

**Teresa Carmela Rosano, AIA . LEED AP**

Assistant Professor of Practice, School of Architecture CAPLA University of Arizona

These supporting materials are organized in two sections:

An expanded teaching statement, illustrating my trajectory from Co-founder/Principal Architect of Ibarra Rosano Design Architects to Educator. Through my words and the words of my students\*, it describes my background, my evolution, my philosophy, my values, my impact and purpose as an educator.

A brief summary of select courses for which I have developed curriculum and been the studio coordinator or sole instructor.

\* Student comments are taken from anonymous Student Course Surveys unless noted otherwise

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."*

Albert Einstein



**Introduction:**

I bring the perspective and experience of a practicing architect to my students.

Architecture is a profession that studies a multitude of factors, systems, and priorities and synthesizes them into a unified whole that is functional and beautiful. The challenge of an architect includes considering diverse and often contradictory ideas and influences, developing a point of view about hierarchy and priority, and imbuing the work with poetry and meaning.

I see my role as educator as making subject material real and relevant, by integrating my experiences into my teaching in a tangible, specific, applicable, and memorable way.

**At its essence, what interests me most is making connections.** Connections between ideas and experiences, between people and place, and between one another.

Discovering connection between ideas and experiences is at the heart of creativity. Forging connection between inhabitants and environment is at the heart of stewardship. Cultivating emotional connection is at the heart of teaching and learning.



Garcia Residence (2001)



Casa Schneider (2020)

### Translation of practice philosophy into teaching philosophy:

The philosophy that forms the basis of the practice I co-founded has built the foundation for my teaching.

Ibarra Rosano Design Architects' trajectory can be charted through the historic and indigenous lessons about what it means to dwell in our part of the world – the Sonoran Desert. The simple and honest way of early people of this land is the resonant bass beneath ideas in the work.

Our design philosophy originates in the notion of “simple shelters” - spaces that are born from solving problems directly, make extraordinary from ordinary, and apply logic and practicality, so completely, they surpass their pragmatism and become art.

Our work is rooted in a strong understanding of place. Though most of our work is based in the Sonoran Desert, our portfolio includes work from other countries and different climates and cultures. While CAPLA appropriately has a strong emphasis in arid lands design and research, most students will live and work elsewhere. I base my teaching on the belief that once you understand one place very well, you have the tools to learn about another place – to ask the right questions and seek the appropriate insights.

### Practice Background and Contribution:

Ibarra Rosano Design Architects is an internationally recognized award-winning firm lauded for its site-sensitive architecture.

In 2001, two years after starting our practice, *Architecture* published our first project and thrust us into the spotlight among an elite group of modern desert architects dubbed “The Arizona School”. My partner and I comprised the youngest of those nine firms. In 2008 we were awarded Residential Architect’s “Rising Star” for our body of work. Our work has served as the backdrop for various media campaigns as well as in the foreground on HGTV’s “Extreme Homes”. We have been nominated four times for the Smithsonian Institute Cooper Hewitt National Design Award.

Ibarra Rosano Design Architects has an established reputation with peer-recognition of excellence at the state, national, and international levels. Over twenty years of practice has earned the firm over 80 design awards, over 300 print publications (books and magazines), exposure on countless architecture and design websites and blogs, and a portfolio of work including projects throughout the desert Southwest and Canada.

I bring my experience to CAPLA, both by lending the firm’s reputation and visibility to the institution, and in sharing the perspective and experience of a practicing architect and firm leader with my students.



Ibarra Rosano Design Architects selected book/magazine cover projects

### Learning to Teach:

In 2011, I joined the School of Architecture faculty as Adjunct Lecturer to teach the Site Analysis and Planning course (ARC326). Having little material from which to structure the course, I created a curriculum based on my lessons and experiences from practice. This required me to understand more deeply work techniques I use daily - techniques ingrained as second nature. My challenge was to convert them into understandable, explainable processes for students. I also needed to learn about aspects of analyzing and designing for a project site that don't frequently cross my desk. This elucidated for me the notion that "when one teaches, two learn."

Having not previously designed an architecture course, I found the construction of the curriculum to be an enlightening and enjoyable challenge. Implementing the course gave me another layer of insight. I found some aspects to be immediately successful, while other elements I modified, tested, and modified again. Each subsequent set of student course surveys and discussions with students revealed what worked well and what could be improved, with each new iteration of the course building on the previous.

In 2018, after promotion to Assistant Professor of Practice and having taught my second studio course (ARC401), I decided to fully immerse myself in the pursuit of becoming a better teacher. I understood that while conveyance of my experiences as Principal Architect and firm leader were of value to my students, to translate the full potential of that experience into their education more meaningfully I needed to learn about the profession of teaching more methodically and deliberately.

### After twenty-five years of professional practice, I returned to school in the University's Graduate Certificate in College Teaching Program.

Participating in the program accelerated what had previously been incremental improvement in my teaching. It gave me vocabulary and context for approaches I had already been incorporating intuitively, and myriad new strategies and techniques for course design and assessment.

One of the Certificate courses, Technology in Teaching (IA697b), came at a serendipitous moment – the semester before the pandemic forced us to pivot to remote instruction. Familiarity with various technologies fostered by the course allowed me to concentrate on teaching content and creating mechanisms for maximizing communication and forging connection during a time of forced isolation. It enabled me to help other faculty and studio coordinators quickly implement technologies and modalities yet unfamiliar to them in Spring 2020.



studio group photos during the pandemic "zoom year"

"Professor Rosano creates a zoom environment that makes the class enjoyable with her attitude and flexibility. She is always available for questions, she never has a negative attitude, and truly cares about the success of her students." (B.Arch student ARC301 F2020)

"This class handled zoom the best in my opinion. Although being on the computer for three hours in class isn't ideal, the breakout rooms and co-hosting gave us the opportunity to talk to Teresa as well as our classmates" (B.Arch student ARC301 F2020)

"It's clear that Teresa is passionate and cares about her work. She went out of her way to offer meeting times outside of class for students which I utilized and they really, really meant a lot to me. She also made a group photo for us which was super sweet and brought back a feeling of studio culture to online school (so did her breakout rooms)" (B.Arch student ARC302 S2021)

"Teresa is an amazing professor. She is very helpful and always made sure each student did their best effort. She really pushed me to improve my skills to show what I can do. Especially in the circumstances we are in, she was very supportive." (B.Arch student ARC302 S2021)

### Teaching practice:

Studying the Scholarship of Teaching and Learning solidified my previously intuitive understanding that my practice experience as a firm leader is valuable for both its accumulated insight and for the opportunity it gives me to share my learnings in a way that is authentic and honest.

Because neuroscience tells us information combined with emotion equals long-term memory, I share anecdotes about the roadblocks, difficulties, failures, surprises, and successes that accompany the practice of architecture. Even a seemingly mundane subject like zoning becomes engaging when I share case studies of projects from my practice - each with their unique impediments and accompanying lessons and solutions. This approach integrates the concept of creative problem-solving, not only for design itself, but for less celebrated aspects of the architectural profession.

Real-life examples are memorable for students because they can imagine themselves in those stressful and frustrating situations, as well as the exciting and elating ones. These stories illustrate how understanding and responding to limitations in a creative and pragmatic way can lead to solutions with a sense of inevitability and clarity. Sharing these lessons illustrates a growth mindset and reinforces that learning is ongoing in the architectural profession. Each new typology, client, site, and set of conditions brings new challenges and perspectives for exploration and evolution.

"I enjoyed this class and liked how we learned about real life things that were related to construction and buildings around us. It was helpful to pull examples from Tucson so we could see and look for those examples in real life." (B.Arch student ARC326 F2020)

"This class has the most real world application which is something I think a lot of our other courses lack. It was always really helpful to see professional examples." (B.Arch student ARC326 F2020)

"Very well organized class with informative but short lectures. I enjoyed that the class included real world scenarios and experiences the professor had that related to the content that helped us relate these information into experiences." (B.Arch student ARC326 F2020)

"Her passion for the topic and ability to take the mundane topics like zoning and land use code, and make it more relevant to our design process." (M.Arch student ARC526S2017)



project site visit on Mt. Lemmon with 3rd year students - mapping, surveying

"The instructor was engaging and since she is a professional working in the field of architecture with her own firm, her real-world examples and experiences helped bring the content to life." (B.Arch student ARC326 F2017)

"I especially liked the professor and the importance she puts on site analysis, showing clear translations into her practice's work. She is an inspiring woman whose passion is shown in everything she does." (B.Arch student ARC326 F2017)

### **Inclusive Leadership:**

Creating an inclusive learning environment is a challenge in a profession that is still predominantly white, male, and economically advantaged. When appropriate I speak about my own experience and when possible, use architectural exemplars by women and people of color. Additionally, I speak of vernacular architecture and the lessons it holds – clarity of purpose, resourcefulness, simplicity. I want students to understand there are lessons to be found everywhere – not only in highly lauded architectural works and monuments.

**In 2020-21, I was accepted into the University of Arizona's Inclusive Leadership Cohort Certificate program.**

Like the Certificate in College Teaching Program, this opened my eyes to myriad issues we are facing in our community and in the world and gave me tools and vocabulary to study and discuss them. Concurrent with my participation in the ILCC, a Sponsored Awards opportunity arose to emphasize Universal Design Pedagogy in the 3<sup>rd</sup> year studio I coordinate (ARC301). This expanded my own understanding and knowledge of designing for people with different abilities.

In addition, in this same year I conceived and implemented an Option Studio with the focus of Mindfulness and Justice (ARC410). In addition to my deepened understanding of inclusivity as it pertains to race, gender, different abilities and so on, I affirm that inclusivity extends to individuals' perspectives and backgrounds, ways of knowing, and modes of learning.

Inclusivity requires authenticity. For students to feel safe sharing their thoughts, feelings, and identities, I believe instructors must be willing to do the same. I recognize that students appreciate when instructors share their backgrounds, their architectural adventures and misadventures, and their other interests and sources of inspiration.

Anonymous student comments indicate my rapport with students is equitable, effective, considerate of diverse perspectives, and that I am fully present for each student:

"Teresa has the ability to hold all students to the same expectations yet approach everyone differently. This is an important trait to have as an instructor since all students are different and more importantly learn differently." (B.Arch student ARC301 F2019)

"Teresa is so caring and always so helpful, I felt like when I was getting help for her I always had her full attention. I feel like I really improved this semester with Teresa's help." (B.Arch student ARC301 F2020)

"This professor was the best studio professor that I have had... She treated every student the same, with no sense of favorites, and gave each student equal amounts of attention, focus and insight." (B.Arch student ARC410 S2021)

"I really enjoyed how Teresa was constantly giving us feedback throughout the semester, making improving on my project easier and more educational. I learned a lot from her. She truly is a great studio professor." (B.Arch student ARC410 S2023)

"I especially liked Teresa's teaching style and her connection with all of us. We were not criticized harshly, we received good feedback throughout our desk crits with her. She took lots of time to make sure we all understand what we were doing next." (B.Arch student ARC410 S2023)

"Teresa is an inspirational, informed, respectful, and smart professor that I look up to. She helps us articulate and explore OUR OWN ideas, instead of making us change our perspectives based on personal beliefs (something very common with other studio professors). She comes to class everyday with energy, passion, and excitement. She is flexible based on our individual needs, which helps tremendously with productivity and production of quality work." (student ARC410 F2022)



Much of the mentoring I do is informal in nature – reviewing a portfolio, providing a desk crit to a former student, sharing my own work, practices, or reading or podcast list. While this is not an easily quantifiable form of mentorship, I am convinced these are important qualities in an inclusive leader and meaningful and memorable to students.

My inclusive leadership abilities were heartwarmingly acknowledged by students in their selection of me for the inaugural **2020-2021 Anne Graham Rockfellow Memorial Award**:

“You have been selected as the recipient of this award, because of your hard work and dedication in supporting women in their journey through school, as well as being a positive role in inspiring others to pursue architecture professionally.” WIAS Members + Executive Board award announcement

Subsequently, I was nominated and awarded by the student body for the University of Arizona **School of Architecture’s 2022 Commendation for Teaching Award**.



“Teresa’s teaching style encouraged me to explore my creativity and push myself to my fullest potential. She provided valuable insights and perspectives on architecture, design, and the creative process, which allowed me to develop a better understanding of the field. One of the things I appreciated most about Teresa was her ability to offer guidance and mentorship. As a student, I found the challenges of the architecture field daunting, but she helped me navigate them with ease. She is amazing.” (B.Arch ARC410 S2023)

“You care for your students. You are a great and inspiring teacher and I appreciate the dedication and joyfulness you bring to the studio environment. One of my favorite studios yet. Thank you!!” (B.Arch student ARC401 F2018)

“I really enjoyed this studio and learned so much. Teresa was really inspiring and made me feel excited and proud of my project, which made me eager and motivated for the class.” (B.Arch student ARC401 F2018)

“This studio was the most useful studio I’ve had at CAPLA. Everything was extremely organized and coordinated. Teresa spent so much of her own time making sure we each got as much feedback as we wanted. I felt like I was finally able to explore what I liked while being both critiqued and supported by her.” (B.Arch student ARC301 F2022)

“Teresa was really good at incorporating student feedback and making dynamic changes throughout the course. She really does care about us and is passionate about her job. She often stays hours past studio ending, and is willing to help however she is. Her willingness to work at each student’s individual pace is greatly appreciated, and really helps lessen the stress load. Loved my time with her, and felt my passion reignited for this major.” (B.Arch student ARC301 F2022)

“Thank you for this semester, it was really enjoyable! I genuinely feel like I have learned a lot in my design process that I hope to keep applying throughout the rest of my time at CAPLA and beyond.” (B.Arch student ARC301 F2022)

“Teresa Rosano was an amazing teacher this year and I have nothing but good things to say. Her class was extremely enjoyable to go to and she always helped us whenever we had questions. Her schedule and field trips were two things that I really enjoyed this year and think that they were extremely helpful. Teresa taught me so much about the beauty of architecture and she had been one of the best teachers I have had.” (B.Arch student ARC102 S2023)



Foundation Studio Desert Observatory site field trip Saguaro National Park - Spring 2023

### Service and Outreach:

Throughout my time at CAPLA I have actively engaged and invested in the cultural life of the school - hosting faculty slide slams, guest speaker receptions, and gatherings at my home and studio. I regularly participate in studio reviews, headspace activities, and other student projects - including professional practice interviews, roundtable discussions, and project tours. I have coordinated several exhibitions and competitions for the School of Architecture, including AIA Design Excellence, Foundation Exhibition, 3<sup>rd</sup> year AGM Universal Design Awards, and 4<sup>th</sup> year Richard + Kennedy Prize.

Much of my service utilizes my experience in and engagement with the profession. After serving as AIA Southern Arizona President in 2017, I continued as AIA/CAPLA representative - serving as liaison between academy and profession and their respective cultures.



I serve as faculty advisor to CAPLA's Women in Architecture Society. Recently, I employed my project management experience to assist CAPLA in its building renovation as Chair of the CAPLA Building Committee. In 2023 I began as AIAS Faculty Advisor.

Expanding into the larger educational community, I periodically speak at K-12 schools about architecture, education, and the myriad career possibilities available to one with an architectural education. I have had numerous opportunities to engage with other learning institutions – receiving invitations to lecture on professional work, participate in studio reviews, and jury both professional and student work. These interactions give me insight into other architecture programs and places, continuously informing and improving my teaching at the University of Arizona.



### Empathy and Intuition:

Fall 2022 was my most difficult semester to date, for which no architecture or teaching courses could have prepared me. Our 3<sup>rd</sup> year cohort experienced the death of a student, one whom I had known since his first year in architecture school.

I operated entirely on intuition. In lieu of classes, we sat in the garden, and I listened to students discuss their feelings, frustrations, and fears. We incorporated several ways to honor his memory throughout the semester. When students were ready, I allowed them to collectively establish the revised schedule for the remainder of the semester. The feedback I received was reassuring:

*“Thank you Teresa! It’s been a difficult semester through extenuating circumstance and your poise and grace has made a world of difference!”* (B.Arch student ARC301 F2022)

*“Teresa is a wonderful professor and I really appreciate the extra time she spent adjusting the class timelines after the tragic death of our classmate. She did an amazing job supporting us in that tough time and I always felt like I could ask her questions.”* (B.Arch student ARC301 F2022)

*“Teresa did an excellent job helping us through a very difficult semester. She provided mentorship at a level that was well beyond the call of duty, the integration of 326 with studio was very successful and helpful to my growth as an architect.”* (B.Arch student ARC301 F2022)

*“I wanted to thank you for your support during a difficult semester, you did a fabulous job at accommodating all of us, and truly leading our studio into fostering a healthy and positive culture. I know none of that could’ve been easy, but you made it look effortless.”*

(from direct student email)

Though not something that has an obvious place in a CV or resume, helping students through their grief and pain may have been the most important thing I did that semester.



honoring Brian Brown at the graffiti wall on the Bisbee project site



3rd year class at end-of-semester Universal Design Awards Celebration

*“No class I’ve ever been in has been this put together and organized. My studio professor is now my favorite professor, due to how she respected, cared for, and listened to us. I feel so grateful for this class and my professor.”* (B.Arch student ARC301 F2022)

This experience underscored the importance of learning to communicate compassionately and effectively, a skill for which we receive inadequate training.

Understanding how much I still need to learn, combined with the opportunity to help others in similar circumstances, has led me to become an **Ambassador for Open Dialogue**, as part of the **College of Humanities’ Fearless Inquiries Project**.



## Looking forward:

My goals are to continue to enhance my effectiveness as a teacher and mentor, to amplify student learning, to be an effective resource for new faculty, and to continue to make and cultivate profound and meaningful connection.

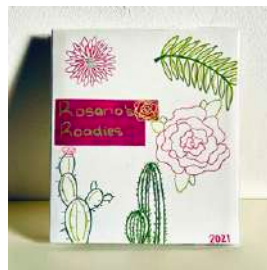
Specifically, I am interested in incorporating and expanding upon my learning in the College Teaching and Inclusive Leadership Programs. Each course I took propelled me to incorporate new approaches and techniques into my curriculum. As is characteristic of the scaffolded nature of learning, the process of reflection has resulted in yet more learning from which I can continue to grow as a teacher.

Having benefitted from my Technology and Teaching course (IA697b) to help students survive and even thrive in the pandemic, I am exploring how to best incorporate and integrate effective remote teaching and learning practices into a post-pandemic curriculum. Having combined my Mindful Teaching and Learning course (IA597) with Inclusive Leadership participation to develop a studio based on Mindfulness + Justice (ARC410) and implement a Universal Design Pedagogy (ARC301), I strive to imbue my teaching with these principles and practices. As I incorporate Learner-Centered practices throughout my curriculum, I aim to further recognize and support intrinsic motivation and self-regulated learning in students.

The emphasis on self-reflection and meta-cognition in my own education has compelled me to investigate how to integrate these practices into my courses in a way that will be adopted enthusiastically by students. I recognize the idea of pausing for reflection is challenging to reconcile with the non-stop pace of architecture school, but it is a worthwhile pursuit for students' growth.



Teresa's Tots - ARC301 Fall 2019



Five Star Faculty Award presented at 2023 Honor's Convocation: the only university-wide award for faculty members determined by undergraduate students for excellence in teaching and mentoring

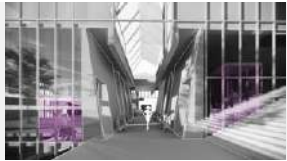
How I assess my effectiveness as a teacher comes from many sources, including recently receiving the 2023 University of Arizona's **Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award for Teaching**, the 2023 AIA Arizona Educator of the Year Award, and the 2024 University of Arizona's **Gerald J. Swanson Prize for Teaching Excellence**.

But the most gratifying are the moments when a former student, who in their previous year was struggling and discouraged, texts me to say: *"Thank you so much Teresa! Truly. Being a part of your studio really changed me. I never thought I could be having this much fun, and I can't wait for what comes next!!"*

Or when my studio paints and signs a work-stool for me, or when I receive a "yearbook" with photos and notes from each of my students. These are my most cherished awards.

Teresa Rosano, AIA . LEED AP  
Assistant Professor of Practice

The following pages illustrate a brief summary of select courses for which I have developed curriculum and been the studio coordinator or sole instructor:



Third year Integrated curriculum:  
ARC 301 Design Studio III: **Integrations of Place**  
ARC 326 Practice I: **Site Analysis and Planning**  
**Universal Design** Pedagogy & Sponsored Awards program



ARC410e/f **Mindfulness + Justice Studio**



ARC410f **Policy Design Border Studio**



Study Abroad electives:  
ARC496a **Drawing as Seeing**  
ARC 497b **Documenting the Travel Journey**

**Other courses I have developed and been sole instructor include:**

ARC410f/510f: Chauncey Ranch (5th year/graduate studio)  
Non-profit sponsored master planning studio

ARC410f/510f: Oñate Crossing Border Studio (5th year/graduate studio)  
National Parks Grant sponsored studio with University of New Mexico

ARC526: Site Analysis and Planning (graduate seminar)

**Other courses I have co-taught or taught another instructor's curriculum include:**

ARC101/102: Foundation Studio (1st year undergraduate studio)

ARC202: Design Studio II: Making Meaning (2nd year undergraduate studio)

ARC302: Urban Housing (3rd year undergraduate studio)

ARC401: Design Studio V Technical Systems Integration (4th year undergraduate studio)

ARC510E: Advanced Studio 2: Urban Issues (graduate studio)

### Third year Integrated curriculum:

ARC 301 Design Studio III: **Integrations of Place**

ARC 326 Practice I: **Site Analysis and Planning**

**Universal Design** Pedagogy & Sponsored Awards program

This semester focuses on people and place - synthesizing themes of *Integrations of Place* and *Universal Design*.

**Equity and Inclusion** are embedded in the DNA of the curriculum. Students navigate complexity and contradictory conditions - including reconciling challenging topography and universal access, apply principles of Universal Design, and develop empathy through imagining one's experience through another's lens – a practice that transcends architecture.

Students practice reflection and metacognition through two complimentary projects: one ex-urban; one urban. Courses work in symbiosis by employing principles of **Spaced Learning, Confidence-based Learning + Novelty Learning** through a pattern of introduction and application to reinforce understanding and skills, incorporating **Elaboration** as a response to new conditions. This process catalyzes meaningful and visible student growth over the semester, as evidenced by improvement from the first to second project.

While design parameters simultaneously amplify in intensity, specificity, and complexity throughout the semester - students appreciate the opportunity to explore areas of inquiry in which to manifest those learnings:



Linea Skura: The Terrarium, Mt. Lemmon



Souhayla Farag: Artist Retreat, Mt. Lemmon



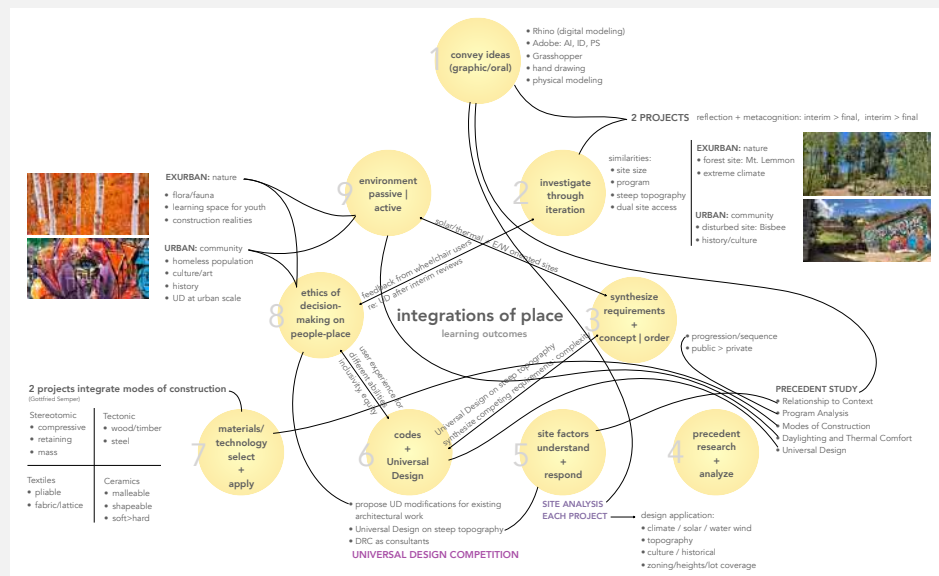
Abdullah Alobaid: "Bisbee Culinary Gardens"



Nwaf Aladwani: "University of the Arts Bisbee"

"Teresa Rosano, AIA and collaborators have set the scene, with this early work, for young architects to know and own their power as change-makers in society. The intensity of overlapping studios with cumulative lessons leads to an outstanding and well-rounded body of work as evidenced by their submission.

Most importantly, students have completed the studio with a sense of responsibility, purpose, and an opportunity to reflect upon and solidify their own process which will guide the work of their chosen calling." Diane Jacobs, FAIA - Universal Design Awards Juror



Learning Outcome diagram illustrating interrelationships between **ARC301 Design Studio**, reinforcement in **ARC326 Pre-Design**, and **Universal Design Pedagogy** embedded in both courses.

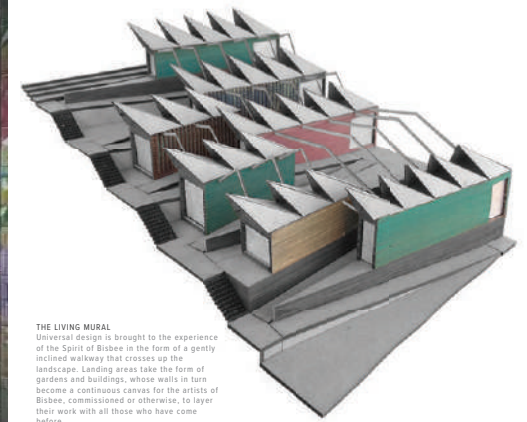
## Student reflections on Universal Design:

"I knew from the start I wanted the experiences in each of the spaces to be able to accommodate a wide range of abilities and allow an equal spatial atmosphere throughout all the programmatic spaces. So instead of imaging the flow of how I would walk through the structure, I imagined the flow of someone with disabilities. **My design worked and progressed alongside universal design from the very start instead of finding a way to fit universal design as an afterthought.**"

Hunter Jinbo

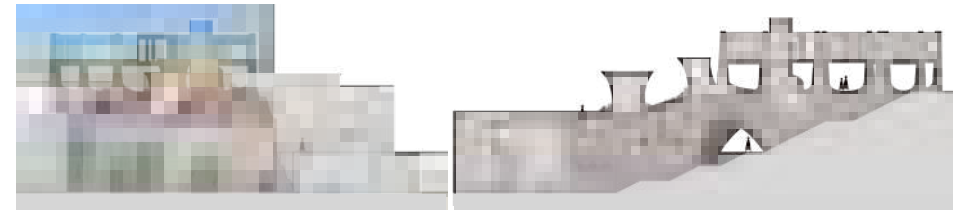
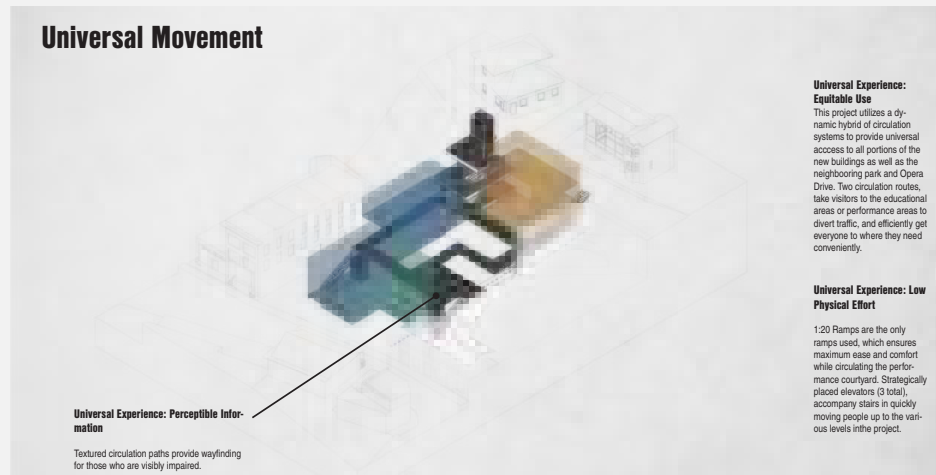
"I used a wheelchair for two years due to a chronic illness, so aspects of universal design are always on my mind. **But this semester taught me how to go beyond the normal accommodations and make each accommodation an experience for the user.** Implementing Universal Design principles into a design makes it that much more successful." Kaya Orna

"When it comes to universal design, it's critical that you don't just think about wheelchairs. The expanse of universal design includes the deaf, blind and any identity that affects how we perceive and navigate space. **Architecture is built around the human body.** It's something to remind yourself of and think about. Once you start thinking about it you won't stop." Erik Wright



**THE LIVING MURAL**  
Universal design is brought to the experience of the Spirit of Bisbee in the form of a gently inclined walkway that crosses up the landscape. Landing areas take the form of gardens and buildings, whose walls in turn become a continuous canvas for the artists of Bisbee, commissioned or otherwise, to layer their work with all those who have come before.

Alyssa Fink: "The Living Mural"



Adam Gilbreath: Bisbee Performance Center

## Universal Design Award Jurors' overall comments:

"With a wide array of project approaches, the third-year cohort created a body of work that demonstrates fundamental explorations of site, climate and human habitation. The proposals were thoughtful, well-researched and provocative, inviting the jury to stop and stay a while, enjoy the view, and live together in buildings that tread lightly on the landscape, embrace multiple ability levels while creating places of commune and reflection.

What impressed us the most was the level of rigor - **revealing a keen understanding of the intricacies of planning on sloped sites as well as crafting the freedom of movement that successful universal design requires. Well done!**"

"From a Universal Design perspective, the class as a whole demonstrated a really good grasp on the concepts we presented and how they apply to architectural design. There was a clear progression in the project elements and narratives through the semester and we were thoroughly impressed with how you all chose to deal with the complicated elevations and constraints of this final design. We sincerely appreciate the opportunity to discuss the importance of access and inclusion in the design process."



Jedidiah Perea: "Bisbee Music Park"

## Mindfulness + Justice Studio

This studio seeks to connect mindfulness and justice, our inner world and outer world, thought and action.

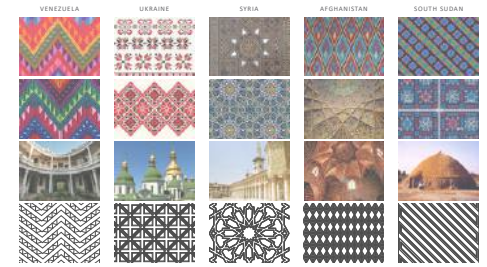
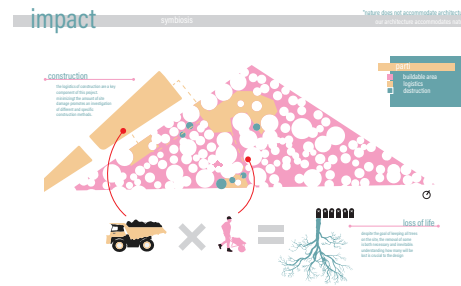
This course asks students to translate abstract concepts and ideas into architecture that creates and facilitates powerful emotional experience.

For the semester-long project, each student was asked to embark on inquiry and development of their selected emphasis and create a presentation of their design resolution in graphic and video narrative format.

Projects included:

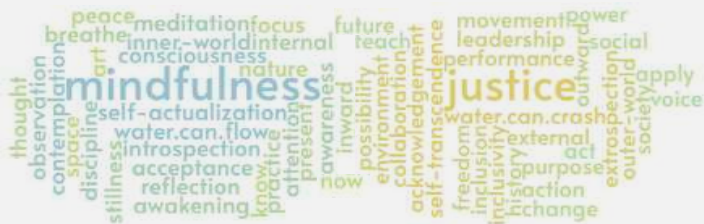
(2021) a school and shelter for **immigrant children**, a skills center for **all genders**, an environmental experience for **people with disabilities**, an **alternative to prison** for people with mental illness, an **immigrant women's archive**, a **re-conceived rehabilitation center** that educates families and community about addiction, places for creating **environmental awareness**, a place for **people contemplating adoption** to learn from and meet with families with adopted children.

(2023) a **refugee** settlement, an **art therapy** center, an **equine therapy disability justice** center, places for healing from **anxiety and depression**, a place for escaping **domestic violence**, transitional housing for young adults **aging out of foster care** to build their dwellings and learn construction skills, a place for **well-dying**, an **Alzheimer's education** center for patients and families, a **care-giver relief retreat** for **neurologically diverse** children and adults.

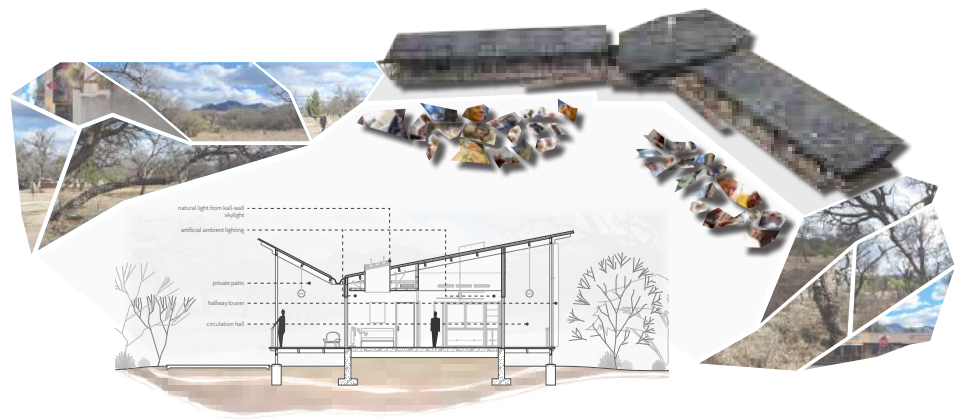


Alex Torres: SYMBIOSIS

Melack Albargash: Refugee Community Center



Vincent Yang: Patagonia Children Center



Zeke Randall: "FRAGMENT" Alzheimer's treatment & education



## Policy Design Border Studio

(2024 AIA Arizona Design Pedagogy Award)

### Re-envisioning the border

In this studio students investigate how policy drives the physical manifestation of our built environment around borders, become aware of how economic, environmental, and socio-cultural forces drive those policies, and propose designs that challenge those policies to reflect a more sustainable and inclusive approach to our built environment around the U.S./Mexico border.

We ask critically, "What are the rules in place with which we must engage that hinder our effort to make the world a better place, and how can those rules be manipulated to achieve identified goals?"

Projects included:

(2022) Modular Community Market + Event Space along the linear zone approaching the border to **mitigate food deserts**; **Pedestrian corridor that punctures the border**, reconnecting the US and Mexico along Morley Ave; Museum of Remembrance depicting **The Migrant Journey**; **Urban revitalization** block in Nogales, Arizona; Migratory homes for **asylum seeking single mothers** escaping domestic or gang violence in their home countries; New **transportation hubs and systems**; **International school** spanning the border; **Bi-National Pavilion** that straddles the border, which acts as an empathetic, neutral zone and allows public gathering from both Arizona and Sonora; **Systematic approach to water** harvesting, retention, flooding, and pollution in Ambos Nogales.

(2023) A shelter and career education center, **Bridge the Gap**, that addresses the catch-22 of allowing U.S. entry but disallowing work while seeking asylum; **Border healing shelter** for children seeking asylum; **Medical Training Facility** to improve access to healthcare in the rural border region; **Adaptive reuse** for an historic bullfighting ring into a event venue and park; **Mercado Movil** - a bi-national modular market on and inspired by the train tracks; **Sovereign port of entry** and bi-national gathering space for the Yaqui people; **International Park** between San Diego, Ca/Tijuana, BC; **Sonoran Border Wildlife** Crossing.



Nhan Vo: desert AMBUSH - a water study/solution and environmental border crossing

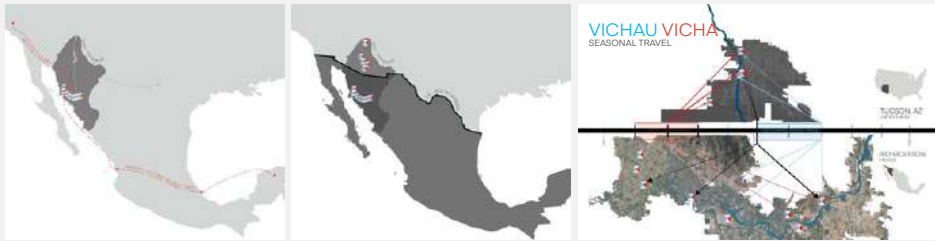


Alan Romo: Divided Cities co-habiting the border

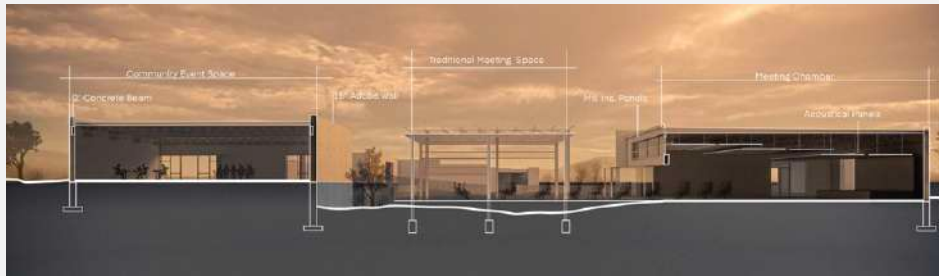
*"Learn the rules so you know how to break them properly."* Dalai Lama

This option studio is one of several courses under the topic of Policy Design. While architects are accustomed to working within rules, codes, and regulated conditions (or sometimes around them), this course asks students to question them to find other solutions to wicked problems.

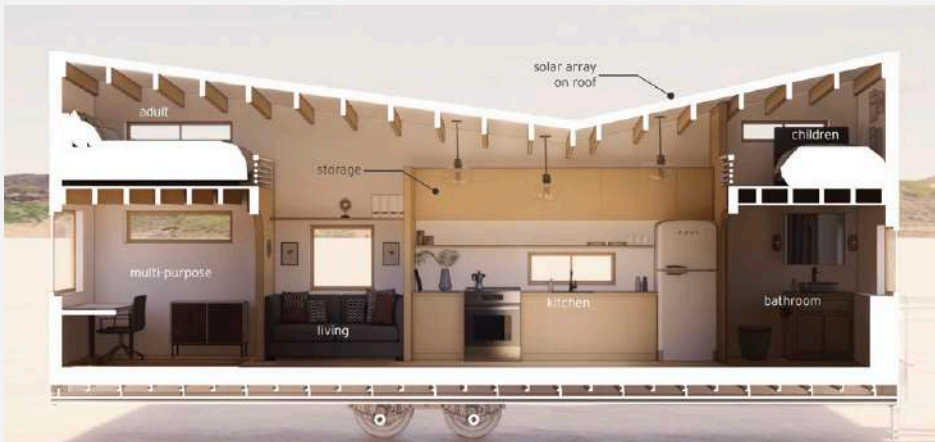
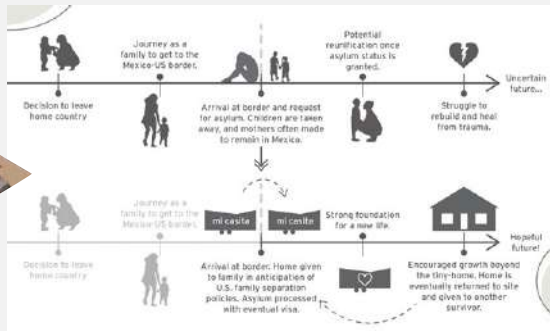
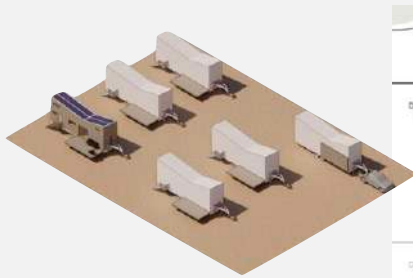
Thinking about how policy drives design, and inversely how design can positively impact policy changes, empowers students as future architects and citizens of their communities and the world.



maps describing Yaqui diaspora caused by deportation, and subsequent split by border wall



Daniel Vega: Vatnatekai Vichau Vicha (the beginning, the future)



Serena Gray: homes for asylum seeking single mothers

## Student Reflections

The University of Arizona Office of Instruction & Assessment administers Student Course Surveys each semester. All data is anonymous.

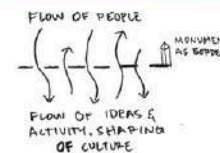
This course was captivating as it took a very real social and political problem and had us analyze it from a statistical, experiential, emotional, and architectural perspective. It was successful in creating a project goal that had us as students analyze what is occurring in today's world and create a solution (architectural and conceptual) that would ultimately benefit the social conditions at the border. The freedom to choose our own topics was refreshing and inspired creativity. (Fall 2023)

In the first couple of weeks, I was a little concerned that I wouldn't be very satisfied with the course since Nogales seemed so remote from my own interests. However, even in the beginning stages of research I found a compelling complexity in the development history, economic identity, and urban issues of Nogales that few outsiders (myself included) completely overlook. I really appreciate the prompt to tackle a meaningful problem in a place that few people in our country seem to care about. (Fall 2023)

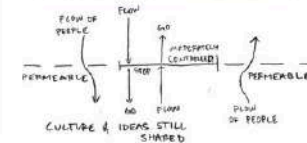
Teresa is the best professor I have ever had. Although she is already amazing and extremely organized, she continues to make improvements every single semester which is a quality I do not see often. Teresa is an outstanding professor who will go above and beyond with organization and communication to have you truly learn and enjoy the course. (Fall 2023)

Teresa is an inspirational, informed, respectful, and smart professor that I look up to. She helps us articulate and explore OUR OWN ideas, instead of making us change our perspectives based on personal beliefs (something very common with other studio professors). She comes to class everyday with energy, passion, and excitement. She is flexible based on our individual needs, which helps tremendously with productivity and production of quality work. (Fall 2023)

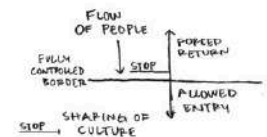
Monumental Border



Semi Permeable Border



Fully Divided Border



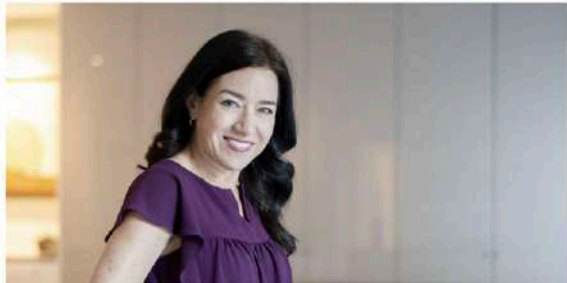
Alfredo Quezada: border flow diagrams





# CAPLA's Teresa Rosano Wins Prestigious Gerald J. Swanson Teaching Excellence Award

May 20, 2024



Teresa Rosano, an assistant professor of practice in the School of Architecture within the College of Architecture, Planning and Landscape Architecture, was awarded the prestigious Gerald J. Swanson Prize for Teaching Excellence.

Logan Havens

The University of Arizona has awarded Teresa Rosano, an assistant professor of practice in the School of Architecture within the College of Architecture, Planning and Landscape Architecture, the prestigious Gerald J. Swanson Prize for Teaching Excellence.

The award recognizes excellence in undergraduate teaching and was created through a gift from the Thomas R. Brown Foundation in honor of Gerald J. Swanson, professor emeritus of economics. The award includes a \$5,000 prize.

The awards are presented by the Office of the Provost, the W.A. Franke Honors College, the Graduate College, the Postdoctoral Affairs Office, and the GIFT Center at the University of Arizona Foundation. A recognition event is planned for next spring.

Rosano earned her B.Arch from CAPLA in 1994 and co-founded Ibarra Rosano Design Architects in 1999. The firm has gained national recognition as one of Arizona's top design firms for its modern desert architecture. Rosano returned to CAPLA as an adjunct lecturer in 2011 and became an assistant professor of practice in 2018.

As a faculty member, she has received several teaching awards. In 2023, she earned the AIA Arizona Educator of the Year Award and the UArizona Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award.

"My role as an educator is to make subject material real and relevant, by incorporating my more than 25 years of professional practice experience into my teaching so that it is tangible, specific, applicable, and memorable," Rosano said.

School of Architecture Director Ryan Smith has observed Rosano's teaching firsthand and noted her students' engagement in the coursework.

"She consistently and dedicatedly shares her love of architecture and her commitment to discipline with her students," he said. "She is inclusive, empathetic, and exemplifies excellence in practice and teaching."

Jordan West, a fourth-year architecture student, met Rosano in fall 2022. Rosano was her ARC301 studio coordinator, and West appreciated her passion for creating an engaging course and her efforts to provide specific feedback and suggestions that helped her improve.

West served as a teaching assistant in the same pre-design course with Rosano and gained a deeper understanding of her teaching philosophy.

"She approaches her instruction with enthusiasm and makes it a goal to make complex subjects engaging and relatable, fostering an inclusive environment where discussions are encouraged, and questions are welcomed without judgment," West said.

Ally Kwan '23, B.Arch, had the privilege of taking several classes taught by Rosano. The most memorable among them was a summer study abroad course. She said that the drawing course, at first glance, didn't seem rigorous, but the experience left a profound impact on her.

"The simple act of drawing forces you to be more intentional to what you see and observe, which changed the way I see and observe both built and natural environments," Kwan said. "Beyond the sketchbook and the drawing techniques I learned over the course, I truly gained a deeper appreciation for life learning from Teresa."

She added: "Teresa is the professor who reminds students why they want to be at CAPLA and a part of the architecture community."

## WHO

Teresa Rosano, Assistant Professor of Practice, School of Architecture

## WHAT

Gerald J. Swanson Prize for Teaching Excellence from the University of Arizona

## CATEGORIES

Alumni Architecture Awards Faculty School of Architecture

# CAPLA Architecture Professor of Practice Teresa Rosano Wins UArizona Five Star Faculty Award

April 11, 2023



Teresa Rosano, Assistant Professor of Practice in Architecture.

The first time students, staff and faculty from the **W.A. Franke Honors College** tried to surprise **Teresa Rosano** with the Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award, she was out near Saguaro National Park East with her architecture students. The surprise was a bust, though the anticipation among the award committee remained.

It's no surprise that Rosano, an architecture assistant professor of practice in the College of Architecture, Planning and Landscape Architecture, wasn't just confining her students to studio. She has long advocated for students to get out in the field to experience the places where their designs would be built.



Teresa Rosano learns that she has won the Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award. CAPLA photo.

It's just one reason that she was selected for the prestigious Five Star Faculty Award, which recognizes excellence in teaching and mentoring and is the only university-wide award for faculty members that is determined by undergraduate students. Each year, a committee of students reviews student nominations before selecting eight semifinalists. From there, candidates are observed by committee members over a two-week period, after which five finalists are named, who send teaching statements prior to their interviews. After the interviews, the committee selects the winner. Rosano is just the second CAPLA faculty member to win the award since it began in 1983.

On their second attempt to deliver the award, Rosano was in studio, and though she knew she was a finalist for the award, she was indeed surprised when the W.A. Franke Honors College crew showed up with flowers for Rosano and treats for students in the class. Neither teacher nor students minded the joyous interruption.



Teresa Rosano (center) with W.A. Franke Honors College students and Assistant Dean Kerns Walter, as well as award donor Dennis T. Ray (left of Teresa). School of Architecture Director Ryan Smith and CAPLA Dean Nancy Pollock Elward. CAPLA photo.

## WHO

Teresa Rosano, Assistant Professor of Practice in Architecture

## WHAT

Recipient: 2023 Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award

## CATEGORIES

Architecture Awards Faculty News & Headlines

"To have been chosen from all the professors teaching undergraduate students in the entire university is simply incredible," says Rosano. "This award is a testament to my students, for whom I am so grateful. Each step of the process demonstrated how thoughtful and kind they are, from their initial nominations, to their enthusiasm when I learned I was a semifinalist, to their help and insightful feedback on my teaching statement for the final round, to their frequent 'Have you heard yet?' inquiries, and finally to their excitement and exuberance when I won. I am beyond lucky to get to do what I do every day."

Fifth-year architecture student **Ally Kwan** is one of the students who nominated Rosano. "Teresa Rosano is one of the most special people I have ever met," she wrote in the award nomination. "Her wit, her compassion and her undying sense of positivity and encouragement should be recognized to the highest extent. Teresa Rosano makes CAPLA better. She reminds students daily what it is to love life and to love what you do. She is the professor who reminds students why they want to be at CAPLA and a part of the architecture community."



Teresa Rosano with students after accepting the Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award. CAPLA photo.

Though this is Rosano's first university-wide teaching award, she has been recognized by both students and peers at CAPLA recently. She was **awarded the inaugural Anne Graham Rockefeller Memorial Award** by the Women in Architecture Society in 2021 because of her "hard work and dedication in supporting women in their journey through school, as well as being a positive role in inspiring others to pursue architecture professionally." And in 2022 she received the School of Architecture's Commendation for Teaching Award.

"What is truly notable about the Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award is that it is a student-nominated and vetted honor," says CAPLA Dean **Nancy Pollock Elward**. "Teresa is most deserving and we are so proud of her accomplishments in the classroom."

In the studio or in the field, Rosano—who is a 1994 graduate of the **UArizona Bachelor of Architecture program** and joined CAPLA in 2011—exemplifies stellar teaching and student support. Congratulations on this distinguished award!

**Learn more about Teresa Rosano in her faculty profile** or **support CAPLA faculty** in bringing exceptional teaching to students in the college.

# CAPLA Representatives Recognized at the 2023 AIA Arizona Design Awards

Nov. 25, 2023



## WHO

CAPLA Faculty, Students and Alumni

## WHAT

2023 AIA Arizona Design Awards

## CATEGORIES

[Architecture](#) [Awards](#) [Faculty](#)  
[News & Headlines](#) [Students](#)

The Arizona architecture community came together for the 2023 AIA Arizona Design Awards at the Phoenix Art Museum on November 11. Chaired by Patricia Chen Suchart, Assoc. AIA, and Thamarit (Tommy) Suchart, AIA, this event showcased exceptional achievements in architecture and design. Under the guidance of Nader Tehrani from NADAAA in Boston, the jury acknowledged outstanding projects and contributors to the architectural landscape. Notably, students, faculty and alumni from the College of Architecture, Planning and Landscape Architecture earned well-deserved accolades for their remarkable work.

## CAPLA Faculty Awardees:

- Brian Farling and **Shawn Swisher**, Jones Studio – Casa de las Balastradas, Central AZ Project Water Education Center, and Homolovi State Park
- **Shawn Swisher**, Jones Studio - AIA10 Award (within 10 years of graduation)
- **Michael Kothke** – Design Pedagogy Award
- **Laura Carr** and ARC 510E students – Community Design Award
- Charles Pifer and **Savannah McDonald**, PMM – Goodwin Collaboration Award
- **Oscar Lopez** – AIA Merit Award for Interior Architecture
- **Teresa Rosano** – Educator of the Year Award



**Teresa Rosano**, honored with the Educator of the Year Award, reflected on her teaching journey during the ceremony. She emphasized the joy of witnessing students evolve into passionate and confident individuals. Expressing her gratitude, Rosano stated, "I am deeply thankful to my supportive students and colleagues. Receiving this award is truly thrilling, and it's an honor to be listed among the excellent educators from our school who have received this recognition."

**Dean Nancy Pollock-Eilwand** shared her appreciation for the AIA's annual awards recognition, stating, "I am so appreciative of the AIA for their annual awards recognition of our extraordinary architecture faculty, alumni, and students. I am struck this year by the number but also the range of accomplishments that run from educational distinction and community outreach to design excellence. We are truly fortunate to have these leaders in our midst who motivate our students and inspire us all."

# New UArizona Honors College Podcast Explores 'Connection' with CAPLA Professor of Practice Teresa Rosano

Aug. 3, 2023



Teresa Rosano, Assistant Professor of Practice in Architecture.

## WHO

Teresa Rosano, Assistant Professor of Practice in Architecture

## WHAT

Featured in W.A Franke Honors College Podcast, It's an Honor

## WHEN

August 2, 2023

## CATEGORIES

[Architecture](#) [Faculty](#)  
[News & Headlines](#)

This summer, the **W.A Franke Honors College** at the University of Arizona launched a new podcast, *It's an Honor*. The second episode, which published on August 2, 2023, features **Teresa Rosano**, assistant professor of practice at the College of Architecture, Planning and Landscape Architecture.

In the new episode, titled **"Exploring Connection with Award-Winning Professor and Architect Teresa Rosano."** Franke Honors College Interim Dean **John Pollard** holds a conversation with Rosano about her design approach, the creative process, her values as an architect and instructor, and the importance of connection to people and place.

In April, Rosano, a 1994 graduate of the **UArizona Bachelor of Architecture program** who joined CAPLA in 2011, **was selected for the Five Star Faculty Award**. The honor, which recognizes excellence in teaching and mentoring and is the only university-wide award for faculty members that is determined by undergraduate students, is awarded by the Franke Honors College.



W.A Franke Honors College Interim Dean John Pollard with Assistant Professor of Practice in Architecture Teresa Rosano as they record their podcast. Photo courtesy W.A. Franke Honors College.

[Listen to the new episode of the \*It's an Honor\* podcast.](#)

[Learn more about Teresa Rosano in her faculty profile](#), or [support CAPLA faculty](#) in bringing exceptional teaching to students in the college.



Rosano's Roadies - ARC301 Fall 2021



Oñate Crossing Border Studio - ARC410f Fall 2021



Foundation Studio - ARC102 Spring 2022



ARC301 Fall 2023



Border Studio Fall 2023



Teresa's Tortilla's - ARC302 Spring 2022



CAPLA in Orvieto Summer Abroad 2022



Border Studio - ARC410f Fall 2022



Foundation Studio Spring 2023



ARC202 Spring 2023



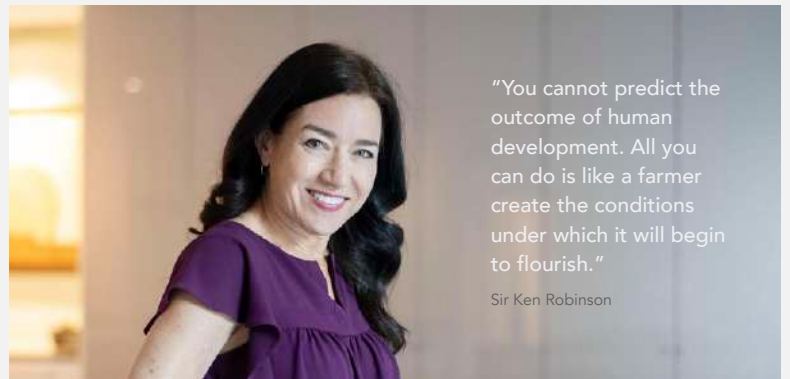
Rosano's Raviolis - ARC301 Fall 2022



Foundation Studio - ARC102 Spring 2023



Mindfulness + Justice Studio - ARC410f Spring 2023



"You cannot predict the outcome of human development. All you can do is like a farmer create the conditions under which it will begin to flourish."

Sir Ken Robinson