

Information for the APR  
Faculty Meeting, 3/Dec/2015

### 1.b AIAS (Jessica Lee)

studio culture: review of the faculty-suggested revisions, esp. re-draft (Mark Blizard, per notes taken during faculty meeting + e-mail reactions + Vince's notes). Rxn: great to have feedback, but "keep it simple" = generic to any arch. program (and AIAS wants it to be more specific to UTSA... e.g., commuter campus, time constraints, etc.). So AIAS is putting together a response draft. They'll attend to technology in that doc., and also inter-year circulation of students through different studios (and issues of Security Officer locking people out).

Vince: goal: policy completed in the spring (but the process is underway)

Ed B.: epidemic of students on their cell phones = lack of ability to concentrate

### 3. Discussion

- a. Defining Perspectives
- b. Strategic Planning
- c. By-laws Revision

OVERALL: 1) exploration and professional development  
2) scrappy (doing a lot with minimal resources)

### Defining Perspectives

#### 1. Program's Benefit to the Institution

community: active improvement to the community

Sue Ann's center

design projects engage community and city; our expertise benefits the city

we've raised the level of grant-funded activity at the university

faculty's work (and the media coverage) raise the profile in the community: get info. from

Communications Office

one of the few professional schools at the university (cultural shift) that engages the profession

est'd stable position DT, engaging the physical context

community advancement

diversity of students (Hispanic, Mexico, international)

increasing national exposure

study abroad: Dept. faculty and students spear-headed Urbino, now opening to other Dept.s

research symposium

summer academy: recruitment

Core Curriculum courses

## 2. Benefits derived from the Institution

library budget: from 12,000 to 20,000 books (mostly print, much e-) currently between 80-120 journals; ILL

4 visiting researchers at C. for Cultural Sustainability: access to library was

Centers originally funded by the university for start-up

some generous seed-grants available

TT travel money

automatic institutional membership to some local cultural institutions (rotating... non-constant), some purchased with university funds

facilities offered by a large public institution

new faculty lines

DT location

DT research service center

Tomas Rivera center

faculty center

writing center

disability services

university awards

Graduate School funding and

## 3. Holistic Development of Young Professionals

program: exploration and professionalism

seminars in the diverse expertise of faculty

prep course and master's project (Antonio Petrov)

Theory course/architectural criticism

lecture series

AIA events and AIAS events

local lecture series: museums,

studio: readings and field-trips

sponsored projects with research assistants

Certificate programs

## 4. Learning Culture

studio culture document (and how it's disseminated, reviewed, etc.)

dialogue with students after reviews, during the course of a semester

studio-based program (dialogue)

pluralistic agenda in design studios, per varied expertise and interests of the faculty

collaboration within the studios, between faculty and between students

many of the research agendas of the faculty involve students (either as paid assistants or volunteers)

"Firm Crawl"

field-trips to other cities in Texas (2nd year + MArch3)

Galveston, Taliesen West,

professional societies, all that occurs in Pro Prac  
alumni taking leadership roles in AIAS, Women in Architecture  
end-of-year review week  
awards (Ian Caine and also AIA)  
work in Design Build studios

## 5. Social Equity

programs for maintaining and increasing: university policies in place, Federal and State laws  
Summer Academy: outreach to community  
recruitment: university initiatives...  
ACE program (shared with engineering programs and Construction Science)  
financial resources: scholarships to minorities (many scholarships consisting of small amounts)  
accessible because we're DT  
buildings have become handicap accessible

## 6. Defining Perspectives

### a) Collaboration and Leadership

Pro Prac

tech studio: group work

group work in freshman year and practically every studio, incl. in study abroad

Core Curriculum requirements

alumni active in AIA/Latin America interest group

studio, AIAS, students assist in/lead tours/field trips

collaborative nature of studios, incl. peer-learning

2nd year: cross studio collaborative work

Guarino: analysis of Hazem/Michael's students works (5133) + Rahman's student work  
design build:

blended studios: IDE and ARC (2nd and 4th years)

student-driven activities: AIAS + H\_\_\_ (Bill Dupont)

community studios & other projects in which students interact with the community

Leadership: students teaching each other Revett (within a studio)

group work: BTE labs (and their interaction with studios)

### b) Design

our AGENDA is pluralistic

study abroad

### c) Professional Opportunity

community projects

Intro to Built Environment

joint lectures: AIA

informal job placement initiatives by faculty (who are so well connected with the design profession in the community...)

Certificate programs/HP  
introduced to range of pursuits via Symposium  
UG research scholarships  
Galveston

d) Stewardship of the Environment: some top-down directives, also naturally permeates the curriculum  
technical studio  
advanced building tech and sustainability course  
theory course  
Intro to the Built Environment  
permeates HP and many studios (via projects, often attn. to density... Ian Caine)  
University's vision statement, included per the efforts of Dept. faculty  
graduate electives, faculty hires,  
Center for Cultural Sustainability  
building graduate certificate in sustainability, plus overlap between different certificates and programs  
cultural resiliency in Galveston, PLUS the whole Galveston and Taliesen West programs  
evidence: faculty publications that are shared with students somehow...  
Retrofit (Bill/Hazem/Mantuefel)  
Sue Ann (work about the colonias)

e. Community and Social Responsibility  
Urbino program: global citizenship and exposure that changes students awareness: an aware student is a responsible student  
outreach and engagement  
Sue Ann and faculty submission of student work to her

Long-Range Planning  
university and college strategic plans; one for the Dept. underway that coordinates with those plans.  
curriculum committees meet regularly; catalogue is regularly up-dated; disc. about these things is continuously discussed among faculty  
work-load document: ID's criteria, methods for improvement

Program Self-Assessment  
GPC and annual review and SACS and Core Curriculum: constant, on-going assessment, evaluation, course evaluations (numbers and written), development

evidence: CC classes, Bob's crazy grad class

DO A SURVEY OF ALUMNI

advocacy and advisory bodies

Dept. Chair has an open-door policy

fluidly and actively engaged in changing criteria for NAAB (which is the formal structure...)  
resulting in development via GPC; shaping agenda

SACS review: life safety, now in grad program (and better integrated)

on study days, disc. sim. to what has occurred within GPC: every required class presented what  
they do

NTT and younger faculty's voices welcomed, accommodated

de facto, faculty retreat at the end of each semester (often with food!!!)

Curricular Assessment and Development: see above