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, Taliesien 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 occured within GPC: every required class presented what they do
NTT and younger facultys' voices welcomed, accommodated
de facto, faculty retreat at the end of each semester (often with food!!!)

Curricular Assessment and Development: see above