

**University of New Mexico
School of Architecture and Planning**

Visiting Team Report

Master of Architecture

**The National Architectural Accrediting Board
8 March 2006**

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

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I. **Summary of Team Findings**

1. **Team Comments**

The Architecture program at the University of New Mexico benefits from a student body that is diverse, extremely engaged, and very enthusiastic for the Program. They are clearly proud of the education they are receiving. The faculty is passionate about teaching, gifted and very accomplished professionally.

The new George Pearl Hall will provide a facility that will allow the program to have a premier position on the campus both locationally and pedagogically. The success of the capital campaign indicates strong community, professional, and university support for the School. This coupled with the formation of an Alumni Association and their financial commitment to the School is extraordinary. This can provide a lifetime connection between former students and the Program.

The University has recognized the valuable contribution of the DPAC to the community and the Program should celebrate and embrace this involvement. There are additional opportunities with the other professional programs within the School that have the potential to provide a strong interdisciplinary involvement for faculty and students. Students are exposed to a range of lecturers and visitors and have the opportunity to study within and outside the region.

The Dean has a clear vision for the School and should be commended for positioning the school for future growth and success. With a new facility on the horizon the next step in visioning for the program should be undertaken.

There are consistent accolades for the new Director and the tremendous opportunity that this provides for the Program to specifically address its goals with measurable goals for the future.

2. **Progress Since the Previous Site Visit**

Condition 9, Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the Institution

Previous Team Report: Even though the team recognizes the limited nature of the resources of the University and the state of New Mexico, it also understands the significant and serious constraint that these limitations place upon the program in its attempt to reach its full potential.

The new dean has provided a clear vision (in a short period of time) for what the school needs regarding funding priorities to maintain and improve the quality of the school's programs. Due largely to the dean's leadership, the school is to be commended for creative use of their endowments. The recent J.B. Jackson endowment provides opportunities of enhancement for the Architecture Program with benefits that include students, faculty and the larger community.

However, there is concern that the operating budget for the school does not have the requisite funding from the university to adequately address the full needs of the school. There seem to be two major problems:

- First the current operational expenses are in an annual deficit of a little more than a third of the total budget, in the short term, budget deficits are made up from vacant faculty lines (these will be filled next year). Endowment funds are intended for "program enhancements" and should not be used for operating expenses.

- Second is that the funding amounts required to support new computer hardware and software and for "refreshing" this equipment on a minimum two-year cycle is not adequate. The amount budgeted for maintenance of equipment (e.g. the cost of hardware warranties and/or the repair of broken hardware) is also not adequate. Funding needs to be increased to allow the department to begin to implement the recommendations of the School of Architecture and Planning Computing Committee's recommendations.

An annual report detailing this status of the financial condition and the available resources is required.

Visiting Team Assessment

The financial resources of the school have improved since the previous visit. There is strong financial commitment from both the University and the Community for the new facility. Part of the faculty line budget is still being used to fund operating expenses, so appropriate funding adjustments need to be made to provide for a full faculty budget expenditure. Faculty salaries are low both for full time and part time faculty, and benefits for part time faculty demand serious adjustment. There are two additional faculty lines that have been provided for the Program; these should be spent on hiring new faculty to lighten the load on the full time faculty. Salaries for School staff are also low and require improvement.

3. Conditions Well Met of the Conditions and Student Performance Criteria

Student Performance Criteria Well Met

- 13.3 Graphic Skills: Well Met in 4+2 Program
- 13.5 Formal Ordering Skills Well Met in 4+2 Program
- 13.18 Structural Systems: Well Met
- 13.25 Construction Cost Control: Well Met
- 13.30 Architectural Practice: Well Met
- 13.31 Professional Development: Well Met

4. Conditions Not Met

Condition 8: Physical Resources [See Condition 8 for detail.]

5. Causes of Concern

Program identity in the Curriculum: There is now a clear need for holistic assessment of the program curriculum to ensure that it faithfully reflects program identity and values across required and elective offerings. The context of the Program within a multi-discipline School and a strongly contextual University setting provide very specific opportunities that are currently under-realized consistently in the curriculum. While there is a strategic plan in place that plan needs measurable objectives included to mark progress.

Office of Graduate Studies: The Program should review the relationship between the Program of Architecture and the Office of Graduate Studies. Many frustrations were expressed between the Program and this Office; however, it appears that this is an experience felt by many other Schools and Programs within the University, and the University is aware of these problems. Clarity of desired assistance from the Office of Graduate Studies should be identified, and alternative solutions found when that assistance cannot be provided. [n1]*

Curriculum: There are two specific tracks to the professional MArch degree. Clarity of sequencing and equivalency in content and resource expenditure are needed for these two

tracks. Each of the two curricula should be evaluated to insure similar resources are invested in each program including enrichment in terms of elective offerings and opportunities for travel. Currently there is an inconsistency of opportunity and learning objectives between the two professional tracks. Significant resources are expended on the 4 year pre-professional degree without a similar effort in the 3.5 professional degree.

Faculty Experience: The program should hire a faculty with a broad range of background, experience, and training to enrich the experience of students. The Team was encouraged at the national search to hire a new director. The University has recently provided the program with two additional faculty lines which should be filled with full time faculty to further support the expanding nature of the program.

Full Time Faculty: There is a need to examine the full time faculty teaching loads and the service and research obligations to determine an optimum balance between full time and part time faculty in the program. All full time faculty should be encouraged to develop coursework in relationship to their research interests.

Part Time Faculty: A substantial number of the teaching faculty are part time faculty who have made a significant commitment to the School over an extended period of time. The compensation and benefit package for this part time faculty should be evaluated and adjusted to be responsive to this commitment. The Team considered this faculty to be under paid and with minimal benefits. There was significant comment by both the full time faculty as well as students about this inequity. In addition, mentoring and professional development for this part time faculty should be strongly supported.

Advising: There is a clear need for additional advisors particularly at the graduate level. Most advising emphasis is on the pre-professional program. For the students in the 3.5 program, the electives are very minimal so careful selection is critical. Appropriate advising of the full range of applicable course work within the school as well as the University is needed.

Students: While the students are enthusiastic about the program particularly the pre-professional program, there needs to be a stronger process to encourage students from the pre-professional program to enter the professional program. Less than 30% of the pre-professional 4 year students apply to the professional program and less than 20% matriculate into the 2 year professional program. Attention and a measurable solution need to be provided to this issue that has been identified in the last two accreditation visits.

Scholarships: The undergraduate pre-professional tuition costs are very well funded for New Mexico residents under the state lottery system. However, there is a precipitous drop in funding at the graduate level which may account for the substantial exodus after the pre-professional degree. Additional assistantships and scholarships are necessary at the graduate level to provide for students who wish to continue with the professional degree but do not have the resources to do so. *There is a concern for the amount of time students work outside of school in jobs during the term.*^[n2] Additional scholarships should also address this issue.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met Not Met

Although the School of Architecture and Planning is the smallest school or college at the University it benefits from a substantial amount of support. The University has committed a significant amount of resources to commission and build a signature building at the main entrance of the campus which will house all of the disciplines of the School as well as the Fine Arts Library under one roof.

The University supports the Program as well in financial support to provide counter-offers to retain tenure track faculty, to approve tenure requests, to allow technology fees, and to permit the potential for differential tuition.

The School is highly valued by the University for its engagement and outreach to the community. The Architecture Program provides a course for the University Core which broadens the range of influence of the profession into the academic community. The Program nurtures a productive relationship with the College of Fine Arts because of the joint appointment of the Dean of that College in the Architecture Program.

Within the School of Architecture and Planning the Architecture Program interacts with the Community and Regional Planning Program and the Landscape Architecture Program through joint studios, elective course, certificate programs and the Design and Planning Assistance Center (DPAC). These community-based programs within the School are a clear resource that could be more substantially leveraged for the Architecture Program.

Faculty is successful in competing for internal university grants and leaves of absence, and serve on several University committees.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given

the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met Not Met
[X] []

The students of UNM are given many avenues to pursue leadership positions within the American Institute of Architecture Students (AIAS), the Graduate Architecture Student Association (GASA), Tau Sigma Delta Honor Society – Gamma Lambda Chapter, local professional and licensing boards, and more informal avenues. The newly formed American Indian Council for Architects and Engineers (AICAE) also shows great promise for representing students of the local community that has until recently not been expressed. The student "voice" within the school and the community is also well established with local firms and the returning UNM graduates to the school as faculty. In addition, the recent development of the Alumni Council is yet another way for the students of UNM to continue to help in the future of the School and profession.

Students expressed there is a successful infrastructure in place for funding for student organization activities and travel from both the School of Architecture and the University Student Organization Association. The monthly meeting of the student leaders and the Dean is one way that the students have had the opportunity to advocate on behalf of the students in the school. The AIAS received adequate support from SOA for the AIAS Hosted Quad Conference this year and were funded for same.

On the other hand, a review of the communication between the current structure in place for student involvement and the awareness by all students that this avenue exists needs to be addressed. The multiple e-mails to all students do not seem to be an effective process.

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.

Met Not Met
[X] []

Eighty percent of the undergraduate students with the pre-professional degree, the Bachelor of Arts in Architecture, do not proceed immediately into the professional 2 year Master of Architecture program. However, there appears to be clarity with the students that this degree is pre-professional, and that an advanced accredited degree is necessary for licensure.

Students are orientated to IDP upon entering the Program by the Architectural Program Director and it is reinforced at stages during their education. A faculty member is the Chair of the NCARB IDP Committee and a member of the national IDP Coordinating Committee, and is a valuable local resource.

Students indicate that they understand the IDP and the need for continuing education, and almost every student indicated an intention to become licensed and pursue practice with the profession. That is very encouraging for the future of the profession and seems to be unusual considering the number of potential candidates throughout the country who do not seem to be interested in taking the ARE.

There is a need to look at the professional credentials of all faculty to ensure substantial student contact with registered faculty in both the pre-professional and professional degrees. All professional faculty should be encouraged to become licensed within the state of New Mexico[n3].

1.4 Architecture Education and the Profession

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

Met	Not Met
[X]	[]

The Architectural Program has close ties to the profession and the Albuquerque AIA has their offices in the school building. Surprisingly, there does not seem to be a strong pro or con feeling about this arrangement. It may continue in the new facility and mentoring relationships were proposed to promote a closer relationship between AIA members and students. This should be fully supported by the Program. The AIA has Board positions for both a student and a faculty member and it participates in exhibits and other events, including job fairs at the school.

Student coursework develops a talent for research and exposes them to collaborative roles throughout the Program in various studios and courses. The DPAC appears to have successfully navigated the line between academic and professional work. Students participating in these studios are also introduced to ethics and their responsibilities to clients and the public.

There is a selection of elective courses that include real estate development and historic preservation, among others. However, there are not enough electives in the program to allow students to pursue this interest without additional semester time. Students are exposed to specific areas of potential practice and also develop an awareness and appreciation for what others do within the broad context of the development of the physical environment.

1.5 **Architecture Education and Society**

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

Met Not Met
[X] []

The social responsibility of the architect is explicit and implicit in many of the studio problems --and in the elective offerings of the school; however community outreach is less than it might be, given the substantial needs of the local context. A substantial exception to that is DPAC, an exemplary vehicle for community involvement that succeeds on many fronts.

The University and School clearly recognize the value of the community work performed by DPAC. The goodwill generated by the Center resonates broadly, bringing welcome recognition to the university from across the State [n5]

2. **Program Self-Assessment Procedures**

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

Met Not Met
[X] []

The program has demonstrated progress toward fulfilling its mission since the last visit. It utilizes faculty meetings, retreats, and meetings with administrators, staff, students and professionals to seek input and for reviews of its effectiveness. The program also utilized an excellent alumni survey to receive feedback on how effective the program has been preparing its graduates for the profession.

The School developed its strategic plan for 2005-2010 and adopted it on June 1, 2005. This plan was developed with input from administrators, faculty, students and staff. While the plan identifies possible future initiatives, it lacks a timetable for clearly defined deliverables.

3. **Public Information**

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

professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met Not Met
[X] []

The required NAAB language appears in the 2005-2006 UNM catalog and on the School of Architecture and Planning website.

4. **Social Equity**

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

Met Not Met
[X] []

The program provides a clear path for the diverse community to study architecture. At the 100 level, an Introduction to Architecture course is taught as a University core to expose the study of architecture to potentially a large segment of the general University population.

There were no issues of social inequity expressed by the students or staff. The faculty, staff, and student body is diverse. Gender equity in the full time faculty is 4 Female and 11 Male. The female faculty has strong responsibilities in the Program. While there is a Native American faculty only in the landscape program, other minorities and nationalities are represented.

Faculty has a forum for voicing its concerns at monthly program meetings with new director and monthly meetings with the full School and Dean. There is wide support from faculty and students for the new Director. Students expressed an open door policy at the offices of the Dean and Director. Although it does not appear to be a top down organization, the faculty appears to perceive it in that manner so better communication may be needed. There is some feeling that all faculty opinions are not sufficiently heard and valued.

5. **Studio Culture**

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

Met Not Met
[X] []

The program has a clear studio culture policy that was developed by a small group of students and faculty and then accepted by the entire program. Students were very positive about this policy and indicated the studio environment was very supportive. Many students, however, noted that the studio environment has always been supportive so no perceived change was felt.

The Studio Culture Policy of the school demonstrates a good understanding of not only the issues address by the AIAS publication; *The Redesign of Studio Culture*, but the needs of the students and the faculty. The definitions of each of the values (respect, optimism, sharing, engagement, innovation and worth of time) as it relates to the studio environment creates a great pedagogical model for future development of not only the studio culture of the school, but their school culture and surrounding firm/community culture as architects.

6. Human Resources

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

Met Not Met
[X] []

Both students and faculty expressed a need for additional full time faculty. Of 13 FT faculty, 4 are full time administrators and 2 additional have a substantial administrative load. There is a strong need for additional financial support and particularly benefits for part time faculty, who outnumber FT teaching faculty 2:1, and whom students characterize as being dedicated, energetic, and inspirational.

The use of two FTE lines to fund operating costs rather than faculty positions has created an uneasy research and service environment as additional teaching load is placed on faculty.

The funding of part time faculty for professional development is not in place, nor does it seem to be able to be under the current structure of the budgeting procedures. This issue should be addressed. (n11) There was some concern expressed about the difficulty with the administrative procedures for processing grant funds.

Additionally, the continued need for full time faculty to teach the required classes does not allow for new ideas and elective course development as well as research that could benefit the students and the Program (n12).

Staff is wonderfully enthusiastic and dedicated; additional help is needed in addition to advising noted elsewhere, with recruitment to develop a better applicant pool.

7. Human Resource Development

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

Met Not Met
[X] []

Both the University and the School of Architecture and Planning provide grant opportunities and directed faculty travel resources for full-time faculty to support their travel and research. The opportunities to support part-time faculty development are limited and should be increased for

part-time faculty with a longer term commitment to the Program. The part-time faculty outnumber the full-time teaching faculty by a two to one margin. In addition to the lack of development opportunities for the part-time faculty the salaries of \$900.00 per credit hour is extremely low for the number contact hours required for studio instruction and many of their travel distances.

Student development opportunities through field trips and travel abroad are offered primarily at the undergraduate level. These travel opportunities should be consistently offered to the graduate students. A greater emphasis by UNM could be placed on funding opportunities for faculty, especially part time faculty, to attend seminars and conferences, travel, and do independent research. An expanded fundamental commitment on the part of the Institution to encourage and fund these expenses for all faculty is necessary.

Special attention needs to be paid to reducing the amount of time that reimbursements for travel, etc. are made to faculty and students.

Student/faculty field trips do take advantage of the fact that the UNM is located in an area with a unique historical context, and that is very rich in regional cultural traditions, but travel to other parts of the US, as well as Mexico, Europe, and the Far East should be encouraged for the all tracks in the Program.

Faculty salaries and staff salaries compared to the other professional programs at the university are low and should be higher.

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.

Met Not Met
[] [X]

As it was at the time of the previous visit, the Program is still housed in three buildings that have substantial inadequacies. A new building is under construction and is expected to be occupied by January 2008. The new facility will provide Program spaces in one location and deficiencies such as the lack of a shop and computer resources should be corrected. However, there are students who will go through the program without these corrections, so attention needs to be made to these issues now. In the interim period before the occupancy of the new building, ADA non-compliance, computer resources and an adequate model shop within the existing facilities must be addressed.

The lack of ADA accessibility within the current facilities is a serious concern for the educational environment of the physically challenged. While the administration stated that if there is a student with special needs, the facility space is appropriately scheduled; this lack of accessibility has been predominant for at least ten years. Since two of the existing facilities are owned by the University and are intended to be reused, accommodation for those with disabilities within the existing facility should be an immediate priority. While this issue will essentially be solved for the Program with the move to the new facilities, that relocation is two years away. This issue must be resolved before that time.

However, the model shop within the school has been recently closed. A model shop provided by the Fine Arts College has been made available but it is distant from the school and not currently used by many students. Consequently, there appears to be a limited amount of design exploration in physical model development particularly at the upper level design studios.

New student fees cover computer resources for the school. The students expressed a strong need for consistent availability of computer resources, particularly computer programs, server connection, and printing. They noted that these resources are not consistently provided within all three facilities.

9. Information Resources

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

Met Not Met
[X] []

The library collection far exceeds the 5,000 different catalog titles required. The annual budget has remained flat from year to year which essentially means less information resources are purchased as costs are increasing. Acquisitions are made each year on an approval plan in consultation with the faculty of the Program and when cuts are necessary to the periodicals, the faculty is consulted in order to determine which of the journals should be discontinued.

There is frustration with the remote storage of many books and the interlibrary call only 2 or 3 times per day. The addition of the Fine Arts Library to the new School building will be a distinct advantage after the move.

The digital resources are growing very slowly and attention should be given to digitizing the faculty collections.

10. Financial Resources

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

Met Not Met
[X] []

This condition is met. The School of Architecture has experienced a steady growth of financial support from the university each year since the last visit. The operating budget for the School of Architecture has grown by 26 percent. While the increases can be seen primarily in the annual fixed salary lines, there was also a significant increase in the equipment allocation. The University has supported the School by providing a new administrative position and two new faculty lines and the School has been able to use its existing 3 to 4 vacant faculty lines from year to year as

discretionary funds to hire adjunct faculty and for program support. There should be a clear distinction between the needs for the operating budget and faculty salaries.

Faculty salaries when compared to the other professional programs in business, law and engineering are low. The team is particularly concerned about the rate-of-pay for the part-time faculty and the lack of benefits afforded them for professional development.

The University has also authorized a technology fee for all School of Architecture courses. The \$14.00/ credit hour for graduate and upper-division courses and the \$7.50 / credit hour for lower-division courses fee has added an average of \$95,000 to be used towards supporting instruction. It is anticipated that this amount will reach \$130,000 this academic year. The School has also been encouraged to develop a proposal for deferential tuition, similar to the proposals approved for the School of Law and the Anderson Schools of Management.

Private support and major gift fundraising has been laudable. The recent fundraising focus of the School has been primarily to support the needs of the new building. The School has raised \$4,000,000 towards that end. There is also great optimism that future fundraising for program enhancements will be equally successful.

11. Administrative Structure

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

Met	Not Met
[X]	[]

The University is accredited by the North Central Association of Colleges and Schools and was last accredited in 1999 and will be up for reaccreditation in 2009. The Architecture Program is housed in the School of Architecture and Planning which is managed by a Dean who reports directly to the Provost and Vice President for Academic Affairs.

The Architecture program is one of three programs directed by a Director that reports to the Dean. The Office of the Dean consists of an associate dean, a budget director, 2 development officers, a full-time undergraduate advisor and administrative support staff. This appears adequate except for advising.

The program enjoys autonomy comparable to other professional programs in the School and the University.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are

strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met Not Met
 [X] []

The Program provides two tracks for the professional degree of MArch, a 2 year track and a 3.5 year track. The 4 year undergraduate pre-professional component provides for 17 credits of free electives. This allows in the pre-professional program the ability with one additional credit to obtain a minor within the UNM system. The intensity of the 3.5 year track allows for only 8 credits of free electives out of a total of 108 credits. This is a minimal amount of electives and requires an additional semester or two for a student to participate in the excellent Graduate Certificate Programs in Historic Preservation and Regionalism and Town Design. Consideration should be given to expanding the available electives within the existing 3.5 program to encourage students to pursue a specialization.

13. Student Performance Criteria

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

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met Not Met
 [X] []

The program currently structures its courses in a fashion that promotes a strong ability to express student ideas in both written and spoken form. An ability to express ideas of design, research and critique is evident in all classes from studio to lectures with fluidity even in a time sensitive situation (i.e., written exams or design juries).

13.2 Critical Thinking Skills

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

Met Not Met
 [X] []

This criterion is met in more than the indicated courses: History, research methods, the graduate seminar, thesis prep and especially the final project books are especially effective indicators of this skill

13.3 Graphic Skills

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

Met Not Met

[X] []

This criterion is well met. Traditional media and drawing techniques are introduced in ARC 101 & 104 to pre-architecture students and reinforced in ARC 202-205 Design I & II. Digital media is effectively integrated into the design studios starting in the second year of the undergraduate program through ARC 204 & 205 Introduction & Intermediate Representation courses and continued throughout the undergraduate studios.

In the 3.5 graduate program both traditional and digital medium are taught in ARC 505 & 506 Graphic Seminars & ARC 505L & 506L Introductory Graduate Studios. More emphasis could be placed on the development of varied hand drawing skills for the 3.5 program students.

13.4 Research Skills

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

Met Not Met

[X] []

Research skills are developed in a number of courses. The introduction of methodology in the early course work is appropriate. The two Master thesis tracks provide a vehicle for greater inquiry and analysis as part of the culminating experience. Greater rigor could be provided in the depth, range, and documentation of source materials in the research provided at the upper level coursework.

13.5 Formal Ordering Skills

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

Met Not Met

[X] []

Formal ordering skills were exceptionally well met in the pre-professional program. While understanding is met in the 3.5 program it does not have the same level of well met achievement.

13.6 Fundamental Skills

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

Met Not Met

[X] []

The ability to disseminate basic architectural principles is evident in many of the courses in the program. Most visible in the 200-level studios, the principles of design, interior space and site understanding engage the students at an early time in their education. In addition, the 402 Comprehensive Design Studio continues to develop those skills into a functional design. The 300- and 400-level design studios also continue these skills but at

a theoretical and scholarly intensity, while issues of basic principles of environmental systems and structures are being taught to the students (381, 382, 385, and 470).

13.7 Collaborative Skills

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

Met Not Met
[X] []

Students work on projects of various types in a team environment and their ability to relate to, and be able to act in a collaborative manner with various levels of talent and with other disciplines seems well documented. Projects illustrate team effort at the programming, research, design, and documentation level, as well as in the area of community outreach. Some coursework also involves architecture, landscape architecture, and planning disciplines working together on projects.

13.8 Western Traditions

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

Met Not Met
[X] []

This criterion is met in regular studio case studies (graduate and undergraduate), and in required architectural history courses (including both World History and Contemporary/Modern). References are built, drawn, scanned –and clearly affect design strategies.

13.9 Non-Western Traditions

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

Met Not Met
[X] []

This student performance criterion is minimally met. While significant emphasis is placed on regional native traditions and their roots to a level of understanding, the other cultures of the non-western world including Asia, the Pacific, and Africa are not as well developed. Exposure to the level of understanding to a broader range of the divergent canons is necessary.

13.10 National and Regional Traditions

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

Met Not Met
[X] []

This criterion is met in ARC 261 & 541 World Architecture History I and Arc 262 & 568 World Architecture History II. Lectures are given on historic New Mexican towns and examples of architecture and class assignments both require students to select and report on examples of regional architecture. Additionally, national and regional architectural traditions are addressed in ARC 522 Contemporary Architecture which is required of the 3.5 M. Arch Program.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met Not Met
[X] []

The use of precedents in the beginning studios at both the graduate and the undergraduate level is introduced consistently. Other coursework further develops the use of precedents as an informing process in most studio projects.

13.12 Human Behavior

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

Met Not Met
[X] []

The ARC 470 Human Factors class provides a level of understanding of the issues of human behavior and the physical environment. This course work is very strong and continues to demonstrate a high level of understanding. The equivalent class for the 3.5 graduate students is not as well developed. While the condition is met, the opportunity to integrate the superior course work of ARC 470 should be provided to both tracks.

13.13 Human Diversity

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

Met Not Met
[X] []

The community-based studios (503 and 508) provide the students with immeasurable benefits, to both the students and the community. These studios take advantage of the unique setting of the school and the collaboration of the three programs (Architecture, Landscape Architecture and Architecture Planning) create a "real life" setting for a project with a range of real client needs.

13.14 Accessibility

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

Met Not Met
[X] []

Student projects illustrate the ability to effectively deal with accessibility requirements. Design projects, as well as projects strictly related to construction documents and details, consistently illustrate solutions required to accommodate physical disabilities in both site and building design.

13.15 Sustainable Design

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

Met Not Met
[X] []

The principles of sustainable design are introduced and reinforced in ARC 385 Environmental Controls I through lectures, assignments and examinations. It is further emphasized and illustrated in the projects that are produced in ARC 502 Technology Studio.

13.16 Program Preparation

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

Met Not Met
[X] []

This criterion is minimally met. Program issues are addressed in a number of courses but inconsistently. The ability is found in the work of the comprehensive design studio projects but the course specifically designated for program preparation for the 3.5 program does not address many of the requirements of this Student Performance Criteria.

13.17 Site Conditions

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

Met Not Met
[X] []

There is ample consideration of site throughout the studios, in both graduate and undergraduate course sequence. The work completed with the LA program lends additional depth to this accomplishment.

13.18 Structural Systems

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

Met Not Met
[X] []

Considerable progress has been made since the last visit at which time a new faculty member had just been hired to improve this aspect of student education. The exposure to structural systems is now well met.

Structural coursework starts with a comprehensive introduction to structural physical properties and analysis, and evolves to detailed designs in wood, steel, and concrete building components and systems. Dead, live, wind and seismic loads are addressed as well as the effect of temperature. Students do a case study of an existing building and they also design a project structural system along with all calculations and component selections. The coursework is comprehensive and detailed with demonstrated student understand of structural systems and individual components.

In addition to the strictly structural coursework, advanced student studio projects typically illustrate the structural systems selected for their designs and the Construction I and II courses emphasize it as well.

13.19 Environmental Systems

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

Met Not Met
[X] []

Introductory courses comprehensively introduce basics such as conduction, convection and radiation, thermal mass, etc. as well as site climate analysis, heat gain and loss, concepts for passive and active solar, daylighting, photovoltaics, and acoustics. An existing space is selected and analyzed for comfort and students prepare a report on their findings,

Advanced students design a solar heated building as well as prepare a building design that includes HVAC duct layout and sizes, lighting layout and electrical circuits and service size, and plumbing riser diagrams with pipe sizes. Calculatlons for their solutions are included.

13.20 Life-Safety

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

Met Not Met
[X] []

Studio course work addressed egress components in appropriate ways.

13.21 Building Envelope Systems

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

Met Not Met
[X] []

Student work does illustrate the understanding required by the criterion. Plans, elevations, and especially sections illustrate envelope systems that use materials and assemblies appropriately and creatively. The technology involved and the response to the environmental aspects seem well understood and are incorporated in well done overall building designs.

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

Met Not Met
[X] []

This criterion was minimally met as building service systems were shown in the studio projects but could not be found in the teaching syllabus. The detailed technical teaching of the performance for plumbing, electrical, vertical transportation, communication, security, and fire protection systems were minimally addressed in the curriculum.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met Not Met
[X] []

Student work exhibits concern for climate, sun and wind orientation and the ability to take advantage of those factors for solar gain, natural light, and ventilation. Effective passive and active sun screening methods are well illustrated and structural, mechanical, and electrical systems are well integrated, and effectively illustrated. Exit ways, elevators, and stairways are well identified and properly located. Accessibility requirements are met. Some projects go beyond conceptual illustration and include details of construction in wall sections and other details. Systems are illustrated in building sections showing roof, wall, floor, systems, duct and equipment locations and types, lighting solutions, etc that indicate the ability to deal with these systems.

13.24 Building Materials and Assemblies

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

Met Not Met

[X] []

Student work in technical documentation courses, and studio courses that deal with building structural, mechanical, electrical and envelope systems and components, indicate an understanding of this criteria. It is illustrated in building plans, elevations, and sections and reports that indicate research into the appropriateness of the systems and materials selected.

13.25 Construction Cost Control

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

Met Not Met
 [X] []

Building cost, life-cycle cost, and construction estimating are met to the level of understanding in the technical documentations coursework.

13.26 Technical Documentation

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

Met Not Met
 [X] []

Technically precise drawings were exhibited by student teams in the Technical documentation class, as well as the Comprehensive studio.

13.27 Client Role in Architecture

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

Met Not Met
 [X] []

This criterion is met, most notably in 508, the DPAC studio. From time to time and to varying degrees, other studio problems address this criterion. In addition, this criterion is met in the professional practice coursework.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met Not Met
 [X] []

The Comprehensive Studio addresses the issues defined in this Student Performance Criterion. Part of the Graduate Review also provides a gateway to this studio so

additional preparatory coursework for students can be provided before entering this course.

13.29 Architect's Administrative Roles

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

Met	Not Met
[X]	[]

These issues are addressed in the case study approach of the professional practice class. The case study approach provides a realistic venue for the students to understand these administrative roles.

13.30 Architectural Practice

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

Met	Not Met
[X]	[]

The architectural practice component is taught through the Case Study approach in the Professional Practice coursework and looks at the range of topics required in this Student Performance Criterion. The reality presented by this process is an excellent focused learning experience.

13.31 Professional Development

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

Met	Not Met
[X]	[]

This criterion is primarily covered in the Professional Practice course. The vast majority of students indicated that they are familiar with the Intern Development Program and its requirements. They also indicated that the desire to obtain licensure is their ultimate goal. Students did indicate however that they feel they need a mentorship system for this to be more effective. The Program has a valuable resource in a faculty member that is deeply involved in the IDP effort at the national level.

13.32 Leadership

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

Met Not Met
[X] []

The use of case studies for the 531 (Professional Practice) lecture allows for a new and fresh way of looking at the issues of architecture leadership within the design and construction process. An understanding of these issues related to "real life" issues allows the students to grasp the role of *leader* related to the successes and failures of those before them.

Due to the nature of the studio environment at the school, the issues of leadership in the design and construction process related to the community is also addressed in the required community studios (503 and 508).

13.33 Legal Responsibilities

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

Met Not Met
[X] []

This criterion is minimally met. It is very efficiently and comprehensively addressed in certain studios and minimally met in others. The concern is that some students by process of selection may take a series of studios that do not give priority to these issues.

13.34 Ethics and Professional Judgment

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

Met Not Met
[X] []

This criterion is primarily covered in the Professional Practice course. The AIA Code of Ethics and Professional Conduct are part of the course materials as well as selected articles and publications on both ethics and professional judgment. The knowledge gained is tested with essay responses to case specific situations and the understanding is well documented.