July 27, 2010

Ricardo Romo, Ph.D., President
Office of the President
University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

Dear President Romo:

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the University of Texas at San Antonio College of Architecture.

As a result, the professional architecture program:

**Master of Architecture**

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to review the following Condition(s) and the progress that has been made:

8. Physical Resources

In addition, the board noted the continued concerns of the visiting team as they pertain to Program Self-Assessment, Human Resources, Human Resources Development, and Financial Resources. As a result, these causes of concerns have been added to the scope of the focused evaluation.

The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2016. The **focused evaluation** is scheduled for calendar year 2013. For more information on focused evaluations, please see Section 6 of the 2010 Procedures for Accreditation.

Continuing accreditation is subject to the submission of Annual Reports. Annual Reports are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

- **Part I (Annual Statistical Report)** captures statistical information on the institution in which a program is located and the degree program.

- **Part II (Narrative Report)** is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable Annual Report is not submitted to the NAAB by January 15, 2011, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the Annual Report process can be found in Section 10 of the NAAB Procedures for Accreditation, 2010 Edition.

Finally, under the terms of the 2010 Procedures for Accreditation, programs are required to make the Architecture Program Report, the VTR, and related documents
available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Wendy Omelas, FAIA
President

Enclosed

Dr. Gayle Nicoll, Chair
Stephen Vogel, FAIA, Visiting Team Chair
Visiting Team Members
University of Texas at San Antonio
Department of Architecture

Visiting Team Report

Master of Architecture

Track I (UT-San Antonio undergraduate, pre-professional degree + 52 graduate credit hours)

Track II (undergraduate degree from another institution + 52 graduate credit hours; plus up to 39 credit hours of preparatory studies)

The National Architectural Accrediting Board
3 March 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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1. Summary of Team Findings

1. Team Comments

The Department of Architecture at the University of Texas San Antonio is at an important cross roads in its history. It has grown rapidly since the last visit into one of the larger architecture programs in the country; it has a dynamic new dean and respected chair; a great and learned faculty; a diverse and enthusiastic study body; and a supportive upper administration. It also has a sound and well considered curriculum that explores both the theory and application of architecture. It is on verge of moving to the next tier of architectural education and carving out a unique niche in that education.

The opportunities of carving this niche are abundant and the team recommends pursuit of these opportunities with vigor. We would recommend definition of a more formal and institutionalized program of community engagement that builds upon some of the great work already being done in the field school, design build arena, the Signature Experience requirement being implemented and international study programs.

We would encourage the department to look carefully at ways to raise academic standards through enrollment management and within the constraints of Texas law. Likewise there is a great opportunity for interdisciplinary and collaborative work between students and faculty in existing programs in construction management and interior design, new programs such as urban and regional planning, and future programs that may be considered such as landscape architecture. The department is encouraged to pursue stronger interdisciplinary relationships with other colleges including those on the main campus.

In addition, as the faculty grows and matures there can be a greater emphasis on theoretical research, especially research pertinent to the South Texas region, without losing the strong technical ability evidenced in the studios and cherished by the alumni.

Although the opportunities are abundant so are the potential threats. The program has grown well beyond its facilities and equipment, financial and human resources. Likewise it has grown beyond the number of full time faculty, support personnel and support systems that currently exist. The students as well as the faculty have a lot of pride in the program but are also very frustrated by these issues and are impatient with the lack of progress toward resolving them.

San Antonio is a great cultural laboratory and its downtown is a wonderful place to have an architectural program. The department and the college need to extract every advantage from its location and become an even stronger asset to this important city and region.

2. Progress Since the Previous Site Visit

Criterion 12.14, Accessibility (2004): Ability to design both site and building to accommodate individuals with varying physical abilities

Previous Team Report (2004): Although there is evidence of understanding of this criterion and several projects demonstrate the ability to design sites and buildings to accommodate individuals with physical abilities and disabilities, the program does not meet the level of ability.

2010 Visiting Team Assessment: This team's review indicates that this Criterion is met.

Criterion 12.28, Technical Documentation (2004): Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction
Previous Team Report (2004): Ability to do technical documentation is not well demonstrated and is weakly demonstrated in the advanced design studio.

2010 Visiting Team Assessment: This criterion has been met in the advanced design studio.

Causes of Concern taken from VTR dated February 25, 2004:

Writing Skills

With the exponential increase of enrollment since the last accreditation visit, the faculty has had to deal with increased class sizes that have proven to be a detriment to its ability to assign more essays and other written assignments. Most of the faculty members do not have the support of a graduate teaching assistant to help with reading and grading essays. This erosion of writing assignments is a concern. The faculty has supported the development of students in writing by setting guidelines and reviewing writing drafts before the assignments are due.

2010 Visiting Team Assessment: This concern has been resolved in part through the rigorous writing requirements of the excellent history and theory coursework. Continuous vigilance in this area will be required, as it is in almost all universities.

Wood Shop

The school wood shop has not yet been moved to the urban campus. Students are supplying their own power tools and are using them in unsupervised settings. A wood shop must be established at the downtown campus to increase safe use of materials and tools.

2010 Visiting Team Assessment: The wood shop issue has not yet been resolved. The equipment has been purchased and on a sporadic basis a wood shop has existed. However, the continual need for studio space has usurped any available space for the wood shop. This is still a cause for concern within the larger context of physical resources. Since there is a stated desire to expand design build opportunities as part of community outreach this is particularly critical. There is also an expressed desire to also have a metal shop.

3. Conditions Well Met

9 Information Resources
13.4 Research Skills
13.19 Environmental Systems
13.23 Building System Integration

4. Conditions Not Met

1.3 Architectural Education and Registration
8 Physical Resources
13.22 Building Service Systems
13.31 Professional Development
5. Causes of Concern

A. **Student Voice.** The Department does not have a formalized method for students to voice opinions or to be appropriately engaged in decision making within the Department. As the College and the Department goes through curricular change and restructuring it is important that a method be found to give the students a voice and to make them feel more a part of the culture of the school. This is a challenge since many students commute have hot desk situations, and, out of financial necessity, have full time or part time jobs.

B. **Full Time Faculty.** The college is located in a large urban area and therefore takes advantage of many talented practitioners to teach studio or other course work. However, to consistently maintain and even raise the academic quality of the program it is important to increase the number of full time tenure-track faculty in proportion to the number of adjunct faculty. This is crucial to the success of the program and the level of quality desired by administration, faculty and students.

C. **M. Arch 3 Program.** As the curriculum changes and the M.Arch 3 Program expands, it is important that the NAAB criteria is fully addressed for all who transfer to UTSA. For example, evidence of concern is seen in meeting criteria related to Non-western Traditions, Human Diversity, Precedents and Human Behavior in the new history and theory elective program studio courses.

D. **Program Self-Assessment.** The program has matured and should be doing post-graduation assessment from alumni and practitioners in general. The entire program should be assessed, not just the academic part of the program. See Condition 2.

E. **Human Resources.** Due to the rapid expansion of the program and workload of both faculty and staff there is very little time for much of the faculty to pursue research scholarship and professional development. The faculty makes a concerted effort to have time available to for exchange with and mentoring of students, a fact greatly appreciated by the students. See Condition 6.

F. **Human Resources Development.** The faculty has limited opportunities for development through the lack of travel funds. Many members of the faculty finance their own travel in whole or part. Conversely, the faculty has been encouraged to become more active in pursuing research grants, which in the end can raise the reputation of the Department. See Condition 7.

G. **Financial Resources.** Financial resources have been growing steadily over the past six years however the rate of growth is minimally adequate to maintain the program. Concerns include physical resources, full time faculty positions, adjunct and full time faculty compensation, support staff positions and faculty and student development opportunities. See Condition 6, 7 and 10.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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As a rapidly growing program in a rapidly growing university, the Master of Architecture program is an important part of the University of Texas San Antonio. Graduate administrators and faculty are active members of a large array of University committees and task forces and consequently have a significant impact on the strength and vitality of the University.

Architecture students take core curriculum courses from other University departments and conversely architecture faculty teach courses that are open to non-architecture student. Architecture majors also interact on a frequent basis with majors in both interior design and construction science and management.

The distance between the downtown campus and the main campus about 30 minute away hampers some of the potential for interaction between faculty with some parts of the university such as the College of Engineering. However, as the downtown campus expands and grows in its program offerings this concern should diminish.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

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UTSA should be commended for increasing access to the profession of architecture for students from South Texas. Many of these students are the first in their families with a college education. This has created a particularly strong work ethic and an embrace of
their future profession. The students engage in a well-structured basic curriculum with many elective options and outreach experiences such as design build projects, international programs, fieldwork and the Luminaria competition. AIAA leadership is strong and new organizations such as Architecture for Humanity, and the US Green Building Council chapter are expanding the horizon of students. Most students show a local interest in their community and region.

Financial support of student organizations is limited or non-existent and this condition needs to be corrected to maintain a culture of student leadership in the college.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

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There is a lack of awareness among students of the Intern Development Program and the licensing process. With the new ability of students to receive IDP credit early in their education it is important that this information be given to undergraduate students before they take the profession practice course in graduate school. The lack of a designated IDP coordinator exacerbates this issue. There is also no evidence of communication links to the State Licensing Board, which is located relatively close to the College. See Condition 1.3 below.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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Students' benefit from a strong relationship to the profession through varied opportunities and partnerships. The adjunct faculty is made up of practicing professionals who bring a connection to real world practice that students recognize to be of great value to their educational experience. Students also benefit from visiting critics who are typically architect in private practice.
AIA San Antonio has a tradition of support of the college. They fund an endowed scholarship and are partners in a lecture series with the college. Many students attend lectures on a regular basis at the offices of AIA San Antonio and professionals are invited to lectures at the college. AIA San Antonio also offers registration exam study materials for checkout to AIAS, Associate AIA as well as non-AIA affiliated examination candidates.

The downturn in the economy has had a negative impact on internship possibilities as evidenced by the cancellation last year of the annual career fair. However, the intern portion of the college's “signature” program, when fully implemented, is planned to provide students with opportunities for professional work experience. A few graduate students currently have internships as part of their curriculum.

Of significant note is AIA San Antonio's new office that includes a space that was planned for use as a graduate studio. Legal issues at the university level are currently preventing the realization of this plan and the use of desperately needed space.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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South Texas in general and San Antonio specifically have a rich architectural heritage and the College of Architecture takes advantage of that in its community engagement projects including such non-mandatory activity as design build studios for a community park; historic preservation strategies for Galveston; and Gulf of Mexico ecological research. In particular case studies for historic preservation of structures have served the community well and inculcates students with an understanding of the ethical responsibilities of architects to protect both the natural and built environment and to have a career of environmental stewardship.

The College of Architecture has reached a point in its evolution where it might consider more institutionalized community engagement programs such as service learning, community design centers or research institutes.

There is little doubt that the graduates of UTSA will become the community leaders of tomorrow.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the
program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Assessment procedures are in place at every level of the program (university, college and department) to assess the curriculum, faculty and students. Although there is alumni and practitioner input through the College Advisory Board, it appears to be more focused on fund raising and policies than assessment. There does not appear to be a rigorous alumni/practitioner formalized assessment of the program in the years after graduation. As the program matures, post-graduation assessment should be considered to keep the program relevant. Additionally, assessment is not just about the academic program but should also be an assessment of program administration, facilities, processes and procedures and the like through rigorous processes.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

This Condition is evidenced in the USTA 2009-2011 College of Architecture Graduate Catalogue.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

The faculty and student body reflect a richness of diversity that is commendable, if not outstanding. It is clear that this attribute affords the College of Architecture a preeminent position in the profession's pursuit of greater diversity that is reflective of our increasingly diverse society. Efforts have been made to increase the diversity of the faculty and the results of these efforts are evident.

Diversity Policy
The UTSA Nondiscrimination and Sexual Harassment and Sexual Misconduct policy was found in the Handbook of Operating Procedures located on the website at: http://www.utsa.edu/hop/chapters9/9-1.html. This policy, while clear, was not easily accessed. Prospective students may be challenged to find this information. Incoming freshmen are provided
an orientation course that covers diversity policies. The policy is clearly stated for prospective faculty, as evidenced on the UTSA College of Architecture website page for open positions.

Program Governance
Students
The college has no institutionalized means for students to be involved in program governance. Students are not afforded opportunities to participate in program governance at the college or departmental level. There are two students of the college who are representatives to the Student Governance Association, a UTSA-wide entity, but there is a general lack of knowledge amongst the student body about who these students are and how they can be of service to the College of Architecture student body. However, both the dean and departmental chair have an open door policy and are, therefore, accessible to students.

While students are invited to presentations by prospective faculty, they have no involvement in the selection process beyond this.

Graduate students have regularly scheduled orientation meetings that are organized by the UTSA student advising office; undergraduate students do not have this benefit.

Faculty
Faculty is offered opportunities to participate in governance of the college. The Graduate Program Committee, the Curriculum Committee and the weekly executive council meetings are evidence of this engagement. However, due to a high student to faculty ratio and relatively insignificant growth of the faculty compared to student body growth, the ability for faculty to commit time to greater involvement is a challenge.

While faculty is given governance opportunities, there was sentiment exhibited that decisions are not derived from consensus, there is a top-down approach to decision-making and that decisions voted on by faculty may not necessarily be adhered to at the administrative level.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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There is clear evidence of a respectful studio environment. The team observed several critiques where both faculty and invited critics were very patient and helpful to the students. The studio culture document is an accurate description of the intentions of the faculty and administration, however it is evident that many students are either not aware of the policy or have not read it.

The working conditions are not satisfying to students and as a result students are discouraged from working in studio. They feel neglected and the lack of workspaces impact student's morale. UTSA students are commuters to the downtown campus who do not have workspaces during the day because of classes, comfortable student lounges, wood and model shop, supply shop, or on campus food. The college also does not have an adequate number of printers and plotters for the number of students they serve. All of these things combined cause disconnect between students and the campus, which in turn weakens studio culture. When the morale of students is not encouraged through the space they are subjected to, there is a limit on the values taught to them.
6. **Human Resources**

   The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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   The faculty and administration, although short-handed, has done a commendable job in educating future architects. However, over-stressed human resources makes efforts such as advising, restructuring or improving and growing curriculum more difficult. There is a strong need for more full time faculty to spread the load and serve the students.

   The hard working administrative staff works collaboratively with academic advisors and as a team to help each other out during heavy workload periods (primarily during enrollment). They often become student mentors and provide critical information to students. Work-study help also contributes to meeting the administrative needs of the department. Looking into the future as the program increases in size as well as the addition of new programs, there will be a need to add administrative staff.

7. **Human Resource Development**

   *Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

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   Through guest lecture series, student field trips, international study programs, local AIA chapter and the community links provide a variety of opportunities for the students. However, these opportunities are not always taken by students, many of whom have full time jobs, families and other barriers to full engagement.

   The lack of financial resources hinders the development of faculty through travel and research. Tenure track faculty in particular needs strong support to achieve tenure. Adjunct studio faculty are poorly paid in comparison to regional standards.

   The department administrative staff are provided opportunities within the university system for development. These opportunities are mostly within the areas of software and management training.

8. **Physical Resources**

   *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and*
related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The significant growth of the program over a short period of time has resulted in challenges in physical resources of the college. An esprit de corps is lacking in the college due to physical deficiencies and many students expressed extreme dissatisfaction with the conditions. Many issues are not acceptable. They include:

1. "Hot desks" in lower level studios. At times two or even three students share the same studio desk.

2. A lack of secure storage for students' equipment in all studios.

3. Use of an exit corridor for programmatic needs such as design studio jury space and the career fair. This presents life safety issues and is in conflict with code requirements.

4. Lack of a wood shop. This is an on-going problem with no resolution in sight and was identified in the previous accreditation review. The college has the equipment for the shop but it is currently in storage.

5. Lack of student lounge space.

6. Lack of dedicated space for student organizations such as AIAS.

7. Insufficient printing and plotting facilities.

8. Lack of office space available for growth of the faculty. Two new tenure-track faculty are expected in the fall of 2010 but there is currently no space available to provide offices for these individuals.

9. Smaller than ideal studio desks for graduate students. Creative approaches to house larger numbers of students have been implemented but this has resulted in compressed workspace.

10. Shared offices. It is not unusual for full time adjunct faculty to share office space. Efforts are made to pair faculty so that their office needs are not concurrent.

11. Lack of office space for student organizations.

12. Lack of climate control.

The university has developed a downtown campus master plan (copies were provided) that includes development south of the Monterey Building as a first priority over growth that has been identified in other areas of the plan. However, the plan does not specifically address growth needs of the College of Architecture. The college has goals for a new building, but there is no institutionalized plan for implementation; a budget and schedule are not part of the master plan. As a result, there is not clear support for addressing the physical needs of the college at the university level or in the near term.

Students feel the downtown campus is given second-class priority over the 1604 campus and access to cafeterias, bookstore and other facilities is limited. There is not a sense that student fees and tuition is reciprocated back to the college by the administration. Both faculty and students expressed concern about this.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services
that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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This condition is well met. The architecture library and librarian in the Downtown Campus Library are outstanding and provide an excellent resource for architecture students as well as faculty researchers.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The College of Architecture budget has been growing along with enrollment. However, it is at best only minimally keeping pace with student growth. This will only be compounded with the addition of new programs unless corrective measures are taken sooner rather than later. Issues such as competitive full time staff, full time faculty and adjunct faculty pay levels; physical resources; support of student organizations and the like are of a critical nature in maintaining a viable program. This is a Cause for Concern.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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The University of Texas San Antonio is accredited by the Southern Association of Colleges and Schools (SACS). Evidence of this was found on the SACS' website.

The accredited degree programs of the College of Architecture have a level of autonomy that is commensurate with other degree programs at the UTSA.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.
The M.Arch 2 degree (a two year degree program or students with an undergraduate architectural degree) and M.Arch 3 degree (a three year degree program for students with an undergraduate degree in another field) meet the requirements of NAAB for Professional Studies, General Studies and Electives. They also meet the standard degree titles.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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Reading, writing and listening skills are evidenced in course number ARC 3613 and ARC 6996. Speaking and listening skills are also evident in undergraduate and graduate critiques.

13.2 Critical Thinking Skills

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

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This Criterion is met by ARC 6996.

13.3 Graphic Skills

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

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This Criterion is evidenced by ARC 6146, 6136, and 6996.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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This Criterion is very well evidenced by ARC 3433, 3613, 5173, 5613, 6946, 6126, 6136, and 6933 as well as by studio work.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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This Criterion is evidenced in studio course work.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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This Criterion is evidenced in ARC 5196 and ARC 6976.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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Collaborative Skills are evidenced in ARC 6136 and RC 2116 and ARC 2126 for M. Arch 2 students who completed their undergraduate work at UTSA.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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This Criterion is evidenced by ARC 1413, 2413, and 3433 for M.Arch 2 students. This Criterion is evidenced by ARC 5173 for M.Arch 3 students.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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This Criterion is evidenced by ARC 1413, 2413, and 3433 for M.Arch 2 students. This Criterion is evidenced by ARC 5173 for M.Arch 3 students.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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This Criterion is evidenced by ARC 3433 and ARC 3613.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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This Criterion is evidenced by ARC 3216 and ARC 6933.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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This Criterion is evidenced by ARC 1413, 2413, and 3433 for M.Arch 2 students. This Criterion is evidenced by ARC 5173 for M.Arch 3 students. It should also be noted that several studio projects in ARC 3216, 6126 and 6136 (old) show an understanding of this Criterion.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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This Criterion is evidenced by ARC 1413, 2413, and 3433 for M.Arch 2 students. This Criterion is evidenced by ARC 5173 for M.Arch 3 students.
13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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This Criterion is met by ARC 6136. It should be noted that coursework from ARC 6996 did not demonstrate compliance with this Criterion.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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This Criterion is met in ARC 5513 and ARC 3343.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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This Criterion is evidenced in ARC 3216 and 6136.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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This Criterion is met through ARC 3216, 6126, 6136 (old) and 6146.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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This Criterion is evidenced in ARC 2223, 3266, 3233 and 6136.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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This Criterion is well met by ARC 5513, ARC 6136 and ARC 3353.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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This Criterion is evidenced in ARC 6136.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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This Criterion is evidenced in ARC 6136 and ARC 5513.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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The students demonstrated understanding of the basic principles and application of plumbing and electrical systems in ARC 5513. There was no evidence of work addressing vertical transportation, communication, security and fire protection systems.

We were informed that the new textbook for this course that is in use this semester for the first time addresses these topic areas.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design
This Criterion is well met by ARC 6136.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Well Met  Not Met
[X]  [ ]

This Criterion is evidenced in ARC 6136.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Well Met  Not Met
[X]  [ ]

This Criterion is evidenced in ARC 5133.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Well Met  Not Met
[X]  [ ]

This Criterion is evidenced in ARC 6136.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Well Met  Not Met
[X]  [ ]

This Criterion is evidenced in course ARC 5133.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability
This Criterion is evidenced by ARC 6136 (old) and ARC 6136 (new).

**13.29 Architect's Administrative Roles**

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

This Criterion is evidenced by ARC 5133.

**13.30 Architectural Practice**

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

This Criterion is met by ARC 5133.

**13.31 Professional Development**

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

ARC 5133 has a limited discussion of this topic but student course work such as exams, projects or presentations do not address this topic. See Condition 1.3 above.

**13.32 Leadership**

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

This Criterion is evidenced in ARC 5133.
### 13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

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This Criterion is evidenced in ARC 5133.

### 13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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This Criterion is evidenced in ARC 5133.
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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 University of Texas at San Antonio Architecture Program Report.

On June 5, 1969 UTSA was created by a mandate from the 61st Texas Legislature to be a university of the first class offering bachelor's, masters, and doctoral degrees "as are customarily offered at leading American universities." The first class of 671 graduate students was admitted in June 1973; upper-division undergraduates were admitted in September 1975 and lower-division undergraduates were admitted in June 1976. The first commencement ceremony was held in August 1974. The university received full accreditation by the Southern Association of Colleges and Schools (SACS) in December 1976. Its first endowed professorship was established in 1981 in the life sciences. The first endowed chair was established in 1985--5 in the College of Business, and also in 1985, the UTSA Honors Program was established.

UTSA is a component institution of The University of Texas System. Governance of the University is vested in the nine-member Board of Regents, whose members are appointed biennially by the Governor with the advice and consent of the state senate. The Regents are appointed for six-year staggered terms. They delegate administrative authority to the Chancellor of the University of Texas System, who, in turn, delegates the administrative authority for each campus to the President of that campus. Administration of the San Antonio campus is currently the responsibility of UTSA's fifth President, Dr. Ricardo Romo. Dr. Romo is supported by a staff that includes a Provost and Executive Vice President for Academic Affairs, a Vice President for Business Affairs, a Vice President for Student Affairs, a Vice President for University Advancement, and an Executive Director of the Institute of Texan Cultures.

The University of Texas at San Antonio (UTSA) has grown rapidly since enrolling its first class of 670 students in 1973. In 2008 the University enrolled more than 28,400 students in 131 undergraduate and graduate degree programs. UTSA is meeting the region's growing demand for access and excellence in higher education in higher education through programs and services offered on its three campuses: the main campus, the downtown campus, and the Institute of Texas cultures downtown.

The UTSA is composed of three campuses. The Main campus encompasses two tracks of land totaling 725 acres along one of San Antonio's fastest-growing economic corridors. The downtown campus serves 6,000 students on 18 acres in the historic heart of the city of San Antonio. The Institute of Texas Cultures is San Antonio's cultural experience museum, one that develops exhibits, programs, and special events dedicated to enhancing the understanding of cultural history and its influence on the people of Texas.

UTSA enrolled 28,413 students in fall semester 2007. Its campuses are robust centers of learning, creativity, research, and student life. In addition to serving students throughout
Texas, UTSA educates students from 47 states and 72 foreign countries. In the 2007-2008 academic year, UTSA awarded degrees to 4,591 students.

UTSA provides access and opportunity for large numbers of historically underserved students. More than 57 percent of UTSA’s students come from groups underrepresented in higher education. Many students are the first in their families to attend a college or university.

UTSA ranks No. 4 in the nation for the number of undergraduate degrees awarded to Hispanic students and No. 12 nationally in the number of master’s degrees awarded to Hispanics, according to Hispanic Outlook in Higher Education magazine rankings. The College of Business was named one of the top 10 M.B.A. programs for minorities by the 2007 Princeton Review and one of the top 10 graduate business schools in the nation by Hispanic Business Magazine. In fall 2007, UTSA initiated the Undergraduate Tuition Support and Access (UTSAAccess) program for incoming freshmen with family incomes of $25,000 or less. Eligible students receive grants and scholarships to cover tuition and fees for four years as long as students take 30 hours a year and maintain at least a 2.0 grade point average. By offering a comprehensive range of academic and pre-professional degrees, UTSA provides a learning environment to meet the needs thus serving a diverse and growing student body. Currently, the University offers 64 bachelor’s degrees, 46 master’s degrees and 21 doctoral degree programs.

Academic research is no longer limited to the creation and dissemination of knowledge and the training of the next generation of researchers. Today, complex interdisciplinary research requires collaborations with the UT Health Science Center at San Antonio, Southwest Research Institute, US military and commercial partners. In fiscal year 2008, UTSA research expenditures and sponsored program funding totaled more than $51 million.

UTSA research is as diverse as its student body. Awards from federal, state, and local agencies, as well as private foundations, support a wide range of basic and applied research projects, public service work and training programs. UTSA’s research institutes and research centers include: Bank of America Child and Adolescent Policy Research Institute, Center for Advanced Computing and Network Research, Center for Advanced Manufacturing and Lean Systems, Center for Archaeological Research, Center for Infrastructure Assurance and Security, Center for Policy Studies to name a few.

2. Institutional Mission

The following text is taken from the 2010 University of Texas at San Antonio Architecture Program Report.

Institutional Mission

The mission of UTSA is to 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, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation and the world.

The vision of UTSA is to become a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.
UTSA encourages an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. UTSA's core values reflect how we have pursued our plan as well as how we will fulfill our mission and realize our vision. Each value reflects rich, shared meaning: Integrity: adhering to a standard of core values at UTSA and ensuring that one acts in a fair and ethical fashion; Excellence: commitment to delivering consistently high-quality service, teaching, and research, through superior performance; Inclusiveness: fostering diversity and providing access to educational and socioeconomic opportunities for all - regardless of individual backgrounds and philosophies; Respect: treating others with civility and openness, recognizing the dignity inherent in each individual; Collaboration: working with others toward common goals while valuing teamwork, participation, and commitment to public service; Innovation: encouraging ingenuity, creativity, and discovery.

UTSA's strategic plan, A Shared Vision UTSA 2016 (hereafter referred to as the "UTSA 2016 plan"), is composed of two parts: (1) the Strategic Plan and (2) the Implementation Plan, introduces a bold, new vision for the university: to become a national research university. Development of the strategic plan has been a collaborative effort intended to ensure that all members of various university constituencies have an opportunity to participate in establishing institution-wide priorities and strategies crucial to UTSA's future. The plan outlines the strategic focus for the next eight years and identifies areas in which the university will excel.

1 UTSA is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor, master, and doctoral degrees.
2 http://www.utsa.edu/2016/docs/2016StrategicPlan.pdf

The Implementation Plan provides a concrete basis for establishing strategic objectives based on institutional comparisons, and then outlines the means by which the university will achieve those strategic objectives. Most importantly, this document indicates how the university will prioritize the allocation of its budgetary, personnel, and physical resources. This is intended to be a compilation of general strategies that the institution will adopt broadly to address the future needs of each of its three campuses.

Team 2016, the UTSA 2016 implementation oversight group, began meeting during fall 2007. It coordinated the alignment of all the vice presidential and college strategic plans with the university plan. Team task forces have worked throughout the spring and early summer to develop action items related to each of A Shared Vision UTSA 2016 strategic initiatives, metrics to assess progress, responsible parties to oversee the activities, and deadlines for accomplishing the actions.

The membership of Team 2016 is comprised of the academic deans, representatives from the various administrative divisions of the university, and student leadership. It is staffed and coordinated by the Vice Provost for Accountability and Institutional Effectiveness.

The University of Texas at San Antonio Strategic Plan, UTSA 2016, presents a shared vision of our University as a premier public research university, generating world-class research, providing access to educational excellence, and preparing leaders for the global environment in order to enhance our economy and promote the quality of our lives.

A premier research institution excels not only in research, but also in teaching and learning, community engagement and public service. The Implementation plan builds on our history and articulates and incorporates the unique advantages we enjoy while
acknowledging the challenges we face. Our plan outlines the initiatives we will pursue to achieve our vision while adhering to our core values. This vision will be realized by building on a commonality of purpose, a shared sense of responsibility for the University's future, and a profound respect for the communities we serve.

We are committed to five strategic initiatives: (1) Enriching Educational Experiences to Enable Student Success; (2) Serving Society through Creativity, (3) Expanded Research, and Innovations; (4) Promoting Access and Affordability; (5) Serving the Public through Community Engagement; (6) Expanding Resources and Infrastructure.

Underpinning these initiatives are three foundational themes - building programs that meet the needs of a (1) global society, (2) promoting diversity, and (3) fostering transformative leadership. In addressing these themes we draw on five areas of collaborative excellence — (1) health, (2) security, (3) energy and environment, (4) human and social development, and (5) sustainability. We support these initiatives through a commitment to action and accountability.

http://www.utsa.edu/2016/docs/StrategicPlan_final.pdf

3. Program History

The following text is taken from the 2010 University of Texas at San Antonio Architecture Program Report.

Program History

In comparison to many schools of architecture in the United States, the Architecture program at UTSA has a relatively short history. On the other hand, its setting in the city of San Antonio provides a long and rich cultural and historic perspective. The main UTSA campus is an example of an expandable planned campus built around a central plaza that was inspired by the Spanish Law of the Indies, while the Downtown campus, the current location of the College of Architecture, enhances the opportunities to explore design, history, historic preservation, construction science and management, urban and regional planning, and influence of diverse cultures and ethnicities. Thus, the architecture students study in a working laboratory that also facilitates close collaboration with the local professionals and governing agencies.

The Architecture program was established in 1979 within the Division of Art and Design (as a four-year pre professional degree) within the College of Liberal and Fine Arts (COLFA). The BFA degree in Architecture was changed to a Bachelor of Science in Architecture (B.S. Arch) in 1993. The Division of Architecture and Interior Design was created in 1995 within the COLFA and the Architecture program became the major component program within the Division. In August 1995, the Texas Higher Education Coordinating Board approved the Master of Architecture degree, which began the following spring semester. The required course work was implemented during the fall 1996.

A NAAB team visited and reviewed the Architecture program in April 1997; the NAAB Board granted candidacy for the program the following June. A second NAAB team visit in the fall of 1999 re-established the school's candidacy. Early in academic year 2000-2001, UTSA underwent a major administrative reorganization effort. As a result of this, the Division of Architecture and Interior Design officially became "The School of Architecture" and the College of Fine Arts and Humanities became the "College of Liberal
and Fine Arts\(^2\) (COLFA). The fall 2001 NAAB visit resulted in the initial accreditation of the M. Arch program. The School remained administratively within COLFA until September 2002, when as a result of achieving the initial accreditation of the Master of Architecture (M. Arch) program, the University requested and received an approval from the state to grant the School of Architecture an independent academic unit status. The School of Architecture offered four-year degree programs in Architecture (B.S. in Architecture) and in Interior Design (B.S. in Interior Design), as well as a two-year Master's of Architecture (M. Arch).

Deidre Hardy served as the School's first Director until 1997, when Dr. Richard Tangum was appointed. Interim Director Dr. Michael Kelly followed Dr. Tangum in spring 2000. Julius M. Gribou, AIA, who was appointed Director of the School from fall 2000, was made the founding Dean of the School of Architecture in fall 2002. In fall 2003, Robert M. Baron, AIA, was hired as Associate Dean of the School of Architecture. In the spring 2004 the program was visited by a NAAB Team and subsequently granted a 6-year term of accreditation.

In the fall of 2005 the School was upgraded to College status and the Department of Architecture was established. Mark Blizzard, who was Coordinator of the B.S. Arch degree program, was appointed the first Chair. Also, in 2005 a post-professional research M.S. Arch was established.

In the spring 2007 Julius M. Gribou, AIA was appointed Provost and Vice President for Academic Affairs and Robert M. Baron, AIA was appointed Interim Dean. In the fall of 2008 the new B.S. in Construction Science and Management was received its first student cohort and Dr. Gayle Nicoll was appointed the new Chair of the Department of Architecture. Dr. John D. Murphy was appointed Dean and assumed his duties August 1, 2009.

The Architecture program was originally located on the third and fourth floors of the Arts Building on the main campus, where the majority of the studio courses were housed. By 1998 the School had expanded into the adjacent Science Building on the first floor where our first year studios are currently located. In 1999 the School was allocated space in the Phase 1 Frio Street building on the downtown campus. In the fall 2001, the phased move Downtown started with the fourth year studios and the graduate thesis space moving to the third floor of the Durango Building, and six faculty members moving to individual offices on the fourth floor of the Buena Vista Building. Starting in the fall 2002, the University acquired rental space, the Urban Loop Studio (ULS) Building, which housed the third year, fourth year and graduate studios plus three faculty offices. The Durango Building Studios was occupied by the Interior Design program. Also the sophomore studios in the ARTS (1604 Campus) Building moved to the spaces previously occupied by the junior architecture and interior design studios. In August 2003 the final phase of the move downtown took place and the school leased space in the Monterey Building. In 2006 the University purchased the building. All College space was consolidated in the Monterey building. COA space utilization is described in the Physical Resources section of the APR.

\(^1\) Which encompasses both B.S. Arch & M. Arch degrees
\(^2\) Bachelor of Fine Arts (BFA) in Art and Design with a Concentration in Architecture
The location of the Department of Architecture within the Downtown Campus in the city of San Antonio and the cultural and ethnic backgrounds of our students give them a unique perspective on global and multicultural issues. The virtue of its setting has required San Antonio to become a bridge of sorts—linking North and Central American cultures, Anglo and Latino traditions, and Eastern and Western American experiences. Thus the city's architectural fabric has been woven by very different cultures over a long period of time, and has resulted in a unique and inspiring laboratory in which to study history, culture, and the expression of design. Studio and class assignments place emphasis on the contexts of history; the multi-cultural context; international proximity, travel, and trade; and the question of cultural ownership. Students explore precedent, preservation, and contemporary problems and solutions as well as sustainability, accessibility, environmental issues, and social diversity and equity.

Our student body is composed of approximately 57% minority students (mostly Hispanic), and many of them are the first members of their families to receive a college education. Many are bilingual or multi-lingual; English is the common denominator of communication in the classroom, but often not the native language.

Currently, the Department of Architecture enjoys a strong reputation with design professionals throughout the community and with the local chapter of the AIA due to its community engagement with design-Build projects and community based studio projects like the Lende Design Competition, the Raymond Russell design-build park project and the Boerne studio. Consequently, our students learn about and are committed to the community and normally choose to work as interns and professionals in many of the offices in the greater San Antonio area.

The Department of Architecture is currently the only department within a College that also houses programs in Interior Design and Construction Science and Management. The program has gained from its association with these allied fields. For example, architecture and interior design majors share the same course work in the first two years of their respective curricula. Through the processes of developing a strategic plan, the COA has undergone an intensive review of its mission, goals, curriculum and pedagogy and has achieved a desirable degree of coherence in its programs. Since architectural education is a dynamic and ever evolving entity, the faculty is engaged in a continuous discussion about the curriculum and its evolution.

4. Program Mission

The following text is taken from the 2010 University of Texas at San Antonio Architecture Program Report.

The mission of the COA is to educate architects, interior designers, and construction managers who are concerned about their fellow citizens and who see the quality of built and natural environment as central to our shared future. We emphasize the essential role that designers and builders play in improving the built and natural environment. We are committed to the idea that the next generation of architects must be provocateurs and critics, conservationists and builders, and empathetic fellow citizens and leaders who transcend disciplinary boundaries—to be designers familiar with the problems and solutions of living.

- We are one of the nation's fastest-growing architectural programs with a
diverse faculty and predominately Hispanic student body. The program takes advantage of a unique intellectual, educational, and architectural culture. The setting is a singular environment—South Texas and the borderlands region of the southwestern United States and northern Mexico—within which San Antonio's multiplicity of cultures and memories remain vital: giving shape to and informing the present city. A layered collage, from the earliest to the most contemporary cultural artifacts, exists and provokes a dialog between the old and the new. The city has become a unique laboratory for the exploration of architecture, history, and the influence of culture and ethnicity.

- Within this rich environment, the architecture program seeks to develop a synergistic relationship between the setting and the contemporary context of rapid technological change. Our graduates enter the realm of architecture in an age of wireless communications, globalization, and increasingly complex professional networks. The architecture program focuses on the threshold between the particulars of a historic setting and the universal ideas exemplified by contemporary theory.

Our vision is that by 2016 we will become the College of choice in Texas for those who what to become architects, interior designers, and construction managers. Core Values of the COA include (1) Commitment to Local communities, (2) the design and construction of sustainable buildings, interiors, and cities, (3) quality of life through the design and construction of the built environment, (4) ethical practice, public health, safety, and welfare, (5) interdisciplinary collaboration among architects, interior designers, and construction managers, and (6) Preserving and conserving the architectural heritage of the South Texas region.

The problem of education is to make the pupil see the wood by means of the trees... The function of a University is to enable you to shed details in favor of principles... The task of a University is to weld together imagination and experience... Alfred North Whitehead

The program takes advantage of a unique intellectual, educational, and architectural culture. The setting is a singular environment—South Texas and the borderlands region of the southwestern United States and northern Mexico—within which San Antonio’s multiplicity of cultures and memories remain vital: giving shape to and informing the present city. A layered palimpsest, from the earliest to the most contemporary cultural artifacts, exists and provokes a dialog between the old and the new. The city has become a unique laboratory for the exploration of architecture, history, and the influence of culture and ethnicity.

As a professional program within a university setting, we are committed to the education of the whole person. In other words, we are committed to a holistic education that encompasses the mastery of a body of knowledge and a set of skills, as well as the honoring of a social contract to advance basic human values. It includes learning for its own sake, and the application of that knowledge for a full, richer life for our students as future practitioners, professionals, and informed citizens.

Our teaching philosophy involves preparing our students with the necessary means, methods, and attitudes to be effective practitioners. We seek to give them the ability to evaluate and the confidence to be able to ask the right questions. We believe that an educated student in architecture: (1) has developed the ability to think, write, speak, and design clearly and effectively; (2) has cultivated a critical appreciation of the ways in which people gain and apply knowledge of the universe, of society, and of ourselves, including the aesthetic and intellectual experience of literature and the arts, history and
political science, social and behavioral science, mathematics, and the environmental sciences; (3) has acquired a critical balance between social responsibility and individual design choices, (4) is not constrained by provincialism in his or her understanding the world, but instead understands the importance of context and innovation in the process of design.

The architecture program upholds this philosophy through a course of guided discovery and exploration with students which: (1) develops a passion for learning that enfolds discovery, application, and the sharing of knowledge over a lifetime; (2) develops an analytical framework that enables them to be effective problem-solvers; (3) communicates the value of design in a clear and convincing manner; (4) adapts to and guides economic, social, and technological changes in society; (5) synthesizes social, environmental, technical and aesthetic considerations in a cohesive way, through an understanding of process and product, (6) learns to design within constraints, through an environment of collaborative learning; (7) demonstrates the skills and knowledge that enables them to create sustaining environments and communities; (8) cultivates linear and lateral thinking as part of the process of learning, which will continue to be demonstrated through future professional practice; and (9) establishes education as a bridge between the academy and the profession.

We are committed to the mission of the University; most especially toward its responsibility in serving the unique challenges of an environment encompassing the American Southwest and Northern Mexico. Though this may be for us a particular area of focus, we feel that the lessons resolved here will have universal applications. Given this we will especially seek ways to contribute toward technological, economic, and cultural development. It is therefore the goal of this program to provide an environment of learning that fosters: (1) creativity in resolving design issues; (2) a high level of practical skill and a strong work ethic; (3) awareness of the necessity to provide for human needs and well-being; (4) enthusiasm about the responsibility to effect change; and (5) a commitment to freedom of inquiry and the creation of an environment in which people can teach, discover, learn, and enrich themselves and their community.

We believe that the fundamental substance of a design education consists of a structure that promotes useful exchange, dialogue, and discovery. Means, methods, and attitudes can be informed as well as guided by the academic environment. Within this environment, we believe that critical thinking and the discipline of making should be brought together in practice. Moreover, we believe that it is necessary that professional practice remain always in dynamic flux, animated by dialogues between the particulars of materials, setting, history and the universality of ideas. It is this essential nature of education — the ability to organize knowledge, and with it to make connections — which we hope will be carried by our students into their professional lives.

5. Program Self Assessment

The following text is taken from the 2010 University of Texas at San Antonio Architecture Program Report.

In fall 2007, Interim Dean Robert M. Baron, AIA, initiated the College of Architecture strategic planning process through a faculty taskforce. A series of planning meetings preceded a daylong retreat. The retreat consisted of four plenary sessions that addressed a variety of important topics including: (1) Taking Stock and Envisioning the Future, (2) Enriching Educational Experiences and Excellence, Promoting Access to Education at COA, (3) Serving Society through Creativity, Research and Innovation at COA, and (4) Serving the Public through Community Engagement and Expanding
Resources and Infrastructure at COA. To address each of these topics, small breakout discussions were held, followed by a plenary session. The results of the retreat became the starting point for the COA Strategic Planning process that followed. The retreat was attended by a large number of tenured, tenure-track, and non-tenure track faculty from the College of Architecture as well as representatives from the college’s staff and students.

COA Mission Statement, Vision and Core Values
- To educate the next generation of professionals in the creation of useful, sustainable, and beautiful buildings, interiors, and cities
- To advance research in architecture, interior design, construction science, preservation, urban and regional planning
- To serve communities in South Texas

Vision Statement 2016: The College will become the College of choice in Texas for those who want to become architects, interior designers, and construction managers

Core Values: Commitment to:
- Local communities
- The design and construction of sustainable buildings, interiors, and cities
- Quality of life through the design and construction of the built environment
- Ethical practice
- Public health, safety, and welfare
- Interdisciplinary collaboration among architects, interior designers, and construction managers
- Preservation and conservation of the architectural heritage of the South Texas region
- Humane and harmonious buildings, interiors and urban design that respects local traditions and environmental conditions

COA Strategic Advantages:
The COA is located near the historic San Antonio downtown in South Texas, a gateway to Mexico and Latin America. The College is relatively young and evolving with a culturally diverse faculty and student body. The students bring a generally Hispanic perspectives, background, and potential to the College. The program is located in close proximity to many architectural and interior design firms, construction company offices, and the offices of state, city, and county government.

COA Strategic Challenges:
The COA is challenged by high faculty-student ratios; an out of balance full-time to adjunct faculty ratio; a still developing research culture in which expectations outpace support; sparse resources, including a lack of facilities for fabrication and design-build projects; the lack of a locus for the development of design culture, including a dedicated technical resource center, gallery, archive, cafe, and other social spaces that serve to support the development of community within the college; and, a reputation that does not yet represent the quality, uniqueness, and intensity of the education provided within the College. Along with other public educational institutions in Texas, we share the challenge presented by low graduation and retention rates and inadequate preparation of students in secondary education. We see these challenges as opportunities for leadership and creativity.

Strategic Initiatives, Goals, Action Items and Metrics
- In order to meet our vision and fulfill our mission, COA is committed to pursuing five strategic initiatives, encompassing more than 22 goals. Our
initiatives reflect support for UTSA's strategic plan as well as the three foundational themes and five areas for collaborative excellence described in the matrix found in below titled "COA Matrix of Foundational Themes & Areas of Excellence."

The following five strategic initiatives with associated key metrics will serve as a framework for aligning COA goals with those of UTSA 2016 strategic plan. Each indicator will have associated targets and serve to measure our progress as against past performance.

- COA Strategic Initiative 1: Enriching Educational Experiences to Enable Student success: (1) Construction of new COA facilities, (2) Increasing student involvement in Study abroad programs, (3) Professional recognition of COA students and faculty for their expertise in key areas (sustainability, health and wellness, development, energy and environment)
- COA Strategic Initiative 2: Serving Society through Creativity, Expanded Research, and Innovations: (1) Design/research productivity on par with peers to which we aspire, (2) Research expenditures on par with peers to which we aspire, and (3) COA faculty, staff and students achieving national and international recognition
- COA Strategic Initiative 3: Ensuring Access and Affordability: (1) Greater number of first generation, special needs, and minority college students enrolled, (2) Abundant financial aid opportunities, (3) Improved graduation and retention rates
- COA Strategic Initiative 4: Serving the Public through Community Engagement: (1) Consistent participation of COA in community initiatives
- COA Strategic Initiative 5: Expanding Resources and Infrastructure: (1) raise Sufficient funds for new facilities and research infrastructure

Progress since last visit: The most recent assessment of progress indicates the achievement of the following accomplishments:

- Initiated a Master of Science in Architecture degree.
- The School of Architecture was elevated to college status in 2004.
- A School of Architecture Advisory Council was formed in 2003.
- The entire COA of Architecture was relocated to the Monterey Building in 2005.
- Expanded the enrollment over 100%.
- 7 tenure track faculty positions in architecture were added and filled in 2003.
- Hired an Associate by Dean in 2003.
- Initiated semester long study abroad programs in Italy in 2004 and Barcelona in 2006.
- Initiated the B.S. Construction Science degree programs in fall 2008.
- Received 8 new scholarships: 3 endowed and 5 annual (2001-2003).
- Inducted first group of students into Tau Sigma Delta (2003).
- Won the NABS Peterson Prize (2003).
- Hosted the annual meeting of ARCC in spring 2009.
- Receive a six-year term of accreditation for the Master of Architecture program.
- Receive an approval for M.S. Architecture and B.S. Construction Science and Management degree programs.
- Start offering a study abroad program in Italy.
• Start offering a study abroad program in Spain
• Expand the support staff and add an Advisor, a Development Officer and a Webmaster
• Provide full computer networking capabilities for the students
• Recruited diverse and highly qualified faculty
• San Antonio Conservation Society Endowed Professor
• Construction Sciences Program Coordinator
• Architectural Design/Health Facilities design
  o Structures/Technology
  o Construction Science

The following are pending
• Develop specialization in Health and Wellness Design
• Expand the studio spaces
• Expand the support and archival spaces
• Receive an approval for a new or remodeled building
• Establish Departments of Construction Science and Interior Interior Design in addition to the existing Department of Architecture
Appendix B: The Visiting Team

Team Chair, Representing the ACSA
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Appendix C: The Visit Agenda

University of Texas at San Antonio
NAAB Visit Agenda

Saturday February 27, 2010

3:00 pm Gayle Nicoll, Department Chair picks up Team Chair at Airport, takes Team Chair for preview visit to Team Room. Remainder of team members will be picked-up or take taxi from airport to hotel
6:30 p.m. Team Dinner and introductions at hotel
8:00 p.m. Team orientation meeting at hotel

Sunday February 28, 2010

8:00 am Team breakfast with Dr. Gayle Nicoll, Department Chair at hotel
9:30 am Team Room overview and tour of building, downtown campus
12:00 noon Lunch delivered to Team Room
1:30 pm APR review and review of exhibits and records in Team Room and faculty display in the Commons
6:30 pm Team dinner and debriefing session at restaurant

Monday March 1, 2010

7:00 am Team breakfast and entrance meeting with Dean Murphy at hotel
9:00 am Entrance meeting with Provost John Frederick, PhD in Provost's Conference room
10:00 am Brief Tour of 1604 campus
11:00 am Meeting with the Dean of Library, Krisellen Maloney, PhD and Architecture Librarian, Gary Woods, at the downtown campus architecture library
11:00 am Meeting with Director of Downtown Academic Advising, Monica Glover, and staff at the Downtown Academic Advising Center
11:00 am Optional visit to an 4th year undergraduate studio review
12:00 pm Lunch
1:30 pm Continued review of exhibits and records in the Team Room
1:30 am Visit to a graduate studio review
4:00 pm General meeting with Department of Architecture students.
6:00 pm Reception with faculty, administrators, Advisory council members, alumni and local practitioners at AIA San Antonio Center for Architecture at Pearl Brewery Development
7:30 pm Team dinner and debriefing session at the restaurant
Tuesday March 2, 2010

7:30 am  Team breakfast with Dean Murphy and Gayle Nicoll at hotel
8:30 am  Continued review of exhibits and records in the Team Room
12:00 pm Lunch with AIAS representatives
1:45 pm  Faculty meeting in Louis Kahn Room
3:30 pm  Continued review of exhibits and records in the Team Room
6:30    Team Dinner

Wednesday March 3, 2010

7:00 am  Team breakfast and exit meeting with Dean Murphy at hotel
9:00 am  Exit meeting with Provost John Frederick, PhD in NAAB Room
11:00 am Team lunch at Pico de Gallo
12:00 pm Exit meeting with faculty and students in College Gallery
IV. Report Signatures

Respectfully submitted,

Stephen Vogel, FAIA
Team Chair
Representing the ACSA

Patricia B Irch, AIA, LEED® AP
Team member
Representing the AIA

Danielle Romano
Team member
Representing the AIAS

Denis A. Henmi, AIA, LEED® AP
Team member
Representing the NCARB
Program Response to the Final Draft Visiting Team Report