

**University of New Mexico
Department of Architecture**

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

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: 2012

Current Term of Accreditation: At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the University of New Mexico, School of Architecture and Planning.

As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2012. The program is scheduled for its next accreditation visit in 2018.

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2017

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Table of Contents

<u>Section</u>	<u>Page</u>
Section 1. Program Description	4
I.1.1 History and Mission	4
I.1.2 Learning Culture	6
I.1.3 Social Equity	8
I.1.4 Defining Perspectives	10
I.1.5 Long Range Planning	19
I.1.6 Assessment	20
Section 2. Progress since the Previous Visit	26
Program Response to Conditions Not Met	26
Program Response to Causes of Concern	27
Program Response to Change in Conditions (if applicable)	
Section 3 Compliance with the Conditions for Accreditation	30
I.2.1 Human Resources and Human Resource Development	30
I.2.2 Physical Resources	32
I.2.3 Financial Resources	32
I.2.4 Information Resources	34
I.2.5 Administrative Structure & Governance	38
II.1.1 Student Performance Criteria	41
II.2.1 Institutional Accreditation	41
II.2.2 Professional Degrees & Curriculum	42
II.3 Evaluation of Preparatory Education	45
II.4 Public Information	46
III.1.1 Annual Statistical Reports	46
III.1.2 Interim Progress Reports	47
Section 4 Supplemental Material	47

Section 1. Program Description

I.1.1 History and Mission

The University of New Mexico was founded by an act of the Territorial Legislature in 1889. Written into the constitution of the state, and specified by statute, the University of New Mexico “is intended to be the state university.” In 1889, a wealthy patron donated 20 acres located on a mesa two miles east of the village of Albuquerque and built a red brick building. The first regular class matriculated in the fall of 1892. In 1898, the College Department became the College of Literature and Arts, later renamed the College of Arts and Sciences.

In 1933 John Gaw Meem, holder of architectural license Number One from the State, became the University Architect. That same year, UNM received formal approval by the American Association of Universities. Zimmerman Library, designed by John Gaw Meem, opened in 1938.

Since its establishment in 1892, the University of New Mexico has grown from 75 students to more than 25,000 on the main campus. The main campus has the state’s only schools of law, medicine, pharmacy, architecture and planning. UNM awards 83% of the doctoral and professional degrees in the state. The main campus and the branch campuses offer a total of 395 certificate and degree programs.

More than 4,700 students receive certificates and degrees each year, and the majority of our graduates stay in New Mexico, strengthening the state’s economy and improving the quality of life. UNM’s main campus is classified as a Hispanic Serving Carnegie Research Extensive University, one of 89 in the United States and one of only 6 institutions classified as both a Minority Majority Institution and a Carnegie Research I University. The University is located in Albuquerque, the largest metropolitan area in New Mexico, with a population of close to 900,000. The state population is just under 2,000,000. The campus is in the heart of the city and includes more than 150 buildings on 600 acres.

The recognized colleges and schools at UNM are: School of Architecture and Planning, Anderson School of Management, College of Arts and Sciences, College of Education, School of Engineering, College of Fine Arts, School of Law, School of Medicine, College of Nursing, College of Pharmacy, School of Public Administration, and the University College.

Architecture Department History

In 1936, the first architectural concentration was established within the College of Fine Arts. By 1947, a four-year architectural engineering program was approved within the College of Engineering and grew to an enrollment of 70 students. In 1956, a five-year architectural program was established in the Division of Architecture, responsible to both the College of Engineering and the College of Fine Arts. The University discontinued the architectural engineering in 1960 and established a Department of Architecture within the College of Fine Arts.

A five-year professional degree of Bachelor of Architecture was accredited in 1966, and then phased it out the following year, leading to the establishment of a 4+2 program. The NAAB accredited the Master of Architecture degree in 1968.

In 1969 the Design and Planning Assistance Center was established, and remains in existence to today. It is the second oldest university based design center in the country. The Department evolved to become an independent School of Architecture and Planning in 1975, organized into programs run by Directors. A four-year undergraduate pre-professional degree of Bachelor of Arts in Environmental Design was added in 1978. It later evolved into the Bachelor of Arts in Environment Planning and Design.

Although Landscape Architecture had been taught in the school for 25 years, the Master of Landscape Architecture became the third program in 2000. As the school grew, it became necessary to build a new building that could gather the three disciplines into a new shared home. Noted New Mexican Architect Antoine Predock won the competition to design the building, named George Pearl Hall. The building was

completed and occupied in 2008.

In 2016, the Bachelor of Arts in Architecture (BAA) was restructured to include three concentrations within the degree: Pre-Professional Architecture, Design Studies, and Landscape Architecture. In 2017, the three programs in the School of Architecture + Planning (Architecture, Community & Regional Planning and Landscape Architecture) were converted to Departments, which returned the titles of the three Directors to Chairs. This change was purely a name change. The administrative structure of the school has not changed, and the role of the Chairs is the same as the previous title of Directors.

Currently approximately 180 undergraduate students are enrolled in the Bachelor of Arts in Architecture (all three concentrations) and approximately 100 graduate students are enrolled in the Master of Architecture or the research- oriented Master of Science in Architecture degree. These numbers dipped in the last five years, but we are now approaching our previous total record enrollment (in these three architecture degrees).

The mission of the Architecture Department is “to investigate critically the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching, research and practice.” Architectural education at UNM has been focused on design in the public interest for over fifty years, and on sustainability since the 1970’s. Today these ideas are found woven through many of our courses and studios. The current form of the Design and Planning Assistance Center is an interdisciplinary design and research studio including graduate students from all three departments. The projects address challenges related to urban design or buildings in small towns or neighborhoods in cities where local organizations seek design ideas that can help improve economic development. A related initiative is the Plata Studio, in collaboration with Woodbury University. The studios ran from 2014 through 2017, and focused on rethinking the mining town of Silver City in southern New Mexico. Silver City is the home of Western New Mexico University, which hosted the studios, and offered financial support. The students analyzed the city, and the local economy. The final deliverable is the construction of a mobile maker space, supporting the emerging creative economy in the city. The ecoMOD Project, a design / build / evaluate project focuses on creating affordable, sustainable housing, in partnership with local affordable housing organizations. It moved to UNM in 2014 from its original home at the University of Virginia. The first New Mexican ecoMOD home will be completed in the fall of 2017.

The Architecture Department benefits from our association with UNM in various ways. As one of only a few universities that are categorized as a Research 1 institution in the Carnegie designations, and are also a Hispanic servicing university, we are able to attract a well-prepared and highly diverse student body. Our students also benefit from the strengths of other departments, where our students can explore a wide variety of disciplines, either in their core requirements as an undergraduate, or in elective options open to our graduate students. In addition UNM provides both intellectual and financial resources to support the only architecture program in the state of New Mexico.

The tangible benefits of our department for UNM include the quality of our students and their work; the reputations of our faculty; and community based outreach by both faculty and students. Our students and faculty consistently receive awards and design competition prizes. Several of our faculty members are very productive when it comes to scholarly output, including books and articles. Five of our current or former faculty members have won the prestigious ACSA Distinguished Professor Award, placing UNM tied for third place among universities to win this award. Our winners include current Dean Geraldine Forbes Isais, former Dean Roger Schluntz, Professor Anne Taylor, former Dean George Anselevicius, and former Interim Dean and Chair, Don Schlegel. Our community engagement projects, through our Design & Planning Assistance Center, the ecoMOD project’s partnerships with Habitat for Humanity, and several other efforts link the school with local and regional communities, helping us to remain connected with smaller communities in New Mexico in ways that are seldom seen at other universities. In addition, the quality of our students and alumni help connect us to the local practice community.

The Architecture Faculty strongly believes in a holistic education for our students. In fact many of our faculty have three-year first Master of Architecture degrees, with undergraduate degrees in another discipline, or a professional undergraduate degree combined with another degree, sometimes two other degrees. Of our 18 full time faculty, just five of them have only received one or two architecture degrees. Two of our faculty (one who left in the spring of 2017, and the other that has replaced him for the 2017-18 academic year) only received degrees in History, Art History and / or Architectural History. The other seventeen all have professional architecture degrees. Among the 13 faculty that hold other degrees in addition to a professional degree, they include Anthropology, Art / Architectural History, Asian Studies and Intercultural Affairs, Civil Engineering, Communications, History, Public Administration, Studio Art, and Urban Design. Our faculty members are truly committed to the interdisciplinarity of architecture, and the value of a broader education.

The university requires students in our Bachelor of Arts in Architecture (BAA) to take a broad range of 34 credit hours in various disciplines. These include Writing and Speaking (three required); Physical & Natural Sciences (two required); Social & Behavioral Sciences (two required); Humanities (two required); Foreign Language and Math. Some students that don't pass entrance tests for writing and math will have to take more classes to ensure they reach the same level as their classmates.

I.1.2 Learning Culture

A learning culture policy was adopted in 2011, prior to the previous accreditation visit. The policy remains directly relevant today, and serves as a reminder of our larger purpose. It states (from our Learning Culture Policy):

“The central purpose of the Architecture Program [now Department] is to establish a flourishing creative milieu for the study of architecture in its broadest definition. We nourish this environment not only through our curriculum but also through our scholarship and creative endeavors; public lecture series and exhibits; competitions, charrettes and panel discussions; and engagement with professional and other communities. Moreover, we aim to encourage reflective practice, scholarship, informed and reasoned dialog and debate, through our formal and informal conversations, projects, and actions. Each member of the student body, faculty, staff, professional communities, and associated disciplines is a critical part of our creative milieu. We expect members of this milieu to actively improve their knowledge and skills, and serve as public intellectuals engaging other communities and the general public.”

Our faculty members see their role as a partnership with students, guiding them through our curriculum in such a way to simultaneously support and challenge students. While every individual faculty member has a unique teaching style, the faculty as a whole approaches their instruction from a 'student centered' point of view. They encourage students to align their design interests with their overall worldview.

We encourage the [Studio Culture Policy](#) to be updated every two or three years by the students. Often the AIAS group plays a role, but since the AIAS membership has a higher population of undergraduate students, we make sure that graduate students are also involved. We share with the team of students as many versions of previous Studio Culture Policies we can find. The current one was based on a revision completed in the spring of 2017, after six or seven months of discussion and debate amongst the students. A group of graduate and undergraduate students led the effort, with size of the group varying considerably depending on time in the semester, but the committee always included both graduate and undergraduate students. Two faculty members offered some advice on how to proceed. The group was encouraged to integrate information about the four topics that are suggested by NAAB, but the document was entirely written by the students. It was voted on and approved by architecture students from all three of our degrees. The final version of the policy does not directly address time management or general health, but these are regular topics of discussion with both our students and our faculty. In particular, the graduate and undergraduate advisors go through an extensive training process, with ongoing continuing

education online and in person. Our advisors are particularly concerned about work / life balance as well as health and well-being. One of them was in the Bachelor of Arts in Architecture degree as an undergraduate, and the other was married to a student in the Master of Architecture program, as he was going through the degree. Both advisors regularly wander through the studios and check in with students they are concerned about. They also notify the Chair if there is any concern. (Note: as of August 2017, the graduate advisor has taken another position in Missouri to be closer to her family, and a new one has been hired.)

To supplement the studio culture policy, the faculty and / or advisors address the four primary topics in the Studio Culture Policy in these ways:

Time Management: Undergraduate students often struggle managing time, and develop bad habits that can continue into graduate school. The instructors involved in the early stages of both the undergraduate and graduate courses give several smaller, shorter term projects to help students focus on less overwhelming tasks. In addition, almost all classes provide a complete schedule of assignments, so students can plan ahead. By the time they are in their final year of the graduate program most of them have developed solid time management skills. Some of our students juggle classwork with part-time jobs, and often they have the best time management skills.

General Health and Well-Being: The Chair or a faculty member often hears from an advisor when they sense a student is having difficulty physically or psychologically. Our advisors are very attentive, and can see changes in the students. It is common for a faculty member to be the closest to a particular student, and become aware of a concern. As mentioned above, the advisors go through extensive training to identify physical or mental health concerns. Several of our faculty members are also excellent judges of whether a student is having a problem. Some students feel comfortable sharing a concern with the faculty member, and others prefer to discuss it with an advisor, or not at all. Once we learn of a concern, we make sure the student is connected to the appropriate resources available at the university. At least three or four times a semester, an advisor, the Chair, or a faculty member walk a student to the right office that can assist them.

Work/School Life Balance: Our faculty and advisors are also at the forefront of addressing these topics. We have a policy that limits the number of hours students can work outside of school if they are a full time student. However it is difficult to confirm the policy is being followed. Each year there are a few small groups of students that go to the Fitness Center next to our building after studio, and then to dinner. Every year several of our students are married and / or parenting children. We often recommend a part-time path to them if they do not have sufficient child care in place. Occasionally, we'll see a child in the building with their parent, and we always welcome their visit.

Based on watching social media, it appears many of our students are taking advantage of the full range of outdoor activities in New Mexico – visiting historic structures and landscapes, hiking, biking, climbing, camping, skiing and driving rural back roads. The region is often a draw for our out-of-state and international students. AIAS at UNM has a tradition of providing relaxing activities to the student body. Examples include renting a blow-up bouncy house for an afternoon; visits from service dogs; free popsicles; a green chili grilled cheese AIAS fundraising event; and an AIAS fundraiser to “buy” a faculty member, who is expect to take a student or two to dinner.

Professional Conduct: Students are instilled with a sense of professionalism from their very first courses. In early coursework, expectations are clearly articulated (included directions on laying out design work) and students present their work. Faculty members often advise their students on how to explain their projects in studio reviews and presentations to a class. Students are also exposed to opportunities to present their work when another university visits to recruit our undergraduate students, or when graduate and undergraduate students participate in our Career Fair every spring. Short courses are offered on writing a resume, and preparing a portfolio. Some students participate in internships, and the department helps coordinate one week volunteer externship – in New Mexico, or in various firms around the country. To be selected by the firm, they are required to submit a one-page resume and a two-page

work sample – which is also required for attending the Career Fair. Visits to firms are another activity available to students – typically organized by AIAS.

Many of our students understand the intent of the Studio Culture Policy, although it is difficult these days to ensure they have actually read it. We hand it out on the first day of studio – during the coordination meeting for each level. Most faculty members review it in those meetings, but we also email it to the full time and part time faculty. The staff is generally less familiar with the policy, except for our graduate and undergraduate advisors. Occasionally, members of our staff (with appropriate academic backgrounds – such as our Fab Lab or IT staff) teach courses, but seldom a design studio.

I.1.3 Social Equity

At UNM, we have long sought a fair, just and equitable environment for all our students, staff and faculty, as well as applicants to our degrees and to our staff and faculty positions. Fortunately, UNM has several important policies that address these issues, which is not surprising given we are a minority majority university. The [UNM Division for Equity & Inclusion](#) (DEI) and the [UNM Office of Equal Opportunity](#) (OEO) serve as the hubs for both policies and various resource centers at the university.

The Mission Statement for DEI is: “The Division for Equity and Inclusion promotes equity for all members of the University community by leading efforts and building sustainable partnerships to transform the campus environment, in addition to fostering inclusive excellence, promoting equity, and advocating social justice; and, in this way, nurture a climate that imbues diversity as an asset.”

The Vision Statement states: “Since the University of New Mexico looks today, like most universities will look tomorrow, UNM will become a model for diversity and inclusive excellence.”

Other university offices that address these issues include the [Provost’s Office](#), the [Center for Academic Program Support](#), the [UNM Ombuds for Graduate Students](#), the [UNM Ombuds Services for Staff](#), and the [UNM Ombuds for Faculty](#). Especially important for our Master of Architecture students is the [Graduate Resource Center](#) where are students, especially international students, can find academic support for writing and statistical analysis, as well as individual meetings with GRC staff to help them with the transition to graduate education. The GRC holds regular in person workshops as well as workshops uploaded to YouTube, ranging from how to present at a conference to creating a bibliography using the FireFox add-on Zotero. In the last two years, three of our Master of Architecture students have become involved in the GRC as well as the graduate student government.

Another important office that directly and indirectly addresses social equity is the [UNM Office of Student Affairs](#). Departments within Student Affairs include African American Student Services, the Accessibility Resource Center, American Indian Student Services, El Centro de la Raza, the LGBTQ Resource Center, the Men of Color Initiative, Career Services, College Enrichment & Outreach Programs, Community Engagement, the Mentoring Institute and STEM-UP.

The [Diversity Council](#), organized out of the Provost’s office, seeks to have an open and honest conversation about ethnicity and race at UNM, and to address concerns by taking strategic action. The university also participates in a statewide initiative called “**ENgaging LATino Communities for Education**,” commonly referred to as [ENLACE](#). This collaborative effort, with participation from educational institutions in all six regions of the state, focuses on educational outcomes. The group pursues thoughtful policies, curriculum, retention and other strategies that address culture humility.

In the School of Architecture and Planning, we are fortunate to have students, staff and faculty committed to social equity. Courses and design studios that address some form of social equity are commonly found in all three departments. Two important resources for the school are the [Indigenous Design and Planning Institute \(iD+Pi\)](#) and the [Resource Center for Raza Planning \(RCRP\)](#). iD+Pi is a community engagement and research institute that works with indigenous communities across the state, and increasingly across

the country. Led by the Ted Jojola, a Full Professor in Community and Regional Planning (who also holds an architecture degree), many Native architecture students participate in iD+Pi events, and get involved with their initiatives. The Architecture Department has collaborated with iD+Pi for two recent design studios, and has committed to at least one studio each academic year that involves collaboration with a local native community and taught by a native architect or architectural designer. The first one focused on public space and housing at Santa Domingo Pueblo, taught by Joseph Kunkel. Kunkel is the Executive Director of the Sustainable Native Communities Collaborative (SNCC) and member of the Northern Cheyenne Tribe. The second studio focused on public space and way-finding at the Zuni Pueblo in the western part of the state. It was taught by Elizabeth Suina, a UNM alum, principal of Suina Design + Architecture LLC, and a member of Cochiti Pueblo. She has worked with the Zuni Pueblo in the past.

Of utmost importance is how we hire staff and faculty, and how we admit students. UNM Human Resources sets policies and procedures for hiring <http://policy.unm.edu/university-policies/3000/3210.html>. The policies are closely followed in any search we conduct. Our aspiration is always to hire well-qualified staff and faculty. In addition, we want our professionals to be diverse, and if possible, resemble our student population. However, we still have not achieved parity among our student population when it comes to gender.

In the 2015-16 academic year, we held a search to replace an Assistant Professor of Architecture that decided to return to the world of practice. The committee considered 87 applicants for the job, and narrowed the pool to three finalists. The hiring policies required the committee to give a 'second look' to individuals that fall into a protected class. Fortunately, the top tier of candidates were already diverse, and in the end, the committee selected three finalists for in-person interviews. All of them were women, representing three different racial compositions. One candidate did not perform well during the in-person interview, but the committee struggled whom to select from the remaining two. The department had planned for another search the following year, so the Dean agreed that we could hire both women and cancel the next search. The end result is that our full time architecture faculty is now 50 / 50 women and men, which is unusual in most accredited architecture departments. The committee sought diversity, but focused on qualifications, and ended up with a faculty that looks a bit more like our aspirations for our student population. We remain committed to improving the percentage of protected class faculty in the department, and will be carefully considering this during our upcoming search for a tenure track Assistant Professor of Architectural History.

As for the student population, we do not have control over the admissions process for our undergraduate populations – they are admitted by the UNM Admissions office. Fortunately, many of our undergraduates are eligible for the state's Lottery Scholarship, which provides funding to cover a significant portion of their tuition. There are also Tribal Scholarships and Transfer Scholarships, which often support underserved populations. The Admissions office looks carefully at all the applicants, and we are fortunate to have a very diverse mix of students compared to most institutions. We have spoken with admissions staff about the importance of recruiting women into the architecture degree, although the results have remained much the same. We have also stepped up our recruiting of both undergraduate and graduate students, and are optimistic we may see the needle move closer to 50 / 50 women and men.

In the last two years, we have held six meetings on the topic of recruiting women into our degrees. These meetings have been held with the architecture faculty, the women on the architecture faculty, women students, and one meeting where we invited all architecture students, all architecture faculty members and local professionals. Before that meeting, one of our faculty members asked the AIA Albuquerque, AIA Santa Fe and AIA New Mexico Chapter Presidents, as well as the Executive Directors of the same three organizations to attend. In 2017, five of those six people are women (although only three could attend). We felt this was an important opportunity to demonstrate that women are leaders in architecture in New Mexico. In these meetings, there wasn't much consensus on how to address this problem. There were comments about the unique cultural milieu of New Mexico, and how that can tend towards more narrowly defined careers for women, and there was discussion that well qualified women are more likely to leave New Mexico for college or graduate school, although the data remains unclear about that. In fact, the

majority of students attending UNM are women – but there is not parity or a majority in all departments. One of the most important and potentially meaningful suggestions was to set up a mentoring structure for women students. This has the potential of helping women stay enrolled in the undergraduate program and transition to graduate school. The women that choose to participate in this mentoring opportunity will meet with women on our faculty and in the local practice community. The fall of 2017 is the launch of this initiative, and it will be organized by one of our faculty members. As of the fall 2017 semester, the enrollment of women has moved up from 33.5% in the fall of 2016 to 39% as of this writing. According to recent statistics published by ACSA, this puts our program close to the percentage of women enrolled in architecture degrees in the U.S.: 41%.

We control the graduate admissions process. However, we consistently receive fewer applications from women than men. On the whole, the women applicants are often better qualified than the men, so it is easy to admit a higher percentage of women, but it remains difficult to improve the balance without more applications. We typically offer a Graduate Assistantship to well-qualified women applicants, which can help us attract them to the university. In the last couple of years, we have offered GA positions to almost all the out-of-state and international students. The GA positions provide in-state tuition to both of those categories of applicants, and they also provide a substantial stipend and health care coverage. Unfortunately, we still lose several admitted women every year. If we have the opportunity to meet these applicants before they apply or after they are admitted, the Chair or graduate advisor gives a personal tour. We also select one or two current students (women) from the same Master of Architecture Track to take the prospective student to lunch. We also do the same with highly qualified male students. The department pays for the lunch with a prepaid debit card. We select the top two or three women applicants from out-of-state and fly them to Albuquerque, and put them up for a night or two in a hotel. This has also been successful, but difficult to maintain on tight university budgets. The Office of Graduate Studies has a small grant program for this purpose, and we always apply for this funding. In addition, there is another internal award that provides up to \$5,000 per year for two years for bringing in a very highly qualified underrepresented graduate student to UNM. We nominate someone for this every year, and have been successful two out of the last four years. We also intend to recruit more students from California and Colorado, where their in-state tuition is more expensive than our out-of-state tuition.

The three Chairs, the graduate and undergraduate advisors and Associate Dean Tim Castillo share responsibility for recruiting students. The discussions to develop plans for pursuing diversity typically happen during meetings between the three Chairs, sometimes with Tim Castillo in attendance. Occasionally, the topic is addressed in the bi-weekly meetings of the administrative leadership – the Dean, Associate Deans, Chairs, Development Officer and the Academic Operations Director. It is also discussed occasionally in the Architecture Department meetings. There is strong consensus that we need to continue to pursue diversity in our student body, faculty and staff. In addition, we are required to track this information as part of our ongoing university assessment process, under Criterion Four.

An important challenge that we face is the recent examples of sexual assault at universities across the country. More than 230 universities in the U.S. have been investigated by the U.S. Department of Justice on this issue, including UNM. In late 2014, the Department of Justice investigation in UNM began, and the DOJ issued their report in the spring of 2016. The DOJ identified 79 “Key Tasks” for the university, and 96% of them were completed by April of 2016. In a [recent survey](#) of students show that on the topic of sexual assault, UNM is doing a good job of taking sexual misconduct complaints seriously, although the university administration feels there is more work to do.

I.1.3 Defining Perspectives

A. Leadership and Collaboration

Collaborative work is developed in the early courses and studios for both our graduate and undergraduate students. In ARCH 500, the summer introductory studio for Track 3 students

(blended with the same cohort Landscape Architecture) the students work in teams to gather research, build models and organize and plan the site visit for the studio project. Leaders emerge, but leaders are also assigned by the faculty – a way of encouraging early architecture students to build confidence within their new discipline. These exercises bring this cohort of students together; building a small community that will be maintained through their time in school, and often after they graduate. Learning to negotiate with colleagues when all the students are coming from a variety of different academic and cultural backgrounds can be challenging at first. A studio art undergraduate and a civil engineering undergraduate might be perceived as having a completely different language.

Collaborative work and leadership skills are also at the core of the first studio for Track 2 and Track 2.5 – ARCH 601, which includes Track 3 students in their second year. The focus of the studio is on sustainability, with some early focus on biomimicry. The students (in two or three sections, depending on the year) are required to collaborate with a student with similar idea for a few weeks – collaboratively designing the ideas. Often these pairings work out, and they develop the design together for the rest of semester. Occasionally, they don't work out, and teams get adjusted to ensure a good outcome for all involved. Sometimes students work on their own in the end – but they find there are plenty of times when collaborative work is required in other studios and courses – ranging from a research project on architectural theory or a site model in studio. A native New Mexican collaborating with the Brazilian or Iranian, are literally speaking different languages at first (although our graduate student do have minimum standards in the tests for English proficiency). But by working together the group can develop the language of architecture together. Some of the MArch students that have come through from our BAA degree may have never left the state. Working together can literally open up new worlds for each other.

Many students pursue leadership through participation in student groups such as AIAS, the Tau Sigma Delta Honor Society, the student group of the American Indian Council for Architects + Engineers, the Society of Native American Graduate Students (SNAGS), Latina/o Graduate and Professional Student Fellowship Program, or any of the committees and boards for the Graduate and Professional Student Association (UNM's graduate student government). A 2016 MArch graduate, who was also a student in our BAA degree, held various advocacy and leadership several positions with the National AIAS, including President. He also conceived of an architectural student loan forgiveness advocacy initiative and spearheaded its development that ultimately became the National Design Services Act. He had a previous career in real estate development, and is currently CEO / Team Leader of the Keller / Williams in Albuquerque.

B. Design

To achieve excellence in architectural education, design must be at the core. Design is the synthesis of all aspects of our discipline and our profession. The members of the UNM Architecture Faculty recognize that architectural education is not limited to the careful integration of art and science. It must include history, technology, ethics, cultural understanding, critical thinking, spatial skills, research skills, visualization, communication – and most importantly: creativity, intellectual rigor, and an open mind. We believe design is iterative and multivalent.

It bears repeating:

“The central purpose of the Architecture Program [now Department] is to establish a flourishing creative milieu for the study of architecture in its broadest definition. We nourish this environment not only through our curriculum but also through our scholarship and creative endeavors; public lecture series and exhibits; competitions, charrettes and panel discussions; and engagement with professional and other communities. Moreover, we aim to encourage reflective practice, scholarship, informed and reasoned dialog and debate, through our formal and informal conversations, projects, and actions. Each member of the

student body, faculty, staff, professional communities, and associated disciplines is a critical part of our creative milieu. We expect members of this milieu to actively improve their knowledge and skills, and serve as public intellectuals engaging other communities and the general public.”

In the early studios, faculty members structure their assignments to respond to an understandable / relatable scale and level of complexity. As the semester goes along, the assignments get more layered, with the expectation of more complex ideas and technical capacity. Before the start of a new semester, our faculty members want to know what the students experienced in the previous semester, so they can build upon that basis, or stretch the group in another direction. First year Track 3 students are sometimes surprised that the first two studios can be so different – and sometimes ask why the curriculum isn’t more consistent. The faculty response is there are many interpretations of the nature of architectural design, and we believe variety is essential to be successful in the profession. Staking out the boundaries of the discipline too narrowly is not helpful for our students. We want them to understand that there are many possible trajectories coming out of the Master of Architecture, and it is up to the individual to determine where they position themselves.

For example, one of our recent graduates, the 2016 winner of the AIA Henry Adams Student Medal, decided near the end of her degree to pursue architectural academia, and is currently applying to several PhD programs in Architectural Theory. Another 2016 graduate had been working part time throughout undergraduate and graduate school, at one of the best firms in Albuquerque. A Native American student, he had almost completed all the required hours under the new AXP program, and started taking his licensing example exams almost immediately after getting his diploma. He passed all his exams on the first try, and we believe he is the fastest in New Mexican history to go from school to being fully registered. This past summer, a current graduate student looking for a summer job was accepted at SHoP Architects in New York City, and has been encouraged to return after she graduates in May. These are just some of the possible futures for our students.

Study abroad opportunities are another way to enhance design skills of our students. Exposure to architecture created in other cultures has the capacity to open a designer’s mind to new ideas and forms. Recent study abroad experiences available to our students have included trips to: Paris, Berlin, Mexico, Korea, Switzerland, Chile, Canada and China. Future plans are in the works to visit Brazil and Austria.

In 2015, a new travel fellowship was added, focused exclusively on graduate students looking to travel to support their research interests. The Schoeman Traveling Fellowship provides \$4,000 to a graduate student selected by a committee, based on a travel research proposal. The recipients so far have traveled to Japan, Iceland and parts of Scandinavia, as well as Spain and Portugal.

C. Professional Opportunity

The Architecture Department has extensive relationships with the local practice community. This is due to the high percentage of our alumni in these firms. UNM has the only architecture degrees in the state. Even for firms that don’t have a graduate of UNM as a partner, it is difficult to imagine more than a handful of firms in New Mexico that do not have an employee with a UNM architecture degree on their staff. Members of our alumni community are often invited to studio reviews, and some of them serve on our faculty. All of the longest serving faculty members have deep connections to the practice community, often based on relationships developed over many years.

It is built into the by-laws of the New Mexico Board of Examiners for Architects that there will always be at least one architecture faculty member on the board. The same is true for AIA New

Mexico Board of Directors and the AIA Albuquerque Board of Directors. This allows the school to maintain solid relationships with these organizations, and influence policy and strategy.

Using this context as a background, the department seeks to build bridges with the community in various ways. Our NCARB and AXP advisor regularly invites members of the profession to explain how to participate in AXP, prepare for the ARE, and set up an NCARB record. These presentations happen as often as twice in an academic year. The presentations occur during a student orientation, or the Career Fair, or at an AIAS meeting. There is growing interest in pursuing licensure these days because of the substantive changes within the collateral organizations – AIA, NCARB, NAAB and ACSA. Students are aware that it no longer needs to take ten years to become licensed, and they are optimistic the ARE won't substantially change every few years. There is even a group of students working with a faculty member to look into the advantages and disadvantages of the Integrated Path to Licensure (IPAL) model.

At the graduate level, licensure, the ARE, AXP, and internships are discussed in graduate orientation, which is especially important for the newly arrived international students. Also graduate students are always invited to any opportunity where these topics are explained or discussed.

In addition, the Professional Practice class, ARCH 651, addresses these issues as well. Often more than half of the students in the class have already worked in a firm. Yet many of them may not understand how firms get work, manage employees, and make money. The instructor of the class, Former Dean Roger Schlutz has deep connections in the practice community - locally, regionally and nationally.

Within the undergraduate curriculum, ARCH 450, the Design Leadership class, is where students formally learn more about licensure, the ARE, AXP, and internships. It is also the course where alternative career paths are discussed, typically presented by visitors lecturing in the class. Public interest design opportunities are specifically emphasized. Many of our undergraduates choose to pursue related fields right out of the BAA. As mentioned in the Architecture Department history section, the BAA was changed in 2015-16 and 2016-17 to include three concentrations: Pre-Professional Architecture; Design Studies; and Landscape Architecture. Enrollment in Design Studies is nearly 40 students, all of who want to pursue careers or graduate school in related disciplines, such as film production or interior design, or in some cases entirely different career trajectories. The concentration gives them the freedom to direct their studies (in consultation with an advisor). The Landscape Architecture concentration (new in 2017) is just starting to get enrollment.

The faculty members routinely advance a direct, proactive attitude in preparing students for their transition from academe to future career opportunities. This is accomplished through several paths. Most directly, the required Professional Practice course, taken in the fall semester prior to graduation, encompasses learning objectives that are accomplished through reading, writing assignments, visits to architectural firms (usually three during the semester), lectures, and seminars. Invited guest visitors (usually practicing architects and consultants) engage students with specific topics and also provide considerable insight about their career paths and current opportunities.

In this course students undertake an individual project to identify and analyze a respected architectural firm of his/her choice, selected in part of the possibility of future internship and employment with that firm. The students then present a summary and poster of findings to all other students.

Following presentations and reading assignments, the students are required to submit a series of three items: a one-page outline résumé, a half page narrative biographical summary, and a cover letter of application for employment. These are reviewed and discussed with each student.

Additional reading is provided on interviewing and portfolio preparation. Guest architects to the class are also asked, in turn, to share with students their insights on seeking employment.

- One three-hour session is devoted to a panel discussion that focuses specifically “Divergent Careers.” The panelists, each successful in their career trajectory, discuss a broad range of alternative careers that are possible for architecture graduates. (Required reading on this topic is also assigned.)
- The course includes one three-hour session on licensing (including AXP) and regulation; here the School’s faculty representative on the New Mexico licensing board and another board member/practitioner provide a detailed overview.
- In teams of two, for their capstone project, students are required to develop a business plan for starting a firm.
- One session is devoted to the presentation and discussion the NCARB ARE.
- One session provides students an overview of professional organizations – with a focus on the AIA and NCARB.

Additionally, a fairly substantial number of the students are engaged in offices, often with part-time employment during the school year as well as summer employment. A majority of the graduates are registered in AXP prior to graduation.

For the past two years the School has undertaken a one-week “externship” program during the winter break. Students are placed with firms locally and nationally such that he/she will better understand the environment of the professional office. We also provide students with learning opportunities about alternative practices through cross-disciplinary and community-based work with non-profit practices in the interdisciplinary Design and Planning Assistance Center (DPAC) studio, a joint activity of the architecture, community and regional planning, and landscape architecture programs. DPAC has worked with small towns and non-profits for over 45 years focusing on public engagement and the role of design in supporting the public good. During the last decade DPAC has been funded by the New Mexico State *MainStreet* program to work with communities on the revitalization of their central districts.

In addition to DPAC, other studios have worked with a variety of communities and clients such as the Pueblo of Santo Domingo / Kewa Pueblo, a non-profit theater group, UNM’s community health program on the design of a clinic in Silver City, an arts center in downtown Albuquerque, and with groups advocating for inclusion of robust health centers in high schools.

Similarly, the interdisciplinary work undertaken by *CityLab*, a joint venture between the SA+P and the City of Albuquerque, has directly engaged students on projects of mutual interest that focus on the urban real and needs of the greater metropolitan area.

In some cases, global travel opportunities can be coupled with research and career development opportunities. Our faculty and graduate students have the opportunity to work closely with the UNM Global Education Office and UNM Career Services to explore possible Internship opportunities. Also the UNM GPSA provides competitive student grants to support professional internship opportunities at international architectural practices of all sizes.

In addition, the Marjorie Mead Hooker Endowed Visiting Professorship is another way for our graduate students to understand the ins and outs of practice. This professorship, endowed in memory of Marjorie Mead (Peggy) Hooker, was established at the University of New Mexico’s School of Architecture + Planning by her husband Van Dorn Hooker, FAIA, (who was the UNM campus architect from 1963 to 1987 — and passed away in 2016), daughter Ann Clarke and son John Hooker, AIA.

Marjorie Mead (Peggy) Hooker was an architect who received a Bachelor of Architecture degree

from the University of Texas-Austin in 1947. She was the only woman in her graduating class. She received her first architectural license in 1950, was the third woman to be licensed by examination in Texas, and the fourth woman to be licensed in New Mexico. Margaret Mead Hooker was also the first woman to be president of the Albuquerque Chapter of the American Institute of Architects and the first woman to serve on the New Mexico Board of Architectural Examiners.

In recent years, we have selected a notable practicing architect to work with the graduate students in one of their final semesters of the Master of Architecture. These visitors work closely with members of our faculty to teach an integrated design studio, as defined by NAAB. These visitors typically visit four or five times during the semester, and if sufficient funding is available, we also send the students to visit the office of the architect. The students have a chance to discuss the structure of the MMJ professor's firms, and learn about how they organize their firm. Every MMJ Professor also gives a public lecture in the school. The previous recipients include:

2009 Donna Robertson
2010 Adele Santos
2011 Will Bruder
2013 Julie Eizenberg
2014 Peter Eisenman
2015 Stefan Behnisch
2016 Mauricio Rocha Iturbide and Gabriela Carrillo Valdez
2017 (Spring) Jinhee Park
2017 (Fall) Ted Flato and David Lake

Two recent graduates have been hired by one of the MMJ Professors.

The school also has an active lecturer series. A robust lecture series is essential for our students, faculty and local practitioners, especially in a low population state. Our lecturers are among the few opportunities for New Mexicans have to hear a contemporary architect, landscape architecture or planner discuss their work, or an important topic.

The highest profile lecturer each year is the [Jeff Harnar Award for Contemporary Architecture in New Mexico](#) Lecturer. The founder and CEO of a New Mexican financial company funds this award, and the lecture. The award is given to a single building, completed in the state over the last five years. The jury consists of the architects from other states. The jury chair also serves as the speaker. Recent speakers include: Benjamin Gilmartin of Diller Scofidio Renfro, Tatiana Bilbao, Gregg Pasquarelli of SHoP Architects, Marian Weiss and Michael Manfredi, and others.

D. Stewardship of the Environment

The University of New Mexico is broadly committed to the stewardship of the Environment. The UNM policy on sustainability is found [here](#). UNM has several departments and administrative offices that directly address this topic. In many ways New Mexico is on the forefront of climate change, especially when it comes to water resources. Going back to the early 20th century and especially in the 1970's and 1980's, many leaders of what is now called the sustainability moment were from New Mexico. Noted conservationist Aldo Leopold began his U.S. Forest Service career in Albuquerque in 1909. Leopold was author of *The Sand County Almanac*, essential reading for anyone involved in sustainability or the environmental movement. Leopold was responsible for the creation of the first protected wilderness area in the U.S.: the Gila National Forest in New Mexico. He also advocated for the creation of the Rio Grande Valley State Park in Albuquerque. More recent innovators include Ed Mazria, author of the ground-breaking *Passive Solar Energy Book*, and founder of Architecture 2030 and the 2030 Districts; Michael Reynolds' Earthships in

northern New Mexico; as well as many other efforts in design, planning and resource management in the state.

Building upon our heritage, the UNM Master of Architecture curriculum instills the importance of environmental stewardship with every graduate. Our faculty members believe that excellence in design and a commitment to sustainability are intertwined. Core studio ARCH 601 focuses on biomimetic architecture with an emphasis upon material and environmental efficiency. Foundational courses in the first two semesters for the Track 2 and Track 2.5 students, Systems Integration I & II (ARCH 634 & 635), build upon the students' previous knowledge and focus group on how to directly apply these concepts into a design process. The same is true for the Track 3 cohort, who begin to address the topic in their first semester (ARCH 533 Sustainability II), and are blended with the Track 2 and Track 2.5 during their second year. In the Systems Integration I & II sequence, taught by Ane Gonzalez Lara and Arthur McGoey, the final outcome of these connected courses involves the creation of a small building design that fully integrates materials and structure, along with the requirement to use analysis and simulation software to assess the building's daylight, thermal comfort and capacity to achieve zero net energy. Students develop these skills so they can begin to integrate environmental responsibility into the design process. With a basic knowledge of environmental simulation and analysis, our students build skills that are useful in their career. Three recent graduates, from 2015, 2016 and 2017, are now working as energy modelers and simulation experts in three different local firms – two focused exclusively on environmental analysis, and one at a larger multi-disciplinary firm as their simulation specialist.

The importance of energy efficiency and reduced environmental impact are emphasized in the Sustainability I & II (ARCH 233 & ARCH 433 / 533) courses and the Architectural Structures I & II courses (ARCH 532 & 533), taught by Kuppu Iyengar. The Professional Practice II course (ARCH 651) includes content on an architect's legal and ethical responsibility to the environment. The ARCH 604 Masters Architectural Studio often provides a further opportunity for students to investigate issues of sustainability further. Various elective seminars also deal with sustainable design, include Lighting, ARCH 564, which has been traditionally taught by recently retired Stephen Dent, whose area of research is daylighting and passive energy strategies. Other seminars vary by the semester.

The ecoMOD studios and seminars, taught and coordinated by Architecture Chair John Quale (a former USGBC Board of Directors member) and Lecturer II Donovan Boone, are another example of an emphasis in sustainability. ecoMOD focuses on creating affordable housing for New Mexico, and provides UNM students, staff and faculty an opportunity to collaborate with non-profit organizations to design, build and evaluate high performance affordable housing. To maximize financial and energy efficiency, the construction method is volumetric modular housing unit. The teams focus on maximizing the efficiency of energy and water use, as well as indoor air quality, within a very tight budget. The project allows students to gain hands-on knowledge of sustainable design and construction, following a sense of responsibility with a capacity to act. Careful emphasis is placed on decision making when it comes to research and selecting design strategies, materials and equipment.

An interdisciplinary team of faculty supporting ecoMOD are leading an interdisciplinary team of students through the research, design and construction process of assessing the options for sustainable design, community engagement, efficient technologies and the potential licensing of the designs to commercial companies. Students enrolled come from architecture, landscape architecture, planning, engineering, construction administration, business, and other programs at UNM. The courses meet in the design studios of the School of Architecture + Planning, so the seminar students can meet with the design studio students working on the project. Students are participating in an intensive interdisciplinary collaboration around the first ecoMOD in New Mexico, working with Albuquerque Habitat for Humanity. This effort builds upon ten years of ecoMOD projects at the instructor's previous institution, the University of Virginia. Nineteen

housing units have been built or renovated, three of them to LEED Platinum standard, and two were certified at the Passive House standard. Prior to the ecoMOD studios and seminars, Associate Professor Kristina Yu led a team of students to participate in the Solar Decathlon, as the UNM School of Architecture and Planning and School of Engineering teamed up with Arizona State University.

The elective seminar Computational Ecologies (ARCH 662) focuses on issues of sustainability at an urban scale, particularly as they involve computation. Investigating ideas of Big Data and distributed computation, Computational Ecologies focuses on the design of urban scale artificial intelligence, particularly in how urban scale AI can enable higher levels of resource efficiency while promoting urban density. The seminar provides an opportunity for students enrolled in the MArch degree to gain exposure to much of the content that is delivered in the research oriented Masters of Science in Architecture degree, Computational Ecologies concentration. The course has spawned several Masters Projects focusing on urban and global sustainability.

The University of New Mexico's proximity to both Sandia and Los Alamos National Laboratories provides further opportunity for students to engage with environmental stewardship at a high level. One collaboration with Sandia Labs tasked graduate and undergraduate students with investigating Microsystems Enabled Photovoltaics (MEPV), a technology developed by the lab that collects solar energy on a microscale. The students investigated different appropriations and architectures for the technology, designing architectural integrations for large-scale projects.

The mostly pristine landscape of New Mexico is a constant reminder of our stewardship responsibilities. The state's arid climate reaffirms our biological dependence upon water and other resources. At the School of Architecture and Planning at UNM, sustainable stewardship is not merely a responsibility, it is a requirement for survival.

E. Community and Social Responsibility

We aspire to have all our students prepared to be actively engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding. We try to accomplish this through required courses, a range of elective courses, activities of student organizations, and the example set by faculty engagement and scholarship. The school is part of an effort to support UNM's intent to receive the Carnegie designation of a community-engaged campus.

The curriculum embraces content in sustainability, professional ethics, community engagement, universal design, life-safety, and offers opportunities for service-learning and direct engagement with clients.

Curricular Initiatives:

- The option studios connected to the Design and Planning Assistance Center, held every spring, are part of a long tradition of community engagement and public interest design, dating back to the late 1960's. The Design and Planning Assistance Center (DPAC) has worked with small towns and non-profits for over 50 years focusing on public engagement and the role of design in supporting the public good. DPAC has been a joint activity of the architecture, community and regional planning, and landscape architecture programs. The ecoMOD studios and seminars also provide venues for active engagement with clients and community groups.
- Former Assistant Professor of Architectural History, Brian Goldstein ran a research seminar that required students to review original material (drawings, correspondence,

contracts, etc.) on some of the notable mid-20th century modernist buildings in Albuquerque. The students developed a series of case studies, which became the basis for the content of a website, entitled [Albuquerque Modernism](#). Local historians and architects took interest in the project, and it received local media attention.

- In the required ARCH 621 Research Methodologies course, students read about, discuss, and practice ethical research standards and principled modes of argument. Likewise, issues of systemic discrimination are examined in various architectural history and architectural theory courses.
- The required courses ARCH 604, Masters Architectural Design, ARCH 651 Professional Practice and ARCH 633 Sustainability II address aspects of engagement as it relates to professional practice. This includes visits to firms and can involve research into firms that address community engagement.
- The studios and courses related to ecoMOD is another example of community and social responsibility, as discussed in the Stewardship of the Environment section above. In fact several architecture studio and seminar instructors pursue community engagement, or focus on an actual design project or an imaginary one that address a complex social or community topic. Professor Roger Schluntz often teaches an urban design studio that is intended to serve a particular population and involves the design of public space, and often includes multifamily housing.
- For three years, the School worked with the City of Albuquerque on a series of complex planning and design challenges in the city. The city provided space in a building right in the middle of downtown, on Central Avenue (historically, this was Route 66) at no cost to UNM. A variety of graduate and undergraduate studios were held in the space, all related to encouraging economic development and transit oriented real-estate development. Public reviews were conveniently open to the public, given the location downtown, and public meetings were often held in the space on related topics. Ironically, the school vacated the space in July 2017 because the building was sold to a local architecture firm.
- Former FabLab Director and Lecturer III Matt Gines taught a design / build studio to create custom playhouses that were auctioned off to support New Mexico Appleseed, a non-profit that is seeking to end poverty in the state. The studio created two playhouses, raising \$23,000 for Appleseed through their sale at an auction and celebration event. Gines also organized a design / build effort to create “little free libraries” – small installations to allow neighbors to exchange books for free.

Student Initiatives:

- In the last few years, the UNM AIAS Chapter has been involved in Freedom by Design, a national AIAS effort to design and build small projects focused on addressing accessibility, especially in underserved communities. Recent examples include a stair step installation intended to help train service dogs for a service dog organization. In addition, the group has been working with an organization that addresses homeless in Albuquerque. The team designed and built an interior renovation, as well as large cabinet system that allows different activities to co-exist within a large open space, and maintain privacy. The program needed to address food service, health care examinations and storage. It is expected that one of the next projects will address the installation of a wheelchair accessible ramp into a public building in a low-income neighborhood in Albuquerque. Local licensed architects supervise these projects.

- The April and May of 2015 two major earthquakes struck Nepal, killing more than 9,000 people and injuring another 23,000. Two Nepalese students in the school, one in architecture and one in landscape architecture, joined a team of engineering students to design a women's community center in the village of Behunipati. Rather than build the center, they demonstrated how to build the design to the local population. UNM's Nepal Study Center, with staff that have extensive contacts in the region, helped coordinate the effort.

Professional Initiatives:

- Several of our faculty are members of professional and community boards, and have engaged in multiple community projects. Moreover, a significant portion of faculty scholarship is focused in these areas. For example, Karen J. King, Associate Chair and Principal Lecturer III, has served as a consultant and advisor for various organizations and businesses on Universal Design and accessibility. Internally, she has lectured in multiple courses and engaged multiple studios on the subjects of inclusive design. She has also co-authored and edited the chapter on Inclusive Design for the 11th edition of Architectural Graphic Standards, and collaborated on professional projects, surveys and the like.
- As part of her research Professor Michaele Pride has received multiple grants to work with communities and non-profits, and she has hired students and engaged studios to work on these grants with her. Professor Mark Childs has also pursued similar projects, especially related to DPAC.

Honing the relationship between architecture and the public good is the substance of current discourse and exploration. We believe that an academic community should be a critical forum for that debate, and our role includes teaching students to be principled members of the discussion. This includes questioning the roles of professionals, honest evaluation of one's own work, a dedication to rigorous practice and the pursuit of knowledge, ethical judgment, and active attempts to articulate a stance towards the public good. These values will continue to be central in our long-range planning. The UNM School of Architecture & Planning has been selected to host Design Futures in 2019, a national Public Interest Design conference for students, which is held each summer. The committee to organize the event will be determined in 2018. We look forward to our opportunity to reference of UNM's work in New Mexico during this important event.

I.1.5 Long-Range Planning

With the tight budgets of public higher education, long-term planning is essential. The challenge is to make plans that are both sufficiently meaningful and financially viable.

Strategic planning is typically handled at the school level at UNM, with each department contributing their ideas. In 2017, we are nearing the end of a three-year Strategic Plan "supplement" for the school's previous plan. The supplement, drafted in 2014, was an attempt to expand some of our teaching, research and service efforts on topics of interest to some of the younger faculty members. The three topics emphasized in the 2014-17 plan are: Arid Design and Planning, Indigenous Design and Planning, as well as Health Equity Design and Planning. Soon after this was resolved, it was recognized that these three topics were research agendas for a few of our professors in landscape architecture and planning faculty, with the exception of the Health Equity topic. A fourth topic was added to align with the research agendas of two architecture faculty members: Critical Visualization, focused on visual analysis of big data, social media data, and simulation of complex urban and building systems.

As we approach 2018, we have an important opportunity that needs to be carefully strategized. AIA Gold

Medal winning architect Antoine Predock, who attended the school, and has practiced in New Mexico for several decades, has recently retired. The architect of our building, Antoine often stops by the school, and several of our part-time and full-time faculty once worked for him. Upon his retirement, Antoine and his wife decided to donate his studio and home, along with two other neighboring properties, to the School of Architecture + Planning. The intention is to create the **Antoine Predock Center for Design and Research**. This is a very important opportunity for the school and the department. The two additional properties are under contract. When they sell, the profits will be used to start an endowment and to pay for important renovations on the studio and home. Additional funding is likely going to be required. The design and renovation process for the studio and home is about to begin. A local architecture firm and the university's Physical Plant Department are working with us to implement the project.

During the fall 2017 semester, the faculty will discuss the outline of a strategic plan for the Predock Center, and begin to flesh out how to proceed with making it a reality. We expect that we will seek advice on this project, including advice from Antoine himself.

We have been successful with another important strategic initiative: increased enrollment in the department. In the last two years, we are teaching more students in architecture – first in the undergraduate degree, and now in the Master of Architecture. Between the Chair and the two advisors, we visited all of the recruiting events we could attend. We also prepared posters and post cards to send to other schools of architecture, community colleges and high schools. Whenever possible we would deliver these in person, especially if we had an opportunity to speak with prospective students. We also created a new journal, called TRACE that publishes student and faculty design work and essays, and mailed copies to schools around the country.

We have seen a slight increase in graduate applications, but a more substantial increase in the 'yield' from the admitted students. Yield is the number of students that accept our offer of admission.

We intend to start developing a new Strategic Plan after the April 2018 accreditation visit. This is less a function of the accreditation team visiting us, and more a matter of having the opportunity to see a lot of our student's work up at the same time, so we can re-assess the work for ourselves. In the last three years, we have held faculty retreats to discuss the curriculum, and our overall trajectory as a department. These meetings have been important for the department. It helped us reconsider specific aspects of our curriculum, such as an adjustment to the studio sequence, a reconsideration of our Systems Integration classes, and the need for more architectural theory in the curriculum. The retreats have included both full time and part time faculty, to ensure we have a robust discussion. Most of our part-time faculty members are licensed architects, or intern architects in local firms. Many of them are graduates of our MArch degree, but several are not.

As for the NAAB 'five perspectives,' they have not played a formal role in our strategic planning as of yet, but the topics are obvious enough that we would expect to cover them all in a strategic plan. They provide a useful framework for us to consider our next strategic plan.

I.1.6.A Program Self-Assessment

At the University of New Mexico, Student Learning Outcomes are specifically measured in terms of **knowledge, skills and responsibility**. Every degree program at UNM undergoes an annual self-assessment of the curriculum and the health of the degree. The MArch program assesses a few student learning outcomes annually and measures selected student learning outcomes at least once over one, two, or three assessment cycles. The program determines which of its student learning outcomes to assess during an assessment cycle, giving the faculty an opportunity to focus on a particular topic in any given year. The MArch program has followed the UNM "Broad Program Goals & Measurable Student Learning Outcomes (SLOs)" in their assessments. Within these guidelines, the Architecture Department is able to deliver an innovative curriculum that addresses the professionally conditions and procedures of

an accredited Master of Architecture (MArch) degree, as defined by the National Architectural Accreditation Board (NAAB).

The stated Broad Program Goals are:

- Prepare UNM MArch students for the profession of architecture.
- Create a generation of New Mexican design leaders.

The list of Student Learning Outcomes (SLOs) for this degree program include:

- Provide MArch students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture.
- Ensure MArch students can participate in the design of a high-performance, net-zero energy building.
- Provide MArch students with design and technical experiences to ensure they are prepared to contribute to the professional world of architecture.
- Structure the curriculum to ensure the MArch students are knowledgeable about contemporary architectural design, theory and history.

The process to select these Student Learning Outcomes was based on distilling the NAAB Student Performance Criteria into our own version of four SLO's. The Chair worked with the school's manager of assessment, Kuppu Iyengar, to develop the SLO's. These SLO's allow us to use the content of a few of the most important NAAB SPC, but interpreted based on our values. It also allows the department to regularly assess SPC's and SLO's each year, which helps us ensure we maintain a focus on both methods of assessment in the years between NAAB accreditation visits.

On a practical level, we need to always consider the NAAB SPC when addressing our curriculum, but we also consider our own preferences regarding the structure of our curriculum, and our individual opinions about the strengths and weaknesses of our courses. Managing a curriculum is a fluid process. It requires a willingness to hold on to timeless strategies for teaching architecture, while remaining open to new technologies, techniques, theories and tools.

I.1.6.B. Curricular Assessment and Development

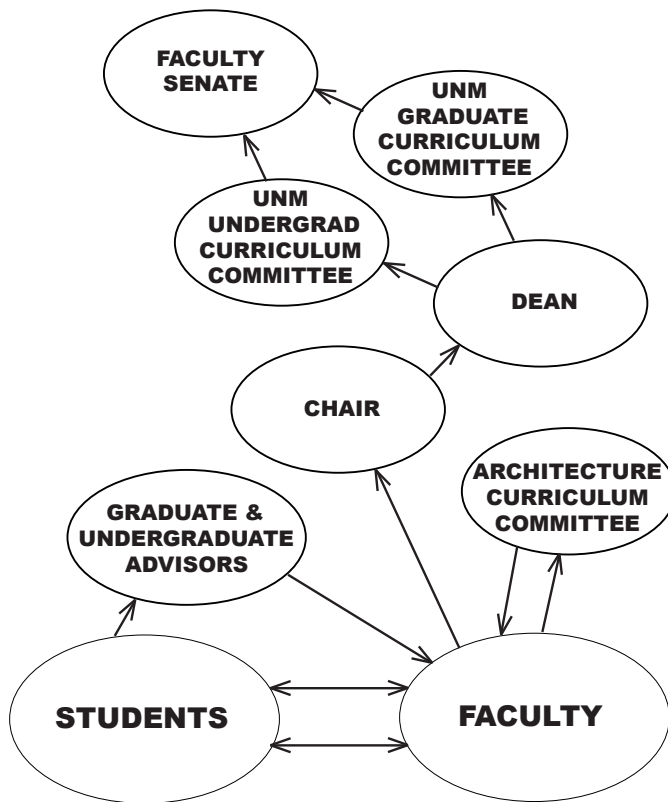
Another form of strategic planning is how we consider our curriculum. Our faculty meets regularly to discuss student achievement. The topics range from mastery of technical skills to knowledge of architectural history and theory. Like any architectural educator, our faculty members often seek the most effective ways to synthesize architectural knowledge, therefore providing the students a well-rounded architectural education – at least that is our aspiration. However, to ensure these ideas can be implemented, it requires a long-term strategy to ensure we have the funding available, and the people in place to implement these ideas.

Any successful curricular plan involves both strategy and tactics. For example, the faculty had a discussion about our ARCH 601 studio, and our desire to see more technical resolution – improving upon the excellent design work in the studio. The plan was to move in the direction of getting a technical consultant involved – someone who is a practicing architect with a good design sense and solid skills in integrating structure and materiality. All three of the ARCH 601 studio instructors have those skills, but it is difficult for them to focus only on building technology when they are trying to balance a lot of requirements.

We knew we didn't have the funding in place to implement this idea. However in the spring of 2017, an architect from Southern California, who ran a successful practice for many years, stopped by the school and mentioned he was retiring early, and was moving to New Mexico. Based on his design work, and on his enthusiasm for the resolution of structure and materials, the idea of serving as a consultant to a studio was brought up. He immediately liked the idea, and insisted he be paid the minimum necessary. A plan that did not seem realistic at first and might not have been implemented for another couple of years

suddenly became realistic. Hiring him was a tactic – we did not go through a national search to hire him. His first semester is the fall of 2017. He doesn't teach a separate studio section, but instead spends one afternoon a week meeting with small groups of students from the three studio sections in 601. This works for his schedule, and we look forward to his continued involvement in the department.

The entire faculty of the architecture department meets once a month to discuss our curriculum, and often have focused meetings on our educational successes and challenges. The monthly faculty meetings occasionally include other topics such as promotion and tenure policies, but the majority of the monthly meetings are remain focused on students or curriculum. In addition, a half day or full day curriculum discussion is held every academic year, which allows the faculty to consider the future trajectory of our curriculum, at both the graduate and undergraduate levels. The part-time faculty seldom attend the monthly meetings, but a much larger percentage of them show up for the once a year meeting.



When a member of the faculty has a question or concern about the curriculum, we usually become aware of it during a faculty meeting. From there, we approach the instructors, and our students to understand what is going on. The students in our three architecture degree programs within the department are sometimes surveyed electronically (so they can respond anonymously), and given an opportunity to meet in small or large group meetings (often with pizza to ensure a crowd). In addition, we always read student evaluations to glean useful information. With a few exceptions, almost every one of the important changes in our department's curriculum emerged from student suggestions. In the last couple of years, many of our students have felt a responsibility for their own education, and the education of the students that will come after them.

If the faculty believes we should consider a change, we have a discussion in a faculty meeting on the topic, and assess where we stand. If there is support for a change, and it is minor (meaning it doesn't rise to the level of an official curriculum change), we simply implement it if most of the faculty members are in support and it will benefit the students' education. If it is a more substantial change, we brainstorm a few solutions in a meeting, and ask the curriculum committee to take the ideas, and develop them further. When the idea(s) have matured, the curriculum committee brings a formal written description to the faculty for discussion and a vote. At that point we are a committee of the whole faculty. The Chair does not vote, but can express his or her preference verbally. If approved, the Chair or the Chair of the Architecture Curriculum Committee prepares the electronic forms to go through the UNM Curriculum Committee structure.

First the Chair approves the forms electronically, even if the Chair prepared the forms. The next step is the Dean, and she is typically given a short summary of what she will be expected to review. This Dean feels the curriculum belongs to the faculty, and she has never been known to meddle into curriculum changes. She reads them, and occasionally makes a suggestion for clarifying the narrative of the proposal, but she has not objected to any changes. After the Dean approves the forms, they go to the UNM Graduate and Professional Curriculum Committee, or to the UNM Undergraduate Curriculum Committee. In these committees, sub-sets of committee members review individual forms from various departments – checking the clarity of the Student Learning Outcomes, that the appropriate standardized language appears (plagiarism, Title IX, access to support services, etc.) and whether there will be a negative impact on another academic program, or a substantial financial impact. The committees then vote on each curriculum form -- up or down. If passed, it goes on to the UNM Faculty Senate, and the curriculum committee within that body. Generally the curriculum changes have been carefully vetted by then, and they get approved. Occasionally, a controversial change will require that the individual that proposed the change be available to explain the context of the proposal.

One of our most complicated challenges we face in getting feedback on the courses and degrees we offer is that the UNM School of Architecture & Planning does not have an alumni coordinator. In addition, UNM graduates, unlike many other schools, lose their university email address six months after they leave the institution. This leaves us dependent on the alumni that choose to join the UNM Alumni Association to be able to contact them. We have been able to use an incomplete email list from our fundraising officer, but we do not get many responses from our alumni. As of the spring of 2017, we began to collect non-UNM emails from students, so we can build our own database, and ensure that we can get some complete and useful survey results in the future. Unfortunately, our most recent survey did not get many responses from anyone that graduated in the last five years, and even fewer responses were received from alumni that received the Master of Architecture degree. It appears the graduates of the undergraduate degree, and the older alumni tend to join the Alumni Association more often than the graduate students. We will continue to collect non-UNM email addresses in the hope that we can communicate directly with our recent alumni, and also learn about how the degree we offer translates into their real world of practice.

Students are encouraged to assess themselves using a rubric chart in a design course or studio. Faculty members are encouraged to use the same rubric and have a dialogue with their students based on the results. Some faculty members develop their own individual rubrics. This rubric is given to architecture design faculty (full time and part time) at the start of every semester. Some choose to use it, others choose to adapt this rubric, or create their own method of assessment of student work.

(Rubric shown on next page)

STUDIO ASSESSMENT RUBRIC	Failing The work does not demonstrate recognition and understanding of the issues and concepts presented in the assignments	Marginal The work exhibits a limited degree of recognition and understanding of the issues and concepts presented in the assignments	Competent The work addresses all of the issues presented in the assignments and demonstrates an understanding of these issues	Notable The work addresses and expands upon the issues presented in the assignments, and demonstrates not only an understanding but achievement in directing the investigations and development in studio work	Exceptional The work addresses and expands upon the issues presented in the assignments, discovers/proposes issues which are reciprocal, similar, and coincidental to the assignment, and demonstrates the student's ability to achieve and excel independently in the development of studio work
The work of the student will:	1-2	3-4	5-6	7-8	9-10
Argument Develop and demonstrate a cogent and understandable approach to the problem that defines and responds to the context of the project and the consequences of the proposal					
Resources Identify, select, assemble, and develop in a directed manner the resources that support the argument and develop knowledge of the design proposal					
Process Develop and follow a consistent, clear, iterative process of design that forms a coherent and knowledgeable position on the issues and methods involved					
Responsibilities Determine, accommodate, or otherwise attend to the responsibilities set forth by the problem					
Representation Design and produce representations that communicate design intent fully and clearly through the considered use of resources and methods in a manner appropriate to the audience and argument					

INCREASE IN QUESTIONING, THINKING, AND MAKING >

Our students have been very successful in several design competitions since our last accreditation visit. Here is a partial list of students that placed in or won a competition:

Jeremy Jerge
 Kramer E. Woodard, Faculty Sponsor
 2011 Fentress Global Challenge: Airport of the Future - finalist
 International Student Competition

Casey McLaughlin
 2011 AIAS | VT Industries Threshold: Portals to the Future - First Place
 Student Design Competition, AIAS President's Office Door

Hillary Noll
 Michaele Pride and Noreen Richards, Faculty Sponsors
 2011-12 William Turnbull Drylands Design Competition
 International Competition, Student Category

Diego Carbajal
 Stephen Dent, Faculty Sponsor
 2012 Generation Kingspan Student Competition - Honorable Mention

Chris Whyman, Nick Nuccio, Ana Molinar, Humberto Lopez, Adriana Liberman, Rajeeb Hazra, Jeremy Dreskin, Omar Armendariz-Garcia, Osarumwese Amadin
Karen J. King, Faculty Sponsor
2013 Young Architects Competition: Post-Quake Visions - Finalists
International Student Design Competition

Michael Pace
Stephen Dent, Faculty Sponsor
2013 Generation Kingspan Student Competition - Third Place

Stefan Johnson
Karen J. King, Faculty Sponsor
2013 Comprehensive Coastal Communities Competition (ORLI) - Finalist

Lisa DeMar
Karen J. King, Faculty Sponsor
2014 AIAS Reliving HOME Student Design Competition - Third Place

Stephen Bontly
Karen J. King, Faculty Sponsor
2014 AIAS Reliving HOME Student Design Competition - Honorable Mention

Connor Coleman
Karen J. King, Faculty Sponsor
2014 AIAS Reliving HOME Student Design Competition - Honorable Mention

Chi Lan Huynh
Chris Beccone, Faculty Sponsor
2017 STEaM Photography Competition - Honorable Mention
Open Competition

Jaime Frias, Ali Al-Gahmi, Rafa Milla
Alex Webb, Faculty Sponsor
2017 gURROO Innovation Minds Competition: Cybernetic Framework - Honorable Mention

Cole Cottrell, Lam Nguyen
Alex Webb, Faculty Sponsor
2017 gURROO Innovation Minds Competition: Cybernetic Framework - Honorable Mention

Hasan F S Kh A Alijumaah
Kramer E. Woodard, Faculty Sponsor
2017 Hyde Park Library Competition - Finalist

Madison Wickstrom
Dena Thomas Aouassou, Dana Oliveri, Faculty Sponsors
2017 Robert Bruce Thompson Student Lighting Competition - Second Place

Arjun Bhakta
Dena Thomas Aouassou, Dana Oliveri, Faculty Sponsors
2017 Robert Bruce Thompson Student Lighting Competition - Third Place

Section 2. Progress since the Previous Visit (limit 5 pages)

Conditions Not Met in the 2012 Visiting Team Report:

II1.1.A.4 Technical Documentation

Response to Visiting Team Report in 2012

The NAAB Team during their visit asked to see evidence of outline specifications, while we had evidence for this from the previous curriculum the course had not been taught for 3 semesters. We acknowledge that we need to address outline specifications in this area. However, we were never told, nor do we agree, that there were any additional weaknesses in the student's technical drawings. In fact there is an inherent contradiction in the Team's assertion that they noted weakness in the student's technical drawings when in the Realm B. General comments the team states "that students develop an advanced skill set when it comes to systems integration, accessibility, life safety and materials," indicating that the Team found the student work to be technically sound.

There was no mention of other deficiencies in this SPC during the visit and no request for additional student work to show "consistent evidence at the ability level for producing technically clear drawings with appropriate technical information on them."

2014 Interim Report Update:

We continue to assess the best way to integrate the development of an outline specification in a way that will have a meaningful impact on the students. Philosophically, we aren't convinced that is the best format for students to learn about specifying materials. The faculty have discussed this issue in the context of the fact that our curriculum already addresses research into architectural products and materials. In addition, there had never been a concern about the lack of an outline spec assignment in the past accreditations – and the specificity of the requirement is a concern. Another faculty retreat is scheduled for February 2015, and the final response to this concern will be determined at that point. We do not have student work from 2013-14 that addresses this concern – a similar assignment (not strictly an outline spec) was given in 2013-14, but not collected for this report.

(Note: we do not feel the communication about the need to gather student work during the 2013-14 academic year was adequately communicated to UNM. It is a significant change to previous NAAB procedures. We could have found the information in the amendment to the guidelines document posted on the NAAB website, but we already had the guidelines document, and were not aware that the new amendment to the guidelines document existed. Neither the current or previous director were aware of this change – it is something we would have acted on if we had been told.)

2017 Response:

For various reasons, we have reconsidered our ARCH 634 / 635 Systems Integration I & II courses. One of the changes was to include greater specificity when it comes to students selected materials and design strategies. We believe we have fulfilled this requirement in a more substantial way.

II1.1.B.7 Financial Considerations

Response to Visiting Team Report in 2012

This is consistent with the comments at the exit interview. The same course referenced above would have clearly provided these omissions.

2014 Interim Report Update:

After the accreditation visit, we decided to further increase the content focused on cost control in the Professional Practice class, even though it was addressed elsewhere. We did not collect material

documenting this in 2013-14 but did collect it from the Fall 2014 class. We added a guest lecture, a required reading and a quiz on the topic. The link to that material plus the revised syllabus is [HERE](#).

2017 Response:

For the 2017 APR, we have placed Financial Considerations in three courses: ARCH 634 Systems Integration I, ARCH 635 Systems Integration II, and ARCH 652 Pre-Design & Architectural Programming. For one year, Fall of 2014, it appeared in ARCH 651 Professional Practice.

II.2.2 Professional Degrees and Curriculum

Response to Visiting Team Report in 2012

This is consistent with the comments at the exit interview. This amounts to a misunderstanding of the requirement and is easily fixed by changing a number in the course catalog. It is worth noting in reviewing our graduates this semester that all of them met the minimum of 45 credits with other than architectural content.

2014 Interim Report Update:

None

2017 Response:

The Track 2 and Track 2.5 options for our Master of Architecture degree is in the pre-professional plus category, where the General Studies are defined by the baccalaureate required for admission.

The Track 3 of our Master of Architecture degree is in the non-preprofessional degree-plus category, where the General Studies are also defined by the baccalaureate required for admission.

45 credit hours in General Studies are no longer required for our Master of Architecture degree, however, we continued to advise our students to pursue 45 credit hours.

Causes of Concern

Graduate Assistance.

As first reported by the 2006 visiting team, there continues to be a need for additional assistantships and scholarships 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.

Response to Visiting Team Report in 2012:

The Architecture Program has added 12 new endowed scholarships since the last NAAB team visit in 2012 nearly doubling the number of scholarships that the program awards annually. The overall cost that UNM students bear compares very favorably with other MArch programs both regionally and nationally, especially when taking into consideration the relatively low tuition rates and cost of living in combination with financial aid and scholarship opportunities. A significant percentage of our 2 year MArch students come from our BAA program. All New Mexico high school graduates who maintain a 2.5 GPA are eligible for a New Mexico state lottery scholarship, which covers tuition for up to 4 years of their undergraduate studies. By what metric is this cause of concern being measured? We have worked diligently to increase scholarship and assistantship opportunities for our students since the last visit and yet it remains a cause of concern.

2014 Interim Report Update:

We continue pursue ways to increase graduate assistantships and scholarships. It should also be noted that students from out of state that receive graduate assistantships are immediately eligible for in-state tuition, which significantly helps these individuals. Our dean and foundation officer are

regularly pursuing scholarships, and this academic year to date, we have increased scholarships for architecture students by 10 percent.

2017 Response:

The architecture programs at UNM are ranked #3 in affordability in the U.S., behind The City College of New York, and the University of Puerto Rico. The **out of state tuition** at UNM is less than the **in state tuition** at the University of California system, and the University of Colorado at Denver.

We continue to seek all opportunities to support our students, both within UNM and outside the university. The graduate advisor and the Chair of Architecture regularly forward all funding opportunities to the student list serve. With budget cuts, we have not been able to substantially increase our assistantship spending. However, we have increased the funding available for scholarships (see section I.2.3 Financial Resources).

A. Gender diversity of students.

While the program is largely diverse and, for the most part, consistent with the student body as a whole in most categories, there is a concern with the gender statistics when compared to those of the UNM student body. As reported on page 73 of the APR, 57.6% of the UNM student body was female for the 2009-2010 school year. The program was 40% female in 2004, and is only 32% female in the spring of 2011, indicating a negatively trending concern that is worth further investigation.

Response to Visiting Team Report in 2012:

The percentage of female students in the MArch program rose to above 40% in the mid-ought's and dropped significantly as the recession hit New Mexico in 2007-2008, since then it has been steadily climbing each year. Our internal numbers show that this year our female graduate population will be above 35% this coming year. The most recent NAAB statistics show a national average of 40% females enrolled in graduate architecture programs. Within the University of New Mexico the MArch percentage of female enrollment falls squarely between The School of Engineering at about 20% female graduate students and The Anderson School of Management with just under 50% female graduate students. While we have seen a drop in the percentage of women enrolled in the program, we are actively working to reverse this trend and find the wording in the team report unnecessarily alarming.

2014 Interim Report Update:

Given the relatively small size of our program, it is difficult to take a one-year snapshot of our enrollment of women and discern a trend. However, in the 2013-14 academic year, the percentage of women increased back to 40% of the Master of Architecture students. This is slightly lower than the 43% of women undergraduate students university-wide; for graduate students, there 56% women. While we are pleased we made progress, we are still pursuing the possibility of a 50% / 50% enrollment for women and men. In the past two academic years, the previous Director offered a graduate assistantship to each female applicant accepted into the program. Only 3 to 5 men were given the same offer in the same year. In 2013-14, half of those women accepted enrollment. We are pleased with that number, but will continue to pursue ways to increase our population of women and individuals from under-represented groups. We think a more accurate way to assess gender diversity in New Mexico is to compare us to other professional programs at the University, such as the School of Engineering, which has 21% women, and the Anderson School of Management, which also has 40% women.

One other factor to consider is that our faculty, especially in the upper ranks, is recognized as quite diverse when it comes to gender and racial / ethnic identification. Seven of our full-time faculty (out of 16) are women, including the Dean and one of two Associate Deans for the School. Five of these women are tenured, and three of those five are Full Professors. During the 2013-14 academic year, there was also three male Full Professors. John Quale, the new director, began the position in August 2014, and became the fourth man, and seventh Full Professor in the program.

There are two untenured full-time women faculty members that are on long-term non-tenure track Lecturer III appointments, which required a national search. One of them is being considered for a promotion within the university's new promotion sequence for non-tenure track faculty. If successful, she will become the first Senior Lecturer in the school, and in the first group of Senior Lecturers at the university.

We also see ourselves as a national leader in serving the Hispanic / Latino community. We are one of the only Research I Universities (under the Carnegie Classification of Institutions of Higher Learning system) that is also a Hispanic Serving Institution, as defined by the federal government. This is an important responsibility for us. In addition, we have a larger population of Native students in our graduate and undergraduate programs than most architecture schools in the country.

There is a strong ethic of concern for diversity in our state, our university and our program. We will continue pursue diversity on all fronts.

2017 Response:

Please refer to the Social Equity section of this report, where we provide a complete explanation of our efforts to achieve 50 / 50 women and men. We are currently at 39% women in the Master of Architecture, and the national average is 41%. You will also see there that we now have 50 / 50 women and men on our full time faculty.

B. Final Portfolios.

The design portfolios submitted electronically by students in advance of their final year constitute a remarkable record of work. It's commendable that students maintain and will graduate with such a resource. Our team observed, however, significant room for improvement in clearly communicating the work captured in the portfolios. In most cases, the graphic and written material could have been better distilled and refined. Additional guidance from faculty and practitioners, including actual graphic design professionals, could go a long way toward strengthening this important aspect of the program.

Response to Visiting Team Report in 2012

With the implementation of our new curriculum we introduced a digital graduate portfolio review before students commence their final year of studies. The portfolios displayed to the team were the results of first cohort who had not yet taken any of the new communications course sequence. The new curriculum has a communications sequence which concentrates on graphic and written communication designed to address precisely the concerns the team noted.

2014 Interim Report Update:

During the last two academic years, the program has changed the faculty assigned to the graduate communications classes, including the addition of a part-time instructor with substantial experience in graphic design and marketing for architecture firms such as Antoine Predock Architect. This has improved the graphic quality of the student's work, but there is still progress to be made. In Fall 2014, another substantial change to the visualization curriculum was approved by the faculty, but that does not fall within this 2013-14 Interim Progress Report, and will be described next year.

2017 Response:

Since 2014, we have made a further change in how we handle visualization. Our intent was to better connect the visualization content with the design studios. We now offer visualization content as workshops integrated into selected undergraduate and graduate studios: 201, 202, 301, 302 and 500, 501, 502, and 601. This allows us to hire select full time or hire part time individuals with relevant skills to deliver this content. Students participate in these workshops in the studio space, or the auditorium or a large classroom if the focus is on a specific software. Occasionally, we also provide optional software workshops for selected levels of students, and not during studio time. In addition, we now offer between five and seven one-credit elective visualization courses every semester.

These tend to focus on advancing basic skills in software, rendering, web design, processing, portfolio design, photography, fabrication, etc. MArch students in the Track 3 are required to take a least two of them during their degree, but they can count for overall elective credits. These classes have almost always been filled in both the graduate and undergraduate sections.

APR – Section 3 – Compliance with the Conditions for Accreditation

I.2.1 Human Resources & Human Resource Development

The short resumes for a full-time and part-time faculty members, using the NAAB format, are found [HERE](#).

The course and faculty matrix for each of the two academic years prior to the preparation of the APR is found [HERE](#).

The licensed architects on our faculty remain current in the profession by participating in practice and / or pursuing continuing education through the AIA. Some also hold LEED-AP credentials, and pursue continuing education through Green Business Certification Inc. (GBCI), closely aligned with the U.S. Green Building Council. Several faculty members maintain other credentials as well.

Our faculty attend conferences and symposia in their research area, and occasionally organizes conferences as well. Each year, several of our faculty members attend the ACSA Annual Meeting.

New faculty members receive start up funding that can be used for equipment and other research costs. It can also be utilized to attend conferences, often to present a peer-reviewed paper. The amount is typically in the \$3,000 to \$4,000 range. Faculty are expected to pursue external funding if they need it for their research. When travel funding is available, the department gives priority to faculty members going up for a promotion to Full Professor in the upcoming year or so. Priority is also given to the tenure track faculty. The Associate Dean for Research, Mark C. Childs, often has small research grants available. Faculty members compete for the funding through a proposal process.

Below is a list of books authored and / or edited by the current Architecture faculty. In addition to these books, there are also many peer-reviewed publications, awards in national and international design competitions, funded projects addressing community engagement, design / build or fabrication projects, such as the new Weather Lab at the Anderson Abruzzo International Balloon Museum.

Eleni Bastéa

- *Venice Without Gondolas*, (poems) Finishing Line Press, 2013. ISBN: 9781622291991
- *Αθήνα 1834 – 1896. Νεοκλασική πολεοδομία και ελληνική εθνική συνείδηση* [Athens: 1834 – 1896. Neoclassical urban design & Greek national consciousness], translation of *The Creation of Modern Athens: Planning the Myth*, translated by Eleni Bastéa. (Libro publishers, Athens, 2008). ISBN: 978-960-490-084-6
- *Memory and Architecture*, UNM Press, 2004. ISBN: 0826332692
- *The Creation of Modern Athens*, Cambridge University Press, 1999. ISBN: 0521641209

Mark C. Childs

- *Zeon Files* with Ellen Babcock, UNM Press, 2016. ISBN 978-0-8263-5602-4
- *Urban Composition*. Princeton Architectural Press, 2012. EDRA Great Places Book Award 2013. ISBN: 9781616892036
- *The Shapes of Transportation*. New Mexico Department of Finance and Administration, 2007.
- *Squares: A Public Space Design Guide for Urbanists*. UNM Press, 2004. Planetizen Top Ten Books of 2005, and Top 8 Public Space Design Books. ISBN: 0826330037

- *Never Say Goodbye: The Albuquerque Rephotography Project* with Anthony Anella, Albuquerque Museum, 2000.
- *Parking Spaces: A Design, Implementation, and Use Manual for Architects, Planners, and Engineers*, McGraw-Hill, 1999. ISBN: 0070121079

Brian Goldstein

- *The Roots of Urban Renaissance: Gentrification and the Struggle Over Harlem*, Harvard University Press, 2017. ISBN 0674971507

Kuppu Iyengar

- *Sustainable Architectural Design – An Overview*, Routledge, 2015. ISBN: 9780415702348

John D. Quale

- *Offsite Architecture: Building the Future*, with Ryan Smith, editors. Routledge Taylor & Francis, 2017. ISBN: 9781138821392
- *Sustainable, Affordable, Prefab – the ecoMOD project*, University of Virginia Press, 2012. ISBN: 9780813931524
- *OFFSITE: Theory and Practice of Architectural Production*, with Ryan Smith, Rashida Ng, editors. Association of the Collegiate Schools of Architecture, 2013.
- *Carbon Neutral Affordable Housing: A Guidebook for Affordable Housing Providers*; with Emily Kilroy, James Wasley, distributed free to by the Carbon Neutral Design Initiative, 2011.
- *Trojan Goat: A Self-Sufficient House*, foreword by Kenneth Frampton, Volume 1 in the UVA School of Architecture's 'Urgent Matters' book series, distributed by the University of Virginia Press, 2005. ISBN: 0977102408

Nora Wendl

- *Glass Document*, Ugly Duckling Press, 2016. Original interactive web book. In press.
- *Ave Maria* with Rylan Steele, A-B Editions, 2016. ISBN: 978-1-944005-05-4
- *Contemporary Art About Architecture: A Strange Utility*, editor with Isabelle Loring Wallace, Ashgate, 2013. ISBN: 978-1-4094-3286-9.

Kristina Yu

- *Architecture: Technology Made Small, Project Learning Made Massive*, University of New Mexico Press, expected 2018.

A chart of grant funding received by Architecture faculty since 2012 is found [HERE](#).

A complete list of the competitive funding submissions by the Architecture Department faculty in late 2015 and 2016-17. We have a new staff member supporting our research efforts, and she prepared the list. It does not represent the full timeframe dating back to our previous NAAB visit, but provides a useful sample of the kinds of grants that our faculty members tend to pursue. The file is found [HERE](#).

The Architecture Department, and the School of Architecture + Planning in general, is strongly committed to both academic and personal advising. We have both a graduate advisor, and an undergraduate advisor. Both of them are very experienced with advising process at UNM, and extremely well trained on all academic procedures and helping our students get to the resources they need if they become aware of a personal challenge that our students may face. The undergraduate advisor was a student in our BAA, and later received a Master of Fine Arts in Art / Architectural History. The graduate advisor during the last several years was married to an MArch student when she started, and is intimately aware of the how the program works, and also familiar with the process of finding a job with an MArch degree. (This advisor has recently left, and a new advisor started in September 2017. She was the unanimous choice of the search committee, and has extensive experience as an advisor at UNM.)

The references to career guidance and our new externship program opportunity are found in “professional conduct” on page 7 and in the “professional opportunity” section on page 14.

Associate Professor Kristina Yu is the UNM NCARB License Advisor. She has worked extensively with the former NCARB Advisor Professor Roger Schluntz, UNM Student Advisor Evan Berger, AIA NM State Advisors Jennifer Penner and Tina Reames, firm advisors Ashley Hartshorn and Jim Ochswald, Think Tank Fellow 2017 John Clark. The many activities that together they have coordinated are office information sessions at several firms in Albuquerque and Santa Fe, information sessions at the UNM during required professional courses and in noon time lunch lectures. We have also coordinated the visit of NCARB representative Patricia Ramallo in the state of NM last Nov 2016. We will all work together to organize the visit of NCARB’s Director of Experience + Education, Harry Falconer, to New Mexico on November 3, 2017. We are coordinating his visit and his presentations.

Together we have reached out to young professionals, students, experienced designers who have yet to receive their first license, and to firm NCARB Advisors in Albuquerque and Santa Fe. We have put together a twitter feed @ALAC_NM (Architecture Licensure Advisor Committee_ New Mexico) in order to quickly disseminate information with whom we know in the State of New Mexico who are working towards their first Licensure.

There is keen interest within our student body for this information.

I.2.2 Physical Resources

George Pearl Hall, the home of the School of Architecture + Planning, was designed by Antoine Predock, and completed in 2008. It is a well loved building for our students and faculty. Spatially, the building is sophisticated, with a lot of compelling views through its complex section.

Floor plans and photographs of the building are found [HERE](#).

There are no immediate plans to change the building. Since the last accreditation visit, we have enclosed a porch on the east end of the building to become a steel fabrication shop. There are no significant problems with our building.

We have two online classes – ARCH 121 Introduction to Architecture and ARCH 433 / 633 Sustainability II. The infrastructure to manage these two classes is a single computer, an Ethernet connection and a desk.

The building provides a private office for every full time faculty member, and a larger shared office for the part time instructors that want to use it. The offices provide sufficient space for scholarship, service and advising. The classrooms are varied in size, allowing for various forms of teaching to occur, including design reviews.

For three years, we were provided space in a building downtown, known as our CityLab space. We no longer use the building, and the space was used for option / topic studios where the only SPC was Architectural Design. A floor plan of the building is found [HERE](#). A local architect has purchased the building and it is now under renovation.

I.2.3 Financial Resources

The School of Architecture + Planning (SA+P) receives nearly all of its annual state funding from the University of New Mexico in what is termed the Instructional and General (I&G) Budget. For the School this amount is \$3,662,258 for FY18 (July 1, 2017 – June 30, 2018). Most of the funding commitment is for the fixed salaries of the permanent faculty and staff positions.

I&G support to UNM is determined by the statewide funding formula that includes several components, but the driving factor in the formula is student credit hours (SCH) delivered. The SCH is weighed by academic subject areas, in addition, graduate instruction is weighed heavier than lower division, undergraduate courses. Notwithstanding, less than 20% of the University's total budget is provided by the state of New Mexico. The balance of the institutional budget comes from sales and services, fees, contracts and grants, and private giving.

Here is the state allocation since our last accreditation visit:

Year	State Allocation	Differential Tuition	I&G Total	Student Fees	EWDP
17-18	3,662,523	158,007	3,662,523	148,685	N/A
16-17	3,717,247	290,522	3,717,247	212,520	N/A
15-16	3,653,375	318,643	3,653,375	213,807	N/A
14-15	3,628,568	282,348	3,628,568	220,339	26,500
13-14	3,423,888	237,917	3,423,888	294,411	55,000
12-'13	2,943,055	213,478	2,943,055	231,405	57,000

In FY 2007-08 the SA+P began to participate in the University's Distance Education/ Extended University (EU) program. At its inception each academic program was allowed to negotiate an individual financial arrangement through a Memorandum of Understanding that particularized incentives benefits to the faculty within each participating programs.

In 2010-11 Prof. Eleni Bastea was appointed as SA+P Extended University Liaison. While serving in that role she worked with several architecture faculty interested in testing distance education in their lecture courses. Thus in that year both, ARCH 121 Introduction to Architecture and ARCH 111 Introduction to Architectural Graphics were launched as on-line courses. ARCH 121 continues to be taught in person and online. ARCH 111 is now only taught in person. However ARCH 433 / 633 Sustainability II is taught online once a year. The financial support from the EU for instructors has been substantially reduced since its inception, making it less appealing to spend the time to create a new online course.

The scholarship funding has increased in the last few years – we now have over \$60,000 available each year for scholarships as defined by the donors.

BASELINE		ENDOWED SPENDING DISTRIBUTIONS	NONENDOWED GIFTS	TOTAL
	FY13	34,900.44	26,604.00	61,504.44
	FY14	35,713.97	19,500.00	55,213.97
	FY15	39,802.27	29,174.54	68,976.81
	FY16	41,266.44	21,300.00	62,566.44
	FY17	39,142.44	26,400.00	65,542.44
	FY14-FY17 AVG	38,981.28	24,093.64	63,074.92

As with other Colleges and Schools around the country and at UNM, cuts were made to the Architecture budget at the end of FY17 in the amount of \$46,183. For FY18, addition cuts were made to the food and travel budgets. The School of Architecture + Planning has struggled with an inadequate base budget and this budget reduction poses new challenges. With a total of six state supported, four-year universities, a population base of slightly over two million, and per capita income that is ranked among the lowest in the

United States, the New Mexico State Legislature has many competing needs for its relatively small revenue.

That having been said, the School's I&G budget (state allocation plus graduate differential tuition) and student fees have generally increased since the previous NAAB accreditation with the exception of FY18 (see Table 1A). Much of these increases are due to salary increases, promotions and new faculty and staff hires in the School.

Through course fees applicable to all courses offered by the School (currently \$62 per credit hour in 200, 300, 400 level architecture courses), the School has approximately \$215,000 available annually to augment specific services that support instruction. This income, along with a modest amount of cost recovery for direct user charges in the computer and fabrication laboratories, offset the increasing financial demand needed to adequately support the student computing, printing and fabrication environment that are coordinated by the School's staff.

With the implementation of Differential Tuition for graduate level courses beginning Fall 2007, the SA+P eliminated existing Student Course Fees for graduate level courses. The SA+P Differential Tuition rate for graduate level courses (500 and above) for AY 2017-2018 is \$74.63 per credit hour. Revenues collected from Differential Tuition are used to offset costs related to student services including the Fabrications Lab and Computer/Print Lab as well as graduate advisement. Currently, the following staff salaries are supported by Differential Tuition monies: Senior Graduate Advisor, Fabrications Lab Director, Fabrications Lab Supervisor, and User Support Analyst II (Computer/Print Lab).

Revenues collected from Student Course Fees are used to offset the costs of equipment, supplies, labor (student employees/graduate assistants), upgrade and maintenance of the Computer/Print Lab and Fabrications Lab equipment as well as maintenance and replacement of studio desks, chairs, and lockers, and enhancement of spaces dedicated to student services and activities. For the Architecture Department, Student Course Fees for AY 2017-2018 are \$20 per credit hour for 100 level courses, \$30 per credit hour for 200/300/400 level courses, and \$85 flat fee for variable credit courses.

There have not been any changes in our funding model related to faculty compensation, instruction, overhead, or facilities since the last visit. Given the current political and financial situation in the state, it is difficult to predict if there will be additional cuts to our budget.

The Office of the Vice President for Research has been an important friend of the school, providing support to our faculty and students. They have provided start-up funding for our new faculty, funding for competitive small internal grants, and some funding for student positions. In addition, the department has access to the percentage of funding from grants that goes to the department. Also, architecture has endowment funding, most of which is reserved for lectures and the Marjorie Mead Hooker Visiting Professorship.

The school has a foundation officer, and she leads our fundraising efforts, partnership with the Dean. Our fundraising in the last six years has been quite successful, including a few major gifts, and many more smaller ones. At UNM, the school plays above its size when it comes to fundraising.

The recent addition of the Antoine Predock Center for Design and Research is an important milestone in our fundraising, but there will need to be additional funding to turn the center into the kind of resource that will fulfill the donor's expectations.

I.2.4 Information Resources

The UNM library system is a member of the Association of Research Libraries. It includes four subject specific branches of the University Libraries, the Health Sciences Center and Informatics Library, the Law Library, and other discipline specific libraries in academic departments. While architecture

students and faculty primarily use the University Libraries, the Law Library (approximately 241,244 volumes), and the Health Sciences Library and Informatics Center (approximately 137,470 volumes), also provide valuable information resources.

UNM University Libraries Mission and Vision:

The University of New Mexico University Libraries (UL) provides information, services and education in anyplace and at any time, as well as providing and maintaining exceptional facilities for the evolving education, research and service needs of UNM and the wider community. The UL plays a key role in fulfilling UNM's mission to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

The UNM's University Libraries is seen as a proactive and adaptable source of knowledge for UNM and the wider community. UNM's University Libraries remain the leading academic library system in New Mexico by making available extensive and valuable collections; being a trusted partner in the academic culture; enabling students in the use of information and informatics; offering extensive and user-centered electronic services; being a desired destination by providing functional and attractive physical places; ensuring that our employees have the necessary skills and tools to serve the evolving needs of our customers; and having varied funding sources and shared successes with customers by understanding their needs.

The University Libraries (UL) comprises four libraries: Centennial Science and Engineering Library, Fine Arts and Design Library, Parish Memorial Library for Business and Economics, and Zimmerman Library. Additional resources are the Center for Southwest Research Special Collections and Archives, located in Zimmerman Library, and the Map Library, located in Centennial Science and Engineering Library. Additionally, the UL is a Regional Depository Library for Federal government information. While students of architecture may view the Fine Arts and Design Library as their primary library, due to the interdisciplinary nature of the field they are likely to use all four branches of the UL.

The University Libraries is 60th of 114 libraries in the 2014/2015 Association of Research Libraries Library Investment index. The investment index "calculates principal component scores and the analysis is based on all university member libraries' data. The variables used in the index are total library expenditures, salaries & wages for professional staff, total library materials expenditures, and professional plus support staff." ¹ Our 26 librarians and 80 support staff are committed to making the UNM UL one of the nation's finest.

(The complete UL Annual Report 2014 is available at <https://indd.adobe.com/view/1db4a56c-82c5-4955-b029-724be01c30bb>.)

Assessment of Resources:

UNIVERSITY LIBRARIES HOLDINGS (approximate numbers)

Total UL print volumes	3,226,625
Total UL electronic books	753,464
Total UL government documents	798,900
Total UL maps & cartographic images	67,067
Total UL visual media.....	2,090
Total UL print serial subscriptions.....	931
Total UL online serial subscriptions.....	1548
Total UL online database subscriptions.....	310
Total UL print periodicals.....	3,045
Total UL online periodicals.....	4,247

Total volumes: NA classification range (architecture & planning)17,587

¹ARL Statistics, "Analytics. Library Investment Index." Association of Research Libraries. Accessed June 12, 2017. <https://www.arlstatistics.org/analytics>

Current serial subscriptions in architecture and planning (print & online)..... 31

The UL offers an increasing number of online resources for faculty and students in architecture. These include indexes, abstracts, and a number of full-text resources. (For a complete list of the UNMUL Online Databases see: http://library.unm.edu/find/databases.php?db_letter=all#titles)

ACQUISITIONS BUDGET: 2015/2016

Due to the nature of UL collection development funding arrangements, the below figures represent the total fiscal year spending on architecture, landscape architecture, and planning materials. While it is not possible to separate the three subjects with great accuracy, approximately one third of these funds purchased materials relevant to architecture. Certainly, other UL funding was spent on materials in related areas such as civil engineering, building construction, ecology, economic development, environmental studies, land use and management, real estate development, sociology, etc.

TOTAL UNMUL ACQUISITIONS BUDGET \$ 5,537,677

ARCHITECTURE, LANDSCAPE ARCHITECTURE & PLANNING BUDGET

Print Journals	\$3,065.40
Electronic Journals.....	\$5,133.54
Databases.....	\$5,843.00
Books	\$10,154.40
E-Books.....	\$0
Other (CDs, DVDs, maps, etc.)	\$0
Total Architecture, Landscape Architecture, & Planning Budget.....	\$24,196.34

In addition to the UL's extensive collections, UNM researchers have access to collections and resources worldwide through the library's Interlibrary Loan and Library Express service. Faculty, staff, and students may place requests online for materials from UNM or other library collections and materials will be retrieved and held for them at library service desks. Articles, chapters, and certain electronic books are posted directly to researchers' accounts for convenient retrieval. Since July 1, 2016, researchers from art and architectural disciplines placed 2,490 requests for materials through this service.

THE FINE ARTS & DESIGN LIBRARY

Located on the fourth floor of George Pearl Hall, the Fine Arts and Design Library (FADL) houses collections in architecture, landscape architecture, community and regional planning, urban and regional design, design, photography, art and art history, music, theatre and dance.

PERSONNEL

The Fine Arts and Design Library has 8 FTE professional employees. They are as follows: Team-lead (tenured UNMUL faculty member), Fine Arts Collection Development Coordinator, Library Operations Manager, Systems Analyst/Instruction Coordinator, three Circulation Supervisors and one Circulation Assistant. Reference service is also provided by other UL faculty librarians from throughout the system. The Fine Arts Librarian for Art, Architecture and Planning, who performs reference and instruction services at the Fine Arts and Design Library, has bachelor and master degrees in art history, and a master degree in library and information science. The Architecture Curator at the Center for Southwest Research (in Zimmerman Library) supports the Historic Preservation and Regionalism Program.

A critical part of the UL's personnel are student employees, who provide assistance at the Service Desks, support collection maintenance, and are routinely engaged in special projects. The UL has emphasized student training in recent years, working to provide student employees with skills such as teamwork, communication, and customer service.

COLLECTIONS AT THE FINE ARTS AND DESIGN LIBRARY

Volumes in NA classification range (architecture & planning)	17,500
Volumes in SB 450-SB 487 classification range (landscape architecture)	1,500

Art, Art History, & Photography (includes ~25,000 art exhibition catalogs)	84,000
Music Scores	52,195
Volumes in Music Literature & Theory	19,677
Total volumes holdings at FADL.....	174,872

Sound Recordings	40,000
DVDs & Videos	10,378

TECHNOLOGY AT THE FINE ARTS AND DESIGN LIBRARY

Computing

- Wireless access is available throughout the library.
- 25 PC workstations (2 are networked to scanners and graphics-editing software.)
- 3 Mac workstations
- 10 laptop computers for patron use within the library (6 PC and 4 Mac)
- All library computers (and laptops), are networked to a black-and-white and color laser jet printer/copier.
- One overhead document scanner
- Computer classroom containing 20 student stations (with seating for 40), and an instructor station, projection and webcast equipment. (Computers in the classroom are available to patrons when library instruction is not occurring.)
- 10 ports for public access

Viewing & Listening

- 4 TV/VCR/DVR units (All visual media circulate out of the library.) (2 of these units are located in our Group Study Rooms.)
- 4 Flat screen TV's
- 3 CD player/recorders (All sound recordings circulate out of the library.)
- 3 LP record players
- 3 Audio cassette players

SERVICES AT THE FINE ARTS AND DESIGN LIBRARY

Circulation & Reserves

All UNM faculty, staff, and currently enrolled students with valid identification are encouraged to use the UL collections to support their study and research. Members of the community with a community borrower's card may also borrow materials. Restricted access materials may be used within the libraries.

Available data show that materials within the Fine Arts & Design Library (FADL) are well-used. Active UNM faculty, staff, and students borrowed 24,163 items from the collection since July 1, 2016. Both print collections and materials in other media such as visual media are valued, with visual media, as an example, generating 5,129 circulations during this period. Retirees and Emeritus faculty also continue to see the library as a resource, borrowing 462 collection items during the past year.

The Reserve Collection consists of instructor-requested readings for classes in landscape architecture, architecture and planning and the fine arts, as well as collections of important texts in music, art and art history, architecture, and photography. The circulation for reserve items varies from two hours to three days. Students and other researchers may check out reserve materials from the Service Desk, which is staffed during all operating hours. The UL works closely with faculty and instructional staff to facilitate electronic availability of materials (e.g., articles, chapters) needed to support students enrolled in particular courses using the UNM Blackboard Learn™ system.

Reference & Research Services

The UL offers information and reference assistance during the majority of working hours and in multiple modes, including email, chat, text, phone, and in-person. Since July 1, 2016, UL faculty and staff answered 16,555 questions. Of those, 1,728 were answered by faculty and staff at FADL. In addition, subject librarians at FADL publish their schedules online to facilitate research consultations with researchers in their areas. In addition to in-person assistance the UL offers online help services through research guides, which introduce key resources for particular subjects and courses.

The reference collection contains general and specialized dictionaries, encyclopedias, directories and indexes in music, theatre, art and art history, architecture, landscape architecture, photography and related fields. Also available is the UL Electronic Reference Tools, containing hundreds of online reference sources (see <http://libguides.unm.edu/reftools>).

Instruction

Course library instruction sessions are available upon request. Instruction sessions occur in the Fine Arts and Design Library classroom, in critiques, or in architecture classrooms and studios. Individual research consultations are encouraged.

Group Study Rooms & Overall Study Space

The Fine Arts and Design Library (FADL) has eight group study rooms. Rooms have wireless access and white boards. Two rooms have large flat screen TV/monitors for laptop hookup.

FADL's study rooms offer panoramic views of the city and the mountains, and are very popular spaces for work and reflection. In the past year, the UL upgraded its reservation system for study rooms, adding an online self-booking module to enable room reservations from anywhere anytime. Since July 1, 2016 FADL's group study rooms were booked 6,170 times.

Overall, FADL offers study and work space that is greatly appreciated by UNM students. It frequently places high in campus polls of "best places to study" in recognition of its atmosphere and services. During the past few years, UL staff have continued to update all study room white boards to glassboard surfaces, adding several new mobile glass boards to facilitate work in open study areas. The FADL classroom has undergone upgrades with new display touchscreens for enhanced instruction. Finally, a new LED signage system allows the UL to communicate with library visitors about upcoming programs, new resources, or service changes across the UNMUL system.

I.2.5 Administrative Structure & Governance

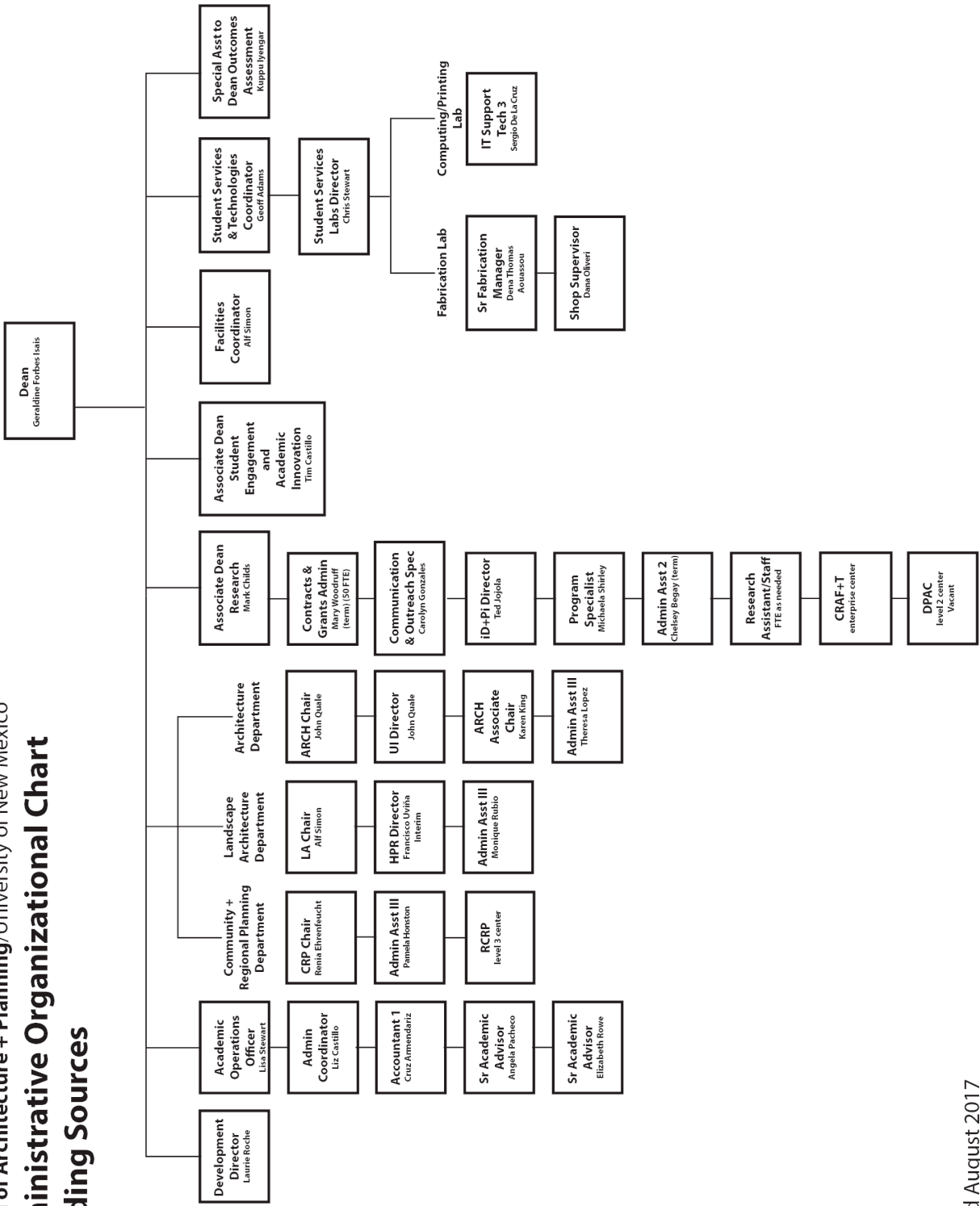
Architecture is currently one of three departments and two graduate certificate programs within the School of Architecture & Planning. The other two departments are Landscape Architecture and Community & Regional Planning. The school offers graduate certificates in Historic Preservation and Urban Innovation. The Provost has approved changing Architecture from a program to a department and a proposal has been sent to the faculty senate. This change aligns nomenclature with that used in the rest of the University. For many years, Architecture was a department, but when the school became separate from the College of Fine Arts, and the School of Engineering, it was changed to a program with a director.

The Architecture Department has a Chair, John Quale, and an Associate Chair, Karen King, and a number of faculty committees. At the department level, we have the following committees: Promotion and Tenure, Curriculum, Admissions and Scholarships. At the school level, our faculty also serve on the Promotion and Tenure Policy committee, Lectures, Exhibitions, and the Computing and Fabrication committee. The school and the department also have short term committees or task forces to address immediate needs. For the department, that includes an accreditation task force this year, as well as a search committee for our new Assistant Professor of Architectural History. At the school level, there will be an ad hoc committee coming out of the Promotion and Tenure committee, focused on defining the

faculty load. Students sometimes serve on committees – especially search committees. In addition students are consulted on all substantial curriculum changes.

The School of Architecture and Planning is one of fifteen colleges and schools within the University. Dean Geraldine Forbes Isais, Associate Dean for Research Mark C. Childs, and Associate Dean for Student Engagement and Academic Innovation Tim Castillo are all members of the architecture faculty.

School of Architecture + Planning/University of New Mexico
Administrative Organizational Chart
Funding Sources



Revised August 2017

II.1.1 Student Performance Criteria:

The UNM MArch degree is structured to divide up the Realm C of student performance criteria into two integrated studios (ARCH 601 and ARCH 604), two technical classes (ARCH 634 and Arch 635 – Systems Integration I & II) as well as ARCH 621 Research Methodologies and ARCH 624 Architectural Theory. We feel this allows our students to focus more on particular topics in each class, while also synthesizing these different modes of thinking and working into integrated designs. It also allows for some level a repetition between studios and courses, which helps reinforce the students' design skills.

Our strategy for identifying “high” work and “low” pass work is to provide work that still exhibits a range of approaches to the particular assignment. At least one or two of the “low” work will truly be the lowest that passed. The same is true for the “high” pass work.

This is the Student Performance Criteria for the Track 3 MArch students [HERE](#).

This is the Student Performance Criteria for the Track 2 and Track 2.5 students [HERE](#).

II.2.1 Institutional Accreditation

Institutional Effectiveness is the commitment the University of New Mexico (UNM) undertakes to continuously and critically examine its processes and how well it achieves its mission. The UNM has established an institutional effectiveness infrastructure that spans the program, college, and institutional levels. The Office of Institutional Effectiveness (OIE) is situated within the Academic Affairs Division and primarily oversees and guides the development and maintenance of institutional effectiveness at the institutional level. It encompasses the Office of Assessment (OA), University Accreditation and Academic Program Review (APR) Office, and Office of Institutional Analytics (OIA).

This link documents the University of New Mexico's institutional accreditation, which was last affirmed in 2009, and will be up for renewal in 2019. <http://accreditation.unm.edu/>

Each academic program and administrative unit at the University of New Mexico (UNM) is expected to demonstrate its commitment to UNM's students and their academic success through its documented participation in a cyclic process of continuous improvement. The university assessment is a ten year cycle which includes self-assessment and external reviewers from similar institutions.

At UNM, our goal is to engage in a cyclic process of continuous improvement through which:

- determine what outcomes we want;
- how we perform;
- evaluate our performance;
- identify strengths and weaknesses in our performance;
- celebrate our successes;
- examine our weaknesses for opportunities to improve;
- implement those improvements; and
- then we begin again.

To accurately optimize our performance, we collect and analyze data annually to inform as well as drive our decisions, improvements, and program reviews. This process aids UNM in ensuring that the mission and purpose of the University are being achieved.

In the School of Architecture & Planning, we are very fortunate that Kuppu Iyengar, Professor of Architecture, serves on the committee that addresses the assessment of academic programs, and also organizes the assessment process for all three departments in the school, as well as the two graduate certificate programs. He works closely with the Dean, Geraldine Forbes Isis, who oversees this effort.

II.2.2 Professional Degrees and Curriculum

The UNM Architecture Department offers an accredited Master of Architecture degree. There are three options for how to proceed through the degree, depending on previous background of the student. Track 3 is a three year track that is defined by NAAB as a “Non-preprofessional degree-plus.” Applicants are required to have a regionally accredited bachelors degree of any kind.

Master of Architecture (MArch)		
Track 3		
First Year		
SUMMER		
ARCH 500	Graduate Architectural Design I	6
ARCH 570	Introduction to Visualization	1
Total		7
FALL		
ARCH 501	Graduate Architectural Design II	6
ARCH 521	Architectural Analysis	3
ARCH 523	World Architecture I	3
ARCH 532	Architectural Structures I	3
ARCH 572	Design Visualization ***	1
Total		16
SPRING		
ARCH 502	Graduate Architectural Design III	6
ARCH 524	World Architecture II	3
ARCH 531	Graduate Construction I	3
ARCH 533	Architectural Structures II	3
ARCH 572	Design Visualization ***	1
Total		16
1st Year Minimum Total		39
Second Year		
FALL		
ARCH 601	Masters Architectural Design I	6
ARCH 633	Sustainability II	3
ARCH 634	Systems Integration I	3
ARCH 652	Pre-Design & Architectural Programming	3
Total		15
SPRING		
ARCH 602	Masters Architectural Design II	6
ARCH 621	Research Methodology	3
ARCH 624	Architectural Theory	3
ARCH 635	Systems Integration II	3
Total		15
2nd Year Minimum Total		30
Third Year		
FALL		
ARCH 603 OR ARCH 596*	Masters Architectural Design III OR Masters Thesis Prep	6
ARCH 651	Professional Practice	3
ARCH 596*	Three credits of Masters Project Prep is required if planning on Masters Project in final semester	
LA 556	Site/Environment	3
	Architectural History or Theory elective	3
Total		15
SPRING		
ARCH 604 OR ARCH 597 OR ARCH 599*	Masters Architectural Design IV OR Masters Project OR Masters Thesis	6
	9 elective credits** in any graduate level course.	9
Total		15
3rd Year Minimum Total		30
GRAND TOTAL		99
<p>* After the Masters Review, MArch students will be in one of three degree plans to graduate. Plan I (Masters Thesis) requires six credit hours of ARCH 596 in the Fall, and ARCH 599 in the Spring. Plan II (Masters Project) requires three credit hours of ARCH 596 in the Fall, and ARCH 597 in the Spring. Plan III students take ARCH 603 in the Fall and ARCH 604 in the Spring. Masters Project students can use their three credits in ARCH 596 to count as elective credits.</p>		
<p>** NAAB accreditation requires students to have a minimum total of 45 credit hours in non-architectural coursework in their undergraduate and graduate education combined. While this is extremely unlikely for Track 3 students to be concerned about this, if necessary, students should use their electives to get to this number. Note that NAAB also requires a minimum of 10 hours of optional coursework, which is already integrated into this degree - 9 elective credits in any graduate level course (architectural or non-architectural) and two credits in design visualization.</p>		
<p>***Track 3 MArch students can take this Architectural Visualization class from among any of the 1 or 2 credit ARCH 572 options anytime during their curriculum.</p>		

Track 2.5 is a two and a half year track for students that have an undergraduate degree in architecture, and fall into the NAAB category of “Preprofessional-plus.” Given the flexibility in undergraduate degrees, we offer the Track 2.5 for those students that may not have as many professional and technical courses coming out of their undergraduate architecture degree as other schools do.

Master of Architecture (MArch) Track 2.5		
First Year		
FALL		
ARCH 601	Masters Architectural Design I	6
ARCH 633	Sustainability II	3
ARCH 634	Systems Integration I	3
ARCH 652	Pre-Design & Architectural Programming	3
	Total	15
SPRING		
ARCH 602	Masters Architectural Design II (spring or summer)	6
ARCH 621	Research Methodology	3
ARCH 624	Architectural Theory	3
ARCH 635	Systems Integration II	3
	Total	15
	1st Year Minimum Total	30
Second Year		
FALL		
ARCH 603	Masters Architectural Design III	6
ARCH 651	Professional Practice	3
LA 556	Site/Environment	3
	Total	12
SPRING		
ARCH 604 OR ARCH 596*	Masters Architectural Design III OR Masters Thesis Prep	6
	Open Elective OR Masters Project Prep OR Thesis Prep	6
	Architectural History or Theory elective	3
	Total	15
	2nd Year Minimum Total	27
Third Year ***		
FALL		
ARCH 605 OR ARCH 597 OR ARCH 599*	Masters Architectural Design IV OR Masters Project OR Masters Thesis	6
	6 elective credits** in any graduate level course.	6
	Total	12
	3rd Year Minimum Total	12
	GRAND TOTAL	69
<p>* After the Masters Review, MArch students will be in one of three degree plans to graduate. Plan I (Masters Thesis) requires six credit hours of ARCH 596 in the Fall, and ARCH 599 in the Spring. Plan II (Masters Project) requires three credit hours of ARCH 596 in the Fall, and ARCH 597 in the Spring. Plan III students take ARCH 603 in the Fall and ARCH 604 in the Spring. Masters Project students can use their three credits in ARCH 596 to count as elective credits.</p>		
<p>** NAAB accreditation requires students to have a minimum total of 45 credit hours in non-architectural coursework in their undergraduate and graduate education combined. Students are also required to enroll in at least 10 hours of optional coursework (which can be architectural) in their graduate and undergraduate education combined. If necessary, students should use their electives to get to this number.</p>		
<p>*** The Track 2.5 can be completed in two years if the student also takes a studio and other classes during with the summer.</p>		

Track 2 is a two year track for students that have an undergraduate degree in architecture, and also falls into the NAAB category of “Preprofessional-plus.” The students in this track typically have already taken five or six design studios, a full complement of architectural history, theory, visualization and building technology courses, include two structures classes.

Master of Architecture (MArch)		
Track 2		
First Year		
FALL		
ARCH 601	Masters Architectural Design I	6
ARCH 633	Sustainability II	3
ARCH 634	Systems Integration I	3
ARCH 652	Pre-Design & Architectural Programming	3
	Total	15
SPRING		
ARCH 602	Masters Architectural Design II (spring or summer)	6
ARCH 621	Research Methodology	3
ARCH 624	Architectural Theory	3
ARCH 635	Systems Integration II	3
	Total	15
	1st Year Minimum Total	30
Second Year		
FALL		
ARCH 603 OR ARCH 596*	Masters Architectural Design III OR Masters Thesis Prep	6
ARCH 651	Professional Practice	3
ARCH 596*	Three credits of Masters Project Prep is required if planning on Masters Project in final semester	
LA 556	Site/Environment	3
	Total	12
SPRING		
ARCH 604 OR ARCH 597 OR ARCH 599*	Masters Architectural Design IV OR Masters Project OR Masters Thesis	6
	3 elective credits** in any graduate level course.	3
	Architectural History or Theory elective	3
	Total	12
	3rd Year Minimum Total	24
	GRAND TOTAL	54
<p>* After the Masters Review, MArch students will be in one of three degree plans to graduate. Plan I (Masters Thesis) requires six credit hours of ARCH 596 in the Fall, and ARCH 599 in the Spring. Plan II (Masters Project) requires three credit hours of ARCH 596 in the Fall, and ARCH 597 in the Spring. Plan III students take ARCH 603 in the Fall and ARCH 604 in the Spring. Masters Project students can use their three credits in ARCH 596 to count as elective credits.</p> <p>** NAAB accreditation requires students to have a minimum total of 45 credit hours in non-architectural coursework in their undergraduate and graduate education combined. Students are also required to enroll in at least 10 hours of optional coursework (which can be architectural) in their graduate and undergraduate education combined. If necessary, students should use their electives to get to this number.</p>		

Currently, we have no off-campus programs, except summer study abroad programs which change every year.

Other Degree Programs in the UNM Architecture Department:

Bachelor of Arts in Architecture (BAA), with concentrations in:

- Pre-Professional Architecture, 120 credit hours
- Design Studies, 120 credit hours
- Landscape Architecture, 120 credit hours

Master of Science in Architecture, with concentrations in:

- Public Health and the Built Environment
- Computational Ecologies

Other Degree Programs in the UNM School of Architecture + Planning:

Bachelor of Arts in Environmental Planning and Design (BAEPD)

Master of Community and Regional Planning (MCRP)

Master of Landscape Architecture (MLA)

Plus there are two graduate certificate programs:

Historic Preservation and Regionalism (HPR)

Urban Innovation (UI)

Section 3. Compliance with the Conditions for Accreditation

In this section of the APR, the program must describe how it meets the conditions for accreditation found in Part I.2-Part II.4. These conditions will be assessed and evaluated by the team in advance of and during a visit. The team's findings and assessments will form the core of the Visiting Team Report. Additional instructions for completing this section of the APR are in the *Guide, 2nd Edition* (pp. 19-24). Many of the reports, tables, or graphics required in the APR may be provided as links to documents or materials stored in easily accessible digital formats or portals (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

Admissions Process:

Applicants for the Master of Architecture degree must submit a letter of intent, a portfolio of creative work, three letters of recommendation, a resume, an unofficial transcript with the application and an official unopened transcript sent by mail to the Office of Admissions.

The recommended deadlines are December 1st for international students (to ensure best consideration for scholarships and assistantships) and January 15th for residents of the U.S. We will continue to review applications until May 31st, but cannot guarantee any slots will be open. International Students also need to submit the following: An attested copy of your diploma, an official transcript from each academic institution previously attended, English translation of the official transcript, Official TOEFL scores that must meet the UNM minimum of 79 on the IB TOEFL or 6.5 on the IELTS, and a copy of the passport. Note: GRE scores are not required.

Applicants are expected to identify which Master of Architecture Program of Study they are applying for: Track 2, Track 2.5, or Track 3.

The admissions committee consists of three faculty members and one student who will be graduating before the admitted students arrive. The committee members rank the applicants in the various categories, and come up with an overall score for each applicant. They make a recommendation to the Chair on which applicants to admit, deny and place on a wait list. The Chair can override these recommendations based upon the expected yield for the upcoming academic year. Applicants that do not get at least two votes for admitting them and are from a protected class, will get a second review by the Chair or another member of the committee.

Students that are wait-listed are only notified that they are on the wait-list, they are not told what number they are on that list. They are notified as spaces become available. Some will re-apply if spaces do not become available.

Students that are denied may re-apply and the program keeps their application materials for one year.

Process to consider pre-professional education for advanced standing / course waivers:

Upon admitting applicants to the Master of Architecture degree, applicants are informed that the department needs to review syllabi or extended course descriptions of courses they feel they have already completed in their undergraduate degree. While a large percentage of our applicants express interest in the Track 2 or Track 2.5 options (for students with an architectural undergraduate degree), they can not assume they will get into that those tracks until their course information has been reviewed. The expectation is that without this information, students can only be admitted to the Track 3, which is typically for students that don't have any background in architecture.

The Chair sends the submitted syllabi to the instructors that teach the classes, and determine if they can waive the course. The Chair reviews the design studio work during the admissions process based on the content of their portfolios and the studio grades received at their undergraduate institution. The most popular classes for which applicants seek waivers are the structures courses, architectural history, architectural theory, and sustainability II. If the faculty member agrees to waive a class the graduate advisor adjusts their program of study, to ensure the Office of Graduate Studies knows what courses to track. This information is also noted in their admissions and advising record.

While many students end up qualifying for the Track 2, there are some students who don't have all the classes needed for Track 2. This is why we created the Track 2.5 – for students that had more flexibility in their undergraduate degree. For example, one of our BAA Design Studies students decided to return for the Master of Architecture. In Design Studies, they have the freedom to not enroll in a fourth year studio or take a couple of required classes in fourth year. However she did take one fourth year studio, and we admitted her through Track 2.5.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4 Public Information

The current location for our NAAB Public Information is [HERE](#).

However, we are relaunched our website later in September 2017, so this information may be in a different location at that time. We will try to link the locations together, but if there is any problem, please email John Quale at quale@unm.edu and the new link will be sent to you.

III.1.1 Annual Statistical Reports

The Annual Statistical Reports are also found [HERE](#).

III.1.2 Interim Progress Reports

The Interim Progress Report from 2014 is found [HERE](#).

Section 4. Supplemental Material

- Resumes of faculty teaching in the accredited program are found [HERE](#).
- Faculty credentials matrices are found [HERE](#).
- Plans or images of physical resources assigned to the program are found [HERE](#).
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program are found [HERE](#).
- Studio Culture Policy is found [HERE](#).
- Self-Assessment Policies and Objectives are found [HERE](#).
- Policies on academic integrity for students (e.g., cheating and plagiarism) is found [HERE](#).
- Information resources policies including collection development are found [HERE](#).
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students are found [HERE](#).
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements is found [HERE](#).
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure are found [HERE](#).
- Response to the Offsite Program Questionnaire is found [HERE](#).
- The previous VTR (from 2012) is found [HERE](#).
- Focused Evaluation materials (2015) – **not applicable**
- Institutional accreditation letter is found [HERE](#).
- Letter from institutional research regarding ARS data is found [HERE](#).