

University of New Mexico
Interim Progress Report for Year Five

Instructions and Template

Due by November 30, 2023

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 - a. Progress in Addressing Not-Met Conditions and Student Performance Criteria identified in the review of the previous Interim Progress Report
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 - c. Summary of Preparations for Adapting to 2020 NAAB Conditions
 - d. Appendix (Include revised curricula and syllabi. Syllabi shall reference which NAAB SPC a course addresses and which 2020 PC and SC it will address; samples of required student work).
4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the previous Interim Progress Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of preparations for adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. **Evidence of student work is required for SPCs 'not met' in the most recent VTR.**
 - **Provide three examples of minimum-pass work for each deficiency** and submit student work evidence to NAAB in electronic format. (Refer to the "Requirements for the Use of Digital Content in Interim Progress Reports" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.
3. The annual statistical report (See Section 9 of the 2015 Procedures) is still required in either case.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted as bookmarked PDFs sent to accreditation@naab.org. As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
N/A	

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
A.8 Cultural Diversity and Social Equity	<input checked="" type="checkbox"/>
B.2 Site Design	<input checked="" type="checkbox"/>

3. TEMPLATE

Interim Progress Report

University of New Mexico

Department of Architecture

Master of Architecture

Track 3 [undergraduate degree + 99 credits]

Track 2.5 [pre-professional degree in architecture + 69 credits]

Track 2 [pre-professional degree in architecture + 54 credits]

Year of the previous visit: 2018

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Chris Cornelius

Title: Chair of Architecture

Email Address: ccornelius@unm.edu

Physical Address: School of Architecture and Planning
MSC04 2530
1 University of New Mexico
Albuquerque, NM 87131-0001

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Robert Gonzalez

Title: Dean

Email Address: ragonzalez@unm.edu

Physical Address: School of Architecture and Planning
MSC04 2530
1 University of New Mexico
Albuquerque, NM 87131-0001

Text from the VTR and IPR Year 3 review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

2018 Visiting Team Assessment: According to the department chair, the evidence relating to this SPC was unavailable for review at the time of the visit, including course syllabus, information regarding readings or other content, quizzes, papers, or other evidence. As a result, the team was unable to assess compliance with this criterion. Social equity was tangentially shown in ARCH 633 Sustainability II through the impact of sustainable design; however, it alone did not rise to the level of understanding.

University of New Mexico, 2021 Response: The instructor for Arch 633 is developing course content to properly address this deficiency. We will also be looking at Arch 651 Professional Practice, Arch 621 Research Methodology, and Arch 624 Architectural Theory (all required courses) for developing course content that would address social equity issues and that would be in-sync with PC.8 Social Equity and Inclusion (2020 NAAB Conditions for Accreditation).

University of New Mexico, 2023 Response: Within the School of Architecture and Planning, we see it as essential to our mission to promote diversity, equity and inclusion throughout the curriculum and experience of our faculty, students and staff. The faculty and student enrollment in Architecture largely reflects the diversity of UNM as a recognized Hispanic-Serving Institution. The current M Arch population is 37% Hispanic, 9% Indigenous and 34% White/non-Hispanic. Therefore, many courses include social content and leverage students' own backgrounds, identities, and experiences in learning. We highlight here just some of these courses that most directly address requirements of SPC A.8 (2014) and PC.8 (2020) in both the undergraduate and graduate core curricula. These themes are introduced and investigated in undergraduate and graduate lecture courses (ARCH 323 Architecture and Context, ARCH 450 Design Leadership, and ARCH 2125/524 World Architecture II), explored through ARCH 601 graduate design studios, and then reconsidered in the graduate Architecture Theory course, ARCH 624.

UNDERGRADUATE COURSES. The vast majority of our M Arch students hold the BA Architecture degree from UNM (over 90% in 2022-23). The undergraduate curriculum serves to prepare students for graduate study and includes two required courses that address SPC A.8 (2014) and PC.8 (2020): ARCH 323 Architecture and Context and ARCH 450 Design Leadership. Since 2018, ARCH 450 Design Leadership has been approved to satisfy the University's three-credit hour U.S. & Global Diversity, Equity, Inclusion, &

Power undergraduate degree requirement. Since Fall 2020, the class has been building an Instagram catalog of “Portraits in Design Leadership” with a focus on women and unrepresented minorities. Students choose to study a designer whose identity(ies) align(s) with their own minoritized identity(ies). These portraits also line the guardrails of our studio spaces. In the final project, students work in small groups to study the connections between architecture and social movements and present their findings to the rest of the class. Social, cultural, and economic themes are present in the ARCH 323 Architecture and Context course, where students explore context as an evolving description—expanding from physical to natural and socio-political conditions. Students investigate how these forces have influenced our discipline and modes of practice, while speculating on reform methods, specifically representation as a latent political action.

GRADUATE COURSES. In the core curriculum for M Arch students, ARCH 524 World Architecture II and ARCH 624 Architectural Theory align with the 2014 criterion (A.8 Cultural Diversity and Social Equity) by asking students to reckon with architecture's capacity to shape social and cultural narratives, ascribe value systems, and proscribe certain behaviors. Their assignments require students to confront the histories of migration, land use, empire, domesticity, and religion, deepening their understanding of different cultures and contexts. In ARCH 524 World Architecture II, the 2020 criterion (PC.8 Social Equity and Inclusion) is also met by having students analyze their chosen house's physical and social construction to show how built environments can reify different exclusionary practices. The direct connection between a student's personal history and architectural analysis encourages an inclusive approach to design, with the aspiration to create equitable built environments. For example, Palmiya's essay (high pass) reverse engineers a family home in the Philippines, emphasizing how post-WWII rebuilding and American colonization influenced its architecture and context. The essay discusses integrating Western and native Filipino styles, touching on the cultural diversity and social equity aspects of the 2014 criterion. It also shows how architecture can respond to cultural and historical influences, aligning with the 2020 criterion of translating an understanding of diverse contexts into equitable built environments. In ARCH 624 Architectural Theory, student work engages topics ranging from Mexican cultural spaces to the Navajo Nation's response to COVID-19 and water scarcity in Indigenous communities. These complex subjects ask students to reconsider the following criteria: Equity of Access to Sites and Structures (2014 A.8), Further Understanding of Diverse Contexts (2020 PC.8), and Critical Engagement with Diverse Perspectives (2020 PC.8) through writing.

GRADUATE DESIGN STUDIOS. Since 2021, the ARCH 601 Masters Architectural Design I studio has been investigating an established architectural typology through its constituencies. In Fall 2021, assistant professors Gabriel Fries-Briggs and Cesar Lopez taught a studio titled “Social Currency,” which began by asking students to map resources to understand how they are managed, stored, and accessed in communities. These students provided students a sense of which populations and geographies are dependent on these resources. Students leveraged these studies to propose new models for housing and banking that share and distribute these resources equitably.

Professor Tim Castillo repeated earlier themes of cultural and place in community development with stakeholders in rural Silver City, New Mexico. Proposals for a new Economic Development Center began with analysis of social, cultural, and environmental features of area. In 2022, Cesar Lopez continued this objective with a studio titled “Free the Children,” which asked students to reflect on their own experiences in education that would lead them toward empathizing and identifying and mapping a constituency that is underserved in public school education. These studies allowed students to select a geography and site of their newly proposed school model. DPAC STUDIOS. Established in 1969, the Design and Planning Assistance Center (DPAC) offers a graduate level, interdisciplinary DPAC Studio option each year that often complements community-driven research projects. The studio consistently engages with community stakeholders and centers themes of climate justice. In 2023, Michaele Pride and Cesar Lopez collaborated with Catherine Harris, a UNM Landscape Architecture Department faculty member, and engaged the entire ARCH 601 cohort as a DPAC Studio. This studio worked with two community groups and organizations to investigate the relationship between dwelling and migration. The first community group was Colóres United, a migrant aid and outreach organization providing transitional shelter for migrants in Deming, New Mexico. Students produced a series of mappings to understand the groups coming from the center and propose interventions enabling Colored United to manage and support incoming migrants, while creating a sense of belonging. Working with this community group taught students the importance of design with the constituency in mind. These values served students well as they developed a series of proposals for accessory dwelling units (ADU) in Albuquerque, New Mexico, by working with the Urban Land Institute. In this final project, students identified a human and non-human constituency to locate and design an ADU and a backyard habitat.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

2018 Visiting Team Assessment: While the team found evidence of student achievement at the prescribed level for some of the components of the criterion in student work prepared for LA 556 Site/Environment and ARCH 604 Master’s Architectural Design IV, after examining additional requested evidence, the team only found student work responding to topography at the level of understanding.

University of New Mexico, 2021 Response: The Chair of the Landscape Architecture Program has communicated to us that their first year MLA students and BAEPD students with an LA concentration take this course in their first semester (LA 556 is offered to undergrads as LA 335). Pairing them with final year MARCH students creates a great discrepancy in knowledge and it is increasingly difficult to teach to all levels. The chair suggested that the architecture faculty consider developing its own course to meet NAAB requirements for site design. Over the years we have “decoupled” undergrads from grads in several courses, which served to improve the overall educational experience for our M Arch students. We are considering this idea for site design, which means developing our own course, and/or integrating the requirements into the 600 level graduate studios: Arch 601, 602, 603, 604, and 605. [Since several of our undergraduate

students move on to M Arch at UNM we have initiated site design requirements in undergraduate classes to prepare them for their future graduate education. In many reviews we insist on our students seriously considering site design and development]This process will take time, but we are confident that all will be in place and tested before our next accreditation and be in-sync with SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. We are also aware; programs may design their curricula to satisfy these criteria via a single course or a combination of courses. (2020 NAAB Conditions for Accreditation).

University of New Mexico, 2023 Response: Site Design is addressed most directly in two lecture/seminar courses—LA 566 Site and Environment and ARCH 652 Pre-Design and Programming—then applied in the ARCH 603 comprehensive design studio (Masters Architectural Design III). Understanding and analytical skills are built in LA 566 Site and Environment. Students learn additional tools and further develop skills of site analysis in ARCH 652 Pre-Design and Programming, including climate, local regulations, and user needs, with a project program as the outcome. These skills are then applied to site design in the ARCH 603 studio course. As we continue to develop our curriculum and assessment plans under the 2020 Conditions, we see a complementary relationship between these courses to address SC.5 Design Synthesis.

LA 566 Site and Environment is a required course for all tracks in the M Arch program. It brings architecture and landscape architecture students together to investigate the site as a node in a network of complex environmental and socio-cultural narratives that comprise a place. M Arch students now take the course earlier in their program of study, to better align with the sequence for their LA colleagues. Students learn to collect, analyze and synthesize site data and information and apply this knowledge to a site design proposal. Individual assignments cover site plan design, diagramming, environmental factor maps, cultural factor maps, site grading/drainage and analysis, culminating in a site plan. In Fall 2023, the LA 566 class conducted site and social analyses toward developing a site plan for a Dementia Village. The syllabus, assignment briefs and examples of this work are provided in the Appendix.

Students typically take ARCH 652 Pre-Design and Programming in the semester before the comprehensive studio (ARCH 603). Students work progressively through a series of exercises designed to build knowledge and skills in code analysis, site analysis, programming, scheduling and cost estimation. These increments build toward the final, cumulative assignment of a program document. Three examples are included in the Appendix.

ARCH 603 Masters Architectural Design III has been the home for comprehensive design in the M Arch program. It demands that students investigate and address multiple external and internal factors while developing an integrated building design. A site analysis assignment is a key feature of the studio, in which students call upon and apply the skills built in LA 566 and ARCH 652. Past studio projects include facilities for emergency responders and (something else), often tied to a national student design competition. In fall 2022, UNM students garnered six of the nine finalist positions in the Metal Building Manufacturers Association (MBMA) competition and Brittney Sawyer (M.

Arch 2022) took first place for her elementary school design proposal. The studio took on the MBMA competition again in the Fall 2023 semester.

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of New Mexico, 2023 Response: ENROLLMENT AND RECRUITMENT Our programs are recovering from the global COVID pandemic that found many students reluctant to begin or continue academic study. We saw a 14% increase in M Arch enrollment for Fall 2022 and an 18% decrease in Fall 2023.

ARTICULATION FROM COMMUNITY COLLEGES. We have also undertaken the task of renewing and creating agreements with community colleges in New Mexico and the region. These community colleges are a viable path to begin an undergraduate degree in architecture. Because most of our graduate enrollment comes from our undergraduate BAA degree, this creates greater economic diversity among our students. Some community colleges (like Central New Mexico Community College and Dona Ana Community College) have provided a consistent stream of students to our undergraduate program. We continue to strive to make the transfer process as seamless as possible for these students.

CHANGES IN LEADERSHIP. Chris Cornelius was named Chair of Architecture Department in Nov 2021 and Robert González was named Dean of the UNM School of Architecture & Planning in August 2020. Their bios are included in the Appendix.

FACULTY PERSONNEL. Four longtime faculty retired since our 2018 visit: Gabrielle Gutierrez, Roger Schluntz and Kuppu Iyengar (July 2022), and John Quale (July 2023). Sadly, two faculty members passed away: Eleni Bastea and Kramer Woodard. In addition to Chair Cornelius, we've hired five new junior faculty—Gabriel Fries-Briggs, César López, Sarah Aziz, Albert López, and Stephanie Bunt—and have initiated searches for two additional tenure-track faculty with a focus on Architectural History and Sustainability. Albert López originally came to the department as part of UNM's Inclusive Excellence Post-Doc program in fall 2021 and was promoted to tenure track as Assistant Professor in Fall 2023. CVs for these new faculty colleagues are included in the Appendix.

CURRICULUM CHANGES. After several years of implementation, we are no longer advertising the Track 2.5 for M Arch, which was developed to create an intentional path for students with limited design experience. We now rely on a structured and transparent evaluation process for admission and advisement to better address the range of experiences and skills we find among applicants. Beginning Fall 2023 we are now requiring two new visualization courses for our Track 3 M Arch students. This was done to equip these students, coming from non-architecture degree programs, with skills and methods to communicate better visually.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

University of New Mexico, 2023 Response: Our curriculum committee has also taken on assessment to become a CCARC (College Curriculum Assessment Review Committee), and a .25 FTE staff person has been assigned to lead our reporting and assessment activities. Our next three-year assessment plan will be submitted to the UNM Office of Assessment & Academic Program Review (OAAPR) for review and approval in January 2024. A draft of that plan is attached. We are creating curriculum sub-committees to coordinate each curricular area, help structure, and conduct appropriate assessment based on the 2020 NAAB Conditions. As you can see in the plan, our focus for 2024 is Comprehensive Design, with SC.5 and SC.6 as the overall focus.

- IV. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)

University of New Mexico, 2023 Response: All syllabi have been updated to the 2020 Conditions, including reference to Performance and Student Criteria. Supporting evidence is stored on a secure server and linked here:

[UNM 5-Year IPR Appendix](#)

PART IV APPENDIX_TABLE OF CONTENTS

I. Evidence for Conditions Not Met in 2018

A. SPC A.8 Cultural Diversity and Social Equity

1. ARCH 323 Architecture and Context—syllabus and examples of student work
2. ARCH 450 Design Leadership—syllabus
 - a) Student Work: Portraits in Design Leadership on Instagram (link): https://www.instagram.com/unm_designleadership/
3. ARCH 2125/524 World Architecture II
 - a) Syllabus
 - b) Final paper assignment brief
 - c) 3 examples of graduate student work
 - d) 3 examples of undergraduate student work
4. ARCH 624 Architectural Theory
 - a) Syllabus
 - b) Final paper assignment brief
 - c) 3 examples of graduate student work
5. ARCH 601 Masters Design Studio I
 - a) Lopez F2021: Syllabus, Project Brief and Example(s) of student work
 - b) Fries-Briggs F2021: Syllabus and Example(s) of student work
 - c) Castillo F2021: Syllabus, Project Brief and Example(s) of student work
 - d) López F2022: Syllabus, Project Brief and Example(s) of student work
 - e) López-Pride-Harris F2023: Syllabus, Project Brief and Example(s) of student work

B. SPC B.2 Site Design

1. LA 566 Site and Environment (F2023)
2. ARCH 652 Pre-Design and Programming (S2023)
 - a) Syllabus
 - b) Assignment Brief
 - c) Examples of student work
3. ARCH 603 Comprehensive Design Studio (F2022)
 - a) Syllabus
 - b) Assignment Brief
 - c) Examples of student work

II. Part II Changes or Planned Changes in the Program

1. Student Enrollment Diagram, Fall 2020–2023
2. New Leadership—bios for Architecture Chair Chris Cornelius and SAP Dean Robert González
3. New Faculty CV's
 - a) Aziz (Fall 2022, Asst. Prof.)
 - b) Bunt (Fall 2023 Asst. Prof.)
 - c) Fries-Briggs (Fall 2019, Asst. Prof.)
 - d) López (Fall 2021 Post-Doc; Fall 2023 Asst. Prof.)
 - e) López (Fall 2020, Asst. Prof.)
4. New Design Viz Courses—syllabi
 - a) ARCH 512
 - b) ARCH 517

III. Part III Preparations for Adapting to 2020 NAAB Conditions

1. Curricular Assessment Diagram and UNM Plan