024 include adding an additional lab component to ARC 5733. The additional lab opens opportunities for student research and inquiry into technical innovations related to sustainability and building technology.

- *Building Performance Laboratory (BPL)*

With our move from the Monterey Building, we lost our Building Performance Lab—a teaching and learning lab that

supported both faculty led and student research into building performance. Soon after the move, our research faculty left the School leaving us with no BPL and no faculty to manage / direct / conduct the research. In Fall 2023, we hired two new Tenure Track faculty whose research area included Building Performance. With space limitations, we have only managed to dedicate two adjacent offices for the Lab—enough to get it started but not fulfill its teaching-learning goals. Recent space requests made by the Director with support from KCEID leadership have included a more robust and appropriate space to conduct this important research and offer research opportunities to more of our graduate students.

Strategies for Improvement

- *Catalog Changes + Program Review*

As with any catalog changes, they need to be followed by careful, focused and broad assessment and review. After a year of teaching these new courses, lessons and insights from the instructors and students must inform a larger discussion among the GPC of the effectiveness of the changes as they relate to our program needs and teaching-learning goals. This will be a chance to reflect on individual course content, contributions each course makes to the larger program, and what challenges or opportunities have emerged.

PC.6 Leadership and Collaboration

Program Narrative

Introduction

Throughout our Architectural Program, students have multiple opportunities to cultivate leadership skills and work collaboratively. Throughout the Program's history, we have always emphasized to our students the importance of collaborative teamwork and leadership skills. These emerge from our ties with professional practice and our pragmatic approach to teaching the next generation of Architects. We believe that design studios and extracurricular opportunities promote and instill engaged and socially responsible practice that extends team membership out into the community. Collaboration, consultation, and varying forms of participation with community organizations and representatives, subject matter experts, and government or community leaders enlarges a sense of responsibility to the public. Likewise, we perceive collaboration and the design processes and practices that promote collaborative teaching-learning, to be central to our design studio sequence, beginning in the foundation years. While it takes many forms and may involve only certain phases of a design project, there is a strong emphasis on collaborative work in almost all studios. Requiring students to negotiate and to learn to listen and productively engage their team members advances their design-thinking and production. In other words, we see collaboration as a form of iterative *dialogic practice* in which students alternate between making, reflecting, and discussing. Design decisions are made in all phases of the process as a form of negotiation and distillation, the success of which hinges on mastering the tools of collaboration. We believe that this contributes to the development of leadership skills: the ability to entertain a range of different perspectives, approaches, ideas, and to form a single proposal. Leaders can listen. They can consider different opinions and will encourage the different voices at the table. Collaboration and teamwork help prepare them for the practice of architecture.

Curricular: Required Course

- ARC 5133, *Professional Practice and Ethics* plays a primary role in addressing PC.6.

Through the use case studies, students consider the sometimes-tenuous relationship between an architect's client, the project, and the community surrounding the project. Students must contemplate an architect's role within this context and think critically regarding which interests are paramount. Some circumstances require thoughtful consideration and candid discussion facilitated by the architect with her client and/or the community at large. From a professional services and contractual relationship, students examine the architect's role and leadership position regarding owner-architect interactions, the owner's project objectives, and the architect's responsibility to support and maintain those objectives through the professional services provided by her multi-disciplinary consultants. This role of the architect requires not only understanding but collaboration with those consultants to achieve the project's objectives while simultaneously maintaining an architect's duty to the public health, safety, and welfare. This leadership responsibility is further emphasized with examples of how an architect coordinates her professional services in specifications and drawings with her consultants to achieve her owner's desired outcomes.

Curricular: Design Studios

Design studios across the program play supportive roles in that leadership and collaboration is an integral part of the design process. Collaboration and leadership skills are built into the dynamic of the studio environment where presentation, reflection, discussion, and iteration do not happen in a vacuum but rather within a social structure that is established and nurtured by the faculty in collaboration with the students. The Studio Culture Policy document engenders a collaborative atmosphere that also promotes designers as leaders who take responsibility for design decisions. The introduction of "outside" voices—in the form of guest reviewers, more advanced students, experts, design professionals—provides a platform for demonstrated leadership skills. Also beginning in our foundation undergraduate studios, collaborative projects

as well as group discussions establish a dynamic that is carried forward in ensuing studios. Specific graduate studios serve as key examples:

- *ARC 6146, Advanced Technical Studio*

Advanced Technical Studio plays a supportive role in contributing to PC.6. It is a comprehensive design studio, which operates jointly, like an architecture firm. This studio, structured like a professional office, consists of research, client interviews, programming, presentations, desk crits, drawing, modeling, reading and discussions. Students are asked to serve as the “architect” for this project and learn to take ownership of the project and to work as a team. The studio is a place of questioning and decision-making in which students explore, test, consider, reconsider, and collaborate. Students produce an individual project that is part of a team-generated proposal.

- *Firm Studio ARC 6126 + 6146*

It is our intention to bring the highest quality educator-practitioners to the School from San Antonio and the region. Lead participants from participating firms organize a semester-long course of study—building from our catalogue and course descriptions, the teaching-learning goals, and our studio guidelines. The firm’s philosophy, collaborative approaches, processes, and atmosphere infuse the studio’s structure and content as well as program, sites, and other goals. The development of the course syllabus and semester’s course of study is prepared in collaboration with the School’s faculty members and leadership to meet our teaching-learning and curricular objectives. In addition to professional goals, a focus on environment and professional ethics support explorations and uses of sustainable technologies and practices while addressing pressing issues and problems facing practice and the built environment today.

The 2023 and 2024 Firm Studios (ARC 6136 and 6146—taught sequentially with the same group of students) have been taught by architects from Overland Partners and exposes students to the unique ways a firm approaches architecture within professional practice. The studio incorporates both the AIA Framework for Excellence and Overland’s Human Handprint as design frameworks for students to integrate into their own processes. These frameworks emphasize a sustainable systems approach to technical development —inviting students to consider how natural systems and relationships are stewarded and reflected within building systems. Each semester’s project is organized to provide students with opportunities for collaboration and to assume leadership roles as students engage with end users, technical experts, and diverse stakeholders in guided analysis and design processes that parallel professional practice.

- *Collaborative approaches* to learning have long contributed to our teaching pedagogy and teaching-learning environment. Collaboration, established and codified in the foundation Design studios (see *Design Studio Guidelines*), is understood throughout the Architecture Program as a critical component of design practice and the profession. We believe that each student’s collaboration skills need to be fostered within the academy prior to their entering the practice. To this end, we have developed many approaches to collaboration—from teamwork to cross-functional collaboration, from contextual, to community approaches. Many Design Studios adopt a form of collaboration for the early stages of a design project (site and program analysis, for example) and then shift to individual projects which may or may not be distinguished by different but joining buildings and programs. Team-work approaches are frequently used in ARC 6126, *Advanced Technical Studio* where students collaborate on a single design documented in a single set of drawings and models. Teamwork also allows for in-depth topical research as a team of students can uncover a greater depth of material that then can inform individual design efforts. A few of the recent subjects for team-based research include:

- the impact of automobiles and automobile culture on the urban environment
- health and wholeness—critical / universal care
- daylighting
- Native American cultural heritage

- *Design-Build Studios*

Each undergraduate Design-Build studio requires high collaboration in all phases of a project’s design and construction. Students learn to take ownership of a project through engagement and collaborative contributions and complex daily negotiations (during the construction phase).

- *Student Organizations*

Collaboration and leadership opportunities are part of our student organizations—their structure and the events in which they participate.

- *American Institute of Architecture Students (AIAS)*

The overall goal of UTSA Chapter of AIAS fits within the overall AIAS contribution which is to organize students and combine their efforts to advance the art and science of architecture. To that end the UTSA Chapter has a direct dialogue with downtown San Antonio and Architecture firms in the region. The communal ties these architecture firms have with the UTSA School of Architecture + Planning provides professional mentorship, internship opportunities (pre-graduation) and, in many instances, employment for students post-graduation. The UTSA Chapter of the AIAS is an independent, 501c3 non-profit and student-run organization that is more than just a club. This grassroots association is a cooperative between dozens of AIAS student officers that are a representative of a larger group of hundreds of UTSA architectural undergraduates all

committed to helping each other. It provides a sense of community and a forum to share differing views on culture, design, architectural practice, and theory. The AIAS serves as a professional organization that is the official voice of UTSA's School of Architecture + Planning students. The AIAS is guided by its faculty advisors: Steve Cordero and Maryam Singery

Another mission of the AIAS is to promote Leadership and Collaboration: To promote excellence in architecture education, training and practice, the UTSA Chapter of AIAS celebrates membership in several ways. Members have had the opportunity to have their work published throughout the years, recently with 2023 Canstruction which won the "Best of Orange – Traveling Boot Award". This international food drive created by the Society for Design Administration elevates public awareness of the worldwide hunger crisis by showcasing the creative talent of design and construction industry professionals and the students they mentor via a competitive of a design/build competition in 150 cities around the world. Canstruction is a yearly event hosted by AIA San Antonio, NorthStar Mall, San Antonio Food Bank, and SDA San Antonio. UTSA AIAS is sponsored by Broadway Bank which donated cans, more than 2,800 of them, to the San Antonio Food Bank. The average number of UTSA AIAS members averages roughly 30 members yearly with activities that include Canstruction, yearly Architectural Firm crawls just recently with Overland Partners in 2023, Portfolio and Resume mentorship, UTSA's Pumpkin Smash, Origami + Graphic Design Workshops.

- *Committee On the Environment for Students UTSA Chapter (COTES)*

COTES is dedicated to fostering sustainable design practices and environmental stewardship within the architecture community and beyond. Through education, collaboration, and community engagement, we aim to empower students to become catalysts for positive change in the built environment. By promoting the principles of sustainable design and facilitating interactions with industry and interdisciplinary professions, we strive to cultivate a learning environment where students can acquire the knowledge and skills needed to create innovative, eco-conscious design solutions. Together, we envision a future where the built environment harmonizes with nature, reducing our ecological footprint and creating sustainable spaces for generations to come.

Goals and Purpose: networking, education, and student accreditations; 137 Student Members Recent Events include: Sustainable Architecture Panel: Guests from Lake Flato, Overland Partners, HDR; Parking Day: Partnered with Gensler; Advanced Earthen Construction Technologies Site Visit; Design Week: Bird House Building; Partnered with COTE and Lake Flato for an Energy Modeling Seminar; Partnered with Circular San Antonio for a lecture on circular economy and deconstruction; Digital Workshops teaching Revit, Photoshop, Illustrator, and InDesign; City Clean up with City Problem Solvers Non-Profit (with plans to do this again).

Strategies for Improvement

- *Formal and informal discussions*

Assessment and reflection of collaborative efforts is ongoing through both formal structures and informal discussions faculty evaluate the organizational strategies and outcomes. The formal review process, the *Open House* event, and the numerous studio critiques / reviews offer opportunities to consider the strengths and weaknesses of a particular approach or strategy or project structure. We need to take further advantage of these exhibitions and opportunities to enter into serious and perhaps difficult discussions about their results and their approach to collaboration and teamwork. To this end, our Director and faculty leaders regularly attend student presentations, discussing collaboration approaches and outcomes with students and their instructors to gauge the effectiveness of efforts to cultivate leadership and collaboration skills. These conversations extend to regular Graduate Programs Committee and Undergraduate Curriculum Committee meetings, or more likely, impromptu discussions between faculty around issues of concern.

PC.7 Learning and Teaching Culture

Program Narrative

Introduction

We build a culture of teaching-learning that is experiential, dynamic, engaged, and focused on student products and iterations. This approach to architectural education is learner-centered: involving students—their voices and their work. It is not limited to the classroom or the design studio but extends outward to include participating School leadership—through the *Student Leadership Circle*; Study Abroad Program in Urbino; summer Field Schools; curricular development—through Faculty Retreats; problem solving—through our December 2022 Design Charette.

This culture extends throughout the Architectural Program and includes our Study Abroad in Urbino, Italy. In Urbino, traditional divisions between courses are abandoned in favor of an integrated, braided approach connecting students with the local culture and opportunities for teaching-learning: field studies combine with studio work with seminars and presentations and guest lecturers and subject experts, local officials and citizens bring their questions and voices. Teaching and learning merge. Faculty teach collaboratively, students form learning circles, local architects engage students. Teaching-learning takes place primarily through discussions—in the city, which is also a classroom, on field trips, in the studio. This model also guides recent curricular and structural developments throughout the Architecture Program—braiding coursework together and encouraging collaborative efforts.

We believe that instructors must remain students, even professional architects/practitioners. Design inquiry is conducted dialogically. The ends are not known. The pursuit is active, not passive—whether in lecture courses or design studios or seminars, students are not passive observers, but participate through discussion, conversation, production, presentation, shared inquiry. This dynamic engagement centers around student work which anchors the discussion. It is never judged “right” or “wrong”, but rather, it propels the ensuing conversation / discussion. Students are instead brought into the discussion that surrounds their work and given formative feedback, with opportunities to reflect and develop further.

Faculty bring their experience and their expertise and their inquisitiveness to the table. They serve as guides, not judges. This participatory, integrated, non-judgmental approach helps students learn how to converse, how to solve problems, how to think critically and collectively. Students learn, ideally, from all work, not just their own—learning how to observe, how to listen, how to use technology and tools, how to apply methodology, synthesize knowledge, and bring ideas into the discussion, to combine with their work. The participatory nature of our teaching-learning approaches provides us multiple ways and means to guide and engage students. Course evaluations ask students to consider what might have improved their learning. This feedback helps guide curricular change, which in turn supports future students.

Curriculum: Required Courses

Our graduate studio sequence (ARC 6126, 6136, 6146) plays a primary role in establishing a Learning and Teaching Culture within our program. [Graduate Catalog](#)

- ARC 6126 *Advanced Design Studio*
- ARC 6136 *Advanced Topics Studio*
- ARC 6146 *Advanced Technical Studio*
- ARC 6931 *Masters Project Prep*

ARC 6931, *Masters Project Prep* plays a supportive role in fostering a positive and respectful teaching-learning atmosphere that encourages reasoned clarity, effective communication, as well as inquiry and questioning, in a respectful class environment that supports independent inquiry, critically thinking, and open discussion.

A link to the [complete course inventory](#).

Curriculum: Study Abroad (undergraduate)

The Study Abroad Program is at the center of our undergraduate curriculum. Most of our undergraduate students participate in our Study Abroad program in Urbino, Italy to satisfy the Signature Experience requirement. We believe the design professions have a responsibility to engage and think locally with a global understanding and perspective. This transformative potential emerges from a holistic program of study that includes direct mentoring, field studies, coursework, and a collaborative approach to teaching and learning that is embedded in place. This approach builds on the cross-cultural exchange that is at the very heart of the signature experience. Our Study Abroad Program integrates required courses with field trips and local culture. Through engaged experiential learning that is not limited to a classroom or design studio, teaching and learning are redefined. This redefinition of teaching and learning, AND the *place* of teaching and learning, provides a rich framework for practice in a dynamic world where global, international, regional and cross-cultural issues must shape the profession and inform local decisions.

When confronted by culturally meaningful artifacts, buildings, and cities, classical and regional forms, and rich experiences, students' perceptions change. The world ceases being composed of the known, the abstract, or the familiar, and becomes a rich field of cultural knowledge, values, and narratives that is open to each student's inquiry and discovery. Following their semester abroad, our students return to San Antonio with rich experiences embedded into their lives. These new and meaningful experiences are resources that our students draw upon throughout their life and professional career. They also become a mirror and a lens that enables each student to perceive themselves and the familiar in a new and exciting way.

Extra-curricular

- *December 2022 Design Charette*

Students were invited to participate in this design charette with most of the faculty members, as well as SA+P staff, design professionals, university space management, and Advisory Council members tasked to develop a proposal that would provide longer-term stability to our program, solving our complex space needs.

Faculty Information Handbook [link](#)

Updated yearly, the Faculty Information Handbook (initiated in 2021) compiles a range of codes, policies, guidelines, responsibilities, expectations, and resources into a single document that is reviewed and updated annually. Faculty input, comments, suggestions and the issues encountered during the previous year inform each subsequent issue of the Handbook. While the Handbook cannot establish a rich teaching-learning culture alone, it serves as an expression and

reminder of the common values and responsibilities that support those values and allows those values and responsibilities to be periodically revisited and discussed collectively. The Handbook has become a valuable tool and resource for new faculty especially. The Handbook includes the following:

- *Commitment statement* ([School of Architecture + Planning commitment](#))
- *Studio Guidelines* provide faculty with an outline of issues, content, and applications, that constitute expectations of course content. This is especially important in any program that is heavily reliant on Part-time professional for studio instruction.
- *The Syllabus Guidelines* support the notion that the syllabus is a critical teaching tool as well as a contract. Each faculty's syllabus is reviewed by senior faculty, year coordinators, and / or the Assistant Director. The School leadership reviews select syllabi on an annual basis.
- *Faculty Mentorship Guidelines* The School has been a leader in establishing a vibrant and supportive mentoring system and approach for our junior and part-time faculty. Faculty mentoring plays an important role in providing a supportive and welcoming teaching-learning environment. Faculty mentorship is overseen by the School's Faculty Mentoring Committee. "The Faculty Mentoring program is intended to support junior faculty, at all ranks, to mature and succeed as responsible and respected educators, scholars, researchers, and learned responders to the needs of society. It is in recognition of need to be given focus of purpose, engendered with confidence, that inexperienced faculty should be mentored by senior faculty, thus the purpose of this set of guidelines."
- [Studio Culture Policy document](#) and the other descriptions of the Design Studio and its environment serve as guides for faculty and student interactions within the Design Studio. Together, these documents describe our approach to fostering a Learning and Teaching Culture.

Highlighted Ongoing and Recent Enhancements

- *Faculty Retreats*

Held twice a semester, Faculty Retreats provide an important stage and tool for forming a community of scholars, researchers, teachers and learners.

- *Faculty Meetings*

Monthly Faculty meetings provide an inclusive and welcoming environment where junior faculty and part-time instructors feel welcome to contribute to the discussion, to voice their thoughts and suggestions. Likewise, service opportunities for non-TT faculty, while not expected, are welcomed by the School's leadership and its faculty.

- *Learning and Teaching Culture Statement*

We have proposed that the Architecture Program faculty meet during the coming academic year (2024-2025) to propose and compose a "Learning and Teaching Culture Statement" that would encapsulate the Studio Culture Policy document to extend and encourage a wider sense of commitment to nurturing a professional and supportive atmosphere throughout all of our courses and activities.

- *Mentorship*

Faculty mentorship has proven effective in supporting junior faculty—their research and teaching—however, we believe that a robust mentoring culture can exist throughout our Program and School. During the coming academic years, we plan on establishing a stronger faculty-student mentoring program and even consider ways to support and encourage near-peer mentoring.

- *School and Program Leadership*

Our faculty leaders represent the breadth of our program and its faculty and include FTT faculty and Full Professors. Our Program acknowledges the important role that FTT and Part-Time faculty members play in delivering content, mentoring students, program leadership, and shaping the curriculum. Junior faculty members are encouraged to fully participate in faculty governance, committee membership, and informal discussions on the curriculum and its content. Each voice contributes to the richness of the Program.

- *Student Leadership Circle*

The Circle is a formal and transparent Circle of student leaders from across the School (formed in 2023), will continue to serve as a means of engaging student leaders and soliciting their input while disseminating both the discussion and the findings

PC.8 Social Equity and Inclusion

Program Narrative

Introduction

Our history as a Program and our place in downtown San Antonio remind us of our deep commitment to guiding and culturing our students' understanding of cultural and social contexts, voices, perspectives, and backgrounds and the strength that these differences each contribute to the practice of architecture and to education in general. This is our responsibility as educators. It extends beyond the confines of the classroom or studio, or even the curriculum. This is achieved through a united effort, guided by thoughtful and supportive leadership, to instill a culture in the School throughout its teaching-learning, administrative, and scholarly environments, settings, and events.

Curricular: Required Courses

- ARC 5133 *Professional Practice and Ethics* plays a primary role in addressing PC.8 in its focus on ethics as a firm foundation for architectural practice. Social Equity and Inclusion remain at the course's center in all its facets, from licensure to codes to contracts to legal strategies to ethical practice. For example, students analyze potential ethical conflicts and formulate a professionally reasoned, ethical response. This course addresses equity in firm structure and operation and in service to public well-being and good. This course has a purpose to outline and explore the professional expectations—including ethics—and resources available—including legal and universal design codes—to architects and to prepare each student for navigating those circumstances, processes, dilemmas, and to understand the complexities of serving the public good.

- ARC 6931, *Masters Project Prep* and ARC 5173, *Theory and Criticism* both support and contribute to our Program's response to PC.8. In both courses, social equity and inclusion unfold through several deliberate strategies and practices integrated into the course, emphasizing the importance of creating a just and inclusive environment. They are very similar in the outcome. However, ARC 6931 uses relational research as the foundation for social equity and inclusion, and ARC 5173 uses theory as a relational practice to accomplish the same goals and learning objectives.

- ARC 6931, *Masters Project Prep*

One of the course requirements is establishing inclusive research practices in which students collaborate with various stakeholders, including marginalized communities. This not only ensures that diverse voices are heard and considered in the research process, but it also is reflected in their research proposals. This also manifests in one of the key components of the course, reflectivity, where students critically examine their own biases, assumptions, and positions. This self-awareness is essential for ensuring that their research and designs are equitable and do not perpetuate existing inequalities. Students are taught to conduct ethical research that prioritizes the needs and perspectives of the most vulnerable and marginalized groups, ensuring their projects contribute to social equity. The course promotes interdisciplinary research, integrating insights from other fields to broaden students' understanding of social issues, equip them with diverse tools to address them, and develop a sense of community inside and outside the course.

- ARC 6126, *Advance Design Studio*

This studio serves as support evidence for PC.8. The topic and focus of the studio are determined by each instructor, each semester—these serve to shape and direct guided-research into socially relevant topics and programs. In addition, they serve as the basis for the subsequent independent design work.

ARC 6126, Professor Caine's approach, 2023

The studio examines the larger cultural, economic, and technological context for mobile home communities. Students begin by examining the origins of mobile typologies and their connections to mainstream culture. They consider the technological breakthroughs that allowed this prefabricated housing to emerge including: the Industrial Revolution, automotive mobility, Fordism, the Case Study Program, Buckminster Fuller, Space Program, Hans Hollein, the Metabolists, Yona Friedman, Archigram, Dwell Magazine, Shipping Container Homes, and Tiny Homes. From this research as a basis for the design project, the students consider program and use, the scenarios of camps, emergency shelters, migrant communities, recreational communities, colonias, and favelas.

ARC 6126, Professor Norouzi's approach, 2024

Through teaching architectural studios that focus on designing for people of different ages, abilities, and backgrounds, a strong emphasis is placed on the intersection of architecture with diverse cultural and social contexts. This courses challenge students to deeply engage with the lived experiences of varied populations, fostering an empathetic understanding of the unique needs and challenges faced by people from different backgrounds and with different abilities.

ARC 6126, Professor Bogle's recent, 2024

Studio emphasis on universal design, design for accommodation of the disabled, and projects with/for a culture-based social welfare organization (client "type" with collective history of inequity) brings social equity and inclusion into the forefront of the design process. The regulatory framework of accessibility (ADA & TAS) is introduced, but the spirit of inclusivity and social equity are encouraged and intended to be born from the collective research activities of Module 2, Pre-design Report for a Native American Cultural Complex.

- ARC 5173, *Theory and Criticism*

In this course, collaboration and engagement with diverse voices inside and outside architecture are part of the final assignment. Students are asked to test their "theories" in a theory slam, engaging with their audiences in public, through social media, or at school. Applying theory as a relational practice encourages students to develop an awareness of and sensitivity to different cultural contexts as part of their engagement strategy. This includes understanding the historical and cultural backgrounds of the communities they work with and ensuring their ideas respect and reflect these contexts.

- ARC 5403, *Historic Preservation Seminar*

The central elements, discussions, presentations, and readings of this graduate seminar provide background and support for a planning discussion at the Pueblo of Acoma, NM. Included is a 5-day field trip exploring Pueblo architecture, heritage and resilience prior to the 2-day discussion hosted at the Pueblo of Acoma. Several different Pueblo people provide guest

instruction for this class.

- Civil Discourse is supported by our *Studio Culture Policy document* that serves to set the ground rules of responsible engagement. Faculty and guest practitioners and critics demonstrate and model professional behavior and language, respect for students and ability to entertain a diversity of viewpoints. Civil discourse is the practice of deliberating about matters of public concern in a way that seeks to expand knowledge and promote understanding. In this use, the word "civil" relates directly to civic in the sense of being oriented toward public life. The city is understood as the domain of design practice and a cultural resource. Introduced as a project site in ARC 2166, *Design 4*, the city and the civic nature of professional practice take on greater complexity incrementally throughout the Architecture Program. UTSA's Civil Discourse Faculty Learning Community: <https://provost.utsa.edu/academicinnovation/resources/civil-discourse.html>

- *Studio Guidelines* emphasizes that accessibility standards are to be brought to bear in the design process of all studios beginning in Design 2.

- *Beyond the studio, classroom and campus*

The Architecture Program emphasizes that tolerance of others and civil behavior extends beyond the campus and includes any field trips students participate in as part of the studio or the program. We remind them that they represent the University to the public during these excursions—including our Field Schools and Design-Build Studios. Partnering with *UTSA Global Initiatives* (<https://global.utsa.edu/>), we offer an extensive prep program for our students who will be participating in our *Study Abroad Program* in Urbino. Part of this 10-day program is dedicated to student behavior and conduct. We believe that the Study Abroad program offers our students with an important opportunity to engage with another, different culture and people. This broadening of the mind and capacity to respect and learn from different cultures provides our students with an important lesson. The SA+P is supported by and in align with the university's policies and codes including:

- UTSA's Student Code of Conduct

<https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

- Student Conduct and Community Standards

<https://www.utsa.edu/students/conduct/policies/>

- UTSA students are provided with clear expectations and Code of Conduct that provides a set of rules, definitions, procedures, and standards for being part of the university community. In accordance with the Code, disciplinary proceedings may be initiated against any Student for any form of harassment: UTSA is committed to "cultivating an environment of zero tolerance for sexual assault and misconduct and to continuing to provide a safe environment for Roadrunners to live, learn and work... Our ultimate goal is to ensure we remain an inclusive campus where all voices are heard and due process rights are protected." <https://www.utsa.edu/today/2020/05/story/titleix-utsa-commitment-safe-campus.html>

Curricular: Approaches to our Community Studios

In keeping with our mission and place in San Antonio and the South Texas region, the Architecture Program continues to build on our strong commitment for Design Studio teaching that focus on Social Justice and Inclusion. We teach at least one Community Studio each semester. The faculty continue to cultivate interests that challenge the traditional boundaries of the classroom and take our students out into the communities that define the reality of architectural practice in San Antonio. Among the approaches to structuring and teaching Community Studio are the following:

- *Borderless Studio*

Through their teaching—primarily 4th year Design Studios—Paola Aguirre Serrano and Dennis Milam bring the philosophy of their practice, Borderless Studio into an academic and design-centered discourse. Since its founding in 2016, Borderless, an architecture and urban design practice, has focused on cultivating collaborative design agency through interdisciplinary projects. Recent versions of Borderless Studio (ARC 4156, Building Design Studio) have emphasized the importance of dialog, exchange, and communication across disciplines, and between designers—their students—and the communities that they serve. Borderless has explored urban interventions that address liminal sites and the complexity of urban systems and social equity. Studio projects explore the intersections between architecture, urban design, infrastructure, landscape, and civic participatory processes. Recent projects have included a multi-modal transportation hub. Website for Borderless Studio (practice): <https://borderless-studio.com/about>

- *Urban Future Lab (UFL)*

A design-based research studio (ARC 4156, *Building Design Studio*) and collaborative organization guided by Antonio Petrov, that seeks urban and civic resiliency. Student research, informed by discussion, guest speakers, and presentations to civic and user groups, primarily focuses on San Antonio's local and regional challenges, from housing to infrastructure, transportation, underdevelopment, inequality, regional identity, and cultural segregation. UFL research finds meaning in advocating for equity-based environments and serves as a tool and environment for one approach to teaching ARC 4156. Students self-organize into teams that explore liminal and under-utilized sites in San Antonio in conjunction with research into cultural perceptions—research that takes them out into under-represented communities. <https://www.urbanfuturelab.org/>

Centers

Both the Center for Architectural Engagement (CAE) and the Center for Urban Planning Research (CURPR) actively support social equity and seek to support and engage underrepresented communities through their services. Each of these centers advances an educational component (rather than solely a research orientation) advancing the public good and considering design as a process that should support social equity and inclusivity. CURPR projects that support PC. 8 may be found by following the link above.

Highlighted Ongoing and Recent Enhancements

- *Expanding course topics and focus of studio projects*

In recent years, the political, legislative, and social climate has propelled a growing concern among the faculty and School leadership to seek educational means and content to support a more equitable and inclusive environment. New courses and course material includes the elective ARC 5603, *Discriminating Design / Architecture for Equity*. Likewise, many of our studio topics, sites, or programs directly engage with the issues surrounding inequity and disadvantage to encourage a growing social consciousness in our students and to consider design as a toolbox of means, materials, and methods that can advance public welfare and good.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

SC.1 Health, Safety and Welfare in the built Environment

Program Narrative

Introduction

Promoting and supporting Health, Safety, and Welfare is the primary directive of architectural practice. Likewise, it pervades our curriculum and is considered in different ways and at a range of different scales. HSW is woven into history, theory, professional practice and ethics, code requirements, environmental performance, and the design process itself. Our Program addresses this criterion with two distinct approaches to synthesis: technical requirements and design thinking in a global context. Although Health, Safety, and Welfare are present broadly across the program at multiple levels, primary evidence is captured by the courses ARC 5733, *Advanced Building Technology + Sustainability* and ARC 6146, *Advanced Technical Studio*. HSW is reinforced in the courses: ARC 6126, *Advanced Design Studio* and ARC 5193, *Principles of Global Architecture*. SA+P assesses student work in our design studios for life safety as part of its annual Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) assessment.

Curricular: Required Courses

- ARC 5733, *Advanced Building Technology + Sustainability*

The systems and technologies covered in the course are examined in view of their relationship to the architectural design process with consideration toward Health, Safety, and Welfare. This course provides primary evidence in support of SC.1. It is an advanced study of building technology, sustainability, and building performance. Includes consideration of sustainable techniques, technologies, building enclosure, and environmental systems for new and existing buildings. Addresses issues of systems integration and performance optimization. The course has a special emphasis on sustainability and environmental performance-related issues.

- ARC 6146, *Advanced Technical Studio*

This course is an advanced architectural design studio, which includes the integration of building materials, services, and systems, technical documentation and comprehensive design.

The Technical Studio requires students to demonstrate the integrative thinking and application of technical knowledge and design skills that shape complex design and technical solutions under the overarching consideration of health, safety and welfare. [ARC 6146 - Advanced Technical Studio](#) is UTSA Architecture's primary means, along with ARC 5733 *Advanced Building Technology + Sustainability*, to address SC1. The studio is focused on design as the resolution of comprehensive architectural problems and the integration of Health, Safety, and Welfare requirements, building codes, life safety / accessibility and egress requirements, building materials, services, systems, and functional considerations that involve technical documentation, comprehensive design, and collaboration. For the past two years, this course has been taught by two faculty who have followed complimentary methodologies. The first alternates between individual and group work towards the completion of multiple projects, while the second, Pemberton, (who is also our Architecture Licensure Advisor), focuses on an office-based teamwork approach that is expected to complete a singular project of reasonable complexity. Both are seasoned practitioners with continuous ties to professional practice. These approaches are further described in SC.6. These approaches are further described in SC 6.

Reinforcing Evidence

- ARC 6126, *Advanced Design Studio*

This course is an introduction to advanced architectural design, including the role of research, program preparation, and technological integration in architectural design. Students are required to address Health, Safety, and Welfare requirements and codes in their projects.

- ARC 5193, *Principles of Global Architecture: Place, Context & Culture*

This course is a study of global, historical, and cross-cultural architectural principles with a concern for the environment and sustainability. Consideration is given to the political, social, ecological, economic, and/or technological context that informs the work, as well as the diverse social and spatial patterns, values, and needs of those who occupy and use buildings.

Strategies for Continuous Improvement / Self-Assessment

Through our process of SACSCOC Program Assessment, the school gains a sense of student competence in some areas of Health, Safety, and Welfare, and technical knowledge of architectural documentation (e.g., floor plans, wall sections, and elevations), but we need to improve in other areas such as site plans and selected envelope details. Student learning outcome performance needed the most improvement in all aspects related to designing environmental control systems, structural systems, and life safety. We are seeing improvement in the students' ability to produce accurate and sufficiently detailed site plans and building sections in the building design process as well as in communicating their design intentions in graphic media, and life safety requirements, however, more attention continues to need to be given in terms of strengthening in-studio instruction in these areas—through instituting a rubric for specific areas of knowledge and understanding. Additionally, we need to do a better job teaching the students to practically select, configure, and size a specific structural system and design for life safety. During the spring of 2024, the GPC, in concert with the GAR and the Director, proposed a series of adjustments in our graduate curriculum including a change to the courses used for primary and reinforcing evidence. These adjustments were proposed for the 25-27 Graduate Catalog and represent important adjustments to the program in terms of course sequencing, electives and required courses. We are expecting this to support a greater focus on HSW.

Highlighted Ongoing and Recent Enhancements

The ongoing enhancements plan is to deploy in-studio teaching modules that focus on the principles and practice of selecting appropriate environmental control systems, life safety design, and structural system design. Better coordination is needed to make sure that technical topics in Structures, Environmental Systems, and Life Safety, are progressively introduced into these courses where the criteria are reinforced: ARC 6126 and ARC 5193 in the MArch curriculum. This assessment and coordination will continue to be discussed in the Graduate Program Committee (GPC).

- ARC 6146 *Advanced Technical Studio*

ARC 6146 remains integral to the Professional Studio Sequence—a critical course that serves a primary role in delivery of SC.1. The GPC discussed adjustments regarding this course in the form of strengthening the relationship between ARC 5733 and the technical studio. The faculty were unanimously supportive in their discussion around this idea. We are also considering the introduction of *modules* or *units* that would be pragmatic in nature and specifically address HSW in student design projects.

SC.2 Professional Practice

Program Narrative

Curricular: Required Coursework

The course ARC 5133, *Professional Practice and Ethics* provides the primary evidence used to assess this student criteria. This course focuses in part on the components required to obtain and maintain a professional architecture license, and a basic understanding of professional services and obligations, delivery methods, legal issues, and practice strategies. Course objectives and learning outcomes related to SC.2 include: an understanding of standards and requirements for obtaining a professional license to practice architecture in Texas, including education, experience, and examination; an understanding of the fundamental principles of life safety as applied to delivering professional services; an examination of laws and regulations applicable to practicing architects in Texas, including legislative laws and administrative provisions. This includes and overlaps to some extent the standards and requirements for obtaining a professional license as regulated by the Texas Board of Architectural Examiners (TBAE); a basic understanding of fundamental business processes relevant to the practice of architecture in Texas including contractual relationships.

Curricular: Non-required Coursework

- *The Firm Studio*

One of the stated purposes of establishing and institutionalizing the Firm Studio is to provide a bridge between the academy and the professional practice of leading architectural firms in San Antonio. The Firm Studio is usually taught as a linked

sequence (Spring and the following Fall semesters) of ARC 6136, Advanced Topics Studio followed by ARC 6146, Advanced Technical Studio—enabling the structure of professional practice to organize the two semesters as student proceed from pre-design to technical documentation.

Extracurricular

Students are supported by our annual Career Fair, internship course, and firm visits (a feature of many fieldtrips) and are encouraged to pursue internships in later years of their degree. Through our relationship with the AIA chapter of San Antonio, our students have opportunities to engage with the local professional design community with events such as lectures and social gatherings, volunteerism in COTEs committee and CanStruction as well as the AIA homes tour.

Strategies for Continuous Improvement / Self-Assessment

Student achievement in ARC 5133, *Professional Practice and Ethics* is critical to overall student success. The course is currently sequenced for the last semester of their degree program. In spring of 2024, the GPC voted to adjust the placement of the professional practice and ethics course so that it is to be taken earlier in the degree program sequence—removing a pre-requisite. That adjustment will be reflected in the new 25-27 graduate catalog. By moving the course earlier in the Program sequence, the content can be supported more directly by the technical studios that follow. Likewise, many of our students in the MArch program are also working as interns part-time. Obviously, this presents a challenge for our students and taking ARC 5133 earlier would lend support.

- *Peer-Evaluation Rubric*

For the assignment related to instructional delivery, group work is required. The incorporation of a peer evaluation rubric for all group work is a strategy for continuous improvement.

Highlighted Ongoing and Recent Enhancements

- *Course delivery* – the Professional Practice and Ethics course is taught once per week and is taught by a licensed architect who is a registered lawyer practicing architectural law.

- *Course content*—selected course syllabi are reviewed on an annual and rotating basis. The Syllabus Guidelines and the Accreditation Criteria—both content and delivery methods—are addressed in this review. It is the purpose to open a discussion between instructors and Program leadership, promote best practices, as well as to align mentors as needed.

- *Course evaluations*—As our Program changes and is further braided, we continue to rely on valuable student insight and feedback on student achievement and course quality.

- *Braiding of curricular framework* is a conceptual vision from the director that is described several times in this report. This concept is appropriate to mention here and is addressed again with SC 6, Building Integration.

SC.3 Regulatory Context

Curricular: Required Coursework

The courses ARC 6146, *Advanced Technical Studio*, and ARC 5133, *Professional Practice and Ethics* provide primary evidence to address this criterion.

- ARC 6146, *Advanced Technical Studio*

Regulatory Context is addressed through research and application of structural and material solutions to the individual student design proposals. By collaborating with a vendor/constructor during each module, the students will learn about and incorporate construction technology into their design solutions. Additionally, the technology of architectural production will be practiced in the context of the design, from building physical models to hand and computer-aided design and drawing (CADD), to building information modeling (BIM), and presentation graphics. Design development (technical drawing) phase - Students will continue the development of an integrated design by creating technical documents of the schematic design with custom and unique elements using sound building assemblies and industry standard technical graphics. (Bogle) Students also consider the sequence of material fabrication, assembly, and construction at the unit and building scale.

- ARC 5133, *Professional Practice and Ethics*

ARC 5133 is used to assess these student criteria by focusing in part on the regulatory processes as they relate to the design and construction of a building. Regulations include those that limit how buildings are used, where and what can be built, what energy use requirements need to be considered, what building materials/assemblies are permitted, the process for applying for approval for construction, the processes of licensure, and the regulations that inform practice. Students gain exposure to this range of topics, to understand the overlapping contexts under which architecture operates.

Strategies for Continuous Improvement/Self-Assessment

• Faculty Coordination

Technical studio courses are taught by full-time faculty and registered practitioners. The Professional Practice and Ethics course is taught by a licensed architect who is also a practicing lawyer (architectural law). While these assignments work on an individual basis, there is little coordination between sections. We are planning on introducing a Coordinator position—such as we have in first- and second-year design studios—who will coordinate multiple sections of our Technical Studio sequence—bridging undergraduate and graduate Programs and course content. Teaching-learning, course content, approaches, and expectations require a critical and reflective discussion among all of the instructors. Likewise, understanding technical knowledge (which includes regulations, codes, and other requirements in this Criterion) needs to be considered as incremental, through an orderly sequence of studios. We do not currently have a faculty member who can serve in this capacity.

• Program Assessment

Student performance, understood in the context of Program assessment, should be guided by established and explicit expectations for demonstrating understanding. We have planned to introduce rubrics that define clear and measurable teaching-learning goals for student achievement. In this way, which is modeled after best-practices, assignments and learning outcomes can be understood and measured between sections. This becomes particularly important with the increasing complexity of our Technical Studio sequence. Paired with other forms of program assessment, rubrics can guide the GPC discussions as well as changes in course delivery.

• Faculty Retreats

Held regularly over the past three years, Faculty Retreats have focused on curriculum development and *braiding* the curriculum in general. One working group in two sequential retreats was given the task of reviewing and developing or enhancing the Professional practice course. The results have contributed to the current course content, delivery, and student assessment of knowledge.

Highlighted Ongoing and Recent Enhancements

The improvement plan is to deploy in-studio teaching modules that focus on the principles and regulations associated with practice. Once again, better coordination is needed to make sure that technical topics in Professional Practice are progressively introduced and integrated into the Technical Studio courses and delivered in ways appropriate for the teaching-learning goals of the studios. This assessment and coordination will be discussed in the agenda for discussion in the Graduate Program Committee (GPC) 2024-2025.

SC.4 Technical Knowledge

Program Narrative

Introduction

Our program is incremental—building student knowledge and understanding throughout the sequence or coursework and across the curriculum, between classes, rather than focusing on single isolated courses to deliver content. Technical knowledge is delivered through a combination of Technical Studios and technical lecture courses or seminars. Building a preparatory sequence of courses, taken by our MArch3 students, ARC 5923, ARC 5943, and ARC 5913, introduce students to *Principles of Structures*, *Principles of Environmental Systems*, and *Construction Materials and Concepts*. These are closely followed by ARC 5933, *Structures*, and ARC 5953, *Environmental Systems*. Together, these provide a foundation for our MArch2 sequence of technical courses where the two Technical Studios (ARC 6126 and ARC 6146) are braided with technical coursework (ARC 5733, *Advanced Building Technology and Sustainability*). In addition to technical coursework, technical knowledge is explored as a principle and factor in the design of buildings world-wide (ARC 5193, *Principles of Global Architecture*). Together, these courses constitute a focus on technological systems and building performance, and their integration into the overall design process. In addition to our regular program and tools of self-assessment, SA+P assesses technical accuracy, envelope systems, environmental control systems, and structural systems as part of its SACSCOC, *Southern Association of Colleges and Schools Commission on Colleges*, assessment on an annual basis.

Curricular

• ARC 6146, *Advanced Technical Studio* is the place in our curriculum where students demonstrate and apply technical knowledge into the design process—primary evidence of student understanding. There are several different approaches to delivering technical content in the studio including requiring that students produce an introductory “primer” **Tectonics Exercise** which is based on each student selecting a former studio project (in consultation with instructor) that will be taken from its conceptual state to a technologically informed level of design development - emphasizing structural systems integration and building envelope performance. Class participants are expected to share insights with studio colleagues regarding appropriate technological decisions within families of conventional building construction approaches

(i.e., timber frame, gridded steel framework, etc.). The majority of the semester is dedicated to an individual design project—the process includes detailed program development, design and detailing incorporating a range of integrated assembly componentry, mechanical systems, material compositions, etc.

- ARC 5733, *Advanced Building Technology and Sustainability*—primary evidence of student understanding. In the course, students learn the integration of building enclosure, environmental systems, and performance optimization for new and existing buildings. They examine innovation in building design methods, building energy performance, sustainable construction, and integrative design practices as they evaluate and apply the principles of sustainable design, including energy efficiency, resource and material conservation, and occupant well-being. Sustainable strategies to the conceptual and schematic phases of design include studying building form, orientation, and spatial layout crucial to achieving optimal green performance.

- In ARC 5193, *Principles of Global Architecture*, consideration is given to the political, social, ecological, economical, and technological context that informs the work of architects in different time periods and geological settings. The course is taught primarily using a case-study model through which students learn design principles that respond to historical, political, social, ecological, economical, and technological criteria and considerations. One case study may indicate a particular response that resonates with other responses found around the globe.

Certificate

The establishment of the Certificate in High-Performance Design and Sustainability has contributed to a growing interest among our students for increasing the technical tools in their “toolbox”. Several technical and system courses in the graduate program introduce students to a battery of digital tools and platforms. The Certificate also includes a theory course (ARC 5713, *Environmental Architecture and Sustainability*) that provides necessary foundational background and examples as well as advanced concepts and models.

Strategies for Continuous Improvement/Self-Assessment

- *Teaching Cohort/Training and Coordination*

All courses are typically taught by the same cohort of instructors from year to year, making assessment of individual courses and the sequence curricular more effective. Teaching assignments, however, could intentionally align technical faculty with design faculty to allow greater opportunities for communication and collaboration. This would also serve to reinforce the braids in between courses. This, however, requires a certain degree of cross-curricular coordination which needs to be introduced. Many of our advanced technical studios are taught by practicing architects, bringing their professional expertise and knowledge into the design studio environment, ensuring courses remain current.

- *The introduction of Rubrics to ensure content delivery*

Student learning and the teaching-learning environment and structure would be further strengthened through the introduction of concise metrics or rubrics to monitor course content and deliverables so that teaching-learning goals and student achievement can be understood and measured. The assessment and analysis of the results would contribute to changes in course delivery.

Highlighted Ongoing and Recent Enhancements

- *New faculty hires*

Recently (Fall, 2023) we brought two new voices into our program: two new Tenure Track faculty members were hired to support our High-Performance Design and Sustainability Certificate and to make contributions to our graduate technology courses.

- *Building Performance Lab (BPL)*

Introduced elsewhere in this document, the BPL will provide a center for faculty research and faculty-directed research. Currently, the BPL consists of two adjacent offices—a less than adequate solution; however, School leadership, in recognition of the importance of this Lab has requested a dedicated space. It is our goal that this Lab could also be associated with and contribute to an adjacent technical studio.

- *[New software + software updates](#)*

To support a growing focus on digital-analytical platforms—such as Building Performance Modeling software—we have recently acquired software and licensing to provide greater support for our advanced technology courses and graduate electives.

SC.5 Design Synthesis

Program Narrative

Introduction

Our Program addresses this criterion with two distinct approaches to design synthesis: technical and regulatory on one hand, and theoretical, program-based on the other. Between each of these approaches, there is considerable overlap. Throughout the Architectural Program, design studios alternate each semester between technical and topic / exploratory. The result builds incremental knowledge and skills through the design studio sequence in the MArch program. The braided curriculum also weaves reciprocal courses together: technical courses provide knowledge and skills that support studio projects in ARC 6126, *Advanced Design Studio* and ARC 6146, *Advanced Technical Studio*. In a similar fashion, history / theory courses nurture design synthesis and explorations in topic / exploratory studios—ARC 6136, *Advanced Topic Studio*, and ARC 6996, *Masters Project Studio*.

Each studio in the graduate sequence requires compliance with accessibility regulations and applicable Building Code standards. In addition to functional programming, students consider end user needs, and the environmental impact of both the building design, the site design, and material selections. As part of their site development and schematic phase, students study environmental factors and forces in the determination of building orientation, configuration, and massing, the use of smart technologies, and building envelope systems. Structural systems and construction methods draw from the technical classes. While this growing understanding is incremental, the primary evidence for SC. 5—the culmination of these approaches and synthesis of these components—is found in ARC 6146 and ARC 6996.

Curricular: Design Studio

- *ARC 6146 Advanced Technical Studio* (technical synthesis)

Technological integration as a synthetic design process is addressed through research and application of structural and material solutions to the individual student design proposals. Through researching established knowledge, precedent, example, or technical experts during each project, the students learn about and incorporate appropriate technology into their design solutions. Also, architectural production technology is practiced in the design context, from building physical models to hand and computer-aided design and drawing (CADD), to building information modeling (BIM), and presentation graphics. In design development (technical drawing) phase, students continue the development an integrated design by creating technical documents of the schematic design with custom and unique elements using sound building assemblies and industry standard technical graphics. Students also consider accessibility standards and regulations, occupancy, egress, and other accommodations in addition to and alongside consideration of the sequence of material fabrication, and design consequences of system and assembly selection and resolve construction at both the scale of the unit and the building.

In different sections of this course, pedagogy and approach vary. Each, however, relies on the prior acquisition of technical knowledge delivered through seminar/lecture instruction (ARC 5733, *Advanced Building Technology and Sustainability* as well as prior undergraduate / MArch3 technical coursework such as ARC 5933, *Structures* and ARC 5953, *Environmental Systems*) to support the exploration and testing that is conducted through studio design projects. The semester is structured around a single design project in which students develop individually, integrating building materials, services, environmental technologies, and systems. The product is a technical documentation of a comprehensive design synthesis.

As noted above, ARC 5933 and ARC 5953 provide students with working knowledge about structural and environmental systems (through reading and lecture), structural and building performance, efficient and climate-responsive design tools, how to analyze existing structures and building performance, and how to calculate loads (statics and strength) and energy usage. Students from other degree programs are screened for equivalent instruction. Students demonstrate their growing capacity in the technical areas in all studios, but the most complete can be found in ARC 6146 where students are asked to design and detail whole building including its structural and environmental systems. The core approach of ARC 6146 is consider design as a synthetic process of integrating structural, envelope, and environmental systems into a single whole. Studio instruction builds on technical coursework—exploring the inherent qualities of each system—both individually and integrated. Specific content and methodology may vary in each section; however, all approach design as a synthetic or integrative process that builds and evolves throughout the stages in the design process—from pre-design through documentation:

Pre-design and site analysis are parts of every studio section and project, within which varying degrees of expectation are required. While students develop their own designs, pre-design and site analysis are frequently conducted in teams to gather deeper knowledge which is then disseminated across the entire studio. Through knowledge acquisition, analysis, and discussion, pre-design supports individual students in developing their own projects after careful analysis of the larger context/site or issue. This synthetic process encourages both collaborative work and independent thinking. The process of programming, shaped by the initial pre-design phase, integrates design parameters including user requirements, building codes, regulations, restrictions, and other program requirements.

- *ARC 6996 Masters Project Studio* (theoretical and programmatic synthesis)

The culmination of the design studio sequence is the *Masters Project Studio* in which students produce a comprehensive study focusing on an independent design proposal and the complete representation of the project. Each student's project proposal builds on the independent and self-directed research from ARC 6931, *Masters Project Prep*—synthesizing a

theoretical position or set of ideas and overall goals to develop a building program. Students select their own site, establish the parameters of the design, develop a scheme and design development. Throughout the process, the initial inquiry, accumulated knowledge, and design goals shape the project. What remains a critical support of design synthesis is for students to encounter a wide range of ideas and viewpoints—many of them from outside the discipline. One means of supporting a broader inquiry is for studio faculty to “broadcast”—to introduce a variety of concepts and ideas and examples that draw from allied disciplines, making connections to the practice and processes of architecture (*Faculty Information Handbook*). This approach to design studio augments the limitations on content inherent in any curricula by encouraging self-directed study or, at least, a wider range of student interests.

The development of the independent Master’s Project—from ARC 6931 to ARC 6996—builds on the initial humanistic investigation into the topic that the student selected. Students conduct their research, gathering information, ideas, and precedents from a variety of sources —frequently influenced from other coursework. Topics and subjects of inquiry emerge as students accumulate a broader and deeper understanding of architecture and related fields of knowledge over their studies as an undergraduate. Our undergraduates have an extensive array of coursework in general studies and students from other programs, including those with professional and without professional degrees, who join our graduate programs typically have an equally diverse preparatory education. The a priori interests often play an important role in directing students towards particular topics for their Masters Project. We enhance student explorations through specific focus areas including Historic Preservation and High-Performance Design and Sustainability—both of which enable students to work towards a certificate. Also, ARC 5173, *Theory and Criticism*, and ARC 5193, *Principles of Global Architecture* provide students with a discipline focused approach to history and theory from which to draw from in their Masters Project. In addition, ARC 6136, while topic-specific studio, is also a further opportunity for students to encounter a wider variety of topics while applying their design skills.

Strategies for Continuous Improvement/Self-Assessment

- *Communication*

Fostering greater communication between classes that orbit one another—especially between technical coursework and technical design studios—will contribute to the integrated nature of the program structure. In the past, technical faculty have collaborated with design studio faculty in teaching some of the technical studios. The roadblock is the workload distribution and the need for faculty to take on greater responsibility, to find the time and have the interest to work outside of their usual zone or area of focus. Such collaborations require a priori faculty engagement and communication.

- *Staffing + Mentorship*

The Director and Assistant Director recognize the importance of matching faculty expertise with the course content and teaching-learning goals of each class and studio. Often it is a matter of mentorship or collaborative efforts between faculty teaching adjacent sections that can provide support to junior faculty as they gain experience teaching. This year, we plan on developing our Mentorship Program to further address the needs of FTT and Part-Time faculty and to establish senior faculty mentors in each subject area within the graduate program.

- *Open House*

As it is already an important tool in our on-going assessment, we have proposed extending its efficacy to focus on very specific criteria and teaching-learning goals and delivery. The event and the open faculty discussion that follows could be further formalized. The instructors will participate along with a sub-committee from the GPC.

- With the recent faculty attrition, including the retirement of two senior faculty teaching in the graduate program. The resulting instability has led School leadership to request additional Tenure / Tenure Track faculty lines specifically to address this “hole” in the program. Without senior, expert faculty teaching and mentoring, the graduate studio sequence has not been unified nor has it developed further. Any form of coordination has been lacking due to reliance on Part-Time and FTT faculty.

- *Studio Guidelines*

We have proposed a formal review and discussion of the Studio Guidelines with all instructors before the semester. This process will enable us to assess the Guidelines' content and integrate into them the recent self-assessment results.

Highlighted Ongoing and Recent Enhancements

- recently, the GPC, in concert with the GAR and the Director, proposed a series of adjustments in our graduate curriculum including a change to ARC 6931, *Masters Project Prep*. In Fall 2025, it will be transformed into ARC 6933, *Inquiries and Methods*—which is a 3cr course. Catalog changes will be assessed at the end of the first and second year after the new catalog. Getting student voices involved is an important part of the assessment process.

- In 2023, ARC 6931, *Masters Project Prep* was moved from the Spring to the Fall semester—placing it just prior to ARC 6996, *Masters Project Studio* (taught in the Spring)—building a stronger bridge between courses.

- We have recently hired two new Tenure Track faculty members (beginning Fall 2023) who have strong

backgrounds and research in fields related to building technologies. They also have an interest in connecting that knowledge to design studio teaching.

SC.6 Building Integration

Program Narrative

Introduction

Design is inherently complex. It is not a true art, but one that must contend with actuality. Integrative thinking requires the ability to consider multiple parts or facets of a design problem and, at the same time, accommodate the search for a whole. The design process is inherently a tangle in which the designer must entertain multiple, often conflicting forces and aspects—from environmental to socio-political, from historical to technological, from aesthetic to practical. Integrative thinking is a process of negotiating—of forming conjectures and suppositions in the form of design proposals. These are tested through the mechanisms of the design studio: presentation, analysis, discussion, and critique. Like any negotiation, it goes back and forth as each different force or issue asserts itself. SA+P has a long history of asserting the importance of situational and cultural aspects—both as precedents and active forces that can shape the design process. Sites, like programs, increase in complexity as students move through sequential courses and design studios. This requires students to consider a broad range of contexts in which their solutions are developed and issues that must be addressed, embraced, or challenged.

Following two complementary modes and approaches, *Advanced Building Technology and Sustainability* (ARC 5733) and *Advanced Technical Studio* (ARC 6146) play primary roles in addressing SC. 6, Building Integration.

- *ARC 6146, Technical Studio*

requires students to demonstrate the integrative thinking and application of technical knowledge and design skills that shape complex design and technical solutions. The studio is focused on design as the resolution of comprehensive architectural problems and the integration of building materials, services, systems, life safety, and functional considerations that involve technical documentation, comprehensive design, and collaboration. For the past four years, this course has been taught by faculty who have followed complimentary methodologies. The first alternates between individual and group work towards the completion of multiple projects, while the second, Pemberton, (who is also our Architecture Licensure Advisor), focuses on an office-based teamwork approach that is expected to complete a singular project of reasonable complexity. Both are seasoned practitioners with continuous ties to professional practice.

Projects in each studio intentionally involve complex programmatic issues, typically involving long span and cellular spaces, a variety of occupancies, and the need to negotiate public and private functions. Presentations involve guest critics and technical experts. These are supported by interim informal pinups and desk critiques, class discussions and faculty presentations. The studio focuses on site and program analysis, circulation and accessibility / egress as well as the integration of structural systems, environmental response, and building envelop systems.

ARC 6146 - Approach #1: *Steve Patmon approaches the course following a logic/structure entitled: “Reinforcing a Cumulative Process”.*

- The course intends to prepare students to transition from the academy to professional practice in a manner that reinforces the importance of group work and the reality that all endeavors of architecture are dependent on the collective and coordinated work efforts involving an array of specialized practitioners. Students participating in the class must work on individual and team-based research, design problem solving, and develop highly technical design proposal presentations. The following “layered” process that informs this curriculum includes Phase 1 - An introductory “primer” Tectonics Exercise (see above, SC.4), Phase 2 - Team-oriented Studio work. The instructor assembles a “team” of students hypothetically assuming the role of design architect that is contracting a “production” firm to advance architectural concepts in a manner representative of such actual collaborative practice ventures. Project work includes concept design refinements and modifications, work schedule development, graphic representation criteria (line weights, sheet compositions, etc.) all contributing to a systematically achieved design development set of drawings and outline project manual. Phase 3 - Individual Design project (limited size and program - i.e. suburban fire station, environmental interpretive center, small medical office, etc.) (see above, SC.4).

ARC 6146 - Approach #2: *Prof. Pemberton’s approach to the course has followed the following logic/structure entitled: “Collaborative Architectural Office”*

- The course is a comprehensive design studio that operates in a collaborative manner similar to that of an architecture firm. Students complete, as a group, one detailed and complex project throughout the semester, with several components to consider. Structured like a professional office, the class consists of presentations, desk crits, drawing, modeling, reading and discussions. Specifically, the project sequence includes research, programming, code review, LEED assessment, Building Design, and Technical Documentation.

Non-Studio course work

- ARC 5733, Advanced Building Technology + Sustainability

Address issues of systems integration and performance optimization, fostering the ability to make informed design decisions within architectural projects. This advanced course is designed to provide students with a deep understanding of how sustainable practices and technologies can be incorporated into an integrative design process leading to enhance building performance.

The objective of this ARC 5733 is to provide a survey and analysis of recent advances in building systems and technologies with special emphasis on sustainability and environmental performance-related issues. The course introduces students to emerging areas and state-of-the-art technologies and their implications on architectural design. The focus is on qualitative patterns, quantitative performance parameters, and analysis methodologies and techniques for these systems and technologies. Emphasis is placed on issues related to the design of high-performance, energy-efficient, and carbon-neutral buildings. Teaching-learning goals include:

- Students learn to identify the underlying issues influencing current technological advances in architectural technology, environmental sustainability, and building performance.
- Students will become aware of leading areas of technological development in architectural technology, environmental sustainability, and building performance.
- Students will demonstrate an ability to compare and evaluate different information sources and synthesize information from multiple sources into a critical assessment or Position.
- Students will demonstrate an ability to use research to inform design decisions based on multiple competing criteria.
- Students will practice and gain experience in team working skills.

Strategies for Continuous Improvement/Self-Assessment

- *Braiding the Curriculum*

The Program leadership is discussing establishing a closer, perhaps more formal connection between Advanced Technical Studio and faculty who teach technical courses. This braiding could take many forms including technical learning modules that present selected content within the design studio. Applicable tools would address the design project rather than general application. Another approach is for technical faculty to co-teach the design studio.

- *Studio Guidelines*

Review of the Studio Guidelines with the involvement, input, and feedback from technical studio instructors as well as students. The current NAAB criteria, while integrated into the Studio Guidelines, has never undergone assessment. This coming NAAB team visit and VTR might offer clues for areas where we need to focus. Certainly, the on-going discussion among faculty and the GPC will continue to foster a supportive environment where evolution of these courses is welcome.

- *Expansion of Mentorship*

Mentoring Part-Time and FTT faculty regarding approaches to teaching and course content is an important step to take. Currently, our Mentorship Program has focused on Tenure Track (junior) faculty members. We are considering extending it to include approaches that would support other tracks.

Highlighted Ongoing and Recent Enhancements

- *Open House*

The Open House event and the discussions that follow the exhibition of student work have been progressively more formalized in recent years. While the event serves as a connection to the family and the professional community of San Antonio, it also serves to gather the work of our students—forming a cross-section of the entire Architecture Program. In a time marked by fragmentation, the Open House is one of the key tools for visualizing the curriculum and for discussing the student production and delivery methods among faculty and leadership. We aim to take the next step in formalizing this coming semester: setting aside a day for cohorts of instructors to assess portions of the program they were not teaching. Each cohort or team would be responsible for an assessment report and a presentation to the GPC and UCC respectively.

4—Curricular Framework

4.1 Institutional Accreditation

The most recent VTR from March of 2017 describes that the Master of Architecture degree program was granted an eight-year term of accreditation. A copy of that report may be found [here](#). The next visit is expected in 2025.



March 9, 2017

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Dear Dr. Reyes,

At their February 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the University of Texas at San Antonio.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation. The term is effective January 1, 2016 and the program is scheduled for its next visit for continuing accreditation in 2024.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. UT-San Antonio's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the VTR is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Vincent Canizaro, Chair
Ronald J. Battaglia, FAIA, Team Chair

Enc: Final Visiting Team Report

4.2 Professional Degrees and Curriculum

4.2.1 Professional Studies

Overview

The School of Architecture + Planning offers two NAAB-Accredited degree programs leading to an MArch degree: The MArch 2 track is a studio-based two-year course of study that requires a preprofessional degree + 52 graduate semester credit hours. The MArch3 program is a studio-based, three-year course of study that requires a non-preprofessional degree + (up to) 37 preparatory graduate semester credit hours during the first year + 52 graduate semester credit hours, for a total of (up to) 89 graduate semester credit hours. The complete Masters' curriculum can be viewed here in the [Graduate Catalog](#).

MArch3—Preparatory Year

Studio Courses: 18 cr

- ARC 5156, *Intro Studio 1*, 6 cr
- ARC 5166, *Intro Studio 2*, 6 cr
- ARC 5176, *Intro Studio 3*, 6 cr

Skills + Practice: 1 cr

- ARC 5011, *Introduction to Architecture + Design*, 1 cr

History + Theory: 3 cr

- ARC 5623, *History of Modern Architecture*, 3 cr

Technical: 15 cr

- ARC 5913, *Introduction to Construction materials and Concepts*, 3 cr
- ARC 5923, *Principles of Structures*, 3 cr
- ARC 5933, *Structures*, 3 cr

- ARC 5943, *Principles of Environmental Systems*, 3 cr
- ARC 5953, *Environmental Systems*, 3 cr

+ Electives

MArch2

Studio Courses: 24 cr

- ARC 6126, *Advanced Design Studio*, 6 cr
- ARC 6136, *Advanced Topics Studio*, 6 cr
- ARC 6146, *Advanced Technical Studio*, 6 cr
- ARC 6994, *Masters Project Studio*, 6 cr

Skills + Practice: 4 cr

- ARC 6931, *Masters Project Prep*, 1 cr
- ARC 5133, *Professional practice and Ethics*, 3 cr

History + Theory: 6 cr

- ARC 5173, *Theory and Criticism*, 3 cr
- ARC 5193, *Principles of Global Architecture*, 3 cr

Technical: 3 cr

- ARC 5733, *Advanced Building Technology and Sustainability*, 3 cr

+ Electives

4.2.3 Optional Studies + Concentrations

SA+P provides the options for students to explore focus areas in their studies. The school offers three graduate certificates: High Performance Design & Sustainability, Historic Preservation, Urban & Regional Planning.

Graduate Certificates

- The [Graduate Certificate in High-Performance Design and Sustainability](#) enables students the opportunity to gain understanding and skills in various aspects of sustainability and high environmental performance in the built environment. The certificate provides students with an understanding of the theoretical underpinnings of high-performance design and sustainability and prepares them for further graduate studies in this area. It also provides skills and knowledge complimentary to the pursuit of a professional career in the design and analysis of high-performance buildings and sustainability. The program is in the School of Architecture and Planning and may be most effective for students with skills commensurate with a degree or experience in architecture for the most effective educational experience. However, other skills may be considered as relevant to the certificate (to be determined in consultation with the certificate coordinator/GAR), and it remains open to students from a variety of backgrounds. Students from different backgrounds may be required to take preparatory courses to provide them with the level of knowledge and expertise needed for the certificate. Certificate Coordinator: Vince Canizaro

Required courses: 6 cr

- ARC 5713, *Environmental Architecture and Sustainability*, 3 cr
- ARC 5733, *Advanced Building Technology and Sustainability*, 3 cr

Electives are to be selected from a list found in the graduate catalog and subject to approval by the Certificate Program Coordinator.

Courses taken for the Graduate Certificate in High-performance Design and Sustainability can be applied toward other graduate degree programs such as the Master of Architecture and the Master of Science in Architecture degrees. Students will be advised by the High-Performance Design and Sustainability Certificate Program Coordinator.

- The [Graduate Certificate in Historic Preservation](#) enables graduate students from multiple program areas to receive tangible confirmation of skills and comprehension in historic preservation. A Graduate Certificate in Historic Preservation offers students from any discipline the opportunity to take historic preservation classes with rationale and purpose. Certificate holders can gain employment advantages in fields related to archaeology, architecture, business, engineering, geography, historic preservation, history, interior design, landscape architecture, law, museum studies, political science, public policy, social science, and urban and regional planning. Many government jobs within federal, state, and local agencies specifically require or desire graduate-level training in historic preservation. All states, many counties, and most large cities have nonprofit organizations and societies devoted to historic preservation. Within the construction industry there is currently a huge trend upwards in adaptive use of existing buildings, especially within previously abandoned downtown areas. There is widespread demand for professionals with specialized training in historic preservation. Certificate Coordinator: Angela Lombardi

Required courses: 6 cr

- ARC 5203, *History and Theory of Preservation*, 3 cr
- ARC 6413, *Sustainable Preservation Technology*, 3 cr or ARC 6433, *World Heritage Management*

Electives are to be selected from a list found in the graduate catalog and subject to approval by the Certificate Program Coordinator.

Courses taken for the Graduate Certificate in Historic Preservation can be applied toward other graduate degree programs such as the Master of Architecture and the Master of Science in Architecture degrees. Students will be advised by the Historic Preservation Certificate Program Coordinator/Advisor.

- *The [Graduate Certificate in Urban and Regional Planning](#)* is a 15-semester credit-hour program. Degree-seeking or special graduate students from any discipline at UTSA are allowed to complete the Certificate in Urban and Regional Planning (URP) program. Students will be advised by the URP Certificate Program Coordinator/Advisor. Interested individuals should contact the Urban and Regional Planning Certificate Program Coordinator within the School of Architecture and Planning. Certificate Coordinator: Esteban Lopez-Ochoa

Required courses: 6 cr

- URP 5333, *Introduction to Urban and Regional Planning*, 3 cr
 - URP 5343, *History and Theory of Urban and Regional Planning*, 3 cr or PAD 5103, *Planning Land Use Law*
- Electives are to be selected from a list found in the graduate catalog and subject to approval by the Certificate Program Coordinator.

Courses taken for the Graduate Certificate in Urban and Regional Planning can be applied toward the Master of Science in Urban and Regional Planning, Master of Architecture, and Master of Science in Architecture degrees. Students will be advised by the Urban and Regional Planning Certificate Program Coordinator/Advisor.

Undergraduate Opportunities

- *Certificate in Design Communication + Fabrication*

This certificate offers a broad inquiry the technological tools that are changing and challenging both the profession and education. The means, materials, and methods that are generative of the built environment, are marked by the evolution of digital technology and the increased use of data collection, automation and AI. Design communication and fabrication methods are increasingly informing the changes within the practice of Architecture and Interior Design. A certificate in Design Communication and Fabrication provides students with a strong theoretical basis that integrates creative problem-solving skills with an understanding of the aesthetic, technological, and behavioral aspects of design.

- *University Honors College*

Following an experiential approach that helps students of all majors become leaders, develop as professionals, and intellectually achieve beyond coursework, students have opportunities to pursue an Honors degree while pursuing a BS Arch. The degree culminates in an 'Honors Project'—an opportunity to synthesize student understanding in a research project or creative work that selected by the student. Honors students develop a Program of Study (POS) tailored to meet different educational, career, and life goals.

4.2.5 Overview of Degrees Offered by SA+P

The School offers two four-year undergraduate degrees (Bachelor of Science in Interior Design, and Bachelor of Science in Architecture) as well as three graduate degrees: Master of Architecture, Master of Science in Architecture, Master of Science in Urban and Regional Planning. SA+P does not offer a BArch degree.

4.2.5 Master of Architecture Degree – The Professional Program

The School of Architecture + Planning offers the Master of Architecture (MArch) as a STEM-designated, first professional degree (terminal degree) for those intending to enter the professional practice of architecture. The MArch is currently accredited by NAAB, the National Architectural Accrediting Board, the sole agency authorized to accredit U.S. professional degree programs in architecture. SA+P offers two pathways to the MArch degree.

The MArch2 program is designed for students who have earned architectural degrees (such as B.A., B.S., and B.E.D.) and consists of studies focused on developing the next generation of critical practitioners. This studio-based professional program is normally two years (52 semester credit hours) in length and is completed via an independently derived, research-informed design project.

The MArch3 program is designed for students with undergraduate degrees in fields other than architecture. This STEM-designated, professional program includes one year of preparatory studies (up to 37 semester credit hours) in preparation for the following two years (52 semester credit hours) of the Master of Architecture (MArch2) program sequence. These preparatory studies are required to be completed in full, as a condition of admission. We encourage students from all

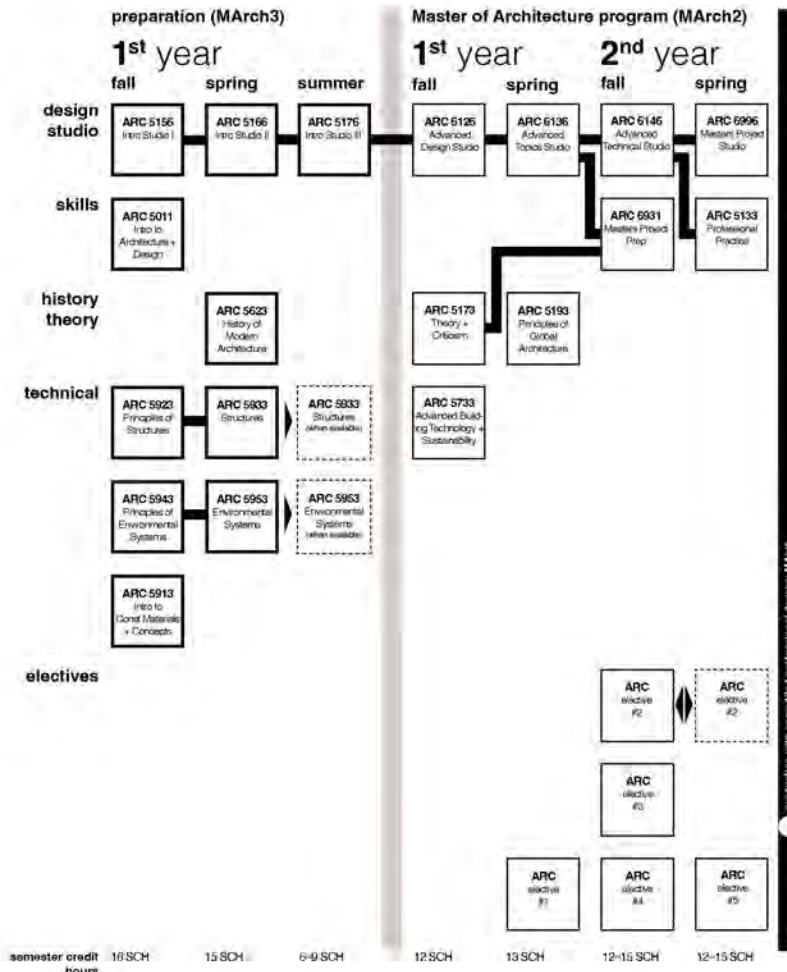
disciplines to consider this program as a means of entering the profession of architecture.

MArch2 (preprofessional degree + 52 graduate semester cr hrs).

MArch3 (non-preprofessional degree + (up to) 37 preparatory graduate semester cr hrs + 52 graduate semester credit hours = (up to) 89 graduate semester cr hrs).

- An inventory of required and elective graduate level courses may be found in the [Graduate Catalog here](#)
 - *Required coursework*

Code	Title	Credit Hours
A. 37 semester credit hours of the following required courses:		37
ARC 5133	Professional Architectural Practice and Ethics	
ARC 5173	Architectural Theory and Criticism	
ARC 5193	Principles of Global Architecture: Place, Context & Culture	
ARC 5733	Advanced Building Technology and Sustainability	
ARC 6126	Advanced Design Studio	
ARC 6136	Advanced Topics Studio	
ARC 6146	Advanced Technical Studio	
ARC 6931	Master's Project Preparation	
ARC 6996	Master's Project	
B. One 3-semester-credit-hour elective, chosen from the following list of courses:		3
ARC 5203	History and Theory of Preservation	
ARC 5533	Contemporary Materials in Architecture and Design	
ARC 5603	Advanced Seminar in Architectural History	
ARC 5713	Environmental Architecture and Sustainability	
ARC 5813	History and Theory of Urban Form	
ARC 6823	Study Abroad: Advanced Architectural History/Theory	
C. 12 semester credit hours of electives. No more than 6 semester credit hours of electives from outside of the School of Architecture and Planning will apply toward the Master of Architecture degree.		12
Total Credit Hours		52



Additional Courses of Study

Historic Preservation Certificate 15 SCH

A 6 semester credit hours of REQUIRED courses:

- ARC 5203 History & Theory of Preservation
- either ARC 6413 Sustainable Preservation Technology or ARC 6423 Architectural Conservation Theory

B 9 semester credit hours from the following list (or any additional pre-approved elective):

- ARC 5233 Architectural Surveys and Measured Drawings
- ARC 5423 Legal and Economic Aspects of Preservation
- ARC 6003 Morphology of the Architecture of the Southwest
- ARC 6136 Advanced Topics Studio (with studio option)
- ARC 6443 Internal Charters, Guidelines and Historic Site Mgmt
- ARC 6463 Heritage Tourism Planning and Design
- ARC 6493 Architectural Transformations
- Either ARC 6413 or ARC 6423 (if not taken to meet req. in Section A)

High Performance Design and Sustainability Certificate 15 SCH

A 6 semester credit hours of REQUIRED courses:

- ARC 5713 Environmental Architecture and Sustainability
- ARC 5733 Advanced Building Technology & Sustainability

B 6-9 semester credit hours from the following list:

- ARC 5723 Applications in Sustainable Design
- ARC 5743 Building Performance Modeling and Simulation
- ARC 5753 Advanced Daylighting Design and Analysis
- ARC 5763 Post-Occupancy Evaluation of Buildings
- ARC 5773 Environmental Life Cycle Assessment of Buildings

C 0-3 SCH of elective courses (or others by Coordinator approval):

- ARC 6413 - Sustainable Preservation Technology
- ARC 6513 - Sustainable Tourism Development
- CE 5643 - Sustainable Energy Systems
- CSM 5243 - Sustainable Construction and Delivery

Urban and Regional Planning Certificate 15-18 SCH

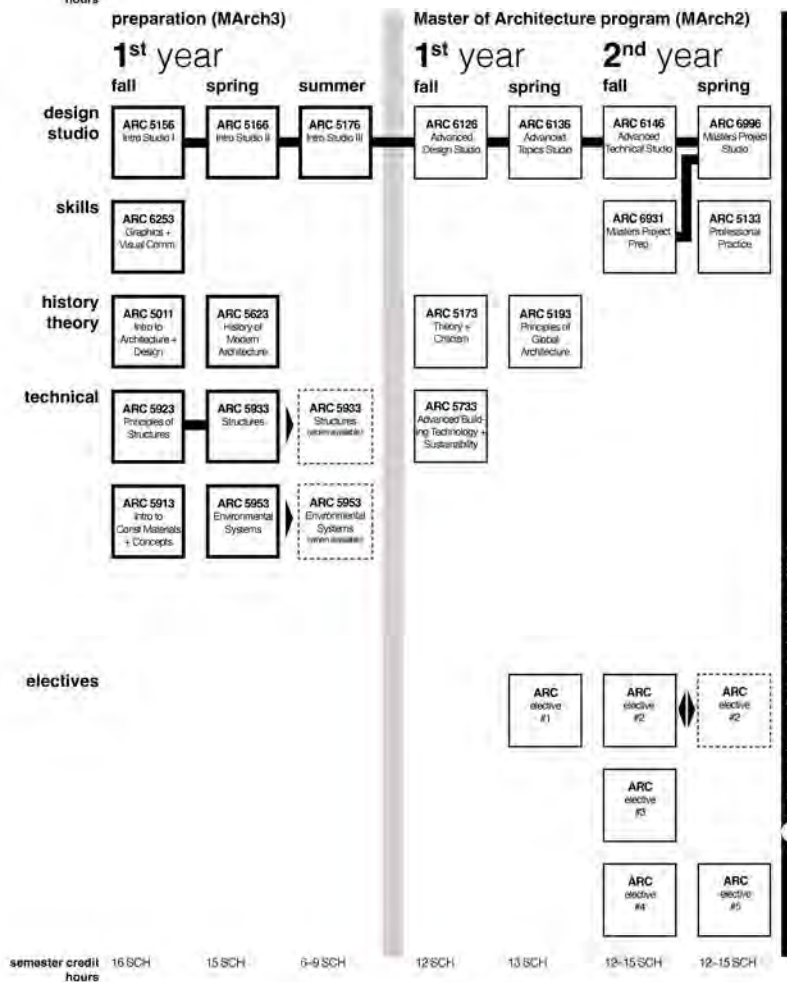
A 9 semester credit hours of REQUIRED courses:

- URP 5323 Community and Regional Planning
- URP 5333 Introduction to Urban and Regional Planning
- URP 5343 History and Theory of Urban and Regional Planning

B 6-9 semester credit hours of graduate elective courses approved by the Urban and Regional Planning Certificate Coordinator

note
Dashed line indicates class should be taken during any one of these semesters. Please note that the availability of elective courses in the summer cannot be guaranteed.

MArch3-MArch2 program of study (fall 2024)



Additional Courses of Study

Historic Preservation Certificate 15 SCH

A 6 semester credit hours of REQUIRED courses:

- ARC 5203 History & Theory of Preservation
- either ARC 6413 Sustainable Preservation Technology or ARC 6423 Architectural Conservation Theory

B 9 semester credit hours from the following list (or any additional pre-approved elective):

- ARC 5233 Architectural Surveys and Measured Drawings
- ARC 5423 Legal and Economic Aspects of Preservation
- ARC 6003 Morphology of the Architecture of the Southwest
- ARC 6136 Advanced Topics Studio (with studio option)
- ARC 6443 Internal Charters, Guidelines and Historic Site Mgmt
- ARC 6463 Heritage Tourism Planning and Design
- ARC 6493 Architectural Transformations
- Either ARC 6413 or ARC 6423 (if not taken to meet req. in Section A)

High Performance Design and Sustainability Certificate 15 SCH

A 6 semester credit hours of REQUIRED courses:

- ARC 5713 Environmental Architecture and Sustainability
- ARC 5733 Advanced Building Technology & Sustainability

B 6-9 semester credit hours from the following list:

- ARC 5723 Applications in Sustainable Design
- ARC 5743 Building Performance Modeling and Simulation
- ARC 5753 Advanced Daylighting Design and Analysis
- ARC 5763 Post-Occupancy Evaluation of Buildings
- ARC 5773 Environmental Life Cycle Assessment of Buildings

C 0-3 SCH of elective courses (or others by Coordinator approval):

- ARC 6413 - Sustainable Preservation Technology
- ARC 6513 - Sustainable Tourism Development
- CE 5643 - Sustainable Energy Systems
- CSM 5243 - Sustainable Construction and Delivery

Urban and Regional Planning Certificate 15-18 SCH

A 9 semester credit hours of REQUIRED courses:

- URP 5323 Community and Regional Planning
- URP 5333 Introduction to Urban and Regional Planning
- URP 5343 History and Theory of Urban and Regional Planning

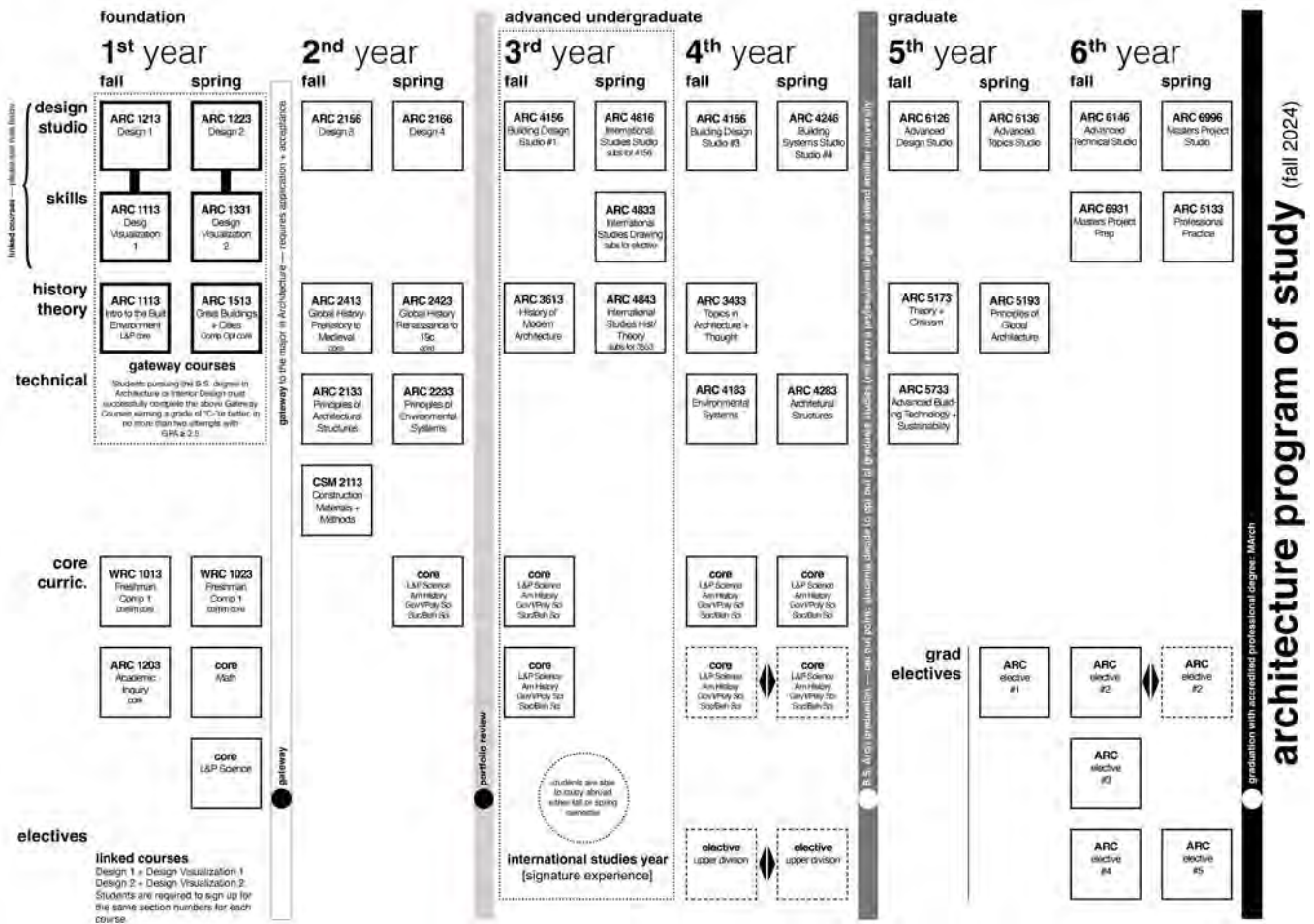
B 6-9 semester credit hours of graduate elective courses approved by the Urban and Regional Planning Certificate Coordinator

note
Dashed line indicates class should be taken during any one of these semesters. Please note that the availability of elective courses in the summer cannot be guaranteed.

MArch3-MArch2 program of study (changes for fall 2025)

graduation with accelerated professional degree: MArch

graduation with accelerated professional degree: MArch



4.3 Evaluation of Preparatory Education

4.3.1 MArch2 Applicant Evaluation Process

• Master of Architecture 2 Program Admission Requirements

In addition to University-wide admission requirements, applicants must have completed a preprofessional bachelor's degree in architecture with a minimum grade point average of no less than 3.0 in the applicant's last 60 hours of coursework (including all graduate and postgraduate coursework taken).

• MArch2 Admissions Policy + Procedures

Admission review for entrance into the UTSA graduate programs in architecture, MArch2 and MArch3, is the responsibility of the graduate faculty membership of the Graduate Programs Committee (GPC), with support from the Graduate Advisor of Record (GAR). In the summer of 2024, the Graduate Advisor of Record created a new standard evaluation form as well as a new Graduate Applications Review Committee to review MArch applications. The Graduate Applications Review Committee is fully responsible for the evaluation of complete applications that include a portfolio and all other submitted materials such as a statement of purpose and letters of recommendation. Faculty on the review committee are required to complete a MS Form: [standard evaluation form for MArch2](#) or a [standard evaluation form for MArch3](#) (example at the link) documenting their recommendations. Each applicant must be reviewed by at least three graduate faculty. While GPA and portfolio are the criteria that are weighted most heavily, the evaluative process for graduate admission is a holistic review of the complete qualitative and quantitative elements. A minimum GPA of 3.0 is typically needed to be accepted and the last 60 hours of completed coursework from a student's transcript may be considered.

• Keep Running With Us

Beginning in 2013, the graduate school developed a special admissions process for exceptional undergraduate students at UTSA, referred to as the VIP admissions. This process is now called the [Keep Running With Us, KRWU](#), program and allows each program to streamline admissions, through and nomination and review process, of students with exceptional academic records of performance in the appropriate UTSA undergraduate program. Students with a minimum cumulative GPA of 3.0 and/or who were nominated by individual faculty and/or the School are eligible. These KRWU students are permitted / invited to apply to the graduate programs (MArch2 program for those earning a Bachelor of Science in Architecture and MArch3 program for those earning the Bachelor of Science in Interior Design) by completing only the application. The school is supported by the College which provides a list of students who have applied for graduation who

meet the GPA criteria for KRWU. The school uses that list to invite students who have not yet applied for graduate school.

- *Transfer Students*

SA+P is among the Colleges and Universities of Texas that use the Texas Common Course Code for courses offered in the first two years of undergraduate education. This provides fewer barriers for transfer students. All transfer students submit official transcripts of all academic work to UTSA Admissions which determines the transfer of credits to the University; The School of Architecture + Planning determines the application of such credits to our degree. Students transferring from an accredited architecture program are considered for advanced placement after an evaluation of past courses and a review of their portfolio which is conducted by the UGAR in conjunction with the UCC.

Requirements for applying for financial aid may be found at the UTSA One Stop Enrollment

All candidates for admission have access to adequate information about the program, the application, and the admission process from [the SA+P website](#) and the [UTSA Admissions website](#).

In 2022 - 2024 admissions consisted of a total of 136 applicants.

Fall 2022:	MArch2:	43 applicants, 42 admitted (98%), 30 enrolled (71%) KRWU = 16 applicants, 15 admitted, 9 enrolled
	MArch3:	15 applicants / 15 admitted (100%), 7 enrolled (47%)
Fall 2023:	MArch2:	41 applicants / 40 admitted (98%), 23 enrolled (58%) KRWU = 10 applicants, 10 admitted, 6 enrolled
	MArch3:	15 applicants / 11 admitted (73%), 10 enrolled (67%)
Fall 2024:	MArch2:	52 applicants / 50 admitted (96%), 31 enrolled (62%) KRWU = 16 applicants, 16 admitted, 12 enrolled
	MArch3:	11 applicants / 09 admitted (82%), 5 enrolled (50%)

4.3.2 MArch3 Admissions Process

Evaluation of Preparatory Education of Non-UTSA students with pre-professional degrees in architecture - The architecture program at the University of Texas San Antonio has the following policy in place and clearly identified on our website with admissions information. This review is completed by the GAR and is done through a review of official transcripts, course descriptions, and course syllabi when necessary. These evaluations are captured via a [standard evaluation form](#) and completed reviews are kept on file. Students are notified in writing / or via phone of the need for the review upon receipt of the completed application by the GAR, and deficiencies or need of remedial coursework communicated prior to the student's acceptance of admission should such approval be granted.

- The Master of Architecture 3 Program, M.Arch. 3 program, is designed for students with undergraduate degrees in fields other than architecture. This STEM-designated, professional program includes one year of preparatory studies (up to 37 semester credit hours) in preparation for the following two years (52 semester credit hours) of the Master of Architecture (M.Arch. 2) program sequence. These preparatory studies are required to be completed in full, as a condition of admission. We encourage students from all disciplines to consider this program as a means of entering the profession of architecture. The architecture program at the University of Texas San Antonio has the following policy in place and clearly identified on our website with admissions information:

All candidates for admission from schools or programs outside of the UTSA B.S. Architecture degree are subject to review for satisfaction of NAAB SC 4 as it relates to structural and environmental systems. Students whose undergraduate degrees do not demonstrate satisfaction will be required to take additional coursework to remedy this deficiency.

- *Master of Architecture 3 Program Admission Requirements*

In addition to university-wide admission requirements, applicants must have completed a bachelor's degree with a minimum grade point average of no less than 3.0 in the applicant's last 60 hours of coursework (including all graduate and postgraduate coursework taken). A complete application package consists of the following:

- Completed Application form,
- Official transcripts from all universities attended,
- Graduate Record Examination (GRE) scores. Starting in Fall 2024 admission cycle, GRE test scores were no longer required,
- Two (2) Letters of Recommendation,
- Letter of Intent, that clearly and succinctly outlines the applicant's goals for graduate study, including the anticipated focus of study and impact on subsequent professional practice,
- Portfolio of work indicative of the applicant's preparedness for the study of architecture,
- Test of English as a Foreign Language (TOEFL) scores for international applicants whose native language is not English.

- *Master of Architecture 3 Program Requirements*

The M.Arch. 3 program requires **up to** 37 semester credit hours of preparatory studies and 52 semester credit hours of the M.Arch. 2 program sequence for this degree, exclusive of coursework or other study required to remove admission deficiencies. Credit toward the program is earned only for grades of “A,” “B,” and “C.” Students must also maintain an overall grade point average of 3.0. The Master of Architecture 3 program in architecture consists of Preparatory Studies, Performance Evaluation, and Master of Architecture 2 program. The preparatory studies coursework consists of the following courses:

ARC 5011	Introduction to Architecture and Design
ARC 5156	Introductory Design Studio I
ARC 5166	Introductory Design Studio II
ARC 5176	Introductory Design Studio III
ARC 5623	History of Modern Architecture
ARC 5913	Introduction to Construction Materials and Concepts
ARC 5923	Principles of Structures
ARC 5933	Structures
ARC 5943	Principles of Environmental Systems
ARC 5953	Environmental Systems

4.3.3 Admissions Process

The Program articulates the evaluation of a baccalaureate-degree or associate-degree in the admission process using the [UTSA Admissions Portal](#). In addition to University-wide admission requirements, applicants must have completed a preprofessional bachelor’s degree in architecture with a minimum grade point average of no less than 3.0 in the applicant’s last 60 hours of coursework (including all graduate and postgraduate coursework taken). A complete application package consists of the following:

- Completed Application form;
- Official transcripts from all universities attended;
- Graduate Record Examination (GRE) scores. *Starting in Fall 2024 admission cycle, GRE test scores were no longer required,*
- Two (2) Letters of Recommendation,
- Letter of Intent, that clearly and succinctly outlines the applicant’s goals for graduate study, including the anticipated focus of study and impact on subsequent professional practice,
- Portfolio, documenting proficiency in design, graphic communications, and other creative work, and
- Test of English as a Foreign Language (TOEFL) scores for international applicants whose native language is not English.

An application fee and all application materials must be submitted on the application portal found on the [Graduate Admissions website](#). Please consult the [Architecture \(M.Arch.\) application website](#) for application deadlines and contact information. Please consult the Klesse College of Engineering and Integrated Design’s website for more information about the [School of Architecture and Planning](#) and its programs.

5—Resources

5.1 Structure and Governance

5.1.1 Administrative Structure: UTSA

The University of Texas San Antonio (UTSA) is an institution of The University of Texas System. [Governance of the University](#) is vested in the nine-member Board of Regents of The University of Texas System. Members are appointed by the Governor and confirmed by the Senate. UTSA is led by [President](#) Taylor Eighmy who is assisted by a staff including the [Provost](#) and Vice President for Academic Affairs (Heather Shipley, Ph.D.), the Executive Vice President for Business Affairs (Veronica Salazar), the Associate Vice President of Community and Government Relations (Albert A. Carrisalez), the Interim Vice President of Research (JoAnn Browning) and the Senior Vice Provost for Student Affairs (LT Ronbinson). All colleges are led by Deans, including the Graduate School, which is led by Dr. Ambika Mathur, Vice Provost for Graduate & Postdoctoral Studies and Dean of the Graduate School. University-wide [faculty and staff governance](#) includes the University Assembly, Faculty Senate, Graduate Council, Staff Council and a host of other committees and sub-committees.

Administrative Structure: The School of Architecture + Planning

The UTSA Architecture Program is a part of the School of Architecture + Planning, which is one of five administrative units (Departments and Schools) in the Klesse College of Engineering and Integrated Design. KCEID is led by Dean Eric Brey, Ph.D. and Associate Deans Dr. David Akopian, Dr. Arturo Montoya, Saadet Toker-Beeson, PhD, and Ram Krishna, PhD. In addition, KCEID leadership includes two Assistant Deans: Jill Ford, Director of Student Success and Kirstin Wilsey, Assistant Dean for Fiscal Administration. The School of Architecture + Planning is led by Mark Blizard, RA, who serves as Director; John Bagarozzy, Assistant Director; David Matiella, Graduate Advisor of Record (Architecture); Steve Temple, Undergraduate Advisor of Record (Architecture); Esteban Lopez-Ochoa, Coordinator of the Urban and Regional Planning program; Kristin Lee, Coordinator of the Interior Design program; and Curtis Fish, Signature Experience Coordinator. The School is supported by a staff of two administrative assistants and two technical staff who manage the School's printshop, makerspace, wood shop, and related functions.

- *Director* (Mark Blizard)

The position of Director was established with the formation of the School of Architecture + Planning and the merger of the Architecture, Interior Design, and Urban and Regional Planning Programs into the restructured Klesse College of Engineering and Integrated Design in 2019. Mark Blizard was named inaugural Director for a three-year term beginning in Fall 2021. Before this, the Architecture and Interior Design Programs were under a Department Chair under the Dean of CACP. The Director reports directly to the KCEID Dean, Eric Brey. The Director is responsible for consulting with and representing the interest of the department faculty and university on policies, plans, and procedures that affect the department. He has the responsibility under the Dean for the operation of the School including managing the budget and supporting faculty development. The Director organizes the management of the School and its curriculum through active engagement and input from the faculty, staff, and students. He maintains a collegial environment of shared governance and promotes student success, provides leadership in space and facility needs, contributes to strategic planning, provides leadership in faculty and staff recruitment and professional development, and engages in academic program development. The appointment of the Chair is determined through a search process administered by the dean involving all departmental faculty and appropriate college and university administrators and other interested groups as determined by the dean.

- *Assistant Director* (John Bagarozzy)

The Assistant Director is appointed by the Director and serves under the Director's leadership. Primary responsibilities include the day-to-day management of staff, facilities, labs and shops, including space management, studio and office assignments, and conflict resolution. The Assistant Director is also responsible for our regular academic events including Career Fair, end of semester Review Week, and end of year Open House and Awards Ceremony. He also chairs the FTT faculty searches and Part-Time faculty pool. Armando Araiza, our previous Assistant Department Chair, held this position through Fall, 2022. When he stepped down, John Bagarozzy was appointed for a three-year term.

- *The School Executive Advisory Council* (SEAC)

The SEAC functions as an advisory group to the Director. The SEAC consists of the Assistant Director, GAR, UGAR, Interior Design Coordinator, Urban and Regional Planning Coordinator, Signature Experience Coordinator. The council advises the Director on issues and challenges regarding space / facilities management and needs, faculty retreats, staffing, scheduling concerns, general faculty or student concerns, development of academic standards, planning, and any other matters of importance to the Director and/or the School that may be requested. The SEAC is also empowered to bring issues and areas of concern to the Director for his attention. Meetings are frequently combined with regular School leadership meetings, once per month, or as necessary throughout the academic year.

- *Graduate Advisor of Record* (David Matiella)

The GAR coordinates with the Director and with the Graduate School and accrediting agencies and SACSCOC assessment. The GAR's primary duty is to advise graduate students in the MArch2, MArch3, and MS Arch programs and guide and track the matriculation process of students through the program, as well as to address student concerns. Other responsibilities include chairing the Graduate Programs Committee, assisting in the accreditation process, self-evaluation of graduate courses, and managing catalog and curricular changes and proposed changes. The GAR is responsible for graduate student recruitment and admission (including communications with potential students from pre-application to enrollment). Other duties as defined in the Graduate School Bylaws.

- *Undergraduate Advisor of Record* (Steve Temple)

The UGAR coordinates with Director, Assistant Director as applicable in matters of the undergraduate curriculum, its development and implementation, student matriculation, and program management. The GAR is responsible for coordinating with University College and accrediting agencies, as applicable and SACSCOC assessment. His duties also include undergraduate student recruitment, admission, and retention as well as student orientations and advising. As chair of the Undergraduate Curriculum Committee (UCC), he manages undergraduate catalog changes, and curricular development.

- *The Signature Experience Coordinator* (Curtis Fish)

The first Signature Experience Coordinator was appointed by the Director in 2022 in order to manage the large cohorts of students participating in our Study Abroad Program and to manage student waiver requests, our 10-day Study Abroad Prep course, and to manage communications between the School, the Director, and the faculty and providers (Global Education Ventures (GEV) and local experts and POIs) stationed in Urbino, Italy. Other duties include coordinating with UTSA's Office of Global Initiatives, managing the exhibition of student production for *Open House* and other events, addressing student questions, issues, and complaints.

5.1.2 Governance

In support of the Program's goals, responsibilities, and mission many faculty serve on a variety of University, College, and School committees, including as committee chairs on an ad-hoc and annual or semi-annual basis (see [Committee Assignment and Service Spreadsheet](#)) Yearly evaluations, promotion, tenure, and other periodic evaluations are conducted by faculty committees, the Director and the Dean. The Undergraduate Curriculum Committee, chaired by the Undergraduate Advisor of Record, has representation from all areas of the undergraduate curriculum in Architecture. It self-organizes into multiple sub-committees as necessary to conduct business. The Graduate Programs Committee, chaired by the Graduate Advisor of Record, manages the graduate curriculum and catalogue. The heads of these committees sit on the School Executive Advisory Council which advises the Director who serves as committee chair. Other standing committees include the Department Faculty Advisory committee (DFRAC); the Undergraduate Admissions Committee; the Graduate Applicant Review Committee; the Scholarship and Awards Committee; the Comprehensive Performance Evaluation Review Committee; the Mentorship Committee; the Department Resource Committee; the Lecture and Events Committee. Ad hoc committees and task forces are established on an as-needed basis. School policy decisions are either established by the University as described in the Handbook of Operating Procedures ([H.O.P.](#)), or by the College rules and policies, or made by general faculty consensus of the entire School faculty.

In addition to the formal structure of the School and its committee structure, the Director has sought out means to reach faculty and students. Essentially for governance to work effectively, it must be open and accessible. The Director believes that the tone and atmosphere must be modeled by the Director and the School's leadership, that it must be open, non-judgmental, inclusive, it must invite discussion, and encourage participation in governance and responsibilities:

- The Director meets twice per semester with the *Student Leadership Circle* (discussed above) to discuss any Program Changes, opportunities, or to solicit feedback or questions.
- The Director has an *Open Door* scheduled each Friday—encouraging faculty and students to “drop by” his office for informal and open discussion on issues related to education, the School, opportunities or challenges encountered.
- The Director holds regular monthly Faculty Meetings and each semester hosts a Faculty Retreat. Monthly faculty meetings offer opportunities for dissemination of information / announcements, soliciting faculty response and insight, and conducting School business. The Faculty Retreat is a tool for engaging faculty, addressing problems and seeking solutions in areas related to the curriculum, space and facilities.

University of Texas San Antonio

Office of the President
Office of the Provost

Dr. Taylor Eighmy reports to Board of Regents and UT System
Heather Shipley, PhD reports to President

UTSA Graduate School

Dean + Vice-Provost Dr. Ambika Mathur reports to Provost

Klesse College of Engineering and Integrated Design

Dean Dr. Eric Brey reports to Provost

School of Architecture + Planning

Director Mark A. Blizard reports to Dean
Assistant Director John Bagarozzy reports to Director

Grad. Advisor of Rc'd David Matiella
School Liaison to Grad. School
Grad. Programs Chair David Matiella
appointed, School Liaison to Grad. School

Certificate Coordinator
Dr. Angela Lombardi

Certificate Coordinator
Dr. Vince Canizaro

Certificate Coordinator
Dr. Xueyin (Shay) Bai

Program Coordinator
Dr. Esteban Lopez-Ochoa

B.S.
Interior
Design

B.S.
Arch.
(4 years)

M. Arch.
2
(2 years)

M. Arch.
3

M.S.
Arch.

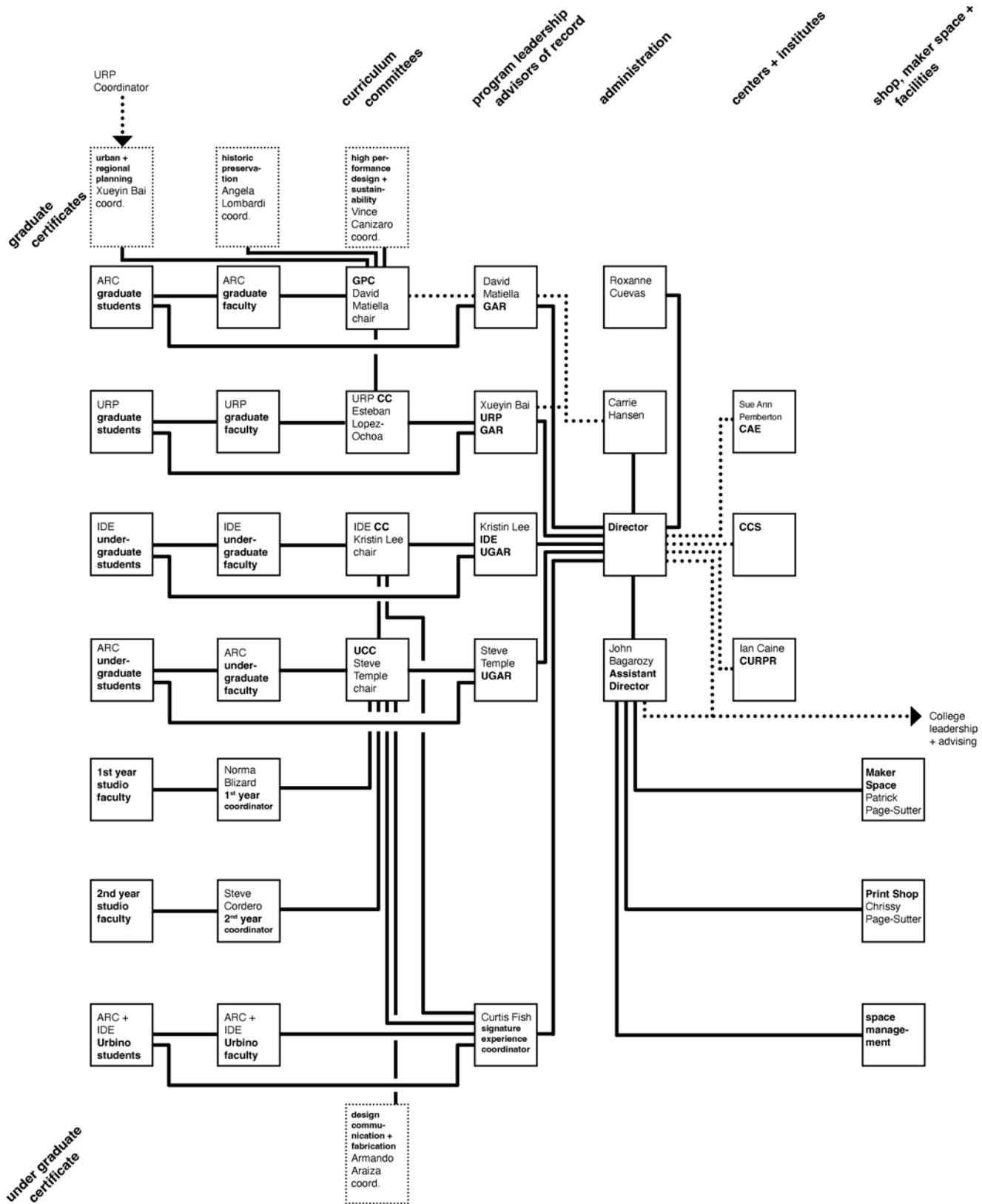
certificate
Historic
Preservation

certificate
High-
Performance
Design +
Sustainability

certificate
Urban +
Regional
Planning

M.S.
URP

Architecture Program



5.2 Planning and Assessment

Introduction

Assessment, course corrections, and curricular changes are initiated through regular Faculty Meetings—a central role is played by the Undergraduate Curriculum Committee and the Graduate Programs Committee. The following activities play a critical role in the continuous assessment of our programs:

- *Faculty Retreats* each semester to discuss new short- and long-term trajectories for the program;
- *Faculty assessment and development* Program, faculty development and curricular assessments are interrelated. Their impact relies on the following activities for continual influence on the culture, strength, currency, and quality of our programs:
 - Annual faculty performance reviews;
 - Peer Evaluation of teaching (req. for tenure-track and promotion),
 - Mentorship Program (required participation by tenure-track faculty) + informal mentoring;
 - Semester meetings of the School's Advisory Council;
 - Faculty Meetings multiple times during each long semester for announcements, dialogue, and decision-making regarding School policies and events;
 - Regular student organization meetings among American Institute of Architecture Students (AIAS), NOMAS, COTES, and WiA. and their participation in the *Student Leadership Circle*;
 - Regular informal interactions among students, staff and faculty at academic and social events, particularly related to exhibitions, lectures and symposia;
 - As needed meetings between student leaders and Departmental administration;
 - Regular meetings by the Year Coordinators for First- and Second-year design faculty.
 - Regular meetings of the UCC and GPC;
 - Annual SACS assessment of courses and programs, with feedback loops into curriculum and individual faculty course development.
 - Alumni and employer surveys conducted by the College Assistant Dean for Student Success, Jill Ford.

Faculty Curriculum Retreats

One of the primary tools for our planning and assessment process is the Faculty Retreat. Two day-long retreats are held each year. The School of Architecture + Planning followed a multi-step process for a strategic approach for curriculum review that included the Interior Design Program, the Urban and Regional Planning Program, and the Architecture Program. A series of Faculty Retreats served as both forums for discussion and tools for proposing solutions.

- *Faculty Retreat, December 3, 2021, Curriculum + Identity*

This retreat served as a general curriculum and identity re-boot following Covid and the restructuring. Among the topics discussed by the working groups included: the lecture series; the graduate course sequence; the two-year foundation studio sequence; the place of study abroad in the larger curriculum; the connection between the School and the community; ethics + practice; life-long learning; the role of experiential learning; the new School's identity. Emerging from these discussions and faculty notes / comments was the *braided curriculum model*.

- *Faculty Retreat, December 2, 2022, Design Charette*

Following our move from the Monterey Building there was a general sense of fragmentation among students, faculty, and administration. Aside from working closely with the University's Space Management and the College leadership to solve semester to semester space (primarily design studio) needs, the Director and the School's leadership sought a longer-term solution that could be implemented incrementally. This pragmatic approach led to a series of "lessons" and needs—formatted as memos—that were put forward to the College and the University regarding our program, its studio-centered pedagogy, and its vital connection to downtown San Antonio. Expansion of the discussion and inclusion of other voices was the next step—bringing the entire School together to seek pragmatic solutions that could be submitted to the University to support the process of finding a solution. The Design Charette brought faculty, staff, student representatives, Space Management, and SA+P Advisory Council members together in a series of working groups. The result of the collaborative effort was a single proposal that merged many of the stronger initial proposals that was submitted to the College and the University early Spring semester, 2023. We believe that this was a pivot in search for a solution to the space and facility needs of SA+P.

- *Faculty Retreat, December 8, 2023 Curriculum + Accreditation*

Working groups, again, each with a defined curricular focus area, were formed based on faculty expertise and teaching. Their task was to collectively discuss ways to address and link individual course content and accreditation requirements. Crucial to this was the understanding of the braided curriculum as a whole and course sequence as students build greater understanding incrementally. Groups defined the tools, knowledge, techniques, capacities, skills, and the teaching-learning goals for each focus area. They next identified the courses and the sequence that would support these. Consideration was given to changes in the Studio Guidelines, syllabi, and course materials. The third step was for the groups to identify the challenges we face in our current system and program including student preparedness, skill acquisition, broad

understandings prerequisite to specific knowledge. Groups were also challenged to think “outside the box” as they proposed solutions.

- *Faculty Retreat, May 3, 2024 Curriculum + NAAB Accreditation / Self-Assessment*

This retreat was a follow-up to the December 2023 retreat—building on the earlier findings. The second retreat in May closely mirrored this process from the December meeting where faculty were engaged in the strategic self-assessment process while feedback was collected and shared through dialogue and discovery. Whereas the earlier retreat sought broad interconnections and strategies, this retreat focused on the self-assessment process that is so central to the accreditation process and our development as a Program. After outlining the process for self-assessment with an overall structure, focus areas, and working groups approached specific courses and considered their approaches to conveying and supporting our Shared Values, Program Criteria, and Student Criteria. The self-assessment worksheet served to center the discussions and organize each group’s results.

Other Assessment Tools

- *Open House + Review Week*

At the close of the academic year, SA+P holds an *Open House* event—the culmination of the Program-wide Review Week. All studio instructors along with practicing architects participate in the review week—serving as studio critics for several different design studios over the course of two full days. After which, open and frank discussions take place centered on the work presented from each Design Studio—this allows a critical assessment of each studio’s process, product, and content by faculty, and leadership.

Strategic Planning Process Structure

The faculty retreats were organized into several current and sequential working groups whose focus was on the school’s curricula. Each working group was to prepare for accreditation (MArch) and propel a larger discussion leading to the next series of changes in course content, course interconnectedness, and program organization (all programs, graduate + undergraduate). Following the Retreats and the discussions surrounding the *Open House* event, we proceeded with individual self-assessment.

Self-assessment Worksheet

Following the working groups process that was just described, the teaching faculty for the assessed courses were asked to complete a *worksheet* that the Director and Graduate Advisor created for the purpose to capture the full scope of self-assessment including: the assessment point, methods, benchmarks, data collection, and planned changes. (Below is a screen shot of a blank self-assessment worksheet that was delivered to the faculty.) Faculty then returned their worksheets to the Graduate Advisor and Director during the summer of 2024. These worksheets were collected, stored and evaluated for self-assessment of the program.

Graduate Programs Committee

Planned for the Fall semester of the 2024-2025 academic year, the GPC, working in concert with the Director, will review and discuss the individual self-assessments in terms of the overall curriculum as well as the content, delivery, and assessment within individual courses. The results will assist us to determine where support, mentorship, and changes are needed. This multi-step process allowed for input and refinement of the criteria at multiple levels and was also informed by NAAB team meetings held by the NAAB team during the spring and summer of 2024 attended by the Graduate Advisor and SA+P. The image below is an example of the self-assessment worksheet that we developed.

Worksheet example

Instructor:								
Course number ARC 5153								
Course name Professional Practice & Ethics								
Teaching + Learning goals	catalog description	(S.C.) Student Criteria class addresses specific:	(P.C.) Program Criteria class supports overall:	assessment point	methods	benchmark	data collection	planned changes
<p>Teaching + Learning goals</p> <p>What do we expect our students to learn?</p>	<p>Prerequisite: ARC 6146. A study of national, international, and legal business practices and conventions relating to the building industry. Course material considers project delivery options, construction methodologies and corresponding administration systems, liability, contract documents, and ethics as practices that inform the professional practice of architecture.</p>	<p>SC.2 Professional Practice SC.3 Regulatory Context</p>	<p>PC.1 Career Paths PC.3 Ecological Knowledge & Responsibility PC.6 Leadership & Collaboration PC.9 Social Equity & Inclusion</p>	<p>abilities Identify no more than 3 to 4 abilities we intend to assess</p> <p>What abilities will students be able to demonstrate upon completion of the course?</p>	<p>Measurable things / deliverables Identify what measurable things/deliverables will be used for assessment (exam, quiz, report, project, assignment, etc)</p>	<p>The program has set a 85% pass rate for these sections of the assessment method (exam, quiz, report, project)</p>	<p>What % of students met the benchmark?</p>	<p>What actions did you take/plan to take because of this assessment?</p>
<p>Understand ethical obligations and guidance imposed upon architects</p>		<p>SC.2, SC.3</p>	<p>PC.1, PC.8</p>	<p>Ability to analyze a potential ethical conflict and formulate a professionally reasoned response.</p>	<p>quiz (exam questions) and essay responses.</p>		<p>Need graded assignment data?</p>	<p>action required if ability does not reach benchmark.</p>
<p>Become familiar with conditions precedent to obtaining a license to practice architecture in the State of Texas from both a State and National Perspective</p>		<p>SC.2, SC.3</p>	<p>PC.1, PC.6, PC.9</p>	<p>Ability to evaluate licensure requirements and create a strategic plan to pursue licensure or other career path.</p>	<p>written essay; group presentation regarding take-aways from mentoring session with practitioners.</p>		<p>Need graded assignment data?</p>	<p>action required if ability does not reach benchmark.</p>
<p>Evaluate the owner-architect relationship from a contractual and professional/practical perspective, including design phases for basic services; reception of consultant architect; interfacing with the general contractor during</p>		<p>SC.2</p>	<p>PC.1, PC.3, PC.9</p>	<p>Ability to identify an architect's basic services: Learn various vocabulary and industry terminology applicable to basic services. Practice communicating professional advice to a client or</p>	<p>quiz (exam questions) and essay responses.</p>		<p>Need graded assignment data?</p>	<p>action required if ability does not reach benchmark.</p>
<p>Consider building codes and accessibility standards applicable to professional practice and authority having jurisdiction's role in adopting, amending and implementing these standards.</p>		<p>SC.3</p>	<p>PC.1, PC.3, PC.6, PC.9</p>	<p>Identify applicable building codes and amendments promulgated by the authority having jurisdiction.</p>	<p>quiz (exam questions)</p>		<p>Need graded assignment data?</p>	<p>action required if ability does not reach benchmark.</p>

Other Parts of the Assessment Process

As stated above, assessment, both local to the School and its Architectural Program, as well as university-wide, is integrated into our review processes and curriculum development via the following committees: Curriculum Sub-Committees, Undergraduate Curriculum Committee, Graduate Program Committee and individual faculty instructors who are charged with providing curricular guidance and continual assessment of its BS Arch, M. Arch, and M.S. Arch curricula. The University also has a program (based in SACSCOC accreditation) that we have woven into our own assessments at critical moments and in particular classes within our curriculum.

The UCC and the GPC exist to review and continually assess specific curriculum domains. Representation by and inclusion of all subject areas on the UCC is important to its operation. Included on the UCC are faculty leaders and representatives from First Year, Second Year, 3rd and 4th year Studios; Technology, History, Theory, Interior Design, and Study Abroad. Our GPC consists of faculty leaders and representatives from the M.S. Program, MArch2 and MArch3 Programs, Historic Preservation, Sustainable Design, Urban and Regional Planning, etc. The membership of each (UCC and GPC) consists of appointed members and any faculty (both T-TT and FTT) member who teach within a sub-committee domain, and/or any faculty who requests membership. Sub-committees may be established by the chairs to address particular issues, concerns, or tasks. Representation is determined by faculty interest and area of expertise by the committee chair or through appointment by the Director. A quorum consists of at least 51% of the membership and follows the overall rules for voting documented in the by-laws.

- **The Graduate Programs Committee (GPC)**

The GPC provides guidance, review, catalog revisions, faculty performance review, and continual assessment of the curriculum, includes all graduate faculty in the department, and is chaired by the Graduate Advisor of Record who is appointed by the Director. Meetings of the GPC are called by the GPC chair on an as needed, but meetings occur at least once per semester, but usually more frequently.

- **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Accreditation**

Within this overall assessment structure, the College, and specifically the School, participates in a self-assessment of its degree programs which is mandated by the University to not only meet its obligation to maintain its accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) but also, to improve student success. Assessment of all degree programs at UTSA is conducted university-wide to continuously improve curriculum and teaching methods and is overseen by the Office of the Provost and Vice President for Academic Affairs who coordinates a comprehensive system of assessment that includes administrative overview at all levels. [SACS Accreditation letter](#).

The School of Architecture + Planning, therefore, regularly participates in this institutional process of assessment of its degree programs. The process is managed by the UGAR, Steve Temple. The Bachelor of Science in Architecture degree program is assessed by reviewing a selected studio project in ARC 4156 in the spring semester and Master of Architecture degree program is assessed by reviewing work in ARC 6146 in the fall semester. The following Student Learning Outcomes (SLOs) are assessed: ability to (1) produce a comprehensive building design, (2) produce an accurate and technically detailed site plan, (3) design an appropriate environmental control system, (4) design for life safety, (5) design appropriate building envelope system, (6) design an appropriate structural system. The Department of Architecture (and appropriate committees) use these outcomes to assess whether the program has made progress in meeting its rubrics and uses the results to improve the programs. Annual results are shared with the Director, members of the UCC and the GPC.

5.2.1 Strategic Objectives

The strategic objectives for the Architectural Program and SA+P include:

- *Implementation of a Braided Curriculum*

Although this model only recently emerged during the series of *Faculty Retreats* (see above), it is the result of an examination of our existing curriculum, faculty expertise, research and scholarly interests, centers and certificate programs. These are well-founded in the traditions and the history of the Architectural Program and its place within San Antonio and the Borderland region of South Texas. As a multi-year strategic objective put forward by the Director in conjunction with the faculty leadership, the *Braided Curriculum* involves recent requests for new faculty lines (both T/TT and FTT) and the effective management of existing faculty members including the now-stable Part-Time faculty pool. Work toward the *Braided Curriculum* also involves continual assessment of the connections between courses and the sequence of courses that comprise the program. The role and opportunities inherent in our Study Abroad Program are likewise pivotal.

- *Reassessment of the undergraduate architecture curriculum*

As part of our regular program and catalog review cycle, the undergraduate architectural courses will be reviewed beginning this coming academic year. On the table for discussion is the technical and exploratory / topic studio sequence, the Studio Guidelines, individual course descriptions and the “pipeline” courses to our graduate program (ARC 3613, *History of Modern Architecture*, ARC 3433, *Topics in Architecture and Thought*, and ARC 4246, *Building Systems Studio*), and braids between technical coursework and technical studios as well as history / theory courses and exploratory studios.

- *Reassessment of the graduate architecture curriculum*

Following the recent changes made for the 2025 Graduate Catalog, the GPC will be initiating a thorough review and assessment process to ensure the efficacy of the changes and contiguity in its sequence of coursework. Another part of the objective is to review individual course content and thereby strengthen the Certificate of High-Performance Design and Sustainability with the hiring of two new faculty members who are experts in the area of building technology and sustainable design.

- *Increasing our enrollment in the MArch2 and MArch3 programs*

The need to stabilize our undergraduate enrollment, which has been increasing over recent years and to consider ways to encourage and support growth in our graduate enrollment requires the involvement of the GPC in conjunction with the UGAR and the Director. This process will begin in earnest during the coming academic year (2024-2025). Our three-year goal is an additional 14 to 16 students—essentially, an increment of one design studio.

- *Develop a Concentration in a new degree in Architectural Engineering*

Building on the expertise and research focus of recent faculty hires in SA+P, we are planning on developing a Concentration in Building Technologies and Sustainability—working in accord with other academic units in the College.

- Build a “pipeline” or braid that connects our BSArch degree path with the MS in URP degree program. We are putting faculty into place that can teach courses that bridge Architecture and Urban Planning. The goal is to construct a sustainable “link” between the two programs. Part of the effort will be to focus on introducing undergraduate architecture students to the practice and theory of Urban and Regional Planning—utilizing existing courses and faculty expertise.

- *Increasing the visibility of the NCARB Architecture Licensing Advisor*

With the new hire of Garett Ammerman (Fall 2024), who will assume this important role, we are seeking to increase the visibility and effectiveness of the Advisory and the dissemination of information.

- *Increasing faculty lines and the improvement of Student-faculty ratios*

While SA+P received two Tenure Track faculty lines in Fall 2023, the director and SA+P leadership will continue to work with the College and the Dean to increase the T/TT faculty.

- *Other Key goals and performance indicators*

While a great deal of progress has been made since our last accreditation visit, some other key goals in the Director’s plan include: enhanced governance and participation of faculty (including FTT) in planning and curriculum, enhanced participation by students in many of our committees, enhanced community engagement and visibility of the Center for Architectural Engagement and our Design-Build Studios, enhanced presence of sustainability in the curriculum, development of study abroad programs, further building and enhancing our shop facilities and print shop—including greater number and access to digital tools, increased dissemination of research, enhance library and other information resources, improved enrollment management, expanded scholarship offerings, and increase engagement between faculty and the community via symposia, lectures, research projects, and studio projects.

5.2.2 Key Performance Indicators

SA+P Strategic Planning Assessment KPIs

• *Space*

While we lost 50% of our space when we were moved from the Monterey Building, there are specific indicators that measure our progress towards a long-term resolution. These include:

- Adequate and appropriate space for studio instruction
- Individual offices for our each of our Tenured / Tenure Track faculty
- Individual or shared offices for our FTT faculty
- Shared or group office spaces for our Part-Time faculty
- Dedicated space for each of our student organizations
- Dedicated space for each of our Centers
- Dedicated Building Performance Lab

• *Faculty Lines*

The Architecture Program has struggled to attain faculty to student ratios that are appropriate in an institution of higher education. Certain aspects of our faculty have long contributed to our identity including our Part-Time faculty who are also working professionals and our reliance on FTT faculty in key positions throughout our graduate program and School leadership. Key Performance Indicators in enlarging the faculty include:

- Assessing the faculty needs of the Architectural Program going forward—taking into consideration proposed enrollment changes.
- Assessing the needs for faculty service;
- Assessing the needs for coordination in courses with multiple sections;
- Considering the implications of technical studio sequence coordination;
- Considering strategies for combining studio teaching and specific research focus in the position descriptions that we request from the Provost's office;
- Considering Special Opportunities hires when possible;
- Assembling a working group that works directly with the College to structure dual appointments and cross-disciplinary opportunities that would support the University's strategic mission and goals.

• *The Curriculum Structure*

The braided curriculum model was introduced in December 2022 after an analysis and discussion of the current curriculum. There was a general expectation among our faculty throughout the Program that knowledge would build incrementally and would bridge between history / theory courses and the following semester's design studios as well as between technical courses and the following semester's design studios. There were few coordinated efforts to formalize these connections and flows of knowledge, skills, and abilities aside from reviewing and adjusting the *Studio Guidelines* (an on-going process that was renewed in 2022). The braids are more than information flows, they are distinct "dialogues" that are identified in the *Faculty Information Handbook*:

Our curriculum is conceived as a braid. These braids form distinct and interconnected dialogues that transverse the programs. In turn, they give shape to the School's curriculum, atmosphere, and identity. They are found throughout each program of study—Interior Design, Architecture, and Urban and Regional Planning. Each separate braid interconnecting with others. Questions, practices, and Inquiries form at their interstices. Joining theory and practice, braids pass through courses in sequence. They have emerged over time as we evolve. In this way, the curriculum responds to our unique place in San Antonio, our educational mission and vision, our commitment to provide students with a rich and varied educational environment, our link with the professions, and our dedication to scholarship and research:

- in dialogue with the past—history, memory, + tradition
- in dialogue with practice—materials, techniques, + processes
- in dialogue with the profession—between academy + profession
- in dialogue with place—between local + global
- in dialogue with place—environment + ecology

The intentional interconnection of ideas—in the form of dialogues—is a multi-year process. Key Performance Indicators are not linearly arranged and include:

- Introduce a new Technical Studio coordinator who will be tasked with coordinating the incremental development of technical knowledge (such as structures, environmental systems, and building assemblies) and the incorporation of that knowledge into the Design Studio;
- Encourage further collaborative efforts between our History / Theory faculty and the design studios faculty;
- Develop and test the introduction of a series of learning "modules" into the studio content. These would be tailored to the topic or area of inquiry of the design studio and would be delivered by faculty experts;
- Use the Open House event as a teaching tool for teachers—a means by which our faculty can become familiar with the larger course of study;

- find opportunities for our undergraduate students to work with faculty on their research / scholarship.

- *Increasing Enrollment in MArch Program*

In the past three years, since the formation of SA+P, we have seen a dramatic increase in our undergraduate enrollment and little appreciable enrollment increase in enrollment in our MArch Program. On the heels of recent curricular discussions and changes (see above), we are planning to study the ideal size of our graduate program and proceed with methods and strategies to increase the enrollment. Key Performance Indicators include:

- Speak with local professional regarding their needs and economic trends that shape their growth and hiring;
- Form a task force consisting of senior faculty members and Program leadership to assess the capacity of the program to grow and the likely needs based on incremental growth.
- Bring findings of the Task Force to the College leadership for discussion and support;
- Develop strategies for attracting additional applicants—from within our program and from other schools in Texas and the region;
- Identify the indicators of graduate success—such as History of Modern Architecture, Architecture and Thought, Systems Studio. These seem to be the courses that identify likely student success in graduate studies. They are also key places in the curriculum that provide a braid / pipeline to MArch;
- Organize an effort to introduce MArch Program to these undergraduates—focus could be on the Certificate areas and the Masters Project opportunities;
- Identify courses in first two years of undergraduate education (Design 3 + 4 for example) where further information on the possible paths to professional practice can be discussed. Perhaps tie this into the 2nd Year Talks lecture series.
- Ideally, the increment of growth in enrollment would be based on studio size—fourteen (14) students constitute a graduate design studio.

Program Assessment KPIs for SACSCOC Assessment

The criteria used in the SACSCOC assessment process provide the Architecture Program with a measurement of student learning tied to specific SLOs. A complete copy of the report can be found [here](#).

- *Student benchmarks*

Pass rates, average test scores, grades across sections are collected across each course through the LMS used by the university called Canvas. Canvas is also where gradebooks are stored as well as syllabi are documented for each course.

- *Summary of 2023 SACSCOC Assessment results for the past year (2023)*

Our assessment process reviewed student work in the following categories

- Comprehensive Building Design
- Building Envelope Systems
- Environmental Control Systems
- Structural Systems
- Technical accuracy
- Site analysis / plans
- Life Safety, Access + Egress

Students scored highest on all aspects of the SLO's related to developing a comprehensive building design that meets National Architecture Board standards. Students scored high on all design aspects related to building envelope system (e.g., moisture transfer, aesthetics, durability, etc.). Students demonstrated competence on some areas of technical accuracy of architectural documentation (e.g., floor plans, wall sections, and elevations), but need to improve in other areas such as site plans and selected envelope details. Student learning outcome performance needed the most improvement in all aspects related to designing environmental control systems, structural systems, and life safety. We are seeing improvement in the students' ability to produce accurate and sufficiently detailed site plans and building sections in the building design process as well as in communicating their design intentions in graphic media, and life safety requirements. However, more attention continues to need to be given in terms of strengthening in-studio instruction in these areas: envelope system durability and moisture control. Results indicated that we need to do a better job teaching the students to practically select, configure, and size a specific structural system and design for life safety.

Improvement strategies that will be implemented as a result of assessment findings:

The improvement plan is to deploy in-studio teaching modules that focus on the principles and practice of selecting appropriate environmental control systems, life safety design, and structural system design. Better coordination is needed to make sure that technical topics in structures, Environmental Systems, and life safety, are progressively introduced into these studio courses: ARC 6126 and ARC 6136 in M.Arch 2 curriculum. This assessment and coordination is scheduled for discussion in the Graduate Program Committee (GPC), Fall 2024.

- *Student evaluations / instructor evaluations*

Students are asked to provide course evaluations each semester for each course. These evaluations are available through the university LSM called Canvas and the reports are documented for each faculty in Digital Measures. These course evaluations, which evaluate the instructor and the course, are part of the annual faculty review process.

University KPIs as Tools for Program Development

The University has a robust system for collecting data called the UTAA [Report Center](#) via the Office of Institutional Research and Analysis. The office created *the Report Center* which provides access to institutional data for UTSA Faculty and Staff. The Report Center contains various dashboards (data visualizations) and paginated reports designed to be: *Applicable* – Filters are provided, which allows you to focus on specific data or populations, e.g. college, department, student type, etc. SA+P leadership uses this data regularly for purposes of addressing our challenges and planning projects—from faculty line requests to space needs.

Current – Updates are automatic, which provides you access to the most recent data available;

Convenient – Content is arranged by topic, which helps you to easily locate the information needed, e.g. enrollment, courses, student success;

The Report Center is limited to Deans, Directors, Department Chairs and the Senior Leadership Team. To request access for additional staff, e.g., administrative support staff, please login to The Report Center and submit an Access Request Form on their behalf.

This **Department Metrics KPI report** shows the key performance indicator metrics for the School of Architecture + Planning for the past five years compared to all other colleges at UTSA. This Table of Contents displays all metrics included in this report. See each page for metric definitions and methodology.

5.2.3 Progress Towards Objectives

• *The Curriculum Structure*

While the model for an integrated and inter-related curriculum is not difficult to conceive, the actual changes present numerous challenges. Stages of this process include organizing a Faculty Retreat that focuses on curriculum development; looking at the opportunities and criteria within the NAAB Conditions for Accreditation; speaking with leadership from across the School—Interior Design, Urban and Regional Planning and Architecture—to locate specific places where the curriculum coordination can support each program of study; working with the UCC and the GPC to identify specific courses that are already connecting at some level; working with an undergraduate team consisting of the Signature Experience Coordinator and teaching faculty and the UGAR to propose places and content that would connect the Study Abroad experience (which is organized as a single, braided semester) to the entire undergraduate curriculum; present findings at a regular faculty meeting; gather additional input from interested faculty members; work with the chairs of the GPC and the UCC to outline a series of proposed adjustments and changes that initiate an intentional braiding process. As with our strategic approach to space needs, the curriculum changes are incremental—and the process of change is multi-faceted and layered, not linear. Most of our courses were not in need of change—there were relatively few catalog, course description, or content changes. Instead, the relationship between the courses was what we were considering.

• *Enrollment*

In the past three year, few efforts have been directed toward increasing the graduate (MArch) enrollment although many of the faculty who also work in professional practice as well as the Advisory Council have voiced the interest (and the need) for increased hiring of architectural interns. Likewise, preference was voiced for MArch graduates.

5.2.4 Program Challenges, Strengths and Opportunities

Challenges

As stated above, there are several ongoing concerns that we continue to address. Since the last NAAB team visit in 2016, we have undergone a period of restructuring in which the former College (CACP) was dismantled and merged into the College of Engineering, forming the new Klesse College of Engineering and Integrated Design. These last four years have been marked by new School and College leadership and organizational structures, School-wide fragmentation—being moved out of the Monterey Building and scattered across UTSA's downtown campus—and the departure or retirement of key graduate faculty. Our efforts throughout this entire period have been an attempt to move forward in the face of these challenges—to re-fashion our identity as a School (formerly, we were a Department), to resolve our on-going space problems, to re-assess both the undergraduate and graduate curriculums, to gain new Tenure-Track faculty lines and strengthen our FTT faculty, to build a consistent, qualified, and professional pool of Part-time faculty, to continue to develop our teaching-learning / academic culture, to rebuild our certificate programs, to re-assess the roles and structure of our Centers (on-going) and to build a rich, vibrant, and inclusive atmosphere and studio culture where students and faculty alike feel supported in their endeavors. It has been a very busy four years, yet, throughout this time, our curriculum has retained its fundamental structure and content, and our undergraduate student enrollment has continued to grow. We are now planning on maintaining current undergraduate enrollment while increasing enrollment in our graduate programs (including MSURP).

• *Low enrollment in MArch Program*

Throughout these past four years, our graduate enrollment has remained fairly constant; however, as part of our strategic

planning, we see a need to increase enrollment 20%–30%. While the reasons are complex and involve the strong economic environment of San Antonio and South Texas, we are committed to find ways to increase enrollment once we have appropriate space for studios and a parallel increase of faculty.

- *Restructuring*

In September 2021, the Architecture Program along with other degree programs within CACP, was formerly merged with the College of Engineering in the establishment of a new college: the Klesse College of Engineering and Integrated Design (KCEID). At this juncture, the School of Architecture + Planning (SA+P) was founded—containing Architecture, Interior Design, and Urban and Regional Planning. Construction Science was incorporated into the School of Civil and Environmental Engineering and Construction Management. Initial questions and concerns about instability and autonomy have dissipated through the efforts of College and School leadership and faculty engagement. Since our merger, the Architecture Program has enjoyed increased support from the College including budgetary support and curricular autonomy. The new academic structure has also offered numerous opportunities for cross-disciplinary collaborations that we have only recently been exploring. Withing the School, reorganization was an opportunity to redefine an organizational and administrative structure.

- *Faculty Lines*

The Program has been challenged by a series of recent departures of Tenured, Tenure Track, and FTT faculty members. These departures disproportionately affected our MArch Program. While the “holes” in our graduate course of study were quickly filled with a series of important FTT hires—made possible with strong support from the College—we currently operate with a deficit of Tenured and Tenure Track faculty members. We have eleven (11) Tenured faculty in the Architecture Program, seven (7) of which teach design studio, for a program that averages thirty-seven (37) studios per semester. We have continued to work with the College leadership and the University to obtain new faculty lines. We believe that searches for two or three positions will be opened this fall. Nevertheless, funding for new tenure track faculty lines is acutely needed to stabilize and sustain the program. Meanwhile our recent FTT hires continue to make important contributions to our graduate and undergraduate programs. Due to the faculty ratios, Tenured and Tenure Track faculty have a very high service load when compared to other academic units in the College.

- *Space and Facilities*

The move out of the Monterey Building created challenges for the school. We accepted the challenge of communicating our needs and goals with the university and proposing possible solutions. Each semester, a “space memo” was sent forward outlining the achievements and the continuing issues and problems that we were encountering. A series of stages have served as benchmarks in our progress. Throughout this entire process, the School’s leadership has also worked with University Space Management and the College in order to explore and find short-term solutions to immediate and pressing space needs—especially for our design studios. Stages include survey of existing space and facilities; assessment of organizational strategies and organizational goals—what works and what doesn’t work; “tours” of the facilities and spaces currently in use with College leadership and Space management team; communication with University Space Management and the College; Faculty Design Charette; Submission of charette results and products to University Space Management and the College;

The SA+P depends upon the quality of its physical resources / spatial conditions and has had the opportunity to engage in self-advocacy for the improvement of our academic spaces. Physical resources are further described in section 5.6. The school leadership has historically advocated to the university about the important role that our academic spaces play for our students. The school continues to see the value of being under one roof in the heart of downtown as a priority for the school and the program. The potential to create a permanent space for our students is essential to the growth of our School in the near to the long term. We see our continued presence in the center City of San Antonio as essential to our growth and therefore our physical environment is inextricably linked to our multiyear objectives.

- *Faculty Lines*

The current faculty student ratio is higher than the national average. Each year, SA+P leadership has worked with the College to write a request for Tenure Track faculty lines. We were granted three Tenure Track faculty lines during the last three years. Through an open discussion with senior faculty and leadership, specific needs emerged as primary while others became secondary—these formed the basis for our annual requests. Each hire is a benchmark in a process that involves continual semester-by-semester assessment of our current faculty and their strengths, credentials, and interests—balancing this with the possibilities to bring in new FTT hires to meet specific teaching or service responsibilities. FTT hires also require a request and approval process before we can open a search.

- *State Legislation*

Senate Bill 17, and other legislative activity targeting higher education, challenges our commitment to Inclusivity, Equity, and Diversity. Attracting qualified and diverse faculty members has become a greater challenge in Texas.

Strengths

Throughout this document, we attempt to outline the identity and unique character of the Architecture Program. To renumerate, our strengths include:

- Our place in San Antonio and the South Texas region
- Our commitment to serving the populations of this region
- Our connection to professional practice
- Our pedagogy of experiential learning and community engagement that guides curricular development and teaching-learning opportunities from Study Abroad to Design-Build to the summer Field Schools.
- Our School's leadership and the Director's support of a braided curriculum
- Our collegial and supportive academic atmosphere that values the inclusion of all of our faculty and staff regardless of their rank or background.
- Our connection to KCEID and its leadership
- Our graduate certificates in Historic Preservation and High-Performance Design and Sustainability.
- Our Centers: CCS, CURPR, CAE—providing research resources and opportunities while contributing to our teaching-learning culture and student success.
- The braided curriculum model;
- Collegiality of our faculty.

Overall, we are pleased with our future direction and can point to other positive developments:

- *FFT + Part-Time faculty hires*—we have increased our FFT faculty and increased their compensation substantially; solidified a core of adjunct faculty; increased grant-funded research; increased scholarly output overall;
- *Annual Lecture Series*—received a re-boot following the return to in-person instruction
- *Common Book*—part of an effort to reinforce the teaching-learning environment, atmosphere, and integration within our graduate programs (M. Arch 3, M. Arch 2, MSURP)
- *Faculty Mentorship*—we have been leaders in the College in our development of a well-organized and systematic approach to faculty mentorship.
- *Shops and Makerspace*—The shops + the fabrication workshop / design-build courses—one of the central pillars of our pedagogy—have expanded since the last accreditation visit.

Opportunities

- *Curriculum Changes*

Recent curriculum changes have addressed the need for further program integration (braiding) while supporting Program Criteria, faculty's strengths, scholarship, and research. We believe that these changes have led to a stronger teaching-learning environment and program of study, even as they address our educational goals and the accreditation requirements.

- *Accreditation Criteria*

We have been challenged by the new accreditation conditions to discuss and re-imagine our curriculum. This has led to a braided model where course material is more integrated and related across the undergraduate and graduate curriculums. To this end, we have recently made the following catalog changes to go into effect with the Fall 2025 Course Catalog: *Professional Practice and Ethics* (5133)—we dropped prerequisite providing students with greater flexibility in their course of study; studio sequence—the institutionalization of alternating *exploratory* and *technical* design studios; braiding—increasing dialog and inter-relationship between design studios and technical and history / theory courses; studio guidelines—building on previous guidelines, new guidelines further strengthen and clarify teaching-learning goals for each studio across the architectural program; *Advanced Building Technology and Sustainability* (5733)—one (1) credit hour was added to allow for the development of a lab component; *Masters Project Prep* (6931)—we added two credit hours to greater support student success in the subsequent semester's *Masters Project Studio* (6996); we dropping a required class due to changes in NAAB criteria (*Principles of Global Architecture*, 5193). These recent changes will be carefully followed and assessed in the following semesters. [Link to 2024 curriculum map + 2025 map.](#)

5.2.5 Ongoing Outside Input

As a Program that values its connection with Alumni and the Professional communities of San Antonio, we seek ways to draw their insights and perspectives into our Program and its curriculum and teaching-learning culture. This includes:

- The School Advisory Council has been critical in a couple of hires and participated in the Design Charette and curriculum discussions at the Faculty Retreats.
- Our proximity to the AIA offices in downtown San Antonio has spurred a greater connection that has included bi-annual meetings between School leadership and AIA SA officers; student work exhibited at the AIA gallery; jointly supported lectures; Torrey Carleton, Executive Director of AIA SA is on the College Advisory Council
- Alumni continue to bring their professional expertise to our program—giving lectures, presentations and serving on our studio reviews or panel discussions.
- The Faculty Retreat Design Charette brought together members of the professional community and the university's Space Management team with our faculty, staff, and students.
- The institutionalization of the Firm Studio connects our program directly with some of the leading professional practices in Texas.
- The Open House event brings a range of area professionals into our program to engage our students, see their work on exhibit, as well as discuss the curriculum or a particular project or class with our faculty and leadership.

5.3 Curricular Development

5.3.1 Curricular Assessment and Change

The Architecture Program links the assessment process with curricular development directly. The tools and processes of course and curriculum assessment—as outlined in Section 5.2, the PC and the SC—describes processes that propel curricular development and change. Our achievements of the NAAB PCs and SCs occur through a variety of mechanisms that range from incremental adjustments in course content, criteria distribution, content delivery, but also include revisions and to the Program structure as a whole.

Curricular Development is integrated into our assessment processes and curriculum development via the following “voices” and devices: Undergraduate Curriculum Committees, Graduate Programs Committee and individual faculty instructors who are charged with providing curricular guidance (undergraduate Year Coordinators) and continual assessment of its BSArch, MArch, and MS Arch curricula. The University also has a program (based in SACSCOC accreditation) that we have woven into our own assessments at critical moments (particular classes) within our curriculum.

5.3.2 Committees, Leadership, and Curricular Initiatives

The Graduate Programs Committee is tasked by the Director to manage and review the curriculum or specific domains of the curriculum. Each graduate certificate is guided by a Certificate Coordinator who works as a member of the GPC and brings proposed changes in the certificate to the GPC for review and input. Likewise, the GPC can initiate a review of or change in the certificate program. The GPC is responsible for continual assessment of specific curriculum domains—the technical studio sequence for example, or history and theory as well as the overall program. The Graduate Programs Committee provides guidance, review, catalog revisions, faculty performance review, and continual assessment of the curriculum, includes all graduate faculty in the department, and is chaired by the Graduate Advisor of Record who is appointed by the Director. Meetings of the GPC are called by the GPC chair on an as needed, but meetings occur at least once per semester, but usually more frequently.

The membership of the Undergraduate Curriculum Committee includes representatives from a series of interconnected and overlapping domains: First year, Second year, 3rd and 4th year Studios; Technology, History and Theory, Interior Design, and Study Abroad. The membership of the UCC consists of appointed members and any faculty (both T-TT and FTT) member who teach within a sub-committee domain who ask to be on the committee, and/or any faculty who requests membership. The UCC is chaired by the Undergraduate Advisor of Record who is appointed by the Director. The Director charges the UCC with certain tasks, however, the committee may take up any issue that is brought to them or that they propose. Meetings are generally called by the chair. A quorum consists of at least 51% of the membership and follows the overall rules for voting documented in the by-laws.

The Architecture Program regularly participates in this institutional process of assessment of its degree programs. The Bachelor of Science in Architecture degree program is assessed by reviewing a selected studio project in ARC 4156 in the spring semester (following the *Open House* event) and the Master of Architecture degree program is assessed by reviewing work in ARC 6146 in the fall semester. The following Student Learning Outcomes (SLOs) are assessed: ability to (1) produce a comprehensive building design, (2) produce an accurate and technically detailed site plan, (3) design an appropriate environmental control system, (4) design for life safety, (5) design appropriate building envelope system, (6) design an appropriate structural system. SA+P, and appropriate committees, then use these outcomes to assess whether the program has made progress in meeting its rubrics and uses the results to improve the programs. Annual results are shared with the Director, members of the UCC and GPC.

5.4 Human Resources and Human Resource Development

Overview

Entering into Fall of 2024, the Architecture Program faculty consists of those listed below. Their [recent teaching assignments](#) and [faculty resumes](#) can be found in the Appendices of this document. Our faculty members come from a wide range of backgrounds and hold a wide range of interests, abilities, and accomplishments. Faculty interests complement our teaching-learning goals and the breadth of career options for students entering the practice of architecture. The fifteen Tenure Track or Tenured faculty all hold terminal degrees; eight of them hold a PhD. Most of the thirteen FTT faculty members are registered architects; at least six currently or have recently practiced in the architectural field. Faculty teaching is managed through the [Course Scheduling Spreadsheet](#). Part-Time faculty members are at the rank of Lecturer and have a semester-to-semester contract to teach particular courses. They have no service obligations.

5.4.1 Faculty Workload

The architecture faculty has been expanded as has the time and opportunity to pursue research. [The KCEID Workload Document](#) is included in Appendix F of this document. This document was rewritten after the formation of the Klesse College

of Engineering and Integrated Design. Three faculty from the Architecture Program were actively involved on the college Workload Taskforce. In keeping with the School's previous workload document, it establishes 40% Teaching, 40% Research, 20% Service as "Balanced Track", thus providing clear guidance and placing the Architecture Program on par with expectations at our peer institutions. The document also allows a great deal of flexibility for variations. Faculty members and the Director discuss their workload during the Annual Review Meeting or upon faculty request. At which time, an adjustment may be proposed if the situation warrants it. New Tenure-Track hires—especially those hired at the Assistant Professor level—are on the "Research Track", allowing additional time and emphasis to be placed on their scholarly or research activities. New Tenure-Track hires teach one course per semester for their first year and 1-2 (or 2-1) thereafter until they are promoted to Associate Professor.

The Workload Document establishes a 2 course per semester teaching load, that frequently includes one studio and one lecture / seminar course for tenured / tenure-track faculty. The resulting weekly contact / preparation hours is a maximum of 18 hours per week, leaving sufficient time for student contact, exchange, mentoring, research, service, and professional development activities. FTT tracks have a typical workload of 80% teaching, 20% Service with an expectation of teaching 12 credit hours per semester which typically equates to a studio and two lecture / seminar courses per semester. Service for FTT faculty members is most frequently related to their interests or area of teaching such as serving as the First- or Second Year Coordinator. The resulting weekly contact / preparation hours for FTT faculty is a maximum of 21 hours per week, again leaving sufficient time for student contact, exchange, mentoring, and service activities. All faculty are required to have office hours commensurate with their appointment consisting of at least two hours per week. FTT faculty contracts are negotiated by the Director as a means to allow those faculty certainty about their appointments and to allow them, on a case-by-case basis, to decide how to balance their outside work and family life. Almost all our Part-Time faculty maintain some form of professional practice outside of the employment at UTSA keeping them aware of current issues in practice. Workload is also managed through the [Course Scheduling Spreadsheet](#).

5.4.2 Architectural Licensing Advisor

Sue Ann Pemberton, FAIA is UTSA Architecture's Architectural Licensing Advisor (formerly known as an Intern Development Program [IDP] Educator Coordinator). In the Fall 2015, the Department formally enhanced this position by making Rick Lewis the Department's Professional Liaison to the Profession. Mr. Lewis retired in the summer of 2023 and Sue Ann Pemberton was appointed to serve. Professor Pemberton regularly attends the National Council of Architectural Registration Boards (NCARB) Intern Development Program (IDP) Licensing Advisors Summit. For our program her activities include: organizing our annual "Pathway to Licensure" presentation (by Emily Anderson, AIA) visits to freshman courses to announce and introduce the IDP program, maintenance of an informational bulletin board (in a high-traffic area), website, organization and hosting of Professional Preparedness Seminars in the Spring semesters, organization of an annual Practice Shadowing Day which places all MArch students in offices for a day, attends or provides reports to monthly AIA board meetings, stays in regular communication with the AIAS student group, reports to the local AIA Board at monthly meetings, host NCARB events and Alumni gatherings, and serves generally as a resource connecting students to local professional opportunities - selective job placement. Professor Pemberton also stays in contact with our two state authorities (Gary Dunn - Texas Society of Architects State IDP coordinator and Jackie Blackmore from Texas Board of Architectural Examiners) concerning licensure and participates in their annual presentations San Antonio to students and young professionals. Starting Fall 2024, Garet Ammerman will begin a process of mentorship with Pemberton, and will assume the position of NCARB Licensing Advisor the following year.

5.4.3 Professional Development Opportunities for Faculty

• Overview

The Klesse College of Engineering and Integrated Design tenure-track and tenured faculty members are assessed periodically over the course of their appointment. Non-tenure-track faculty members (FTT and Part-Time) are assessed annually in accordance with their Workload Distribution and/or as indicated in their contract. These assessments consider the categories of teaching, scholarship, and service in accordance with the UTSA Handbook of Operating Procedures (HOP) and the Office of the Provost.

• Start Up Packages for recent hires

Recent Tenure Track hires have received significant start-up packages from the university in proportion to their position and research focus.

• Mentoring

The School of Architecture + Planning has developed a thorough Mentoring Program and Guidelines which is intended to support junior faculty, at all ranks, to mature and succeed as responsible and respected educators, scholars, researchers, and learned responders to the needs of society. It is in recognition of need to be given focus of purpose, engendered with confidence, that inexperienced faculty should be mentored by senior faculty, thus the purpose of this set of guidelines. All Tenure Track faculty members enter the Mentoring Program upon hiring. Other junior faculty (FTT and Part-Time) are encouraged to participate. The Guidelines may be found in the Faculty Information Handbook.

- *Evaluation*

Tenure-track faculty members are evaluated on teaching, scholarship, and service annually, and in the third and sixth years of their appointment, and on six-year cycles after their tenure. The Third-Year Review process occurs at the Department/School level and is reviewed by the Dean of the College. This includes preparations of a specific body of materials as required by the School and in accord with the Office of the Provost. These materials are submitted to the Director in the third year of the faculty member's appointment. The submitted material is to be reviewed by the DFRAC, the Director, and the Dean. The results of the Third-Year Review assist the faculty member in preparing for the Tenure Review.

- *Criteria for Promotion from Assistant Professor to Associate Professor w/Tenure*

is based upon the candidate's demonstration of:

- distinction in scholarship, evidenced by wide recognition of their scholarly endeavors and/or important contributions to the field or profession. This can include peer reviewed and refereed scholarly products in a variety of venues. Together the work should illustrate a cumulative and emerging pattern of scholarly contribution to the field, profession, literature, and/or knowledge;
- the potential to ultimately advance to the rank of full professor (via demonstration of continued or the promise of future productivity);
- effectiveness in teaching that includes consistent growth, and a clear demonstration that course content and/or delivery is reflective of current literature and/or research in the area;
- and a record of collegial and effective service to the program, department, college and university.

- *Criteria for Promotion from Associate Professor to Professor*

is based upon the candidate's demonstration of:

- distinction in scholarship, evidenced by the national/international recognition of their scholarly endeavors and/or important contributions to the field or profession. This should include peer reviewed and refereed scholarly products in venues that illustrate a significant, maturing, and ongoing contribution to the field, profession, literature, and/or knowledge;
- continued effectiveness in teaching excellence, consistent growth, and a clear demonstration that course content and/or delivery is reflective of current literature and/or research in the area, that is accompanied by a record of involvement and/or leadership in curricular development and maintenance.
- active involvement and leadership in program, department, college, and university affairs.
- continued record of collegial and effective service to the program, department, college and university.

- *Review Process*

In general, tenure-track faculty members are encouraged to be familiar with the Tenure Review process. The Tenure Review normally occurs in the sixth year of a faculty member's appointment. Tenured faculty members participate in Periodic Performance Evaluation on a six-year cycle following their tenure. The HOP "Reappointment, Tenure, and Promotion" section (2.10) provides details about the process of these reviews. A candidate for tenure or promotion may elect to have the results of their Annual Review Reports considered as a part of their application package.

- *Faculty Development Leave*

Development leaves for faculty members may be granted upon approval by the UTSA President. The faculty development leave program enables tenured and tenure-track faculty members to engage in study, teaching enhancement, research, writing, field observations, creative activity, or other similar projects for the purpose of adding to their disciplinary or institutional corpus of knowledge. See [HOP \(Handbook of Operating Procedures\)](https://www.utsa.edu/hop/chapter2/2.25.html):

<https://www.utsa.edu/hop/chapter2/2.25.html>

- *Faculty Travel*

Funds are available to support travel to conferences, symposia, and other forums, including competitions that are connected to their scholarship, research or teaching. Interested faculty members apply through the School. Funds are determined based primarily on availability and merit. This program is in addition to funds that are included as part of a new hires start-up package. In recent years, KCEID has supported our faculty travel needs.

- *Academic Innovation*

UTSA also offers workshops and resources to support faculty teaching from course design to technology solutions, on-line tutorials, personalized consultations, course design assistance, and 24/7 Canvas support.

5.4.3 Professional development: Staff

The supervision of professional development opportunities for School staff is managed through the College and University. Since our merger, KCEID has developed and maintains processes and provides on-going training for staff in the College related to College and University mechanisms for purchasing, hiring, travel, budgets, event management, etc. Further, KCEID maintains direct communication with the University on these same topics, thus providing a streamlined training program for staff training on changing University processes.

Independently, the University maintains a website and online courses for required annual training (compliance) as well as training in categories such as, business processes, safety/safety, and leadership and supervision and personal and professional development. These courses are available primarily online, and provide on-going process, as well as leadership opportunities. The University has developed an online process for annual staff evaluations, with multiple meetings for staff to set goals, meet with supervisor to discuss said goals, and then to assess progress prior to final evaluation. There are University-led training opportunities for staff and supervisors to familiarize themselves with the process, as well as to grow and learn in the evaluation process.

There are a variety of ways staff can interact with input and concerns. The Staff Council has representation by staff from throughout the University to discuss and address topics related to staff. In addition, an University Ombuds provides confidential conversation for staff. There are 24/7 University counseling resources provided by a third party for staff to access when needed. Finally, the University has processes accessed through the website for staff who need to file formal complaints or address concerns in a formal way.

5.4.4 Support Services Available to Students

This section describes the support services available to SA+P students at UTSA.

- *Academic Advising: Undergraduate Academic Advising*

Undergraduate academic advising begins when the student is admitted into the university. Students have access to advising services through the [UTSA Academic Advising Office](#). At the University of Texas at San Antonio academic advising is an essential part of teaching and research. Advisors engage students in their planning, teach them how to navigate relevant academic resources, and encourage them to take responsibility for decisions about their academic progress. Academic advising is a partnership between students and academic advisors. Through this office, students may make virtual advising appointments, new student orientation advising appointments, request change of major, have access to planning their academic paths, find advisors for specific programs, special programs, as well as graduation resources. The UTSA Academic Advising Office provides checklists for 1st through 4th year students and maintains an online degree planning portal called [Degree Works](#). Degree Works is an undergraduate advising tool. Graduate advising is handled through the Graduate Advisor of Record.

- *Academic Advising: Graduate academic advising* Graduate Academic advising for Master of Architecture majors is conducted by the Graduate Advisor of Record, GAR. The GAR works with each student to help inform and guide them along their path through the MArch program. The GAR will conduct a MArch new student orientation at the beginning of each academic year for new MArch students. The GAR will meet with students via zoom and in-person through an open-door policy. The GAR helps students understand their Program of Study and the Curriculum Map to chart their path through the program.

- Example of the [Program of Study](#) below.



The University of Texas at San Antonio, Klesse College of Engineering and Integrated Design
 PROGRAM OF STUDY FOR THE MASTER OF ARCHITECTURE DEGREE
 Upon completion of the following courses, in addition to satisfying all other Klesse College of Engineering and Integrated Design
 Master's degree requirements, the named student must meet University-wide requirements for all Master's degrees.

Student's Name: _____ ID No. _____
Last First MI

Program Catalog J 23-25 Elective Track: _____
Enter / catalog

Expected Graduation Date TBD

Discipline/Number

Course Title	Credit Hours	Grade	When (Semester/Yr)	Where (Other than UTSA)
A. REQUIRED COURSES				
ARC 5133 Prof Architectural Practice & Ethics	3		I	
ARC 5173 Architectural Theory & Criticism	3			
ARC 5193 Principles of Global Architect	3			
ARC 5733 Advanced Building Technology & Sustainability	3			
ARC 6126 Advanced Design Studio	6			
ARC 6136 Advanced Topics Studio	6			
ARC 6146 Advanced Technical Studio	6			
ARC 6931 Master's Project Preparation	1			
ARC 6996 Master's Project	6			
B. ELECTIVE (3 semester credit hours)				
No selection	3			
C. ELECTIVES (12 semester credit hours)				
Elective needed - ARC or URP	3			
Elective needed - ARC or URP	3			
Elective needed -	3			
Elective needed -	3			
TOTAL	52			

***FOR PROGRESS REPORT PURPOSES ONLY

Graduate Advisor of Record **David Matiella** david.matiella@utsa.edu

Master of Architecture Degree – The Professional Program

The School of Architecture and Planning offers the Master of Architecture (M.Arch.) as a STEM-designated, first professional degree (terminal degree) for those intending to enter the professional practice of architecture. The M.Arch. is currently accredited by NAAB, the National Architectural Accrediting Board, the sole agency authorized to accredit U.S. professional degree programs in architecture. According to the NAAB 2009 Conditions for Accreditation:

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

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

• Mental well-being

UTSA utilizes an integrated approach to student physical and mental health to promote student success and wellbeing. The [Wellness 360](#) counselling center provides short-term individual counseling, groups counseling and psychiatry. Students have access to mental health services through the office of [Wellbeing Services](#). These services include 24/7 Assistance, Individual Counseling, Group Workshops, Emergency Situations, Screening Services such as on-line screenings. Students are able to access these services through the online portal at the link above. UTSA also provides virtual care from anywhere through the TimelyCare app. An example of the app is shown here:

• Tutoring

Tutoring for UTSA students is provided through the [Tomas Rivera Center](#). The mission of the Tomás Rivera Center is to promote lifelong student success by providing innovative resources to UTSA students and our community. We are committed to delivering an unparalleled experience where students come first. Complete information about these services can be found at the [link](#).

• Student Success

The UTSA Student Success connects, empowers and equips students to be lifelong learners and active citizens. It includes a network of resources, programs and services designed to help students succeed at UTSA and beyond. The Student Success Centers exist at both the University and College levels and complement one another.

Complete information about the [University-level Student Success Center](#) may be found at the link.

Complete information about the [Klesse College Student Success Center](#) may be found at the link.

• Career Services

UTSA offers a host of career services through the [University Career Center](#). Students and graduates have access to **career development** and placement services that help them develop, evaluate and implement career, education and employment plans. These services include:

- [Handshake](#) – UTSA students and alumni may use Handshake to search for jobs and internships, view and attend virtual recruiting events, and schedule appointments to meet a Career Consultant.
- [Vmock](#) - is a SMART Career Preparation Platform.
- [SMART Pitch](#) prepares you for in-person and video interviews.
- [Roadrunner Network](#) – UTSA students have access to an online and in-person network of diverse mentors—to build connections with alumni, both local and global; and with UTSA faculty and staff.
- [Iris Booth](#) – offers consistent, high-quality portraits. It is located in front of the University Career Center (SU 2.02.04) in the Student Union, near the elevators.
- [Job Scam Alert](#) – The University Career Center is available to offer guidance to UTSA students and alumni regarding concerns over potential job scams.
- A [complete list of resources](#) may be found [here](#).

• Career-Engaged Learning

UTSA offers career services through the [Career-Engaged Learning](#) office. This office provides [marketable skills training](#) offered through the Student Leadership Academy as well as Civic and Community-Engaged Leadership through the [UTSA Center for Civic and Community-Engaged Leadership](#). The center offers opportunities to partner with them through [this portal](#).

- The [Najim Center](#) is a student-led experiential learning hub dedicated to building an inclusive and collaborative community through innovative programming and project-based learning.
- The office hosts career-ready maps for all majors including Architecture & Interior Design. Below is an example of the Career Ready Map.

CAREER-READY MAP | ARCHITECTURE & INTERIOR DESIGN

Use this map to plan and integrate your academic and cocurricular experiences during your time at UTSA.

MAJORS ARCHITECTURE | INTERIOR DESIGN

	FIRST YEAR	MIDDLE YEARS	LAST YEAR	
THE UTSA STUDENT EXPERIENCE Apply for a micro-internship (5 to 40 hrs) Tour an in-person career expo and attend virtual career expo group sessions to learn about companies Talk to companies tabling on-campus Attend UTSA Career Expos to learn about companies Apply for Clivester for valuable career skills Attend professional development event Join academic, social, or service student organization(s) Become a Naim Strategist Conduct informational interviews with upperclassmen in interesting majors Go to EntrepreneurUTSA to network Apply for work-study or on-campus job Complete career readiness badges Read College Guide to Gaining Experience Watch the Rowdy Intern Video Series Review What Can I Do With This Major Review My Next Move , a career exploration tool	Engage in Undergraduate research opportunities Apply for an internship Attend Architecture Career Fair Apply for Archier Fellowship Program to intern in Washington D.C. Apply for the Students + Start-ups Program	Review Industry Reports for career outcome data Review SeekUT for salary data Attend Architecture Career Fair Conduct informational interview(s) with alumni in Roadrunner Network Join the Rowdy Corps Community Scholars Program Apply for a leadership role in student org(s) Attend CAREER-A-PALUTSA in Spring Participate in UTSA Day of Service Apply for Global Summer Institute Enhance your experiential learning by joining the Honors College (requirements here)	Attend CAREER-A-PALUTSA in Spring Review Cost of Living resource Apply to join the UCC Student Advisory Board Update LinkedIn profile for job search Utilize VMock to update resume for job search Utilize LinkedIn Learning to upskill Practice interview on Interviewing.com	
	Take Career Assessment Create Handshake profile Create Professional headshot in iStock	Attend tutoring sessions at downtown campus Attend professor and TA office hours Attend Coding workshops (Revit, etc) Attend study groups Design Showcase senior year Urbino, Italy, Study Abroad Attend Architecture Career Fair	Attend tutoring sessions at downtown campus Attend professor and TA office hours Attend Coding workshops (Revit, etc) Attend study groups Design Showcase senior year Urbino, Italy, Study Abroad Attend Architecture Career Fair	Attend tutoring sessions at downtown campus Attend professor and TA office hours Attend Coding workshops (Revit, etc) Attend study groups Design Showcase senior year Urbino, Italy, Study Abroad Attend Architecture Career Fair

• **Career Fair**

SA+P holds an annual Career Fair in which approximately 40 area firms and businesses participate. Students are offered prep workshops and support.

5.5 Social Equity, Diversity, and Inclusion

The UTSA Architecture Program and the School of Architecture + Planning are committed to maintaining and increasing the diversity of its learning community. As described above, most Architectural Program faculty are also graduate faculty and teach in the graduate programs. Like all state-sponsored institutions of higher learning, the University of Texas at San Antonio is an Equal Employment Opportunity/Affirmative Action Employer; it follows federal and state laws that prohibit unlawful discrimination of the standard categories. It houses the [Office of Equal Opportunity Services](#) that provides training, guidance, policy, oversight, and investigates discrimination and sexual harassment cases. Its mission serves to guide all entities within UTSA. Those goals are to:

- Be an engaged leader in supporting the educational mission and enriching the learning culture that support the students, faculty and staff at UTSA.
- Persistently strive to eliminate illegal discrimination and harassment in any form through education.
- Support UTSA as an open university, in which all individuals can honor and celebrate cultural uniqueness, diversity of thought, and human experience.

Recently due to revisions to the understanding of Title IX, university policy expanded the legal requirements and enhanced the policies and procedures associated with the prohibition of discrimination on the basis of sexual orientation, gender identity and gender expression. These policies and procedures apply to all administrators, faculty, staff, students, visitors, and applicants for employment or admission. However, UTSA has always enjoyed a special mission to serve the largely Hispanic population of south Texas, an endeavor that is developing as the institution improves its status: as stated on the university's website, *UTSA will continue to provide educational opportunities for the underrepresented population of the region at the highest level of excellence.*

UTSA actively promotes inclusivity of minority groups through the endeavors of UTSA's Academic Affairs to diversify the faculty <https://provost.utsa.edu/news/2020/09/story/15-diverse-faculty.html>. The UTSA Graduate School has also implemented a new collaborative program to increase student diversity in research: The South Texas Interdisciplinary Research for Undergraduates Programs. Endeavors spearheaded by UTSA include programs fostering academic success among local grade-school and high-school students, promoting access to Hispanic students, veterans and disabled students, and strengthening academic programs studying minorities. Indeed, the university is considered a Hispanic-serving institution of higher learning and has been recognized for providing access to minorities. The UTSA office of Student Affairs is committed to fostering a campus culture that promotes active engagement through volunteerism and in which issues relating to culture, religion, ethnicity, gender identity and expression, and sexual orientation are addressed with sincerity and respect and all members of the campus community feel safe, welcomed and valued.

The School of Architecture + Planning supports and furthers diversity and inclusion, which becomes evident when evaluating our demographics. In the fall semester of 2023, the student body (School-wide) consisted of:

Fall 2023	Male	Female	Hispanic	White	Non-Resident	Asian	Afric/Amer
Total:	365 /	537 /	604 /	144 /	42 / 5%	34 /	40 / 4%
902	40.47%	59.53%	67%	16%		4%	

The percentage of Hispanic students closely mirrors that of the overall population in San Antonio. Last summer, *The Hispanic Outlook in Higher Education* magazine ranked the School #3 in the nation for Bachelor's Degrees Awarded to Hispanics in Architecture (<https://www.utsa.edu/alumni/news/2022/Hispanic%20Outlook.html>).

For 2014-16 period, the breakdown for the M.Arch program students specifically is as follows (as reported in the 2014 and 2015 Annual Reports):

2023	Male	Female	Hispanic	White	Non-Resident	Asian	Afric/Amer
Admits: 36	19 / 52.78%	17 / 47.22%	27 / 75%	5 / 14%	3 / 8%	0	0
Total: 109	48 / 44.04%	61 / 55.96%	66 / 61%	22 / 20%	14 / 13%	3 / 3%	2 / 2%
2024 (as of 8/01)	Male	Female	Hispanic	White	Non-Resident	Asian	Afric/Amer
Admits: 6	3 / 50%	3 / 50%	3 / 50%	2 / 33%	1 / 17%	0	0
Total: 101	43 / 42.57%	59 / 57.43%	63 / 62%	19 / 19%	14 / 14%	3 / 3%	2 / 2%

The School also boasts a diverse faculty and is committed to maintaining its diversity through open and expertise-driven hiring practices into the future. Many members of the faculty come from the vibrant design community in San Antonio, and we have all sexual orientations represented within the faculty and staff. Over 25% of our professors are foreign-born, hailing from Iran, Turkey, Poland, Italy, Japan, Macedonia, Mexico, Colombia, and Korea. Of the 5 most recent tenure-track hires, only 1 was from the United States. These facts and figures provide proof positive of our dedication to creating and sustaining a diverse environment - although we have a way to go. Our overall demographics are:

Fall 2023	Total	Male	Female	Hispanic	White	Non-Resident
Tenured / Tenure-track	20	15 / 75%	5 / 25%	2 / 10%	12 / 60%	01 / 5%
Non-Tenure-track	41	26 / 63%	15 / 37%	06 / 15%	20 / 49%	02 / 05%

Our short and long-range planning goals include consideration of these important concerns, especially increasing the gender and ethnic diversity to better match our student population. We remain committed to the broadest advertising and recruitment efforts and hiring the best candidates for the position.

All School practices for admissions or for hiring are in compliance with the university's policies. A faculty-led summer program that introduces local high school students to architecture constitutes outreach into the community; in part, it seeks to attract first-generation college students from minority families to the School. Considering the composition of our faculty, it is evident that there is always a strong minority presence in the committees that govern the unit. Inclusivity is guaranteed by the demands placed upon the student body and the faculty to run the institution.

- [UTSA Student Disability Services](https://www.utsa.edu/disability/) <https://www.utsa.edu/disability/>

Offers resources and support, "empowering students with disabilities to achieve access so that they can be successful at UTSA and beyond." Their office works with individual students and their instructors and connects students and faculty with a wide range of resources including digital technologies, and teaching-learning support.

- Our *Summer Academy Program* reaches out to area high-schools and has typically enrolled 35 area students in its two-week summer program each year. Consistently, this has enabled us to reach potential disadvantaged or underrepresented students. The Summer Academy in Architecture and Interior Design was first implemented in the School of Architecture + Planning in 2013 as a means for area high school and potential transfer students to test their interests in architectural design. The program was started when it was realized that some freshmen would invest a year in our design program only to determine that another discipline better suited their interests. Summer Academy offers a two-week introduction to the educational experiences and career paths of architects and interior designers, with an annual enrollment averaging thirty-five students per year. Taught by faculty of the School of Architecture + Planning, typically with two student assistants, the program exposes students to hands-on learning experiences typically encountered in the first year of design school to address the question: "how do designers think?" Two days of the program are directed to office visits and experiences with construction managers on actual construction sites to enable students to comprehend a bit of life as a practitioner. Although

its goal is primarily educational, the program has also become a recruitment vehicle for our program, not just through the two-week experience itself but also by way of visits to high schools made by the Academy director and active advertising both online and through informational brochure mailings.

5.6 Physical Resources

In the immediate aftermath of Covid, the College of Architecture, Construction, and Planning was dismantled and merged into the College of Engineering to form a new College: The Klesse College of Engineering and Integrated Design (KCEID). At the same time (2020), we were moved out of the Monterey Building at the Downtown Campus. While we retained our spaces in the Monterey Annex (the “warehouse” addition on the west side of the Monterey Building), the front, four-story portion was deemed unfit for continued occupation. No plan was developed for a longer-term or permanent solution. Nor did we recover the quantity or quality of space that we lost. Since that time, until the present, the newly formed School of Architecture + Planning, with a great deal of support from KCEID, worked with the University Space Management for semester-to-semester solutions. Meanwhile, the Architecture Program continued to grow in enrollment. UTSA Space Management and Real Estate (in the office of the Provost) have been working to resolve our space needs. The recently purchased building adjacent to UTSA Southwest Campus in downtown San Antonio may be the solution to the space needs of SA+P. <https://www.utsa.edu/today/2024/08/story/UTSA-plans-to-purchase-one-riverwalk-place.html>

5.6.1 Studio-Based Learning Spaces

Over the last three years, some of our Design Studios have been in classroom spaces—frequently isolated from each other. Currently, we have nine (9) studios in classroom spaces. Not only does this temporary solution isolate students and faculty—replacing the highly interactive and collaborative environment of the Design Studio with highly ineffective spaces, but most of the classrooms are also too small to allow effective teaching-learning. During this time, School leadership has sought creative solutions and formulated proposals and requests for additional space each semester, for both short-term solutions and a longer-term or permanent “fix”. The School held a Design Charette in December 2022—bringing members of the Advisory Council together with students and most of the School’s faculty and a representative from the University Space Management for a day-long design exercise that focused on a pragmatic solution. The results of this charette were shared with College leadership and the Office of the Provost.

There have, however, been successes: the Frio Building Studios (2nd floor) are a working example of the “neighborhood model” that we proposed in the Charette results: an open floor plan that can accommodate three to five Design Studios, a shared presentation space, huddle spaces for each studio, and adjacent faculty offices. This space has both natural lighting and artificial lighting that contributes to its functionality and professional atmosphere.

Design Studio Spaces: Locations

- *Monterey Annex*

The Monterey Annex provides an array of teaching environments and resources in support of student learning in the architecture programs. All graduate and undergraduate architecture instruction is at the Downtown campus and scattered between the Monterey Annex, the Frio Street Building, the Buena Vista Building and the Durango Building. The Monterey Annex includes our shop and printing facilities, and makerspace, our Design Build Studios, our first-year studios (with hot-desks), our Interior Design Studios, a couple fourth-year studios, computer labs, a gallery, exhibition corridor, several faculty offices, and a student lounge. See below for greater detail of these spaces and facilities.

- *The Durango Building*

The first floor of the Durango Building houses five graduate Design Studios in UTSA’s Conference Center. The second floor houses the School’s main office area which includes the Urban and Regional Planning office, the Center for urban and Regional Planning Research, the Interior Design Program’s leadership, a conference room, and faculty lounge area. The third floor houses the Center for Architectural Engagement. The fourth floor houses the majority of our faculty offices.

- *The Frio Building*

The second floor of the Frio Building houses twelve Design Studios—four of which remain in classrooms—three faculty offices, and a presentation space.

- *The Buena Vista Building*

The third floor houses four “classroom studios” and one faculty office. The fourth floor houses one additional “classroom studio”.

5.6.2 Instructional and other Support Spaces

Classrooms, Seminar rooms, and large lecture halls for history, theory, technical and other courses are in the Durango, Frio and Buena Vista buildings on the UTSA Downtown Campus. Other support spaces include:

- *Digital Media Support*

Digital media facilities are located in the Monterey Annex to support the multiple programs of SA+P. Dedicated Computer Labs are located in the Monterey Annex, and are used solely by SA+P. Detail is provided in “Digital / Computing / Printing / Plotting Resources” below. Also, note the laptop requirement for all of our students (link goes here) a means of ensuring That they have customized and customizable tools for success.

- *Gallery*

The School maintains a 1,476 square foot space in the Monterey Annex for use as a gallery. There are also limited access opportunities to the Southwest Room and LaVillita Room on the first floor of the Durango Building.

- *Library*

The Library, which also contains the Visual Resources Collection, is located on the second floor of the Buena Vista Building and includes an extensive collection.

- *Fabrication Lab/Shop*

Located in the Monterey Annex, the School, maintains the fabrication lab, which includes laser cutters, a CNC machine, and many other tools that support manual and digital exploration and production in wood, metal, foam, and plastic.

- *Materials Library*

Under the direction of the Interior Design Coordinator the program also maintains a Product Library in the Monterey Annex that contains stack shelving for professional magazines, samples, and product catalogs.

- *Technology Lab Equipment (Lighting / Sustainability Technology)*

The program also expanded its available technology for student and faculty use, primarily in the area of energy modeling. Equipment available include performance monitoring software; weather meters; energy monitors and infrared thermometers, and sound and light meters at a cost of approx.; plus recent equipment related to lighting analysis and performance.

Space for Faculty Teaching, Scholarship, Service, and Advising

5.6.3 Faculty Spaces

Our office needs were finally stabilized with the acquisition of new office space for the fall semester, 2023; however, a number of ancillary and support spaces, conference rooms, presentation / exhibition spaces, and lab spaces are still lacking since our move from the Monterey Building. Currently, the Program occupies four separate buildings at the downtown campus and the university is working closely with the School and the College for a longer-term solution. Maps identifying our current spaces can be found below. Our recent space request emphasizes the need for a larger faculty lounge space as the current dedicated space does not fulfill the needs of the faculty.

The Architecture Program provides faculty adequate space needed to fulfill their various roles. All tenured and tenure-track faculty have private offices, most of our full-time FTT faculty have private offices, while part-time faculty have shared offices. All have space for work, research, storage, and meetings on campus. And all are provided with a computer, Wifi access, and access to fabrication, shop, printing, and plotting services. Dedicated workstations for research and graduate assistants are in various rooms, mostly adjacent to their faculty supervisors.

Additional Challenges with Existing Facilities

Current challenges of being located in four separate buildings are linked to fragmentation of the Program. In addition, the Monterey Annex has on-going maintenance issues including HVAC equipment, roof leaks, janitorial services, pest control, and general issues with occupying a building originally constructed for office occupancy and manufacturing. Since the last Accreditation visit, UTSA has renovated spaces in the Monterey Annex to suit the various needs of the School including providing a student lounge (and former café), the renovation and expansion of bathrooms. The Frio Building Studio “neighborhood” space has been renovated to suit our teaching-learning and pedagogy needs.

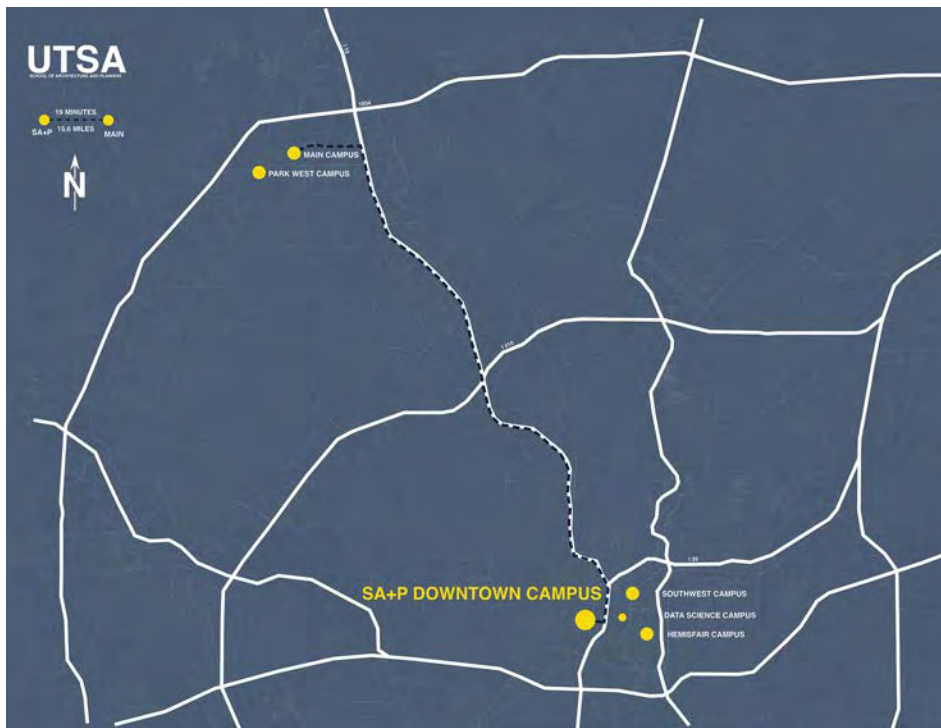


Fig. 7 location map



Fig. 8 UTSA downtown campus map



- studios
- shop / maker space
- labs
- offices
- gallery
- café / student lounge
- print shop



Fig. 9 UTSA Monterey Building Annex

- studios
- shop / maker space
- labs
- offices
- gallery
- café / student lounge
- print shop

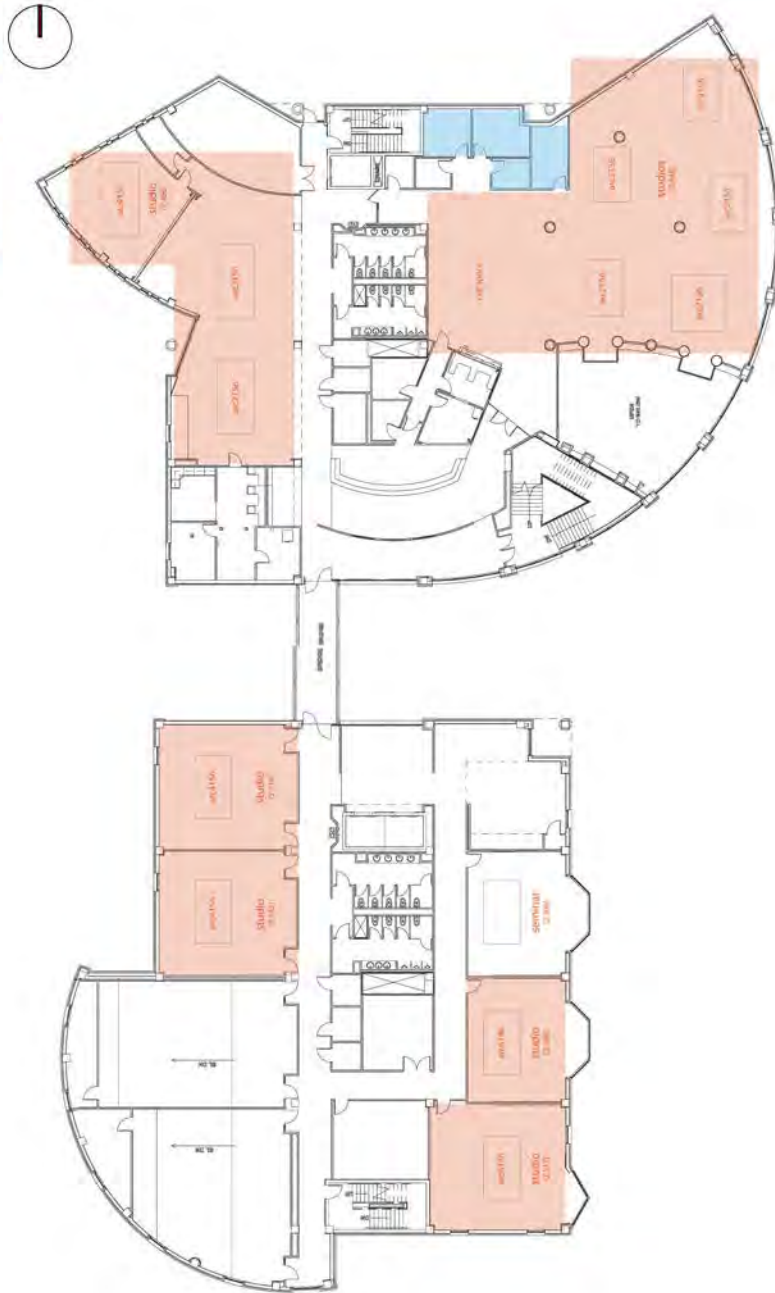
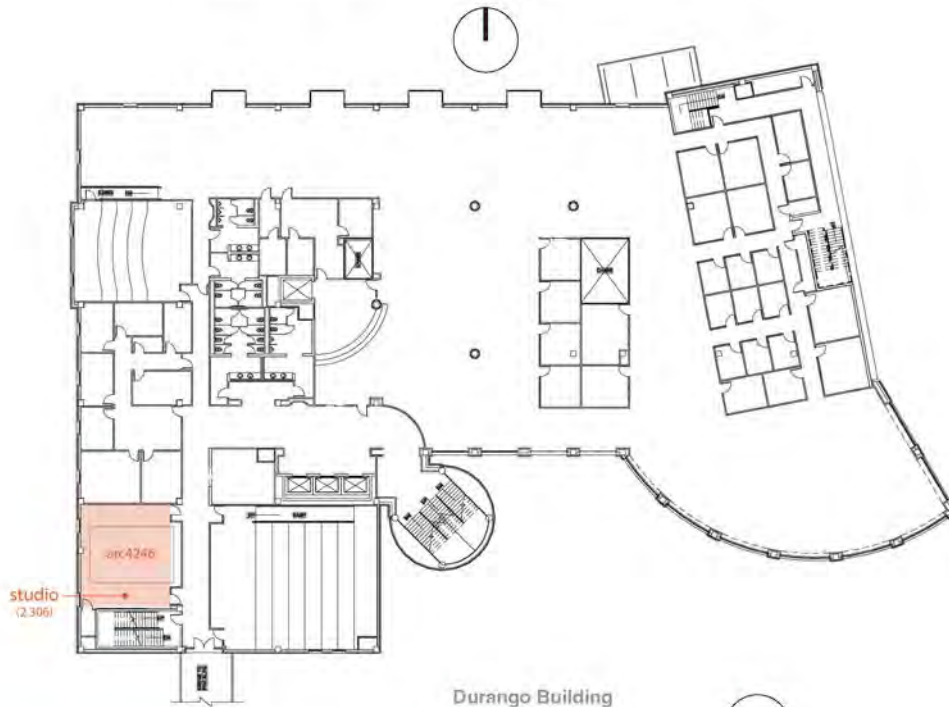


Fig. 10 UTSA Frio Building, 2nd floor



- studios
- shop / maker space
- labs
- offices
- gallery
- café / student lounge
- print shop

Durango Building
1st floor



1st Floor Office Level 1

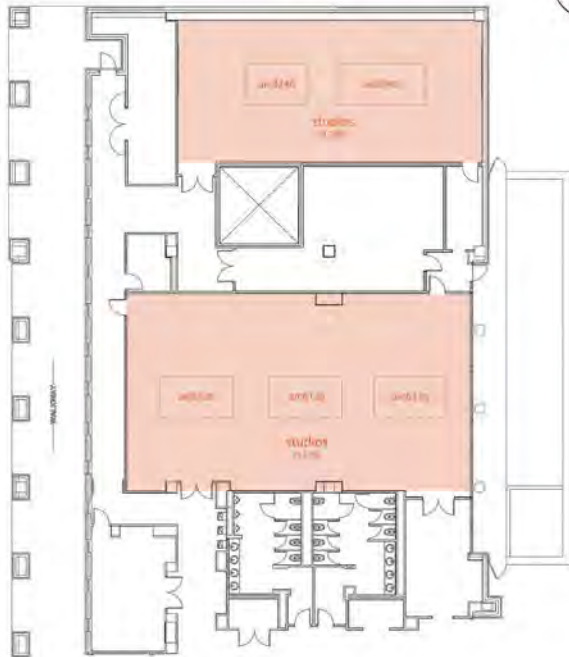
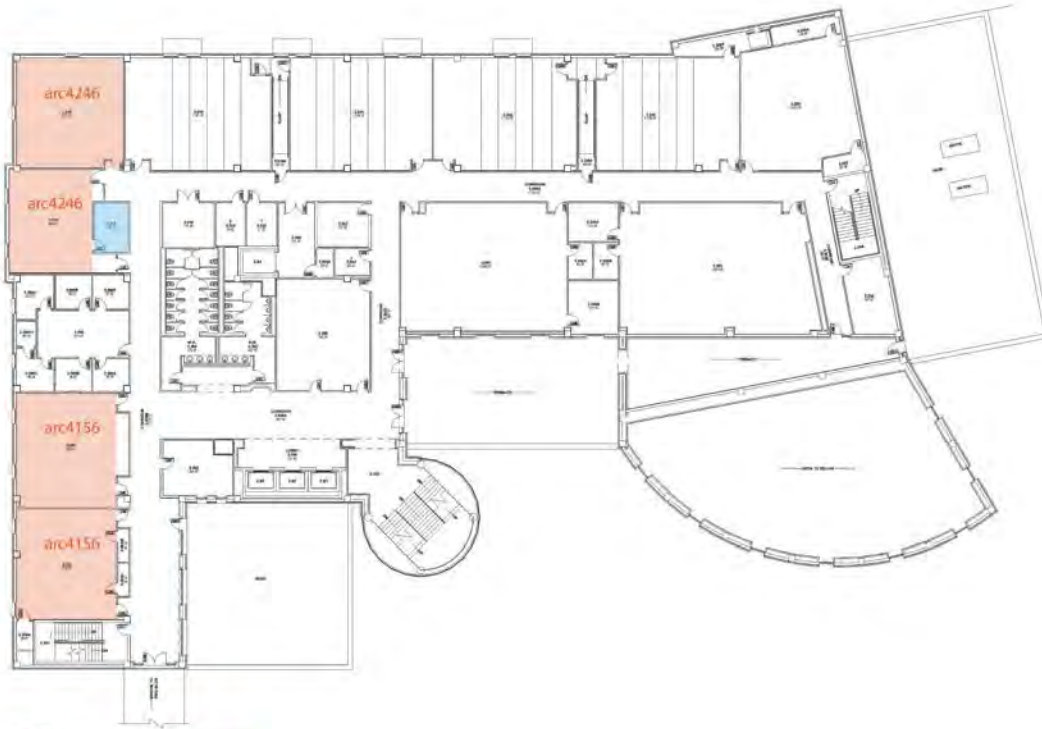


Fig. 11 UTSA Buena Vista Building, 2nd floor
Fig. 12 UTSA Durango Building, first floor



- studios
- shop / maker space
- labs
- offices
- gallery
- café / student lounge
- print shop

Fig. 13 UTSA Buena Vista Building, 4th floor

- studios
- shop / maker space
- labs
- offices
- gallery
- café / student lounge
- print shop

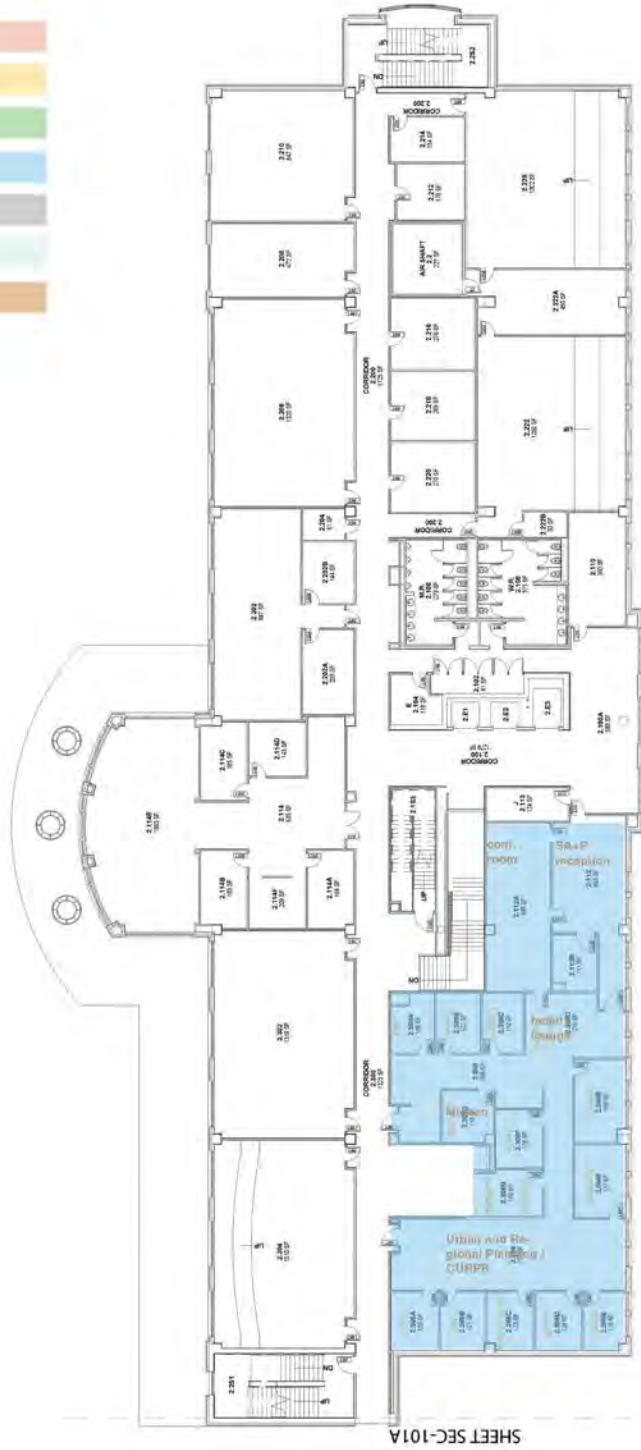


Fig. 14 UTSA Durango Building, 2nd floor



Fig. 15 UTSA Durango Building, 4th floor

5.7 Financial Resources

As of fall 2021, with the merger of College of Architecture Construction and Planning with College of Engineering, the School of Architecture + Planning is now one of five Schools/Departments in the Klesse College of Engineering and Integrated Design. Annual funding is appropriated to UTSA via the bi-annual budgets of the Texas State Legislature, tuition and fees, donations, gifts, and endowments. Academic program budgets are established by the Dean of Klesse College of Engineering and Integrated Design and administered by the Chairs/Directors of each department with support from Kirstin Wilsey, Assistant Dean for Fiscal Administration.

The School of Architecture + Planning has an M&O (maintenance and operation) budget, F&A (Facilities & Administration) Allocation, Advisory Council gift funds, and operating funds from undergraduate and graduate fees, tuition, and program fees. Travel funding and faculty salaries are managed in conjunction with the College via processes specific to the purposes and rules associated with those accounts. Endowments, scholarships, and Graduate Teaching/Research assistants are managed by the College.

Last year, three years after our return from COVID, we saw our student organizations begin to gain numbers and increase planning and engagement for events, travel and competitions, which also resulted in additional requests to the School for funding. In addition, faculty travel has returned to prior levels, and this also has resulted in an increase in our budgetary requests. Our enrollment has remained strong at the undergraduate level, and our graduate enrollment is slowly, gradually increasing, post-COVID. We continue to work with the College to refine our course offerings, course seat limits and curriculum offerings to optimize budget for faculty salaries while offering a robust curriculum throughout students' academic program.

Post-COVID, many of our studios were moved to newer buildings at the downtown UTSA campus, while our shop, makerspace and first year/second year studios remained in the original building. Plans are underway for improvement and an increase in the number of studio spaces this academic year, and we are in conversations with the University about

planning for our long-term space needs. Financial support for both the short- and long-term moves are being facilitated through School, College and University funding.

BUDGET ITEMS	23-24	22-23	21-22	20-21
Salaries (Faculty)	\$2,935,661	\$2,811,141	\$2,342,303	\$2,393,725
Benefits	\$758,868	\$726,680	\$688,025	\$701,793
Fees (Program Fees)	\$209,915	\$195,467	\$107,652	\$97,659
Fees (Graduate Services)	\$55,430	\$78,138	\$63,970	\$27,463
Fees (Technology – all students)	\$0	\$0	\$46,640	\$53,345
Total	\$3,959,874	\$3,811,426	\$3,248,590	\$3,273,985
Overall Expenditure per Student (Graduate) # of Grad students SAP	141	146	140	132
Travel Funding - College	\$1,000 matching	\$1,000 matching	\$1,000 matching	\$1,000 matching
Travel Funding - School	approximately \$2,500	approximately \$2,500	approximately \$2,500	approximately \$2,500
Scholarships (College-wide)	\$110,950	\$84,195	\$123,580	\$120,778
School M&O	\$25,510	\$25,510	\$25,510	\$30,510
School F&A	\$ 3,307.00	\$ 3,960.00	\$ 2,713.00	\$ 2,510.00

5.8 Information Resources

LIBRARY-BASED RESOURCES

The architecture collections at UTSA (located fully downtown adjacent to the Monterey Building - home of the programs, Department and College) are well supported and exist in a variety of formats. The development of the collection is active and ongoing, and UTSA Architecture has a strong advocate in the subject specialist for architecture - who maintains the currency of the collection, supports student research, and works closely with the Program and library liaison to keep our students connected and well-resourced.

• Libraries Overview

The University of Texas at San Antonio Libraries serve the campus community through locations at the Main Campus, Downtown Campus, and the Institute of Texan Cultures. The Libraries provide students and faculty with seamless and comprehensive access to information as well as spaces for active learning, teaching, and interdisciplinary scholarship. The Libraries overall provide access to over 3.6 million print and online monographic volumes, over 600 online databases, over 100,000 serials, 50,000 audiovisual items, 3 million streaming music tracks, videos, and online maps; 3.5 million photographs; and nearly 1 million microforms, including primary research materials. The Libraries are a selective depository for Federal documents and collect Texas documents.

The Libraries have four locations to serve the university community. Located on the Main Campus, the John Peace Library (JPL) is the largest library and is open 24 hours a day, five days a week during the fall and spring semesters, as well as extended weekend hours. With collectively over 2,800 seats and 600 computers, the Libraries offer a variety of work and study spaces. Areas for computing, collaboration, and research include several information commons; GroupSpot, a state-

of-the-art digital classroom and study space that facilitates collaboration through small group tables with shared displays; quiet study and computing areas; and over 70 study rooms, including graduate group and quiet study rooms in JPL and DTL.

The Special Collections Reading Room houses University Archives, photograph collections and architecture-related manuscript collections. The collection is being moved to a temporary collection facility, which will have a reading room with hours to be determined. Special Collections materials at the John Peace Library are available by appointment Monday – Thursday, 10-5.

The **Downtown Library** Located in the Buena Vista Building on the Downtown Campus directly across from the College of Architecture. It supports multiple undergraduate and graduate professional programs, features quiet and collaborative study areas, computing services, and holds the entirety of the Architecture collection consisting of approx. 20,000 volumes plus 31 in-print journals and over 700 digital-access journals. The Downtown Library is open Monday through Thursday from 8:00 a.m. to 9:00 p.m.; from 8:00 a.m. to 6:00 p.m. on Friday; and 9:00 a.m. to 6:00 p.m. on Saturday. On Sunday, the Downtown Library is open from 1:00 p.m. to 9:00 p.m. The library has group study rooms for group projects and a space for library instruction.

Access to Materials - The Libraries house and provide access to a wide variety of materials through a single search box (Library QuickSearch), hundreds of online databases, and other tools. Students and faculty may access online databases from off-campus locations. Seamless access to materials, regardless of whether owned by the libraries, is also provided through the Get It For Me (InterLibrary Loan) service, with direct, convenient delivery of books and articles and no-cost mail book delivery and articles emailed to online students. Specialized subject and course research guides are available at <http://libguides.utsa.edu>.

The Libraries offer services and resources to enhance student success, including lendable laptops and other technologies; multimedia equipment and viewing stations; a robust collection of course reserves; and high-speed scanners. To provide comprehensive student support, the Libraries have created partnerships with campus tutoring programs, including the Judith G. Gardner Center for Writing Excellence; the Tomás Rivera Center, which provides tutoring in a variety of subjects; and the Supplemental Instruction Program, a peer-tutoring program. Students and researchers are encouraged to “Ask us Anything” via the Libraries’ popular online chat service staffed by librarians, or by email, phone, or in person at one of our information desks.

- *Research and Teaching Resources*

The subject specialist for Architecture creates library research guides specifically for students in Architecture programs at <https://libguides.utsa.edu/architecture>. This and other online guides provide contact information for librarians and library support staff, pathways to online databases, electronic journals, ebooks, and online videos; access to professional resources; guidelines for citing resources; and information about ethics, global issues, and policy research. Research guides can be linked to Canvas pages for Architecture courses.

- *Archives and Special Collections*

The UTSA Archives and Special Collections serve as repositories for the University’s primary source materials, including manuscripts, rare books, and University records. In addition to University records, the archives’ core collecting areas include San Antonio history, urban development and architecture, regional authors, Mexican cookery, women and women’s history, and the Texas-Mexico border region. Its holdings total more than 8,800 linear feet, and its finding aids are available in the Texas Archival Resources Online database.

Special Collections’ rare books collection contains more than 31,000 volumes, emphasizing the history and development of the Texas-Mexico border region, especially the people, history, art, architecture, life and literature of San Antonio and South Texas. It also supports the research needs of UTSA by providing a general selection of core Texas historical book materials and a comprehensive selection of San Antonio historical book materials. Regarding the study of architecture, the Special Collections include materials that document the history of the River Walk and additional resources that support research into local preservation, are available. In addition, resources about local architects, local builders, and historic buildings are maintained. The UTSA Libraries are attracting an increasing number of gift collections from the community, including sizable collections that support growing programs in music and architecture, as well as personal collections from cultural figures in San Antonio. UTSA Archives holds materials related to the development and revitalization of San Antonio and its surrounding areas, including the personal papers of local architects and architecture historians as well as the organizational records of city-wide initiatives and commissions.

- *Architecture Resources and Services: Staff*

The Downtown Library is staffed by rotating subject specialists, six para-professionals, and several student assistants. The subject specialist for architecture develops strong relationships with the faculty members who serve as library liaisons and collaborates with Department faculty by providing support for all aspects of research, teaching and learning, collection, and engagement services and activities. The subject specialist provides faculty and student consultations in person or via videoconference, email, or telephone, encouraging students to talk through research ideas, become familiar with database

and online journal searching, and unpack course assignments. The subject specialist provides classroom and one-on-one course-integrated library instruction sessions and department-wide workshops on request and develops user guides and other access points. Additionally, the subject specialist can embed in courses as needed to provide hands-on assistance at students' point of need.

• *Architecture Resources and Services - Research Databases in Architecture*

The Libraries provide robust access to databases with content crucial to undergraduate and graduate studies and advanced research across all areas of architecture, urban and regional planning, public administration, construction science, civil engineering, and other related areas with content published by major societies and providers such as: American Institute of Architects (AIA), Society of Architectural Historians (SAH), American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), Royal Institute of British Architects (RIBA), and American Society of Landscape Architects (ASLA); major publishers' collections of ejournals, ebooks, and other materials in *ScienceDirect*, *SpringerLINK*, *Sage Premier*, *Emerald Insight*, *Cambridge Journals Online*, *De Gruyter Online*, *IEEE Smart Grid*, *ASME Digital Library*, and *Wiley Online Library*; and well as streaming video collections such as *OnArchitecture*, *Engineering Case Studies*, *Films on Demand*, *VAST*, *Filmmakers Library*, and *Kanopy* videos. These databases collectively ensure research-level access to fundamental materials needed to support UTSA's Architecture programs.

Other significant electronic resources include discipline-specific databases in related areas. These include full-text databases in engineering, computer and information sciences, art, art history, photography, history, demographics, environmental science, as well as full-text electronic books in many disciplines.

• *Architecture Resources and Services - Books*

The primary focus of the Libraries' collection in support of the architecture program has been on architecture, design, construction, structural engineering, historic preservation, and urban studies and planning. Additional support is provided by relevant literature in the visual arts, including art history and criticism, techniques of drawing, and the decorative arts as well as other academic disciplines such as economics, management, public administration, psychology, sociology, and anthropology.

As of September 2023, the Libraries' print collections related specifically to architecture, design, construction, and structural engineering consisted of more than 27,500 volumes. Counting only those materials classed specifically in architecture (filed under NA by the Library of Congress classification scheme), the Libraries' collections consist of more than 19,300 volumes. However, none of these counts reflects the Libraries' strong holdings in historic preservation and urban studies and planning, which are typically categorized under history, economics, anthropology, and sociology, nor the strong regional focus of the collection on the South Texas/Northern Mexico region and, more broadly, the Southwestern United States.

Another 38,020 volumes provide broad support for general art, art history, and criticism, and art studio courses. The Libraries also provide access to substantial collections in related academic areas such as psychology, management, sociology, and anthropology, which include relevant literature. Each of these areas also offers master's programs and thus receives strong support from the Libraries with collections incorporating a wide range of print, audiovisual, and electronic resources. For areas of study within the College of Architecture, Construction and Planning, the breakdown is as follows:

- architecture – 14,040 titles (18,437 items);
- decorative arts and interior decoration – 1,714 titles (2,473 items);
- gardens, landscape architecture – 926 titles (1,082 items);
- building construction – 816 titles (1,182 items);
- communities, city and regional planning – 4,316 titles 5,166 items).

Collections provide strong support for undergraduate teaching and in areas of new programs and research. Some examples include sustainable building; building science; urban planning; architectural theory; history of architecture; furniture; history of interior design; and collected works of individual architects.

Tens of thousands of relevant ebooks in architecture and related subject areas are available in databases such as *SpringerLink*, *ScienceDirect*, *Taylor & Francis*, *Cambridge*, *DeGruyter*, *SciTech Premium*, *IEEE Xplore*, *O'Reilly (Safari)*, and *Wiley Online Library*. Thousands more related ebooks are available in *Ebook Central*, *Knovel*, *Emerald*, *Gale Ebooks*, and *Synthesis Digital Library*. *Relevant ebooks published by IEEE, Elsevier, Wiley, Springer.*

• *Architecture Resources and Services - Journals*

The Library currently subscribes to 31 print journals to support the needs of programs in the School of Architecture and Planning and the School of Civil and Environmental Engineering and Construction Management. In addition, many architecture journals are available in full text through subscriptions to their publishers' electronic journal collections. The Libraries continue to support increased access to these and other journals electronically through subscription databases. In total, the library has access to over 700 journals in electronic format for architecture. New titles, as appropriate and available in print and in electronic formats, are added in response to faculty requests and program needs.

• *Library Expenditures in Support of College of Architecture, Construction + Planning Programs*

In the last five years, the Libraries have expended \$181,904.00 on library materials for architecture. In FY2023, the Libraries expended over \$35,000 for books, databases, multimedia, and journals in direct support of Architecture programs and an additional \$487,300 in related disciplines. Approximately \$16,000, or about 45% of the total amount spent on materials for Architecture, was expended on databases and journals. The remaining amount was spent on print and electronic books and multimedia materials.

Expenditures for Architecture	FY20	FY21	FY22	FY23
Books (print & electronic) & Multimedia	\$14,369.59	\$5,843.56	\$10,009.59	\$11,785.99
Databases & ejournal packages	\$19,449.70	\$16,075.75	\$15,778.75	\$16,221.55
Journals (print & electronic)	\$8,300.58	\$7,646.40	\$7,562.83	\$7,662.67
Total	\$42,119.87	\$29,565.71	\$33,351.17	\$35,670.21

• *Additional Research-Level Materials*

The Libraries provide access to additional online resources that support upper-level studies and intensive research activities for a number of academic programs, including Dissertations & Theses Global; American Doctoral Dissertations; Sage Research Methods, Cases, Video, and Datasets; Journal Citation Reports (JCR); and Web of Science. Sage Research Methods Online and Sage Research Methods Videos provide information about research methodologies and statistics.

• *Resources Available through Cooperative Library Agreements*

The Libraries participate in a variety of cooperative agreements at the local, regional, national, and international levels that significantly expand access to resources available to UTSA's faculty, students, and staff. These include the **UT System Advisory Committee on Library Resources**, the **Center for Research Libraries (CRL)**, the **TexShare Library Resource Sharing Program**, and the **HathiTrust Digital Library**. The Libraries' participation in the UT System and A & M System **Joint Library Facility (JLF)** provides access to over 1.5 million additional volumes of research materials. The Libraries' membership in the **Council of Research and Academic Libraries (CORAL)** provides access for students, faculty, and staff to San Antonio area member institutions' collections at no charge.

DIGITAL/ COMPUTING / PRINTING / PLOTTING RESOURCES

Students and faculty have available a wide variety of digital tools for creativity, design, production, exploration, and presentation. These facilities include Computer Labs (physical and virtual), Print Shop, Makerspace (Downtown Campus), Makerspace (Main Campus)

• *Computer Labs*

Student Computer Lab 1 / Instructional Lab (24x7 open access for students use, also utilized for scheduled courses. Students can use this lab when classes are not in session).

- 24 Dell Optiplex 7460 AIO Series (Intel(R) Core i7-8700 CPU @ 3.20GHz, 16 GB RAM, HD Samsung SSD 960EVO 500GB, Windows 10 Enterprise)

• *Student Computer Lab 2* (24x7 open access for students use).

- 24 – Dell Optiplex 7460 AIO Series (Intel(R) Core i7-8700 CPU @ 3.20GHz, 16 GB RAM, HD Samsung SSD 960EVO 500GB, Windows 10 Enterprise)

• *Virtual Desktop Interface (VDI)*. Access to university resources on and off campus. Students can use any browser on their own laptop to reach and access any university research servers and access all software available in the computer lab. All applications are run on UTSA's servers.

- Klesse College of Engineering and Integrated Design can run up to 40 VDI's at a time. (4 nodes allocated on the server and each node allows 10 VDI's), 200 GB of local storage, 1GB GPU, 16 GB RAM.
- KCEID is currently upgrading to VDI 2.0 which will allow up to 44 nodes (440 VDI's)

• *Available Software*

AutoCad 2023; Abaqus 2021; Adobe Acrobat DC; Anaconda3; Ansys 2023 R2; ArcGIS Pro 2.6; Arduino; Arena; AspenTech; Athena Impact Estimator for Buildings; AutoCAD Architecture 2023; Bentley Microstation; Cadence 17.4; ChemOffice 2018; CityEngine 2019; Climate 60b16; Comsol 6.2; Design Builder; EPA SWMM; EndNote X9; Engergy Plus 9.3; Enscape 3.31; eQuest 3.65; FEBioStudio; Google Earth Pro 7.3.3; HEC-HMS; HEC-RAS; HEC-GeoHMS; HEC-GeoRAS; IBM SPSS Statistics; Interactive Heat; Interactive Thermodynamics; Iron Python 2.7; JMP 14; Keras; Labview 2023; Maple 2019; Matlab 2023b; MeshMixer; Microsoft Office 2021; Microsoft Project 2021; Microsoft Visio; MobaXTerm; Multisim; Navisworks 2023; OnScreen Takeoff 3.95; Primavera P6; Python 3.7.7; QLABS; QuickBid 4.97; R 3.0.2 and RStudio; RAM; ReCapPro 2022; Revit 2023; Rhino 7; RSMMeans with Costworks; SAFE; SAP 2000; SketchUp 2023; Solidworks 2023 SP03; STAAD-Pro; TensorFlow; Vantage 1.0.0; Vertigraph; Vray for Revit 5.2; Vray for Rhino 5.2; Vray for SketchUp 5.2; WMS 11.2; X2Go; 3D Slicer

• *School of Architecture and Planning Print Shop*

Plotting / Large Format Printing - Provides wide-format plotting/printing for student assigned coursework / faculty instructional materials / faculty research support.

- 1 – HP Designjet T7100 Production Printer (2 cont. roll capacity, 24-in and 36-in paper)
- 1 – HP Designjet T7200 Production Printer (3 cont. roll capacity, 24-in and 36-in paper)
- 1 – HP Designjet T1700 Production Printer (2 cont. roll capacity, 24-in and 36-in paper)

Laser Cutting - Provides laser cutting needs for student assigned coursework.

- 1 Universal Laser Systems X-660 Laser Platform
- 1 Universal Laser Systems PLS6.75 Laser Platform

3D Printing

- 2 Makerbot Replicator +
- 1 Creality Ender 3 S1 Pro
- 3 Bambu X1 Carbon

Scanning

- 1 Standard size (max. 8.5 x 11) high-resolution flatbed color scanner
- 1 Large format (max. 11 x 17) high-resolution flatbed color scanner
- 1 36-in high-production color scanner

Displays

- 25 Portable TV's on movable stands. TV's are 55" 4K HD, with an HDMI connection to be easily connected to any laptop. The stands make the TV's approximately five to six feet tall, for easy viewing.

• *Makerspace and Print Shop Service Desk* - Supports student, faculty and staff technical needs. Hours of Operations Mon to Thurs – 7:00 AM to 5:00 PM

• *Makerspace (Downtown Campus)*

Wood Shop Area for Heavy Stationary Tool Space

Space for larger stationary wood cutting machines which include: 3 saw stop table saws, 20" planer, 8" joiner", 17" wood cutting band saw, 14" wood cutting band saw, panel saw, router table, 48" wood lathe, air compressor, flammables storage locker and tool storage rooms. Includes safety items such as first aid station, eye wash station, chemical shower, and fire extinguisher.

• *Wood Shop Area for CNC Router and Light Stationary Tool Space*

Space dedicated for CNC cutting and use of light or smaller stationary tools which include: 4 sanding machines, 2 scroll saws, 2 miter saws, 2 drill press machines, 14" wood cutting band saw, material storage, work benches and counter space, and 5'x8' ShopBot CNC router table. Includes safety items such as first aid station and sharps disposal.

• *Work / Assembly Room*

Space dedicated for student project assembly. Work area has 16 worktables and storage for student projects and materials. No large tools are stored in this space, but hand tools and handheld power tools can be used as needed. There is a flammables storage locker available for storage of finishing products that students provide. Includes safety items such as first aid station

• *Outdoor Work Area for Welding and Metal Fabrication Space*

Outdoor shaded space dedicated to welding and hot work and construction of large projects. Includes: welding worktables, and temporary work surfaces, 2 MIG welders, slip roll / shear/ box break, drill press, horizontal metal cutting band saw, stationary belt sander, end mill. Includes safety items such as welding flash screen, fire extinguisher.

• *Makerspace (Main Campus)*

Machine shop / Weld Shop

Space for welding and hot work and construction of projects of all scales. Includes, 6 Jet 13"x40" Lathes, 6 Jet 9"x49" Milling Machines, Acer 6"x14" Surface Grinder, Browne & Sharpe Optical Comparator, MSC Horizontal Band Saw, Clausing Horizontal Band Saw, Jet Vertical Band Saw, Dake Vertical Band Saw, Miller TIG Welder, Miller MIG Welder, Wilton 20" Variable Speed Drill Press, Ronfu Radial Arm Drill Press, Craftsman Small Drill Press, Lagun 10"x50" Milling Machine, Hardinge HLV Lathe, Haas TL1 CNC Lathe, Hurco 42"x14" CNC Mill, Tennsmith 48" Sheet Metal Brake, Tennsmith 52" Sheet Metal Shear, Delta Table Saw, Speedaire 10 hp. Air Compressor, Graymills Parts Washer, 3 Jet 6" Belt Sanders, 4 Jet 6" bench grinders, 1" Kalamazoo belt grinder, Burr King Belt Grinder, Haas CNC Mini Mill

• *Work / Assembly Room*

Space dedicated for student project assembly. The Work area has large work tables, white boards, multiple large and small 3D printers, soldering equipment, material / project storage shelves, multi-purpose room, 4 private meeting rooms, 10 computer work stations.

6—Public Information

6.1 Statement on NAAB-Accredited Degrees

Statement on NAAB accredited degrees may be found on the [Architecture program page](#) of the SA+P website under the [accreditation tab](#):

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

6.2 Access to NAAB Conditions and Procedures

This information about the School of Architecture + Planning may be found on the Architecture program page of the SA+P website under the [accreditation tab](#) in the section titled: 6.2 Access to NAAB Conditions and Procedures.

6.3 Access to Career Development Information

Please see the section which describes student access to [career engaged learning](#).

6.4 Public Access to Accreditation Reports and Related Documents

This information about the School of Architecture + Planning may be found on the Architecture program page of the SA+P website under the [accreditation tab](#).

Statements on policies and teaching and [studio culture](#) may be found here on the architecture program page.

Statements on policies on diversity, equity and inclusion may be found in the statement on the landing page of the SA+P website under the section titled [School of Architecture + Planning commitment](#).

6.5 Admissions & Advising

- a) Application forms and instructions: admissions policy information is available to all students [here](#). Applications are submitted through the UTSA Graduate Application.
- b) Admissions requirements are described below:
 - a. In addition to university-wide admission requirements, applicants must have completed a preprofessional bachelor's degree in architecture with a minimum grade point average of no less than 3.0 in the applicant's last 60 hours of coursework (including all graduate and postgraduate coursework taken).
 - b. A complete application package consists of the following:
 - i. Completed Application form,
 - ii. Official transcripts from all universities attended,
 - iii. Graduate Record Examination (GRE) scores. **Starting for Fall 2024 admission cycle, GRE test scores will no longer be required,**
 - iv. Two (2) Letters of Recommendation,
 - v. Letter of Intent, that clearly and succinctly outlines the applicant's goals for graduate study, including the anticipated focus of study and impact on subsequent professional practice,
 - vi. Portfolio, documenting proficiency in design, graphic communications, and other creative work, and
 - vii. Test of English as a Foreign Language (TOEFL) scores for international applicants whose native language is not English.
 - c. An application fee and all application materials must be submitted on the application portal found on the [Graduate Admissions website](#). Please consult the [Architecture \(M.Arch.\) application website](#) for application deadlines and contact information. Please consult the Klesse College of Engineering and Integrated Design's website for more information about the [School of Architecture and Planning](#) and its programs.
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) requirements and forms for applying for financial aid and scholarships:
 - a. Financial Aid information can be found here at the [UTSA One Stop Financial Aid](#) resource.

- b. Scholarships are found at the [UTSA Scholarship Hub](#) which is the place for students to find various scholarship opportunities. Instructions are listed below.
 - i. The Financial Aid and Scholarships office administers a variety of scholarships funded by the university and donors who support UTSA. To apply for these scholarships, you must submit the Scholarship Hub's General Application annually. Be sure to review individual scholarship opportunity criteria and deadlines. UTSA departments provide scholarship opportunities to eligible students, some of which are listed on the UTSA Scholarship Hub. Contact the department for your major to find out what scholarships they offer, how to apply and their deadlines.
 - ii. Log into the UTSA Scholarship Hub using your myUTSA ID and passphrase.
 - iii. Answer all the questions for the Scholarship Hub's General Application.
 - iv. Complete your Scholarship Hub's General Application by clicking Finish and Submit. Based on this application, you may be eligible for additional scholarship opportunities.
 - v. Review every additional scholarship opportunity and its requirements by clicking Apply next to each. If you qualify, answer the accompanying questions and then select Finish and Submit for each.
- e) explanation of how student diversity goals affect admission requirements may be found in the section described as **School of Architecture + Planning Commitment**

6.6 Student Financial Information

The [One Stop Enrollment Center](#) assists with all questions related to financial aid, admissions and registration. Students can get help submitting paperwork, request a transcript, or verification of enrollment. The One Stop Enrollment Center office is here to help!

[Financial Aid](#) information is readily available [here](#). Students may receive assistance understanding the latest updates on FAFSA/TASFA, cost of attendance, applying for aid, understand the types of aid available to them, receive assistance understanding their financial aid offer, accepting their aid, receiving aid, maintaining eligibility, special and unusual circumstances, as well as keys to financial success. Students also have access to emergency resources and consumer information through this portal.

Students may call using the telephone, chat using the ask Rowdy Bot – a generative AI chat bot, visit in person during normal work hours, or email the office with an approximately 3-5 business day turnaround time. The document upload is also useful to upload completed PDF form.

6.6.2 Student Fees

UTSA students have access to information regarding cost of attendance (COA) through the [UTSA One Stop Enrollment Office](#). The [Cost of Attendance](#) (COA)—sometimes referred to as the “student budget”—is an estimate of what it costs a typical student to attend UTSA for one academic year (fall and spring terms).

Under state law, The University of Texas Board of Regents is authorized to set tuition. The UT Board of Regents may consider proposed tuition and fee increases at an upcoming board meeting. The dollar amounts below are estimates based on the current academic year and could be adjusted later.

*This is the average amount of loan origination fees withheld by Federal Direct Lending if a student chooses to borrow Direct Student Loans.

Part Time Graduate non-resident student tuition & fees = \$18,512. All other charges remain the same.

• *Differential Tuition for Graduate Students*

Students in some colleges will be charged differential tuition per semester credit hour. Below are the colleges with differential tuition and the applicable rate:

- *Margie and Bill Klesse College of Engineering & Integrated Design*: \$57.85 per semester credit hour
- *Carlos Alvarez College of Business*: \$135.70 per semester credit hour
- *College of Sciences*: \$52.60 per semester credit hour

Appendices

Appendix A

Faculty Resumes for faculty teaching in the graduate program

Mauricio Avendano Laporta

Lecturer

Recent Courses Taught

ARC 1313, *Design Visualization 1*

ARC 1223, *Design 2*

ARC 4233, IDE 4233, *Computer Projects in Design*

ARC 5543, *Advanced Digital Design / Fabrication*

ARC 2156, *Design 3*

ARC 3133, *Advanced Digital Visualization*

Educational Credentials

B.S Architecture, UTSA 2020

Master's in Architecture, UTSA 2022

Teaching Experience

UTSA SA+P Full-Time Lecturer, 2022-Present

Professional Experience

Autoforma - Designer 2019

Juarez and Juarez - Design Associate, 2019-2022

PCG - Creative Director 2022 - 2023

John Alexander, PhD

Associate Professor

Recent Courses Taught

ARC 3613 *History of Modern Architecture*

ARC 3433/ARC 5603 *Advanced Seminar in Architectural History: Discriminating Design/Architecture for Equity*

ARC 3613 *History of Modern Architecture*

ARC 3613 *History of Modern Architecture*

ARC 2423 *History of Global Architecture II*

ARC 3613 *History of Modern Architecture*

Educational Credentials

Doctor of Philosophy in Architectural History (Univ. of Virginia, 2001)

Master of Architectural History (Univ. of Virginia, 1991)

Bachelor of Architecture (Univ. of Detroit, 1986)

Teaching Experience

Dept. of Architecture/School of Architecture and Planning, UTSA (2006-present)

Dept. of Architecture, Texas A&M University (2000-2006)

Dept. of Arts and Sciences, American University of Rome (1999-2000)

Rome Studies Program, Univ. of Notre Dame (1997-1999)

Professional Experience

Frye Gillan Molinaro (Chicago, IL, May 1987 - July 1989)

Selected Publications and Recent Research

"Carlo Borromeo, Liturgy and Sacred Architecture after the Council of Trent." *The Cambridge Guide to the Architecture of Christianity*. Chapter 69 in Vol. 2: Renaissance, Baroque and Modern. Cambridge: Cambridge UP, 2023. pp. 633-642.

"Milanese Relations: Gian Antonio Della Chiesa (+1568) and Claudio Della Chiesa (+1573). *Iulia Dertona*, Ser. 2, 114 (2017): 19-31.

"The Family of Gian Paolo Della Chiesa." *Iulia Dertona*, Ser. 2, 111 (2015): 5-21.

"The Inventory of Gian Paolo Della Chiesa's Worldly Goods." *Iulia Dertona*, Ser. 2, 107 (2013): 37-50. *From Renaissance to Counter Reformation: The Architectural Patronage of Carlo Borromeo during the Reign of Pius IV*. *Fonti e Studi*, 7. Rome: Bulzoni, 2007.

"The Collegio Borromeo: Patronage and Design." *Arte Lombarda* 144 (2005): 38-48.

"Shaping Space in the Sixteenth Century: Design Criteria for the Collegio Borromeo's Chapel." *Journal of the Society of Architectural Historians* 63 (2004): 164-179.

co-authored with Antonella Perin: "Per Pellegrini a Tortona. Pio V, il cardinale Giovanni Paolo Della Chiesa e la cattedrale a San Francesco (1570-1572). *Arte Lombarda* 173-174 (2015): 173-174.

co-authored with Antonella Perin: "Office and Patronage in Mid-Sixteenth Century Tortona." *Episcopal Reform and Politics in Early Modern Europe*. Ed. Jennifer Mara DeSilva. Kirksville, MO: Truman State U P, 2012. pp. 63-87.

Professional Memberships

Society of Architectural Historians; Renaissance Society of America; South Central Renaissance Conference; Society for Renaissance Art History; SouthEastern chapter of the Society of Architectural Historians

Tristan Andrews

Lecturer

Recent Courses Taught

ARC 6136 903 *Advanced Topics Studio*

ARC 6146 903 *Advanced Technical Studio*

Educational Credentials

Master of Architecture (Jusdon University School of Art, Design, and Architecture Elgin, IL, 2019)

BA in Architectural Studies (Jusdon University School of Art, Design, and Architecture Elgin, IL, 2017)

Professional Experience

Architect II (2019-Present) Overland Partners, San Antonio Tx

Intern (2017-2018) Overland Partners, San Antonio Tx

Intern (2016-2017) David F Schultz Associates, Barrington Il

Intern (2015-1016) CF Design, Duluth Mn

Licenses/Registration

Registered Architect, Texas (2021) TBAE# 29687

Living Future Associate (2021)

LEED GA (2018)

GBCI# 0011207568

John Bagarozzy

Associate Professor of Instruction

Courses Taught (Four semesters prior to current visit):

ARC 2166 – Spring 2023

ARC 4156 – Fall 2022, Summer 2023, Fall 2023, Summer 2024

ARC 4233/ARC 5543/IDE 4233 – Fall 2022, Fall 2023

ARC 4333/ARC 6943/IDE 4333 – Fall 2022, Spring 2023, Fall 2023, Spring 2024

ARC 4816 – Spring 2024

ARC 4833 – Spring 2024

ARC 4911 – Spring 2024

ARC 4913 – Summer 2023

ARC 4916 – Summer 2023

ARC 5176 – Summer 2023, Summer 2024

Educational Credentials:

Master of Architecture – Kansas State University, 2016

Teaching Experience:

UTSA – 2019 - Present

Professional Experience:

Lake Flato Architects – Intern, May 2021 – September 2021

Participation Studio (PARTS) – Designer, 2018 – 2019

Lehman Smith McLeish (LSM) – Intern, January 2015 – August 2015

Selected Publications and Recent Research:

Texas Public Radio – “UTSA students create largest interdisciplinary project to date with COVID-related showcase” - <https://www.tpr.org/arts-culture/2021-12-06/utsa-defining-moments>

San Antonio Express News – “UTSA students illustrate devastating effects of COVID-19 through art, creativity” - <https://www.expressnews.com/entertainment/arts-culture/article/UTSA-students-illustrate-devastating-effects-of-16654913.php>

Robert M. Baron

Professor Emeritus

Recent Courses Taught

ARC 5193 Global Principles of Architecture

Urbino program (Rome field trip and studio critic) spring 2024.

Educational Credentials

M.S. (Architectural Theory) 1990, University of Pennsylvania, Philadelphia

M. Arch, 1973, University of Washington, Seattle, Washington

B. Arch, 1972, University of Oregon, Eugene, Oregon

Teaching Experience

University of Idaho, 1974-2003

University of Texas at San Antonio, 2003-2020

Professional Experience

Paul Thiry, FAIA Seattle, Washington 1973-74

Licenses/Registration

Registered Architect 1977-2015, State of Washington, Number 2664 (retired 2015)

Selected Publications and Recent Research

“Castiglion Fiorentino: Re-thinking the Spirit of Place”, in the *Proceedings of the 16th General Assembly and Scientific Symposium of the International Council on Monuments and Sites (ICOMOS)* in Quebec, Canada September 28-October 4, 2008

“The Inherited City as Resource” (Chapter 22): *The Built Environment: A Collaborative; Inquiry into Design and Planning, Second Edition*, Edited by Wendy McClure, and Tom Bartuska; John Wiley & Sons, second edition, 2007

“The Poetics of Grotesqueness: Imaginative Power and Construction Technique”, *ACSA Annual Technology Conference*, Harvard University, Cambridge, Massachusetts, February 1991.

“Rome as Body and Text: A Suggested Method in Pope Sixtus V’s Urban Reconstruction Program in Rome”, *Semiotics 1984*, New York: University Press of America, 1984 *Semiotics 1985*, New York: University Press of America, 1985.

“Giambattista Vico’s ‘Monster Trope’ and the Ospedale degli Incurabili in Venice”, *Semiotics 1985*, New York: University Press of America, 1985.

Professional Memberships

American Institute of Architects (retired)

NCARB certificate (retired)

AIA San Antonio Chapter (retired)

International Council on Monuments and Sites (retired)

Mark Blizard, RA

Associate Professor, Director SA+P

Recent Courses Taught

ARC 5011 *Introduction to Architecture and Design*
ARC 6996 *Masters Project Studio*
ARC 2156 / ARC 5156 (x-listed) *Design 3 / Intro Studio 1*
ARC 1313 *Design Visualization 1*
ARC 5166 *Intro Design Studio II*
ARC 6243 *Advanced Digital Visualization* (graphic design)

Educational Credentials

Master of Architecture, Virginia Tech, 1988
Bachelor of Architecture, Virginia Tech, 1986

Teaching Experience

1998–Present: University of Texas San Antonio, Assistant and Associate Professor
1992–1998 – Adjunct Faculty, Virginia Tech, College of Architecture and Urban Studies,
Blacksburg, VA

Professional Experience:

1998–Present Free-lance graphic designer, Professional practice, Blacksburg, VA + San Antonio
1996-1998 – Partner, Blizard & Pittman Architecture and Graphic Design, Blacksburg, VA
1989-1992 – Intern Architect, Barry Associate, Washington DC
1988-1989 – Intern Architect, Schletzbaum Associate Architects, Charlotte, NC

Licenses/Registration

1992-2011 – Registered Architect, Washington, DC
2011-Present – Registered Architect #16631, State of Maryland

Selected Publications and Recent Research

“Spatial Choreography: Giancarlo De Carlo’s use of the *Percorso Narrativo* in Collegio dell’Aquilone, University of Urbino”. in *The International Journal of Architectonic, Spatial, and Environmental Design*. 12(1).

“Una partita a scacchi Il Percorso Narrativo nel complesso Battiferri di Giancarlo De Carlo”. In Monica Mazzolani and Antonio Troisi (Eds.), *Giancarlo de Carlo: Il Progetto Come Eredida* (pp. 80-87). Milan: EuroMilano.
<https://www.euromilano.net/news/about-cities-2019-e-online/>

“Field Studies”. In Gregory A. Luhan, Associate Dean, University of Kentucky (Eds.), D. Eugene Egger: *The Paradox of Place, In the Line of Sight* (pp. 156–161, 222, 223, 230, 231). San Francisco, California: ORO Editions. <https://www.oroeditions.com/>

“The Open Project: Field Notes for an Investigation”. In Steve Temple (Eds.), *Promoting Creative Thinking in Beginning Design Education* (16 pages). New York: Routledge.

“An Archaeology of the Street: Analysis of Place in Urbino, Italy”. *Enquiry/ The ARCC Journal of Architectural Research*, 10 (1), 20. Co-authored with Curtis Fish
www.arcc-journal.org/index.php/arccjournal

“Luigi Moretti’s Architecture of la Bella Figura: The Anatomy of the Wall in Casa Cooperativa Astrea (1949) and Casa del Girasole (1950). *The International Journal of the Constructed Environment*, 3(3), 101-122. ijv.cgpublisher.com/product/pub.201/prod.152.

“The Digital Window: Cinegraphic Analysis of the Urban Environment”. *The International Journal of the Constructed Environment*, 4(1). Co-authored with Curtis Fish

Architecture: Land Culture Practice. (book, pp. 220 pages + photography + diagrams).
Debuque, Iowa: Kendall/Hunt.

David F. Bogle, R.A., AIA.

Lecturer

Recent Courses Taught

2022 Fall, ARC 6126

2023 Spring, IDE 4266

2023 Fall, ARC 6126

2024 Spring, ARC 4246

Educational Credentials

The University of Texas at Austin, School of Architecture and Planning; Master of Architecture. December 1985.

Texas A&M University, College of Environmental Design; Bachelor of Environmental Design. May 1983.

Teaching Experience

Lecturer, Special Member of the Graduate Faculty, University of Texas at San Antonio, Architecture; Graduate and Undergraduate level Design Studios. Fall 2005 - '14, Spring 2022 – present; Professional Internship, Professional Practice and Ethics. Spring 2006 - 2014.

Teaching Assistant: The University of Texas at Austin, School of Architecture and Planning. Site Design, Eric Schmidt, AIA, ASLA. 1985; Site Design, Charles W. Moore, FAIA. 1984.

Instructor (pro bono): Salvadori Educational Center on the Built Environment. Instructor 1993 through 1996; Harlem Educational Activities Fund, Summer Quest. Instructor 1996, 1997 and 1998.

Professional Experience

(Public Interest Design, Volunteer and Community Design not listed)

David Bogle, R.A. AIA, d.b.a. SYNCRO Architecture Studio: Complete architectural services. San Antonio. 2007 - present.;

Carter & Burgess: Senior Architect, Senior Project Manager and Design Group Leader. San Antonio, TX. 2005-2007.;

David Bogle, R.A. AIA, d.b.a. SYNCRO Architecture Studio: Complete architectural services, including site; planning, urban design, interior design, and historic restoration. Brooklyn, NY. 1997-2005.

Project Architect: Mitchell/Giurgola Architects, New York. 1989 through 1997.;

David Smotrich Associates, New York. 1988 through 1989.; Intern Architect: First Architecture, London. 1988.; Barron & Smith Architects & Planners, London. 1987.

Licenses/Registration

Registered Architect: New York State. 1990 - present. Texas. 2005 - present.

Selected Publications and Recent Research

San Antonio Chapter of the American Institute of Architects.

2021 People + Place Awards. 2021 Community Impact Award - The Harvey E. Najim Hope Center 2.;

2011 Homes Tour - 225 Holland Avenue Residence.

Urban Home Magazine Austin - San Antonio

October-November, 2011: *A Study in Efficiency* by Claudia Alarcon featuring Holland Avenue Residence and
Photography by David Bogle.

San Antonio Express-News: Sunday, November 10, 2013: *Practicality comes home*, by Jennifer Hiller.;
Sunday, September 27, 2013: *Urban Design for Downtown Grocery Success*. David F. Bogle, Author.;
Sunday, October 1, 2011: *Mod, energy-efficient residence on AIA tour* by Chrissie Murnin. Holland Avenue Residence featured in "SPACES" column.;
Sunday, March 1, 2009: *Public Spaces are Essential to Building a Vibrant Community*. David F. Bogle, Author.

CENTER, A Journal for Architecture in America, Vol. II, 1986: Ah Mediterranean! Twentieth Century Classicism in America. Edited by Charles W. Moore and Wayne Attoe. David Bogle - Author, Editorial Assistant, and Photographer.

Professional Memberships

American Institute of Architects: Member: local, state and national, 2005 - present.

AIA San Antonio Chapter, Blueprint for Better, A Community Conversation. Presenter. 2018.;

Commissioner of Government and Community Affairs and Member of the Board, San Antonio Chapter, 2009.

Ian Caine

Associate Professor, Distinguished Teaching Professor

Director, Center for Urban and Regional Planning Research

Courses Taught (Four semesters prior to current visit):

2024 Sp Arc 1513 Great Buildings and Great Cities of the World (2 sections)

2023 Fall Arc 6126 Advanced Design Studio I

2023 Sp Arc 1513 Great Buildings and Great Cities of the World (2 sections)

2022 Fall Arc 6126 Advanced Design Studio I

Educational Credentials:

2012 SM ArchS in Architecture and Urbanism, Massachusetts Institute of Technology

1997 M Arch with Honors, Washington University

1991 BA in Political Science, Psychology Minor, Washington University

Teaching Experience:

2023-24 Research Fellow, SOM Foundation

2022- Distinguished Teaching Professor, University of Texas at San Antonio

2018- Associate Professor, University of Texas at San Antonio

2018 Visiting Lecturer in Urban Design, Washington University

2015-17 Researcher, Spatial History Project, Stanford University

2012-18 Assistant Professor, University of Texas at San Antonio

2011 Urban Research Fellow, Centro de Transporte Sustentable de México

2004-10 Adjunct Faculty, Washington University

Professional Experience:

- 2018- Founding Principal, Urban Platform
2006-18 Principal, Ian Caine Architect
2004-05 Associate, HKW Architects
1998-04 Associate, Mackey Mitchell Associates

Licenses/Registration:

- 2008- Registered Architect in the State of Missouri

Selected Publications and Recent Research:

- 2024 Caine, Ian. "Toward a New Narrative for the Automotive Strip." Chapter in About Streets: Histories, Theories, and Design of Urban Space, eds Gregory Marinic and Pablo Meninato (New York: Springer, 2024). In Press.
- 2023 Caine, Ian. "Synthetic Utopias for a Post-Katrina Era." Chapter in Derek Hoeflerlin, Way Beyond Bigness: The Need for a Watershed Architecture. (San Francisco: Applied Research + Design, 2023).
- 2022 Caine, Ian, Gabriel Díaz Montemayor. "A Modular Approach to Colonia Landscapes in Texas' Rio Grande Valley." The Plan Journal 7 (2) 2022. (Bologna: CUBE Srl).
- 2022 Ochoa, Esteban Lopez (PI), Caine, Ian (Co-PI, Neighborhood Change Model Review. Technical Report for National Association of Latino Community Asset Builders. 39 pages.
- 2022 Caine, Ian (PI), B. Barker, G. Diaz Montemayor, E. Lopez Ochoa, T. Tunstall, M. Giacomoni, City of Weslaco Comprehensive Plan. Masterplan. 179 pages.

Vincent Canizaro, PhD

Recent Courses Taught

- ARC 5713 – Environ'l Arch & Sust. (online)
ARC 5173 – Arch'l Theory & Criticism
ARC 6931 – Masters Project Prep
ARC 6996 – Masters Project Studio
ARC 1113 – Intro to the Built Environ
ARC 6126 – Adv. Design Studio 1
ARC 3433 – Architecture & Thought

Educational Credentials

- 2000 Doctor of Philosophy – Architecture, Texas A & M University
Dissertation: Drawing Place: An Inquiry into the Relationship between Architectural Design Media and the Conceptualization of Place
1992 Master of Architecture, University of California @ Berkeley

Scholarship

- 2023 Experiential Visualization in Architectural Design Media. Routledge (2023). Sole Author.
- 2023 "Critical Regionalism: From Critical Theory to Postcolonial and Local Awareness" in Duanfang Lu, ed. The

Routledge Companion to Contemporary Architectural History.

- 2021 Canizaro, Vincent B. "Inspiration: Critical Regionalism," Encyclopedia of Vernacular Architecture of the World, Ed. M. Vellinga (Bloomsbury, In Press.). In Press.
- 2021 Canizaro, Vincent B. "Inspiration: Kenneth Frampton," Encyclopedia of Vernacular Architecture of the World, Ed. M. Vellinga (Bloomsbury, In Press.).
- 2021 Canizaro, Vincent B. "Inspiration: Alexander Tzonis & Liane Lefaivre," Encyclopedia of Vernacular Architecture of the World, 2nd ed (Bloomsbury, In Press).

Service

- 2017 Architecture Field of Study Advisory Committee, THECB - Texas Higher Education Coordinating Board.
- 2016 Architecture Learning Outcomes Project, THECB - Texas Higher Education Coordinating Board.
- 2018 Coordinator, Graduate Certificate in High Performance Design & Sustainability
- 2012 to 2016 University Scheduling Committee
- 2011 to 2017 Chair, Department of Architecture
- Graduate Advisor of Record
- Annual Review Committee, Chair
- Coordinator, Graduate Certificate in High Performance Design & Sustainability
- Department Research Productivity Committee

Tamra Collins, RA, LFA, LEED AP BD+C

Recent Courses Taught

- Fall 2022 - ARC 2166 - Design 4 Studio
- Spring 2023 - ARC 2166 - Design 4 Studio, ARC 5166 – Intro Design Studio II
- Fall 2023 - ARC 4156 – Advanced Architectural Design
- Spring 2024 - ARC 2166 - Design 4 Studio, ARC 5166 – Intro Design Studio II

Educational Credentials

- 2016 - NAAB Accredited Master of Architecture, Kansas State University, Manhattan, KS
- 2008 - Associate's degree of Commercial Art, Flint Hills Technical College, Emporia, KS

Teaching Experience

- 2022-Present - University of Texas San Antonio, School of Architecture, Adjunct Professor

Professional Experience

- 2022-2023 - Architect and Sustainability Coordinator, Gensler, San Antonio, TX,
- 2019-2021 - Staff Architect, Sustainability Lead, El Dorado Inc, Kansas City, MO,
- 2016-2019 - Project Designer/Architect, Art Program Director, Sustainability Champion, Overland Partners, San Antonio, TX

Licenses/Registration:

- 2018-Present - Registered Architect, Kansas
- 2018-Present - LEED AP BD+C, 2018
- 2019-Present - Living Future Accredited

Professional Memberships:

No Current

Previous Organizations: America Institute of Architects, National Organization for Minority Architects

William Dupont

Recent Courses Taught

ARC 5463, Heritage Resilience, Adaptation and Mitigation

ARC 5423, Historic Preservation Law and Environmental Policy

ARC 5403 Historic Preservation Seminar

Educational Credentials

University of Pennsylvania, Philadelphia, PA, M.Arch. and Cert. in Historic Preservation, 1986.

Brown University, Providence, RI, A.B. with Honors in American Civilization, 1983.

Teaching Experience

The University of Texas at San Antonio (UTSA), 2007 to present.

University of Maryland, College Park, MD. Part-time, fall semesters 2002 - 2004.

Professional Experience

Chief Architect, National Trust for Historic Preservation, Washington, DC, 1996 to 2007.

Director of Preservation, Voith & Mactavish Architects, Philadelphia, PA, 1993 to 1996.

Licenses/Registration

American Institute of Architects, #3011654, 1996 – current.

National Council of Architectural Registration Boards, No. 47190, 1996 - current.

Registered Architect in Texas, #22547, 2011 - current.

Selected Publications and Recent Research

Dupont, W.A. (Principal), Weissling, B., Matamoros, A., Huang, J., Lombardi, A., Langar, S. "Climate Vulnerability Assessment at Mission Concepcion Convento," US National Park Service Vanishing Treasures Office and San Antonio Missions NHP, \$220,000 (Sept 2023 – January 2025).

Dupont, W.A. (Principal), Lombardi, A., Rodriguez- Jimeno, S., Vannette, A., Quinn, T., "Research Efforts in Support of Investigation, Documentation and Assessment at Cliff Palace, Mesa Verde National Park," US National Park Service. \$963,163 (4-year project, May 2021 – October 2025).

Dupont, W.A. (Principal), Langar, S., Beeson, S.T., Lombardi, A., Doganer, S., Huang, J., Quinn, T., & Korkmaz, K., "Resilience Analysis of Historically Designated Sacred Places in the Texas Gulf Coast Region," awarded by the Texas Historical Commission, \$249,858 (January 2020 – March 2022).

Dupont, W.A. (2021). The Many Values of Cultural Heritage. In Romo, H.D., & Dupont, W.A. (Eds.), Bridging Cultures: Reflections on the Cultural Heritage of the Borderlands. College Station, TX: Texas A&M University Press.

Martinez-Molina, A., Williamson, K., & Dupont, W.A. (2022). Thermal Comfort Assessment of Stone Historic Religious Buildings in A Hot and Humid Climate During Cooling Season. A Case Study. Energy and Buildings, Elsevier, Vol. 262.

Professional Memberships

American Institute of Architects, #3011654, 1996 – current. Elected to College of Fellows 2013.
National Council of Architectural Registration Boards, Certificate No. 47190, 1996 - current.
Registered Architect in Texas, #22547, 2011 - current.

Curtis R. Fish

Lecturer

Recent Courses Taught

ARC 1213, *Design 1*
ARC 1313, *Design Visualization*
ARC 4833, *International Studies Drawing Seminar*
ARC 4816, *International Studies Studio*
ARC 1223, *Design 2*
IDE 3246, *Interior Design Studio II*

Educational Credentials

Master of Architecture, Architecture, The University of Texas at San Antonio, 2007
Bachelor of Arts, Anthropology, The University of Texas at San Antonio, 2005
Bachelor of Science, Architecture, The University of Texas at San Antonio, 2005

Teaching Experience

2020 - Present Associate Professor of Instruction, The University of Texas at San Antonio
2014 - 2020 Lecturer III, The University of Texas at San Antonio
2007 - 2014 Lecturer I, University of Texas at San Antonio
2005 - 2007 Teaching Assistant, University of Texas at San Antonio

Professional Experience

2016 - Current Fish Architects PLLC, Marble Falls, TX
2016 - 2022 Self-Professional Practice, U+R Design Collaborative LLC, Marble Falls, TX
2011 - 2014 Root Architects PLLC, El Paso, TX
2007 - 2010 Kell Munoz Architects Inc, San Antonio, TX

Licenses/Registration

2015 Registered Architect, Texas Board of Architectural Examiners
2006 LEED AP, USGBC
2015 NCARB Certificate, National Council of Architecture Registration Boards
2015 Registered Interior Designer, Texas Board of Architectural Examiners

Selected Publications and Recent Research

Blizard, M.A., Fish, C.R. (2014). "An Archaeology of the Street: Analysis of Place in Urbino, Italy".
Enquiry/ The ARCC Journal of Architectural Research, 10(1), 20. www.arcc-journal.org/index.php/arccjournal

Farzad Hashemi

Assistant Professor

Recent Courses Taught

ARC 5723, *Applications in Sustainable Design*

ARC 5733, *Advanced Building Technology and Sustainability*

Educational Credentials

Ph.D. in Architecture with a focus on Sustainability (Pennsylvania State University, 2023)

Master of Science in Architecture (Iowa State University, 2018)

Master of Architecture (Politecnico di Milano University, Italy, 2015)

B.A. in Architecture (Shahid Bahonar University of Kerman, Iran, 2012)

Teaching Experience

School of Architecture + Planning (UTSA, 2023 – present)

Stuckeman School of Architecture and Landscape Architecture (The Pennsylvania State University, 2019 – 2022)

Professional Experience

Full Time Architect & Urban Planner (“Shahr & Andisheh Mana” Urban Planning Office, Kerman, Iran, 2015 -2017

International & Professional Freelancer (Architectural design, 3D Visualization, Technical Drawing, 2012 -2015)

Selected Publications and Recent Research

Hashemi, F., Mills, G., Poerschke, U., Iulo, L. D., Pavlak, G., & Kalisperis, L. (2024). A novel parametric workflow for simulating urban heat island effects on residential building energy use: Coupling local climate zones with the urban weather generator a case study of seven U.S. cities. *Sustainable Cities and Society*, 110, 105568. <https://doi.org/https://doi.org/10.1016/j.scs.2024.105568>

Hashemi, F., & Adib, M. (2024). Examining thermal inequities: Land surface temperature, social vulnerability, and historical redlining in San Antonio, TX. *Urban Climate*, 55, 101960. <https://doi.org/https://doi.org/10.1016/j.uclim.2024.101960>

Hashemi, F., Poerschke, U., Iulo, L. D., & Chi, G. (2023). Urban Microclimate, Outdoor Thermal Comfort, and Socio-Economic Mapping: A Case Study of Philadelphia, PA. *Buildings*, 13(4). <https://doi.org/10.3390/buildings13041040>

Hashemi, F., Ghiasi, S., Salehi, N., & Passe, U. (2024). Comparative Analysis of Urban Heat Island Effects on Building Energy Consumption in the U.S. Midwest: A combined workflow using Urban Weather Generator and Future Typical Meteorological Year Climate Scenarios, PLEA 2024 WROCLAW: (Re)thinking Resilience.

Hashemi, F., Iulo, L. D., & Poerschke, U. (2022). A parametric investigation of canopy heat islands mitigation strategies: A case study of a new residential development master plan of a U.S. north-eastern city. In Proceedings of the 6th Biennial Residential Building & Construction Conference.

Hashemi, F., Poerschke, U., & Iulo, L. D. (2020). A novel approach for investigating canopy heat island effects on building energy performance: A case study of Center City of Philadelphia, PA. In Proceedings of AIA/ACSA Intersections Research Carbon Conference: CARBON.

Alireza Jahanara

Assistant Professor of Instruction

Recent Courses Taught

Environmental Systems - Kinetic Facade Systems - Advanced Daylighting Design and Analysis - Building Performance Modeling and Simulation - Design 3 - Design 4 - Architectural Lighting Design - Master's Thesis - Independent Study

Educational Credentials

Ph.D. in Engineering-based Architecture, Sapienza University, Rome, Italy, Nov 2014 - Feb 2018 - Ph.D.

Visiting Scholar, Texas A&M University, USA, May 2017 - Jan 2018

Master of Science (M.S.) in Architecture, Eastern Mediterranean University, Sep 2011 - Jul 2013

Bachelor's Degree in Architecture, Islamic Azad University of Birjand, Oct 2007 - Nov 2010

Associate Degree in Architecture, Mashhad Institute of Technology, Sep 2004 - Jul 2007

Teaching Experience

Senior Lecturer and Researcher, University of Texas at San Antonio (UTSA), September 2022 – Present

Lecturer and Researcher, University of Texas at San Antonio (UTSA), August 2019 - September 2022

Assistant Lecturer, Faculty of Engineering, Sapienza University, Rome, Italy, Oct 2015 - Feb 2018 -

Full-Time Assistant Lecturer, Eastern Mediterranean University, Cyprus, Sep 2013 - Sep 2014

Professional Experience

Architectural Designer, Mike Hollaway Custom Homes, San Antonio, Texas, Feb 2019 - Present - Architectural Designer

DaaDgroup Co., Rome, Italy, Feb 2016 - Jan 2019 - Senior Architect

Döveç Construction Co., Cyprus, Sep 2012 - Sep 2013 - Junior Architect

Shahafarin Pars Consulting Engineers Co., May 2008 - May 2009

Selected Publications and Recent Research

Jahanara, A., Suk, J.Y. (2023). "Glazing Systems with Different Light Transmissions Towards Optimizing Daylight in Office Buildings." ARCC 2023 INTERNATIONAL CONFERENCE IN DALLAS, April 12-15, 2023, Dallas, Texas. Pg. 361-365, vol 1. ISBN: 978-1-935129-33-2.

Jahanara, A., Suk, J.Y. (2023). "Parametric Design and Analysis of Dynamic Louver for Optimized Daylighting in High-Rise Office Buildings." CAADRIA2023, 28th International Conference of the Association for Computer-Aided Architectural Design Research in Asia, 18-24 March 2023.

Jahanara, A., Kalantar, N. (2018). "Kinetic Shading Systems: A parametric approach to optimizing daylighting performance." Facade Tectonics Institute, March 2018, 13-12 in Los Angeles Hosted by the University of Southern California, Pg. 447-458, vol 1. ISBN: 1882352463-978.

Jahanara, A., Fioravanti, A. (2017). "Kinetic Shading System as a means for Optimizing Energy Load: A NAAB Template for Faculty Resumes (limit 1 page/individual) Parametric Approach to Optimize Daylight Performance for an Office Building in Rome." 35th ecaade conference, Pg. 240-231, vol 2. ISBN: 6-13-91207-94-978.

Courtney Jones

Lecturer

Recent Courses Taught

Fall 2024 — 1st Semester Teaching at UTSA

Educational Credentials

Bachelor of Science in Architecture, University of Virginia;
Master of Architecture, University of Oregon

Teaching Experience

Part-Time Faculty at Portland Community College – Intro to Architectural Drafting
Graduate Employee at University of Oregon - Intro to Computing
Summer Studio Staff at 100 Fold Studio – Design-Build Summer Course

Professional Experience

Overland Partners Architects: San Antonio, TX – Architect
LSW Architects: Vancouver, WA – Sustainability Coordinator; Architectural Designer
Salazar Architects: Portland, OR – Net Zero Emerging Leader

Licenses/Registration

Registered Architect, Texas
Certified Passive House Consultant (CPHC)
WELL Accredited Professional

Professional Memberships:

NCARB

Fazel Khayatian

Assistant Professor

Recent Courses Taught

ARC 5773, *Environmental Life Cycle Assessment of Buildings*
ARC 5743, *Building Performance Modeling and Simulation*

Educational Credentials

PhD in Architecture & Built Environment (Politecnico di Milano, 2018)
M.Sc. in Architectural Engineering (University of Guilan, 2013)

B.A. in Architecture (Azad University, 2009)

Teaching Experience

School of Architecture + Planning (UTSA, 2023 – present)

Institute of Technology in Architecture (ETH Zurich, 2020 – 2023)

Department of Architecture and Built Environment (University of Nottingham, 2018 – 2019)

Department of Architecture and Built Environment (Politecnico di Milano, 2015 – 2018)

Professional Experience

Cremonesi Workshop (Building Performance Consultancy, 2016 – 2017)

R2M Solutions (Building Performance Consultancy, 2015 – 2016)

Selected Publications and Recent Research

Khayatian, F., 2023. Data Anonymization and Open Sharing Are Key to a Sustainable Built Environment. In *Smart Buildings and Technologies for Sustainable Cities in China* (pp. 33-45). Singapore: Springer Nature Singapore

Yin, M., Cai, H., Gattiglio, A., Khayatian, F., Smith, R.S. and Heer, P., 2024. Data-driven predictive control for demand side management: Theoretical and experimental results. *Applied Energy*, 353, p.122101.

Zhan, H., Mahyuddin, N., Sulaiman, R. and Khayatian, F., 2023. Phase change material (PCM) integrations into buildings in hot climates with simulation access for energy performance and thermal comfort: A review. *Construction and Building Materials*, 397, p.132312.

Hassoun, L., Khayatian, F., Ganobjak, M., Wernery, J. and Vivian, J., 2023, November. Integrated assessment of buildings visual and thermal performance with translucent bricks. In *Journal of Physics: Conference Series* (Vol. 2600, No. 11, p. 112008). IOP Publishing.

Perera, A.T.D*, Khayatian, F., Eggimann, S., Orehounig, K., Halgamuge, S., 2022. Quantifying the climate and human-system-driven uncertainties in energy planning by using GANs. *Applied Energy* 328 (2022): 120169.

Fochesato, M., Khayatian, F., Lima, D.F. and Nagy, Z., 2022, November. On the use of conditional TimeGAN to enhance the robustness of a reinforcement learning agent in the building domain. In *Proceedings of the 9th ACM International Conference on Systems for Energy-Efficient Buildings, Cities, and Transportation*.

Khayatian, F.*, Nagy, Z. and Bollinger, A., 2021. Using generative adversarial networks to evaluate robustness of reinforcement learning agents against uncertainties. *Energy and Buildings*, 251, p.111334.

William James Lambert III

Courses Taught

ARC 2166, *Design 4*

ARC 2156, *Design 3*

ARC 5156, *Intro Design Studio I*

ARC 4816, *International Studies Studio*
ARC 4833, *International Studies Drawing Seminar*

Educational Credentials

Bachelor of Science in Architecture from the University of Texas at San Antonio, 2001
Master of Architecture from the University of Texas at San Antonio, 2012

Teaching Experience

2021 - Present: Lecturer I, University Of Texas San Antonio School Of Architecture + Planning
Master Design Studio

3rd Year Italian Design Studio Urbino Program

2nd Year Design Studios

2003-2008: Lecturer II, University Of Texas San Antonio School Of Architecture + Planning

2nd Year Design Studios

Visual Communication

Intro to Digital Design

2001-2003: Lecturer I, University Of Texas San Antonio School Of Architecture

Visual Communication

2nd Year Design Studio

Intro to Digital Design

Professional Experience

Director, French & Michigan, 2012 – Present

Professional Memberships

AIA Associate Member

Angela Lombardi, Ph.D.

Associate Professor, Coordinator of the Graduate Program in Historic Preservation

Recent Courses Taught

Arc 2413, *Global History of Architecture and Urbanism*

Arc 5203, *History and Theory of Preservation*

Arc 6136, *Topic Design Studio*

Arc 2413, *Global History of Architecture and Urbanism*

Arc 5203, *History and Theory of Preservation*

Educational Credentials

2008 Doctorate (PhD) in Urban and Environmental Rehabilitation, with a focus on historic preservation “Sapienza” University of Rome, Rome, Italy.

2009 Master of Science in Architectural Heritage and Landscape Conservation. School of Specialization in Architectural Heritage and Landscape Conservation, “Sapienza” University of Rome, Rome, Italy.

2004 Post-Master Diploma in Integrated New Technologies for Seismic Protection of Heritage Structures in regards to Security and Preservation. 2-year research and teaching program. Ministry of University (MIUR) special program. “Sapienza” University of Rome, University of Perugia, University of

Basilicata in Potenza, the Research Laboratory Ismes Enel – Hydro in Brescia and, Construction Company Pouchain, Rome, Italy.

2000 Master of Architecture (BA and MA), “Sapienza”, University of Rome, Rome, Italy.

Teaching Experience

2018-Present Associate Professor, University of Texas at San Antonio
2012-18 Assistant Professor, University of Texas at San Antonio
2003-2012 Assistant Professor (non-Tenure-Track), Conservation Program, Faculty of Architecture “Valle Giulia”, “Sapienza” University of Rome.

Professional Experience

2008-2014 Founding Principal, Lombardi Architetti, Rome, Italy
2004-2012 Conservation Projects Consultant - Il Cenacolo s.r.l. Conoscere e conservare, Forensic and Construction.
2009-2010 Project Manager – Historic Preservation Specialist - Planarch architecture firm, Rome / Italy
2006 Associate, Studio Violante – architecture firm, Rome / Italy
2005-2006 Associate – Historic Preservation Specialist - Studio Pacini and Bredice. Architecture firm, Rome / Italy
2000-2001 Assistant Designer - Studio Berice, Architecture Firm, Rome / Italy

Licenses/Registration

2003-Present Registered Architect in Benevento, Italy

Selected Publications and Recent Research

2024 Lombardi A., Benincampi I., “The Missions of San Antonio, Texas: Architecture as a Holistic Representation of the Environment. In: L’architettura delle Città’. The Journal of the Scientific Society Ludovico Quaroni, Vol. 18, 25, pp. 75-120.

2024 Lombardi A., Benincampi I., “Ideal City and Military ‘presidio’: the Franciscan Missions of San Antonio, Texas.” In: CIRICE 2023. “CITTÀ E GUERRA. Difese, distruzioni, permanenze delle memorie e dell’immagine urbana - CITY AND WAR: Military Defences, Ruins, Permanences of Urban Memories and Images. 10th International Conference – Napoli, Italy, June 8-9-10, 2023.

2023 Lombardi A., Benincampi I., “Le missioni francescane di San Antonio (Texas) quali comunità fortificate: dai modelli di riferimento rinascimentali ai restauri del primo Novecento” In: L’architettura delle Città’. The Journal of the Scientific Society Ludovico Quaroni. Vol. 17, 23, pp. 95-124.

2023 Benincampi I., Lombardi, A., “[Elena Luzzatto Valentini: Woman, Architect, and Public Servant in Rome during the First Half of the 20th Century](#)”. In: EdA Journal - Reconnecting Culture, Heritage, And Architecture, Vol 10, pp. 39-54.

2021 Lombardi, A., Benincampi I., “Tradizioni europee ed opportunita’ locali: L’architettura delle chiese delle missioni di San Antonio, Texas.” In: Romisches Jahrbuch der Bibliotheca Hertziana, Vol. 44, 2019-2020, pp. 371-406.

Steven Marrone

Lecturer

Recent Courses Taught

ARC 5133, *Professional Practice and Ethics*

Educational Credentials

St. Mary's University School of Law, San Antonio, Texas | May, 2018, Doctor of Jurisprudence, Cum Laude

The University of Texas at San Antonio, San Antonio, Texas | May, 2006, Bachelor of Science in Architecture

Teaching Experience

Lecturer, The University of Texas at San Antonio, School of Architecture + Planning

Professional Experience

Benjamin, Vana, Martinez & Cano, LLP, San Antonio, Texas | August, 2020-Present, Partner
Provide first- and third-party defense and general legal counsel to design professionals, predominantly architects. Counsel architect clients regarding transactional matters and implementing strategies to allocate risk and limit liabilities. Actively litigate claims subject to suit or arbitration while applying technical and professional knowledge to identify strengths and weaknesses in design professional's defensive or affirmative claim position.

Lindow Stephens Treat, LLP, San Antonio, Texas | Summer, 2016; August, 2018-August, 2020, Associate Attorney

Provide first- and third-party defense in general civil litigation. Defend clients in personal injury and property damage suits. Independently manage volume docket of litigation. Engage in active motion practice and hearing attendance.

Alamo Architects, San Antonio, Texas | 2006–2009; 2010–2015, Project Manager

Provide professional architectural services during all phases of project development. lead project team meetings and coordinate architectural design with consulting specialists.

Licenses and Registration

State Bar of Texas; 2018; State Bar No. 24096816

Texas Board of Architectural Examiners; 2013; Architect No. 23977

Professional Memberships

State Bar of Texas

San Antonio Bar Association

American Institute of Architects

Texas Society of Architects

San Antonio Chapter, American Institute of Architects

ACE Mentorship of Greater San Antonio

David Christopher Matiella

Assistant Professor of Instruction

Recent Courses Taught

ARC 1113, *Introduction to the Built Environment*

ARC 2233 / ARC 5973, *Principles of Environmental Systems*

EGR 1352, *First Year EPICS*

ARC 1223, *Design 2*

ARC 2233 / ARC 5973, *Principles of Environmental Systems*

EGR 1351, *First Year EPICS*

ES 4153 / ES 5153, *Introduction to Sustainability*

ARC 4183 / ARC 5953, *Environmental Systems*

ARC 1313, *Design Visualization*

Educational Credentials:

Master of Architecture, The University of Texas at San Antonio, 2008.

Bachelor of Science in Architecture, The University of Texas at San Antonio, 2005.

Teaching Experience

Assistant Professor of Instruction, the University of Texas at San Antonio, School of Architecture + Planning

Professional Experience

FTT/ Assistant Professor of Instruction, UTSA. (January 2009 - Present)

Project Manager, McChesney / Bianco Architecture. (April 7, 2012 - March 20, 2013)

Intern, Marmon Mok. (August 20, 2008 - February 28, 2012)

Architectural Intern, Alamo Architects. (June 2007 - December 2007)

Architectural Intern / Project manager, Lopez-Salas Architects. (March 2006 - June 2007);

Licenses/Registration

USGBC LEED GA, GBCI. (January 13, 2012 - Present)

EDAC, Center for Health Design. (December 20, 2011 - Present)

Selected Publications and Recent Research

Matiella, D. C. (2013, June 28). Energy from a school. *Build San Antonio*. Published.

<http://www.mysanantonio.com/default/article/Energy-from-a-school-4634807.php>

Professional Memberships

Association of Collegiate Schools of Architecture. (January 2024 - Present).

Committee Chair, USGBC Texas. (January 2009 - Present).

Vincent Michael

Lecturer

Recent Courses Taught

Historic Preservation courses

Educational Credentials

Doctor of Philosophy, Art and Architectural History, University of Illinois at Chicago

Dissertation: Preserving the Future: Historic Districts in New York City and Chicago in the late 20th century

Master of Arts, Social Sciences, University of Chicago

Thesis Title: Politics and Public Utilities: Socialism, Municipal Ownership and the Form-Ation of Progressivism in Chicago and Milwaukee 1902-1912

Recent Scholarship

The Architecture of Barry Byrne: Bringing the Prairie School to Europe, University of Illinois Press, 2013

Teaching

2021 - 2023	Visiting Lecturer, University of Texas San Antonio
2022	Fulbright Specialist, Ean Universidad, Bogotá Colombia
1996 - 2022	Guest Lecturer/Juror, Texas A & M University, University of Texas San Antonio, Baylor University, Harvard Graduate School of Design, Boston University, Triton College, Johns Hopkins University, University of Notre Dame, Ball State University, University of St. Thomas, New Mexico State University, University of Chicago, Loyola University Chicago, University of Illinois Champaign-Urbana.

Professional Service

Government, Industry, Military and Professional Positions

2023 - Present	National Trust Community Investment Corporation
2016 - Present	Executive Director, The Conservation Society of San Antonio

Professional Memberships

2018 - Present	National Preservation Partners Network
2007 - Present	Society of Architectural Historians
2006 - Present	National Trust for Historic Preservation

John D. Murphy Jr., Ph.D.

Recent Courses Taught

ARC 4843, International Studies, History / Theory

IDE 4843, International Studies, History / Theory

Educational Credentials

1993 Ph.D. in Architecture, Material Sciences Emphasis, Texas A&M University

1983 Master of Science, Construction Management, Texas A&M University

1982 Bachelor of Science, Building Construction (now called Construction Science) Texas A&M University

Teaching Experience

Over 30 years teaching and administration of increasing responsibilities in colleges of the built environment, in various R1 universities in the US. Teaching subject areas have included: Materials and methods, environmental systems, indoor air quality, construction management and administration, cost estimating, construction scheduling, etc.

Professional Experience

Prior to academia, approximately 10 years in the construction management/administration realm. Low level of professional consulting over the past 30 years.

Licenses/Registration

LEED Accredited Professional, 2009

Certified Professional Constructor, AIC#158, 1997

Certified Supervisor of Asbestos Abatement, TX Cert. #3055, 1987 (now expired)

Selected Publications and Recent Research

Laurini, E., Montuori, P., Murphy, J. (August, 2023). Architecture and Techniques of Environmental Control of Climatic Colonies in Italy and Abruzzo. Proceedings of the 5th International Conference on Advances in Civil and Ecological Engineering Research. ISSN 2366-2557. Pgs. 14-32.

Murphy, John. (2019, March). Considerazioni Sulla Qualità Ambientale In Caso Di Riuso De Edifici Storici a Sequito Di Danni Da Terremoto / Environmental Quality Considerations in Historic Structure Adaptive Reuse After Event Related Damage: Earthquake. History Meets Science Between Abruzzo & Texas. Ciranna, Lombardi, Montuori, eds. Pgs. 115-127. Edizioni Quasar. ISBN 978-88-7140-966-5..

Lombardi, A., Laurini, E., Ciranna, S., Rashed-Ali, H., Montuori, P., Murphy, J., De Berardinis, P. (2017, July). Natural Ventilation Systems in Texas Courthouses Designed by James Riley Gordon: an Analysis of Development of Climate Responsive Typologies. PLEA2017 Conference, Edinburgh, Scotland.

Professional Memberships

- AIA Associate Member, #38001903, 2009-2020
- ICOMOS Member, #4701, 2010-2021

Taeg Nishimoto

Tenured Full Professor

Recent Courses Taught

ARC 6136, *Advanced Topics Studio*

ARC 5193, *Principles of Global Architecture*

ARC 4156, *Building Design Studio*

ARC 3433/5533, *Contemporary Materials in Architecture and Design*

Educational Credentials

1985 – Master of Architecture, Cornell University

1978 – Bachelor of Architecture, Waseda University, Japan

Teaching Experience

2007-Present – University of Texas San Antonio, Professor

2001-2007 – Texas A&M University, Associate Professor and Full Professor

1985-2001 – Columbia University, Adjunct Assistant Professor

1999-2000 – University of Texas Arlington, Visiting Professor

1986 – 2000 – Pratt Institute, Adjunct Assistant Professor and Adjunct Associate Professor

Professional Experience

2001-2007 – Nishimoto Atelier, Owner, College Station, Texas

1987-2001 – Taeg Nishimoto & Allied Architects, Owner, Brooklyn, New York

1986-1987 – Perkins, Geddis, Eastman Architects, Design Associate, New York City

1979-1983 – Kunihiro Hayakawa & Associates, Associate and Project Architect, Tokyo, Japan

1978-1979 – Architectenburo Herman Hertzberger, Intern and Junior Designer, Amsterdam, Holland

Licenses/Registration

1980 – First Degree Registered Architect, Japan

1989 – Registered Architect, State of New York, #021075

Selected Publications and Recent Research

Web Features – Designboom (2016, 2017, 2018, 2024) Gessato (2018) Gooood (2016, 2017, 2018, 2020) Journal du Design (2016, 2017, 2018, 2020)

Recent Exhibition – Lille Design Capital (2020) Milan Design Week (2018) Spazio Nobile Brussels (2017)

“A Labor of Love” publication of “Llegado” Lidewij Edelkoort and Philip Fimmano, (2020), Lecturis, ISBN 9789462263918, 2020

“Lumitecture” publication of “Chasmal Lumen”, Anna Yudina, (2016), Thames & Hudson, ISBN 978-0-500-51834-2

“Installations by Architects – Experiments in Building and Design” publication of “Re-f(r)action” (2010), Sarah Bonnemaïson and Ronit Eisenbach, Princeton Architectural Press, ISBN 978-56898-850-4

“ARCHILAB: New Experiments in Architecture, Art and the City, 1950-2000” (2004), Fumio Nanjo, Frederic Migayrou, Marie-Ange Brayer, publication of “House of PLOTS” Mori Art Museum, Heibonsha, ISBN 4-582-54428-2 C0052

GA Houses 55, Yukio Futagawa, publication of “Berger Guest House” (1998), ISBN 4-87140-365-3 C1352

GA Houses 30, Yukio Futagawa, publication of “House at Koma” (1991), ISBN 4-87140-330-0 C1352

JAPAN ARCHITECT, May issue ISSN 0448-8512 (1985), “Geometrically Articulated Spaces – House at Tumagoi”

Neda Norouzi, PhD

Recent Courses Taught

ARC 6126, Advanced Design Studio
ARC 1113, Introduction to the Built Environment
ARC 3433, Topics in Architecture and Thought

Educational Credentials

2016 PhD in Architecture and Design Research
2011 Master of Architecture
2011 Master of Urban and Regional Planning (with honors)
2008 Bachelor of Environmental Design

Teaching Experience

2019- Assistant Professor, School of Architecture + Planning
2017-2019 Adjunct Assistant Professor Department of Architecture
2012-2016 Graduate Teaching Assistant/ Instructor School of Architecture + Design
College of Architecture and Urban Studies Virginia Tech

Professional Experience

2020— Architectural Design Consultant

Licenses/Registration

AXP Hours—Completed ARE Exams—In Progress

Darryl Ohlenbusch

Associate Professor of Practice

Recent Courses Taught

ARC 4156, *Advanced Architectural Design*
ARC 4816, *International Studies Studio*
ARC 4156, *Building Design Studio Galveston Field School*
ARC 4246, *Building Systems Studio*
ARC 2423, *Global History of Architecture and Urbanism 2*
ARC 3613/5623, *History of Modern Architecture*

Educational Credentials

1993 - Master of Architecture, Columbia University, New York, NY
1986 - Bachelor of Environmental Design, Texas A&M University, College Station, TX

Teaching Experience

2004 – Present- University of Texas San Antonio, Lecturer III and Associate Professor of Practice
2007 – 2010- Adjunct Faculty—San Antonio College—Department of Architecture

1994 – 1998- Adjunct Faculty – University of Texas San Antonio – Department of Architecture

Professional Experience

2004-Present – Darryl Ohlenbusch AIA, Architect, sole proprietor architectural design services, San Antonio, TX

1998-2004 – Project Designer, Lake/Flato Architects, San Antonio, TX

1994-1998 – Residential Designer, Darryl Ohlenbusch Design, San Antonio, TX

1988-1992—Intern, Wank Adams Slavin Associates, New York, NY

1987-1988—Intern, Felix, Hennel, Grimke+Partner, Karlsruhe, Germany

Licenses/Registration

2004-Present – Registered Architect #18508, State of Texas

Professional Memberships

2004-Present- American Institute of Architects, Texas Society of Architects, AIA San Antonio

Steve J. Patmon, AIA

Lecturer

Recent Courses Taught

ARC 4156, *Building Design Studio*

ARC 4246, *Building Systems Design Studio* / IDE 4956, *Interior Design Systems Studio* (cross listed)

Educational Credentials

Bachelors of Architecture, University of Oklahoma, 1990

USAR 25Q Graphics Specialist, 1991

USAR 12W Carpentry and Masonry Specialist, 1994

Professional Experience

SJPA, LLC est. 2007 (2007 to Present), Position: Owner, President, Lead Designer

Marmon Mok Architecture, Position: Senior Associate (1999 – 2007)

HDR / Simpson Group / WE Simpson, Position: Project Architect (1994-1999)

BSW International, Position: Intern / Architectural Staff (1990-1994)

Licenses/Registration

Texas Architect Registration, Registered Since 1998 (26 Years)

Steve Patmon has also been registered in New Mexico, Georgia, Oklahoma, and Florida.

Professional Memberships

AIA National – Current Member

AIA San Antonio – Current Member

Held multiple local positions including Director and Commissioner.

Created award winning program 2PLP – the Professional Practice Leadership Program established 2007.

Texas Society of Architects – Current Member

GASCOM – Government Affairs Steering Committee, 2015-2016

AIAA – American Institute of Aeronautics and Astronautics – Current Member

Space Settlement Technical Committee 20

ASPE – American Society of Professional Estimators – Current Member

2022-2023 Chapter President, ASPE DFW Chapter 43.

2023-2024 Chapter President, ASPE DFW Chapter 43.

Sue Ann Pemberton, FAIA, FAPT

Professor of Practice

Recent Courses Taught

CSM 2113/ARC5913, *Introduction to Material and Methods of Construction*

ARC 4246, *Building System Studio*

ARC 5233, *Survey and Measured Drawings*

ARC 6413, *Sustainable Preservation Technology*

ARC 6146, *Advanced Technical Studio*

ARC 6973, *Special Topics: Taliesin West Field School*

Educational Credentials

Bachelor of Environmental Design, Texas A&M University

Master of Architecture, Texas A&M University

Continuing Education Requirements for Licensure and AIA, 18 hours+ Annually

Teaching Experience

University of Texas at San Antonio, 1984-present promoted to Professor of Practice 2021, specializing in design, materials and historic preservation

Professional Experience

Mainstreet Architects Inc. 1992 – Present: Serves as principal with more than thirty-five years professional experience in both private practice and state and federal government. Work includes preservation and planning publications, documentation of historic structures and traditional architecture services.

Licenses/Registration

Registered Architect Licensed to Practice in Texas #08330

Selected Publications, Awards, and Recent Research

How 100 Years of Experience Can Inform the Future of Cultural Heritage, Texas A&M University, Cultural Heritage Symposium, 2024

Documenting Taliesin West: A Case for Old-School Technology, Association for Preservation Technology International Annual Conference, 2020 peer reviewed

Pushing Community Engagement, Engagement Scholarship Conference, 2019 peer reviewed

Engaging Students in Historic Preservation, National Preservation Education Conference, 2019 peer reviewed

Research: A Comparison of Documentation technology, using laser scanning, photogrammetry, hand measurements

Historic American Building Survey Documentation Publications

Kiva, Taliesin West, 2024, judging underway

Garden Room, Taliesin West, Second Place Peterson Prize, Anderson Prize, 2023

Dining Room, Taliesin West, First Place Peterson Prize, Anderson Prize, 2022

WW Peters Conference Room, Taliesin West, Honorable Mention, 2022

Cabaret, Taliesin West, Honorable Mention Peterson Prize, Anderson Prize, 2021

Drafting Studio, Taliesin West, Second Place Peterson Prize, Anderson Prize, 1919

Formal Office, Taliesin West, First Place Peterson Prize, Anderson Prize, 2018

Original Dining Room, Taliesin West, Peterson Prize First Place, Anderson Prize, 2017

Professional Memberships

AIA Historic Resources Committee Advisory Group, 2019-2023 Chair 2022

Association of Preservation Technology (APT) International - Board of Directors, 2010-2017, AIA Liaison to Board of

Directors 2023-present

APT Academics and Outreach Committee member 2021-present

National Council for Preservation Education, Chair 2021-2024

National Center for Preservation Technology and Training, Board of Directors, 2022 vice-chair 2024-2026

Dr. Antonio Petrov

Associate Professor

Recent Courses Taught

ARC 6931, *Masters Project Prep*

ARC 5173, *Architectural Theory/Criticism*

ARC 6996, *Masters Project Studio*

Educational Credentials

Doctor of Design in the History and Theory of Architecture, Urban and Cultural Studies, Harvard University, GSD

Master of Architecture in architecture, urbanism, and philosophy, Illinois Institute of Technology (IIT)

B. Arch [Architect-Engineer Dipl. Ing. Arch.] University of Applied Sciences, Koblenz, Germany, Faculty of Architecture and Urban Planning

Teaching Experience

2018-present Associate Professor tenured, University of Texas San Antonio, College of Architecture, Construction, and Planning

2012-2018 Assistant Professor, tenure-track, University of Texas San Antonio, College of Architecture, Construction, and Planning

2014 Caudill Visiting Critic Rice University, Houston, School of Architecture

2009-2012 Adjunct Professor, History and Theory of Art and Architecture, Wentworth Institute of Technology,
Department of Architecture
2012-2014 Archeworks, Chicago Co-Program Director
2010-2012 Visiting Professor (Master's Thesis Advisor), University American College Skopje,
Department of Urban
Planning
2007-2010 Harvard University, Career Discovery Instructor in Architectural Design
2007-2009 Harvard University, Fellow in the Department of Literature and Arts
2009 Harvard University, Fellow in the Department of History of Art and Architecture
2010 Adjunct Professor: Architectural Design, Northeastern University, School of Architecture
2006-2007 Lecturer in Architectural Design, History and Theory of Art and Architecture, Iowa State
University, College
of Design
2006 Lecturer in Digital Design, Art and Architecture, The School of The Art Institute of Chicago
2004-2006 Lecturer: Architecture Illinois Institute of Technology, College of Architecture

Professional Experience

2006 Freelance Architect and Urban Designer Krueck & Sexton Architects, Chicago, IL.
2005-2006 Design Consultant Dirk Denison Architects, Chicago, IL.
2005 Design Consultant Werner Sobek 3E + Daniel Wolf, Stuttgart, Germany.
2001-2002 Design/project architect Wandel Hoefer Lorch + Hirsch Architects, Germany

Selected Publications and Recent Research

Petrov, Antonio, ed. *The Mediterranean: Worlds, Regions, Cities, and Architectures*. Vol. 5, *New Geographies*. Cambridge, MA: Harvard University Press, (2013).

Petrov, Antonio, ed. *Discourse, Document, Archive, Doma*. Skopje, Macedonia: Kino Oko, (2010).

Neyran Turan, Gareth Doherty, Stephen Ramos, Antonio Petrov, El Hadi Jazeiry, Rania Ghosn, ed. *New Geographies Vol. 0*. Cambridge: Harvard University Press, (2009).

Petrov, Antonio. "Mediterranean Frontiers: Ontology of a Bounded Space in Crisis" In *Frontiers: Topographies of Surveillance and Flows*, by Andreas Luescher Carolyn Loeb. London: Ashgate, (2014).

Petrov, Antonio. "Skittles: Jinni or Universe in a Pocket," Teachers Hunch, Antwerp, Belgium, (2019)
Global Diplomacy Lab, Comprehensive Report, https://www.global-diplomacy-lab.org/wp-content/uploads/2023/11/GDL_MIP-Lab-Report-06-DP-HIGH.pdf

Professional Memberships

2022 Member of BMW Foundation Responsible Leaders Network
2021 Fellow at Global Diplomacy Lab

Shelley E. Roff

Associate Professor

Recent Courses Taught

ARC 2423, *History of Architecture: Renaissance Through Nineteenth Century*

Educational Credentials

Ph.D. in History of Art and Architecture Brown University, 2002

Masters of Architecture, University of California, Berkeley, 1993

Bachelor of Environmental Design, Texas A&M University, 1987

Teaching Experience

2007 – Present Associate Professor, KCEID, UTSA

2001 – 2006 Assistant Professor, College of Architecture, UTSA

2000 – 2001 Assistant Professor, College of Fine Arts, Texas Christian University

Professional Experience

1987 - 1991 Tsang Architecture, San Francisco, CA; Stanmar, Inc., Boston, MA, intern

Wallace Floyd Associates, Inc., Boston, MA, intern

Kevin O'Marah Associates, Boston, MA; Di Marinisi & Wolfe, Architects, Boston, MA, intern

Selected Publications and Recent Research

Roff, Shelley E., ed. *Women and the Built Environment before 1800*, 2 vols. London: Routledge, forthcoming 2024.

Roff, Shelley E. "Crisis or Tradition? Women Construction Laborers in Late Medieval Valencia." In *Construction Matters: Proceedings of the 8th International Congress on Construction History*, Zurich, June 23 – 28, 2024, 1117 - 1123. Turnhout: Brepols.

Roff, Shelley E. "Did Women Design or Build Before the Industrial Age?" In *The Routledge Companion to Women in Architecture*, 21-31. London: Routledge, 2021.

Roff, Shelley E. "Constructing Illusions of Prosperity: A City View of Early Modern Barcelona." In *The Global City: The Urban Condition as a Pervasive Phenomenon*, proceedings of the Associazione Italiana di Storia Urbana, Bologna, Italy September, vol. F, 447-453, 2019. Bologna: AISU, 2020.

Roff, Shelley E. "A Fourteenth-Century View on Urbanism: Francesch Eiximenis and Urban Planning in the Crown of Aragon." In *Medieval Urban Planning: The Monastery and Beyond*, ed. Mickey Abel, 174 - 194. Cambridge: Cambridge Scholars Publications, 2017.

Roff, Shelley E. "'Appropriate to Her Sex?' Women's Participation on the Construction Site in Late Medieval and Early Modern Europe." In *Women and Wealth in Medieval Europe*, ed. Theresa Earenfight, 160 - 194. New York: Palgrave MacMillan, 2010.

Professional Memberships

2024 – present Chair, Society for Women and the Built Environment

2019 - 2023 Associate Chair, WiA Affiliate Group, Society of Architectural Historians

Courses Taught:

ARC 6146, *Advanced Technical Studio*

ARC 6996, *Master's Project Studio*

Educational Credentials

1998 Master of Architecture – The University of Texas at Austin

1993 Bachelor of Arts (Spanish) – The University of Texas at Austin

Teaching Experience

University of Texas at San Antonio College of Architecture, Construction and Planning

Associate Professor of Practice, 2003 – present

Undergraduate Design Studio 2nd, 3rd, 4th year

Graduate Design Studio, Technical Graduate Studio, Masters Project

UTSA Barcelona Study Abroad Program, 2008 – 2016

Graduate Programs Committee, 2006 – Present

University of Texas at Austin School of Architecture 1997

Teaching Assistant, Design Studio

Professional Experience

2004 – Present Candid Works, San Antonio, Principal

1998 – 2003 Lake | Flato Architects, San Antonio, Designer

1997 Emilio Donato Architects, Barcelona, Intern

Licenses/Registration

Texas Registered Architect 2004 - present

Colorado Registered Architect 2021 – present

Selected Publications / Awards

Texas Architect – Mission Restaurant Supply by Mario Serna May 2024

Architect Magazine - The Goat Heads May/June 2023

ACSA Steel Design Competition – Student: Noel Parra 2022

Professional Memberships

FAIA College of Fellows – American Institute of Architects 2018

NCARB (National Council of Architecture Registration Board) 2002 - present

The University of Texas School of Architecture Advisory Council 2023 - present

Hollie Scott Sanchez, AIA, NCARB, LEED AP

Lecturer

Recent Courses Taught

ARC 4156, *Building Design Studio*

ARC 4246, *Building Systems Studio*

Educational Credentials

Master of Architecture – Texas A&M University, 2005

Bachelor of Environmental Design – Texas A&M University, 2002

Study Abroad Programs: Castiglion Fiorentino, Italy (Fall 2004); Guatemala (Summer 2002); Washington-Alexandria Architecture Center (Fall 2001)

Teaching Experience

University of Texas San Antonio

Texas A&M University; *Design Foundations I & II; Visual and Functional Design Principles;*

Professional Experience

Studio S. Architekts, LLC; *Owner/Principal Architect;* 101 S. Main St, Suite C, Boerne, TX 78006;
Responsibilities: Firm management, project design, client relations, and project oversight.

Marsh & Associates; *Architect; Responsibilities:* Design development, construction documents, presentation preparation.

Authentic Custom Homes; *Revit Coordinator/Architect; Responsibilities:* Revit coordination, design development, construction documents.

The Beck Group; *Project Manager/Architect; Responsibilities:* Project management, schematic design, design development, construction documents, construction administration.

Workarchitecture; *Architect; Responsibilities:* Schematic design, design development, construction documents, interior finish selections, 3D modeling.

RTKL Associates; *Architect; Responsibilities:* Schematic design packages, construction documents, design development.

BRW and Associates; *Draftsman & 3D Model Builder; Responsibilities:* Drafting, 3D modeling, image creation.

Licenses/Registration

Licensed Architect

NCARB Certification – 2009 – Present

LEED Accredited Professional – 2009 – Present

Professional Memberships

American Institute of Architects (AIA) – 2003 – 2012

National Council of Architectural Registration Boards (NCARB) – 2009 – Present

LEED Accredited Professional (LEED AP) – 2009 – Present

Selected Projects

Bruce Residence – 6000 sq.ft. French Country home design, Boerne, TX

Story Residence – 5000 sq.ft. Traditional home design, Cordillera Ranch

Morgensen Residence – 7000 sq.ft. Traditional home design, Bulverde, TX Historians.

Ali Sari

Lecturer

Recent Courses Taught

ARC 2133 / 5923, *Principles of Architectural Structures*
ARC 4283, 5933, *Architectural Structures*

Educational Credentials

Process Safety Practice Certificate, Texas A&M Mary Kay O'Connor Process Safety Center (May 2014)
University of Texas, Arlington: Post-Doctoral Study, Computer Science, 2006
University of Texas, Austin: Ph.D, Structural Engineering, 2003
Istanbul Technical University, Turkey: Ph.D. Student, Structural Engineering, 1999
Istanbul Technical University, Turkey: MS, Structural Engineering, 1997
Istanbul Technical University, Turkey: BS, Civil Engineering, 1995

Professional Experience

Omega Advanced Engineering and Risk Consulting, Houston, TX, USA, Owner and Director, 2016-Present
University of Texas, Department of Architecture, San Antonio, TX, USA, Lecturer, 2022- Present
Istanbul Technical University, Department of Civil Engineering, Istanbul, Turkey, Full Professor, 2017-Present
Genesis Oil and Gas, Houston, TX, Quantitative Risk Assessment, Geotechnical and Structural Analysis Department
Manager, 2014-2017
Atkins Oil and Gas, Houston, TX, Structures Group Manager, Technical Delivery Manager - Chief Consultant, 2010-2014
University of Texas at San Antonio, Lecturer, 2010
ABS Consulting, San Antonio, TX, Principal Engineer, 2006-2010
Baker Engineering and Risk Consultants, San Antonio, TX, Project Consultant, 2003-2006
University of Texas at Austin, Austin, TX, Research Assistant, 1999-2003
Trakya University, Corlu, Turkey, Research Assistant, 1996-1999
Sebil Construction, Istanbul, Turkey, Design and Site Engineer, 1996-1996
Cevahirler Construction, Istanbul, Turkey, Site Engineer and Foreman, 1993-1996

Selected Publications and Recent Research

Elif Altunsu , Onur Güneş, Sezer Öztürk, Shokrullah Sorosh, Ali Sarı , Saadet Toker Beeson, “Investigating the structural damage in Hatay province after Kahramanmaraş-Türkiye earthquake sequences”, *Engineering Failure Analysis*, Volume 157, March 2024

Sezer Öztürk, Elif Altunsu, Onur Güneş, Ali Sarı, “Investigation of industrial structure performances in the Hatay and Gaziantep provinces during the Türkiye earthquakes on February 6, 2023”, *Soil Dynamics and Earthquake Engineering*, Volume 179, , April 2024

Sezer Öztürk, Ali Sarı, “Seismic vulnerability assessment of spherical and horizontal-cylindrical storage tanks through finite element analyses and observational data”, *International Journal of Pressure Vessels and Piping*, Volume 209, June 2024

Moheldeen Hejazi, Ali Sari, “Numerical and experimental assessment of optimal modeling of laminated glass post-breakage response”, *Composite Structures*, Volume 330, , 15 February 2024

A BAGHERZADEH AZAR, ALI SARI, “Structural Failure of Masonry Arch Bridges Subjected to Seismic Action”, *Civil Engineering Infrastructures Journal*, 2024

A Sari, OF Nematlu, K Guler, SM Hashemi, “Evaluation of unanchored blast-resistant modular structures subjected to blast loads and human injury response”, *Structural Engineering and Mechanics*, 2024

AB Azar, A Sari, "Damage identification of masonry arch bridge under blast loading using smoothed particle hydrodynamics (SPH) method", Structural Engineering and Mechanics, 2024

A Sari, K Korkmaz, "An analytical approach for offshore structures considering soil-structure interaction", Advances in Computational Design, 2024

Licenses/Registration

Professional Engineer, Texas and Alaska
Member of American Society of Mechanical Engineers (ASME)
Member of the Seismological Society of America (SSA)
Member of the Earthquake Engineering Research Institute (EERI)
Member of the American Concrete Institute (ACI)
Member of the American Society of Civil Engineers (ASCE)
Elected Member of the Honor Society of Phi Kappa Phi
Member of the Turkish Society of Civil Engineers

Maryam Singery

Associate Professor of Practice

Courses Taught

ARC 1213, *Design 1*
ARC 1224, *Design 2*
ARC 2156, *Design 3*
ARC 2166, *Design 4*
ARC 1313, *Design Visualization 1*
ARC 4156, *Building Design Studio*
ARC 4913, *Independent Study*
ARC 5733, *Advanced Building Technology and Sustainability*
ARC 5713, *Environmental Architecture and Sustainability*

Educational Credentials

Ph.D. in Sustainable Urban Design focused on Sustainable Community Design , I Azad University, Science and Research
Branch at Tehran, 2006-2010

Master of Architectural Engineering (continuous/integrated master's degree), I Azad University at Tabriz, 1995-2002

Teaching Experience

Associate Prof. of Practice, School of Architecture, University of Texas at San Antonio, 2021-Present
CTE Faculty, Full time, Architecture and Engineering Session, Mercedes ISD, Texas 2020-2021
Lecturer, Full time Faculty in Architecture, South Texas College, McAllen, Texas 2019-2020
Assistant Professor, School of Architecture & Urban Planning, I Azad University at Tabriz 2003-2019

Professional Experience

Associate I, Building Scientist & Enclosure Architect, Wiss, Janney, Elstner Associate, Inc (WJE), San Antonio, TX, May
2023-Present

Consulting services, Diba Nash e Aria Con-sulting Engineers, Tabriz, by Project, 2006-2023

Licenses/Registration

Assoc. member of American Institute of Architects, 2022-Present

Registered/Licensed Architect, Active Occupational License in Architectural Engineering, Ministry of Housing and Urban

Development, Tabriz, Senior Designer, 2008-present

Selected Publications and Recent Research

Singery M. (2023), *The Missing in Architectural Pedagogy; Net Zero Energy Building (NZEB)*, Towards Net Zero Carbon Emissions in the Building Industry, Ali Sayigh, Springer Nature.

Azari R., Singery M. (2022). *Laminated Timber Buildings; An Overview of Environmental Impacts*, The Importance of Wood and Timber in Sustainable Buildings, Ali Sayigh (Eds.), Springer.

Professional Memberships

Member, American Institute of Steel Construction, 2024

Member, Society of Building Science Educators, 2024

Member and Educational Advocacy of the Committee of the Environment, Texas Society of Architects (COTE TxA) & San Antonio Chapter, 2022-Present

Member & Advisor. World Renewable Energy Congress, 2004-Present

Saadet Toker Beeson, PhD

Associate professor and Associate Dean of Community Engagement

Educational Credentials

2004 Doctor of Philosophy, Middle East Technical University, Building Science Program; PhD Dissertation: "Developing

an innovative architectural and structural solution for seismic strengthening of reinforced concrete residential buildings"

2000 Master of Science in Architecture, Middle East Technical University, Building Science Program

1998 Bachelor of Architecture, Middle East Technical University, Dept of Architecture

Teaching Experience

EGR 4351 and 4352 Senior EPICS

EGR 3351 and 3352 Junior EPICS

ARC 4283 Architectural Structures

ARC 5933 Introduction to Structures II (Graduate – Cross-listed with 4283)

ARC 5923 Introduction to Structures I (Graduate – Cross-listed with 2133)

ARC 3433 Topics in Architecture and Thought

ARC 6433 Research Methods in Architecture

ARC 6973 Master's Project Preparation

ARC 5513 Advanced Building Technologies & Structures

Administrative Positions

March 2024 – May 2024 Interim Director School of Architecture + Planning (to be resumed starting September

May 2022 – present 2024), Klesse College of Engineering and Integrated Design (KCEID), UTSA
May 2022 – present Associate Dean of Community Engagement and Faculty Success, KCEID
KCEID Program Coordinator, Engineering Projects in Community Service (EPICS),

Academic Positions

August 2016 – present Associate Professor, School of Architecture + Planning, KCEID, UTSA
August 2009 – 2016 Assistant Professor Department of Architecture, University of Texas at San Antonio
March 2005 – September 2009 Assistant Professor, Department of Architecture, Suleyman Demirel University
March 2008 – March 2009 Post-Doctoral Research Fellow, Department of Civil and Architectural Engineering, University of Wyoming

Selected Publications and Recent Research

Layla Iskandar, Carlos Faubel, Ezgi Bay Sahin, Antonio Martinez-Molina, Saadet Toker Beeson, “*Climate change impact on natural ventilation effectiveness using CFD simulations in historic buildings under hot-humid conditions*” Building and Environment, Manuscript Number: BAE-D-24-02512 (Under review)

Layla Iskandar, Carlos Faubel, Antonio Martinez-Molina, Saadet Toker Beeson, “*Quantification of inherent energy efficient features in historic buildings: a case study in a hot and humid climate.*” Energy and Buildings, Volume 319, 2024, 114546, ISSN 0378-7788, <https://doi.org/10.1016/j.enbuild.2024.114546>.
(<https://www.sciencedirect.com/science/article/pii/S0378778824006625>)

Layla Iskandar, Ezgi Bay Sahin, Antonio Martinez-Molina, Saadet Toker Beeson, “*Evaluation of Passive Cooling Through Natural Ventilation Strategies in Historic Residential Buildings Using CFD Simulations.*” Energy and Buildings, Elsevier (2024). [10.1016/j.enbuild.2024.114005](https://doi.org/10.1016/j.enbuild.2024.114005). Energy and Buildings Journal, Elsevier is an international journal devoted to investigations of energy use and efficiency in buildings. It is listed on Scopus Science Citation Index Expanded (SCIE), Impact factor 6.6

Elif Altunsu, Onur Güneş, Sezer Öztürk, Shokrullah Sorosh, Ali Sarı, Saadet Toker Beeson, (2024) “Investigating the structural damage in Hatay province after Kahramanmaraş-Türkiye earthquake sequences”, Engineering Failure Analysis, Volume 157, 2024, 107857, ISSN 1350-6307, <https://doi.org/10.1016/j.engfailanal.2023.107857>.
(<https://www.sciencedirect.com/science/article/pii/S1350630723008117>)

Appendix B

Faculty Teaching Assignments

Graduate Teaching Matrix
Fall 2022

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Alexander	PhD in Architectural History. Multidisciplinary research on the Tridentine Reformation in Tortona	ARC 3613/5623 History of Modern Architecture		
Bagarozzy	M.Arch. Software techniques & applications; digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 5543/4233/IDE 4233 Advanced Digital Design and Fabrication Technologies in America		
Baron	Senior Faculty. Registered Architect. MArch and MS in Architectural degrees. Architectural Theory	ARC 5193 Principles of Global Architecture: Place, Context & Culture		
Blizard	M.Arch degree. Registered Architect. Architecture culture, structure and memory; vernacular architecture and the oral tradition, urban form, memory and cultural factors in design & practice. Foundation design education and graphic design	ARC 5011 Introduction to Architecture and Design		
Bogle	M.Arch. Registered Architect. Principle of professional firm	ARC 6126 Advanced Design Studio		
Caine	M.Arch and MS in Architectural Studies. Registered Architect. Architectural and Urban theory. Change in urban space.	ARC 6126 Advanced Design Studio		
Dupont	M.Arch degree. Registered Architect. Preservation Specialist, Chief Architect at National Trust for Historic Preservation	ARC 5423 Preservation Laws and Environmental Policy		
Jahanara	PhD	ARC 5943/2233 Principles of Environmental Systems		
Lambert	M.Arch. principle + co-owner of French & Michigan Design firm	ARC 5156/2156 Introductory Design Studio I		
Lewis	M.Arch degree. Registered Architect. Preservation Specialist. Architecture, urban, design, and historic preservation.	ARC 6003/3433 Morphology of the Architecture of the Southwest	ARC 6146 Advanced Technical Studio	
Lombardi	PhD in Historic Preservation/Conversation/Architecture. Practicing architect in Italy. Historic preservation, materials and technology. Architecture history, archaeological heritage, cultural landscape	ARC 5203 / 3433 History and Theory fo Preservation		
Matiella	M.Arch degree. LEED Green Associate. Building technology and environmental systems.	ARC 5953/4183 Environmental Systems		
Michael	Master of Arts	ARC 5403 Historic Preservation Seminar		
Nishimoto	M.Arch degree. Registered Architect. Materials, design build and design prefabrication. Installations, experiments in building and design.	ARC 5533/3433 Contemporary Materials in Architecture and Design		

Norouzi	PhD	ARC 6126 Advanced Design Studio		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 5913/CSM 2113 Introduction to Construction Materials and Concepts	ARC 6146 Advanced Technical Studio	
Petrov	PhD in history and theory of architecture, urbanism and cultural studies. New geographies, sacred architecture. Contemporary culture of architecture, art, media and cultural studies.	ARC 5173 Architectural Theory and Criticism		
Rogers	M.Arch, registered Architect, Principle and owner of Architectural firm	ARC 6146 Advanced Technical Studio		
Sari	PhD	ARC 5923/2133 Principles of Structures		

Spring 2023

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Alexander	PhD in Architectural History, Multidisciplinary research on the Tridentine Reformation in Tortona	ARC 3613/5623 History of Modern Architecture		
Avendano	M.Arch	ARC 5543 Advanced Digital Design and Fabrication Technologies in America		
Bagarozy	M.Arch, Software techniques & applications, digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 6943/4333/IDE 4333 Professional Internship		
Baron	Senior Faculty. Registered Architect. March and MS in Architectural degrees, Architectural Theory	ARC 5193 Principles of Global Architecture: Place, Context & Culture		
Canizaro	PhD in Architecture, Registered Architect. Architectural design, theory and visualization, Regionalism, Publications / research in Sustainability and Community design.	ARC 5713 Environmental Architecture and Sustainability		
Collins	M.Arch, Registered Architect, LFA, LEED AP BD+C	ARC 5133/2166 Introductory Design Studio II		
Dupont	M.Arch degree, Registered Architect, Preservation Specialist, Chief Architect at National Trust for Historic Preservation	ARC 5403 Historic Preservation Seminar	ARC 5463 Heritage Resilience, Adaptation and Mitigation	
Hyde	M.Arch, Registered Architect, WELL AP	ARC 6136 Advanced Topics Studio		
Jahanara	PhD	ARC 5743 Building Performance Modeling and Simulation	ARC 5753/3433 Advanced Daylighting Design and Analysis	ARC 5953/4183 Environmental Systems

Lewis	M.Arch degree. Registered Architect. Preservation Specialist. Architecture, urban, design, and historic preservation.	ARC 5133 Professional Architectural Practice and Ethics	ARC 6003/3433 Morphology of the Architecture of the Southwest	
Lombardi	PhD in Historic Preservation/Conversation/Architecture. Practicing architect in Italy. Historic preservation, materials and technology. Architecture history, archaeological heritage, cultural landscape	ARC 6136 Advanced Topics Studio		
Marrone	Bachelor of Science, Architecture, M.Arch. Practicing Lawyer with a focus on Architecture	ARC 5133 Professional Architectural Practice and Ethics		
Matiella	M.Arch degree, LEED Green Associate. Building technology and environmental systems.			
Nishimoto	M.Arch degree. Registered Architect. Materials, design build and design prefabrication. Installations, experiments in building and design.	ARC 5533/3433 Contemporary Materials in Architecture and Design		
Norouzi	PhD	ARC 5163/3433 Current Issues and Topics in Contemporary Architecture		
Notestine	Bachelor of Architecture, Registered Architect, LEED GA, LFA	ARC 6136 Advanced Topics Studio		
Ohlenbusch	M.Arch degree. Registered Architect. Architecture history and theory, design build and materials. Graduate History Emphasis – Columbia	ARC 3613/5623 History of Modern Architecture		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 6413 Sustainable Preservation Technology		
Saenz		ARC 6973/3433 Special Topics		
Sari	PhD	ARC 5933/4283 Structures		
Singery	PhD	ARC 5733 Advanced Building Technology and Sustainability		

Summer 2023

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Bagarozy	M.Arch. Software techniques & applications; digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 5176/4156 Introductory Design Studio III		
Blizard	M.Arch degree. Registered Architect. Architecture culture, structure and memory, vernacular architecture and the oral tradition, urban form, memory and cultural factors in design & practice. Foundation design education and graphic design	ARC 6943/4333 Professional Internship		

Guanno	M.Arch degree. Registered Architect. Preservation Specialist. Architecture, urban design, and historic preservation	ARC 6146/4156 Advanced Technical Studio		
Matiella	M.Arch degree, LEED Green Associate. Building technology and environmental systems.	ARC 5953/4183 Environmental Systems		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 5233 Architectural Surveys and Measured Drawings (Talesin West)	ARC 6973 Special Topics (Talesin West)	

Fall 2023

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Alexander	PhD in Architectural History. Multidisciplinary research on the Tridentine Reformation in Tortona	ARC 3613/5623 History of Modern Architecture		
Bagarozzy	M.Arch, Software techniques & applications; digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 5543/4233/IDE 4233 Advanced Digital Design and Fabrication Technologies in Architecture	ARC 6943/4333 Professional Internship	
Baron	Senior Faculty. Registered Architect. MArch and MS in Architectural degrees. Architectural Theory	ARC 5193 Principles of Global Architecture: Place, Context & Culture		
Beeson	PhD in Building Science. Earthquake resistant building design in architecture, structural evaluation of historical buildings and structural design and efficiency. Structural performance of 19th century historic dwellings.	ARC 5933/4283 Structures		
Blizard	M.Arch degree. Registered Architect. Architecture culture, structure and memory; vernacular architecture and the oral tradition, urban form, memory and cultural factors in design & practice. Foundation design education and graphic design	ARC 5011 Introduction to Architecture and Design		
Bogle	M.Arch, Registered Architect. Principle of professional firm	ARC 6126 Advanced Design Studio		
Caine	M.Arch and MS in Architectural Studies. Registered Architect. Architectural and Urban theory. Change in urban space.	ARC 6126 Advanced Design Studio		
Canizaro	PhD in Architecture. Registered Architect. Architectural design, theory and visualization. Regionalism, Publications / research in Sustainability and Community design.	ARC 5173 Architectural Theory and Criticism		
Dupont	M.Arch degree. Registered Architect. Preservation Specialist, Chief Architect at National Trust for Historic Preservation	ARC 5423 Preservation Laws and Environmental Policy		
Hashemi	PhD	ARC 5733 Advanced Building Technology and Sustainability		
Jahanara	PhD	ARC 5753 Advanced Daylighting Design and Analysis		

Khayatian	PhD	ARC 5743 Building Performance Modeling and Simulation		
Lambert	M.Arch. principle + co-owner of French & Michigan Design firm	ARC 5156/2156 Introductory Design Studio I		
Lombardi	PhD in Historic Preservation/Conservation/ Architecture. Practicing architect in Italy. Historic preservation, materials and technology. Architecture history, archaeological heritage, cultural landscape	ARC 5203 History and Theory of Preservation		
Marrone	Bachelor of Science, Architecture, MArch, Practicing Lawyer with a focus on Architecture	ARC 5133 Professional Architectural Practice and Ethics		
Matiella	MArch degree, LEED Green Associate. Building technology and environmental systems.	ARC 5943/2233 Principles of Environmental Systems		
Michael	Master of Arts	ARC 5403 Historic Preservation Seminar		
Nishimoto	M.Arch degree. Registered Architect. Materials, design build and design prefabrication. Installations, experiments in building and design.	ARC 5533/3433 Contemporary Materials in Architecture and Design		
Norouzi	PhD	ARC 6126 Advanced Design Studio		
Notestine	Bachelor of Architecture, Registered Architect, LEED GA, LFA	ARC 6146 Advanced Technical Studio		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 5913/CSM 2113 Introduction to Construction Materials and Concepts	ARC 6146 Advanced Technical Studio	
Petrov	PhD in history and theory of architecture, urbanism and cultural studies. New geographies, sacred architecture. Contemporary culture of architecture, art, media and cultural studies.	ARC 5173 Architectural Theory and Criticism		
Petrov	PhD in history and theory of architecture, urbanism and cultural studies. New geographies, sacred architecture. Contemporary culture of architecture, art, media and cultural studies.	ARC 6931 Master's Project Preparation		
Rogers	M.Arch, registered Architect, Principle and owner of Architectural firm	ARC 6146 Advanced Technical Studio		
Sari	PhD	ARC 5923/2133 Principles of Structures		
Singery	PhD	ARC 5733 Advanced Building Technology and Sustainability		
Spring 2024				

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Alexander	PhD in Architectural History. Multidisciplinary research on the Tridentine Reformation in Tortona	ARC 5603/3433 Advanced Seminar in Architectural History		
Bagarozzy	M.Arch	ARC 6943/4333 Professional Internship		
Beeson	PhD in Building Science. Earthquake resistant building design in architecture, structural evaluation of historical buildings and structural design and efficiency. Structural performance of 19th century historic dwellings.	ARC 5933/4283 Structures		
Canizaro	PhD in Architecture. Registered Architect. Architectural design, theory and visualization. Regionalism, Publications / research in Sustainability and Community design.	ARC 5713 Environmental Architecture and Sustainability		
Collins	M.Arch	ARC 5166/2166 Introductory Design Studio II		
Dupont	M.Arch degree. Registered Architect. Preservation Specialist, Chief Architect at National Trust for Historic Preservation	ARC 5463 Heritage Resilience, Adaptation and Mitigation		
Hashemi	PHD	ARC 5723 Applications in Sustainable Design		
Jahanara	PhD	ARC 5953/4183 Environmental Systems		
Khayatian	PhD	ARC 5773 Environmental Life Cycle Assessment of Buildings		
Marrone	Bachelor of Science, Architecture, MArch, Practicing Lawyer with a focus on Architecture	ARC 5133 Professional Architectural Practice and Ethics		
Matiella	M.Arch degree. LEED Green Associate. Building technology and environmental systems.	ARC 5953/4183 Environmental Systems		
Nishimoto	M.Arch degree. Registered Architect. Materials, design build and design prefabrication. Installations, experiments in building and design.	ARC 5193 Principles of Global Architecture: Place, Context & Culture	ARC 6136 Advanced Topics Studio	
Notestine	Bachelor of Architecture. Registered Architect, LEED GA, LFA	ARC 6136 Advanced Topics Studio		
Ohlenbusch	M.Arch degree. Registered Architect. Architecture history and theory, design build and materials. Graduate History Emphasis – Columbia	ARC 5623/3613 History of Modern Architecture		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 5913/CSM 2113 Introduction to Construction Materials and Concepts	ARC 6413 Sustainable Preservation Technology	
Sari	PhD	ARC 5923/2133 Principles of Structures		

Singery	PhD	ARC 5733 Advanced Building Technology and Sustainability		
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Summer 2024

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Bagarozy	M.Arch, Software techniques & applications; digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 5176/4156 Introductory Design Studio III		
Beeson	PhD in Building Science. Earthquake resistant building design in architecture, structural evaluation of historical buildings and structural design and efficiency. Structural performance of 19th century historic dwellings.	ARC 5933/4283 Structures		
Guarino	M.Arch degree. Registered Architect. Preservation Specialist. Architecture, urban design, and historic preservation	ARC 6126/4156/IDE 3236 Advanced Technical Studio		
Jahanara	PhD	ARC 5953/4183 Environmental Systems		
Lee	Master of Science, Art/Design	ARC 6943/4333/IDE 4333 Professional Internship		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 6973/6953 Special Topics (Talesin West)		

Fall 2024

Faculty (last name)	Summary of expertise	Course #	Course #	Course #
Alexander	PhD in Architectural History, Multidisciplinary research on the Tridentine Reformation in Tortona	ARC 3613/5623 History of Modern Architecture		
Avendano	M.Arch	ARC 5543/4233/IDE 4233 Advanced Digital Design and Fabrication Technologies in America		
Bagarozy	M.Arch, Software techniques & applications; digital technology & fabrication methods. Building large scale prototypes/structures directly from the digital data.	ARC 6943/4333/IDE 4333 Professional Internship		
Bogle	M.Arch, Registered Architect, Principle of professional firm	ARC 6126 Advanced Design Studio		
Canizaro	PhD in Architecture. Registered Architect. Architectural design, theory and visualization, Regionalism, Publications / research in Sustainability and Community design.	ARC 5173 Architectural Theory and Criticism		
Dupont	M.Arch degree. Registered Architect. Preservation Specialist, Chief Architect at National Trust for Historic Preservation	ARC 5403 Historic Preservation Seminar		

Hashemi	PhD	ARC 5733 Advanced Building Technology and Sustainability		
Iskandar	Master of Science, Architecture	ARC 5943/2233 Principles of Environmental Systems		
Jahanara	PhD	ARC 5753 Advanced Daylighting Design and Analysis		
Khayatian	PhD	ARC 5743 Building Performance Modeling and Simulation		
Lambert	M.Arch, principle + co-owner of French & Michigan Design firm	ARC 5156/2156 Introductory Design Studio I		
Lombardi	PhD in Historic Preservation/Conversation/Architecture. Practicing architect in Italy. Historic preservation, materials and technology. Architecture history, archaeological heritage, cultural landscape	ARC 5203 History and Theory of Preservation		
Marrone	Bachelor of Science, Architecture, MArch, Practicing Lawyer with a focus on Architecture	ARC 5133 Professional Architectural Practice and Ethics		
Matiella	M.Arch degree, LEED Green Associate. Building technology and environmental systems.	ARC 5943/2233 Principles of Environmental Systems		
Michael	Master of Arts	ARC 6443 World Heritage Management		
Nishimoto	M.Arch degree. Registered Architect. Materials, design build and design prefabrication. Installations, experiments in building and design.	ARC 5193 Principles of Global Architecture: Place, Context & Culture	ARC 5533/3433 Contemporary Materials in Architecture and Design	ARC 6126 Advanced Design Studio
Norouzi	PhD	ARC 6126 Advanced Design Studio		
Notestine	Bachelor of Architecture, Registered Architect, LEED GA, LFA	ARC 6146 Advanced Technical Studio		
Pemberton-Haugh	M.Arch degree. Registered Architect. History of architecture materials and construction, historic preservation and documentation. Extensive Preservation experience.	ARC 6146 Advanced Technical Studio		
Petrov	PhD in history and theory of architecture, urbanism and cultural studies. New geographies, sacred architecture. Contemporary culture of architecture, art, media and cultural studies.	ARC 5173 Architectural Theory and Criticism	ARC 6931 Master's Project Preparation	
Rogers	M.Arch, registered Architect, Principle and owner of Architectural firm	ARC 6146 Advanced Technical Studio		
Sari	PhD	ARC 5923/2133 Principles of Structures		
Singery	PhD	ARC 5713 Environmental Architecture and Sustainability		

Appendix C

Studio Culture Policy document

STUDIO CULTURE POLICY [reviewed 2024]

The students and faculty of the Architecture and Interior Design programs housed within the School of Architecture + Planning housed within the Klesse College of Engineering and Integrated Design exist and thrive within a studio and learning culture specific to our shared creative work. Our aim is to:

- Contribute to the structure, utility, and beauty of our built environment;

- Contribute to the improvement of the quality of place in our cities and homes, as well as our work and learning environments;
 - Support a positive relationship between buildings, inhabitants, and the environment (incl. built/altered landscapes).
- The following tenets are established to help all to grow, learn, and strive for excellence through our collective efforts within the UTSA Architecture and Interior Design Programs:

Tenets

Life-long Learning

All students are encouraged to initiate and foster a life-long learning process and to establish a trajectory of investigations that will sustain a continuing creative life within the profession.

Responsibility

Students and the faculty share a responsibility to contribute to making the studio an environment that is respectful of their development, participating in the intellectual life of the school, and being conducive to a focused creative and critical practice.

Collaboration

Studio is a collaborative teaching and learning environment in which multiple facets of culture, science, technology, practice, and learning are brought into discourse with one another.

Dialogue

The most valuable insights emerge from an ongoing and iterative dialogue with the work, not from the judgment of the finished project. The students' ongoing design work is the center of studio discussion. Each discussion is never intended as personal criticism, but as a constructive critique and mutual dialogue about architecture.

Learning

Students are also expected to engage the intellectual and experiential opportunities offered within the program, university, city, region, and globe. Design is best understood in person and ideas are best developed and honed by discourse, learning, and desire.

Promise

All student work has the capacity to rise to a level of excellence such that it could influence the dynamic and evolving discipline of architecture and design.

Respect

All dialog and discovery, creative production and critique, inquiry and critical analysis is founded on mutual respect. Respect is an ethical position which governs the relationship between students, between students and teachers, and between students, teachers, and the studio itself.

Being Present

Students and faculty are expected to attend all classes, be on time, stay in class, and be diligent about completing work outside of class. Reading, learning, and exploring ideas outside of class is essential. Participation in studio is about self-development, which is best supported by time with your colleagues and instructors and not with friends and family via phones or other electronic devices. Such devices are expected to foster learning in the studio and classroom, not hinder it.

Design Process

All stages of the design process require the ability to think clearly, critically, and coherently, to make persuasive arguments and sensible judgments. Values are established through the iterative processes of making multiples—each of which is a conjecture that holds a lesson and suggests a possible solution—rather than focusing on a singular solution or answer. Student production should include drawing, modeling, representing, discussing, reading, and writing. Students are encouraged to explore their own evolving design process through iterative studies, inquiry, and production.

Production

While each faculty member carefully establishes the requirements of the assignments / projects given, these assignments in return challenge each student to learn how to time manage their own work efforts in order to investigate the inherent complexities of each project.

Discipline

Students should develop a sense of self-reliance, resourcefulness, intellectual rigor, and independence, to discipline their working habits, to give full attention to the quality and craft of their work, and to adapt to different studio environments. All should maintain an open attitude to diverse viewpoints, constructive criticism, and advice of other students and faculty.

Campus

Particular to our situation as a commuter campus, students and faculty should be sensitive to dependence on commuting to and from campus, particularly its impact on timeliness and ability to work late in the studio. Obligations to studio work, assignments, attendance, and timeliness remain priorities, so impacts should be rare, and the effects mitigated responsively and responsibly.

Faculty and Peers

Students are encouraged to think of all faculty at the school as “their” faculty and not only their particular studio instructor. Interaction is encouraged between students in all studios and all years of the program. Students should strive to learn from as many faculty as possible during their studies.

Renewal

It is important that the Studio Culture Policy be subject to continual renewal, critique, and revision. These policies should be reviewed bi-annually.

EXPECTATIONS

from 2015–2022 notes from faculty meetings + AIAS discussions

- Students are active, not passive, learners. Students are also teachers who bring their experience, discoveries, questions, and conjectures to the table. Throughout the design process, students are encouraged to fully engage the teaching-learning environment, each other, the instructors, and the assignments, through the iterative practice of making, thinking, and remaking.
- It is the faculty’s responsibility to broadcast—to extend or broaden the dialog and the design process— suggesting connections between things and between things and ideas, by introducing a diverse range of ideas, precedents, examples, prompts, and resources.
- Within the design studio, students and faculty share the responsibility of contributing to a community that is respectful of individuals and their creative abilities.
- The studio should be an environment in which multiple facets of the student’s formal education is brought into discourse with one another.
- Our Design programs recognize the need to allocate adequate time and resources for students and faculty to commit to investigating the inherent issues and complexities of design projects.
- Students are encouraged to view the entire faculty, not simply their individual studio instructors, as resources and learned guides in pursuit of a varied education. Interactions between students in separate studios and year levels are likewise encouraged in the belief that students have much to learn from one another and that everyone can be a teacher.
- Design education requires students to think, form opinions, and make sound judgments that can be well demonstrated in the student’s abilities to write, discuss, represent, and produce relative to design convictions.
- Students are expected to maintain an open-minded attitude toward constructive criticism and guidance from instructors. This said, students should discipline themselves to work hard, give great attention to the quality of their work, and to adapt to different studio atmospheres and faculty teaching methods.
- Students and faculty should recognize that the values of decisions that emerge during the design process is as important as the judgments regarding final products coming out of studios. Failures from which one learns lead inevitably to success.
- Every student’s work has the capacity to rise to an innovative level of influencing the ever-evolving development of the discipline and the design professions. Engaged in high ideas as a student, it is our intention and hope that a trajectory of inquiry and commitment to quality professionalism (established while attending University) will be sustained by its graduates over the course of their lives.

DIRECTOR'S STATEMENT

The Studio

The studio is understood as being a course of study, a cabinet of wonder, a community, and an ecosystem. We believe that it is a place of critical encounter where a diversity of voices and allied disciplines are brought to the table, considered, and productively engaged. It fosters collaboration as well as individual inquiry and production, broadens students' awareness of the interconnections between things, stirs the imagination, and supports creative inquiry, critical thinking, and reflective discourse. The studio is both a place of work and dialogue. Lectures, presentations, discussions and reviews should enhance the learning environment while being balanced with adequate time for productive work.

Artifacts

The artifact—whether the product of students' investigations (things, models, and representations) or supporting faculty-lead discussions (examples, presentations, references)—is the center and focus of the studio environment. Artifacts are understood to ground discourse, to provoke thought, and to offer connections or lessons. Collected artifacts support students' ability to think conceptually, form conjectures, and find inspiration. Together, they support the notion of the studio as a cabinet of wonder.

STUDIO DESCRIPTIONS

from the undergraduate course catalog

Foundation Design Studio Courses

The design studio sequence in the first and second years of study, for both architecture and interior design students, are structured as laboratories in order to encourage an engaged and exploratory studio culture. The learning environment of the design studio actively promotes and supports the progressive development of design thinking and making through iterative design practices, discourse, and critical thinking skills. Throughout the sequence, direct engagement with the means, materials, and methods of design serves as a basis for increasingly more abstract and complex design operations. These courses combine graphic, modeling, digital and verbal visualization techniques and skills in 2D and 3D space across multiple mediums and scales. The design laboratory studio sequence supports the incremental development of students' creative and critical thinking practices. These practices address design in the various contexts and scales of human experience, encompassing hand and body, building and structure, room and street, as well as city and context.

Advanced Architectural Design Studio Courses

The advanced studio sequence in the third and fourth years of study engages students in the wider and more detailed field of architectural inquiry and the complexity of the design process. The teaching-learning environment of the design studio fosters dialog and discovery through collaboration, individual inquiry + production, and critical discourse. Design decisions are set within, and influenced by, a larger cultural and natural perspective as well as an evolving architectural discourse or polemic. Design, in this context, brings a diversity of resources, voices, and allied disciplines to the table while addressing the potential and design of human environments. Design projects explore a variety of issues and programs including the differences and tensions between the local and global, the cultural and natural, the urban and exurban, as well as between the technical and philosophical. Throughout the advanced studio sequence, students are progressively challenged to employ creative design thinking, further refining their own design processes and critical inquiries while producing increasingly sophisticated presentations of building design concepts and proposals.

Professional (MArch) Program Design Studio Courses

The professional studio sequence in the fifth and sixth years—leading to our professional accredited MArch2 degree—engages students in a focused study of building assembly and technology as they direct and inform architectural inquiry and the design process. The teaching-learning environment of the design studio fosters individual inquiry + collective discourse. Throughout the professional studio sequence, students are progressively challenged to employ critical design thinking and iterative development throughout all phases of a building design project from conceptual and precedent studies through design development and production documentation. Individual inquiry and design process is informed by the growing understanding of building systems and assemblies, as well as building technology and design theory. Students produce increasingly technical solutions and sophisticated presentations of building design systems and assemblies as they are informed by design thinking and methodologies.

Appendix D

SACSCOC Reaffirmation of Accreditation Letter



January 12, 2022

Dr. T. Taylor Eighthy
President
The University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249-1644

Dear Dr. Eighthy:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 2, 2021:

The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2030 unless otherwise notified.

Also, please submit to your SACSCOC staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2022**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an 'Impact Report of the Quality Enhancement Plan on Student Learning' as part of their 'Fifth-Year Interim Report' due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of SACSCOC regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:kf

cc: Dr. Michael T. Hoefler, Vice President, SACSCOC

RECEIVED

JAN 18 2022

OFFICE OF THE PRESIDENT

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558

www.sacscoc.org

Appendix E

Annual Statistical Report Verification

TO: Dr. Vincent Canizaro
Department of Architecture

FROM: Fikrewold Bitew
Office of Institutional Research

DATE: July 8, 2024

SUBJECT: Verification of Institutional Data for Requests 201909019-EX,
202009022-EX, 202109088-EX, 202209096-EX, 202310011-EX

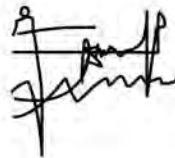
Methodology

This memorandum is to certify that the Office of Institutional Research prepares and/or reviews institutional student and faculty data used in completion of NAAB reports. This data is consistent with reports sent to national and regional sources and state certified enrollment report data is used to complete relevant enrollment sections of the NAAB report. The fiscal year definition used by the NAAB is consistent with timeframes used by the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics (NCES). The degrees awarded sections of the NAAB report use IPEDS completion data. Faculty data for the NAAB report comes from state certified faculty and course files.

Results

N/A

Please let me know if you need additional information or have any questions regarding this request.



Appendix F

College Workload Document



June 15, 2021

Klesse College of Engineering and Integrated Design (KCEID)

COLLEGE FACULTY WORKLOAD GUIDELINES

I. INTRODUCTION

The Klesse College of Engineering and Integrated Design (KCEID) strives for excellence in all categories of faculty performance. In particular, KCEID recognizes the need to identify guidelines for workload distribution, and minimum expectations in teaching, scholarship (including research/scholarship/creative, professional, and outreach activities) and service related to annual assessment and periodic performance evaluations. KCEID faculty members are actively engaged in the pursuit of new knowledge, or to re-approach, reframe, and reconsider existing knowledge, and to make contributions to their disciplines through scholarship that includes research, creative production, outreach, and professional activities. These guidelines are supplemental to the UTSA Handbook of Operating Procedures (HOP) and any pertinent guidelines established by the UTSA Office of the Academic Affairs, and may be reviewed, revised and updated periodically in response to changes in the HOP, Academic Affairs’s memo, or the KCEID. The audience of these guidelines is the KCEID faculty, the KCEID administration, and the UTSA administration.

I. WORKLOAD ASSIGNMENTS:

Table 1. Workload Tracks & Faculty’s Required Teaching, Research and Service Workloads

Table 1 represents a summary of the standard teaching, research, and service workload efforts assigned annually as a part of annual evaluation. All workload tracks and/or modifications of existing workload tracks will require approval of the Department Chair/School Director and the Dean. Other workload options may be negotiated with the Department Chair/School Director and the Dean as necessary, including administrative assignments as described in section V.

WORKLOAD TRACK	EFFORT		
	Teaching	Research	Service
Fixed-Term Track A (Part-Time Teaching) – All Ranks	25-100%	0%	0%
Fixed-Term Track B (Full-time/Fixed-Term) – All Ranks	60-80%	0-20%	0-20%
Fixed-Term Track C (Full-time/Fixed-Term) – All Ranks – Teaching 5-6 SCH studio(s)	60-80%	0-20%	0-20%
Fixed-Term Track D (Research/Fixed-Term) – All Ranks	0-20%	80-100%	0%
TEACHING	60-80%	20-40%	
Teaching + (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	60-80%	0-20%	0-20%
BALANCED	40-50%	50-60%	
Balanced (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	40-50%	30-50%	10-20%
RESEARCH	20-40%	60 - 80%	
Research A (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	20-40%	50%	10-20%
Research B ++ (Newly-hired Tenure-track Assist Prof in the first 2 Y)	30-40%	50-60%	10%

+ All tenure-track faculty in their terminal year terminal year will be placed in the Teaching Track. Deviations are subject to the Dean’s approval.

++ Other ranks require approval of Department Chair/School Director and the Dean. Research-track faculty must teach a minimum of one course per semester (2 courses per academic year).

II. TEACHING and INSTRUCTIONAL WORKLOAD ACTIVITY AND EQUIVALENCIES

Tables 2a, b, and c are used to support the departmental administrators and individual faculty in the accounting of instructional activities for direct, online and other delivery methods of instruction as well as “allied instructional activities” and “additions based on course level, size and other factors listed below.

Table 2a. Workload Tracks & Faculty’s Required Teaching Workloads

Table 2a represents a summary of the standard teaching workload efforts assigned annually as a part of annual evaluation. Columns A and B indicate expected course teaching (minimum and maximum) credit and its respective minimum teaching service activity credit, according to assigned workload track in each given 9-month academic year. The expected course teaching credits in Column A may vary by semester and do not include course buyout. Conditions for course buyout are described in section VII. Course Overload policy is described in section VI.

WORKLOAD TRACK	Teaching Effort	Column A	Column B	Notes
		Min – Max Course Teaching Expectations (From Table 2b) per semester +++	Minimum Required Teaching Service or Additional Teaching Credits (From Table 2c) per semester	
Fixed-Term Track A (Part-Time Teaching) – All Ranks	25-100%	1 - 4	0	Max. 12 SCH / semester for column A
Fixed-Term Track B (Full-time/Fixed-Term) – All Ranks	60-80%	3 - 4	2 - 1	Max. 12 SCH / semester for column A. Expected course teaching and teaching service credits must equal a minimum of 10 for a given academic year.
Fixed-Term Track C (Full-time/Fixed-Term) – All Ranks) – Teaching 5-6 SCH studio(s)	60-80%	2 - 3	2 - 1	Max. 12 SCH / semester for column A. Expected course teaching and teaching service credits must equal a minimum of 8 for a given academic year.
Fixed-Term Track D (Research/Fixed-Term) – All Ranks	0-20%	0 - 2	0	Max. 12 SCH / semester for column A
TEACHING	60-80%			
Teaching + (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	60-80%	3 - 4	2 - 1	Max. 12 SCH / semester for column A. Expected course teaching and teaching service credits must equal a minimum of 8 for a given academic year.
BALANCED	40-50%			
Balanced (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	40-50%	2 -3	1 - 0	Max. 9 SCH / semester for column A. Expected course teaching and teaching service credits must equal a minimum of 6 for a given academic year.
RESEARCH	20-40%			
Research A (Tenure-track/Tenured Assist Prof, Assoc Prof & Prof)	20-40%	1 - 2	1 - 0	Expected course teaching and teaching service credits must equal a minimum of 4 for a given academic year.
Research B ++ (Newly-hired Tenure-track Assist Prof in the first 2 Y)	30-40%	1 - 2	1 - 0	One course teaching credit release in first year. Expected course teaching and teaching service credits must equal a minimum of 4 for a given academic year.

+ All tenure-track faculty in their terminal year terminal year will be placed in the Teaching Track. Deviations are subject to the Dean’s approval.

++ Other ranks require approval of Department Chair/School Director and the Dean. Research-track faculty must teach a minimum of one course per semester (2 courses per academic year).

+++ Each Course in Column A can be 3 SCH to 6 SCH.

Table 2b: Course Teaching Credits All course types listed below are based on planned course enrollment and design. Actual enrollment may affect results, but not faculty workload. **Cross-listed courses are counted as a single course.** Courses not meeting the minimum enrollment do not receive course teaching credit. **Table 2b represents organized courses/studios/labs taught in classrooms, and these elements will count toward the expected course teaching credits (Column A in Table 2a).** All modifications to course types and course teaching credits are subject to approval by the Department Chair/School Director and the Dean.

Course Type	Min. Enrollment	Course Teaching Credit per Semester	Characteristics
Lecture 1 SCH*	12 UG or 7 Grad students	0.5	
Lecture 2 SCH*	12 UG or 7 Grad students	0.75	
Lecture 3 SCH*	12 UG or 7 Grad students	1.0	See Table 2c for 3 SCH Lecture w/Lab for additional credit
Studio 3-6 SCH*	12 UG or 7 Grad students	1.0	See Table 2c for 3-4 or 5-6 SCH Studio for additional credit
Seminar 1 SCH*	12 UG or 7 Grad students	0.5	
Seminar 2 SCH*	12 UG or 7 Grad students	0.75	
Seminar 3 SCH*	12 UG or 7 Grad students	1.0	
Lab 1 SCH	12 UG or 7 Grad students	0.5	
Lab 2 SCH	12 UG or 7 Grad students	0.75	
Lab 3 SCH	12 UG or 7 Grad students	1.0	
Internship 3 SCH*	n/a	0.10 per student	UG, Grad or combination

*No duplication of credit if also listed as an organized course

Table 2c: Additional Teaching & Teaching Service Credits

As the normal course of being a faculty member in a department, faculty will engage in many types of teaching service activities outside of the classroom. This may include mentoring Masters and PhD students, serving on graduate thesis committees, design jury members, mentoring post-docs, being a program coordinator, and/or internship program coordinator. Some of these activities are counted towards scholarship, research or service, whereas others are related specifically to instruction. **Table 2c emphasizes teaching service activities that the College wishes to emphasize and recognize in support of pedagogical goals and objectives, and these elements will count toward the teaching service credits (Column B in Table 2a).** All modifications to instructional activities are subject to approval by the Department Chair/School Director and the Dean.

Activity	Characteristics	Credits per Semester
Student mentoring	Min of 10 / 20 / 30+ students (incl. Honors College) <i>(includes non-advising activities such as professional / career consultation)</i>	0.50 / 0.75 / 1.00
Masters Project Advisor	If not counted for Research	0.25 per student
Single-student Instruct. / Independent. Study	Co-op education, honors thesis, etc.	0.50 per student
Reader – Undergraduate Thesis	Honors	0.50 per student
Student Org. mentor (Education)	Role must include educational activities outside of administrative activities.	1.0
Coordinator: FIG / Living Learning Communities, Service Learning	Activities outside an organized course	0.50
Undergraduate / Graduate Research Leadership	Student Teams, Univ. Initiatives, Capstone Teams, Student Competitions, etc.	0.50 per team
Coordinator: Course	Multiple sections of same course	0.50
Additional Teaching		
New Course Development A	Any	0.50
New Course Development B	Online or Hybrid	1.00
Course Revision / Redesign / Modules	Any	0.50
UG Research Instruction / Supervision	Min. 3 students	0.50 (increase by 0.25 for every 2 students)
Study Abroad	Preparation (pre-visit)	0.50 max
Design-Build	Leader of team	0.50
3 SCH Course with Lab	Lab in addition to 3 SCH course	0.25
3 - 4 SCH Studio	Studio listed in catalog	0.25
5 - 6 SCH Studio	Studio listed in catalog	0.5
Course Enrollment: 77 – 100 students	Enrollment after census	0.5
Course Enrollment: exceeds 100	Enrollment after census	1.0
Other Additional Teaching or Teaching Service		
Mentoring K-12 Teachers	w/ justification to Dean from Chair)	0.1 to 0.5 max
Field Visits	w/ justification to Dean from Chair)	0.1 to 0.5 max
Invited Lectures (related to teaching)	w/ justification to Dean from Chair)	0.1 to 0.5 max
Review of Student Work	w/ justification to Dean from Chair)	0.1 to 0.5 max
Other (w/ justification to Dean from Chair)	w/ justification to Dean from Chair)	0.1 to 0.5 max

III. RESEARCH, SCHOLARSHIP and CREATIVE ACTIVITY

This table serves as guidance for documenting accepted scholarly/research or creative activities and establish limit percentages on each activity. Faculty can use any combination of the activities below to meet the minimum expectations according to their areas of interest and professional and career goals. *Maximum limits listed below relate to the total research workload. General expectation of Balanced-Track Faculty is one to two journal articles per year or equivalent as described in 3A below, with equivalencies established via Departmental Annual Review Standards to maintain adherence to “discipline-specific best practices.”*

Expectations for Research-Track Faculty A and B, as defined in Table 1, are determined in consultation with the Department Chair/School Director and the Dean.

Details on equivalencies, percentages, expectations and quality valuations are also dependent on faculty rank and are documented in Departmental or School Annual Review Standards (Section IX). Additionally, meeting minimum annual performance standards are not directly commensurate with tenure and promotion standards. Faculty should refer to the college and university tenure and promotion policies and guidelines for a more detailed discussion of those expectations.

Table 3: Research, Scholarly and Creative Activities

Faculty can earn up to 75% of total research workload for any activities from 3A to 3C	3A. PUBLICATIONS <i>Note: For multiple authored publications see Departmental or School Policy</i>	
	Journal Article (Peer Reviewed)	
	Journal Article (Indexed Journal top Quartile)	
	Book Chapter (Peer Reviewed)	
	Book Proposal (Submitted to publisher)	
	Book (Published - Value defined by Dept / School – does not incl. self-published)	
	Book Review in Journal (Refereed)	
	Editor (Guest or other) of a Journal (research expertise-based)	
	3B. DESIGN WORK	
	Creative/Professional Work Published Online	
	Creative/Professional Work Published or Exhibited	
	Design Award / Honorable Mention (Tiers defined by Department)	
	Curate Student Exhibit	
	Curate Professional Exhibit	
	Production: Design, Creative, Other Professional Works	
	3C. FUNDED ACTIVITIES / EXPENDITURES	
	Proposal (Submitted)	
	Expenditures (Annual – Tiers defined by Departments / Schools)	
	Receipt of an internal UTSA Funding	
	Funded proposals or grant/contract/funded community projects	
	Fellowship	
	Work Agreement	
	Faculty can earn up to 50% of total research workload for activities from 3D to 3E.	3D. CONFERENCES
		Conference Paper / Presentation – Full Paper (Peer Reviewed)
Conference Paper / Presentation – Abstract (Peer Reviewed)		
Presentation - Keynote / Plenary (UTSA, Local, Regional, National, International)		
Conference/Symposia Presentation (Invited)		
Poster Presentation		
3E. STUDENT MENTORSHIP <i>(That is NOT counted as a part of teaching).</i>		
Undergraduate		
Graduate (MS, M.Arch, Graduate Certificate, etc)		
Graduate (Ph.D.)		
Post-doctoral Fellow mentoring		

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Faculty can earn up to 25% of total research workload for activities from 3F-3J.	3F. OTHER PUBLICATIONS
	Trade Publication
	Publication (non-peer reviewed or self-published)
	3G. TECHNICAL REPORTS
	Technical Report
	3H. PATENTS & COPYRIGHTS
	Patent awarded (or Documentation Regarding Technical Innovation)
	Copyright (Application / Receipt)
	Patent (Application)
	3I. AWARDS FOR RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES
	Award (Department, School, College, University, System, State, National, International)
	Fellowship (State, National, International)
	3J. OTHER RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES
	Workshop (research-related)
Media Dissemination (research-related)	
Evidence of sustained research program	

IV. SERVICE ACTIVITY

As the normal course of being a faculty member in a department, faculty will engage in many types of service activities. This may include attending seminars, supporting programmatic events for curricular and student success, promoting recruitment and retention of faculty and students, etc. The table below represents items that the College wishes to emphasize and recognize to advance our mission and goals and establishes guidelines service level credit. Faculty can use any combination of the activities below to meet minimum workload expectations according to their areas of interest and professional and career goals. Details on equivalencies, percentages, expectations and quality valuations are also dependent on faculty rank and are documented in Departmental/School Annual Review Standards (Section IX). Departmental/School annual review standards should consider the quality and impact of the service rather than the position/activity itself. An important consideration on evaluating service should be the potential and realized benefits of the service to advance the teaching and research activities of the department. Additionally, meeting minimum annual performance standards are not directly commensurate with tenure and promotion standards. Faculty should refer to the college and university tenure and promotion policies and guidelines for a more detailed discussion of those expectations.

Table 4: Service Activities

Faculty can earn up to 75% of their Service credit for Internal UTSA Service, including: Department, College, & University	4a. INTERNAL / DEPARTMENT
	Department / School Committee / Task Force (Chair = x2, Member x1)
	Department / School Search / T&P Committees (Chair = x2, Member x1)
	Student Organization (Faculty Mentor) (not incl. in table 2b.)
	Commencement Participation
	Contributions to Departmental / School Activities (Not part of a service category)
	Additional service in Diversity and Inclusiveness (to be determined by Department Chair / School Director)
	4b. INTERNAL / COLLEGE
	College Committee / Task Force (Chair = x2, Member x1)
	College Search / T&P Committees (Chair = x2, Member x1)
	Faculty Mentoring
	4c. INTERNAL / UNIVERSITY
	University Committee / Task Force (Chair = x2, Member x1)
	Faculty Senate / Graduate Council
Faculty Advisor (Student orgs.)	
Co-Curricular Activities w/Students (non-course connected)?	
Extra-Curricular Activities w/Students	
Faculty are expected to earn at least 25% of their Service credit via Service outside of UTSA	4d. EXTERNAL
	Conference: Chair or Co-Chair (x4), Session Org, Moderator (x2)
	Conference: Reviewer (Abstracts, Posters, & Papers)
	Disciplinary Organization: Chair (x4), Board (x2), Member (1)
	Professional / Industry / Gov't Org: Chair (x4), Board (x2), Member (1)
	Local/Regional Org: Chair (x4), Board (x2), Member (1)
	Journal: Editor (x4), Board Member (x2), Reviewer (1)
	Guest Editor of a Journal (service-based)
	Accreditation Reviewer
	Community Engagement (reports, expert, etc)
	Research proposal reviewer
	Other Activities – Not considered as a part of Teaching or Engaged Scholarship

V. ADMINISTRATIVE ACTIVITY



Table 5: Administrative Appointments*

Role	Effort				Supplement	Summer Support	Notes
	Admin	Research	Teaching	Service			
Assoc Dean	60%	20%	10%	10%	Yes; Distributed over 12 months	1.5 months	Teaching one course per year.
Dept Chair/School Director	50%	20-30%	10-20%	10%	Yes; Distributed over 12 months	1.5 months	Teaching one course per year.
Assist Dept Chair/School Director (one per unit)	15%	20% - 40%	30% - 50%	15%	Yes; Distributed over 12 months;	None	Dept may provide 1 course release per year.

*Unit leadership appointments, such as Division/Program Leader, Program Certificate Leader, GAR, UGAR and Center Directors are based on Unit/College needs. These appointments are listed in the KCEID Unit Governance and are to be aligned with UTSA policy.

VI. COURSE OVERLOAD

A course overload is defined as teaching organized courses (Column A of Table 1) that exceeds 100% effort in workload distribution in a 9-month academic year. Courses taught in the summer semester by faculty with a nine-month contract are not counted as course overload. Solely exceeding 100% workload distribution does not automatically justify overload compensation. Courses taught as an overload may not be used for credit towards future responsibilities or meritorious activity if compensation is received in addition towards regular salary. Compensation may be financial, or a reduction in course load the same or following academic year (program obligations and budget permitting), or adjusted workload assignments.

VII. WORKLOAD BUYOUT

Course Buyout: With the approval of the Department Chair/School Director and the Dean for course buyout, faculty must teach a minimum of two 3 SCH courses/academic year or one 3 SCH course per semester (not including summer semester) after course buyout. Please refer to college buyout policy for additional details.

Research Buyout: With the approval of the Department Chair/School Director and the Dean, faculty are allowed to buyout their research time. Please refer to college buyout policy for additional details.

VIII. SUMMER TEACHING

Summer teaching rate will be assessed in January of each year.

IX. DEPARTMENT ANNUAL REVIEW STANDARDS

Relative to activities documented above, equivalencies, percentages, expectations and quality valuations are documented in Departmental or School Annual Review Standards to be developed in Fall 2020. Additionally, meeting minimum annual performance standards are not directly commensurate with tenure and promotion standards. Faculty should refer to the college and university tenure and promotion policies and guidelines for a more detailed discussion of those expectations.