2010 Annual Report Narrative

This annual report narrative responds to the most recent Visiting Team Report (VTR). Part 1 of this narrative addresses 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.

From the Visiting Team Report dated March 3, 2010, approved by NAAB July 2010

Conditions/Criteria Not Met

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.

VTR comments
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.

Program Actions
Expanded discussion on the IDP program (including changes implemented this year) has been incorporated into the M.Arch graduate course ARC 5133 Professional Practice and Construction in a Global Setting, a required course for all students in the graduate architecture programs Instructor Rick Lewis has been appointed IDP Coordinator for the College. Mr. Lewis attended the IDP
conference in Chicago in Summer 2010 and has reported back for the faculty on the revisions made to the program. He has invited the Director of the Texas Board of Examiners, the licensing body for professional architects in the State of Texas to speak to the ARC 5133 class.

Professional practice including the requirements for education, experience and examination has been included in the first year foundation course titled: COA 1113 Introduction to the Built Environment. This course, which is part of the new Common Year, provides an introduction to the three professions and undergraduate educational programs in the College of Architecture: Architecture, Construction Science and Management and Interior Design.

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.

VTR Comments
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 no 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 organization 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.

Program Actions
The program is challenged by its role as an accessible venue for minority education in South Texas, its extraordinary growth in enrollment over the past three years and the limited physical space available in the university as a whole. The VTR report served as an important impetus to discuss our physical resources challenges with upper administration of the university and to address several important changes that will implemented over the next three years including:

1. Higher admission standard for admission to the university and the introduction of selected admission standards for admission to the undergraduate programs of the College of Architecture.

A proposal has been prepared to limit enrollment into the undergraduate programs of the College. The university policy of allowing students access to any major upon admission to the university has placed enormous strain on the resources of the architecture program. The new university admission policy that increases high school and transfer standards for university admission and our proposal to limited the total number of students admitted into a common freshman to 300 (2010 undergraduate admits were 568) will take effect in Fall 2011. Promotion from the Common Freshman Year to one of the College of Architecture’s freshman programs in Architecture, Construction Science and Management or Interior Design will be determined by GPA performance in the 28 credit hours of specified Common Year courses. Enrollment in the Architecture program major (beginning in second year) will be limited to 90 students (currently 180). The College expects these changes to eliminate hot desks in all studios except in the Common Freshman Year, increase performance standards in the program, increase student retention rates and associated improve graduation rates, improve access to student services, reduce part-time faculty requirements (such as office space) in the architecture program.

2. Upgrades to the physical environment of the Architecture Program

The Department has reallocated space within the Architecture building based on anticipated changes to the undergraduate and graduate
program enrollments. Floor area allocated to the graduate school has increased approximately 80% with the addition of the space formerly occupied by undergraduate senior level studios on the third floor resulting in all third floor studio space devoted to graduate studies. This increase in space has provided graduate studios with additional layout space, communal and presentation space, and space for plotters and other equipment supporting their studio activities. This increase in space however has come at the expense of hot desks in the undergraduate sophomore studio, a situation that will exist for only one year until the first cohort of Common Year students (which began in the 2010 catalogue) are promoted to second year. By Fall 2011, only Freshman engaged in the introductory 3 hour Design I and II and Design Visualization courses will share desks in the Freshman studio area. All other architecture students from sophomore to graduate students will enjoy dedicated desks.

3. Upgrades to the equipment needs of the Architecture Program

The College instituted a Student Technology Fee in the 2009-2010 academic year. These monies combined with College resources has resulted in the purchase of a substantial number of new equipment for the architecture program since the 2010 NAAB accreditation visit including;

- 2 Smartboards
- 8 additional plotters
- 10 light meters
- 10 Infrared and Contact Thermometers
- 5 Hygrometers
- 5 data loggers
- 1 weather station

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

VTR comments
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.

Program Actions
Changes have been made to the ARC 5513 curriculum to ensure that the topics of vertical transportation, communication, security and fire protection systems are included. ARC 5513 is a required course, offered only in the Spring semester. Confirmation of the delivery of these topics will be confirmed in the next annual report.
13.31 **Professional Development**
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.

**VTR Comments**
ARC 5133 has a limited discussion of this topic but student course work such as exams, projects or presentation do not address this topic.

**Program Actions**
ARC 5133 is offered in the Spring semester and as such has not been offered since the 2010 NAAB accreditation visit. Course content is being revised to address this issue.

**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.

**Program Actions**
At this time, current Department Bylaws do not include students as voting members of College of Architecture Advisory Committees although executive members of the AIAS, IIDA, and ACSMS are invited to participate in College Faculty Council meetings. The AIAS has been invited to appoint or elect member of their student association participate in discussions on studio structure within the Department Curriculum Advisory Board. The College of Architecture is supportive of the AIAS initiative to host the Southern Quad conference in the fall of 2011 to increase exposure of AIAS within the college and region.

B. **Full Time Faculty.**
The college is locate 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.
Program Actions
Although the university supports the increase in full-time adjunct faculty positions, the current economy also places challenges on this effort. The College of Architecture increased the number of full-time (12 hour per semester) non-tenured faculty in the Fall 2010 semester due to increased student enrollment in the Freshman Common Year that includes three required College of Architecture courses (2 of the 3 being studio courses) although the there will be a reduction of those numbers in the Spring semester as the Freshman Common year program contains only one studio and one lecturer course.

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.

Program Actions
All students in the Master of Architecture programs (both II and III) must complete one history elective. Starting in Fall 2010, all M.Arch III students are required to enroll in ARC 5173 Architectural Theory and Criticism, a course that includes western and non-western architectural theory and criticism.

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.

Program Actions
The College of Architecture is currently compiling a database of the program’s alumni with the goal of developing a follow-up assessment survey of alumni in the next year.

E. Human Resources.
Due to the rapid expansion of the program and work load 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.

Program Actions
Architecture Faculty has achieved increased success in acquiring funding for research Department. Funded research has increased from $ 71,849 in 2009 to $ 191,740 for 2010 which including travel monies for several conference presentations. In addition the College provided monies to faculty to present their scholarship at 12 individual conferences. Tenure and tenure-track faculty have been active in scholarship outcomes including the publication of an award-winning book on Active Design.

The College also restructured the elective studio conducted during the last semester of the four year undergraduate program to engage students in studio
projects related to different faculty’s research areas to provide students with opportunities to understand the process of scholarship and for faculty to advance ideas that would benefit their individual scholarship activities.

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.

Program Actions
Despite budget constraints, funding for faculty travel to conferences has been maintained at 2009 values ($9,800). With the increase in faculty seeking funding for their research, faculty are being encouraged to address funding for travel in their grant proposals. The University has also introduced a revised F&A structure that returns a portion of the university overhead taken from funded project to the faculty for travel and seed money for securing future projects.

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.

Program Actions
The University is currently experiencing a decline in revenue provided by the State of Texas as a result of a $25 billion state budget shortfall and reallocation of resources from the last state legislative session. It is anticipated that we will be required to make incremental budget adjustments of approximately 5% each year for the next two years. The University and College has ventured to limit the affect of these budget restraints on academic activities but it is unlikely that any substantial increase in financial resources from the University budget will be realized for the next two years. The College is expanding its development activities to encourage funding from external sources.

Changes in Program since last NAAB visit

A major change to the pre-professional Bachelor of Architecture degree became effective in Fall 2010 with the publication of the new undergraduate catalogue (2010-2012)

The college changed the structure of the undergraduate program to accommodate a Freshman Common Year for all students entering the undergraduate program. The former structure included a combined architecture and interior program in the first two years of the program and a gateway process where students were assessed for promotion (or non-promotion) to the third year of either the architecture or interior design program. When the College added a Construction Science and Management program in Fall 2008, this structure and its inherent curriculum inequities between architecture and interior design resulted in a new approach to course preparation for College freshman
students. The Freshman Common Year required of all College of Architecture is a 28 credit hour set of courses aimed at exposing students to all three College disciplines and improving student preparation for subsequent courses in design, technology, history/theory and quantitative analysis.

Applicants entering UTSA from high school and transfer students will be directly admitted to the Foundation Year Program of the College of Architecture. The 28-semester-credit-hour Foundation Year is designed to provide a broad exposure to the professions of the built environment and provide a strong foundation for future study in each of the College’s three academic majors. Students must complete the Foundation Year Program in order to be accepted to one of the three academic majors.

Every undergraduate degree program in the College of Architecture also requires a signature experience course for graduation. College-approved signature experiences may include, but are not restricted to, international studies, design-build/community outreach, and/or full-time internships/practicums. Students should consult with their advisor to learn about signature experience opportunities in their major.

**Foundation Year Program (28 semester credit hours)**

1113 *Introduction to the Built Environment*  
(3-0) 3 hours credit  Introduction to design and construction in the built environment through the concepts of place, context, ecology, space, analysis, aesthetics and research. Includes consideration of issues associated with practice of architecture, interior design, landscape architecture, planning, urbanism and construction.

1313 *Design Visualization*  
(0-6) 3 hours credit.  
Introductory exploration of graphic processes and techniques utilized in the design and construction of the built environment for the representation, visualization, analysis, and presentation of the designed environment.

1133 *Building Technology I*  
(3-0) 3 hours credit.  
Introduction to concepts and skills fundamental to structure, construction, building enclosure, sustainability, and interior environments. Analysis and selection of materials, components, and assemblies. Introduction to the historical role of materials in architectural and interior design.

1213 *Design I*  
(0-6) 3 hours credit.  
Introduction to design through a focus on design literacy and the creative conceptualization of issues fundamental to design of human environments.

1233 *Design II*  
(0-6) 3 credit.  
Introduction to design as a broadly creative process based in the consideration of spatial experience, context, program and building form.
1093 Precalculus
(3-0) 3 hours credit. Exponential functions, logarithmic functions, trigonometric functions, complex numbers, DeMoivre's theorem, and polar coordinates.

1013 Freshman Composition I
(3-0) 3 hours credit.
Focuses on academic writing. Reviews principles of the writing process, including editing for Standard American English and using and documenting sources. Introduces patterns of organization and development, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Includes extensive library research and documentation and some attention to oral and visual communication.

1023 Freshman Composition II
(3-0) 3 hours credit.
Focuses on academic writing, following the writing process, from prewriting through editing. Extensive writing practice in the use of logical and organizational patterns and introduction to persuasion in written, oral, and visual form. Develops critical and analytical skills through multidisciplinary and multicultural readings, using extensive library research and documentation.

1603 Algebra-based Physics I
(3-1) 3 hours credit. The first of a two-part, algebra-based introduction to physics for biology and other majors that do not require calculus-based physics. Topics include mechanics, thermodynamics, vibrations and waves.

and

1611 Algebra-based Physics I Laboratory
(1-4) 1 hour credit. Laboratory accompanies PHY 1603; uses modern data acquisition and analysis tools to study the classic physics experiments that underlie the concepts discussed in PHY 1603.

or

1903 Engineering Physics I
(3-1) 3 hours credit.
The first of a two-part, calculus-based introduction to classical physics. Topics include mechanics, relativity, gravitation, oscillations and waves, and fluids. Concurrent enrollment in PHY 1911 is recommended. Classes meet weekly for three hours of lecture and one hour of recitation.

and

1911 Engineering Physics I Laboratory
(1-4) 1 hour credit.
Laboratory to accompany PHY 1903; uses modern data acquisition and analysis tools to study the classic physics

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