

emily stout ARCH 501

# **Architecture Program Report**

**THE UNIVERSITY OF NEW MEXICO**

**SCHOOL OF ARCHITECTURE AND PLANNING**

**ARCHITECTURE PROGRAM**

**MASTERS OF ARCHITECTURE (2 year & 3.5 year)**

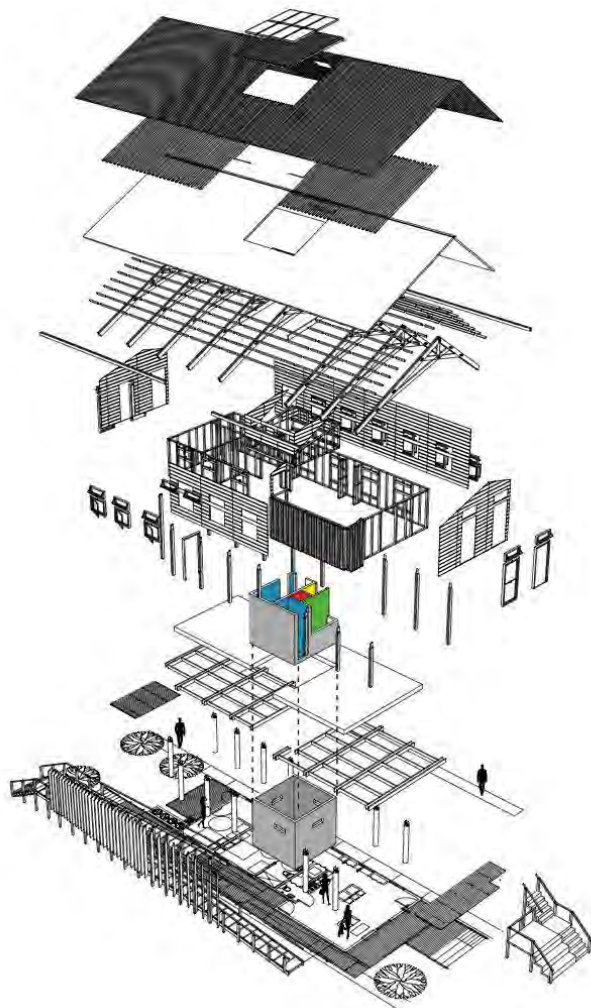
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## Contents

<b>Part One (I): Section 1 – Identity &amp; Self Assessment</b>	<b>3</b>
I.1.1 History and Mission	5
I.1.2 Learning Culture And Social Equity	9
I.1.3 Response To The Five Perspectives	11
I.1.4 Long-Range Planning	15
I.1.5 Self-Assessment Procedures	19
<b>Part One (I): Section 2–Resources</b>	<b>27</b>
I.2.1 Human Resources & Human Resource Development	29
I.2.2 Administrative Structure & Governance	48
I.2.3 Physical Resources	49
I.2.4 Financial Resources	55
I.2.5 Information Resources	64
<b>Part One (I): Section 3–Institutional and Program Characteristics</b>	<b>71</b>
I.3.1 Statistical Reports	73
I.3.2. Annual Reports Prior to 2008	79
I.3.3 Faculty Credentials	86
<b>Part Two (II): Section 1–Student Performance Criteria</b>	<b>87</b>
II.1.1 Student Performance Criteria	89
<b>Part Two (II): Section 2–Curricular Framework</b>	<b>93</b>
II.2.1 Regional Accreditation	94
II.2.2. Professional Degrees and Curriculum:	94
II.2.3 Curriculum Review and Development	96
<b>Part Two (II): Section 3–Evaluation of Preparatory / Pre-Professional Education</b>	<b>97</b>
<b>Part Two (II): Section 4–Public Information</b>	<b>99</b>
II.4.1 Statement on NAAB-Accredited Degrees	100
II.4.2 Access to NAAB Conditions and Procedures	100
II.4.3 Access to NAAB to Career Development Information	100
II.4.3 Public Access To APR's and VTR's	100
II.4.4 ARE Pass Rates	100
<b>Part Three (III): Progress Since the Last Site Visit</b>	<b>101</b>
3.1 Summary of Responses to the 2006 Team Findings	103
3.2 Summary of Responses to the Changes in the NAAB Conditions	106
<b>Part Four(IV) – Supplemental Information</b>	<b>109</b>
4.1 Course Descriptions	109
4.2 Faculty Resumes	155
4.3 Visiting Team Report from the previous visit	203



jordan fitzgerald ARCH 503



## **PART ONE (I): SECTION 1 – IDENTITY & SELF ASSESSMENT**

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## **I.1.1 HISTORY AND MISSION**

### **History and Description of the Institution**

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 26,000 on the main campus. That number swells to 33,000 with the addition of the student population from the branch campuses in Los Alamos, Gallup, and Valencia County, the Graduate Centers in Santa Fe and Los Alamos, and the Taos Education Center. The main campus has the state’s only schools of law, medicine, pharmacy, architecture, landscape architecture and planning, and it 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 Institution and a Carnegie Research I University.

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.

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 over 2,000,000. The campus is in the heart of the city and includes more than 150 buildings on 600 acres.

### **Institutional Mission**

The Board of Regents adopted the following mission statement:

*The mission of the University of New Mexico is to serve the educational needs of the citizens of the state. This mission involves three interrelated dimensions:*

- 1. The University develops and offers comprehensive educational programs at the associate, baccalaureate, master, and doctoral levels in a wide range of academic and professional fields.*
- 2. The University conducts research and engages in scholarly and creative activities to support undergraduate, graduate, and professional educational programs and to create, interpret, apply and accumulate knowledge.*
- 3. The University contributes to the quality of life in New Mexico and beyond by providing to the public selected services that are part of, contribute to, or originate from the University’s teaching and scholarly activities.*

## Program History

### Key changes and leadership

- 1937 The first architectural concentration established within the College of Fine Arts.
- 1947 A four-year architectural engineering program was approved within the College of Engineering and grew to an enrollment of 70 students.
- 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.
- 1960 The University discontinued architectural engineering and established a Department of Architecture within the College of Fine Arts.
- 1966 The five-year professional degree of Bachelor of Architecture was accredited.
- 1967 The five-year program was phased out, and the 4+2 program was established.
- 1968 The NAAB accredited the Master of Architecture degree.
- 1969 The Design and Planning Assistance Center was established.
- 1975 The Department became the School of Architecture and Planning as an independent school. The School's first Dean was Morton Hoppenfeld.
- 1978 A four-year undergraduate pre-professional degree of Bachelor of Arts in Environmental Design was added.
- 1980-81 Don Schlegel served as Interim Dean.
- 1981-93 George Anselevicius served as Dean.
- 1993-97 Richard Eribes served as Dean.
- 1993-96 Edith Cherry, Associate Professor, became the first Architecture Program Director.
- 1997-99 Ric Richardson, Associate Professor and Director of Community and Regional Planning served as Interim Dean.
- 1997-00 Stephen Schreiber, Associate Professor, served as Architecture Program Director.
- 1999-10 Roger Schluntz, FAIA, served as Dean.
- 2000-05 Associate Professor Andy Pressman served as Director of the Architecture Program.
- 2005-10 Professor Geraldine Forbes Isais served as Director of the Architecture Program.
- 2008-10 Professor Mark C. Childs served as Associate Director of the Architecture Program.
- 2010 Professor Geraldine Forbes Isais was appointed Dean.
- 2010-11 Professor Mark C. Childs served as Interim Director of the Architecture Program ,and Associate Professor Geoffrey Adams served as Associate Director.
- 2011 Associate Professor Geoffrey Adams was appointed Director of the Architecture Program.

Currently 146 undergraduate students and 96 graduate students are enrolled in the pre-professional and professional degree programs in the Architecture Program. This number has held relatively constant for the last 20 years.



## **Program Mission**

In 2007 the faculty adopted the current mission:

*The mission of the architecture program 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.*

## **Fit with Institution**

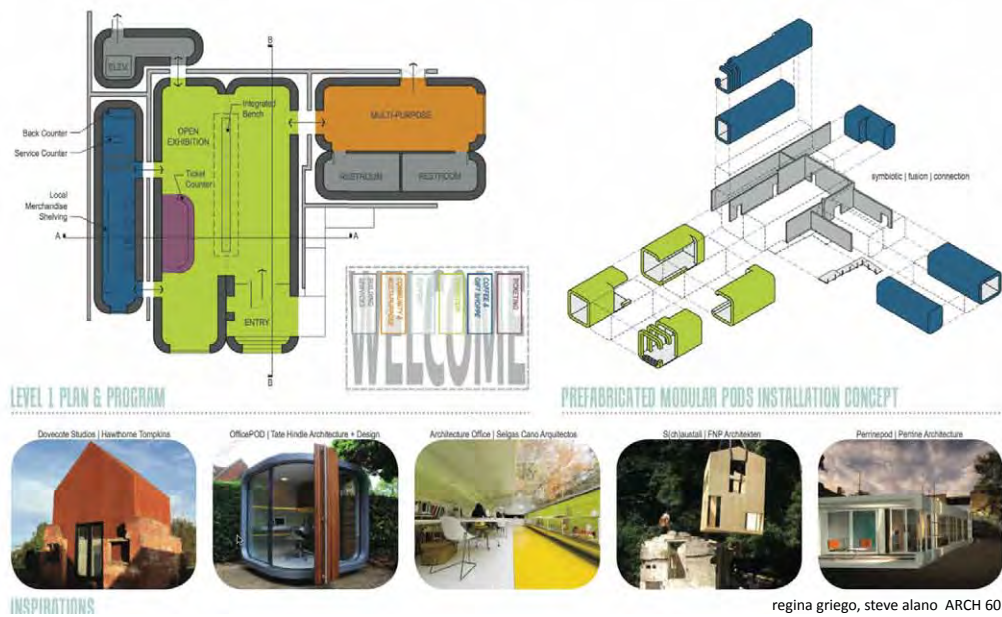
The Architecture Program is housed within the School of Architecture and Planning (SA+P). We share the fabrication laboratory, computing and printing laboratory, central administration and accounting, classrooms, studios and other facilities with the Landscape Architecture (LA) and Community and Regional Planning (CRP) programs. More importantly, SA+P offers a number of interdisciplinary courses and activities. For example, a spring studio under the auspices of the Design and Planning Assistance Center (DPAC) is co-taught by faculty from all three programs and co-enrolled with students from the three programs. The graduate certificate programs in Historic Preservation and Regionalism, and Town Design offer interdisciplinary courses. Architecture and Landscape Architecture jointly offer “Studio Zero,” an intensive introductory studio for incoming graduate students in Landscape Architecture and the 3.5 yr. M.Arch. Program. The Architecture Program often collaborates with other university units. For example, we offered a graduate studio investigating the design of a health clinic for Silver City, NM in conjunction with the Community Health Program in the medical school.

## **Holistic Education**

In addition to the requirement that all 2 year graduate students have completed a bachelors degree from an accredited program, the current curriculum (first offered in fall 2010) requires new courses in sustainability, policy and culture, research, and written communications as well as a set of open electives. We actively engage multiple disciplines both within and outside our program. For example, Levi Romero, a research faculty member in architecture, is a well published and respected poet. Levi was selected as the Centennial Poet for New Mexico, marking the states 100th anniversary and was named the poet laureate of SA+P in 2010

Moreover, our studios and other courses frequently address design problems with community clients offering rich and varied opportunities for interaction and dialog with clients and community groups. In 2006, the DPAC program was awarded an NCARB prize for its work with multiple communities such as Artesia, Belen, and Aztec. We host a regular lecture series which include speakers from a wide range of disciplines.

Studios, lecture courses and seminars make regular use of architectural, regulatory and industry professionals as guest speakers and reviewers imbuing the program at multiple levels with practicum-based learning opportunities.



regina griego, steve alano ARCH 602

## **I.1.2 LEARNING CULTURE AND SOCIAL EQUITY**

### **Learning Culture Policies**

In addition to the recently revisited Studio Culture Policy, the Program has crafted the following Learning Culture Policy which is pending adoption.

*The central purpose of the Architecture Program 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.*

### **Assessment of the Learning Culture Policy**

The Curriculum Committee has been charged with developing a methodology to assess the quality, productiveness, and effectiveness of our learning culture by solicit observations from students, faculty, staff, professional communities, and other SA+P programs about the curriculum, studio culture policy, scholarship and creative endeavors, public lecture, exhibitions and other events.

### **Studio Culture Policy**

The studio culture policy is available at <http://saap.unm.edu/academic-programs/graduate-degrees/graduate-architecture/program.html>

The program has had a studio culture policy in place since the last accreditation visit. It is posted in the studio, and referred to by studio instructors and the former and current Directors. In the fall of 2010, the AIAS initiated a revision of the policy. They held two “discussion charrettes” open to the entire SA+P community. A subcommittee of the AIAS then produced a draft document. An ad-hoc committee of the faculty reviewed the document, held additional open fora, and then revised the draft. This draft was given to the former Interim Director who consulted with the AIAS subcommittee, the ad-hoc faculty committee, the Dean, the Landscape Architecture and CRP Directors (whose students & faculty share the studio environment) and produced the final draft.

### **Harassment and Discrimination Policies**

Harassment: <http://pathfinder.unm.edu/policies.htm#sexualharassment>

Discrimination: <http://pathfinder.unm.edu/policies.htm#equalopp>

### **Academic Integrity Policies**

Academic Integrity is within Student Conduct Policy:

<http://pathfinder.unm.edu/policies.htm#studentcode>

### **Diversity Plans**

University policies: [http://www.unm.edu/~oeounm/\\_affirmative\\_action/2010\\_AAP\\_0809\\_Web.pdf](http://www.unm.edu/~oeounm/_affirmative_action/2010_AAP_0809_Web.pdf)

See long-range plan.



### **I.1.3 RESPONSE TO THE FIVE PERSPECTIVES**

#### **A. Architectural Education and the Academic Community**

##### **A Robust Range of Scholarship**

The program has a long and deep history of the scholarship of community engagement, an impressive group of recent competition winners, robust activity in both publications and professional work, a blossoming program promoting research, and a culture that allows the risk taking necessary to promote and support creative and scholarly exploration.

The Architecture Program provides a course in the University core requirements, Introduction to Architecture (ARCH 121) and offers multiple courses that are open to all university students. One faculty member has a joint appointment with Fine Arts, and another is the Director of the Art | Research | Technology | Science Laboratory. We offer both team taught and co-listed courses within the school. Southwest Architecture and Cultural Landscapes, ARCH 481/581, and Civic Places (ARCH 493/593) for example are co-listed with Landscape Architecture and CRP.

In the fall of 2010, the new Dean developed an internal grant program designed to provide seed money for research and scholarship. Six architecture faculty members received grants from this program in the fall of 2010, and two in the spring of 2010. To compliment this effort, the architecture program has hosted a set of informal talks on various aspects of scholarship such as writing book proposals and applying for Fulbright scholarships. A list of recent students' winning competitions is to be found on our website, as are faculty publications and reviews of faculty work.

##### **Holistic, Practical and Liberal Arts-based Education**

The program aims to gracefully balance the broad range of learning necessary to develop professional architects who aspire to be active, engaged, skilled and ethical designers. We craft studio, lecture, and seminar projects to situate architectural design in a broad understanding of contexts including regionalism, the traditions and current dialog of liberal arts, community engagement, and the global histories and current dialog of the profession. Students propose a large variety of independent studies that they work on with faculty such as design-build projects in the FabLab and research into models for post-degree, public service based internships. Additionally, we offer a lecture series, gallery exhibits, school and program colloquia and other fora. These extra-curricular activities include core architectural topics, issues centered in related disciplines, and discussion of the larger cultural context. For example, in the fall of 2010 the lecture series focused on contemporary Indigenous Architecture, and in the spring of 2011 on issues of sustainability. Since the last accreditation visit, the program has hosted scholars whose research and teaching focused on place-based ethnography, poetry, and photography.

We have been actively building cross-disciplinary activities such as "studio zero" (an introductory studio for the entering 3.5 yr. graduate Architecture students along with Landscape Architecture graduate students), the multi-disciplinary DPAC studio, and multi-disciplinary courses offered by the two graduate certificate programs. Additionally, Pearl Hall, our new building, permits studios from all three disciplines to be housed together in a large open studio nurturing informal desk crits, conversations and other interactions across disciplines.

#### **B. Architectural Education and Students**

##### **Penitentes and Physicists**

The phrase "from penitentes (a traditional lay confraternity) to physicists" (at Sandia and Los Alamos Labs) is sometimes used to evoke the great breadth of cultural realms in the state. UNM is one of the few universities that is both a Research I and a Hispanic Serving Institution. We have a remarkably diverse student body, faculty, and community. This diversity includes not only different cultural heritages, but also students who are the first in their family to attend college, exchange students from

across the world, the children of rural ranchers, former service members and students with former careers in physics.

The environment that results from this mix itself prepares students to work in a global world where diversity, distinctiveness, self-worth, and dignity are valued. The everyday workings of studios, study groups, celebrations and collaborations in such a community provide learning opportunities. Teaching practices and the curriculum refine these “environmental” learning opportunities. A focus on “the work and the craft,” developing lifelong lines of inquiry, open discussion, modeling disagreement without being disagreeable, and seeking modes of constructive criticism are teaching practices that the faculty actively discuss and deploy.

Moreover, the new curriculum includes the “global studio” that focuses on issues of global importance. Additional studios have focused a wide range of issues including a boarding school for children with autism in Tanzania, housing in Ghana, infrastructure for Chicago’s Olympic bid, to name a few.

### **Participation and Leadership**

Our students have multiple avenues for leadership within the American Institute of Architecture Students, Tau Sigma Delta Honor Society, and on professional non-University affiliated boards such as the State of New Mexico Architectural Licensing Board, CSI and ULI. Moreover, many program and school committee have student members. One of our undergraduate students is currently the national director of the AIAS and our chapter is hosting the AIAS West Quad conference this fall, 2011.

### **C. Architectural Education and the Regulatory Environment**

Lectures and presentations on IDP and registration are included at graduate orientations and in the professional practice course. In the fall of 2010, Harry Falconer from the National Council of Accreditation Boards visited UNM and made a presentation on IDP and the Regulatory Environment to the entire graduate student body. Professor Dent, the school IDP coordinator, and Tina Reams, the IDP coordinator for New Mexico regularly lecture in the professional practice course.

Our active AIAS chapter has aided students in understanding the transition to careers through an internal mentoring program and informal discussions with alumni. We recently organized panel discussions on alternative practices near the end of spring semester.

### **D. Architectural Education and the Profession**

Our engagement with the profession is multifaceted. As is the tradition in the discipline, we actively involve practitioners in nearly all mid and final studio reviews. As a matter of course we include architects, landscape architects, planners, other designers such as industrial designers, and in appropriate cases medical professionals. Many of our regular and part-time faculty are licensed and active practitioners. Several directors and faculty of the program have held a seat on the board of AIA Albuquerque since the last accreditation visit. For a number of years the Program has co-sponsored lectures with AIA Albuquerque and AIA Santa Fe, the Mortgage Finance Authority, and various local firms. We have hosted CSI, NCARB, ULI and other professional organizations’ events. Faculty, of course, also serve on multiple community boards, speak at events, sit on AIA juries, develop and sponsor competitions and otherwise serve as public professionals. Our active AIAS chapter regularly works with AIA Albuquerque chapter.

Clients and professionals present to students in a multitude of courses from professional practice to human factors. When possible we open course lectures and presentations by clients, regulators, and architects to the entire school community. A panel discussion of local owners on the design of “third places” (bars, bookstores, restaurants etc) developed for the fall 2010 Civic Spaces course, and the entire set of lectures for the fall 2010 Contemporary Indigenous Architecture course were held in Pearl Hall auditorium and advertised to the school community, local practitioners, and the nation community of indigenous architects.

We recognize multiple threads of the profession and that this is a time of active restructuring of practice. Thus, we not only prepare students for traditional practice in the required professional practice course and throughout the curriculum, but we provide students with learning opportunities about alternative practices through cross-disciplinary and community-based work with MainStreet and other non-profit practices in the DPAC studio. The FabLab and our emphasis on practices of making support the current rethinking of the architect's role in tectonics.

## **E. Architectural Education and the Public Good**

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.

The curriculum embrace content in sustainability, professional ethics, universal design, life-safety, and opportunities for service-learning and engagement with clients. Moreover, a significant portion of faculty scholarship is focused in these areas. For example, Karen J. King, Lecturer III, has lectured in multiple courses and engaged multiple studios on the subjects of inclusive design, 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.

The Design and Planning Assistance Center (DPAC) has worked with small towns and non-profits for over 40 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. During the last decade DPAC has been funded by the State MainStreet program to work with communities on the revitalization of their central districts. In 2006, DPAC won an NCARB award for this work. DPAC has also hired students to work with MainStreet and other community groups. Two architecture and two landscape architecture students were paid to work with Professors Mark Childs and Alf Simon, in the spring of 2011, on the design of a set of kiosks and streetscape projects for the Nob Hill Main Street Organization.

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, and an arts center in downtown Albuquerque, and with groups advocating for inclusion of robust health centers in high schools.

URBAN AGRICULTURAL SCHOOL  
fall 2010

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## **I.1.4 LONG-RANGE PLANNING**

### **Process**

We are currently in the midst of developing our next long-range plan, and hope to use both the NAAB accreditation and the concurrent UNM program review as means to refine the plan.

During the 2009-2010 school year, an ad-hoc faculty committee interviewed faculty members and wrote a report assembling the interests of the faculty. During the 2010-2011 school year a new ad-hoc faculty committee reviewed this report and developed a framework for a long-range plan. The Five Perspectives, the NAAB requirement for a program diversity plan, and faculty developed categories were used as divisions of this long-range plan. A faculty retreat was then held to prioritize goals, and identify information that needed to be gathered. The results of that work are summarized below. This framework will be the basis of discussion with the Dean and Provost during the University Program Review leading to an action plan that reflects input from the faculty, Director, Dean, and Provost.

Concurrently the School has been developing a strategic plan. The program long-range plan has and will benefit from the interactive dialog between these two processes.

## **FRAMEWORK for LONG RANGE PLANNING WITH INITIAL ISSUES (spring 2011)**

### **A. Education and Academic Community**

#### **Cultivate a Learning Community within the Program**

It is our goal to have all faculty (full and part time, tenured and untenured) feel supported, included and valued. Senior faculty provides meaningful mentorship in varied formats. The development of junior faculty is an important concern and responsibility that is shared by the full faculty. Progress of and expectations for untenured and junior faculty are developed and discussed by the entire faculty. The faculty, in consultation with the director, shall -

1. Develop an updated program document on tenure and promotion.
2. Establish multiple program venues for faculty to share scholarship.
3. Provide electronic access to adopted policy and curricula documents.
4. Develop measures to establish fair and comprehensive workload and leave policies.
5. Develop a program of ongoing education for tenured faculty focused on teaching effectiveness, research skills, and public engagement.

#### **Strengthen the Program's Position in the School and University**

It is our goal that the Program will continue to play a vital role in the School and will work to increase visibility within the University. We will -

1. Continue to have faculty serve on University committees regarding the built environment.
2. Continue to work formally and informally with the University Architect and Facilities Management.
3. Balance service assignments to place more senior faculty on University committees.

## **Strengthen the Program's Contribution to the Community of Architecture Scholars**

It is our goal to actively engage the local, regional, national, and international communities of scholars. We will –

1. Support dissemination of faculty scholarship.
2. Continue faculty exchanges with regional programs.

### **Faculty Diversity**

It is our goal to continue to have a robust community of scholars that gains strength and insight from diversity.

1. Work with the School and University to develop a plan to maintain and increase faculty diversity.

## **B. Education and Students**

### **Define Program Core Lines of Inquiry**

It is our goal to define a set of core lines of inquiry and organize faculty research, lectures, exhibits, curriculum, and other activities around these lines of inquiry. Tentatively, we have identified those lines of inquiry as centering on design, sustainability, tectonics, and community engagement. We will :

1. In 2012, hold a retreat to define our collective lines of inquiry and formulate a set of actions around each line. We will consider current faculty interests, regional assets and opportunities (e.g. arid lands, small town urbanism, border issues, indigenous design), and global trends and conditions.

### **Implement Robust Program Assessment**

It is our goal to improve our assessment procedures. We will:

1. Regularly gather data from alumni.
2. Review ARE pass rates.
3. Develop a program specific system of course and instructor evaluation.
4. Develop term-end debriefing/evaluation methods.

### **Curriculum and Course Development**

It is our goal to improve our procedures and policies for curriculum refinement. We will:

1. Investigate offering more cross-disciplinary courses and develop a set of criteria for evaluating these offerings.
2. Work with the defined core lines of inquiry to refine and develop electives, lectures, exhibits etc.

### **Extra-curricular Development**

It is our goal to improve our extra-curricula activities. We will:

1. Improve support for student organizations
2. Develop a 3 year rolling plan and additional funding for student travel
3. Develop a program plan for the lecture series

## **Financial Support**

It is our goal to increase financial support and opportunities for students. We will:

1. Seek to increase scholarships particularly for incoming graduate students
2. Seek to improve funding for GAs and TAs, and establish a course on teaching methods for GAs
3. Seek to establish additional internship opportunities such as our agreement with the National Park Service.

## **Student Diversity**

It is our goal to continue to have a robust community of scholars that gains strength and insight from diversity. We will:

1. Develop tools to regularly assess culturally effective teaching
2. Review studio project types and sites to maintain a well-rounded diversity of cultural landscapes.

## **C. Education and Regulatory Environment**

It is our goal to be active participants in shaping the regulatory environment. We will:

1. Work to reinstate UNM representation on the NM State Licensing Board
2. Seek regular and ongoing faculty representation on a variety of professional boards in addition to the Albuquerque AIA (e.g. ULI, CSI).

## **D. Education and the Profession**

It is our goal to help lead the profession in critical lines of inquiry and education. We will:

1. Seek to improve the attractiveness of our lecture series to local professionals
2. Investigate offering regular symposiums/courses for professionals
3. Seek approval for offering continuing education credits

## **E. Education and the Public Good**

How can we best act as public professionals? We will:

1. Investigate developing a faculty speakers bureau
2. Re-evaluate DPAC's structure
3. Investigate developing courses/research/forums on healthy cities and appropriate technology
4. Consider re-establishing DPAC's annual conference for elected officials

## **F. Other**

### **Responsibility and engagement with OUR built environment.**

It is our goal to be active and creative stewards of the school's and university's built environment. We will:

1. Work with the School to develop policies and funding for installations in and around the building.
2. Continue to serve on University committees regarding the built environment
3. Seek opportunities to display student and faculty work around the campus

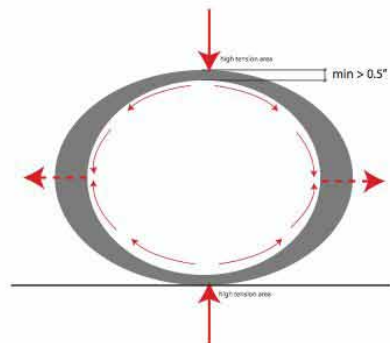


## Conclusion

### *polypropylene fibres*

Attempt 2 produced an FRC of reasonable strength but still broke under a force of 200lbs. With this result we moved to the ellipse shape, reducing the amount of tensile and bending strength needed to support a load.

When properly manufactured, FRC is considerably stronger than typical concrete. The material limits are extended keeping in mind that the materials ultimate strength is in compression. Pushing the material to its structural limits through thinness and varying degrees of tension is what FRC offers to the designer.



jordan fitzgerald ARCH 505

## I.1.5 SELF-ASSESSMENT PROCEDURES

The School and the Architecture Program have multiple layers of assessment.

**Faculty:** Each course is evaluated by students with either a University-supplied IDEA form or an equivalent form developed by the course instructor. These forms are typically made available to the Director and used during annual faculty evaluations and promotion actions. Additionally, courses that serve as part of the University core have state-wide learning objectives and University reporting methods.

The Director of the program assesses faculty teaching, and the effectiveness of the curriculum through annual faculty reviews, course reviews and discussions with students, faculty, and academic advisors.

**Students:** The program requires a portfolio review of students' work prior to students' final year of graduate study. This review focuses on the student's overall development and ability to cogently represent their body of work and skills. As a whole, the portfolio reviews also inform the faculty and director about the effectiveness of the curriculum. We also have faculty coordinators for the 2 yr. and 3.5 yr. paths (and for lower and upper division undergraduates, and the M.S.) who work with faculty to discuss and assess coordination between courses.

**Curriculum:** The curriculum committee is charged with evaluating the overall curriculum and developing recommendations for revisions. Both evaluation reports and proposed changes are presented to the full faculty for deliberation. Curriculum changes then go through a University process for approval.

**Program:** The University requires an assessment plan, and conducts a program review that occurs on a six year cycle. The University assessment requires development of a set of student learning objectives that fit within three broad University-wide learning objectives, a method of regularly measuring student learning on these objectives, and a process for using this data to inform teaching methods and the curriculum. This plan is an evolving document. In the fall, 2010 the program proposed using the NAAB SLC's and the above noted assessment tools to fulfill the University requirements.

**Alumni Survey:** The former Interim Director has conducted a survey of alumni to investigate (1) perceptions of critical learning objectives, (2) career paths, and (3) perception of emerging issues. Findings from the survey include:

### Demographics of Alumni Replies:

121 replies,

49% M. Arch., 51% B.A.A.;

70% male , 30% female;

20% Hispanic, 4% American Indian, 3% Asian, 2% African American, 7% no answer;

51% registered architects;

47% live in Albuquerque Metro Area, 44% outside of New Mexico

## Results of Alumni Survey:

### Most Valued Learning at UNM

	highest & 2nd highest		lowest & 2nd lowest	
	#	%	#	%
Critical Thinking	87	72%	14	12%
Fundamental Design	84	69%	16	13%
Graphic Communication	81	67%	13	11%
Verbal Communication	76	63%	21	17%
Bldg. Tech. Knowledge	60	50%	32	26%
Sketching	62	51%	27	22%
Written Communication	57	47%	30	25%
Technical Documentation	54	45%	33	27%
Diagramming	53	44%	25	21%
Computer Graphics	48	40%	45	37%

### Most Valuable Professional Development activities the school could offer?

Online continuing education and in-house continuing education had higher positive rating than negative ratings.

### How strongly do you believe SA+P should address the following in its curriculum and activities?

Rank Order	# ranking highest & 2nd highest	# ranking lowest & 2nd lowest
Bldg. construction &		
Manufacturing methods	98	9
Healthy Bldg./Cities	95	9
Appropriate Tech.	83	12
Other Environ. Issues	80	13
BIM	79	12
Global Warming	73	25
Other CAD/CAM	70	16
Urbanism	66	21
Regionalism	55	18

## Observations from Assessment

Initial assessments of the new curriculum and other changes implemented concurrently include:

### Academic Community

Discussions internal to the program and school, as well as a changing climate in the University, suggested that the faculty should both increase its scholarly output and better disseminate the work it develops. The Dean introduced an internal competition to spur scholarship (page 37). Additionally, the former Interim Director hosted a set of faculty meetings on a variety of aspects of research and scholarship such as writing book proposals, applications for Fulbright Scholarships, and budgeting for grants. In order to better display faculty work to the community - (1) the faculty show required for this NAAB visit has been developed since fall 2010 and exhibited in parts as it was developed, (2) an e-gallery program was developed for the electronic notice board to display faculty work, (3) the school web-page was redesigned and a broader spectrum of faculty and student work has been included, and (4) both the Director and the Dean have been working with university public relations staff to increase publicity.

### Students

In a series of retreats the faculty conducted a major review and revision of the curriculum to create the program that is now being implemented. This new curriculum is intended to address a number of concerns the faculty had with the previous program of study. Key changes addressing these issues included:

**Issue 1:** Inherent to previous curriculum's vertical studio organization was uneven experience and ability levels among the students in studios leading to unpredictable gaps and redundancies in each students progress.

**Response:** Studios are now taken in a constructed sequence which allows faculty to build on skills developed in previous studios while providing a predictable interface with the non-studio curriculum.

**Issue 2:** Development of key communication skills were part of the domain of the studio in the previous curriculum. This, combined with the vertical studio organization, led to a patchwork acquisition of these critical skills.

**Response:** Specific communications courses were introduced to the 3.5 yr. M.Arch. path (and the B.A.A. undergraduate program) to better address the development of graphic, digital, fabrication, writing and speaking skills.

**Issue 3:** The dilemma of all MArch programs for students with undergraduate degrees in another discipline is that they are simultaneously too long and too short. Even with a seven semesters sequence it is difficult to pack in all the coursework necessary to earn a professional degree.

**Response:** A summer studio was introduced into the 3.5 yr. M.Arch. path allowing these students to graduate 6 months earlier. The summer studio is also available 2 yr. M.Arch. path students providing curricular flexibility and further enhancing cross path engagement.

**Issue 4:** One of the successes of the previous curriculum was the introduction of a capstone masters studio "Studio M" offered as an option to the previously mandatory Independent Project or Thesis track. This was both a response to student needs and faculty workload. The success of "Studio M" has caused the other two tracks Project and Thesis to dwindle to essentially vestigial status.

**Response:** The option of conducting a two term studio sequence was introduced in the final year providing opportunities to conduct in-depth architectural studies by bridging the 'investigation/research' studio and the 'masters' studio.

**Issue 5:** In the previous curriculum the faculty recognized that students design studio work was not adequately demonstrating the integration and interdependency of building systems.

**Response:** The addition of two systems integration courses with the explicit intent of integrating the content of construction, structures and building systems coursework into the design process.

**Issue 6:** Environmentally responsible design is recognized by the faculty as the most pressing issue of our time and an essential element of a 21st century architectural education.

**Response:** The addition of two sustainability classes to the curriculum underscores our commitment to the importance of this content.

The program has been in transition to the new curriculum for just one year, as of Fall 2011. Due to details of the transition plan, not all courses have been offered within the framework of the new curriculum (e.g. World Architecture I & II). The transition should be complete by the spring 2012.

## **Regulatory Environment**

We have not noted any significant problems with our efforts to communicate IDP and other professional regulatory issues to students. However, we have increased the number of times and venues for this communication, and we have developed a letter on these issues that is sent to all incoming graduate students.

The best way to help students transition from academia to the profession has long been an active topic of debate, and in our community, like many others, there are a variety of deeply-held positions. This debate has become both more complicated and more urgent during the recession and with emerging alternative modes of practice. We have added a course to the curriculum “Practice and Theory” in the undergraduate sequence, and emphasize multiple modes of practice in “Human Factors.” In the spring of 2011, we held a panel discussion with architects who have engaged in “alternative” modes of practice.

## **Profession**

The survey of alumni conducted during the fall of 2010 indicated that our students engage in a variety of professional roles during their careers, including government positions, non-profit roles, and “specialty” roles such as programming and sustainability consulting. A number of courses such as Human Factors and Programming, Professional Practice, and Sustainability actively introduce material that supports the breadth of contemporary professional roles.

The program actively engages the professional community in a number of ways. Over 50% of both the full-time and part-time faculty are licensed and to varying degrees engage in professional practices. Faculty are members of AIA Albuquerque, the local ULI chapter, and other professional organizations and serve on numerous professional boards and committees. We currently have a student member on the State Licensing Board, and have had a faculty member on that board. State legislation reserves a seat on the State Licensing Board for an architect/educator who teaches at an accredited architecture program. The program has put forward a candidate for this position; the current administration has left this state position unassigned.

As the alumni survey results indicate, the program needs to broaden its outreach to alumni and other professionals encouraging them to attend our public lectures, exhibits, and reviews. We should explore the demand, required resources and institutional constraints regarding on-line or in-house continuing education.



## **Public Good**

The program has housed the Design and Planning Assistance Center since 1969. DPAC has had multiple incarnations during those 40+ years. DPAC enjoyed full time faculty directors through 2007. From 2008 to spring 2010, the DPAC director was a research faculty member hired on soft money. Despite the fact that DPAC conducted a number of successful funded projects, sufficient funding to continue this model were not secured in the requisite timeframe. In fall 2010, DPAC shifted to a studio model led by a multidisciplinary faculty team. As part of the Schools strategic planning process the model for DPAC and community engagement is being discussed/reconsidered.

Alumni survey results suggest that we consider developing initiatives promoting healthy buildings and cities.

## **Feedback Methods**

Just as our methods of assessment occur at multiple scales, our feedback methods happen at multiple levels of the organization.

Student reviews of courses are summarized and compared to normalizing data by the University and returned to faculty and the director. The Director uses this information in annual reviews and promotions. If these assessments suggest issues with the larger curriculum or the learning cultures, said issues will be investigated by the Director and brought to the curriculum committee as warranted.

Students are required to submit a portfolio of their work prior to their final year in the program. This allows the faculty to review each student's overall progress, engage in a discussion with the student about their progress and ambitions.

**Portfolio Requirements**

Students in the MARCH program are required to keep a portfolio documenting their studio work during the term of their enrollment. The portfolio serves two primary purposes. First it is an opportunity for the student to review, reflect and represent their studio work in order to better understand the arc of their educational experience. Second, it is a record of each student's reflection on their accomplishments in design studio, available for review by the faculty for advisement and to ensure the student is adequately prepared to proceed in the program.

The portfolio should demonstrate the student's ability to produce a clear, cohesive and comprehensive document, appropriate to the studio level and the project brief, exhibiting progressive mastery of the following criteria:

- **Graphic Communication:** Knowledge of architectural graphic conventions and the ability to appropriately implement these conventions in a variety of drawings. The ability to organize a disparate set of drawings, diagrams, images and text to clearly and concisely communicate a comprehensive design project in a portfolio format.
- **Design Skills:** Ability to use design skills, such as composition, ordering systems, etc. to integrate the myriad demands and components of a design project into an architectural whole.
- **Site & Climate:** Research and analysis of the particular conditions of site and climate, and synthesis of this information in implemented design strategies.
- **Precedent and Typology:** Research and analysis of appropriate precedents and typologies and their integration into the design project.
- **Program & Human Factors:** Ability to assess the projects programmatic requirements and develop a logical solution. Ability to accommodate a full range of human abilities and experience in the design project.
- **Technology:** Investigation and integration of structural, material and mechanical systems in the design project.
- **Theory:** Integration into the design project of theoretical readings and investigations.
- **Responsibility:** Investigation and integration of strategies addressing environmental, social and ethical concerns in the design project.
- **Other:** Include other key ideas or investigations with significant bearing in the design work.

**Provide a title page for each project that includes:**

- Title of the project
- Course name, number, term and instructor(s)
- Team members and their role(s)
- Synopsis of project brief
- Two paragraph reflection on the strengths and weaknesses of the project in regards to criteria above.

**Portfolio Format Requirements**

- .pdf binder (single document with multiple pages)
- no more than 10 pages per studio (excluding title pages)
- landscape orientation (approximately 10 x16 aspect ratio)
- pages should read well at screen resolution of 1600x1000 pixels
- resolution should be approximately 300 dpi for a 16" x 10" page (3000 x 4800 pixels)

**Additional work:**

- Course work other than studio work may be submitted in a separate .pdf binder. Labeling and formatting requirements should follow the requirements given above.
- Professional work may be submitted in a separate .pdf binder. Labeling and formatting requirements should follow the requirements given above.

**Submissions:**

Submit portfolios on two identical CDs labeled with the students name and date of submission.

Title Pdf binders: student name\_Studios, student name\_Coursework, student name\_Professional

**Portfolios must be received by the Program Director no later than August 1<sup>st</sup>, 2011**

**Mail to:**

Architecture Program Director  
School of Architecture and Planning  
2401 Central NE, MSC04 2530  
1 University of New Mexico  
Albuquerque, NM 87131-0001

**Coordination:**

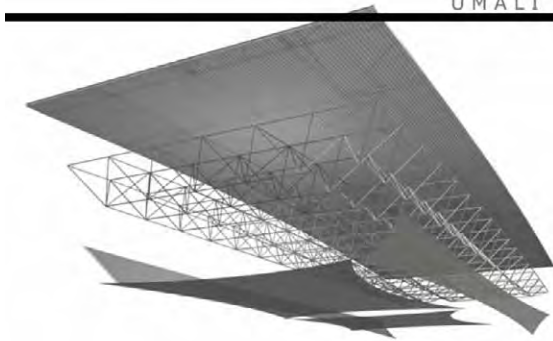
We have coordinators assigned to the 3.5 yr. track, the 2 yr. track, and the B.A.A. They review and discuss with faculty coordination between sections and the “handoff” from term to term, and other issues that arise in the implementation of the curriculum. For example, the B.A.A. coordinator raised the question “Are our female students less forceful in their design stance than their male peers, and if so are we setting up conditions that help engender this?” The Coordinator, the Interim Director, and the Student Advisor pursued this question by collecting data on studio grades, design awards, and acceptance into our graduate program. As part of this investigation we also reviewed data on other protected classes. This review found no evidence of systemic bias. However, one notable observation came from this review – a higher percentage of Hispanic undergraduates from our B.A.A. than white undergraduates apply to our M.Arch. We believe this self-selection bias has external causes.

The Curriculum Committee is charged with both reviewing the curriculum and developing methods to review our delivery of the curriculum. During 2010-2011 they reviewed the M. Science program.

The University is reviewing the program during the same term as the NAAB team visit. The University review results in the development of an action plan. In conjunction with the development of this action plan, the program has planned a set of meetings and retreats to discuss our long-range plan. The last University program review was conducted under different criteria and did not result in an action plan.



UMALI MODERN



jeremy jerge ARCH 601

## PART ONE (I): SECTION 2—RESOURCES



## I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

Architecture Faculty Teaching Assignments Fall 2009-Spring 2011

Instructor	Semester	Course	Credentials
FULL TIME FACULTY			
Abu-Dayyeh, Rana  (Fall 2010, Spring 2011)	F 2009  S 2010 F 2010  S 2011	301-Studio III 412/512 3-D Modeling 404-Studio VI 401-Studio V 211-Arch Communications I (2 secs) 211-Arch Communications I (2 secs) 402/502-Studio VI	M. Arch., Prof. Practice
Adams, Geoffrey	F 2009    S2010  Su 2010  F 2010 S 2011	598-001 Masters Studio 285- Construction I  412/512-Anatomy of a Building 506/506L-Intro Grad Studio II & Graphics Sem 512-Arch Foreign Studio w/Crawford 601-Masters Arch Studio I 516-Grad Arch Comm II	M. Arch., AIA, Director of Program NM Arch. License, NCARB Certification
Bastea, Eleni	Su 2009 F 2009  S 2010  Su 2010 F 2010 S 2011	412/512-Architectural Journeys 261/541-World Arch I 412/512-European Capitals 262/568-World Arch II  424/524-Memory & Arch 412/512-Architectural Journeys 462/562 Indigenous Arch w/Jojoba 311-Arch Communications II (2 secs) 551-Research Methodology	M. Arch., Ph.D.
Castillo, Tim	F 2009 S 2010	402-Studio V with Jode Nyboer 412/512-Digital Analogue Prod w/ Gines	M.Arch., Director of Arts Lab

<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Childs, Mark	F 2009	503-Community Studio with Forbes	M. Arch., AIA NM Arch. license Director of Town Design Certificate
	S 2010	466/566-Civic Places	
	F 2010	412/512-Urban Composition	
	S 2011	493/593 Civic Places 342/542-Human Factors & Programming	
Dent , Stephen	F2009	502-Technology Studio	M. Arch., AIA NM Arch. license Board Member Albuquerque AIA
	S 2010	385-Env Controls I 482/582-Lighting	
	F 2010	502-Technology Studio 604 –Masters Arch Studio IV	
	S 2011	631-Systems Integration I 464/564-Lighting 605-Masters Arch Studio V	
Forbes Isais, Geraldine	Su 2009	412/512- Vertical Studio	M.Arch., AIA Associate, Dean
	F 2009	503-Community Studio with Childs	
	F 2010	101-Design Fundamentals	
Gallegos, Phillip	Su 2009	412/512-Intro to Design Build	D. Arch., M. Arch., NM & CO Arch. license
Gines, Matt	S 2010	412/512-Digital Analogue Prod w/ Castillo	M. Arch., AIA Associate Director of Fabrications Lab
	Su 2010	412/512-Digital Analogue Prod	
	F2 010	515-Grad Arch Communications I	
	S 2011	402/502-Studio VI w/Iyengar	
Gulling ,Dana	F 2009	500-Grad Studio III	M.Arch. CT Arch. license
	S 2010	285- Construction I 302-Studio IV	
	F 2010	412/512-Manufacturing Arch	
	S 2011	505-Grad Arch Studio III 605-Masters Arch Studio V 632-Systems Integration II	



<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Gutierrez, Gabriella	F 2009	501-History/Theory Studio	M. Arch. TX Arch. license
	S 2010	412-Service Learning Practicum 598-Masters Studio	
	F 2010	412-Service Learning Practicum 503-Grad Arch Studio I	
	S 2011	462-Service Learning Practicum 462-Service Learning Practicum 605-Masters Arch Studio V	
Iyengar, Kuppu	F2009	382-Structures II	M. Arch., B.E. Civil/Structural Engineering CA Civil Engineer license
	S2010	412/512-Sustainable Design 381-Structures II 487/587-ECII	
	F 2010	481/581-Structure & Form 431/533-Structures II	
	S 2011	441/541-Sustainability II 332/532-Structures I 402/502-Studio VI w/Gines 432/534-Building Systems	
King, Karen J.	F 2009	598-Masters Studio	M. Arch. AZ Arch. license  NCARB Certification
	S 2010	502-Technology Studio w/Sterling	
	F 2010	604 – Masters Arch Studio IV	
	F 2010 F 2011	517- Grad Arch Communications III 301 –Studio III	
Mead, Christopher	F 2009	463/563-Modern Arch	Ph.D., former Dean Fine Arts
	S 2010	412/512- Politics & the City 422/522-Contemporary Arch	
	F 2010	423/523-Wright & American Arch 462/562-Hyospace:Japanese Mod Arch	
	S 2011	521-Arch Analysis 221-Arch & Context w/Baudoin 422/522-Mod & Contemp Arch	
Pride, Michael	S 2011	442/544-Politics, Culture & Arch 602-Masters Arch Studio II	M. Arch. CA Arch. license
	F 2011	451 Research and Design 604-Masters Arch Studio IV	
Schluntz, Roger	S 2011	402/502-Studio VI 462/562-Arch Criticism & Journalism	M. Arch., former Dean SA+P NE and NM Arch. license
	F 2011	651-Pro Practice 601-Masters Arch Studio I	

<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Taylor, Anne	F 2009 S 2010	435/535-Arch & Children 572-Research Methodology 412/512-Arch & Children II 572-Research Methodology 596-Project/Thesis Prep	Ph.D. AIA Associate
Wakefield, Kima	F 2009 S 2010 F 2010 S 2011 F 2011	104-Intro to Arch Drawing 201/204-Studio I & Arch Graphics 104-Intro to Arch Drawing (2 sections) 202/205-Studio I & Arch Graphics 111-Intro to Arch Graphics 201-Studio I 111-Intro to Arch Graphics (2 secs) 202-Studio II 111-Intro to Arch Graphics (2 secs) 201-Studio I	M.Arch.
Wilson, Christopher	S 2010 F 2010 S 2011	462/562 Southwest Architecture 590-Historic Research Methods 481/581- Southwest Architecture	L.Arch. Professor Director, Historic Preservation & Regionalism
Woodard, Kramer	F 2009 S 2010 S 2011 F 2011	505/505L-Intro Grad Studio I & Graphics Sem 561-Arch Analysis 501-History/Theory Studio 573-Arch Programming 462/562-Arch Invention & Fabrication 602-Masters Arch Studio II w/Myers 462/562-Arch Invention & Fabrication 604-Masters Arch Studio IV	M.Arch. NM Arch. license
Yu, Kristina	S 2010 F 2010 S 2011 F 2011	202/205-Studio I & Arch Graphics 470-Human Factors in Design 301-Studio III 101-Design Fundamentals 504-Grad Arch Studio II 101-Desing Fundamentals 301-Studio III	M.Arch., AIA NY and TX Arch. license

<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Baudoin, Genevieve	F 2009	402- Studio V	M.Arch.
	S 2010	404- Studio VI	
	F 2010	211-Arch Communications I	
		401-Studio V	
	S 2011	221-Arch & Context w/Mead (2 secs)	
		302-Studio IV	
Bourdrez, Michiel	F 2009	531-Professional Practice with Garrett Smith	M.Arch., AIA NM Arch. license
Calott, Christopher	S 2010	412/512-History & Theory of Urban Form	M.Arch., AIA CA and NM Arch. license
<b>PART TIME FACULTY</b>			
Coburn, Amy	F 2009	501- Technology Studio	M. Arch., ULI
	S 2010	432/532-Real Estate Development	
Collins Cory	F 2009	104- Intro to Arch Drawing	M. Arch.
	S 2010	104- Intro to Arch Drawing	
Contractor, Devendra	F 2010	601 - Masters Arch Studio I	M.Arch., AIA NM Arch. license
Doran, Robert	F 2011	301 - Studio III	M. Arch., Campus Architect
Dudley, Donald	S 2010	302 - Studio IV	M. Arch., AIA  NM and NC Arch. license
Harberts, Mark	F 2011	531 - Construction I	M. Arch.  NM Arch. licence
Forte, Mark	F 2010	311-Arch Communications II (2 secs)	M. Arch.
	S 2011	311-Arch Communications II	
Horn, Claudia	Su 2011	512 & 603 "Global" seminar & studio w/ James Horn	M.L.A., ASLA, LEED AP  TX Arch. license, NM L.Arch license
Horn, James	Su 2011	512 & 603 "Global" seminar & studio w/ Claudia Horn	M.Arch., AIA NM Arch. license
Krupnick, Michael	F 2010	604 –Masters Arch Studio IV	M. Arch., AIA , NCARB  NM, CO & FL Arch. license
Langford, Berry	F 2009	201/204- Studio I & Arch Graph. Sem.	B. Arch., NCARB  NM Arch. license, NM General Contractor
	S 2010	202/205-Studio I & Arch Graphics	
	F 2010	201-Studio I	
Leach Terry,	F 2009	485-Construction II	M. Arch., AIA, NCARB  NM, TX, CO, NV, AZ Arch. license
	S 2010	483/583-Acoustics	
	F 2010	462/562-Construction II	

<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Maniatis, Efthimios	F 2009	101-Intro to Architecture (2 sections)	B. Arch.
	S 2010	101-Intro to Architecture (2 sections)	
	F 2010	121-Intro to Architecture (2 reg secs, 1 on-line)	
	S 2011	121-Intro to Architecture (2 reg secs, 1 on-line)	
Myers, Kenneth	S 2011	602-Masters Arch Studio II w/ Woodard	M. Arch.
Newlands, George	F 2009	301- Studio III	M. Arch., NCARB NM Arch. license
	S 2010	302-Studio IV	
	F 2010	531-Grad Construction I 601-Masters Arch Studio I	
	S 2011	302-Studio IV	
Jode Nyboer	F 2009	402- Studio V with Castillo	M. Arch.
Pedone, Margaret	Su 2009	412/512-Autocad	M.Arch. NM and IL Arch. license
	F 2009	402- Studio V	
	S 2010	404- Studio VI	
	Su 2010	412/512-Vertical Studio 412/512-Autocad	
	F 2010	101-Design Fundamentals 401-Studio V	
	S 2011	101-Design Fundamentals (2 sections) 211-Arch Communications I	
Poblocki, Alfons	F 2009	301- Studio III	M.Arch.
	S 2010	404- Studio VI	
	F 2010	301-Studio III	
	S 2011	202-Studio II	
Richards, Noreen	F 2010	241-Sustainability I	M. Arch. NM Arch. license
	F 2011	241-Sustainability I 505-Grad Arch Studio III	
Romero, Levi	F 2011	517-Communications III	M.Arch., NM Centennial Poet
Sakai, Atsuko	F 2010	463/563-Arch & Design for Children	M.Arch., Assoc AIA, LEED AP
Smith, Garrett	Su 2009	Arch 412/512-Arch of Europe I & II	B.F.A., AIA Abq. Bord Member, LEED AP NM, CA & AZ Arch. license; NM Gen. Contractor's license
	F 2009	531-Professional Practice with Bourdrez	
	F 2010	462/562-The Architect as Developer 651-Professional II	

<b>Instructor</b>	<b>Semester</b>	<b>Course</b>	<b>Credentials</b>
Smith, Stephen	Su 2009, 10,11	412/512- Intro to BIM with Revit	
Sterling, Sam	S 2010 F 2010 S 2011 F 2011	502-Technology Studio with King 301-Studio III 302-Studio IV 401-Studio V	M. Arch., AIA NM Arch. license
Sylvester, Anthony	S 2011	592-Public Works	M.CRP, AIA, AICP
Uvina, Francisco	F 2009  S 2010  F 2010 S 2011 F 2011	402- Studio V  412/512-Pres Tech Adaptive Re-use w/Valdez 508-DPAC UNIV 101-Freshman Arch Major Experience 201-Studio I 202-Studio II 201-Studio I	M. Arch.  Board Member of Adobe Association of the SW. Member of United States / International Council of Monuments and Sites
Valdez, Arnold	F 2009 S 2010 F 2010	412/512-Alternative Construction 412/512-Pres Tech Adaptive Re-use w/Uvina 462/562-Alternative Construction	M.A., APA Loeb Fellow
Ward, Jason	F 2009	202/204- Studio II & Arch Graphics Sem	M. Arch.  Visiting Scholar American Academy in Rome
Wong, Judith		101-Design Fundamentals	M.L.A.,
Yactor, Kimberly	F09, S10, F10, S11, F11	Arch 104-Intro to Arch Drawing	M.Arch.

## **Faculty Resumes**

See section 4.2

## **EEO/AA policies**

<http://www.unm.edu/~oeounm/index.htm>

## **Other diversity initiatives**

See the Office and Equity and Inclusion: <http://diverse.unm.edu/>

## Faculty Human Resource Development

### Sabbaticals and Leave 2005 to spring 2011

LAST NAME	FIRST NAME	DATE OF SABBATICAL	LEAVE WITHOUT PAY (LWOP)
BASTEA	ELENI	SPRING 2008 FALL 2011	
CHILDS	MARK		SPRING 2005 (FULBRIGHT)
DENT	STEVE	SPRING 2007	
GULLING	DANA		LWOP 2009
GUTIERREZ	GABRIELLA	SPRING 2009	
MEAD	CHRISTOPHER	SPRING 2009	
SCHLUNTZ	ROGER	FALL 2010	
WOODWARD	KRAMER	SPRING 2004	LWOP 2010
YU	KRISTINA	N/A	LWOP 2009

### Hosting Conferences

The program and school have hosted a set of conferences such as those for the Building Technology Educators' Society (2010), SW Regional ACSA Conference (2010), and the Society of Building Science Educators (2011). This provides an opportunity for faculty to serve in leadership roles and for other faculty to easily participate in presentations and discussions.

### Funding

The program has a small budget for faculty travel and development which is allotted to individual faculty members. A larger per person budget is allotted for tenure-track faculty. UNM provides each faculty member with tuition remission for a number of credits per term, and runs competitions for research (RAC) and teaching development funds (TAS). Additionally, faculty have received grants from outside of the University for faculty development and travel, and are allotted a portion of the overhead from their completed funded research.

### Policies on faculty appointment, promotion and tenure

See the UNM Faculty Handbook for these policies: <http://handbook.unm.edu/>

Starting in fall 2010 the Dean conducted a competition for research, creative work and scholarship seed funds. The following chart shows awards secured by architecture faculty:

NAME OF SUBMITTER & COLLABORATORS	GRANT GROUP APPLIED TO	\$ AWARDED	PURPOSE/TITLE OF PROPOSAL
Dent, Stephen D., Castillo, Tim; Beining, David; Iyengar, Kuppu	Program 1 Grant Project Assistance \$4,000	\$2,000.00	To develop, in conjunction with the ARTS Lab, a totally immersive and portable visual environment for architectural design simulations based on existing technology
Gulling, Dana K.	Program 2 Research and Creative Work Program \$4,000	\$1,434.00	Manufacturers + Architects, an examination of how innovations in building technology can lead the design process to the production of better integrated construction technologies
Woodward, Kramer E.	Program 2 Research and Creative Work Program \$4,000	\$1,400.00	Funds to develop a book with working title, "Robert Walters & Genesis of Form, As Seen Through Four Generations", a look at how design ideals are passed down through generations, and their effects in the built environment
Yu, Kristina H.	Program 1 Grant Project Assistance \$4,000	\$2,000.00	Funding for a pilot study to create research structures that will be applied to studying key cities as analysis for the project, Purposeful Density: Study & Implications of Increased Housing Densities in Two Cities
		\$6,834.00	FALL 2010 AMOUNT AWARDED
Gulling, Dana	Program 3: Professional Development	\$1,471.31	FUNDING TO ATTEND CONFERENCE - The purpose of this proposal is to secure funding to attend an academic conference, "Permanent Change: Plastics in Architecture and Engineering", at Columbia University's Graduate School of Architecture, Planning and Preservation, NY, NY. The conference participant list includes architects, engineers, historians and theorists, which will offer a broad approach to the material and give depth to my research and scholarship of plastics.
Gulling, Dana	Program 3: Professional Development	\$1,500	FUNDING TO ATTEND CONFERENCE - The purpose of this proposal is to secure funding to attend the 2011 Building Technology Educators' Society (BTES) Conference, titled "Convergence + Confluence" at Ryerson University, Toronto, Canada. For my teaching, the BTES Conferences have been a wonderful opportunity for me to expand my core lecture courses, studios, and to learn new building technologies that affect both.
Gutierrez, Gabriella	Program 3: Professional Development	\$1,239	LEED GREEN ASSOCIATE ACCREDITATION COURSE & EXAMINATION - The purpose of this proposal is to request funding for an 8 hour course being held in NYC which prepares a person to take the LEED Green Associate Exam. Acquiring LEED accreditation will make it possible to broaden the scope of project types that are offered to students in ARCH 462, Service Learning and Research Practicum
		\$4,210.31	SPRING 2011 AMOUNT AWARDED
		\$11,044.31	TOTAL AMOUNT AWARDED TO ARCHITECTURE FACULTY

## Lectures, Guest Critics, Exhibits & Events

### 2005-06 Lectures

Cristiano Ceccato	<i>Form-rationalization &amp; the Economics of Constructability</i>
Christopher Mead	<i>Albuquerque, City of Modernity</i>
Dinos Michaelides	<i>Regionalism &amp; the Identity of Place: Greece, A Case Study</i>
Ted Smith	<i>Architectural Empowerment</i>
Chip Sullivan	<i>Energy, Fantasy and Form</i>
Jeanine Centuori	<i>Sites of Engagement</i>
Christy Ten Eyck	<i>Following the Water</i>
Sue Anne Ware,	<i>Australian Contemporary Anti-Memorials</i>
Mary Hardin	<i>Building an Ethic of Practice</i>
John Cary	<i>Activist Architecture</i>
Hemalata Dandekar	<i>Sustainable Housing for Low Income Homeowners</i>
Setha Low	<i>The Architecture of Fear: Gated Communities in America</i>
Kathy Poole	<i>Integrating Ecology and Design: Successes, Illusions, and Adaptations</i>
Chester Liebs	<i>Learning from the Cultural Landscape: Lessons from Japan</i>
Stefanos Polyzoides	<i>The American Campus Now</i>

### 2005-06 Guest Critics

Barbara Ambach, Univ. of CO; Krystine Graziano-Hample, Antoine Predock Architects; Sara Stewart, Architect, Albuquerque; Tyson Parker, Architect; Rafael Longoria, Architect and Professor, U of Houston; Devendra Contractor, AIA, Architect, Albuquerque; Tom Menicucci, Albuquerque Council Staff; Diane Scena, Director, Walk Albuquerque; Attila Bality, National Park Service; Sterling Grogan, Biologist MRGCD; Laurie Moye, PNM; Sherrie Olsen, Bernalillo County Arts Program; Steve Borbas, UNM Facilities Planning; Miguel Gandert, Professor, UNM, Communications & Journalism; Gary Mex Glazner, Poet; Cathy Gore, City of Albuquerque Public Art; Sabrina Pratt, Santa Fe Arts Commission; Kathryn Minette, State of NM Art in Public Places

### 2005-06 Exhibits

*Inter(sections) - Hybrid Environments* – Tim Castillo + Rana Abudayyeh  
*Switzerland 2005 - International Study Abroad*

### 2006-07 Lectures

Donna Kacmar, Houston	<i>Connections</i>
Brian Kelly, Washington, D.C.	<i>American Campus Paradigms + Regional Adaptations</i>
Peter Di Sabatino, Los Angeles	<i>Trajectories + Digressions in Architecture + Design</i>
Daniel Arreola, Tempe	<i>The Picture Postcard Mexican Housescape: Visual Culture + Domestic Identity</i>
E.B. Min + Jeff Day, San Francisco	<i>Infrathin</i>
Ignacio San Martin, Univ of Arizona	<i>Re-framing Urban Design Dialogues</i>
Beverly Spears, Santa Fe	<i>The Legacy of Space, Time + Culture in New Mexico</i>
Antonio Di Mambro, Boston	<i>Shaping Cities to Compete: Urban Design in the Global Economy</i>
Judy Corbett, Sacramento	<i>The Next Chapter for Smart Growth</i>



## **Spring 2007 Panel Discussion**

Urban Design Futures in Albuquerque

### **2006-07 Guest Critics**

Krystine Graziano-Hample, Antoine Predock Architects, Albuquerque; Devendra Contractor, Architect, Albuquerque; Garrett Smith, AIA, Garrett Smith Ltd, Albuquerque; Jonathan Seigel, AIA, Architect, Albuquerque; Bill Sabatini, AIA Dekker, Perich, Sabatini, Architects, Albuquerque; Jon Anderson, AIA, Jon Anderson Architects, Albuquerque; Steve Borbas, UNM Facilities Planning; Miguel Gandert, Professor, UNM, Communications & Journalism; Christopher Callott, AIA, Architect, Infill Solutions, Albuquerque; Stan Bertheaud, Woodbury University

### **2006-07 Exhibits**

Architecture + Film Lecture + Panel

Stan Bertheaud, Cameron Crockett, Carlos Barbosa, Liz Martin, Michael Selditch

### **2007-08 Lectures**

Antoine Predock	<i>Inside Predock</i>
Paolo Soleri	<i>A Life in Architecture</i>
Thomas Fisher	<i>Architectural Design + Ethics: Tools for Survival</i>
Mary Miss	<i>Rules of Engagement</i>
Curt Meine	<i>Aldo Leopold in the Southwest</i>
Kenny Helphand	<i>Defiant Gardens</i>
Doug Kelbaugh	<i>MOD, TOD, TND: Another Look at Sprawl + its Alternatives</i>
Carlos Jimenez	<i>Tectonic Still Lives</i>
Dr. Jamie Vargas Heritage	<i>World Showcases in Urban Development + Cultural</i>
Ian Skelton/Ryan Walker	<i>Indigenous Planning in Canada: First Nations + Urban Aboriginal Experiences</i>
Cameron Sinclair	<i>When Being Sustainable is a Matter of Survival</i>

## **Spring 2008 Panel Discussion**

Bernadette Miera/Jeremy Kalin/Ike Benton/Jonathan Siegel – Designers as Policy Makers, Mark C. Childs, Moderator

## 2007-08 Guest Critics

Christopher Kilbridge, University of Oregon; Krystine Graziano-Hample, Antoine Predock Architects, Albuquerque; Devendra Contractor, AIA, Architect, Albuquerque; Garrett Smith, AIA, Garrett Smith Ltd, Albuquerque; Jonathan Siegel, AIA, Architect, Albuquerque; Bill Sabatini, AIA, Dekker, Perich, Sabatini Architects, Albuquerque; Richard Jenson, Will Bruder + Partners, Phoenix; Mike Krupnick, AIA, Krupnick Studios, Albuquerque; Christopher Callott, AIA, Infill Solutions, Albuquerque; Karen Alarid, Architect, Albuquerque Public Schools Facilities Director; Rick Joy, AIA, Rick Joy Architects, Tucson

## 2008-09 Lectures

Arnold Valdez, Santa Fe County, Santa Fe  
Dave Forman, Rewilding Institute, Albuquerque  
Rick Joy, Rick Joy Architects, Tucson  
Wes Jones, Jones, Partners, Los Angeles  
Ed Mazria, Mazria inc., Santa Fe  
James Brown/James Gates, Public Architecture + Planning, San Diego  
Todd Erlandson/Sherry Hoffman, (M) ARCH Studio, Los Angeles  
Rob Quigley, Rob Wellington Quigley, San Diego  
Yung Ho Chang, MIT, Boston  
Sueanne Ware, RMIT, Melbourne  
Gene Dyer, Moshe Safdie + Assoc., Singapore  
David W. Orr, Oberlin College, Ohio  
Charles Waldheim, University of Toronto  
Michael Pyatok, Pyatok Architects Inc., Oakland  
Helen Horowitz, Smith College  
Etienne Gaboury, Architect, Winnipeg, Canada  
Donna Robertson, Dean, College of Architecture, Illinois Institute of Technology  
Rachel G. Bratt, Tufts University  
Jon Anderson, Jon Anderson Architect, Albuquerque  
Allen Washatko, Kubata Washatko Architects, Wisconsin  
Monika Wittig, LaN, Boulder/Barcelona

## Fall 2008 Exhibits

Robert Walters	<i>Architect, Painter, Educator</i>
Margaret Pedone	<i>Form, Substance, Space</i>
LA Foreign	Studio Exhibition
Robert Walters	Symposium and Memorial
AIA Exhibition	
Jack Ox	Paintings/Music Colloquiem
George Anselevicius	Memorial and Exhibit

## **Fall 2008 Event**

Robert Walters Symposium

Panel: Kramer Woodard, Associate Professor; Cindy Terry, Architect; Bart Prince, Architect; Don Schlegel, Professor Emeritus; Christopher Mead, Dean, College of Fine Arts; Wesley Pulkka, artist and journalist

## **Spring 2009 Marjorie Hooker Visiting Faculty**

Donna Robertson, Dean, College of Architecture, Illinois Institute of Technology

## **Spring 2009 Films**

*The End of Suburbia*

*e2: Food Miles + A Garden In Cairo*

*Planet Earth: Living Together*

*PBS: Obama's Stimulus Package*

*Mondrian: From Naturalism to Abstraction* (UNM Art Museum documentary film series)

*The Decisive Moment + Remembering Edward Weston* (UNM Art Museum at Pearl Hall)

*Outside In: The Transformative Vision of Jerry Uelsmann* (UNM Art Museum at Pearl Hall)

## **Spring 2009 Event**

Panel Discussion on Sustainable Design; Jennifer Siegal, OMD, Guest Lecturer

Panel: Kim Sorvig (LA faculty), Claudia Isaac (CRP faculty), Ike Benton (Albuquerque City Counciler)

## **Summer 2009**

Assembling Architecture, BTES Conference, 8/6/-8/8/09

## **2009-10 Lectures**

Will Bruder, Phoenix, AZ

Travis Price, Washington DC

Andy Spurlock, San Diego

Yukio Nishimura, University of Tokyo

Yung Ho Chang, MIT Cambridge

David Hinson, Auburn University, Alabama

Jack Debartolo, Phoenix

Wendell Burnette, Phoenix

Bart Prince, Albuquerque

Tom Wiscombe, Emergent Architecture

Adele Santos, Dean, School of Architecture, MIT

Michael Soule, Colorado

Rob Livesey, The Ohio State University

Marc Treib, University of California, Berkeley

Eric Naslund, San Diego

## Fall 2009 Event

ACSA SW Conference: Teddy Cruz, UC, San Diego, and James Cramer

## 2009-10 Exhibits

*Architecture and Education* - Anne Taylor

*The Getty Sketchbooks*

*Rene Davids*

*Student Work – Drawings and Models*

*Dialogues in Space* – Wendell Burnette

Jeff Harnar Awards for Contemporary Architecture

*Digital Design in Art + Architecture* – Kenji Kondo

*Cultural Cartographies: Del Ojo al Embudo* – Geraldine Forbes Isais/Tim Castillo

The Best of Student Work

## Spring 2010 Marjorie Hooker Visiting Faculty

Adele Santos, Dean, School of Architecture, MIT

## Spring 2010 AIAS Symposium

The Creative Process

## 2009-2010 Guest Critics

Will Bruder, Architect, Will Bruder + Partners, Phoenix; David Brindle, Architect; Dr. A. Kaufman, Director Community Health, UNM; Sherri Bruegemann, Albuquerque Public Art Program; Miguel Gandert, Photographer + Professor, UNM, Communications + Journalism; Christopher Calott, AIA, Architect, Infill Solutions, Albuquerque; Wade Patterson, Planner, Albuquerque; Sean Gilligan, Developer, Albuquerque; Marlon Blackwell, Professor, University of Arkansas; Antoine Predock, FAIA, Architect, Albuquerque; Michael Young, Industrial Designer, Albuquerque; Amit Upadhye, Architect, Phoenix; Edward Fitzgerald, AIA Architect, Albuquerque; James Horn, AIA Architect, Santa Fe; Conrad Skinner, Architect, Santa Fe; Jason Ward, Architect, Albuquerque; Michael Bauer, Architect; Chris Beccone, Antoine Predock Architect; Gregory Brooks, UT-Austin; Ed Fitzgerald, AIA Architect; Martin Stupich, Architectural Photographer; Jonathan Siegel, AIA; George Sanders, AIA; Edie Cherry, FAIA; Jim See, AIA; Patti Willson, AIA; Michael Hill and Raimond McClain, AIA (reviews and a lecture on BIM and systems coordination); Tom Vliet, Architect; Michael Borowski, Architect; Larry Schuster, Engineer (lectures on HVAC).

## 2010-11 Lectures

Contemporary Indigenous Architects Series

David Sloan  
*of Lou Weller*

*Introduction to Indigenous Architecture-featuring the works*

Duane Blue Spruce  
*National*

*Creating a Native Place-The Design + Construction of the*

*Museum of the American Indian in Washington DC*

Eddie Jones

*A Life in Architecture*

Peter Nabokov

*Culture & World Arts*

Patrick Stewart

*The Use Of Traditional Knowledge in Design*

Coleman Coker

*Parts seen within the Background of the Whole*

Donna House

*Habitat and Ecology*

David Henkel	<i>Galisteo Basin Research</i>
Johnpaul Jones	<i>Indigenous Design: Emerging Gifts</i>
Edward Mazria	<i>America 2030: America on the Brink</i>
Ms. Michael Fredericks	<i>Participatory Design – The Story of the User</i>
Brian McCormack	<i>Contemporary &amp; Traditional Aesthetics in Landscape</i>
Leonie Sandercock	<i>Finding our Way (beyond Canada's apartheid): film + social transformation</i>
Brian Vallo + Barbara Felix	<i>Sky City Cultural Center and Haaku Museum</i>
Dennis Sun Rhodes	<i>A Lifetime of Native American Architecture: Building Towards the Indigenous Millennium</i>
Nader Tehrani,	<i>NADAA</i>
Steve Badanes	<i>Full Scale,</i>
Antoine Predock	<i>Landscape Apparitions</i>
Christopher Mead	<i>Made in New Mexico</i>
Craig Dykers	<i>Snohetta (Jeff Harner Awards Lecture)</i>
Stephen Mouzon	<i>The Original Green: Unlocking the Mysteries of True Sustainability</i>
William Powers	<i>The Global Environmental Crisis, Aldo Leopold, and You</i>
Lawrence Scarpa	<i>Community Housing/Development</i>
Penelope Canan	<i>Global Climate Change</i>

## **2010 - 2011 Guest Critics**

Carolyn Gonzales, UNM Staff Writer; John Hooker, AIA; former Mayor, Los Ranchos de Albuquerque; Christopher Hawthorne, LA Times Architecture Critic; Robert Doran, AIA; University Architect; Micheal Burkett, AIA, Decker Perrich, Sabatini; Catherine McClain, Director UNM Center for Children with Disabilities (UNM Hospital); Michael Bauer, architect, Santa Fe; Conrad Skinner, architect, Santa Fe; Karole Mazeika, architect, Albuquerque; Paul Fehlau, architect, Albuquerque; Edward Fitzgerald, AIA, Albuquerque; Michael Young, industrial designer, Albuquerque; Kurt Schlough, architect, Albuquerque; Paul Adams, attorney, Albuquerque; David Woods, machinist, UNM; Bob McElheney, AIA, McElheney Architects; Deirdre Harris, DNCA, Albuquerque; Kristen Shaw, DNCA, Albuquerque; Ken Andrews, UC Denver;

## **2010-11 Events**

School Colloquium - Levi Romero, Jose Gamez, Frances Bronet

Regional Practitioners Colloquium Student Colloquium - Lynn Paxton, facilitator

Owners of Third Places Panel – Mark C. Childs, moderator

Student-organized panel on Protest Space, hosted by Eli Isaacson with Mark C. Childs, Michael Pride, Basim Hakim.

ALT(ernative) practices panel, hosted by Mark C. Childs with Noreen Richards, H. Barker AIA, and A. Armijo.

## **2010-11 Exhibits**

The Netherlands Summer Abroad – Student research presentations

NMASLA – An exhibition of the work of New Mexico Landscape Architects

Faculty Work: Stephen Dent, Mark Childs, Matt Gines, Eleni Bastea

*Rituals of the Land and Spirit* - Miguel Gandert

Best of Student Work

Dirk Fowler Graphic Design – “40@40”

Roadcut: The Architecture of Antoine Predock

Jeff Harnar Awards – Contemporary Architecture Selections

Negotiating the Horizontal – Heyung Chang, Katya Crawford, Dana Gulling, Timpothy Imeokparia, Kristina Yu

Best of Student Work

## **Spring 2011 AIAS Symposium**

Media Merge

## **Spring 2011 Marjorie Hooker Visiting Faculty**

Will Bruder, Architect, Will Bruder + Partners, Phoenix, AZ

## Admissions Evaluation

Deadline to apply for fall is February 1st. The graduate advisor is given 1-2 weeks to compile the applications into folders and then the admissions committee, meets with the intent of getting decisions to applicants by mid-March. The admissions committee has been composed of 4 to 5 full time faculty including the director and the primary faculty advisors for the 2 and 3.5 yr. programs.

Students are separated into two applicant pools and evaluated as separate programs – one is for the 2 yr. and the other for the 3.5 yr. Two faculty review each applicant and rank them on: (a) GPA, (b) quality of portfolio, (c) letters of recommendation, (d) letter of intent and (e) experience/background. They then mark them as a “definite admit”, a “maybe”, or a “do not admit”. The graduate advisor then separates the applicants into groups that received 2 admits, 1 admit and 1 maybe, 2 maybes, and so on. The applications of any students who are in protected classes and who did not receive 2 admits are given a second look by the director or another member of the admissions committee.

Students that received one or two “do not admit” are not admitted. Students that received 2 “definite admit” are admitted and those that received any maybes are evaluated by the director who decides if they are offered admissions, wait-listed, or denied.

Our 2 year applicants’ portfolios are also evaluated to ensure that the portfolio demonstrates the NAAB criterion A.6 “Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design,” and “A. 9 Historical Traditions and Global Culture.”

Before admission is offered applicants’ transcripts are also reviewed by the admissions committee for any deficiencies that need to be addressed if admitted to the program. These deficiencies are noted in their acceptance letter. The admission committee also verifies that the 3.5 yr. applicants have taken or will have completed prior to their first fall, a basic physics course, calculus course, and a semester of a foreign language.

If a student feels that they have already taken a course in our required curriculum, they can put in a request to waive or transfer credit in for a course. This request must be submitted via a departmental form and can only be processed for students who have been offered admission. The student must first get approval from the University of New Mexico SA+P faculty that teaches the equivalent course at SA+P. If approved by the faculty, it then goes to the director for final approval. Course descriptions, syllabi, and other material may be requested to make the decision. If waived, the student must make up the credit with an elective. If they are transferring the course in from another institution, they must provide the transcripts for the University of New Mexico records office so they can verify the grade (must be a “B” or better) and that it was not used for another degree.

Also noted in the acceptance letter is the date by which SA+P must be informed of their decision. If accepting, they must send a \$300 seating deposit, which, if they enroll, is applied to their fall tuition. If they do not enroll the deposit is forfeited.

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.

## **Student Support Services**

The Architecture program provides many levels of student support services.

The Director sees students at their request, and actively seeks out opportunities for informal conversations with students. He/she helps find solutions to issues a student might be facing, provides academic counseling, accesses university resources, and acts as the final decision in departmental petitions.

Our tenured and tenure track faculty are all assigned advisees when students are admitted to the program. The role of faculty advisor is to provide academic counseling to help students progress not only in individual courses but in the development of the body and focus of their professional skills and voice.

The program employs two staff advisors. One is dedicated to the undergraduate population and the other to the graduate population. They are cross-trained and can assist one another in times of high volume. They are here to help with admission, registration (both the how-to and what classes students still need), paperwork, graduation, and advisement. They also provide recruitment services with tours and advisement prior to admission.

Additional school staff members provide specific support to students. Our administrative assistants provide support in processing awards and assistantships for students. Our accounting team helps students with payroll issues. Our IT staff provides around the clock support for the computer and print lab, and advise about personal hardware and software. Our Fabrications Lab staff provides constant assistance on all equipment training, monitoring, and trouble shooting. The College Administrator assists students with the graduation ceremonies and facilitates the Tau Sigma Delta inductees. The Administrative Assistant to the Dean provides assistance in booking rooms for final reviews and other uses that meet students needs.

Our Career and Internship placement occurs via two mechanisms:

First, through faculty that are connected with numerous firms and that know what our students are looking for and the skill set they bring .

Second, through the University of New Mexico Career Services Department that hosts our annual career fair and helps students with job searches and resume building.

### **Support for Field Trips/Work:**

Since 2006 the Dean's Office has dedicated funds to support faculty directed student travel. Students have ventured as part of their coursework to places such as Chicago, Marfa, Los Angeles, Phoenix, Dallas and Seattle. This program was suspended during the fall 2010 term due to budget constraints. However, during that year a few faculty volunteered their scholarship overhead accounts to support student travel.

### **Support for Student Professional Societies etc.**

In addition to funds supplied by the University, the School and Program support student professional societies in a number of ways. SA+P has provided funds for events such as the AIAS symposium, a faculty advisor for each chartered group, office space for officers and classroom space for meetings and events, and letters of reference and support for activities and applications. Both the Dean and Director regularly consult with student leaders, and provide opportunities for them to speak at school events. The Dean holds a monthly meeting of all student leaders. Following is an email from the President of our AIAS chapter:



Geraldine and Mark,

*I am writing to you on behalf of our chapter to express our sincere thanks for your support in helping us attend our international conference in Toronto, Canada over the New Years holiday. Our chapter arrived in force with twenty five members having the third highest attendance at the conference. Our superior attendance and thoughtful engagement served to further the wonderful reputation our chapter has strived to grow and maintain over the past few years.*

Once again I found myself humbled by the thoughtful and innovative ideas our members presented throughout the conference. Every member worked hard to attend *all of the optional break out sessions that could ultimately turn into ideas for engagement with the five collaterals. However, there were also some students who distinguished themselves above and beyond my greatest expectations, Antoni Baca (UNM AIAS Chapter President Elect) was selected to serve on the National Elections Committee where he rose to the position of primary observer, the highest position a non COP member can achieve. Traci Baumann was selected to serve as primary book reviewer for CRIT magazine. Robert Montgomery has volunteered to serve as one of our Freedom by Design captains. Nicole Brown and myself were two of twenty six students selected to serve on NAAB visiting teams this spring.*

As a result of this conference our school now has 25 motivated students who are excited about architecture, our institution and its upcoming accreditation. I know that I speak for our entire chapter when I say, *if there is anything we can do to further the development of our school or to aide in our upcoming accreditation please do not hesitate to ask. Finally, I am happy to announce that after nearly two years of preparation and countless hours of support by you and the rest of our school's faculty I was elected to serve on the AIAS national board of directors as the 2011-12 West Quad Director. It is my sincere hope that my election to this position shines a bright light on the continued growth and success of our program and the hard work our faculty does every day to make it great. Again, thank you for your continued support and I look forward to an outstanding spring semester.*

Successfully,

Matthew A. Barstow

UNM AIAS Chapter President 2010-11

AIAS West Quad Director Elect 2011-12

### **Support for Student Research and Scholarship:**

The program supports student scholarship by developing research internships, hiring students for faculty lead research; paying costs for competition entries; and managing a set of scholarships for research. For example, Prof. Schuntz administers a five-year cooperative agreement with the US National Park Service that places three SA+P graduate assistants in summer internships, researching structures on Park Service lands. Prof. Steve Dent recently hired a Research Assistant for his study of "An Immersive Simulation System for Architectural Design & Energy Performance," spring 2011.

Please see website for a list of recent student competition winners;

<http://saap.unm.edu/academic-programs/graduate-degrees/graduate-architecture/program.html>

### **Support for Students Attending Meetings:**

The School and Program have supported students attending meetings directly as well as by helping them raise funds from other sources (see letter above for example). However, it would be of significant benefit to the program to acquire endowment funds to more robustly support student scholarship and dissemination.

## **I.2.2 ADMINISTRATIVE STRUCTURE & GOVERNANCE**

### **Superstructure:**

At UNM each of the school and college deans reports to the Provost and Vice President for Academic Affairs. The Provost reports to the President, who in turn reports to the Board of Regents. Approval for new academic degree programs is coordinated statewide, as are recommendations to the state legislature for funding.

The School of Architecture and Planning is composed of Architecture, Landscape Architecture, and Community and Regional Planning Programs and two interdisciplinary, transcribed graduate certificate programs – *Town Design*, and *Historic Preservation and Regionalism*. Each of these programs and certificates has a director.

The program directors, dean, and associate dean are appointed on the equivalent of 11 or 12-month contracts. This group, along with the School Administrator and the School's Development Officer, comprise the Administrative Committee. The School has the following standing faculty committees: Administrative Committee, Graduation and Honors Convocation Committee, Graduate Program and Curriculum Committee; Speakers and Colloquia Committee; Exhibitions Committee; Scholarships and Awards Committee; Computing Committee; and Promotion, Tenure and Reappointment Committee.

School administrative staff that run the computing environment, the Fab Lab, student advising, accounting, development, and general administration report to the Dean, but work closely with the Program Directors. Many of these staff are also supported by student employees.

### **Program Structure:**

The Architecture Program has a Director, and is supported by an Administrative Assistant. The program has its own By-Laws originally adopted in 2001. The program has the following standing faculty committees: Scholarships and Awards; Curriculum; Promotion, Tenure and Reappointment; Admissions. The Program oversees the Design and Planning Assistance Center in conjunction with the Landscape Architecture Program.

### **Involvement of Faculty, Staff and Students:**

Our program By-Laws state that all the program standing committees should have a least one student member. In some terms student members have not been appointed. School committees frequently include students and staff.

### **Other Degree Programs Offered:**

Bachelors of Arts in Architecture, Masters of Science in Architecture

## I.2.3 PHYSICAL RESOURCES

**Description and plans of Building:** All spaces are shared by all units within the School



LOWER LEVEL- PEARL HALL

- LEGEND**
- SEMINAR
  - STAFF OFFICE
  - FACULTY OFFICE
  - STAFF/FACULTY AREA
  - STUDIO
  - ADDITIONAL WORKSPACE
  - PIN-UP SPACE
  - RESEARCH
  - STUDENT RECREATION
  - STORAGE
  - CPU LAB
  - READING ROOM/ STUDY SPACE
  - LIBRARY STACKS



ENTRY LEVEL - PEARL HALL



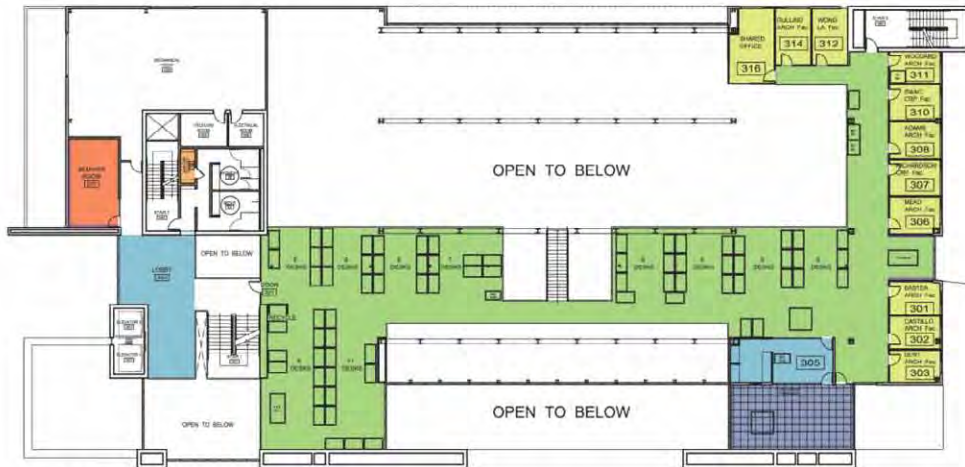
STUDIO DESK LAYOUT - LEVEL 2 - PEARL HALL - 201 Desks

- LEGEND**
- SEMINAR
  - STAFF OFFICE
  - FACULTY OFFICE
  - STAFF/FACULTY AREA
  - STUDIO
  - ADDITIONAL WORKSPACE
  - PIN-UP SPACE
  - RESEARCH
  - STUDENT RECREATION
  - STORAGE
  - CPU LAB
  - READING ROOM/ STUDY SPACE
  - LIBRARY STACKS



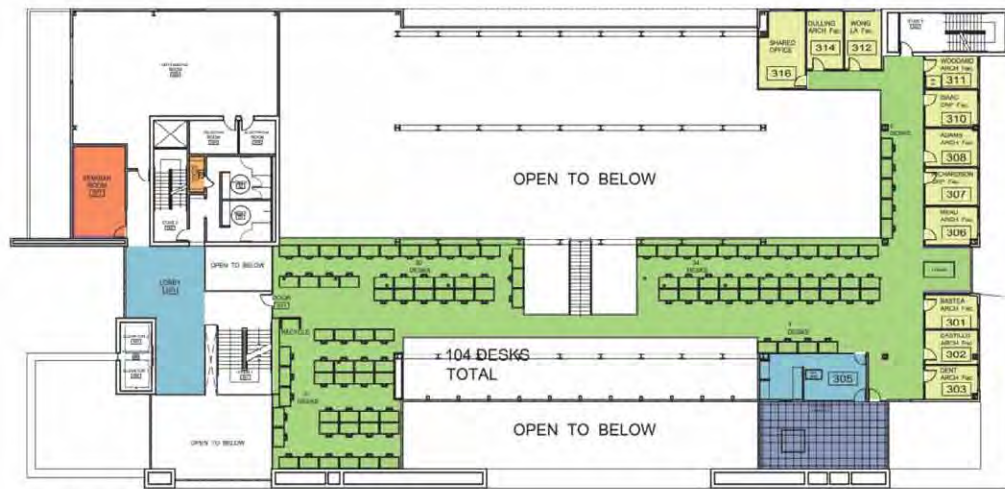


STUDIO DESK LAYOUT - LEVEL 2 - PEARL HALL - 243 Desks



STUDIO DESK LAYOUT - LEVEL 3 - PEARL HALL - 72 Desks

- LEGEND**
- SEMINAR
  - STAFF OFFICE
  - FACULTY OFFICE
  - STAFF/FACULTY AREA
  - STUDIO
  - ADDITIONAL WORKSPACE
  - PIN-UP SPACE
  - RESEARCH
  - STUDENT RECREATION
  - STORAGE
  - CPU LAB
  - READING ROOM/ STUDY SPACE
  - LIBRARY STACKS



STUDIO DESK LAYOUT - LEVEL 3 - PEARL HALL - 72 Desks



FINE ARTS LIBRARY LEVEL 4 - PEARL HALL

- LEGEND**
- SEMINAR
  - STAFF OFFICE
  - FACULTY OFFICE
  - STAFF/FACULTY AREA
  - STUDIO
  - ADDITIONAL WORKSPACE
  - PIN-UP SPACE
  - RESEARCH
  - STUDENT RECREATION
  - STORAGE
  - CPU LAB
  - READING ROOM/ STUDY SPACE
  - LIBRARY STACKS

## Proposed Changes:

None at this time.

## **Computer Resources:**

The University of New Mexico School of Architecture and Planning, like others, is experiencing a rapid change in the way we use computer resources. Advanced computer skills are required now which includes knowledge in 3D computer aided design (CAD) modeling software, animation, video, image processing, and geographic information systems (GIS). SA+P staff are uniquely trained to support the students in this rapidly developing environment. Our Senior Network Administrator has a master's degree in Architecture while the other member of the department IT staff has a background and expertise in multimedia projectors, cameras, and video production (which includes video format conversions and non-linear editing). Digital computing is introduced early in the curriculum course sequence and a variety of tools are used throughout the curriculum. We have aimed to teach the use of a variety of software and hand tools and the ability to learn new tools, rather than focus on a single platform.

The computer lab offers a number of large format printing and scanning devices. The School provides facilities and resources for each student's design, research, computational, communication, and fabrication needs. With the move to a new building, the school installed a thirty workstation computer lab with dual monitors replete with high-end video graphics cards. Each workstation comes with two dual 19" monitors (for a total of 38" of screen real estate). A new 16 seat Macintosh lab was added in the Fall Semester, 2010. This allows the school to teach formal classes in the computer lab while giving the students the ability to work unimpeded for approximately 20 hours/day. The software needed for 3D visualization is also available in the computer labs. Some of the software applications include Autodesk AutoCAD, Revit, Autodesk FormZ, Rhino 3D, ArcGIS, the Adobe CS Suite Premium Edition, as well as Microsoft Word, Excel and Powerpoint.

The School of Architecture and Planning uses the central IT Department on main campus for core services including firewall support, building wiring, telephony, and all around network connectivity. The 50 wireless access points in the building allow for full coverage from all student owned laptops virtually 24 hours per day. The IT Department on campus is currently studying the ability to "virtualize" client/server connections with all the high-end software applications used by our School. This would allow the students to access software applications from any location virtually 24 hours/day. The use of these "thin clients" would allow students the ability to leverage the technology of their laptops with software that is prohibitively expensive to purchase and use. Plans are also in the works to create collaborative work group server space in a unified share point server environment.

### **Workstation Lab Computers**

(30) Dell Precision 490 Workstations w/ 19" dual LCD monitors; (15) Apple IMac w/ 21" screens;  
(4) Dell Precision T3500 workstations (scanner stations)

### **Rack Mounted Servers**

(1) Dell Power edge 400 SC rack mounted server; (2) Dell Power edge SC42 rack mounted server;  
(1) Dell Power vault MD1000 Mass Storage Unit (w/ 4 Terabytes capacity); (1) Dell Power vault  
TL4000 Tape Backup Unit; (1) Dell Power edge R300 Print server

### **Large Format Plotters and Printers**

(1) HP Designjet 4520 PS wide format plotter; (2) HP Designjet 4500 PS wide format plotters; (1)  
HP Designjet T1100 wide format plotter; (1) Xerox Phaser 7760 Color Printer; (1) HP Laserjet  
9050-DN Monochrome Printer

### **Scanners**

(1) Hawkeye G-36 Wide format roll feed scanner; (1) Microtek 11 X 17 Scanmaker 9800XL flatbed  
scanner; (2) EPSON GT-20000 11 X 17 flatbed scanners

### **Laptops**

(8) Dell Latitude E6410

## **Cameras**

(2) Sony Digital Handycams; (2) Nikon SLR Digital Cameras; (2) Sony Cybershot Digital Cameras

## **Software Applications**

Autodesk AutoCAD 2011; Autodesk Revit Architecture 2011; Autodesk 3D Max. Design 2011; Autodesk Ecotect Analysis; Microsoft Office 2007; Esri ARC GIS V. 10; Autodesk formZ; Autodesk Bonzai; Google Sketchup version 8; Rhino 3D version 4.0

## **Fab-Lab:**

Emerging technologies and fabrication techniques are vital to architectural research and practice. The University of New Mexico: School of Architecture and Planning is pushing the limitations of fabrication and design through academic exploration and integration in and out of the classroom. The fabrication lab has recently been expanded from 1600 sq. ft. to the current 2400 sq. ft. The fabrications laboratory plays an integral role in student work and faculty research, supporting experimentation with materials and fabrication. The school is equipped with state of the art computer numerically controlled (CNC) machines, including two laser cutters, a 3-axis CNC router, 3-D scanner, a knife plotter, a plastic 3D printer and a vacuum former.

The lab also houses traditional woodworking machinery and tools, including a drill press, band saw, planer, and a SawStop table saw, which is equipped with a safety system to stop the blade within 5 milliseconds of detecting contact with skin. Supported materials include wood, metals, plastics and concrete. The shop is overseen by the director of the lab, a professional intern, and trained student employees, all supervise, instruct and guide students in the proper use of the equipment in order for them to move sketches and ideas to physical objects and explorations.

The shop has dual glass garage doors that open to an outdoor area which currently acts as a build space as well as an area to perform metalwork. It is the proposed future location for the metal shop. The lab has significant metal working capability. Students have supervised access to a plasma cutter, grinders, metal chop saw, welders (mig, tig, and arc) a shear/brake and roll combo unit as well as a pneumatic pipe bender. For multipurpose needs there are a large assortment of handheld power tools, hand tools, clamps and a self contained sand blaster. While the lab is primarily for student use, it is open to faculty and staff depending on scheduling and availability.

## **Any Significant Problems:**

Continued funding for the constant upgrades of hardware and software required in the computing environment and the Fab Lab is difficult, thus far SA+P has managed to adequately provide for its student, staff and faculty. As the economy continues to constrict we fear that staying current will be a challenge.



## **I.2.4 FINANCIAL RESOURCES**

### **Overview**

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 \$3,084,988 for 2011 fiscal year (July 1, 2010 – June 30, 2011). Most of the funding commitment is for the fixed salaries of the permanent faculty and staff positions. Until FY 2008-09 the School also received a small allocation, \$19,418, for “Equipment” as a line item. That line item was eliminated in FY2009-10.

I&G support to UNM is determined by 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.

In addition to the annual I&G budget, the UNM Central Administration distributes funding to the School of Architecture + Planning through a summer budget allocation (\$36,318 was received in 2010-11) and through its Evening Weekend Degree Program (EWDP), \$75,000 in 2010-11. The EWDP was established by UNM to encourage non-traditional students to pursue degree and coursework in the evenings and on Saturdays. The School negotiates these two budget items with Central Administration based on specific proposals and enrollment expectations for courses to be taught either in the summer or during the evening and weekend hours in the academic year.

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. Within the SA+P the CRP faculty were the first to see both the academic and financial benefits of participation and as a result they alone brought an additional \$21,000 to their budget. The Architecture Program faculty have remained dubious, particularly perplexed as to how design studio pedagogy could be translated to a distance education format.

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. The EU income to the Architecture Program in academic year 2010-11 totaled \$46,507. It should be noted that all EU contracts are currently being re-written between EU and the Schools and Colleges. There is an expectation that this will be an area of increasing activity in the future.

As with other Colleges and Schools around the country and at UNM, following a major budget cut (5.1%) in 2010-11, the SA+P 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 steadily increased since the previous NAAB accreditation (see Table 1A). Much of this increase is due to salary increases, promotions and new faculty and staff hires in the School. Salary and staff salaries were frozen (except promotions) by the President in 2007-08 in an effort to slow down the overall impact of plummeting University resources due to the recession.

Through course fees applicable to all courses offered by the School (currently \$30 per credit hour in 200, 300, 400 level architecture courses), the School has approximately \$194,308 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. Table 1B, SA+P Expenditures, directly reflects the rising cost of design education.

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 2011-2012 is \$45 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: Sr. Graduate Advisor, Fabrications Lab Director, Fabrications Lab Professional Intern, 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 Program, Student Course Fees for AY 2011-2012 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.

**School of Architecture and Planning Budget  
State Funding Allocations, Fees and EWDP Revenues  
Architecture Accreditation  
Fall 2011**

TABLE IA						
Year	State Allocation	Differential Tuition	I&G Total	Equipment	Student Fees (collected)	EWDP (actual expenditures)
FY 05-06	\$2,360,155	\$-	\$2,360,155	\$29,418	\$130,345	\$24,225
FY 06-07	\$2,577,999	\$-	\$2,577,999	\$32,918	\$238,288	40,400
FY 07-08	\$2,704,731	\$111,000	\$2,815,731	\$19,418	\$149,734	35,100
FY 08-09	\$2,853,138	\$130,000	\$2,983,138	\$19,418	\$170,146	60,000
FY 09-10	\$2,936,827	\$164,000	\$3,100,827	\$-	\$180,753	63,000
FY 10-11	\$2,896,788	\$188,200	\$3,084,988	\$-	\$194,308	75,000

**School of Architecture and Planning Budget  
State Funding, Fees and EWDP Expenditures  
Architecture Accreditation  
Fall 2011**

TABLE IB					
Year	I&G	Equipment	Total	Student Fees	EWDP (actual expenditures)
FY 05-06	\$2,235,794	\$4,405	\$2,240,199	\$106,245	\$24,225
FY 06-07	2,435,352	47,421	\$2,482,772	165,494	40,400
FY 07-08	2,625,177	23,470	\$2,648,648	156,580	35,100
FY 08-09	2,969,411	11,610	\$2,981,021	166,865	60,000
FY 09-10	3,280,573	13,819	\$3,294,392	251,393	63,000
FY 10-11	3,305,168	0	\$3,305,168	244,930	75,000

Upon occasion the School (usually a dean or director) requests and is able to negotiate special supplemental funding for projects that are being promoted within the University. This supplemental funding is in addition to the budgeted I&G amount. For example, in 2009-10 Dean Forbes Isais was allocated \$50,000 to initiate a research and creative work competition among the School faculty and staff. A second allocation of \$50,000 arrived in 2010-11 to continue to support a second round of the research and creative work competition.

Information in Tables II, III, and IV was compiled by the SA+P's financial staff or the UNM Office of Institutional Research, and certified by the Vice Provost for Curriculum, Gregory Heileman. Table II data compares the I&G funding support for the SA+P and other professional programs and their students on the UNM main campus. Likewise, Table III compares, full-time undergraduate and graduate tuition across the University's professional schools and colleges. Finally Table IV compares the average faculty salaries across the professional schools and colleges.

**School of Architecture and Planning Budget  
Comparative Data on Annual Expenditures  
I&G Budgets  
FY 2006, 2007, 2008, 2009, 2010, 2011**

Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2005-2006					
	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$2,360,155	289	390	8,167	\$6,052
Anderson Schools of Management	\$7,451,452	1,969	948	3,784	\$7,860
College of Education	\$11,634,807	2,257	2,557	5,155	\$4,550
School of Engineering	\$12,000,339	1,877	1,133	6,393	\$10,592
School of Law	\$7,307,300	0	690	0	\$10,590

Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2006-2007

	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$2,577,999	314	384	8,210	\$6,714
Anderson Schools of Management	\$7,648,024	1,922	952	3,979	\$8,034
College of Education	\$12,088,569	2,222	2,448	5,440	\$4,938
School of Engineering	\$12,535,635	1,925	1,157	6,512	\$10,835
School of Law	\$7,560,150	0	672	0	\$11,250

Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2007-2008

	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$2,815,731	340	404	8,282	\$6,970
Anderson Schools of Management	\$8,017,260	1,952	927	4,107	\$8,649
College of Education	\$12,718,548	2,191	2,359	5,805	\$5,391
School of Engineering	\$13,108,726	2,107	1,154	6,222	\$11,359
School of Law	\$8,185,106	0	666	0	\$12,290

Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2008-2009

	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$2,983,138	381	449	7,830	\$6,644
Anderson Schools of Management	\$8,432,607	2,045	930	4,124	\$9,067
College of Education	\$13,202,702	2,189	2,452	6,031	\$5,384
School of Engineering	\$13,452,738	2,238	1,185	6,011	\$11,353
School of Law	\$8,361,833	0	678	0	\$12,333

Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2009-2010

	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$3,100,827	377	464	8,225	\$6,683
Anderson Schools of Management	\$8,397,321	2,031	1,176	4,135	\$7,141
College of Education	\$13,149,495	2,141	2,575	6,142	\$5,107
School of Engineering	\$13,412,436	2,237	1,205	5,996	\$11,131
School of Law	\$8,532,992	0	685	0	\$12,457

**Comparative Data on annual Expenditures & Capital Investment per Undergraduate and Graduate Students FY 2010-2011**

	Budget	UG Student FTE	Grad Student FTE	UG Budget/ FTE	Grad Budget/ FTE
Architecture and Planning	\$3,084,988	387	426	7,972	\$7,242
Anderson Schools of Management	\$8,533,941	1,914	1,344	4,459	\$6,350
College of Education	\$13,075,457	2,052	2,768	6,372	\$4,724
School of Engineering	\$13,455,443	2,214	1,182	6,077	\$11,384
School of Law	\$8,731,130	0	681	0	\$12,821

Historically, New Mexico lawmakers have placed significant importance on broad access to higher education for New Mexico citizens. With that mandate, legislators have further equated low tuition with increased access to higher education. Thus, in response to legislative priorities, tuition and fee levels for resident undergraduates and graduates at UNM and other public four-year state institutions have remained significantly low relative to tuition in other states.

**Comparative Data on Full Time Tuition for One Academic Year  
in the Professional Schools and Colleges**

TABLE III		
School of Architecture and Planning (and most other schools and colleges)		
	Undergraduate Resident	\$5,657
	Undergraduate Non- Resident	\$19,305
	Graduate Resident	\$7,241
	Graduate Non-Resident	\$20,868
Anderson Schools of Management		
	Undergraduate Resident	\$5,657
	Undergraduate Non- Resident	\$19,305
	Graduate Resident	\$9,896
	Graduate Non-Resident	\$23,671
College of Education		
	Undergraduate Resident	\$5,657
	Undergraduate Non- Resident	\$19,305
	Graduate Resident	\$6,161
	Graduate Non-Resident	\$19,788

School of Engineering		
	Undergraduate Resident	5,657
	Undergraduate Non- Resident	19,305
	Graduate Resident	6,161
	Graduate Non-Resident	19,788
School of Law		
	Undergraduate Resident	None
	Undergraduate Non- Resident	None
	Graduate Resident	\$14,096
	Graduate Non-Resident	\$31,632

Table IV contains the comparisons of faculty salaries, by rank for the SA+P and other colleges and Schools at UNM.

#### **Average Faculty Salaries at UNM 2010-11 Academic Year**

TABLE IV			
	Professor	Associate Professor	Assistant Professor
Architecture and Planning	\$85,980	\$70,087	\$57,348
Anderson Schools of Management	120,677	107,290	\$105,350
College of Education	83,452	64,621	59,842
School of Engineering	125,305	87,188	76,596
School of Law	117,018	91,782	\$88,300

#### **Additional Budget Support by UNM**

Many of the expenses of the SA+P and the Architecture Program are borne centrally and therefore are not included in the School's budget. These include the cost of Pearl Hall, daily and routine maintenance and repairs and all utilities. Similarly, the benefit for regular faculty and staff (approximately 26.5% of the payroll salaries) are also paid for centrally by UNM rather than through the School's budgeting process and accounts. Over 50% of the salary for the development staff position in the School is funded by the UNM Foundation.

Purchases for books and monographs in the Fine Arts and Design Library, located on the fourth floor of Pearl Hall, as well as the main and branch libraries on campus, are accomplished with funding that is not included in the School's budget. Carol Botts, the architectural librarian, has yet to reject a single request for book purchases from the School.

The UNM Library also supports and maintains an extensive collection of architectural drawings of architects who have practiced in New Mexico. The collections have curatorial staff, most notably the John Gaw Meem archivist, Audra Bellmore.

Student organizations, XX presently chartered in the School, also receive funding support external to the School and may apply for grants through UNM student government.

## **Grants and Contracts**

Another source of income to the School and individual faculty (i.e., Principal Investigators, or PI) results from undertaking sponsored projects and research that are externally funded. These projects are administered through the Office of the Vice President for Research and the Office of Contracts and Grants. At the completion of a sponsored project/grant, the School academic program and PI are awarded discretionary revenue funds that are calculated as a percentage of the contract/grant overhead (indirect cost recovery). UNM indirect cost is typically included as an obligatory expense item with all sponsored research projects.

Faculty, as well as a few graduate students in the SA+P, have been successful in obtaining grants from external private and public foundations. Internal University and SA+P competitive programs have actively been designed to promote funded research amongst the junior faculty as well as offer senior faculty development opportunities.

## **Private Support and Gifts**

New Mexico is ranked 47th in per capita income (up two positions since 2005-06) and has a population of slightly over 2 million. The School's alumni listing includes only 2,831 (2,314 graduates of the Architecture Program) names and yet the School and its academic programs have benefited from major gifts and have enjoyed considerable success from their private giving campaigns.

An example of the professional support enjoyed by the SA+P is the growth in number and financial contributions by the Dean's Council for Design + Planning Excellence. This organization confers membership on those individuals who share a fundamental commitment to ward the enhancement of our physical environment and community. In its advisory capacity, the Council acts to stimulate thought and discussion that will further the goals for both the School of Architecture + Planning and the larger community in which the University of New Mexico resides.

Membership dues from the Council provide a source of unencumbered funds to be allocated at the discretion of the Dean. Both membership and financial contributions from the Dean's Council have grown over the last six years. Income in 2005 was \$7,250, in 2010 was \$37,164 and is projected to grow to \$40,000 by 2012.

In addition to cash and in-kind gifts, solicited and received annually, for a School of this size a fairly substantial amount of the funds to the programs in the SA+P derive from permanent endowment accounts that are either restricted to specific purpose(s) or unrestricted for use by the Office of the Dean or academic Program Directors. The total of these endowment funds that are restricted to the School of Architecture and planning has grown from \$5,000,000 in 2005 to a 2010-11 balance of \$7,750,466.

For a comparative list of the total endowment support enjoyed by the School of Architecture and Planning in fiscal year 2005 and 2011 (balances as of June 30, 2011) see Table V below.

**School of Architecture and Planning Endowment Accounts (Balances as of June 30, 2011)**

TABLE V						Fiscal Year 2011	Fiscal Year 2005
Faculty Support	Allen Stamm Travel Fellowship					\$68,206	\$71,880
	Anne P. Taylor Faculty Support Fund					\$22,325	\$19,859
	Arthur W. Dekker Memorial Lectureship					34,859	0
	Crego Block Lectureship					92,725	83,801
	George Anselevicius Endowment					212,559	0
	George Anselevicius Memorial Lecture					61,250	0
	George Pearl Endowment Fellowship #1					107,852	106,686
	George Pearl Endowment Fellowship #2					107,852	106,683
	J.B. Jackson Endowed Chair in Cultural Landscape Studies					1,556,697	1,633,124
	John Gaw Meem Architecture Lectureship					313,830	289,910
	Marjorie Mead Hooker Memorial Visiting Professorship					358,389	0
	Ron Hutchinson Memorial Endowment					20,027	12,958
	Schoeman Travel Endowment for Architecture					39,734	0
	Tir Comin Graduate Fellowship					127,979	
					sub total	\$3,124,284	\$2,324,901
Program Support	Arch/Planning Faculty Enterprise Development Fund					\$58,796	\$0
	Arch/Planning Faculty Initiated Student Travel					116,450	0
	Architecture Program Endowment					112,347	12,994
	Community and Regional Planning Endowment					59,676	12,425
	David Keller Endowed Memorial Travel Fellowship					26,413	0
	Design & Planning Assistance Center					77,023	13,832
	George Clayton Pearl School of Architecture					1,232,477	760,771
	John Brinckerhoff Jackson Endowment in Architecture					1,734,785	1,948,132
	Landscape Architecture Program Endowment					195,277	42,283
	Robert Walter Exhibition Endowment					29,621	0
	SMPC Architects Endowment for Sustainable Design					30,250	0
	Student Success and Leadership Fund					61,048	0
	Town Design Graduate Certificate Program					24,350	0
	Westwork Architects Scholarship in Memory of Glade F. Sperry and Lawrence W. Licht					14,967	12,047
					sub total	\$3,773,481	\$2,802,484
Scholarships	AIA Southern Chapter					\$12,649	\$0
	Albuquerque Chapter CSI Memorial					18,455	10,149
	AIA Santa Fe Chapter					27,261	20,159
	AIA Santa Fe Chapter/Bradley P. Kidder Memorial					27,103	12,888
	Architecture and Planning					36,179	12,817
	Charles and Katherine Brown					123,800	126,065
	Charna E. Staten					18,748	18,279
	Don Schlegel Design Excellence in Architecture					42,060	0
	Don Stevens					15,683	0
	George Anselevicius Graduate					61,251	0
	John B. Jackson					28,858	27,906



TABLE V						Fiscal Year 2011	Fiscal Year 2005
	Lalitha Iyengar					46,195	0
	Marian B. and Kevin F. Ryan					65,302	64,611
	Matthew Smilovits					22,077	23,692
	Maureen McMahon Walter for Women in Architecture					23,342	0
	Michael Mickey Nielsen Kosanovich					98,496	92,661
	Michel Pillet					25,723	0
	NCA Architects					24,160	0
	New Mexico Concrete Masonry Association					4,521	2,751
	Rankin Family					19,450	0
	School of Architecture and Planning					36,179	9,753
					sub total	\$777,492	\$421,731
					Total	\$7,675,257	\$5,549,116

## I.2.5 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 417,000 volumes), and the Health Sciences Library and Informatics Center (approximately 117,700 volumes), also provide valuable information resources.

Our mission is: The University of New Mexico University Libraries is a dynamic leader in connecting customers to information, collections, and instruction anyplace, anytime, as well as providing and maintaining exceptional facilities for the evolving education, research, and service needs of UNM and the wider community.

University Libraries (UL) serves the library and information needs for undergraduate and graduate students, students attending the University's Continuing Education classes and Evening and Weekend Degree Programs as well as faculty and staff.

The UL comprises four libraries: Centennial Science and Engineering Library, Fine Arts and Design Library, Parish Memorial Library for Business and Economics, and Zimmerman Library. All special collections are managed in the Center for Southwest Research located in Zimmerman Library. Further, the UL is a Regional Federal Depository. 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 branches of the UL.

The library was 72th in the 2009/2010 Association of Research Libraries national rankings. Our 35 librarians and 94 support staff are committed to making the UNM UL one of the nation's finest. (The complete UL Annual Report for 2009/2010 is available at <http://elibrary.unm.edu/deansoffice/documents/UniversityLibrariesAnnualReport09-10.pdf> .

### Assessment of Resources:

#### UNIVERSITY LIBRARIES HOLDINGS (approximate numbers)

Total UL print volumes .....	3,000,000
Total UL electronic books .....	349,000
Total UL government documents .....	663,000
Total UNM maps & cartographic images .....	235,000
Total current print serial subscriptions.....	2,000
Total current online serial subscriptions.....	58,000
Total volumes: NA classification range (architecture & planning) .....	13,350
Current serial subscriptions in architecture and planning (print & online)	81
Visual media in NA classification range.....	160

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://elibrary.unm.edu/articles/databasesindexes.php?SHOWALL=1>)

## ACQUISITIONS BUDGET: 2009/2010

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 ..... \$5,394,783.79

### ARCHITECTURE, LANDSCAPE ARCHITECTURE & PLANNING BUDGET

Print Journals .....	\$9,323.73
Electronic Journals.....	\$5,513.96
Books .....	\$5,793.86
E-Books.....	\$49.52
Other (CDs, DVDs, maps, etc.).....	\$558.76
Total Architecture, Landscape Architecture, & Planning Budget	\$21,239.83

## THE FINE ARTS & DESIGN LIBRARY

Located on the fourth floor of George Pearl Hall, the Fine Arts & Design Library houses collections in landscape architecture, architecture, city planning, art, photography, music, and dance. Our primary goal is to provide the best service possible to all of our patrons. Our mission is not limited to being a mere repository of information. We believe that a service-oriented library is always in the best interests of our patrons. We routinely work with the students, faculty, and staff of the University, as well as with members of the community, to make their use of our facilities as pleasant and productive as possible.

## PERSONNEL

The Fine Arts & Design Library has nine FTE professional employees. They are as follows: Director (tenured UNMUL faculty member), Fine Arts Collection Development Coordinator (tenured UNMUL faculty member), Library Operations Manager, Systems Analyst/Instruction Coordinator, two Fine Arts Catalogers, and three Circulation Supervisors. Reference service is also provided by other UL faculty librarians from throughout the system.

The Architecture Librarian, who performs reference and instruction services at the Fine Arts Design Library and is a part-time member of the UNM teaching faculty in art history, has bachelor and master degrees in art history with emphasis in the history of architecture, and a master degree in library and information science.

## COLLECTIONS AT THE FINE ARTS AND DESIGN LIBRARY

Volumes in NA classification range (architecture & planning) .....	12,700
Volumes in SB 450-SB 487 classification range (landscape architecture)....	1,500
Art, Art History, & Photography (includes ~25,000 art exhibition catalogs) .....	71,000
Music Scores .....	50,000
Volumes in Music Literature & Theory .....	13,800
Total volumes holdings	149,000
Sound Recordings .....	29,000
DVDs & Videos .....	4,500

## **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.)
- 10 laptop computers for patron use within the library
- All library computers (and laptops), are networked to a black-and-white and color laser jet printer/copier.
- 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 all students when library instruction is not occurring.)
- 10-ports for public access

### **Viewing & Listening**

- 6 TV/VCR/DVR units (All visual media circulate out of the library.) (2 of these units are located in our Group Study Rooms.)
- 2 Flat screen TV's
- 4 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, as well as members of the community with a valid UNM I.D. may borrow materials from the library. Those who are not associated with UNM must purchase a community borrower's card at our Circulation Desk to borrow library materials. Anyone may view materials within the library. (Some identification may be required for restricted access materials.)

Our Reserve Collection contains instructor-requested readings for classes in landscape architecture, architecture and planning and the fine arts, as well as a collection of important texts in music, art, architecture, and photography. The circulation of reserve items varies from two hours to three days. Patrons may obtain reserve materials at the Circulation Counter during regular library hours. The University Libraries have an electronic course reserve system, as well (see above).

### **Reference**

Library information and reference assistance is available in person within the library during all open hours. The librarians and staff answered 2,261 questions ranging from basic directional information to advanced research assistance during the 2009/2010 fiscal year. The reference collection contains general and specialized dictionaries, encyclopedias, directories and indexes in music, art, architecture, landscape architecture, photography and related fields. Also available is the UL Electronic Reference Tools; this contains hundreds of online reference sources (see <http://libguides.unm.edu/reftools> ).

## Instruction

Group and individual library orientations and research skills instruction are available upon request. Most architecture group sessions occur in the computer classroom of the Fine Arts and Design Library.

## Group Study Rooms

The Fine Arts and Design Library has eight group study rooms for student use. Rooms have wireless access and white boards. Two rooms have large flat screen TV/monitors for laptop hook-up.

## BUNTING VISUAL RESOURCES LIBRARY

### Context and Institutional Relationships

At the University of New Mexico (UNM), the image collections for architecture are part of the Bunting Visual Resources Library (BVRL), one of nine administrative units of the College of Fine Arts (CFA). The Bunting Visual Resources Library supports the programs of the College of Fine Arts and the School of Architecture & Planning (SA+P) and commensurate with its resources, the programs of the entire UNM community. It opened in 1972 and is housed in a purpose built facility on the third floor of the Art Building.

### Visual Resources Collections

1. **Goals:** The Mission of the Bunting Visual Resources Library is to support the University of New Mexico's College of Fine Arts and School of Architecture through the expert acquisition, classification and maintenance of the highest possible quality visual resources, while at the same time provide outstanding client services.
2. **Subject coverage:** The focus of the architecture collections is on images of the important works of well known architects with special emphasis on modern and contemporary architects. Other areas of specialization are Native American, Pre-Columbian, and Spanish Colonial architecture.
3. **Levels of coverage:** The scope of the collections extends to the history of architecture in Europe and the Americas from pre-history to the present. The depth is sufficient to support undergraduate courses in all areas, and graduate courses in modern, Native American, Pre-Columbian, and Spanish Colonial architecture. Special collections cover planning, vernacular architecture, construction elements, landscape materials, and also architectural design, principles, analysis, and presentation.
4. **Number of images:** The visual resources collections currently contain approximately 360,000 35mm slides of which approximately 125,000 represent architecture, and 52,500 digital images of which approximately 15,000 represent architecture. Architecture faculty and students also regularly use images from the sculpture, painting, graphics, photography, and decorative arts collections.
5. **Growth:** During the past three years the BVRL has added an average of 5,000 new images per year in digital formats of which an average of 1,500 in specifically represent architecture. Active acquisition of new slide images was discontinued in 2007. Again it must be noted that images of prints, photographs, furniture and other decorative arts regularly used by the architecture students and faculty are not included in the strictly architecture statistics.
6. **Other resources:** The BVRL maintains a study print collection of approximately 50,000 photographic and photomechanical prints. Approximately 30,000 of these specifically represent architecture.

7. **Subscriptions:** In addition to images available through BVRL managed systems, an additional 54,000 licensed images are available through external hosting services, plus there are over 1,000,000 images available to the UNM community through the BVRL-University Libraries joint acquisition of the ARTstor digital library.
8. **Conservation and preservation:** All slides are bound in-house in archival Gepe anti-newton glass mounts. The bound slides are housed in Remington slide cabinets with acid free dividers. Windows in the facility do not open in order to provide a relatively dust free environment. The HVAC system is separate from the central building system to improve climate control for slide storage. All digital images are archived in 18MB TIFF format on redundant terabyte hard drives, with one drive stored off-site. All images are compressed into three jpeg formats (thumbnail, screen size and presentation size.) These jpeg images and associated metadata are stored on SQL servers and maintained and backed-up nightly by UNM IT staff.

## Services

1. **Reference:** An information desk located at the door of the library is manned by regular staff during all hours the library is opened. Staff provide informational and directional guidance in the use of the library and its various finding aids.
2. **Information literacy:** The BVRL offers graduate student orientations at the start of each semester. It also offers course specific orientations and individual student or faculty orientations on request.
3. **Current awareness:** The BVRL automatically informs all requestors when their requested material has been added to the collections. It maintains its own website at <http://www.unm.edu/~bbmsl/>

## Access to collections:

- a. Intellectual access is provided by full descriptive cataloging and classification. For slides, cataloging and classification is standardized according to the Fogg Classification System, a self-indexing classification system designed to facilitate direct access to slides. The descriptive data, accession numbers and call numbers are printed on the slide labels and in readily accessible accession books. They also are entered into VISIC, the library's Digital Asset Management (DAM) system. VISIC is a customized, highly relational, fully searchable SQL DAM. It serves as a finding aid for the slide collections as well as for the digital assets. For digital images in VISIC, cataloging follows standardized *Cataloging Cultural Objects* (CCO) guidelines and involves describing four principle entities: the Image, the Work represented by the Image, the Creator (architect or firm) responsible for the creation of the Work, and the Format or digital expression of the Image. Vocabulary in VISIC is strictly controlled through the enforced use of international standards such as the *Art & Architecture Thesaurus* for terms and the *Thesaurus of Geographic Names* for sites and locations in order to apply the necessary consistency to searching.
- b. Slide circulation policies are printed in the circulation policy manual. The BVRL is opened 45 hours per week, Monday through Friday, 8:00am to 5:00pm. Keys to the BVRL are available for check-out to authorized users for evening and week-end use. In practice, slide circulation has declined so dramatically in the last five years that it is anticipated that within the next two years, all users of visual resources will employ digital versions of those images. At that point, it is possible that the slide collection will formally close to circulation.
- c. The digital image collections are currently available through the ARTstor Hosting pilot project. When this project concludes in 2012, BVRL digital collections will transition to an in-house supported content management system, MDID. The transition procedures and protocols are now in development. Digital image reviews are available electronically through the current ARTstor interface and through UNM supported systems, WebCT and e-Reserves. Each system offers password-authenticated remote access, as required by image license agreements. Network ports are generally sufficient to handle traffic.

## Staff

1. **Structure:** The BVRL is an administrative unit of the College of Fine Arts. The BVRL Manager reports directly to the Dean of the College of Fine Arts who, in turn, reports to the University's Provost. The BVRL Manager serves on the CFA's *Dean's Policy Council* with chairs and directors of Fine Arts departments, programs and research units.
2. **Professional expertise:** The Manager's position is classified as administrative staff (Grade 14.) Required qualifications include an MLS from an accredited library program or comparable terminal professional degree, a master's degree in a relevant subject specialty, and active participation in relevant associations. A job description is on file at the UNM Human Resources website. The current Manager holds an MBA in the Management of Technology, a MA in Art History, 19 years of library and library management experience, and is an active participant in the Art Libraries Society of North America (ARLIS/NA) and the Visual Resources Association (VRA). The Manager exceeds the ARLIS/NA and VRA criteria for visual resources professionals.
3. **Support Staff:** Reporting to the Manager are 3 FTE regular staff: two Library Information Specialist III (Grade 10) professional positions and one Library Information Specialist II (Grade 8) paraprofessional/technical position. Standardized institutional job descriptions exist for these positions and are available on the UNM Human Resources website. All three positions require a bachelor's degree. All present incumbents meet or exceed requirements with one professional holding a MA in Art History and the other a MLS and MA in Egyptology. The technician holds a BA. Also hired by the Manager each year are six to eight .25 FTE graduate students in the BVRL's stipend-based Internship Program, plus .5 FTE student employees. The BVRL meets the ARLIS/NA and VRA staffing standards for visual resources libraries. The Internship Program is officially endorsed by ARLIS/NA and VRA. BVRL interns are eligible to apply for additional ARLIS/NA internship stipends through ARLIS/NA.

## Facilities

1. **Space:** The BVRL is located on the third floor of the Art Building across the street from the SA+P. The BVRL's 1,900 sq. ft. facility includes library, offices, workrooms, and a copy-photography studio. Built in 1976, the facility is reaching capacity for slide storage and work spaces, but remains adequate for both. It is barrier free.
2. **Environmental factors:** The BVRL has an appropriately designed HVAC system separate from the central building system. Lighting and electrical service are sufficient. The facility is wired to the campus network, and wireless connectivity is also available.
3. **Equipment:** Slide collections are stored in specialized and appropriate slide and photograph storage cabinets. Thirteen light tables with stools are available for slide or digital presentation preparation. Each light table has an outlet for laptop computer hookup to the campus network and the Internet. Three public access terminals also is provided for network and Internet access. Slide projectors are available for slide presentation preview. Digital assets are stored on networked virtual SQLservers, maintained by UNM IT. They may be access through a local network on public terminals in the BVRL. Seven desks with computer workstations serve the regular, intern, and student employees. Workstations are variously configured with cataloging software, printers, scanners, and appropriate imaging software. The copy-photography studio is equipped with all photographic gear necessary to do professional level slide copy-photography or digital capture. As slide processing must now be developed out of state, and flatbed scanners in the facility are used to manage copy digital capture, the copy photography studio has become a storage and maintenance location for analog technology and equipment. The slide review classrooms formerly managed by the BVRL have been signed over the Art and Art History and have been renovated as Electronic Arts classrooms.

## **Budget, Administration, and Operations**

1. BVRL funding is from recurring institutional allocation and non-recurring development funds, grants, and CFA course technology fees. All funding comes to the BVRL through the College of Fine Arts. Neither the School of Architecture & Planning nor the General Libraries participates in BVRL funding. Allocated recurring funds alone are not sufficient to maintain collections and services. The library relies on non-recurring grants and CFA student technology fees to fund operations.



**PART ONE (I): SECTION 3—INSTITUTIONAL AND PROGRAM CHARACTERISTICS**

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## I.3.1 STATISTICAL REPORTS

### Student demographics:

	Spring 2011	Fall 2004	UNM 2009-2010
Total	91	102	34,674
Male	62 (68%)	61 (60%)	14,697 (42.4%)
Female	29 (32%)	41 (40%)	19,977 (57.6%)
African American	0 (0%)	2 (2%)	923 (2.7%)
American Indian	8 (9%)	4 (4%)	4,228 (12%)
Asian/Pacific Islander	2 (2%)	4 (4%)	1,174 (3.4%)
Hispanic/Latino	34 (37.5%)	9 (9%)	11,446 (33%)
White	34 (37.5%)	No info.	14,244 (41.1%)
Undeclared	13 (14%)	No info.	1,634 (4.7%)

GRADUATE STUDENT QUALIFICATIONS (2 yr. & 3.5 yr.)									
Program Track	Graduated From	Degree	GPA	Portfolio	3 letters of recommendation	Letter of Intent	Resume	Transcripts	UNM App
2	UNM	BA Arch	2.68	Y	Y	Y	Y	Y	Y
2	Lehigh	BAA	2.91	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.03	Y	Y	Y	Y	Y	Y
2	Lehigh U	BAA	3.04	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.22	Y	Y	Y	Y	Y	Y
2	Miami U	BAA	3.23	Y	Y	Y	Y	Y	Y
2	Texas A&M	BS in Environmental Design	3.23	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.27	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.28	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.31	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.31	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.33	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.36	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.39	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.4	Y	Y	Y	Y	Y	Y
2	UNM	BAA Pending	3.49	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.51	Y	Y	Y	Y	Y	Y
2	U of Missouri	BS Arch Studies	3.512	Y	Y	Y	Y	Y	Y
2	U of Washington	BAA	3.55	Y	Y	Y	Y	Y	Y
2	SUNY - Buffalo	BS Architecture	3.568	Y	Y	Y	Y	Y	Y
2	Texas Tech	BS Arch - Pending	3.571	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.58	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.6	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.66	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.66	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.68	Y	Y	Y	Y	Y	Y
2	Lehigh	BAA	3.78	Y	Y	Y	Y	Y	Y
2	NY Inst of Tech	BS Arch Technology	3.91	Y	Y	Y	Y	Y	Y
2	UNM	BAA - pending	3.93	Y	Y	Y	Y	Y	Y
2	UNM	BAA	3.97	Y	Y	Y	Y	Y	Y

GRADUATE STUDENT QUALIFICATIONS (2 yr. & 3.5 yr.)									
Program Track	Graduated From	Degree	GPA	Portfolio	3 letters of recommendation	Letter of Intent	Resume	Transcripts	UNM App
2	Beijing H+Jiao Tong	BAA		Y	Y	Y	Y	Y	Y
2	Azad U	BS Arch		Y	Y	Y	Y	Y	Y
3 1/2	UNM	BA Anthropology and History	2.4	Y	Y	Y	Y	Y	Y
3 1/2	Humbolt	BA Studio Art	2.67	Y	Y	Y	Y	Y	Y
3 1/2	UC Davis	BLA	2.93	Y	Y	Y	Y	Y	Y
3 1/2	UNM	BA Political Science	3.01	Y	Y	Y	Y	Y	Y
3 1/2	UNM	BFA	3.04	Y	Y	Y	Y	Y	Y
3 1/2	The Art Center	Ba Interior Design	3.232	Y	Y	Y	Y	Y	Y
3 1/2	UNM	BFA	3.4	Y	Y	Y	Y	Y	Y
3 1/2	INST of AI Alaska	BFA	3.417	Y	Y	Y	Y	Y	Y
3 1/2	U of Massachusetts	BFA - Design	3.427	Y	Y	Y	Y	Y	Y
3 1/2	Dunwoody	BS Applied Management	3.44	Y	Y	Y	Y	Y	Y
3 1/2	UNM	BA Spanish	3.49	Y	Y	Y	Y	Y	Y
3 1/2	Smith	BA Italian Studies	3.49	Y	Y	Y	Y	Y	Y
3 1/2	Texas Tech	BA Interior Design	3.510	Y	Y	Y	Y	Y	Y
3 1/2	U of Arizona	BS Chemistry	3.571	Y	Y	Y	Y	Y	Y
3 1/2	CUNY	PhD Chemical Engineering	3.58	Y	Y	Y	Y	Y	Y
3 1/2	Loyola	BA in Film production	3.59	Y	Y	Y	Y	Y	Y
3 1/2	U of North Carolina - Ashville	BS in Management - Marketing	3.73	Y	Y	Y	Y	Y	Y
3 1/2	USC	BA English	3.75	Y	Y	Y	Y	Y	Y
3 1/2	UNM	BS Biology	3.78	Y	Y	Y	Y	Y	Y
3 1/2	Tennessee State U	Phd Psych - Pending (has MA and BS in Psych)	3.818	Y	Y	Y	Y	Y	Y
3 1/2	Xiamen U	BA Finance		Y	Y	Y	Y	Y	Y

## Graduation Rates:

GRADUATION RATES					Reasons for Delay (multiples possible)						
Year Matriculated	2 year	Number who have graduated	% on time	% within 150% of normal time (3)	Health	Academic	Part time	Economics	Transfer to other University of New Mexico program	Career Change	Unknown
Fall 2005	11	9	36%	63%			2		1		1
Spring 2006	1	0	0%	0%	1						
Fall 2006	12	10	25%	58%		1					1
Spring 2007	1	0	0%	0%	1						
Fall 2007	16	16	50%	94%			1				
Fall 2008	15	9	60%	66%	1	1	3	1			
Fall 2009	24	13	54%				2			1	
Spring 2010	2										
Fall 2010	22										
Year Matriculated	3.5 year	Number who have graduated	% on time	% within 150% of normal time (5.25)	Health	Academic	Part time	Economics	Transfer to other University of New Mexico program	Career Change	Unknown
Fall 2005	12	11	33%	75%			2				1
Fall 2006	15	12	27%	80%	1		1		1		1
Spring 2007	2	1	0%	50%		1					
Fall 2007	12	8	33%	66%		3	2				
Fall 2008	9										
Spring 2009	1										
Fall 2009	8										
Fall 2010	7										

## Faculty demographics:

Demographics (race/ethnicity & gender) for all full time instructional faculty.	2005/6 Arch. Faculty	2011/12 Arch. Faculty	UNM Faculty Overall 2011
Female	4 (30.8%)	7 (43.7%)	471 (42.6%)
Male	9 (69.2%)	9 (56.3%)	635 (57.4%)
Hispanic	3 (23.1%)	3 (18.7%)	128 (11.6%)
African American/Black	0	1 (6.3%)	18 (1.6%)
American Indian	0	0	30 (2.7%)
Asian	1 (7.7%)	2 (12.5%)	81 (7.3%)
Native Hawaiian/Pacific Islander	0	0	0
White	9 (69.2)	10 (62.5%)	824 (72.7%)
Two or More Races	0	0	4 (0.4%)
International	0	0	21 (1.9%)
No Response	0	0	20 (1.8%)

## Number of Faculty who received promotions and tenure:

	Tenured Faculty		Promoted Faculty	
Year	Architecture	UNM	Architecture	UNM
<b>2006</b>	1	31	1	44
<b>2007</b>	1	30	1	47
<b>2008</b>	0	37	1	57
<b>2009</b>	0	24	1	55
<b>2010</b>	0	25	0	36
<b>2011</b>	0	30	0	44

### Full time Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Total Male	Total Female	Grand Total
D.Arch. (accredited)	0	0	0	0	0	0	0	0	0
M.Arch. (accredited)	3	2	4	2	0	2	7	6	13
B.Arch. (accredited)	na	na	na	na	na	na	na	na	na
Ph.D. in architecture	1	1	0	0	0	0	1	1	2
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	0	0	0	0	0	0	0	0	0

### Full time Architecture Faculty Licensure:

Active registration in U.S. Jurisdictions	Licensed Full Time Faculty	State(s) of Licensure
2006	9	NM, CO, TX, AZ, CA, NY
2007	10	NM, CO, TX, AZ, CA, NY, CT
2008	10	NM, CO, TX, AZ, CA, NY, CT
2009	10	NM, TX, AZ, CA, NY, CT
2010	9	NM, TX, AZ, CA, NY, CT
2011	9	NM, TX, AZ, CA, NY, CT



### I.3.2. ANNUAL REPORTS PRIOR TO 2008



The University of New Mexico

30 May 2007

#### MEMORANDUM

**TO:** Cassandra Pair, NAAB Accreditation Manager  
**FROM:** Geraldine Forbes Isais, Director, Architecture Program  
**RE:** 2007 Annual Report

In accordance with your May 10, 2007 request the following four elements comprise our Annual Report.

1. The two-page Statistical Report (attached)
2. Response to **deficiencies** in the most recent Visiting Team Report.

There was only one condition not met in **Compliance with the Conditions for Accreditation: #8 Physical Resources**

The School of Architecture and Planning is months away from moving into its new \$29 million building, George Pearl Hall. The School's current facilities are slated to be transferred to the College of Fine Arts, whose administration has hired a consultant to plan and estimate the cost of installing a 2-stop elevator in the Main Building. This will enable access to all levels of the building.

George Pearl Hall, the School of Architecture Planning's new facility, is fully accessible, has ample computing labs intended to migrate to high-end computing labs for student use, media services for printing and visualization equipment, and 48 access point wireless internet connectivity to accommodate the SA+P's policy that all students have a personal laptop. In addition the facility will house a digital and an analog fabrication lab (formerly referred to as model shops), minimizing obstacles that would limit design exploration in physical model development.

3. Response to each **causes for concern** listed in the most recent Visiting Team Report.

**Program Identity in the Curriculum:**

Towards the end of spring semester, 2006, the architecture director, Geraldine Forbes Isais, initiated a review of the program identity and the current curriculum with the goal to work with the faculty to update and synchronize both.

The director and curriculum committee met over the summer to analyze the current curriculum and research that of peer institutions. The committee's findings were presented to the faculty in fall, 2006 who empowered the director and curriculum committee to broaden its examination. A Curriculum Revision Proposal was delivered to the faculty on January 18, 2007 from the director that included:

- a Statement on Design
- rationale for a curriculum revision
- the ideal ethos and strengths of a UNM MArch graduate
- a proposed 6 year MArch curriculum
- a proposed 3.5 year MArch curriculum
- a year by year comparison of the existing and proposed curriculums
- a cost comparison of existing and proposed

Upon receiving the proposal the faculty requested a full-day retreat to review, discuss and revise the proposal. The result of all of this is that the faculty began to work as a committee of the whole. In the end three full-day retreats were dedicated to program identity, beliefs, the program's role in a multi-disciplinary environment, discussions of knowledge and skills, rubrics, assessment etc.

The program revised its mission statement to the following:

*The Mission of the Architecture Program is to critically investigate the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching, research and practice.*

Work on the curriculum and assessment will continue over the summer guided by the curriculum committee chair and the architecture director.

**Office of Graduate Studies:**

Through a series of meetings with Office of Graduate Studies (OGS) dean and staff, a better working relationship has evolved between the OGS and the architecture director and SA+P senior academic advisor. Unfortunately the OGS dean has been promoted to dean of the School of Business and several key staff is retiring. The flux at OGS has provoked the program to initiate internal discussions about actions it can take to streamline and quantify policies and procedures that are linked to OGS for example the Master's Examination.

**Curriculum:**

As previously discussed, the architecture curriculum is currently under reconsideration. One reason for this investigation is to identify and eliminate redundancies and inequities between the undergrad and the graduate curriculum and between the 2 year and 3.5 year graduate path of study. Significant time and effort has been spent re-assessing the goals and foci of the professional graduate and the undergraduate programs. There has been an attempt to liberalize the undergraduate curriculum, in so doing encouraging more exploration of non-architectural coursework. The objective is to prepare critical thinkers, who will gracefully assimilate change and whose preparation in design and technical courses will position them for either the 2-year professional graduate program or a related field.

Due to the concentrated nature of the 3.5-year track the program is spending substantially more time crafting a curriculum package with equivalent opportunities for freewheeling investigation. The argument posited is that by its very nature the 3.5-year path of study's strength is its academically diverse student body. However, this does not preclude the responsibility the program feels to provide equal learning objectives and resources to both professional paths of study. In 2006-07 a senior design faculty, Kramer Woodard, was assigned to the 3.5 year entering class. A second faculty member, Derrick Ballard, and a graduate assistant, Ken Meyers, whose teaching obligations were digital and analog representation, supported him in this effort. This class of students traveled with Prof. Woodard to New York as part of a teaching segment on urban design. The results from the studio were very positive both from the students and faculty.

**Faculty Experience:**

Both new faculty lines alluded to by the NAAB Visiting Team have now been filled with tenure-track assistant professors. The first search which took place in 2005-06, resulted in the hire of Kristina Yu, who has practiced in Europe and the US and taught at UT Austin and Texas Tech. Kristina will focus on theory, urban issues and design.

The second search took place in 2006-07 and has just been completed. Dana Gulling, formerly a fulltime faculty at Savannah College of Art and Design, will begin her tenure at UNM in August, 2007. Her focus will be emerging technology and practice as well as design studio.

**Full-Time Faculty:**

All faculty in the program teach two courses per semester, whether that is two lecture courses or a studio and a seminar or lecture. By current University standards the program faculty are teaching a light load. This is justifiable as the service load of the faculty could be categorized from moderate to high. This has been exacerbated by the curriculum and identity work the faculty has undertaken. However, to the person every faculty supports this effort.

It should be noted that every faculty teaches at least one elective lecture or seminar per semester. This year the director organized a research workshop. This seminar served as a catalyst for several faculty to write research proposals as well as new course offerings.

**Part-Time Faculty:**

During the two years of her directorship, Geraldine Forbes Isais, actively worked to both increase part-time salaries and establish salary equity amongst the part-time faculty. In addition the part-time faculty are now compensated for any additional teaching or coordination assignments.

Benefits for part-time faculty continue to be an issue not only in the program but also at UNM and colleges and universities across the country. However, the director now has regular meetings with the part-time and full-time faculty and in 2006-07 the part-time faculty traveled with their students to Japan, Arizona, Southern New Mexico, and Italy.

A system of academic area coordinators will be deployed starting fall, 2007 to mentor the new and part-time faculty and to create a more consistent and cohesive teaching environment for faculty and students.

**Advising:**

The SA+P has one senior academic advisor, Lois Kennedy, whose primary assignment is to serve the architecture students, Undergraduate and graduate. Moreover, the program has historically had two faculty assigned to each graduate path of study. Currently, Prof. Stephen Dent is the 2-year Graduate Advisor and Prof. Geoffrey Adams is the 3.5 year Graduate Advisor. In order to better serve the graduate population the program director has created a third advisor position, Undergraduate Advisor, to be filled by Prof. Gabriella Gutierrez. In so doing, Lois Kennedy should be able to minimize her undergraduate responsibilities and better serve the graduate population.

**Students:**

In spring, 2007 the program received 45 applications for its 2-year graduate program. Within that applicant pool 47% were students applying from the programs 4-year pre-professional program. It should be noted though every effort is being made to improve both the undergrad and graduate program and transitions between them, in a state wherein there is but one professional program with 15, 2-year graduate slots, students and faculty realize the benefits of having students apply to multiple institutions.

**Scholarships:**

There has been a school-wide effort to increase both the number of student assistantships and graduate scholarships. The program hired twenty (20) graduate assistants in 2006-07. These assistants received tuition remission and a salary and assisted faculty in courses ranging from environmental controls, history, structures, to design, representation and introduction to architecture.

In 2006-07 four new graduate scholarship funded. These in addition to the existing graduate scholarships total ten (10) and are as follows:

number awarded	name of scholarship
1	Frontier
1	Predock
4	New Mexico Scholars
1	NCA Architects
1	Don Schlegel Design Excellence in Architecture
1	Glade Sperry
1	Maureen Walter

The program has a policy stating that architecture students cannot work more than 20 hours per week. Unless the program wants to spend all its time policing the students the policy is very difficult to enforce. In recognition of this every effort is being made to expand the budget for assistantships and the number of graduate scholarships.

4. Summary of **changes** in the accredited program.

- The School of Architecture and Planning is months away from relocating to it new \$29 million building.
- Starting in spring, 2006, Architecture Director Geraldine Forbes Isais, initiated an extensive review of the architecture program identity and curriculum. Thus far the faculty has had three all-day retreats to analyze the programs identity, policies, goal and curriculum. The process is on-going A new mission statement has been issued by the faculty, it is as follows:

*The Mission of the Architecture program is to critically investigate the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching research and practice.*

- The program has hired two new tenure-track assistant professors. Kristina Yu will focus on theory, urban issues and design and Dana Gulling will focus on emerging technology, innovative practice and design.
- There has been a rise in the number of 2-year graduate applicants from within UNM. The number has risen from 30% to 47%.
- Four new graduate scholarships were funded in 2006-07. This brings the total number of graduate scholarships awarded to ten.

**Certification:**

The APR must include, in addition to the materials described above: A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education

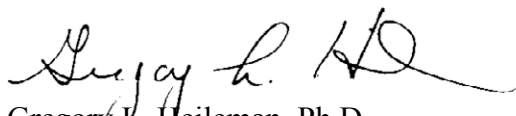
September 1, 2011

National Architectural Accrediting Board, Inc.  
1735 New York Avenue, NW  
Washington, DC 20006

To Whom It May Concern:

With regards to the Architecture Program in the School of Architecture and Planning at the University of New Mexico, this letter certifies that all data submitted to the National Architectural Accrediting Board through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education.

Sincerely,



Gregory L. Heileman, Ph.D.  
Associate Provost for Curriculum

### **I.3.3 FACULTY CREDENTIALS**

See section 1.2.1



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## PART TWO (II): SECTION 1—STUDENT PERFORMANCE CRITERIA

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## II.1.1 STUDENT PERFORMANCE CRITERIA

### Narrative Overview:

The M. Arch has a 2yr and a 3.5yr track. Although evidence is collected for most of the SPCs in both tracks, we place students in the different tracks based on their preparation in terms of design studios, building systems, communication, and context coursework. For example, a student in the 4 year B.A.A. will have completed 6 terms of studio, 4 terms of building systems, and 4 terms of context. We consider these students ready to take the accelerated 2yr track, during which time they will produce evidence of their SPC skills. A narrative summary and a matrix of SPCs for the B.A.A. follows:

**2 Year Track:** The first studio in this track is the “comprehensive” studio, followed by the “topics” studio, and then the 2 term sequence of the “research” and the “masters” studios. This sequence rests on incoming students having fundamental design skills and a range of experience in studios and immediately requires the development of a plausible building addressing all major systems. The following studios can then build upon these skills.

In the admissions process we collect evidence for SPCs A.6. fundamental design skills and A.9. Historical Traditions and Global Culture. For purposes of placement we review each student’s preparation in terms of design studio, building technology, communications skills etc.

Note that during the complete transition to the new curriculum the final studio, 605, includes “comprehensive” SLOs. This is to ensure that students in transition complete all SLOs.

**3.5 Year Track:** The three initial terms of this track are intended to give students equivalent skills to those of in students with pre-professional degrees. After the third term, 3.5yr students merge with 2yr track students for studios.

Number of Units by Category in both M. Arch. tracks

Category	3.5 yr	2 + 4 yr
Studio	39	31+24 = 55
Communications	6	11+0 =11
History	12	12+3 = 15
Building	18	12+6 = 18
Context	9	12+0 = 12
Practice	6	3+6 = 9
Electives**	9	0+15 = 15
UNM Core*	0	37+0 = 37
Non-Architecture Elective	0	3+0 = 3
Topics	3	0

\*Includes electives within categories

\*\* 3.5 yr students have bachelor’s degrees which include a variety of non-architectural coursework

# M.Arch 2 year path & 3.5 year path Student Learning Criteria Matrix

	REALM A											REALM B												REALM C								
	Communication	Design thinking	Visual Comm.	Tech. Document	Investigative	Fundamental Design	Precedents	Ordering Systems	Hist. Trad. & G. Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive	Financial	Environ. Systems	Structural Systems	Building Envelope	Building Service	Materials	Collaboration	Human Behavior	Client Role	Project Management	Practice Management	Leadership	Legal	Ethics	Responsibility
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
<b>MArch 2 year</b>																																
Admissions Portfolio																																
601 M. Arch. Design I																																
631 Systems Integration I																																
602 M. Arch. Design II																																
632 Systems Integration II																																
522 Mod. & Cont. Arch.																																
551 Research																																
604 M. Arch. Design IV																																
605 M. Arch. Design V																																
651 Prof. Practice II																																
<b>MArch 3.5 year</b>																																
503 Grad. Arch. Design I																																
515 Grad. Comm. I																																
521 Arch. Analysis																																
531 Construction I																																
541 Sustainability II																																
504 Grad. Arch. Design II																																
516 Grad. Comm. II																																
522 Mod. & Cont. Arch.																																
532 Structures I																																
542 Hum. Fac. & Program																																
505 Grad. Arch. Design III																																
517 Grad. Comm. III																																
523 World Arch. I																																
533 Structures II																																
LA 566 Site																																
602 M. Arch. Design II																																
524 World Arch. 2																																
534 Bldg. Sys.																																
551 Research																																
603 M. Arch. Design III																																
Global Seminar																																
604 M. Arch. Design IV																																
631 Systems Integration I																																
651 Prof. Practice II																																
605 M. Arch. Design V																																
632 Systems Integration II																																

evidence collected SLC is part of comprehensive SLC taught in this course during transition

## B.A.A. Student Learning Criteria Matrix

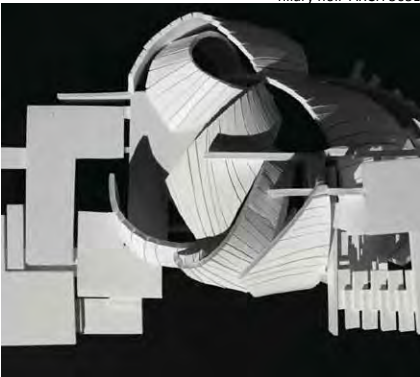
We continue to model our Bachelor of Arts in Architecture as the first portion of a 4 plus 2 degree. Thus we include NAAB SPC in the curriculum and syllabi. This allows students who proceed to a 2 yr M. Arch. in our program or others to present evidence of learning in those areas.

	REALM A											REALM B												REALM C								
	Communication	Design thinking	Visual Comm.	Tech. Document	Investigative	Fundamental Design	Precedents	Ordering Systems	Hist. Trad. & G. Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive	Financial	Environ. Systems	Structural Systems	Building Envelope	Building Service	Materials	Collaboration	Human Behavior	Client Role	Project Management	Practice Management	Leadership	Legal	Ethics	Responsibility
Undergraduate	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
109 Design Fund																																
111 Graphics																																
121 Intro																																
201 Arch. Design I																																
211 Arch. Comm. I																																
241 Sustainability I																																
202 Arch. Design II																																
211 Arch. Comm. I																																
221 Arch. & Context																																
301 Arch. Design III																																
311 Arch. Comm. II																																
321 World Arch. I																																
331 Construction I																																
302 Arch. Design IV																																
311 Arch. Comm. II																																
322 World Arch. II																																
332 Structures I																																
342 Hum. Fac. & Program																																
401 Arch. Design V																																
431 Structures II																																
441 Sustainability II																																
451 Research & Design																																
402 Arch. Design VI																																
432 Building Systems																																
442 Policy, Culture & Arch.																																
452 Practice & Theory																																

 evidence collected



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## **PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK**

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## II.2.1 REGIONAL ACCREDITATION

The most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation is at:

<http://www.unm.edu/~accred/SupportingDocuments/2009%20HLC%20Affiliation%20Status.pdf>

## II.2.2. PROFESSIONAL DEGREES AND CURRICULUM:

### Degrees Offered:

Masters of Architecture (2yr track requires B.A.A. ; 3.5yr track requires a Bachelors)

Bachelors of Arts in Architecture

### Outline of Tracks:

	4 + 2		Bachelors + 3.5	
	B.A.A.	M. Arch 2yr	Bachelors	M. Arch 3.5yr
General Studies	40	0		0
Professional - required	84	39		87
Professional - electives	6	0		6
Other electives	0	15		9

### B.A.A. 4yr

	First Year		Second Year		Third Year		Fourth Year	
	Introduction		Context		Realms		Systems	
	Fall	Spring	Land	Urban	Private	Public	Civic	Topics
Studio		Des Fund 101 (3)	studio I 201 (4)	studio II 202 (4)	studio III 301 (4)	studio IV 302 (4)	studio V 401 (6)	studio VI 402/502 (6)
Comm.	Graphics 111 (3)		Comm I 211 (2)	Comm I 211 (2)	Comm II 311 (2)	Comm II 311 (2)		
History	Intro 121 (3)			arch contx 221 (3)	World I 321/523	World II 322/524 (3)		
Bldg.					Const 331 (3)	Struc I 332/532 (3)	Struc II 431/533 (3)	Bldg Sys 432/534 (3)
Context			Intro Sust 241 (3)			HF+Prog 3/542 (3)	Sust II 4/541 (3)	Pol+Cul+Arc 442/544 (3)
Practice							Res + Des 451 (3)	Pract&theory 452/552 (3)
Research								
Elective						3		3
UNM core	9	13	6	6	3			
Total	15	16	15	15	15	18	15	18
Pre-admit		BAA admit			Pre admit			2yr admit Portfolio



## M.Arch. 3.5yr

	Year 1			Year 2			Summer	Year 3		
	Intro			X-boundaries				Focus		
	Site/Private	City/Public		Civ/Tech	Topics	Global		Comp	Masters	
	Fall	Spring		Fall	Spring	Summer		Fall	Spring	
Studio	G studio I 503 (5)	G studio II 504 (5)		G stdo III 505 (5)	M stdo II 602 (6)	M stdo III 603 (6)		M stdo IV 604 (6)	M stdo V 605 (6)	39
Comm.	G Comm I 515 (2)	G Comm II 516 (2)		G Comm III 517 (2)						6
History	Grad Sem 521 (3)	Modern 522 (3)		World I 331/523 (3)	World II 322/524 (3)					12
Bldg.	Const 531 (3)	Struc I 3/532 (3)		Struc II 4/533 (3)	Bldg Sys 431/534 (3)			Sys Int I 631 (3)	Sys Int II 632 (3)	18
Context	Sus+Blt Env 4/541 (3)	HF+Prog 3/542 (3)								6
Practice					Research 551 (3)			Prof P II 651 (3)		6
Elective								3	6	9
Dir. Elec				LA 556 3		Seminar 3				6
Total	16	16		16	15	9		15	15	102
						Graduate Review			M. Exam	

## M.Arch. 2yr

	Fifth Year			Sixth Year				
	X-boundaries			Focus				
	Tectonic	Topics	Alternative Global	Comp	Masters			
	Fall	Spring	Summer	Fall	Spring			
Studio	m studio I 601 (6)	m studio II 602 (6)	m studio III 603 (6)	m stdo IV 604 (6)	m stdo V 605 (6)	BAA	2yr	6
Comm.						31	24	55
History		Modern 522 (3)				11	0	11
Bldg.	Sys Int I 631 (3)	Sys Int II 632 (3)				12	3	15
Context						12	6	18
Practice		Research 551 (3)				12	0	12
Research				Prof Prac 651 (3)		6	6	12
Elective	6			3	6	6	15	21
UNM core						37	0	37
Total	15	15		12	12	127	54	181
			Graduate Review		M. Exam			

Minors or Concentrations: None

Off-campus programs: None

## **II.2.3 CURRICULUM REVIEW AND DEVELOPMENT**

### **Curriculum Review Process:**

The program has a standing Curriculum Committee. During development of the new curriculum, this committee worked with the director to (a) develop proposals and alternatives for the full-faculty's review at curriculum retreats, (b) research University and other requirements, and (c) shepherd the final proposal through the University approval process. Since adoption of the new curriculum, the committee is charged with developing assessment tools, reviewing non-NAAB accredited degrees and correcting errors or conflicts in the curriculum.

### **Committee Membership:**

2010-2011: Professor Steve Dent, AIA (chair), Professor Eleni Bastea.

2008-2010: Professor Mark Childs, AIA (chair), Professor Eleni Bastea, Professor Anne Taylor,

Lecturer III Karen J. King

### **Relationship to long-range planning:**

The long-range plan proposes a set of actions that include changes to the curriculum – more cross-listed with LA and CRP, organizing around core themes, reviewing ARE pass rates. The curriculum committee will research and consider these proposed curricular goals and develop proposals for the consideration of the full faculty. Any changes beyond minor course adjustments require approval by a University process.

**PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION**

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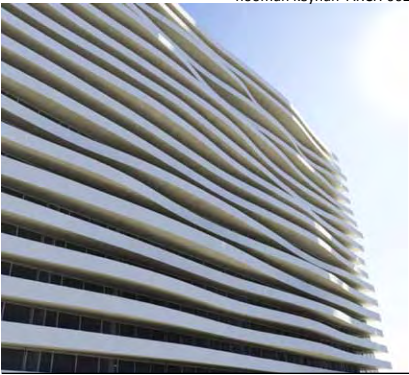
## **Evaluation of Preparatory / Pre-Professional Education**

2 year applicants' portfolios are evaluated by the admissions committee to ensure that the portfolio demonstrates the NAAB criterion A.6 "Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design," and A.9 "Historical Traditions and Global Culture." The committee reviews applicant's portfolios as well as transcripts to make these determinations. The committee may ask for syllabi and consult with appropriate faculty.

All applicants transcripts are reviewed by the admissions committee for any deficiencies that need to be addressed if admitted to the program. These deficiencies are noted in their acceptance letter. The admission committee also verifies that the 3.5 year applicants have taken or will have completed prior to their first fall, a basic physics course, calculus course, and a semester of a foreign language.

If a student feels that they have already taken a course in our required curriculum, they can put in a request to waive or transfer credit in for a course. This request must be submitted via a departmental form and can only be processed for students to whom admission has been offered. The student must first get approval from the University of New Mexico SA+P faculty that teaches the equivalent course. If approved by the faculty, it then goes to the director for final approval. Course descriptions, syllabi, and other material may be requested to make the decision. If waived, the student must make up the credit with an elective. If they are transferring the course in from another institution, they must provide the transcripts for the University of New Mexico records office so they can verify the grade (must be a "B" or better) and that it was not used for another degree.

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## **PART TWO (II): SECTION 4—PUBLIC INFORMATION**

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#### **II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES**

Link to UNM catalog containing exact language from NAAB Conditions for Accreditation, Appendix 5  
<http://catalog.unm.edu/catalogs/2011-2012/colleges/architecture/architecture/index.html>

#### **II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES**

The SA+P website contains a link to NAAB website for both the 2009 Conditions for Accreditation and 2010 Procedures for Accreditation

<http://saap.unm.edu/academic-programs/graduate-degrees/graduate-architecture/program.html>

#### **II.4.3 ACCESS TO NAAB TO CAREER DEVELOPMENT INFORMATION**

The SA+P website contains a link to career development sites listed in 2009 Conditions for Accreditation Sec. II.4.3

<http://saap.unm.edu/academic-programs/graduate-degrees/graduate-architecture/program.html>

#### **II.4.3 PUBLIC ACCESS TO APR'S AND VTR'S**

Annual Program Reviews, NAAB responses to the Annual Report, the final decision letter from NAAB, the most recent Architecture Program Report and the most recent Visiting Team Report are accessible to the public in the UNM Fine Arts and Design Library.

#### **II.4.4 ARE PASS RATES**

The SA+P website contains a link to the ARE pass rates page on the NCARB website

<http://saap.unm.edu/academic-programs/graduate-degrees/graduate-architecture/program.html>



### **PART THREE (III): PROGRESS SINCE THE LAST SITE VISIT**

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### **3.1 SUMMARY OF RESPONSES TO THE 2006 TEAM FINDINGS**

#### **2006 Team Finding Deficiency #4 “Condition 8: Physical Resources”**

The School moved into a new \$29 million building, George Pearl Hall, in the spring term of 2008. Pearl Hall is accessible, has ample computing and printing labs which have expanded since 2008, a digital and analog fabrication lab which have also expanded since moving into the building, and also houses the Design and Fine Arts Library. NAAB released the program from reporting on this condition in their response to the 2007 annual report.

#### **2006 Team Finding #5 “Causes of Concern”**

##### **A. Program Identity in the Curriculum:**

“There is now a clear need for holistic assessment of the program curriculum to ensure that it faithfully reflects program identity and values across required and elective offerings...”

Since the last accreditation visit the program has held multiple retreats, full faculty meetings, and committee meetings to address this concern. We have revised the mission statement, completely revised the curriculum and began implementing this curriculum in the fall of 2010.

##### **B. Office of Graduate Studies:**

“The program should review the relationship between the program of architecture and the Office of Graduate studies...”

While leadership of OGS has changed, our agreement regarding the timing of final exam reports remains in place. The program’s relationship with OGS now appears to be stable.

In 2009-10 \$86,000 was budgeted for graduate salaries from the Office of Graduate Studies including direct salaries and tuition waivers. This was close to the previous year’s support.

##### **C. Curriculum:**

“There are two specific tracks to the professional M.Arch. degree. Clarity of sequencing and equivalency in content and resource expenditure are needed for these two tracks...”

Starting with the fall 2010 term, the new architecture curriculum was implemented.

Incoming students are following the new curriculum, and we developed transitions plans for all existing students. These transition plans require that some courses have “transition” student learning objectives so that all students meet all the learning objectives. We have developed a matrix that illustrates the transition conditions as well as the conditions for students who begin with the new curriculum, and transition or articulation plans for each cohort of students.

The new curriculum better balances the 4+2 and the 3.5 yr tracks. Additionally starting in 2008 the Architecture and Landscape Architecture Programs initiated a free summer intensive studio co-taught by studio faculty from both programs. The studio focused exclusively on 3.5 year graduate architecture and landscape architecture students. “Studio Zero”, as it is called, gave these students such a jump-start that all the graduate faculty have noticed how much better prepared and more engaged these students are. We repeated and refined Studio Zero in 2009, 2010 and 2011.

The hiring of a full-time graduate student advisor has been instrumental in the transition to the new curriculum. (see advising below).

#### **D. Faculty Experience:**

“ The program should hire a faculty with a broad range of background, experience, and training to enrich the experience of students...”

The NAAB response to the 2008 annual report released the program from further reporting. Per University policy full time tenured and tenure track faculty are expected to teach approximately 9 credit hours per term with a complicated set of conditions to account for large courses, administrative assignments, high scholarship loads. Full time lecturers, who do not have an expectation of scholarship, are expected to teach a higher load. The program is in compliance with the policy.

New hires, since the last team visit, have broadened the range of background experience, training, and outlook of the faculty.

In 2010, Dean Geraldine Forbes Isais developed a program to catalyze faculty scholarship, and Interim Director Mark C. Childs developed a program of faculty colloquia on aspects of scholarship (e.g. developing book proposals).

#### **E. Part Time Faculty:**

“A substantial number of the teaching faculty are part time faculty who have made a significant commitment to the School over an extended period of time. The compensation and benefit package for this part time faculty should be evaluated and adjusted to be responsive to this commitment...”

The NAAB response to the 2008 annual report released the program from further reporting. Since the last accreditation the program has worked to both increase part-time salaries and establish equity amongst the part-time faculty. Part-time faculty are now compensated for additional teaching, service or coordination assignments. In 2010 Interim Director Mark C. Childs established an orientation session for part-time faculty to brief them on University policies and resources. We have sought to offer a higher load of courses to part-time faculty who wished to teach more and to continue part-time faculty for the whole of an academic year. Compensation, however, remains low.

#### **F. Advising:**

“ There is a clear need for additional advisors particularly at the graduate level...”

The NAAB response to the 2008 annual report released the program from further reporting. In 2008 a new academic advisor for graduate students was hired. The new graduate advisor has initiated a number of efforts that should result in higher graduation rates including:

Contacting each student that goes out of sequence ( i.e. students that take more than a semester off). The communication covers what they will need to do upon returning, and any University of New Mexico regulations and policies that might affect them because of the absence (e.g. the 7 year rule). The advisor also ascertains what their plans for completion are so that we are better able to help them achieve that.

Filling out all the University forms required for the final exam. This eliminates students failing to graduate because of paperwork issues.

Keeping track of the students' progress through a database and worksheets on each individual student that are updated 2 times a semester – registration and when grades are entered. This allows the program to catch problems early and help students identify issues they need to resolve prior to graduation, e.g. resolving incompletes, missing requirements, low GPA, possible probation.

Checking students' registration and grades for same reasons mentioned above.

Making sure all required information is posted on the list-serv and boards and calling students who are missed by the announcements.

### **G. Students:**

“While students are enthusiastic about the program particularly the pre-professional program, there needs to be a stronger process to encourage students from the pre-professional program to enter the professional program...”

The NAAB response to the 2007 annual report released the program from further reporting. In the new curriculum, the faculty adopted a procedure to “pre-admit” high-performing B.A.A. students into the M. Arch. program. It is too early to evaluate the effectiveness of this option. We have also increased the number of admissions to the 2yr track. It should be noted that many of our students opt to work for a number of years between the B.A.A. and the M. Arch. programs. The following chart illustrates application acceptance rates:

	# of B.A.A. Graduating	B.A.A.s applying to March	B.A.As accepted	Enrolled	# who went straight through	# who had a gap before M.Arch.	Enrolled M.Arch./ Graduating B.A.A.*
AY 2010 – 2011	46	26	23	20	6	14	43%
AY 2009-2010	54	32	26	20	13	7	37%
AY 2008-2009	42			15	6	9	36%

\*Includes B.A.A. students who did not go straight from B.A.A. to M. Arch.

### **H. Scholarships:**

“The undergraduate pre-professional tuition costs are very well funded for New Mexico residents under the state lottery system. However, there is a precipitous drop in funding at the graduate level....”

The NAAB response to the 2007 annual report released the program from further reporting.

The scholarship committee has greatly clarified the process for awarding scholarships by (1) posting all of the awards they address on the web (<http://saap.unm.edu/en/academic-programs/graduate-degrees/grad-arch/graduate-architecture-scholarship.html>) (some scholarships are awarded by the director as part of the application process), (2) establishing an application form and date, and (3) asking previous travel award winners to do presentations on their travels prior to the due date for new applications.

### **3.2 SUMMARY OF RESPONSES TO THE CHANGES IN THE NAAB CONDITIONS**

Following are the major changes to the NAAB conditions that have appreciably affected the program.

#### **A. “Learning culture, studio culture, and social equity are seen as interconnected”\***

During the 2010-11 school year, the program appointed a committee to address these new requirements and interweaving of requirements. The culture of the program and school has and continues to focus on the education, scholarship and creative work of the students, faculty and associated community. We have a long and valued history as a community composed of diverse individuals. That diversity includes ethnic and cultural background, nationality, first language, educational background, and scholarly lines of inquiry.

#### **B. “Long-range planning is seen as part of a continuum of activity in which the five perspectives may play a role.”\***

Prior to this explicit requirement, formal long-range planning was centered at the School level. During the 2010-11 school year, the program appointed a committee to initiate formal program-based long-range planning. The results of the full faculty’s review of the long-range planning committee work are reported in the long-range plan section of this study. Concurrently, the School initiated a rewrite of its strategic plan.

Additionally, the University program assessment that is occurring during the same time frame as the NAAB review is designed to produce at its conclusion a set of strategic directions, and may serve as the basis for revisions to our long-range plan that are supported by the School and University and are informed by both accreditation reports.

#### **C. “Self-assessment is linked to long-range planning. Programs must demonstrate that they are engaged in regular, measurable assessment activity and are using the results in their deliberations.”\***

Self-assessment is conducted at multiple levels: (a) students evaluate each course through a University-wide process that in many cases is supplemented by faculty developed tools, (b) each faculty member reviews their courses, (c) each semester groups of faculty organized by year-level coordinators reflect on learning outcomes and revises assignments, projects and syllabi, (d) the curriculum committee and the faculty as a whole modify the curricula and practices on an ongoing basis, (e) the director works with faculty members to review and revise course content, and (f) the faculty as a whole respond to NAAB criteria and evaluations every 6 years (supplemented by annual reports).

Additionally, the University has both an ongoing student learning assessment process, and a program assessment on a 5 to 6 year cycle. The student learning assessment process is specific and detailed for Arch 121 because this course fulfills a University core requirement. For the body of the program the student learning assessment process requires a program-developed plan and quarterly reports, and offers training to faculty and administrators on course assessment procedures.

#### **D. For statistical reports “comparative data is very important”\***

The ongoing changes in the methods and subject matter for statistical data make the collection of comparative data difficult. We also believe that more precise definitions are required for many terms used. For example, expenditures per student can be calculated in a myriad of ways (e.g. does this include University services such as the library and gym, research budgets, scholarships etc.?)

#### **E. Student achievement is now measured as either understanding or ability.**

This change has helped clarify the goals and production of evidence.

#### **F. The 32 SPCs are gathered into three realms.**

Although the development of the realms has added conceptual clarity to the SPCs, we do not believe that they have or should shape our curriculum. We have organized our curriculum into the following categories: studio, communications, history and precedent, building, context, practice and research, and electives.

#### **G. SPCs A.5 and C.9 were added**

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

We believe this clarifies previous SPCs and directly aligns with our new curriculum.

C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

We believe this clarifies previous SPCs and directly aligns with our previous and new curriculum.

#### **H. "The program must demonstrate that it has a clearly defined curriculum review process."\***

The standing curriculum committee has been and is charged with review of the curriculum. In 2010-11 the committee was tasked with developing a set of specific review processes.

#### **I. "There is a new expectation that licensed individuals are engaged in discussions about curriculum."\***

The faculty currently includes and has previously included licensed architects. The current (Steve Dent, AIA) and previous chair (Mark C. Childs, AIA) of the curriculum committee are licensed.

#### **J. There are new requirements for career information and ARE pass rates.**

This material was added to the webpage shortly after the requirements were published.

#### **K. Addition of a requirement on evaluation of preparatory and pre-professional education.**

This is the most complex and significant change in the conditions.

Prior to the adoption of the 2009 conditions, the faculty decided that all SPCs, except fundamental design skills, would be addressed within both tracks of the M.Arch. program. Fundamental design skills are reviewed through the portfolio submissions of applicants for the 2 yr. track. Thus in terms of the NAAB SPCs the M. Arch. can be assessed without regard to the B.A.A.

However, our B.A.A. also contains many of the SPCs and serves to prepare students to undertake the accelerated 2 yr. track. We believe that the 2009 conditions and subsequent clarifications have substantially changed the relationship between NAAB accreditation and pre-professional degrees, and that nationally agreed upon methods to assess the difference between a pre-professional and a liberal arts degree in architecture need to be developed.

\*Quotes from "2009 NAAB Conditions for Accreditation - Highlights of Changes"



bradley pulliam ARCH 601



## **PART FOUR(IV) – SUPPLEMENTAL INFORMATION**

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### **4.1 COURSE DESCRIPTIONS**





## **4.1 Course Descriptions**

### **ARCH 109, Design Fundamentals, 3 credits / 2010/2011**

#### **Catalog Description**

Studio/lecture introduces fundamental principles and processes of two-, three-, and four-dimensional design. Methods of perception, technique, composition, evaluation of materials and methods, critical evaluation and graphic representation are studied through both abstract and representational assignments.

#### **Course Goals and Objectives:**

- Students will be able to effectively use basic architectural and design principles in simple design projects.
- The students will be introduced to basic structural concepts in relation to design principles.
- The student will be introduced to basic principles of abstraction, transformation, and translation in relation to fundamental principles of design.
- The student will be able to recognize the capacity of each to inform two- and three-dimensional design.
- Students will be able to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into simple architecture and design projects.

**Student Performance Criterion:** None

#### **Topical Outline:**

Project 01 20%  
Project 02 25%  
Project 03 30%  
In class exercises 15%  
Attendance/Participation 10%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Ching, Francis DK, *Architecture: Form, Space and Order*

#### **Offered:**

Fall and Spring, annually

#### **Faculty assigned:**

Geraldine Forbes Isais (F/T Professor)  
Margaret Pedone (P/T Lecturer)  
Judith Wong (P/T Lecturer)  
Kristina Yu (F/T Assistant Professor)

## 4.1 Course Descriptions

### ARCH 111 [104] Introduction to Architectural Graphics, 3 credits / 2010/2011

#### Catalog Description

Laboratory, lectures, and exercises to learn graphic representation methods. Emphasis is on the use of drawing to record and communicate architectural topics.

#### Course Goals and Objectives:

To initiate and cultivate “design thinking”, drawing and modeling skills in preparation for admission to the Undergraduate School of Architecture + Planning architectural design studio sequences. Students will become familiar with and confident using basic architectural representation methods.

**Student Performance Criterion:** None

#### Topical Outline:

Visual Communications Skills – 60%

Fundamental Design – 20%

Design Thinking – 10%

Communication and Presentation Skills – 10%

**Prerequisites:** None

#### Textbooks / Learning Resources:

- *101 Things I Learned in Architecture School* by Matthew Frederick, MIT Press 2007.
- *Design Drawing* by Francis D.K. Ching
- *Drawing From Life: The Journal as Art* by Jennifer New, Princeton Architectural press, New York, 2005.
- *Form, Space and Order* by Francis D.K. Ching
- *Invisible Cities* by Italo Calvino

#### Offered:

Fall and Spring, annually

#### Faculty assigned:

Kima Wakefield (F/T Lecturer III)

Kimberly Yactor (P/T Lecturer)

Cory Collins (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 121, [101] Introduction to Architecture, 3 credits / 2010/2011**

#### **Catalog Description**

Lectures and exercises introduce architecture, design, and the creative process through an analysis of their social, historical, and technical determinants. Emphasis on 20th and 21st century architecture with an introduction to the profession and sustainability.

#### **Course Goals and Objectives:**

- Improve students' understanding of our built environment through visual exercises.
- Improve students' understanding of the language of design and architecture.
- Understand the roles of a professional architect, designer, landscape architect, interior designer and product designer.
- Introduce the students to important Architects and their buildings. 5. Increase the knowledge of important architectural elements,
- learn to analyze a building and be aware of the evolution of architecture through time.

**Student Performance Criterion:** None

#### **Topical Outline:**

Lecture - 70%

Projects -15%

Sketchbook – 15%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Architecture Form, Space and Order By Francis D.K. Ching Published by: John Wiley & Sons, Inc.

Story of Architecture By Jonathan Glancey Published by: DK Publishing

Basics: Design Methods By Kari Jormakka Published by Birkhauser Basel

#### **Offered:**

Fall and Spring, annually

#### **Faculty assigned:**

Efthimios Maniatis (P/T Lecturer)

## 4.1 Course Descriptions

### ARCH 201, Architectural Design I [Design II. Studio], 4 credits / 2010/2011

#### Catalog Description

Studio analyzing landscape and site through mapping, diagramming, narrative, photography, digital and physical modeling and sectional studies. The relationship between the building program and the context is studied through a series of small building projects.

#### Course Goals and Objectives:

In architectural education, the core or *heart* of its curriculum is the design studio sequence. It is within the 200 level of this sequence that you are introduced to fundamental architectural issues of *form*, *function*, *space*, *site*, and *structure*. You will learn to develop meaningful relationships not only among these issues, but also between them and the complexities inherent in our social/cultural systems and in the natural and built environments in which we live. The design exercises for ARCH 201 encourage exploration, discovery, analysis and synthesis of these important architectural relationships.

#### Student Performance Criterion:

B.4. Site Design

#### Topical Outline:

Design Projects	70%
Sketchbooks	10%
Portfolio	10%
Effort + Improvement	10%

**Prerequisites:** None

#### Textbooks / Learning Resources:

Brown, G. Z. and Mark DeKay, 2000. *Sun, Wind and Light: Architectural Design Strategies*, Wiley.  
Ching, Francis D.K., 1997. *Design Drawing*, John Wiley and Sons.  
Ching, Francis D.K., 2007. *Form, Space and Order*, John Wiley and Sons.  
Frederick, Matthew, 2007. *101 Things I Learned in Architecture School*, MIT Press.  
Harmon, Katherine, 2004. *You Are Here: Personal Geographies and Other Maps of the Imagination*, Princeton Architectural Press, New York.  
New, Jennifer, 2005. *Drawing From Life: The Journal as Art* Princeton Architectural press, New York.  
Yee, Rendow, 2003. *Architectural Drawings: A Visual Compendium of Types and Methods*, Wiley.

#### Offered:

Fall, annually

#### Faculty assigned:

Kim Wakefield (F/T Lecturer III)  
Berry Langford (P/T Lecturer)  
Francisco Uvina (P/T Lecturer)  
Margaret Pedone (P/T Lecturer)

## 4.1 Course Descriptions

### ARCH 202, Architectural Design II [Design II. Studio], 4 credits / 2011

#### Catalog Description

Studio introduces principles of urban design and planning through an exploration of a series of multi-scaled architectural projects that examine public goals and constraints, urban infrastructure and fabric, sustainability, historical and socio-cultural issues.

#### Course Goals and Objectives:

Primary objectives include: introducing the urban context to increase awareness of the complexities inherent in designing within it; an architectural program of sufficient complexity to apply design knowledge from previous exercises; and to exploring spatial relationships among vertical circulation, sectional ideas and sun orientation as well as the urban context. As with past exercises, materiality and structure remain important components of the architectural exploration as does connecting to concepts from previous assignments.

**Student Performance Criterion:** None

#### Topical Outline:

Design Projects 70%

Sketchbook 10%

Portfolio 10%

Effort + Improvement 10%

**Prerequisites:** None

Corequisite: 211 and 221

#### Textbooks / Learning Resources:

Brown, G. Z. and Mark DeKay, 2000. *Sun, Wind and Light: Architectural Design Strategies*, Wiley.

Ching, Francis D.K., 1997. *Design Drawing*, John Wiley and Sons.

Ching, Francis D.K., 2007. *Form, Space and Order*, John Wiley and Sons.

Elam, Kimberly, 2001. *Geometry of Design: Studies in Proportion and Composition*, Princeton Architectural.

Frederick, Matthew, 2007. *101 Things I Learned in Architecture School*, MIT Press.

Harmon, Katherine, 2004. *You Are Here: Personal Geographies and Other Maps of the Imagination*, Princeton Architectural Press, New York.

Le Corbusier, 2008. *Towards a New Architecture*, BN Publishing.

Lightman, Alan, 2004. *Einstein's Dreams*, Vintage.

New, Jennifer, 2005. *Drawing From Life: The Journal as Art* Princeton Architectural press, New York.

Yee, Rendow, 2003. *Architectural Drawings: A Visual Compendium of Types and Methods*, Wiley.

#### Offered:

Spring, annually

#### Faculty assigned:

Kima Wakefield (F/T Lecturer III)

Alfons Poblocki (P/T Lecturer)

Francisco Uvina (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 211 [204] Architectural Communications I [Architectural Graphics I], 2 credits / 2010/2011**

#### **Catalog Description**

This two-term lecture/lab introduces architectural representation emphasizing digital visualization, representation and modeling to represent building systems, capture spatial concepts, and analyze the contexts of buildings. This course introduces use of the fabrication lab.

#### **Course Goals and Objectives:**

First Term:

Provide the basis for students' abilities to use digital visualization in multiple platforms.

Understand two and three-dimensional environments

Apply visualization skills to the analysis, development, and presentation of architecture in multiple contexts.

Second Term:

Students should begin to understand joinery

3-D model objects and translate digital drawings to physical objects

The understanding of the Fabrication Process, how things are made and assembled

**Student Performance Criterion:** None

#### **Topical Outline:**

First Term:

Representational "Digital" Drawing and other representational techniques (70%)

Presentation Board Layout skills (30%)

Second Term:

3-D modeling, Fabrication and Design (70%)

Craft, Presentation Boards, and Document Drawing (30%)

**Prerequisites:** None

**Textbooks / Learning Resources:** None

**Offered:**

Fall and Spring, annually

**Faculty assigned:**

Rana Abu-Dayyeh (F/T Visiting Assistant Professor)

Genevieve Baudoin (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 221 Architecture and Context, 3 credits / 2010/2011**

#### **Catalog Description**

Combined lecture and lab course that introduces historical and contemporary concepts of architectural context, and develops verbal and graphic skills for analyzing architecture as a practice of place making. Restriction: enrolled in B.A.A.

#### **Course Goals and Objectives:**

- Learn to analyze architecture as a practice of place making by applying course readings to actual sites and buildings around the city.
- Develop both verbal and visual skills of analysis by participating in group discussions, by keeping a field journal that documents what is learned on site visits, and by producing a series of mapping exercises to be presented in gallery reviews over the course of the semester.

**Student Performance Criterion:** None

#### **Topical Outline:**

Class participation 20%

Mapping exercises 60%

Field study journal 20%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring annually

#### **Faculty assigned:**

Christopher Mead (F/T Professor)

Genevieve Baudoin (P/T Lecturer)

Garrett Smith (P/T Adjunct Associate Professor)

## **4.1 Course Descriptions**

### **ARCH 241, Sustainability I, 3 credits / 2010/2011**

#### **Catalog Description**

Lectures present the framework for creative analysis, including systems thinking and synergistic integration of the three pillars of sustainability, environments, equity, and economy, and their relationship to building systems.

#### **Course Goals and Objectives:**

This course considers issues of climate change, environmental justice, economics of sustainability and approaches to sustainability. Lectures will include an exploration of the environmental impacts of philosophical models for human industry. Students will become familiar with the principles of ecology and the basic characteristics of sustainable systems and design. In addition to outlining eco-effective and eco-efficient design and planning strategies, we will investigate exemplary case studies of sustainable communities and building projects.

#### **Student Performance Criterion:** None

#### **Topical Outline:**

Reading responses/class participation - 25 %  
Exercises (4) - 20 %  
Quizzes (4) - 20%  
Midterm Paper -15 %  
Final Project - 20 %

#### **Prerequisites:** None

#### **Textbooks / Learning Resources:**

All required readings and materials are available on e-reserves.

#### **Offered:**

Fall, annually

#### **Faculty assigned:**

Noreen Richards (F/T Visiting Assistant Professor)



## 4.1 Course Descriptions

### ARCH 301, Design Studio III, 4 credits / 2010/2011

#### Catalog Description

Studio investigates issues of private space and ownership emphasizing spatial, programmatic, typological and tectonic architectural issues. Small to medium scale projects range from domestic spaces to commercial environments with a focus on hybrid architectural conditions.

#### Course Goals and Objectives:

Building upon the skills and architectural knowledge developed in the 200 level, the studio will investigate architectural form as arising from the dialogue between ideal issues of order and composition, and circumstantial issues of program and context. The challenge this semester will be to engage and merge constituent concerns in increasingly complex problems. Projects will be given to expose you to the complexity of the architectural "act"; to develop skills of spatial invention and form manipulation; to derive appropriate technical solutions; and to advance a rigorous and insightful design process towards an efficient and effective working methodology.

#### Student Performance Criterion:

- A.6 Fundamental Design
- A.7 Precedents
- A.8 Ordering Systems

#### Topical Outline:

Design Projects	90%
Participation	10%

#### Prerequisites:

201 and 202 and 211 and 221 and 241 with a minimum grade of C+

#### Textbooks / Learning Resources:

Ching, Francis D.K. *Building Construction Illustrated*. New York: Wiley & Sons

DePlazes, Andrea ed. *Constructing architecture: Material Processes and Structures*. Birkhauser.

Habraken, N.J. *The Structure of the Ordinary: Form and Control in the Built Environment*. Cambridge: The MIT Press.

**Offered:** Fall, annually

#### Faculty assigned:

Kristina Yu (F/T Assistant Professor)

Karen J. King (Lecturer III)

Robert Doran (P/T Lecturer)

Alfons Poblocki (P/T Lecturer)

Sam Sterling (P/T Lecturer)

## 4.1 Course Descriptions

### ARCH 302, Design Studio III, 4 credits / 2011

#### Catalog Description

Studio investigates public space. Projects range from public open space, to public housing, to public institutions. The studio emphasizes mid-size buildings in urban contexts and human factors, universal design, politicized programs, programming and space.

#### Course Goals and Objectives:

Building upon the skills and architectural knowledge developed in the 200 level, the studio will investigate architectural form as arising from the dialogue between ideal issues of order and composition, and circumstantial issues of program and context. The challenge this semester will be to engage and merge constituent concerns in increasingly complex problems. Projects will be given to expose you to the complexity of the architectural “act”; to develop skills of spatial invention and form manipulation; to derive appropriate technical solutions; and to advance a rigorous and insightful design process towards an efficient and effective working methodology.

#### Student Performance Criterion:

- A.6 Fundamental Design
- A.7 Precedents
- A.8 Ordering Systems

#### Topical Outline:

Charrettes (6)	15%
Precedent Study	10%
Analysis	10%
Master Planning	20%
Architectural Design	35%
Participation	10%

#### Prerequisites:

201 and 202 and 211 and 221 and 241 with minimum grades of C+

#### Textbooks / Learning Resources:

“Architecture and Dispersal,” Stan Allen, Margaret Crawford, Marcel Smets, and Sarah Whiting, *Architectural Design*, Wiley & Sons, 2008, pp. 103-107.

“Theory,” Christian Schmid, in *Networks, Borders, Differences, Toward a Theory of the Urban*. 2006

“The New Landscape,” Bart Lootsma, in *Mutations*, eds. Rem Koolhaas, Stefano Boeri, Sanford Kwinter, and Nadia Tazi, arc en reve centre d’architecture, Actar, 2001, pp. 460-473.

**Offered:** Spring, annually

#### Faculty assigned:

George Newlands (P/T Lecturer)  
Genevieve Baudoin (P/T Lecturer)  
Sam Sterling (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 311, Architectural Communication II, 2 credits / 2010/2011**

#### **Catalog Description**

In this two-term lecture/lab course students use narrative, written, and oral communication in the expression of architectural theories, processes, and positions. Readings and precedent studies help shape discussions about architectural theses.

#### **Course Goals and Objectives:**

- To improve students' writing and oral presentation skills
- To examine the connections between visual representation and the written word.
- To examine how writing may help facilitate the design process
- To improve the communication skills of all architecture students

#### **Student Performance Criterion:**

A.1 Communication Skills

#### **Topical Outline:**

Presentations by instructor: 35%

Guest presentations, films, other events: 10%

Student Presentations: 25%

Group discussion, critique and evaluation of work: 30%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

A selection of readings on the craft of writing and communication will be placed on reserve and e-reserve.

#### **Offered:**

Fall and Spring, annually

#### **Faculty assigned:**

Mark Forte (P/T Lecturer)

Eleni Bastea (F/T Professor)

## 4.1 Course Descriptions

### ARCH 331. [285.] Construction I, 3 credits / 2011

#### Catalog Description

Lab and lectures, introduction of technological aspects of building design and construction.

#### Course Goals and Objectives:

- Explore the relationship of a buildings physical materiality with regards to economic and environmental imperatives, building code / life safety compliance, and aesthetic qualities.
- Introduce students to the myriad of construction materials available to practitioners today and explore their application in building.
- Investigate the composite use of materials typical in contemporary building construction.
- Elucidate the interplay of design and construction professionals with material manufactures and suppliers in the thoughtful placement of materials within a building.

#### Student Performance Criterion:

A.4 Technical Documentation

B.12 Materials

#### Topical Outline:

Attendance and participation	10%
Assignment(s)	30%
Midterm(s)	30%
Final Examination	30%

**Prerequisites:** None

#### Textbooks / Learning Resources:

Edward Allen, *Fundamentals of Building Construction: Materials and Methods*. Fourth Edition. John Wiley and Sons, Inc.

Francis D.K. Ching and Cassandra Adams, *Building Construction Illustrated*. Third Edition. John Wiley and Sons, Inc.

**Offered:** Fall annually

#### Faculty assigned:

Matthew Gines (F/T Lecturer)

## **ARCH 343/542, Human Factors and Programming, 3 credits / 2010/2011**

### **Course Description:**

Lectures explore the complex needs and desires of users and clients, the theory and techniques used to investigate these needs, and methods of applying research findings to the design of programs, buildings, and sites.

### **Course Goals & Objectives:**

Students will understand basic concepts of programming, fire exiting, universal design, evidence-based design and illustrative topics in human behavior.

### **Student Performance Criterion:**

- B. 1. Pre-Design
- B. 2. Accessibility
- B. 5. Life Safety
- C. 2. Human Behavior

### **Topical Outline:**

Programming 25%  
Universal Design & Life Safety 25%  
Evidence-based Design and Human Behavior 50%

**Prerequisites:** None

### **Textbooks/Learning Resources:**

A reading packet  
*Programming for Design* by Eddie Cherry

### **Faculty assigned:**

Mark C. Childs (F/T Professor)  
Kristina Yu (F/T Assistant Professor)

## **4.1 Course Descriptions**

### **ARCH 401 [402] Design Studio V, 6 credits / 2010/2011**

#### **Catalog Description**

Studio investigates urban theories and strategies focusing on civic buildings, urban design, landscape and infrastructural responses, public policy and architectural form. Projects are multiple buildings and urban forms in complex urban settings.

#### **Course Goals and Objectives:**

The central aim of this studio is to develop your analytical and technical skills toward the production of architecture. It is to build and expand your understanding of methodologies associated with generating architecture -from its conceptualization to its design articulation. This will encompass not only the conventions of architecture, but also the theoretical discourse that underlies and derives it.

Graphic communication and innovation are an integral component of this semester. Allowing your graphics to become a medium of analysis and design in addition to their communicative values is essential. All work (process and final) must be executed with exceptional rigor and craft. In addition, a comprehensive understanding and resolution of scale, proportions, tectonics, structure and materiality is mandatory. Clarity and cohesion of representing your process, concepts, and design graphically and verbally are integral for completing the semester's requirements.

#### **Student Performance Criterion:**

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- C.1. Collaboration

#### **Topical Outline:**

Design Projects 90%  
Class participation 10%

**Prerequisites:** Prerequisite: 301 & 302 with minimum grades of C+) and 311 and 322 and 332 and 342

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

#### **Offered:**

Fall, annually

#### **Faculty assigned:**

Rana Abu-Dayyeh (F/T Visiting Assistant Professor)  
Genevieve Baudoin (P/T Lecturer)  
Margaret Pedone (P/T Lecturer)  
Roger Schluntz (F/T Professor)  
Tim Castillo (F/T Associate Professor)  
Alfons Poblocki (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 402 / 502 [404] Design Studio VI, 6 credits / 2011**

#### **Catalog Description**

Studio explores and tests issues of collaborative design and other contemporary architectural topics. Topics will vary. At least one section may engage community clients and be offered in conjunction with Landscape and CRP studios. Restriction: enrolled in B.A.A.

#### **Course Goals and Objectives:**

The central aim of this studio is to develop your analytical and technical skills toward the production of architecture. It is to build and expand your understanding of methodologies associated with generating architecture -from its conceptualization to its design articulation. This will encompass not only the conventions of architecture, but also the theoretical discourse that underlies and derives it.

In addition, a comprehensive understanding and resolution of scale, proportions, tectonics, structure and materiality is mandatory. Clarity and cohesion of representing your process, concepts, and design graphically and verbally are integral for completing the semester's requirements.

#### **Student Performance Criterion:**

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills

#### **Topical Outline:**

Attendance	10%
Precedent Analysis	15%
Design Projects	85%
Other	5%

#### **Prerequisites:**

Prerequisite: 301 and 302 with minimum grades of C+) and 311 and 322 and 332 and 342

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

#### **Offered:**

Spring, annually

#### **Faculty assigned:**

Rana Abu-Dayyeh (F/T Visiting Assistant Professor)  
Matthew Gines (F/T Lecturer)  
Kuppu Iyengar (F/T Associate Professor)  
Roger Schluntz (F/T Professor)

## 4.1 Course Descriptions

### ARCH 441/541, Sustainability II, 3 credits / 2010/2011

#### Catalog Description

Explores the application of theoretical foundations of sustainability to building and landscape design including concepts of passive solar design, daylighting, water conservation, and green building materials and construction methods. Introduces environmental rating systems such as LEED.

- **Course Goals and Objectives:** To develop a basic understanding of energy conscious and sustainable design in the context of global climate change
- To develop skills in:
  - Evaluating human thermal comfort criteria and understanding Air Quality design
  - Performing site climate analysis and modification techniques
  - Making energy conscious schematic design responses
  - Performing building heat gain and loss analysis
  - Performing solar design and performance calculations
  - Incorporating preliminary design concepts for day lighting in buildings
  - Understanding difference between 'skin load dominated' and 'internal load buildings'
  - Understanding material choices and their properties
  - Using relevant standards, Codes, and rating systems such as LEED
  - Simulating energy programs such as eQuest
  - Synthesizing a sustainable building design

#### Student Performance Criterion:

B.3. Sustainability

B.8. Environmental Systems

#### Topical Outline:

Class participation and attendance 10%

Project 30%

Assignments 15%

Exams 45%

**Prerequisites:** 241

#### Textbooks / Learning Resources:

Assigned by individual instructor

**Offered:** Fall, annually

#### Faculty assigned:

Kuppuswamy Iyengar (F/T Associate Professor)



## 4.1 Course Descriptions

### ARCH 442 / 544, Politics, Culture and Architecture, 3 credits / 2011

#### Catalog Description

Lecture/seminar course explores the historical and contemporary relationships between political, cultural and economic theories that affect and are affected by built environments. Restriction: enrolled in B.A.A.

#### Course Goals and Objectives:

With help from several disciplines, we will consider and investigate theories and projects that discuss the political, social, economic, and environmental potential and agency of architects/designers and the spaces that we design/create.

#### Student Performance Criterion:

- A.10 Cultural Diversity
- B.7 Financial
- C.6 Leadership
- C.8 Ethics

#### Topical Outline:

Response papers	40%
Case study	40%
Participation	20%

**Prerequisites:** None

#### Textbooks / Learning Resources:

- Bell, Bryan, with Katie Wakeford, eds. *Expanding Architecture: Design as Activism*. New York: Metropolis Books, 2008.
- Findley, Lisa. *Building Change: Architecture, Politics and Cultural Agency*. London and New York: Routledge, 2005.
- McDonough, William, with Michael Braungart. *Cradle to Cradle: remaking the way we make things*. New York: North Point Press, 2002.

#### Offered:

Spring, annually

#### Faculty assigned:

Michaele Pride (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 451 Research and Design, 3 credits / 2011**

#### **Catalog Description**

Lecture course introduces research methods that support the design process. The course will culminate in a research paper or research position paper for a design project.

#### **Course Goals and Objectives:**

- Understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- Understand the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

#### **Student Performance Criterion:**

A.11. Applied Research

C.9. Community and Social Responsibility

#### **Topical Outline:**

Writing and research 25%

Assignments 25%

Research position paper 50%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Fall annually

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#### **Faculty assigned:**

Eleni Bastea (F/T Professor)

Michaele Pride (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 452 / 552 Practice and Theory, 3 credits / 2012**

#### **Catalog Description**

Lecture course examines, in depth, the history and theories that have shaped contemporary architectural practice. Additionally this course will examine discourse currently animating architectural practice including ethics, types of practices, and the role of professions.

#### **Course Goals and Objectives:**

- Understand the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- Understand techniques and skills architects use to work collaboratively on the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- Understand the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues in architectural design and practice.
- Understand the architect's social responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

#### **Student Performance Criterion:**

C.3. Client Role in Architecture

C.6. Leadership

C.8. Ethics and Professional Judgment

C.9. Community and Social Responsibility

**Topical Outline:** to be developed

**Prerequisites:** Corequisite: 402

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring annually

**Faculty assigned:**

## **4.1 Course Descriptions**

### **ARCH 503, Graduate Architectural Design I, 5 credits / 2010/2011**

#### **Catalog Description**

Studio introducing architectural design. Investigation of landscape, site and social contexts, private space, programmatic and tectonic issues. Offered on a CR/NC basis only.

#### **Course Goals and Objectives:**

Students will learn fundamental principles of design, research and analysis of site, context, and precedents, and specific forms of visual communication and presentation skills.

#### **Student Performance Criterion:**

A.6. Fundamental Design Skills

#### **Topical Outline:**

The architectural projects for this semester will explore the issues as stated in the course description, and goals and objectives using sites of appropriate complexity and character. Architectural issues of mass and frame (tectonics), structure, materiality, proportions, and orthogonal geometry will be investigated as primary form generators in addition to influences of site, program, and context. Course SPC Measurements: desk critiques, presentations, graphic communications, and written communications. Course Evaluation Criteria: Assignments – 65%, Presentations - 25%, Participation – 10%

**Prerequisites:** None

Corequisite: 515 and 521

#### **Textbooks / Learning Resources:**

Form, Space, and Order by Francis Ching (latest edition)

Experiencing Architecture by Steen Eiler Rasmussen

Additionally, various articles and websites related to course content are distributed to students via email during the semester.

**Offered:** Fall, annually

#### **Faculty assigned:**

Gabriella Gutierrez (F/T Associate Professor)

## **4.1 Course Descriptions**

### **ARCH 504, Graduate Architectural Design II, 5 credits / 2011**

#### **Catalog Description**

Studio investigating urban design and public space. Projects emphasize mid-size buildings in urban context and conceptions of human factors, historical and socio-cultural issues, politicized programs and space, and ecologically sound design.

#### **Course Goals and Objectives:**

- Investigate parameters of urban sites for the design of both buildings and public space.
- Learn how conceptions of human factors, historical and socio-culture issues, politicized programs and space, and ecologically sound design affect design.
- Understand natural and formal ordering systems and the capacity to inform design.
- Appreciate the value to the design and the design process of working in collaboration with others.
- 

#### **Student Performance Criterion:**

- A.6. Fundamental Design Skills
- A.8. Ordering Systems Skills
- C.1. Collaboration

#### **Topical Outline:**

Architectural Design (70%)  
Presentation skills (30%)

#### **Prerequisites:**

Corequisite: 516

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring, annually

#### **Faculty assigned:**

Kristina Yu (F/T Assistant Professor)

## **4.1 Course Descriptions**

### **ARCH 505, Graduate Architectural Design III, 5 credits / 2010/2011**

#### **Catalog Description:**

Studio investigating urban theories and strategies focusing on civic buildings, urban design, landscape and infrastructural responses, public policy, tectonics and making. Complex urban projects and building systems form the basis of this studio.

#### **Course Goals and Objectives:**

- Investigate urban theories and design strategies for building, urban, and infrastructural design.
- Incorporate concepts and knowledge of craftsmanship, making, and building tectonics within design.
- Use concepts of comprehensive design to guide design decisions across various architectural scales.

#### **Student Performance Criterion:**

- A.2. Design Thinking Skills
- A.5. Investigative Skills
- B.6. Comprehensive Design

#### **Topical Outline:**

Architectural Design (75%)  
Presentation Skills (25%)

**Prerequisites:** 504

Corequisite: 517

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Fall, annually

#### **Faculty assigned:**

Dana Gulling (F/T Assistant Professor)  
Noreen Richards (F/T Visiting Assistant Professor)

## **4.1 Course Descriptions**

### **ARCH 515, Architectural Communications I, 2 credits / 2010/2011**

#### **Catalog Description**

Seminar/lab introduces issues of architectural representation with an emphasis on digital visualization, representation and modeling as it relates to design process and presentation.

#### **Course Goals and Objectives:**

- Provide the basis for students' abilities to use digital visualization in multiple platforms.
- Understand two and three dimensional environments
- Apply visualization skills to the analysis, development, and presentation of architecture in multiple contexts.

#### **Student Performance Criterion:**

A.3. Visual Communication Skills

#### **Topical Outline:**

Representational "Digital" Drawing and other representational techniques (70%)  
Presentation Board Layout skills (30%)

**Prerequisites:** None

**Textbooks / Learning Resources:** None

**Offered:** Fall, annually

#### **Faculty assigned:**

Matthew Gines (F/T Lecturer)  
Stephen Mora (P/T Lecturer)

## 4.1 Course Descriptions

### **ARCH 516 [506.] Graduate Architectural Communications II. [Graphics Seminar II.]** **2 credits**

#### **Catalog Description**

Seminar/lab explores three-dimensional modeling employing various media. Emphasis is on furthering design concepts, representing building systems, capturing spatial concepts, and analyzing contexts. This course includes an introduction to the fabrication lab.

#### **Course Goals and Objectives:**

- Conceptual understanding and application of digital three dimensional modeling tools
- Conceptual understanding and application of two dimensional raster image processing tools
- Conceptual understanding and application of vector graphics tools
- Conceptual understanding and application of digital publishing tools
- Investigate modes of integrating these tools sets to model, draw, diagram, and analyze architecture
- Introduction to the Fabrication Lab

**Student Performance Criterion:** None

#### **Topical Outline:**

2-d and 3-d modeling	50%
Fabrication Lab	15%
Rendering	15%
Page layout	20%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring annually

#### **Faculty assigned:**

Geoffrey Adams (F/T Associate Professor)



## **4.1 Course Descriptions**

### **ARCH 517, Graduate Architectural Communications III, 2 credits / 2010/2011**

#### **Catalog Description**

Seminar course develops students' use of narrative, written, and oral communication in the expression of architectural theories, processes, and positions. Readings and precedent studies help shape discussions about architectural theses.

#### **Course Goals and Objectives:**

- Arrive at clear thinking through writing
- Construct a cogent paragraph
- Understand the potential of writing in the design process
- Understand the role of listening & writing within the profession of architecture
- Seek clarity in performance

#### **Student Performance Criterion:**

A.1 Communication Skills

#### **Topical Outline:**

Writing Assignments (40%)

Verbal Presentation (10%)

Listening (10%)

Participation (40%)

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Writing for Design Professionals: A Guide to Writing Successful Proposals, Letters, Brochures, Portfolios, Reports, Presentations, and Job Applications, Stephen A. Kliment

Writing to Go: Top Ten Writing Tips, Rob Colter

Additional readings for specific assignments - see separate Bibliography

#### **Offered:**

Fall, annually

#### **Faculty assigned:**

Karen J. King (Lecturer III)

Levi Romero (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 521 Architectural Analysis, 3 credits / 2010/ 2011**

#### **Catalog Description**

Seminar introduces the range of categories and contexts specific to the production and representation of architecture.

#### **Course Goals and Objectives:**

Through design, the making of architecture projects into built form a set of practical needs, material constraints, cultural conditions, and aesthetic criteria. An intellectual discipline requiring skills of creative and critical thinking as much as technical skills of applied knowledge, the practice of architecture begins when ideas of space, function, structure, form, and site are used to analyze and organize a project's multiple and often competing factors of design. Because those organizing ideas are themselves subject to interpretation, there are no universal solutions in architecture; every project is a specific solution to a set of practical problems shaped by the ideological context of its design. Students will:

- Become familiar with various interpretations of fundamental concepts (Perception, Function, Program, Tectonics, Structure, Type, Form, Place, and Site) of architecture.
- Apply readings to a case study analysis of selected historical precedents from modern residential architecture.

**Student Performance Criterion:** None

#### **Topical Outline:**

Class participation and attendance 40%  
Case studies 60%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor  
Course Reader

**Offered:** Fall, annually

#### **Faculty assigned:**

Christopher Mead (F/T Professor)

## 4.1 Course Descriptions

### ARCH 522 / 422, Modern and Contemporary Architecture, 3 credits / 2011

#### Catalog Description

Survey of modern architecture since the late 19th century, primarily in Europe and the Americas.

#### Course Goals and Objectives:

This critical survey of the theory and practice of modern architecture and urbanism during the last one hundred years will consider some of the ways in which architects have responded to the conditions of modernity in the twentieth century. The course does not pretend that the history of architecture can be reduced to a single master narrative that includes every significant trend, event, individual, and work. Instead, the course will offer in-depth case studies of selected issues that are meant to provide students with a set of critical and analytical tools with which they can construct their own histories of modern architecture. Issues to be considered include theories of representation and transparency; industrialization, publicity and mass culture; urbanism and landscape; ideologies of the avant-garde and the political uses of architecture. Major built and projected works of architecture and urbanism will be analyzed along with texts of influential theorists, critics, and historians.

#### Student Performance Criterion:

A.9. Historical Traditions & Global Culture

A.10. Cultural Diversity

#### Topical Outline:

Attendance 10%

Essays 60%

Comprehensive final essay 30%

**Prerequisites:** 321 and 322

#### Textbooks / Learning Resources:

Alan Colquhoun, *Modern Architecture*

Course Reader

**Offered:** Spring, annually

#### Faculty assigned:

Christopher Mead (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 321/523, World Architecture I: History of the Built Environment From Prehistory to 1400 CE., 3 credits / 2011**

#### **Catalog Description**

Lecture survey of the architectural and urban traditions of ancient and indigenous cultures from prehistory to the late Middle Ages.

#### **Course Goals and Objectives:**

- In this course, we examine primarily the architecture of Europe and north Africa, as well as indigenous and non-western architecture in the southwest and other parts of the world
- We examine significant religious and civic buildings, as well as the larger urban and vernacular settlements that provide the context for the palaces and places of worship.
- The aim of the course is to expose students to the architectural and urban heritage of the past in its historical and cultural context, giving them the tools to analyze the history and significance of the environment surrounding us.

**Student Performance Criterion:** None

#### **Topical Outline:**

Lectures by instructor, guest lectures, and documentary films: 60%  
Student Presentations (in class): 20%  
Discussion sessions (3-4 smaller groups): 20%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Fall, annually

#### **Faculty assigned:**

Diane Tintor (P/T Lecturer)  
Eleni Bastea (F/T Professor)  
Christopher Mead (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 322/524, World Architecture I: History of the Built Environment From Prehistory to 1400 CE., 3 credits / 2012**

#### **Catalog Description**

Lecture survey of the architectural and urban traditions of ancient and indigenous cultures from prehistory to the late Middle Ages.

#### **Course Goals and Objectives:**

- In this course, we examine primarily the architecture of Europe and north Africa, as well as indigenous and non-western architecture in the southwest and other parts of the world
- We examine significant religious and civic buildings, as well as the larger urban and vernacular settlements that provide the context for the palaces and places of worship.
- The aim of the course is to expose students to the architectural and urban heritage of the past in its historical and cultural context, giving them the tools to analyze the history and significance of the environment surrounding us.

#### **Student Performance Criterion:**

A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity

#### **Topical Outline:**

Lectures by instructor, guest lectures, and documentary films: 60%  
Student Presentations (in class): 20%  
Discussion sessions (3-4 smaller groups): 20%

**Prerequisites:** 321/523

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring, annually

#### **Faculty assigned:**

Diane Tintor (P/T Lecturer)  
Eleni Bastea (F/T Professor)  
Christopher Mead (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 531 Graduate Construction I, 3 credits / 2010/2011**

#### **Catalog Description**

Lab and lectures, introduction of technological aspects of building design and construction.

#### **Course Goals and Objectives:**

- Explore the relationship of a buildings physical materiality with regards to economic and environmental imperatives, building code/ life safety compliance and aesthetic qualities.
- Introduce students to the myriad of construction materials available to practitioners today and explore their application in building.
- Investigate the composite use of materials typical in contemporary building construction.
- Elucidate the interplay of design and construction professionals with material manufacturers and suppliers in the thoughtful placement of materials within a building

#### **Student Performance Criterion:**

A.4. Technical Documentation

B.12. Building Materials and Assemblies

#### **Topical Outline:**

Assignments	30%
Midterm(s)	30%
Final Examination	30%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Fall annually

#### **Faculty assigned:**

George Newlands (P/T Lecturer))

Mark Harberts (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 532/332 Structures I, 3 credits / 2010/2011**

#### **Catalog Description**

Lectures present principles of mechanics, equilibrium conditions, properties of structural materials, structural properties of areas, shear and moment, flexural stresses, shearing stresses, deflection, trusses and funicular structures.

#### **Course Goals and Objectives:**

- Understand structural stability, equilibrium and loads
- Calculate different forces – vectors and scalars, loads, loads paths and stresses, bending and shear forces
- Analyze trusses and their loads
- Develop clear framing plans
- Calculate stresses and strains in building

**Student Performance Criterion:** None

#### **Topical Outline:**

Assignments 15%

Exams 45%

Project 30%

Class participation and attendance 10%

**Prerequisites:** None

#### **Textbooks / Learning Resources:**

*Statics and Strength of Materials for Architecture and Building Construction*, Barry Onouye and Kevin Kane

**Offered:** Spring, annually

#### **Faculty assigned:**

Kuppuswamy Iyengar (F/T Associate Professor)

## 4.1 Course Descriptions

### ARCH 533/431 Structures II, 3 credits / 2010/2011

#### Catalog Description

Lectures present structural form and behavior, deflected shapes, approximate and simplified methods of analysis, graphic analysis, trusses cables and arches, simple beams, columns, continuous structures, three-dimensional structures, structural design issues.

#### Course Goals and Objectives:

- Understand and design architectural structures in timber, steel and concrete through theory of columns, lateral forces, lateral bracing, retaining and long span structures.
- Understand the theory of reinforced concrete in ASD and LRFD methods.
- Develop an understanding of: theory of column design, timber and steel columns, braced columns, combined axial and bending in columns, timber products and steel connections, lateral forces (wind and seismic), sizing of RCC slabs and beams, sizing of RCC short and long columns, retaining walls and long span structures (steel, timber, and RCC)

#### Student Performance Criterion:

##### B.9. Structural Systems

#### Topical Outline:

Assignments 15%

Exams 45%

Project 30%

Class participation and attendance 10%

**Prerequisites:** 532/ 332

#### Textbooks / Learning Resources:

*Statics and Strength of Materials for Architecture and Building Construction*, Barry Onouye and Kevin Kane

**Offered:** Spring, annually

#### Faculty assigned:

Kuppuswamy Iyengar (F/T Associate Professor)



## 4.1 Course Descriptions

### ARCH 534/432 Building Systems, 3 credits / 2011

#### Catalog Description

Lecture course focuses on human comfort and safety systems including vertical transportation, fire suppression, thermal conditioning, air movement and quality, plumbing and electrical systems, and acoustics.

#### Course Goals and Objectives:

- Develop steps necessary to design a building's HVAC, plumbing, electrical, and egress systems: appropriately determine design conditions; estimate design thermal loads; select and size the system components; and design the air/water/electrical distribution systems.
- Learn how active building systems integrate with the architectural design process, including PV, wind, cogeneration, and thermal storage.
- Incorporate concepts and nomenclature used by engineering consultants to improve communication between all design trades.
- Understand energy use and its waste, and how it affects architecture and engineering design strategies.
- Appreciate maintenance requirements and life-cycle costs for building systems.

#### Student Performance Criterion:

B.3. Sustainability

B.8. Environmental Systems

B.11. Building Service

#### Topical Outline:

Assignments 15%

Exams 45%

Project 30%

Class participation and attendance 10%

**Prerequisites:** 533/ 431

#### Textbooks / Learning Resources:

*Mechanical and Electrical Equipment for Building*, Stein, Reynolds, Kwok, Grondzik, Tenth Edition, 2007, John Wiley & Sons, New York

**Offered:** Spring, annually

#### Faculty assigned:

Kuppuswamy Iyengar (F/T Associate Professor)

## **4.1 Course Descriptions**

### **ARCH 551 Research Methodology, 3 credits / 2011**

#### **Catalog Description**

Lecture/seminar focuses on the development and conceptualization of research questions and techniques to translate those questions into a primary or secondary research strategy. Emphasis is given to the relationship between research questions and design strategies.

#### **Course Goals and Objectives:**

- To improve students' research and writing skills
- To review and discuss representative architectural theories.
- To examine the relationships between research and design
- To improve advanced research and communication skills among graduate architecture students

#### **Student Performance Criterion:**

A.11. Applied Research

C.1. Collaboration

#### **Topical Outline:**

Presentations by instructor: 35%

Guest presentations, films, other events: 10%

Student Presentations, critique and discussion: 35%

Discussion of reading assignments: 20%

**Prerequisites:** 503 or 601

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Spring, annually

#### **Faculty assigned:**

Eleni Bastea (F/T Professor)

## **4.1 Course Descriptions**

### **ARCH 601, Masters Architectural Design I, 6 credits / 2010/2011**

#### **Catalog Description**

Studio investigating building tectonics, structure, technical documentation, sustainability and construction. Building projects will be of medium size and may include adaptive reuse of existing structures and sites.

#### **Course Goals and Objectives:**

- Establish a theoretical framework for comprehensive architectural design investigations
- Apply and advance critical thinking/decision making
- Investigate issues of climate, context, precedent, historical traditions, program, universal design, urban growth, and sustainability as they impact the comprehensive design process
- Address NAAB student performance criteria as appropriate

#### **Student Performance Criterion:**

- A.2 Design Thinking Skills
- A.4 Technical Documentation
- A.5 Investigative Skills
- A.8 Ordering System Skills
- B.6 Comprehensive Design

#### **Topical Outline:**

- Research and programming: 10%
- Site analysis and site design: 15%
- Comprehensive design & technical integration: 40%
- Sustainable design & systems: 10%
- Technical documentation and presentation skills: 25%

#### **Prerequisites:** None

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

#### **Offered:** Fall, annually

#### **Faculty assigned:**

Stephen Dent (F/T Professor)  
Kramer Woodard (F/T Associate Professor)  
Michaele Pride (F/T Professor)  
Geoffrey Adams (F/T Associate Professor)  
Devendra Contractor (P/T Lecturer)  
George Newlands (P/T Lecturer)

## **4.1 Course Descriptions**

### **ARCH 602, Masters Architectural Design II, 3 credits / 2011**

#### **Catalog Description:**

Studio topics will vary. Projects will investigate collaboration in design. At least one section will engage community clients and, depending on their availability, will be offered in conjunction with Landscape and CRP courses.

#### **Course Goals and Objectives:**

- Read critical texts and disseminate work through a public forum of review based on question and debate
- Explore concepts through the vocabulary of architecture, urban, landscape and industrial design disciplines
- Understand means and ways of working through a design problem on multiple levels using various strategies as implemented by the architecture, landscape, and planning practices
- Find processes in design that enable a personal response to what may seem as general extractions of problem solving.
- Engage in an active community participation process and team work

#### **Student Performance Criterion:**

A.10. Cultural Diversity

#### **Prerequisites: None**

#### **Assessment / Grading:**

Design Projects 100%

#### **Textbooks / Learning Resources:**

As assigned by individual instructor.

**Offered:** Spring, annually

#### **Faculty assigned:**

Kramer Woodard (F/T Associate Professor)

Michael Pride (F/T Professor)

Alf Simon (F/T Associate Professor LA)

Tim Imeokparia (F/T Assistant Professor CRP)

## **4.1 Course Descriptions**

### **ARCH 603 [503], Masters Architectural Design III [Graduate Community Studio/Seminar], 6 credits / 2011**

#### **Catalog Description:**

Studio investigation of architectural process, practice and design in a contemporary global context. Projects range from large-scale, multi-national headquarters to small-scale projects engaging socio-political interventions.

#### **Course Goals and Objectives:**

- Explore research concepts at a range of scales and trajectories: human, ecological, urban, rural, environmental, and transit-oriented.
- Employ case study research and presentations to reveal exceptional theories and applications for the project.
- Inform the process of generating producing expansive and responsive architectural environments with creative art media
- Produce dynamic proposals that synthesis issues of site, program, and constructed environments.

#### **Student Performance Criterion:**

A.10. Cultural Diversity

#### **Topical Outline:**

Project Design 70%

Papers 30%

**Prerequisites:** 601

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Summer

#### **Faculty assigned:**

James Horn (P/T Lecturer)

Claudia Horn (P/T Lecturer)

Will Bruder, (Marjorie Mead Hooker Memorial Visiting Professor)

## **4.1 Course Descriptions**

### **ARCH 604, Masters Architectural Design IV, 3 credits / 2010/2011**

#### **Catalog Description**

Studio investigation of an evidence-based line of architectural inquiry. The project will include application of research.

#### **Course Goals and Objectives:**

- Establish a theoretical framework for an architectural investigation and conceptual design.
- Apply and advance critical thinking/decision making.
- Locate issues of climate, site, context, precedent, program and universal design within the design process.
- Address NAAB student performance criteria as appropriate.

#### **Student Performance Criterion:**

- A.5. Investigative Skills
- A.7. Use of Precedents
- A.11. Applied Research
- B.1. Pre-Design
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- C.2. Human Behavior

#### **Topical Outline:**

Research + Design 100%

**Prerequisites:** 602 or 603

#### **Textbooks / Learning Resources:**

Assigned by individual instructor

**Offered:** Fall, annually

#### **Faculty assigned:**

Michaele Pride (F/T Professor)  
Mark Childs (F/T Professor)  
Kramer Woodard (F/T Associate Professor)  
Stephen Dent (F/T Professor)  
Karen J. King (Lecturer III)  
Michael James Krupnick (Lecturer)

## 4.1 Course Descriptions

### ARCH 605, Masters Architectural Design V, 6 credits / 2011

#### Catalog Description

Studio developing a comprehensive project. The project must be clearly resolved, highly articulated, integrate building systems and other prior coursework, demonstrate excellent critical thinking, skill, and craft; and well presented.

#### Course Goals and Objectives:

- To enable students to develop comprehensive site and building design skills that are richly responsive to their context (cultural, physical, environmental, and economic)
- To incorporate the creative expression of cultural responses and building systems at all stages of the project's design
- To create a design ethic that emphasizes the crafting of a building based on a thoughtful statement of design objectives
- To develop student skills in comprehensive conceptual design and design refinement that reflects the goals set in the research/programming phase of investigation
- To develop a solid understanding of how basic sustainable design practices and techniques influence the design of complex buildings and their requisite support systems

#### Student Performance Criterion:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.8. Ordering Systems Skills
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design
- B.8. Environmental Systems
- B.9. Structural Systems
- C.6. Leadership

#### Topical Outline:

Conceptual Design	20%
Schematic Design	30%
Design Refinement	30%
Presentation	20%

#### Prerequisites: 604

**Textbooks / Learning Resources:** Assigned by individual instructor.

**Offered:** Spring, annually

#### Faculty assigned:

Stephen Dent (F/T Professor)  
Gabrielle Gutierrez (F/T Associate Professor)  
Dana Gulling (F/T Assistant Professor)

## **4.1 Course Descriptions**

### **ARCH 631 Systems Integration I, 3 credits / Fall 2010/2011**

#### **Catalog Description**

Lecture course presents a comprehensive and integrative process to examine the interrelationship of the properties of materials, building structures, environmental systems, and construction technology, as they influence design decision making.

#### **Course Goals and Objectives:**

To develop a basic understanding of the interconnection between architectural space making and the building systems that create and condition spaces.

To understand the basic processes that define integrated systems

- To be able to analyze how case study buildings integrate their building systems
- To be able to design effective and appropriate integrated solutions for typical architectural spaces, functions, and systems
- To understand how to design and evaluate the effectiveness of integrated sustainable building systems
- To understand how building design is informed by system selection and integration

#### **Student Performance Criterion:**

- B.8. Environmental Systems
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies

#### **Topical Outline:**

- Required readings: 10%
- Research and case studies: 25%
- Design vignettes for technical integration: 25%
- Sustainable design & systems: 10%
- Technical documentation and presentation skills (coordination with design studio project): 30%

**Prerequisites:** 534

#### **Textbooks / Learning Resources:**

The Ecological Engineer: Volume One, Keen Engineering, David R. Macaulay and Jason F. McLennan  
In Detail: Building Skins, Christian Schittich

**Offered:** Fall, annually

#### **Faculty assigned:**

Stephen Dent (F/T Professor)



## 4.1 Course Descriptions

### ARCH 632 [587/487.] Systems Integration II [Environmental Controls II], 3 credits

#### Catalog Description

Lecture course examines aesthetic stances and approaches to the integration of building systems including surfaces and details.

#### Course Goals and Objectives:

- Develop a basic understanding of the interconnection between architectural space making and the building systems that create space
- Understand historical, contemporary, and alternative approaches to design integration
- Understand the contemporary theory of design techniques and how it influences form making and building system integration
- Incorporate new and innovative materials, assemblages, and construction processes into building design

**Student Performance Criterion:** None

#### Topical Outline:

Attendance, work effort, and participation	15%
Reading discussions	25%
Pin-ups	20%
Notebook	40%

**Prerequisites:** 631

#### Textbooks / Learning Resources:

Le Corbusier. *Towards An Architecture*. (1986) Dover Publications, Inc.: New York, NY

Kieran, Stephan and James Timberlake. *Refabricating Architecture: How Manufacturing Methodologies are Poised to Transform Building Construction*. (2004) McGraw-Hill: New York.

Heschong, Leslie. *Thermal Delight in Architecture*. (1979) MIT Press: Cambridge, Massachusetts

**Offered:** Spring annually

#### Faculty assigned:

Dana Gulling (F/T Associate Professor)

## 4.1 Course Descriptions

### ARCH 651, Professional Practice II, 3 credits / 2010/2011

#### Catalog Description

Seminar explores issues involved in the founding and operation of an architectural practice. Additionally, the course reviews building codes, professional ethics, licensing, contracts and liability, and insurance.

#### Course Goals and Objectives:

- Students will develop an understanding of what it means to perform successfully in an architecture practice through case studies involving architects, landscape architects, staff, clients, constructors, and engineering consultants.
- Students will develop an understanding of the link between practice issues and the process of design.

#### Student Performance Criterion:

B.7. Financial Considerations  
C.3. Client Role in Architecture  
C.4. Project Management  
C.5. Practice Management  
C.6. Leadership  
C.7. Legal Responsibilities  
C.8. Ethics and Professional Judgment  
C.9. Community and Social Responsibility

#### Topical Outline:

Participation	30%
Quizzes	20%
Mock Firm Profile	20%
Final Project	30%

#### Prerequisites: 602

#### Textbooks / Learning Resources:

Peter Piven/Bradford Perkins, Starting, Assessing, and Transitioning a Design Firm, Wiley.  
Andy Pressman, Professional Practice 101: Business Strategies & Case Studies in Architecture, Second Edition, Wiley.  
Daniel Taylor, Professional Conduct (NCARB Professional Development Monograph).

**Offered:** Fall, annually

#### Faculty assigned:

Garrett Smith (F/T Adjunct Associate Professor)  
Roger Schluntz (F/T Professor)

## 4.1 Course Descriptions

### LA 556, Site/Environment, 3 credits / 2011

#### Catalog Description

Introduction to site analysis and site factors that inform design. Site scales from urban to regional are examined.

#### Course Goals and Objectives:

- Develop a theoretical basis for understanding historic and contemporary paradigms that influence the form, space and programs of the built form.
- Develop strategies for identifying, recording and analyzing critical information of the site and its context.
- Develop an appreciation for both the art and the science of site analysis and site planning.
- Develop an understanding of the principles of sustainability from an ecological and social/cultural standpoint.
- Develop strong graphic and verbal communication skills.

#### Student Performance Criterion:

##### B.4 Site Design

#### Topical Outline:

Site and Contextual Analysis	60%
Book Presentation	10%
Topography Model	10%
Shadow Calculations	
Cut + Fill	
Water Run-off Calculations	
Exams	20%

**Prerequisites:** None

#### Textbooks / Learning Resources:

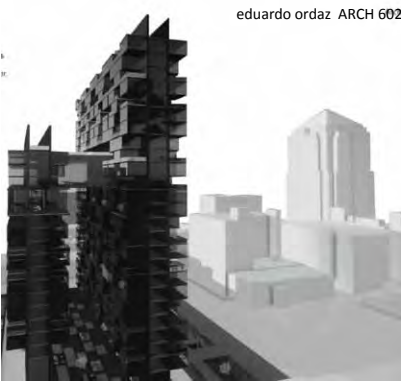
See separate bibliography

**Offered:** Fall, annually

#### Faculty assigned:

Katya Crawford (F/T Assistant Professor LA)





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## **PART FOUR(IV) – SUPPLEMENTAL INFORMATION**

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### **4.2 FACULTY RESUMES**



**Courses Taught:**

ARCH 211 Architectural Communications I + II  
ARCH 301 Design Studio III  
ARCH 412/512 intro to digital design and 3D computer modeling  
ARCH 401 [402] Design Studio V  
ARCH 402 / 502 [404]. Design Studio VI

**Educational Credentials:**

Bachelor of Arts in Architecture, University of New Mexico, 2000  
Master of Architecture, University of New Mexico, 1992

**Teaching Experience:**

Lecturer, University of New Mexico, 2004-2010  
Visiting Assistant Professor, University of New Mexico, 2010-present

**Professional Experience:**

Intern architect, Antoine Predock Architect , Albuquerque, NM, 2000 - 2004  
Associate, Hybrid Environments , Albuquerque, NM, 2004 – 2006  
Associate, Studio 900, Albuquerque, NM, 2010 - present

**Courses Taught:**

ARCH 598 Studio M  
ARCH 285 Construction I  
ARCH 504 Graduate Architectural Design II  
ARCH 412/512 Anatomy of Building | Choreography of Assembly Seminar  
ARCH 601 Masters Architectural Design I  
ARCH 516 Graduate Architectural Communications II

**Educational Credentials:**

M.Arch., University of New Mexico, 1990  
B.A., Studio Art, University of California at Davis, 1982

**Teaching Experience:**

Associate Professor, University of New Mexico, 2005 to present  
Assistant Professor, University of New Mexico, 2000-2005  
Visiting Assistant Professor, University of New Mexico, Spring 1999

**Professional Experience:**

Geoffrey C. Adams, Architect, Albuquerque, NM, 1997 to present  
DePree & Adams, Architects, Albuquerque, NM, 1994 -1997  
Antoine Predock, Architect, Albuquerque, NM & Venice Beach, CA, Project Designer, 1990 - 1994

**Licenses/Registration:**

New Mexico: #3225, 1995  
NCARB Certified: #69386, 1995

**Selected Publications and Recent Research:**

- Ridgecrest Addition
- Cycloid Skateboard Ramp
- Bear Canyon Bicycle/Pedestrian Bridge over I-40, Architectural Design Consultant
- Sliding Wall Detail in "Inclusive Design," chapter 13 in Architectural Graphic Standards 11th Edition
- "A Tale of Two Competitions: In Search of the Intersection(s) Between Competition and Collaboration in a Beginning Graduate Design Studio
- "The Digital Guerrilla", chapter in Professional Practice 101
- "Habitat House", The HOME House Project: the Future of Affordable Housing

**Professional Memberships:**

AIA, NCARB, ACSA



**Courses Taught:**

ARCH 321/523 World Architecture I  
ARCH 322/524 World Architecture II  
ARCH 311 Architectural Communications II  
ARCH 412.013/512.013 Architectural Journeys: History, Observation, Documentation  
ARCH 412.001/512.001 European Capitals in the 19<sup>th</sup> Century  
ARCH 424/524 Memory and Architecture  
ARCH 462/562 Indigenous Architecture with Prof. Jojola  
ARCH 551 Research Methodology

**Educational Credentials:**

B.A. Bryn Mawr College, 1980  
M.Arch. University of California, Berkeley, 1982  
Ph.D. University of California, Berkeley, 1989

**Teaching Experience:**

Assistant Professor, Washington University in St. Louis, 1989-1999  
Visiting Associate Professor, University of Notre Dame, Spring 2000  
Assistant Professor, University of New Mexico, 2001-2002  
Associate Professor, University of New Mexico, 2002-2007  
Professor, University of New Mexico, 2007-Present

**Fellowships and Awards (Selected)**

SA+P Research Grant (with Prof. T. Jojola) for Contemporary Indigenous Architecture Exhibit, 2010  
UNM Research Allocation Committee "Venice: An illustrated literary exhibit," 2008  
Getty Summer Institute "Constructing the Past in the Middle East: Istanbul & Thessaloniki," 2006  
UNM RAC Large Grant, "The architecture of the departed: Urban legacy and change in post-1923 Greece and Turkey" 2005  
Graham Foundation Grant for research on "The Memory of Place in Modern Greece & Turkey" 2004  
John D. Criticos Prize. Book award for *The Creation of Modern Athens: Planning the Myth*, 2000  
Sir Steven Runciman Award Finalist for *The Creation of Modern Athens: Planning the Myth*, 2000  
Graham Foundation Grant for research on *The Creation of Modern Athens*, 1994  
ACSA/AIAS New Faculty Teaching Award, 1993

**Selected Publications and Recent Research (Selected):**

*Athens 1834-1896: Neoclassical City planning and Greek National Consciousness* [in Greek], translated by Eleni Bastéa. (Libro publishers, Athens, Greece, 2008).  
*Memory and Architecture*. Eleni Bastéa, editor and contributor (Albuquerque: UNM Press, 2004).  
*The Creation of Modern Athens: Planning the Myth* (Cambridge: Cambridge University Press, 2000).  
"Athens" in *Capital cities in the Aftermath of the Empires: Planning in Central and Southeastern Europe*, Emily Gunzburger Makaš and Tanja Damljanović Conley, editors (Routledge: London, 2010).  
"Looking at Frank Gehry Upside-Down," *.Cent Magazine*, UK, Spring/Summer 2008; pp. 66-69. Essay by Eleni Bastéa. Photography by Eleni Bastéa and Mark Forte.

**Professional Memberships:**

ACSA, AAUP, Modern Greek Studies Association

**Courses Taught:**

ARCH 531 Professional Practice with Garrett Smith

**Educational Credentials:**

B.A., Columbia College

Swiss Federal Institute of Technology (E.T.H.) Architecture 2 years

M.Arch., Columbia University

**Professional Experience:**

Department of Housing Preservation and Development, NY, NY 1972-1977

Private Practice, New York and New Jersey, 1977-1984

RBA Group, Architects and Engineers, Morristown, NJ 1984-1987

Crowder, Hammack, Nicolaides & Willis, Architects and Engineers, Kaiserslautern, Germany, 1987-1989

Private Practice, New Jersey, 1989-1991

National Council of Architectural Registration Boards, Washington, DC, 1991-2007

Consultant, Albuquerque, 2007-present

**Licenses/Registration:**

New York

Virginia

New Mexico

NCARB Certified

**Professional Memberships:**

AIA

**Courses Taught:**

ARCH 402 Design Studio V  
ARCH 404 Design Studio VI  
ARCH 401 Design Studio V  
ARCH 211 Architectural Communications I  
ARCH 302 Design Studio IV  
ARCH 221 Architecture & Context

**Educational Credentials:**

B.A., Oberlin College, 2002  
M.Arch., Harvard University Graduate School of Design, 2007

**Teaching Experience:**

Lecturer, University of New Mexico SA+P, 2009-present

**Professional Experience:**

Intern Architect, Antoine Predock Architect, Albuquerque, NM 2005, 2009  
Intern Architect, Foster + Partners, London, UK 2006-09  
currently working independently

**Licenses/Registration:**

currently completing IDP, AREs completed, expect registration for NM by the end of 2011

**Selected Publications and Recent Research:**

awaiting review and acceptance of submitted article for Bracket, a publication through Actar

**Courses Taught:**

ARCH 412/512 History and Theory of Urban Form  
ARCH 412-002/512-002 Infill Urbanism

**Educational Credentials:**

B.A., Honors, Brown University, 1983  
Certificate, Institute for Architecture & Urban Studies, 1982  
M. Arch., Princeton University, 1987

**Teaching Experience:**

Visiting Professor, University of Minnesota, 1993  
Associate Professor, Auburn University, 1994-1996  
Visiting Professor, University of Miami, 1997  
Lecturer, University of California, Berkeley, 1996-1998  
Lecturer, University of New Mexico, 1999-2005  
Studio Coordinator, University of Arkansas Mexico Program, Mexico City, 1999-2002  
Visiting Professor, Instituto Superior de Arquitectura y Diseno, Chihuahua, 2005  
Visiting Professor, Universidad Autonoma de Ciudad Juarez, 2006  
Visiting Professor, ISTHMUS, Panama City, 2006 and 2009  
Lecturer, University of New Mexico, 2007-present  
Visiting Professor, Centro Metropolitano De Arquitectura, Mexico City, 2008  
Visiting Professor, University of Maryland, 2009

**Professional Experience:**

Intern, Michael Graves Architect, FAIA, Princeton, NJ 1984-1985  
Project Designer, Arthur Erickson Architects, FAIA, Los Angeles, CA 1985-1986  
Lead Designer, Antoine Predock Architect, FAIA, Albuquerque, NM 2000-present  
Principal, Christopher Calott Architecture/Urban Design, Los Angeles, CA 1992-2002  
Principal, Calott + Gifford Architecture/Urban Design, Albuquerque, NM 2000-present  
Partner, INFILL SOLUTIONS: Development, Albuquerque, NM 2001-present

**Licenses/Registration:**

California  
New Mexico

**Selected Publications and Recent Research:**

*Border Studios*, (Association of Collegiate Schools of Architecture, 2001)  
*An Anatomy of the Border*, (Association of Collegiate Schools of Architecture, 2004)  
*FRONTERA/BORDER: Border Crossing at Anapra, Chihuahua-Sunland Park, New Mexico*, (Arquine, 2005)  
*Re-Construction of the Plaza Juarez, Ciudad Juarez*, (Arquine, 2006)  
*Urban Interlopers*, (Metropolis, 2008)  
*"Return to Common Ground" in the Plazas of New Mexico*, (forthcoming Trinity Press, 2011)

**Professional Memberships:**

The American Institute of Architects  
National Council of Architectural Registration Boards

**Courses Taught:**

ARCH 402 Design Studio V  
ARCH 412/512 Digital Analog Production  
IFDM 229 Introduction to Digital Media

**Educational Credentials:**

Master of Architecture, Columbia University, New York, NY, Graduate School of Architecture, Planning, and Preservation, 1992-1995  
Bachelor of Arts in Architecture, University of New Mexico, Albuquerque, NM, School of Architecture and Planning, 1987-1991

**Teaching Experience:**

Associate Professor, University of New Mexico, Albuquerque, NM, 2008-Present  
Assistant Professor, University of New Mexico, Albuquerque, NM, 2002-2008  
Director of the Art, Research, Science + Technology Laboratory, 2010-Present  
Senior Instructor, University of Colorado, Denver, Colorado, 1999-2002  
Lecturer, University of Arizona Tucson, Arizona 1997-1999

**Professional Experience:**

1996-Present, Hybrid Environments, Albuquerque, New Mexico, Founder and Principal  
1996, Ken Billington Associates, New York City, New York, Designer  
1996-97, Design Development International-Architects, Ontario-Canada, Designer, Multi-media director  
1995, Skidmore, Owings & Merrill, New York City, New York, Designer

**Selected Publications and Recent Research:**

2008 Border Fluidity: Emergence on the New Frontier chapter in *Fluctuating Borders: Speculations about Memory and Emergence* Co-Author Troy Lovata Royal Melbourne Institute of Technology, [RMIT] Publishing (2008, p. 44-53) 2008  
2006 Hybrid[s]: new pedagogical applications for designing our evolving spatial environment Proceedings SIGRAFI [Sociedade Ibero-americana de Gráfica Digital] Santiago, Chile Universidad de Chile (2006, p.131-136) \*peer reviewed selection  
2006 Fluid Space Self-Sufficient Housing-1st Advanced Architecture Contest, ACTAR Publications, Barcelona, Spain(2006, p.262-263) \*peer reviewed selection  
2008 Received Development Grant "El Ojo del Embudo: Architecture, Acequias and the Community Politics of Water in Dixon, New Mexico". Center for Regional Studies UNM Co-Principal Investigator, \$68,000  
2008 Waterworks Master Plan Study Town of Silver City, \$7,000  
2007 Received Development Grant Virtual Albuquerque Project- phase II  
Center for Regional Studies University of New Mexico Principal Investigator, \$38,000

**Professional Memberships:**

SIGRAFI (Sociedad Iberoamericana de Gráfica Digital)  
Association for Computer Aided Design in Architecture (ACADIA)

**Courses Taught:**

ARCH 343/542 Human Factors and Programming, s2011  
ARCH 493/593 Civic Space f2010, f2009  
ARCH 562 Urban Composition s2010  
ARCH 503 Community studio (old curriculum), f2009

**Educational Credentials:**

B.S. Arch., MIT 1981  
M.Arch., University of Oregon 1983  
M. Pub. Admin., University of Washington 1991

**Teaching Experience:**

Lecturer, UNM 1994-2000  
Assistant Professor, UNM 2000-2005  
Associate Professor, UNM, 2005-2010  
Professor, UNM 2010-present

**Professional Experience:**

Mark C. Childs Urban Design Consulting. 1996 – present.  
Southwest Land Research, Albuquerque, NM. Urban Design Planner, 1995 - 1996.  
King County Parks and Planning, Seattle, WA. Urban Design Planner, 1991 - 1993.  
ARC Architects, Seattle, WA. Project Architect, 1984 - 1989.  
Arrowstreet, Boston, MA. Intern Architect, 1979 & 1980.

**Licenses/Registration:**

New Mexico

**Selected Publications and Recent Research:**

- Urban Composition (Princeton Architectural Press, in press)
- Squares (UNM Press 2004)
- Parking Spaces: A Design, Implementation, and Use Manual for Architects, Planners, and Engineers (McGraw-Hill, 1999) Reprinted in Chinese, 2003.
- Never Say Goodbye: The Albuquerque Rephotography Project with Anthony Anella, (ABQ. Museum, 2000)
- "Parking Lots" in Architectural Graphics Standards, Pressman Editor-in Chief, 2007
- "Seven Questions about the Design of a Square" in Inquiry into Urban Environment: Essays on Urban, Housing and Building Environment edited by Derya Oktay, Urban Research and Development Center, Famagusta, Cyprus, 2007.
- "The Urban Design Jazz Ensemble" in Professional Practice 101 Pressman (Wiley, 2006)
- "The Dimensions of Parking," in Time Saver Standards for Urban Design, D. Watson, ed., McGraw-Hill, 2003.
- "A Spectrum of Urban Design Roles," Journal of Urban Design, V15, N1, 2010, 1-19.
- "Civic Concinnity," Journal of Urban Design, V14, N2, 2009, 131-145.
- "Storytelling and Urban Design," Journal of Urbanism, V1, N2, 2008, 173-186.
- "Town Raisings," Urban Design International, V9, N2, 2004, 73-80.
- "Civic Ecosystems," Journal of Urban Design, V6, No. 1, 2001, 52-72.

**Professional Memberships:**

The American Institute of Architects,  
Urban Land Institute

**Courses Taught:**

ARCH 501 Technology Studio, Fall 2009

ARCH 432/532 Real Estate Development, Spring 2010

**Educational Credentials:**

B.A., Architecture, Syracuse University,

M.Arch., Harvard University

**Teaching Experience:**

Instructor, Architectural Design, School of Architecture, Syracuse University 1991-1992

Lecturer, Interior Design, College of Design and Environmental Analysis, Cornell University, Spring 1992

**Professional Experience:**

Designer, The Cambridge Seven Associates, Cambridge, MA, 1985-1986

Designer, Kallmann McKinnell & Wood Architects, Inc., Boston, MA 1986-1989

Designer, Holt Architects, Ithaca, NY, 1990-1991

Architect, Skidmore, Owings & Merrill, San Francisco, CA, 1992-1996

Architect, SMWM, San Francisco, CA, 1996-1998

Director, Catellus Development Corporation, San Francisco, CA, 1998-1999

Associate Vice President, Catellus Development Corporation, San Francisco, CA 1999-2004

Vice President of Product Development, Pulte Homes, Las Vegas, NV 2004-2006

Director, Forest City Enterprises, Albuquerque, NM, 2006-2008

Vice President, Forest City Enterprises, Albuquerque, NM, 2008

President, Amy K. Coburn Planning & Development Consulting, Albuquerque, NM, 2009-present

**Licenses/Registration:**

California

Massachusetts

Licensed New Mexico

NCARB Certified

**Professional Memberships:**

Urban Land Institute, Mixed-use Urban Development Council, 2004-2006

Urban Land Institute, Community Design and Development Council 2007-2009

**Courses Taught:**

ARCH 104, Introduction to Architectural Drawing, Fall 2009 and Spring 2010

**Educational Credentials:**

B.A.A., University of New Mexico, 1997

M.Arch., University of New Mexico, 2003

**Teaching Experience:**

Lecturer, Sketchup Studio Instructor, University of New Mexico, Albuquerque, NM 2007 Fall

**Professional Experience:**

Intern, Dekker/Perich/Sabatini, Albuquerque, NM 1999-2006

Designer, JLH Construction, Lic, Littleton, CO 2006-2007



**Courses Taught:**

ARCH 601 Tectonics Design Studio

**Education Credentials:**

B.A. Liberal Arts, St. John's College, Santa Fe, NM, 1979

M. Arch., University of New Mexico, Albuquerque, NM, 1991

**Teaching Experience:**

Lecturer, University of New Mexico, 2003

Lecturer, University of New Mexico, 2004

Lecturer, University of New Mexico, 2010

**Professional Experience:**

Senior Associate, Antoine Predock Architect, 1990 - 2000

Principal, Devendra N Contractor, 2002 - present

**Licenses / Registration:**

New Mexico

**Selected Publications and Recent Research:**

*International Stone Masonry Symposium*, paper (Mallorca, Spain, 2007)

*Stone Nexus*, paper (2008)

**Professional Memberships:**

The American Institute of Architects

**Courses Taught:**

ARCH 385	Environmental Controls I
ARCH 502	Design & Technology Studio
ARCH 582	Lighting (now Arch 564)
ARCH 604	Masters Architectural Design IV
ARCH 605	Masters Architectural design V
ARCH 631	Systems Integration I

**Educational Credentials:**

B.Arch.	University of Southern California, 1968 AIA Gold Medal, Travelling Fellowship 1969-1971
M.Arch.	Arizona State University, 1977

**Teaching Experience:**

1980 – 2011	University of New Mexico, School of Architecture & Planning Professor, 2009; Associate Dean, 1989 – 1998 Associate Professor, 1984, Regent's Lectureship, 2002 – 2005
1977 – 1980	University of Wisconsin – Milwaukee, Assistant Professor

**Professional Experience:**

1986 - 2011	Dent & Nordhaus, Architects, LLC, Albuquerque	Principal
1977 - 1986	Stephen D. Dent, AIA, Milwaukee, Albuquerque	Principal
1976	Michael Pearce, & Associates, Los Angeles	Associate
1974 - 1976	Moshe Safdie & Associates, Montreal	Intern
1971- 1973	O'Malley & Associates, Baltimore	Intern
1968 – 1969	Los Angeles City Planning Department	Urban Designer
1967 – 1968	Frank O. Gehry & Associates, Santa Monica	Intern

**Licenses/Registration:**

New Mexico

**Selected Publications:**

Dent, Stephen, "A Case Study in Advanced Practice", the Design Futures Council of Design Intelligence, 2009.

Dent, Stephen, "Is This the Future? A Case Study of a Competition Winning Green Tower ", proceedings of the Oxford Conference, Resetting the Architectural Agenda, Oxford, 2008

Dent, Stephen, "Connecting Practice to the Academy: An American View", Proceedings of the EAAE-ARCC Conference, Dublin, Ireland, 2004.

Dent, Stephen, "Green Against the Grain: A Case Study" in 2<sup>nd</sup> ed. of Architectural Design Portable Handbook, A. Pressman, McGraw-Hill, 2005.

Dent, Stephen, "Environmentally Sensitive Design", Architectural Design Portable Handbook, A. Pressman, McGraw-Hill, 2001.

Dent, Stephen, "Pursuing a Career in the Academy", Professional Practice 101, Andy Pressman, Wiley, 1996

**Recent Research:**

"An Interactive System for Immersive Simulations of Architectural Design & Energy Performance", UNM School of Architecture, "seed" grant, \$2000, 2011.

"Documentation of Green Building Envelope Technologies", UNM Research Allocations Committee Grant, for study in Germany & France, \$4000, 2010

**Courses Taught:**

ARCH 302, Studio IV Spring 2010

**Educational Credentials:**

B.A., Environmental Design in Architecture, North Carolina State University, 1988

M.Arch., University of New Mexico, 1995

**Teaching Experience:**

Visiting Critic, North Carolina State University College of Design, 1988-1993

Visiting Critic, North Carolina State University College of Design, 1999-2000

Visiting Critic, University of New Mexico, 1996-present

**Professional Experience:**

G. Donald Dudley Sr., Architect, Greensboro, NC, 1985-1988

Kenneth E. Hobgood Architect, Raleigh, NC, 1988

Ligon B. Flynn, Architects, Wilmiingto, NC, 1988-1991

Weiss Construction, Wilmington, NC 1991-1993

Edward Fitzgerald Architects, Albuquerque, 1995-1997

Antoine Predock Architect, Albuquerque, NM 1997-2000

Michael Ross Kersting Architects, Wilmington, NC 2000-2001

G. Donald Dudley Architect, Albuquerque, NM 2001-present

**Licenses/Registration:**

New Mexico

North Carolina

**Professional Memberships:**

AIA

NCARB

LEED AP

**Courses Taught:**

ARCH 311 Architecture Communications II Spring 2010, Fall 2011

**Educational Credentials:**

B.A., Visual and Environmental Studies, Harvard University, 1977

M.Arch., University of California-Berkley, 1981

**Teaching Experience:**

Lecturer, University of New Mexico, 2003-2005, Fall 2006, Fall 2008

**Professional Experience:**

Graphic Designer, Citibank NA, Madrid, Spain 1981-1982

Interior Designer, Citalisa International, SA, Madrid, Spain 1980-1982

Designer, Kaplan/McLaughlin/Diaz, San Francisco, CA 1982-1984

Job Captain, Pan Med Enterprises, San Francisco, CA 1984-01985

Senior Designer, Hirshen Trumbo and Associates, Berkeley, CA 1987-1989

Consulting Designer, Christner, Inc., Clayton, MO 1995-1996

Independent Design Work 1986 to present

**Selected Publications and Recent Research:**

Duotones, Color & Transformation: A Portofolio of Photographic Work, (Blurb.com, 2007)

Polychromes, Catalog of the Legacies in Stone, (Blurb.com, 2010)

**Courses Taught:**

ARCH 412/512 Design Build

**Educational Credentials:**

B. A., Architecture, University of Notre Dame, 1971

M.Arch., University of Colorado, 1973

Certificate, Colorado State University, 1979

Doctorate, Architecture, University of Hawaii Manoa, 2006

**Teaching Experience:**

Lecturer, University of Southern Colorado, 1975-1976

Acting Director, Center for Built Environment Studies, University of Colorado, 1987-1988

Faculty Research Associate, Center for Built Environment Studies, University of Colorado 1988-1991

Associate Professor of Architecture, University of Colorado, 1988-991

Part-time Associate Professor, University of Colorado, 1991-1992

Full-time Associate Professor, University of Colorado, 1992-2002

Chair, Department of Architecture, University of Colorado, 2002-2005

Visiting Scholar Faculty, University of Hawaii, Manoa, 2005-2006

**Professional Experience:**

Intern, James K. Holst Architect, Colorado 1972-1973

Pueblo Regional Planning Commission, Colorado 1973-1976

Architect, Holst and Gallegos, Colorado 1976-1981

Architect, Acropolis Construction, Colorado 1978-1986

Architect, PBG Builders, LLC, Colorado 1998-2001

Architect, Gallegos Design Group, Colorado 1986-2004

**Licenses/Registration:**

Colorado

New Mexico

**Selected Publications and Recent Research:**

*An Exploration into Contemporary Hispanic Architecture in Colorado*, (Avant Garde, Colorado, 1993)

*An Experiment in Materials: The Fuita Pavilion*, [ACSA Construction Materials and Technology Institute](#), 1994)

*Design Build as an Expanded Practice Model*; AIA/ACSA Experiences in Design-Build: The Expanding Dimensions of Practice & Education Joint Conference, 2002)

**Courses Taught:**

ARCH 215 Undergraduate Communications 2  
ARCH 402 Undergraduate Topical Studio  
ARCH 515 Graduate Communications 1  
ARCH 512 Graduate/Undergraduate Elective Seminar: Digital Analogue Production  
LA 582 Graphic Communication + Fabrication: 3-D modeling, CNC milling

**Educational Credentials:**

Bachelor of Science in Architecture, Southern Illinois University Carbondale, 2007  
M.Arch., University of North Carolina – Charlotte, 2009

**Teaching Experience:**

Lecturer, University of New Mexico , 2009 - present

**Professional Experience:**

Intern Architect, Little Diversified Architectural Consulting, Charlotte, NC 2008  
Research Assistant, UNCC SOA+A, Charlotte, NC 2007-2009  
Intern, Tabor Bruce Architecture and Design, Bloomington, IN 2002

**Selected Publications and Recent Research:**

The 7<sup>th</sup> Symposium on Systems Research in Cybernetics and the Arts: Music, Environmental Design and the Choreography –“*Labanotation: A Methodology For Systematically Mapping Movement in Architectural Form.*” Volume VII, ISBN 1894613457 2005 Baden Baden, Germany

ARCC/EAAE 2010: International Conference on Architectural Research. –“*The Transformation of Architecture: Design for Dis-Assembly.*” 2010 Washington, D.C.

**Courses Taught:**

ARCH 505 Graduate Architectural Design III  
ARCH 605 Masters Architectural Design V  
ARCH 632 Systems Integration II  
ARCH 500 Graduate Studio III (old curriculum)  
ARCH 285 Construction 1 (old curriculum)  
ARCH 302 Undergraduate Studio  
ARCH 412/512 Manufacturing ARchitecture

**Educational Credentials:**

B.Arch., University of Notre Dame, 1998  
M. Arch., Yale University, 2003

**Teaching Experience:**

Professor, Savannah College of Art and Design (SCAD), Savannah, 2004-2007  
Assistant Professor, University of New Mexico, Albuquerque, 2007-present

**Professional Experience:**

Intern, Robert A.M Stern Architects, New York 1998-2001  
Project Architect, Herbert S. Newman and Partners, 2002, 2003-2004

**Licenses/Registration:**

Connecticut

**Selected Publications and Recent Research:**

*Assembling Architecture: Proceedings from the 2009 Building Technology Educators' Society Conference.* (co-edited with Diane Arm Priest, University of Idaho, 2010).

**Professional Memberships:**

Building Technology Educators' Society

**Courses Taught:**

ARCH 411 – Independent Study - Service Learning Practicum (Summer 2009)  
ARCH 501 – History Theory Studio (Fall 2009)  
ARCH 412 – Seminar - Service Learning Practicum (Fall 2009)  
ARCH 412 – Seminar - Service Learning Practicum (Spring 2010)  
ARCH 598 – Master’s Studio – comprehensive exam studio (Spring 2010)  
ARCH 503 – Graduate Architectural Design I (Fall 2010)  
ARCH 462 – Seminar - Service Learning Practicum (Fall 2010)  
ARCH 462 – Seminar - Service Learning Practicum (Spring 2011)  
ARCH 605 – Masters Architectural Design V – comprehensive exam studio (Spring 2011)

**Educational Credentials:**

Bachelor of Arts in Architecture, University of New Mexico, 1985  
Master of Architecture, Columbia University, NYC, 1988

**Teaching Experience:**

Assistant Professor, University of Houston, 1991-1998  
Visiting Critic, The Catholic University, Washington, DC, summer appointment 1997  
Associate Professor, University of New Mexico, 1998-present

**Administrative Experience:**

Associate Dean, School of Architecture and Planning, UNM, 2001-2008  
Interim Program Director, Architecture Program, SA+P, UNM, 2006

**Professional Experience:**

Student Intern, Antoine Predock Architect, Albuquerque, summers 1985-1987  
Architectural Intern, Pei Cobb Freed and Partners, New York City, 1989-1991  
Principal, Morris Gutierrez Architects, Houston, Texas, 1992-2004

**Licenses/Registration:**

Texas, 1993

**Selected Publications and Recent Research:**

Poster Session 3<sup>rd</sup> Place Winner (with Nissa Patterson), National Assembly on School-Based Health Care Conference, Los Angeles, California, June, 2008  
Sabbatical leave proposal for Spring 2009 semester to re-engage in research on school-based health care.  
Proposal submission to UNM Robert Wood Johnson Center to conduct research on school based healthcare centers in New Mexico. 2009 (not funded)  
Grant submission to the U.S. Department of Health and Human Services - Health Resources and Services Administration entitled: *Des Moines Municipal Schools: Health Center Service Expansion and Compliance Project*  
- Team member providing architectural design services for a new school-based health care center to replace their existing center. 2010 (status pending)

**Professional Memberships:**

National Assembly of School-Based Health Care, New Mexico Alliance for School-Based Health Care



**Courses Taught:**

ARCH 603 "Global" studio (summer 2011)

**Educational Credentials:**

B.Arch., University of Texas at Austin, 1990

B.A., Plan II – University of Texas at Austin, 1991

M.L.A., University of Pennsylvania, 2000

**Teaching Experience:**

Teaching Assistant, University of Pennsylvania, Spring 2000

Visiting Part-time Faculty, University of Pennsylvania, Spring 2003

Lecturer, University of New Mexico, Albuquerque, Fall 2002, Fall 2003

Visiting Part-time Faculty, University of Texas, Austin, Spring 2004

Lecturer, University of New Mexico, Albuquerque, Spring 2010

**Professional Experience:**

Intern, Santiago Calatrava, Zurich, Switzerland 1989-1990

Project Designer, Marquez.Zurkirchen, Lucerne, Switzerland 1991-1994

Project Designer, Garrett Smith, Ltd., Albuquerque, NM 1995-1996

Project Designer, David Guthrie workshop, Houston, TX 1996

Project Architect, Curtis + Windham Architects, Houston TX 1996-1998

Intern, Olin Partnership, Philadelphia, PA 1999

Project Designer, Field Operations, Philadelphia, PA 2000

Project Architect, Design Workshop, Inc., Santa Fe, NM 2000-2008

Principal, design office, Santa Fe, NM 2008-present

**Licenses/Registration:**

New Mexico (Landscape)

Texas (Architecture)

**Professional Memberships:**

American Society of Landscape Architects

Lambda Alpha International, Zia Chapter

**Courses Taught:**

ARCH 603      MASTERS STUDIO III

**Educational Credentials:**

Master of Architecture, Rice University School of Architecture, 1999

Bachelor of Arts in Architecture, University of New Mexico School of Architecture + Planning, 1994

**Teaching Experience:**

Lecturer, University of New Mexico School of Architecture + Planning, Fall 2002 – Fall 2004

Visiting Critic, University of New Mexico School of Architecture + Planning, 1994 – present

Visiting Critic, Rice School of Architecture, SP 2006 and UPENN Landscape Architecture, SP 2003

**Professional Experience:**

Senior Associate, Spears Architects Inc, Santa Fe, NM, 2000 – present

Senior Designer, Ballinger, Philadelphia, PA, 1999 - 2000

Architectural Intern, Murphy Mears Architects, Houston, TX, Summer 1998

Human Factors Intern, Lockheed Martin / Johnson Space Center, Houston, TX, Summer 1997

Architectural Intern, Kramer E. Woodard Architect, Albuquerque, NM, 1996

Project Manager, Garrett Smith Ltd, Albuquerque, NM, 1994 – 1996

Charette Team Member, Antoine Predock Architect, Albuquerque, NM, Dec.1993 – Feb.1994

Architectural Intern, JLS Architects, Albuquerque, NM, 1991 – 1994 – temporary / part-time

Architectural Intern, Kramer E. Woodard Architect, Albuquerque, NM, Aug.1990 – May 1991

Architectural Intern, JNMR Architects, Santa Fe, NM, 1990

Interior Design Intern, Thadeus Design, Santa Fe, NM, 1989 - 1990

Assistant, Stepbridge Recording Studio, Santa Fe, NM, 1988 – 1989

**Licenses/Registration:**

New Mexico

**Selected Publications and Recent Research:**

1. "Spectacular Vernacular", Santa Fean, Dec 2010 / Jan 2011, by Dianna Delling.
2. Facility Design Showcase, Behavioral Health Magazine, Dec 2008, by Shandi Matambanadzo.
3. "Santa Fe Twist", Western Interiors, Aug/Sep 2008, by Laura Mauk.
4. "The Architecture Pope's Last Blessing", Outlook, Trend Magazine, V8#2 2007, by James Horn.
5. "Santa Fe Intervention", Western Interiors, Sep/Oct 2005, by Joshua Brockman.
6. Form-Z Projects, 1999 and 1998, James Horn / Rice School of Architecture.
7. Dwelling in the Fringe, 1997, by James Horn, self-published.
8. "Houston Mid-Town Site, Loud Paper / Sci-Arc Publication 23.1, 1997, by James Horn.

**Recent Honors and Awards ( to 2008 )**

1. Certificate of Appreciation - 2009 AIA Santa Fe

2. Certificate of Appreciation - 2008 AIA Santa Fe

Awards to Spears Architects - James Horn / Project Architect:

3. Citation Award - Lannan Foundation Main Building Upgrades - 2010 AIA Santa Fe

4. Merit Award - Solace Crisis Treatment Center - 2009 AIA NM

5. Merit Award - Rio Grande School Phase 3+ 4 Main Building - 2009 AIA NM

**Professional Memberships:**

The American Institute of Architects

**Courses Taught:**

ARCH 412/512 Vertical Studio  
ARCH 503 Community Studio with Childs  
ARCH 101 Design Fundamentals

**Educational Credentials:**

B.A., Cultural Anthropology, California State University Fullerton, 1975  
Graduate Studies in Cultural Anthropology and Ethnomusicology, 1976-1978  
M.Arch., California Polytechnic University, Pomona, 1986

**Teaching Experience:**

Lecturer, Rio Hondo Community College, Whittier 1987-1989  
Full-Time Faculty, Woodbury University, 1989-1992 (no ranking system prior to 1992)  
Assistant Professor, Woodbury University, 1989-1992  
Associate Professor, Woodbury University, 1992-1994  
Professor, Woodbury University, 1994-1997  
Tenured Professor, University of Colorado, Boulder & Denver, 2001-2002  
Tenured Professor, University of New Mexico, 2005 to present

**Professional Experience:**

Designer, DRW Associates, Los Angeles, CA 1984-1986  
Project Manager, J. Robert Grimsgaard, AIA, Architects and Planners, Pasadena, CA 1986-1988  
Partner, Butler, Forbes, Jubany Architecture, Los Angeles, CA 1988-1995  
Principal in Charge of Design, Jubany Architecture, Los Angeles, CA 2001-2005

**Selected Publications and Recent Research:**

"Del Ojo al Embudo, A Cartographic Archive", Architectural Research Consortium Conference, Co-presenter Tim Castillo, Detroit MI, 2011  
Center for Regional Studies, Grant, \$68,000 for "El Ojo del Embudo: Architecture, Acequias and the Community Politics of Water in Dixon, New Mexico", joint award with Assoc. Prof. Tim Castillo, 2008

**Professional Memberships:**

Association of Women in Architecture, Member, 1992-2000  
American Institute of Architects, Associate 1994-present  
AIA/Los Angeles, Co-chair, Diversity Committee, 1994-1996  
AULA: Journal of Architecture & Urbanism in Latin America, Editorial Board, 1996-present  
San Diego Council of Design Professionals, Member, 1998-present  
ACSA, National Board of Directors, including National Board Presidency, 1999-2004  
Latino Urban Forum, Los Angeles, Member 2003-present  
Hispanic Roundtable of New Mexico, 2005-present  
Central New Mexico Community College, Advisory Board, 2006  
AIA Albuquerque, Associate Member, Board of Directors, 2006-present  
ACSA Women's Leadership Council, President, 2007-present

**Courses Taught:**

ARCH 381 Structures I (Spring)  
ARCH 382 Structures II (Fall)  
ARCH 581/481 Structure & Form (Spring)  
ARCH 512/412 Sustainable Architectural design (Fall)  
ARCH 587 Environmental controls II (Fall)  
ARCH 332/532 Structures I (Spring)  
ARCH 431/533 Structures II (Fall)  
ARCH 432/534 Building Systems (Spring)  
ARCH 402 Design Studio (Spring)

**Educational Credentials:**

1976 Master of Architecture, University of California, Los Angeles  
1968 B.E. (Civil/Structural Engineering), The Institution of Engineers, India  
1960 Diploma in Civil Engineering, School of Engineering, Bangalore, India

**Teaching Experience:**

2000-present Associate Professor with tenure/Regents Lecturer  
University of New Mexico, School of Architecture and Planning, Albuquerque, NM  
1996-1999 Invited Lecturer  
Art & Design Center, Pasadena, CA, design and technology instructions  
1973-1994 Adjunct Associate Professor (1983-1994) Lecturer (1976-1983)  
Graduate School of Architecture, University of California, Los Angeles CA

**Professional Experience:**

1994-2000 Daniel, Mann, Johnson & Mendenhall, Los Angeles, California Director of Energy Services and  
Associate Vice President  
1989-1992 Synergic Resources Corp., West Los Angeles, California, Senior Vice president

**Licenses/Registration:**

Professional Civil Engineer, California, C34847, 1988

**Recent Funded Research:**

2003 Development of 'codes and standards' for *Building Structures Chapter*, NM  
2002 *Energy use comparison simulations for county and city buildings* in New Mexico,

**Selected Publications:**

2009-2010 "Sustainable Architectural Design" book under development  
2003 "*Romance and Realities of Alternate construction*",  
2002 "*The Influence of Ecological Sensitivity on Architectural Structures: An assignment for Structures I students – Design of a Warehouse*",  
"Integration of Sustainability: Design and Technology Studio", (published in ACSA Western Regional Conference)  
1996 "*Aerated Precision Blocks*" for Electric Power Research Institute, CA

**Professional Memberships:**

1985-present American Society of Civil Engineers, 2001-present  
Member, Society of Building Sciences Educators

**Courses Taught:**

ARCH 604 Masters Architectural Design IV  
ARCH 517 Graduate Architectural Communications III  
ARCH 598 Master's Studio  
ARCH 502 Technology Studio

**Educational Credentials:**

Bachelor of Arts, University of Denver, 1979 [Mass Communication, cum laude]  
Master of Architecture, University of Virginia, 1983

**Teaching Experience:**

Lecturer III, University of New Mexico, 2002-present  
Visiting Assistant Professor, University of New Mexico, 2000-2002  
Lecturer, University of New Mexico, 1993-1997  
Guest Lecturer – Universal/Accessible Design: Human Factors, ECII, Site + Environment, 2009-present

**Professional Experience:**

Karen J. King, Architect, Albuquerque, NM 1994-present  
Antoine Predock Architect, Albuquerque, NM, Project Architect / Manager, 1989-1993  
William P. Bruder - Architect, Ltd., New River, AZ, intern architect, 1986-1987  
Tom Hatch Architects, Austin, TX, intern architect, 1985  
The Office Manager Inc., Computer Software Services, Seattle, WA,  
Director, Advertising/Promotion, 1979-1980

**Licenses/Registration:**

Arizona: #25861, 1992  
NCARB Certification: #45244, 1994

**Selected Publications and Recent Research:**

"Inclusive Design," *Architectural Graphic Standards 11<sup>th</sup> student edition*, chapter editor and author with Rebecca Ingram, Bruce Bassler, editor, (John Wiley & Sons, 2007).

"Inclusive Design," *Architectural Graphic Standards 11<sup>th</sup> edition*, chapter editor and author with Rebecca Ingram, Andy Pressman, editor, (John Wiley & Sons, 2007).

Reviewer for 11th Edition of Architectural Graphic Standards (accessibility and universal design content) with Rebecca Ingram.

"Meeting the Minimums and Missing the Point", *Professional Practice 101*, A. Pressman ed, (Wiley, 2005).

*Global Universal Design Educators Online, Volume 5 Number 2, December 2003 January 2004*,

"Architecture for Social Justice Award Winners" [http://www.universaldesign.net/dec03\\_jan04.htm](http://www.universaldesign.net/dec03_jan04.htm)

*The HOME House Project: the Future of Affordable Housing*, David J. Brown, editor, with Geoff Adams, Leslie Ford, Jim Fox, Marcus Bushong (MIT Press, 2004).

The HOME House Project Exhibition: with Geoff Adams, Leslie Ford, Jim Fox, Marcus Bushong:

Yellowstone Art Museum, Billings, Montana; March 22 – June 14, 2007; New York School of Interior Design, New York, New York; Feb. 1 – April 21, 2007; Museum of Design, Atlanta, Georgia; January 26 – March 18, 2006; Frederick R. Weisman Art Museum, Minneapolis, Minnesota; Jan. 28 - April 30, 2006

**Courses Taught:**

ARCH 604 Masters Architecture Studio IV, F2010

**Educational Credentials:**

B.A., Environmental Design, University of Colorado 1987

M.Arch., University of New Mexico 1992

**Professional Experience:**

Krupnick Studio, Corrales, NM 1995 to present.

**Licenses/Registration:**

New Mexico

Colorado

Florida

**Selected Publications and Recent Research:**

*"Under Construction-The Foundry", Home Fort Lauderdale (2007)*

*"When West Meets East-Architects Mike & Kim Krupnick Incorporate Their Love Of All Things Organic Into Their Life's Work", Las Olas Magazine (2006)*

*Living Together: Multi-family Housing Today, (Michael Crosbie, 2007)*

*"True to Form-Shaping the Future, Embracing the Past", Su Casa Magazine (2008)*

**Professional Memberships:**

National Council of Architectural Registration Boards

American Institute of Architects

US Green Building Council, New Mexico Chapter

Red Feather Development Group

LEED

**Courses Taught:**

ARCH 201/204	Studio 1 and Architectural Graphics	F2009
ARCH 202/205	Studio II and Architectural Graphics	S2010
ARCH 201	Studio I	F2010

**Educational Credentials:**

B.A. in Architecture, University of New Mexico, 1978

**Teaching Experience:**

Lecturer, University of New Mexico, Fall 1991-Spring 1992

**Professional Experience:**

1984 Interiors, Langford Residence, Architecture Magazine's first design contest focusing on interior architecture

1988 First Place, Remodels over \$50,000, Beebles-Brink remodel. New Mexico Homebuilders Association

1990 Third Place – Remodeling/Additions, Disque addition and remodel, Albuquerque Monthly

1990 Second Place, Remodeling/Additions, Francis exterior, remodel, Albuquerque Monthly

1990 Merit Award, Barelas Coffee House. The Western Mountain Region AIA

1990 Honorable Mention, Francis ext. remodel. The American Institute of Architects, Albuquerque Chapter

1990 Merit Award, Barelas Coffee House. The American Institute of Architects, Albuquerque chapter

**Licenses/Registration:**

New Mexico, 1982 (Architect)

NCARB Certification, 1984

New Mexico, 1993 (Licensed General Contractor)

**Selected Publications and Recent Research:**

Architecture, February 198

Albuquerque Living, March 1984

Fine Homebuilding, December 1989/January 1990

Albuquerque Monthly, June 1990

MASS, Spring 1991

Sunset, August 1993

Albuquerque Journal, November 9, 1993

KOAT TV, January 1994

Fine Homebuilding Houses Issue, Spring 1994

KOAT TV, October 1994

Albuquerque Journal, November 6, 1994

Santa Fe Design Builder, December 1994/January 1995

Albuquerque Journal, January 22, 1995

“Young Turks of New Mexico Architecture”, University of New Mexico Fine Arts Museum, 1995

**Professional Memberships:**

National Council of Architectural Registration Boards; NCARB

Licensed General Contractor, New Mexico

**Courses Taught:**

ARCH 484/585 Construction II  
ARCH 483/583 Architectural Acoustics  
ARCH 412 Beginning Auto CAD  
ARCH 412 Intermediate AutoCAD  
ARCH 285 Construction I  
ARCH 412 Architectural Security

**Educational Credentials:**

B.A., Architecture, University of New Mexico, 1983  
M.Arch., University of New Mexico, 1986

**Teaching Experience:**

Lecturer, University of New Mexico, 1998-2002  
Adjunct Associate Professor, University of New Mexico, 2002-present

**Professional Experience:**

DMJMHN, Inc. Architects/Engineers, Albuquerque, NM, 2002 -present  
Sonalyts, Inc. Architects/Engineers, Albuquerque, NM, 2002

**Licenses/Registration:**

Texas, 1998  
Colorado, 1992  
Nevada, 1991  
Arizona, 1991  
New Mexico, 1990

**Selected Publications and Recent Research:**

Site Survey Procedure Guide & Security Design Criteria, U.S. Army Corps of Engineers, Huntsville, AL, 1994  
Security Threat and Vulnerability Assessment, AT&T World Headquarters, Paramus, NJ 1999  
Consolidated Physical Security Standards for IRS Facilities, Internal Revenue Service, Department of the Treasury, Washington, DC, 2002  
Federal Security chapter in "The Security Handbook: A Planning & Design Guide", The McGraw-Hills Company, 2003  
Security Master Plan, Tucson International Airport, Tucson, AZ, 2005

**Professional Memberships:**

American Institute of Architects, 1990 to present  
National Council of Architectural Registration Boards (NCARB), 1991 to present



**Courses Taught:**

ARCH 101 Introduction to Architecture, Fall 2009  
ARCH 101 Introduction to Architecture, Spring 2010  
ARCH 121 Introduction to Architecture, Fall 2010  
ARCH 121 Introduction to Architecture, Spring 2011

**Educational Credentials:**

B.A., Architecture, Pratt Institute, NY, 1985

**Teaching Experience:**

Guest Speaker, Long Island School District, Long Island, NY 1992-1994  
Instructor, Santa Fe Community College, Santa Fe, NM 2004-present  
Lecturer, University of NM, Albuquerque 2004 to present

**Professional Experience:**

Sole Proprietor, Doma Studio, NY, NY 1984-1994  
Sole Proprietor, Doma Studio, Santa Fe, NM 1994-1996  
LLyod and Tryk Architects, Santa Fe, NM 1996-2001  
Consultant, Lloyd Associate Architects, Santa Fe, NM 2001- present  
Proprietor, Studio eM Design, Albuquerque, NM 2001-present  
Consultant, Zimmer Association International, Albuquerque, NM 2004-present  
Consultant, Van Amburgh + Pares + Co, Santa Fe, NM 2003-present

**Courses Taught:**

ARCH 412/412 Politics and the City (Fall 2009)  
ARCH 463/563 Modern Architecture (Fall 2009)  
ARCH 422/522 Contemporary Architecture (Spring 2010)  
ARCH 423/523 Frank Lloyd Wright and American Architecture (Spring 2010)  
ARCH 462/562 Hypospace: Japanese Modern Architecture (Fall 2010)  
ARCH 521 Architectural Analysis (Fall 2010)  
ARCH 221 Architecture and Context (Spring 2011)  
ARCH 422/522 Modern and Contemporary Architecture (Spring 2011)

**Educational Credentials:**

B.A., summa cum laude, University of California, Riverside, 1975  
M.A., University of Pennsylvania, 1978  
Ph.D., University of Pennsylvania, 1986

**Teaching Experience:**

Lecturer, Art & Art History, University of New Mexico, 1980-86  
Assistant Professor, Art & Art History, UNM, 1986-89  
Associate Professor, Art & Art History, UNM, 1989-96  
Adjunct Appointment at Rank, Architecture, UNM, 1995-2003  
Full Professor, Art & Art History, UNM, 1996-2003  
Full Professor, Architecture, with a Joint Appointment at Rank, Art & Art History, UNM, 2004-present  
Regents' Professor, UNM, 2009-present

**Professional Experience:**

Board of Directors, Society of Architectural Historians, 1994-96  
Second Vice President, Society of Architectural Historians, 1996-98  
First Vice President, Society of Architectural Historians, 1998-2000  
President, Society of Architectural Historians, 2000-02  
Dean, College of Fine Arts, University of New Mexico, 2004-2009

**Selected Publications:**

Editor, *The Architecture of Robert Venturi* (UNM, 1989)  
*Houses by Bart Prince* (UNM, 1991)  
*Charles Garnier's Paris Opera* (Architectural History Foundation/MIT Press, 1991)  
"Shinen-kan, A Collaboration in LA," *Cite* 29 (Fall 1992/Winter 1993)  
"Urban Contingency and the Problem of Representation in Second Empire Paris," *Journal of the Society of Architectural Historians* LIV no. 2 (1995)  
"Critical Thinking in Architectural Design," in A. Pressman, ed., *The Architect's Portable Design Handbook* (McGraw Hill, 2001)  
"Sighting the Landscape," in A. Predock, *Antoine Predock* (Korean Architects, 2001)  
*The Architecture of Bart Prince: A Pragmatics of Place* (W. W. Norton, 1999; rev. ed., 2010)  
*Roadcut: The Architecture of Antoine Predock* (UNM, 2011)  
*Making Modern Paris: Victor Baltard's Central Markets and the Urban Practice of Architecture* (Penn State Press, 2012)

**Professional Memberships:**

Society of Architectural Historians

**Courses Taught:**

ARCH 301 Design Studio III  
ARCH 302 Design Studio IV  
ARCH 601 Masters Architecture Design Studio I  
ARCH 531 Graduate Construction I

**Educational Credentials:**

94 M.Arch. University of New Mexico. Albuquerque, New Mexico.  
84 B. Fine Arts University of New Mexico. Albuquerque, New Mexico.  
78-79 California College of Arts and Crafts. Oakland, California.

**Teaching Experience:**

9.08-Present Adjunct Professor School of Architecture and Planning, University of New Mexico.  
Albuquerque, New Mexico

**Professional Experience:**

5.91-8.97 Antoine Predock Architect. Albuquerque, New Mexico. Intern Architect  
8.97-9.06 Garrett Smith Ltd. Albuquerque, New Mexico. Project Architect,  
9.06-Present George Newlands Architect, Albuquerque, New Mexico. Principal

**Licenses/ Registration:**

New Mexico: #004538  
NCARB Certification: #62844

**Courses Taught:**

ARCH 402 Studio V, Fall 2009

**Educational Credentials:**

B.S., Geology, University of Eugene, 1997

M.A., Teaching, Lewis and Clark College, 1999

M.Arch., University of New Mexico, 2006

**Teaching Experience:**

Lecturer, ARCH 401 Introduction to Architectural Drafting Spring 2009, Fall 2008

**Professional Experience:**

Intern Architect & Marketing Assistant, NCA Architects, Albuquerque, NM 2005-2008

Intern Architect & Marketing Director & Graphic Designer, Design Plus LLC, Albuquerque, NM 2008-present

**Licenses/Registration:**

USGBC/LEED Workshop Participant

**Selected Publications and Recent Research:**

Editor and Creator of AREA, Graduate Student Publication for the School of Architecture & Planning (2006-2007)

**Courses Taught:**

ARCH 101 Design Fundamentals  
 ARCH 401 4<sup>th</sup> year Fall Design Studio  
 ARCH 402 4<sup>th</sup> year Spring Design Studio  
 ARCH 412/512 Summer AutoCAD  
 ARCH 412/512 Summer Vertical Studio  
 ARCH 301 3<sup>rd</sup> year Fall Design Studio  
 ARCH 302 3<sup>rd</sup> year Spring Design Studio

**Educational Credentials:**

Master of Architecture, University of Virginia, 1994  
 Bachelor of Architecture, Rhode Island School of Design, 1987  
 Bachelor of Fine Arts, Rhode Island School of Design, 1986

**Teaching Experience:**

University of New Mexico	Lecturer	2007-Present
Florida Atlantic University	Visiting Assistant Professor	1996-1997
Florida International University	Adjunct Studio Professor	1995
University of Virginia	T. A.	1993-1994
Rhode Island School of Design	T. A.	1986-1987

**Licenses/Registration:**

Illinois: # 001-014544, 1992  
 New Mexico: # 003842, 2002

**Professional Experience:**

2007-Present	M Pedone Architect	Albuquerque, NM	Owner/Architect
	The Design Group	Albuquerque, NM	Project Manager/Designer
	Mazria Riskin Odems	Santa Fe, NM	Project Architect
	Arquitectonica	Miami Beach, FL	Project Architect
	Perkins & Will	Chicago, IL	Intern

**Exhibitions and Research:**

University of New Mexico "Form, Substance, Space" a collection of Photographs  
 1996 Florida Atlantic University "Virtue and Virtuosity" a Bi-Annual Competition  
 1996 ACSA Barcelona Conference Miami Intermodal Center/Miami International Airport  
 1993 University of Virginia Student work Exhibition-Final project exhibited  
 1987 Rhode Island School of Design Degree Project exhibition -Thesis project exhibited

**PUBLICATIONS**

Rhode Island School of Design Thesis Project published in "RISD Works"  
 University of Virginia "*The Disintegration of America's Urban Fabric*" and "*Mortals Dwell in That The Save the Earth*"  
 Rhode Island School of Design Thesis "*An Abandoned Railroad Bridge Transformed*" Reusing, reprogramming and redefining an existing object.

**Courses Taught:**

ARCH 301 Design Studio III  
ARCH 402 Design Studio IV  
ARCH 202 Design Studio II

**Educational Credentials:**

B.F.A., The Cooper Union for the Advancement of Science & Art, 1985  
M.Arch., Rice University, 1996

**Teaching Experience:**

Instructor, Art Institute of Houston, 2002-2003  
Visiting Fulbright Lecturer, Federal University of Rio de Janeiro, Brazil, 2003-2004  
Interim Substitute Teacher, Magdalena Municipal School, Magdalena, 2005  
Long Term Substitute Teacher, Alamo Community School, Alamo Band Navajo Indian Reservation, 2006  
Lecturer, University of New Mexico, 2008-present

**Professional Experience:**

Green Homes for Chicago, Award Winner Housing Design Competition, Chicago, IL 2000  
J. William Fulbright Lecturer / Research Grant, Rio de Janeiro, Brazil 2003  
Guerin Residence, Marfa, TX 2009  
Rural Fire Station, Veguita, NM 2009  
Town Square, Monticello, NM 2009-2010  
Socorro New City Hall, Socorro, NM 2009-2010  
Socorro Transportation Office, Socorro, NM 2010  
Alamo Navajo School Landscape Proposal Drawings, Alamo Indian Reservation 2010  
Sedillo Park Fire Substation, Socorro, NM 2010  
Jamison Residence, Datil, NM 2011  
Bottorf Residence, Socorro, NM 2011  
School of Architecture & Planning, UNM, Professional Development Grant, Albuquerque, NM 2011  
Poblocki Design and Planning, LLC 2009-2011

**Courses Taught:**

ARCH 442 / ARCH 544: Politics, Culture and Architecture  
ARCH 602: DPAC Studio

**Educational Credentials:**

M.Arch. in Urban Design (MAUD), Harvard University Graduate School of Design, 2001  
B.Arch., Arizona State University, 1981

**Teaching Experience:**

Professor, University of New Mexico, 2011-present  
Associate Professor, University of Cincinnati, 2003-10  
School Director, University of Cincinnati, 2003-09  
Assistant Professor, University of Kentucky, 1998-2003  
Director, Downtown Design Center, University of Kentucky, 1996-98

**Professional Experience:**

Principal, re: architecture, Los Angeles, 1990-96  
Partner, Howe Pride Rosenthal Architects, Los Angeles, 1989-90  
Project Architect, Siegel Sklarek Diamond Architects, Los Angeles, 1986-89  
Various offices and freelance work in Southern California designing and managing commercial tenant improvement, single family residential and apartment projects, 1981-1986

**Licenses/Registration**

California, 1984

**Selected Publications and Recent Research:**

Bailey, K., Grossardt, T. and Pride-Wells, M. "Community Design of a Light Rail Transit-Oriented District using CAVE (Casewise Visual Evaluation)." *Socio Economic Planning Sciences* 41(3): 235-254, 2007.  
"Self-Help, Politics and Social Policy: the Shape of Housing in Revolutionary Cuba", presented at the ACSA International Meeting in Havana, Cuba, 2002.  
LASA (Latin American Studies Assoc.) 1-1/2 year meeting in Washington, DC—"Dynamics of Neighborhood Change in Havana," 2001  
ACSA National Meeting—"Race and Place in Lexington, KY," 2000

**Professional Memberships:**

The American Institute of Architects  
National Organization of Minority Architects

**Courses Taught:**

ARCH 241 Sustainability and Design      f2010 and f2011  
ARCH 505 Masters Studio III              f2011

**Educational Credentials:**

B.F.A. Studio, UNM 2003  
M.Arch., UNM 2006

**Teaching Experience:**

Lecturer, UNM 2010.

Many lectures and workshops (approx. 50) on a variety of sustainable and high-performance building practices for UNM, CNM, City of Albuquerque, State of New Mexico, Albuquerque Public Schools, NAIOP, BOMA and the NM USGBC.

**Professional Experience:**

- SMPC Architects, Albuquerque, NM. Intern Architect, Associate 2009- present.
- State of New Mexico EMNR Dept., Santa Fe, NM. Educational product development (green building practices). 2008-2009
- edi, Albuquerque, NM. LEED Project Manager, Associate 2006-2009.
- BPLW, Albuquerque, NM. Intern Architect. 2005
- Pamela Hayes CPA, Albuquerque, NM. Accounting & tax preparation 1990- 2003
- Noreen Richards, Fine Artist, Albuquerque, NM. 1990- 2003

**Licenses/Registration:**

New Mexico

**Professional Memberships:**

US Green Building Council (Former NM Chapter Education Committee Co-chair)



**Courses Taught:**

ARCH 412/512 Architecture and Design for Children (online course)  
ARCH 463/563 Architecture and Design for Children

**Educational Credentials:**

B.A., Environmental Design, Kyoto City University of Arts, Kyoto, Japan, 1995  
M.Arch., University of New Mexico, 2001

**Teaching Experience:**

Instructor, Albuquerque Academy Summer Program, 2007-2010  
Instructor, Menaul School, 2009  
Instructor, Bosque Summer Program, 2010  
Instructor, UNM Children's Campus, 2009-2011  
Lecturer, University of New Mexico, 2009-2010

**Professional Experience:**

Intern, Quinn Evans Architects, Washington, DC, 2001-2007  
Director/Intern Education Program, Design Plus LLC, Albuquerque, NM, 2007-present

**Selected Publications and Recent Research:**

*Report on "Liquid Stone Exhibition and Lecture by Takashi Yamaguchi"*, (Shinkenchiku Magazine, 2004)  
*Present Status of Architectural Design Education in the United States*, (Architectural Institute of Japan, Convention Reference Article, 2006)  
*Global Movement in Architecture Design Education for Youth*, (Nagoya CD Forum Magazine, 2006)  
*Architecture Education –Report of A+DEN Conference*, (Nikkei Architecture Website "KEN-Platz", 2006)  
*Linking Architecture and Education* Taylor, Anne, participated as contributing author and graphic artist (The University of New Mexico Press, 2009)  
*Exploring Architecture and Design Education for Early Childhood*, (Archild Conference Proceeding, 2010)  
*PreK Architecture and Design Program*, (University of New Mexico, Children's Campus Project, 2009-2011)  
*E\*Stewards of Albuquerque*, (EPA Environmental Education Program Grant Project, 2010-2011)

**Professional Memberships:**

The American Institute of Architects

**Courses Taught:**

ARCH 402 - Architecture Design (Spring 2011)

ARCH 562 - Architecture Criticism & Journalism - Seminar (Spring 2011)

**Educational Credentials:**

Master of Architecture, University of California – Berkeley 1968

Bachelor of Architecture, University of Nebraska, 1967

**Teaching Experience:**

University of New Mexico, 1999-Present; Professor (with Tenure)

School of Architecture and Planning [Dean, June 1999 - July 2010]

University of Miami (Florida), 1993 - 1999; Professor (with Tenure)

School of Architecture [Dean, 1993 - 1995]

Arizona State University, 1980 - 1992; Professor (with Tenure)

Director - School of Architecture 1980-89

Director - Joint ASU/City of Phoenix Joint Urban Design Studio 1989-1992

University of Nebraska, 1969 -1977; Associate Professor (Tenured 1985)

California State Polytechnic, San Luis Obispo 1968-69; Lecturer

**Professional Experience:**

Consultant for architectural projects and design competitions, urban planning, site design, programming and pre-design services. Clients include: NM Spaceport Authority; Colorado Springs Public Schools; State of Arizona; City and County of Denver; City of Phoenix; Alma, Nebraska (public library - all phases); Holdrege, Nebraska; Chandler, Arizona; Univ. of Wyoming; Univ. of Maryland; City of Nashville; Cornell University; Rensselaer; National Research Council (Building Research Board); the National Endowment for the Arts; Fulton County Schools (Georgia); American Architectural Foundation; Ocean Reef (Florida); and the U.S. General Services Administration.

**Licenses/Registration:**

Nebraska

New Mexico

NCARB Certification

**Selected Publications and Recent Research:**

US National Park Service: Project Director; Cooperative Program for Summer Internships in the Western US (\$123,000/annually for five years)

Thornburg Charitable Foundation: Program Director, Harnar Prize for Contemporary Architecture (\$20,000 per annum)

Lambda Alpha Int'l: Invited Panelist, LAI National Weekend – Santa Fe; "Tale of Two Cities" October 22, 2010

Urban Land Institute and City of Albuquerque: ULI Advisory Panel - briefing book; (PI for contract from NM State Legislature), February 2008

LAAB: Accreditation Visiting Team Member: IIT (2009); Ball State (2011)

NAAB: Visit Team Chair, University of Idaho; focused evaluation (2008)

NAAB Visit Team Chair, Wentworth Institute; focused evaluation (March 2008)

US-GSA: National Peer Construction Review Team, new Federal Courthouse, Ft. Pierce, Florida (2008- Present - three site visits)

Texas Architect magazine; overview and critique of new Microsystems Office/Lab facilities at Sandia National Laboratories, Nov/Dec. 2008 issue

**Professional Memberships:**

American Institute of Architects; Lambda Alpha International

Urban Land Institute; U.S. GSA National Register of Peer Professionals

Association of Collegiate Schools of Architecture, Exec. Director; 77-80

**Courses Taught:**

ARCH 651 Professional Practice  
ARCH 452 / 652 The Architect as Developer  
ARCH 412 / 512 International Studies Program

**Educational Credentials:**

Bachelor of Fine Arts in Architecture  
University of New Mexico, 1973

**Teaching Experience:**

Adjunct Professor, University of New Mexico, 2000 -2011

**Professional Experience:**

President, Garrett Smith Ltd., Design, Architecture & Development, 1989 to present  
Principal, Jaguar Ltd., Architects, Developers, Contractors, 1984 to 1989  
Project Architect, Stoller and Ong Architects, Berkeley CA, 1982-1983  
Project Manager, Fisher Friedman Associates, San Francisco CA, 1980-1982  
Intern Architect, Research Planning Design Associates, San Francisco CA, 1979-1980

**Licenses/Registration:**

New Mexico: #2318 (Architecture)  
New Mexico#024716 (General Contractor's License)  
California: #C-12719  
Arizona: #42838, 2005  
LEED Accredited Professional 2009

**Selected Publications and Recent Research:**

Old Motels Get New Shine, Tax Credit Advisor, November, 2010  
Taylor, Anne, Linking Architecture and Education, University of New Mexico Press, Albuquerque, NM, 2009.  
Schroeder, Kathi, Sharaton Old Town Morphing into 'Landmark Destination', New Mexico Business Weekly, v.12, n.11, June 10-16, 2005, pp.1&25  
Velasco, Diane, Old Town Condos, Albuquerque Journal: Business Outlook, June 27, 2005, pp.3&8  
Krza, Paul, Architects Decry School 'Boxes,' Defend Cost-Effective 'Creativity', New Mexico Business Weekly, v.11, n.49, March 4-10, 2005  
Belshaw, Jim, Market is Central's New Gem, Albuquerque Journal, May 28, 2004  
Building Types Study – Schools K-12: La Mesa Elementary School, Architectural Record [www.archrecord.construction.com](http://www.archrecord.construction.com), March 2004

**Professional Memberships:**

American Institute of Architects  
Board Member AIA New Mexico 2010-2012  
President, AIA Albuquerque Chapter 2004  
Chair, AIA Western Mountain Region Design Awards 1995  
Chair, AIA Design Committee, Albuquerque AIA 1993-1997  
Chair, AIA Government Subcommittee of the Urban Design Forum  
Member, West Central Overlay Zone and Urban Plan Committee, City of Albuquerque  
Member, Design Guidelines & Standards Committee for the Central Avenue Urban Master Plan

**Courses Taught:**

ARCH 302 Undergraduate Design Studio  
ARCH 301 Undergraduate Design Studio  
ARCH 502 Graduate Design Studio (Technology)

**Educational Credentials:**

Bachelor of Arts in Architecture, University of New Mexico, 1989  
Master of Architecture, University of Texas, Austin, Texas, 1993

**Teaching Experience:**

Lecturer, University of New Mexico, 2010-2011

**Professional Experience:**

Sam Sterling Architecture, LLC, June 2006 - present  
Antoine Predock Architect, 1998- May 2006  
Berry Langford Architect 1996-1997  
FMSM Architects 1995  
Jon Anderson Architect 1994  
Berry Langford Architect 1993  
Antoine Predock Architect 1987, 1989-1991

**Licenses / Registration:**

New Mexico: #3077, 1995

**Selected Public Projects:**

Bachechi Environmental Educational Building, Albuquerque, New Mexico, 2009-2011.  
Taos Office Park Masterplan and Building One, Taos, New Mexico, 2007. (with Berry Langford Architect)  
Rio Grande High School Aquatic Facility. Masterplan / Concept Design, Albuquerque, NM. 2006  
Tom Tenorio Park Pool Masterplan / Concept Design, Albuquerque, NM. 2006  
*Projects managed by Sam Sterling while Executive Senior Associate at Antoine Predock Architect:*  
Ohio State University Recreation and Physical Activity Center; Columbus, Ohio  
National Palace Museum Southern Branch, Taibao, Taiwan  
United States Federal Courthouse; El Paso, Texas  
Flint RiverQuarium; Albany, Georgia  
Green Valley Performing Arts Center; Green Valley, Arizona

**Awards:**

2010 Home Builders Council - Excellence in Remodeling Award – Avenida Manana Renovation  
2009 AIA Albuquerque Citation – Avenida Manana Renovation  
2009 Su Casa/ Green Build NM – Monte Vista Addition  
2008 Su Casa / AIA Citation – Monte Vista Addition  
2006 New Mexico AIA Merit Award - Peralta House  
2006 Su Casa / AIA Honor Award – Peralta House

**Professional Memberships:**

Treasurer, American Institute of Architects, Albuquerque Chapter 2007-2008  
GSA National Peer Reviewer, 2008-present (El Tornillo Border Station, El Tornillo, Texas).

**Courses Taught:**

ARCH 592 / LA 592 / CRP 592 Public Works  
CRP 467 /CRP 567 Regional Planning Process and Theory

**Educational Credentials:**

B.A. Bloomsburg State University, 1990  
M.CRP University of New Mexico, 2000

**Teaching Experience:**

Lecturer, University of New Mexico 2010-present

**Professional Experience:**

Bureau of Business and Economic Research, UNM, 1999-2004  
Mid-Region Council of Government, 2004-present

**Professional Memberships:**

The American Institute of Architects

**Courses Taught:**

ARCH 412/512 Architecture and Children 3cr.  
ARCH 572 Research Methodology 3cr.  
ARCH 596 Project/Thesis Prep. 3 cr.

**Educational Credentials:**

B.A., Wells College, New York, 1955  
M.A., Arizona State University, 1966  
Ph.D., Arizona State University, 1971

**Teaching Experience:**

Senior Research Associate, Southwestern Cooperative Educational Laboratory, 1971-1974  
Associate Dean, Graduate School, University of New Mexico, 1976-1978  
Professor, College of Education, University of New Mexico, 1974-1978  
Professor, School of Architecture and Planning, University of New Mexico, 1978-2005

**Professional Experience:**

Editor, MASS magazine, Architecture and Children, University of New Mexico, 1996-97  
Chair, Personnel Committee (Architecture Program), University of New Mexico, 1993-1996  
Chair, Curriculum Committee (Architecture Program), University of New Mexico, 1999-2002  
Member, Scholarship and Awards Committee (Architecture Program), University of New Mexico, 2001  
Member, Tenure, Promotion and Reappointment Committee (Architecture Program), University of New Mexico, 2004-present

**Selected Publications and Recent Research:**

*Learning Environments for Design Education*, (National Endowment for the Arts, DC, 2000).  
*The Knowing Eye, Linking Architecture and Education Through Learning Environment Design*, (UNM Press, 2006).

**Professional Memberships:**

The American Institute of Architects, Honorary Membership

**Courses Taught:**

ARCH 402	Studio V	Fall 2009
ARCH 412/512	Preservation Technology and Adaptive Reuse	Spring 2010
ARCH 508	DPAC studio	Spring 2010
UNIV 101	Freshman Architecture Majors Experience	Fall 2010
ARCH 201	Studio I	Fall 2010
ARCH 202	Studio II	Spring 2011
ARCH 201	Studio I	Fall 2011

**Educational Credentials:**

B.AA, Architecture, University of New Mexico, 1994

Masters Certificate, Preservation and Regionalism, University of New Mexico, 2009

M.Arch., University of New Mexico, 2009

**Teaching Experience:**

Graduate Assistant, University of New Mexico, 2007-2009

**Professional Experience:**

Consultant, Barbara Felix Architect, Santa Fe, NM Fall 2009

Consultant, Town of Bernalillo, Bernalillo, NM 2009

**Selected Publications and Recent Research:**

Procesos de Conservacion Tradicional del Partimonio Construido en Tierra, Terra Em Seminario, IV Seminario Ibero-American de Construcao com Terra (III Seminario Arquitectura de Terre em Portugal), co-author , 2005

**Professional Memberships:**

Member of the United States International Council of Monuments and Sites (US/ICOMOS)

Board member of the Adobe Association of the Southwest

Member of the committee to design the new Historic Earthen Buildings Code in NM 2004

**Courses Taught:**

ARCH 412/512 Alternative Materials and Methods of Construction

ARCH 412/512 Preservation Technology and Adaptive Reuse

**Educational Credentials:**

B.A., Adams State College, 1979

University of Colorado at Denver, 1987-1989

M.Arch., University of New Mexico, 1992

Loeb Fellowship in Advanced Environmental Studies, Harvard University 1999-2000

**Teaching Experience:**

Graduate Teaching Assistant, University of New Mexico, 1990

Adjunct Associate Professor, University of New Mexico, 2001-2011

**Professional Experience:**

Intern Architect with Architectural Harmonics, Santa Fe, 1993-1996

Adobe Preservation Specialist, Druc Engineering, Santa Fe, 2006

Senior Planner, Santa Fe County Growth Management Department, 2007-present

**Licenses/Registrations:**

A.R.E. candidate No. 321306, State of New Mexico Board of Examiners for Architects, 1995-2011

**Selected Publications and Recent Research:**

*Building to Endure: Design Lessons of Arid Lands, Chapter 2: Culture and Settlement Patterns*, (Hispano UNM Press, 2009)

*Sustainable Growth Management Plan*, (Santa Fe County, 2011)

**Professional Memberships:**

American Planning Association



**Courses Taught:**

ARCH 104 Introduction to Architectural Drawing  
ARCH 111 Introduction to Architectural Graphics  
ARCH 201 Architectural Design I  
ARCH 202 Architectural Design II  
ARCH 204 Architectural Representation I  
ARCH 205 Architectural Representation II

**Educational Credentials:**

B.F.A., University of New Mexico, 1993  
M.Arch., University of California, Los Angeles, 1996

**Teaching Experience:**

Lecturer, University of New Mexico, 2004-2007  
Visiting Assistant Professor, University of New Mexico, 2007-2010  
Lecturer III, University of New Mexico, 2010-present

**Professional Experience:**

Model Builder, Richard Meier & Partners, Architects, Westwood, 1994-1996  
Installations, Peter Erskine, Solar & Environmental Artist, Venice, 1996-1999  
Designer, BAM Construction and Design, Malibu, 1999-2002  
Designer, Sintesi Design Build, Santa Monica, 2002-2005

**Courses Taught:**

ARCH 202/204 Studio II & Arch. Graphics F2009

**Educational Credentials:**

B.A. Architecture, School of Architecture, University of Arkansas, 1991-1997

Visiting Scholar, American Academy, Rome, Italy, Fall 2004

M.Arch., Graduate School of Design, Harvard University, 2003-2005

**Teaching Experience:**

Thesis Advisor, Boston Architectural Center, Boston, MA 2001-2002

Co-instructor, School of Architecture, Dalhousie University, Halifax, Nova Scotia, Canada, 2006

**Professional Experience:**

Dan Bennett, Dean, School of Architecture, University of Arkansas, 1995

Marion Blackwell, Architect, 1996-1997

Duckham & McDougal Architects, 1997-2000

Rob Bramhall Architects, Inc., 2000-2001

Thomson Design Associates, Inc., 2001-2003

Rob Bramhall Architects, Inc., 2003-2005

Mackay-Lyons Sweetapple Architects Limited, 2005-2007

**Selected Publications and Recent Research:**

New American House 3 (James Gayson Trulove, 2001)

*Home & Architectural Trends* magazine Vol. 17 No. 8, review of the Sanders Residence in Weston, MA 2003

An Architecture of the Ozarks, the Works of Marion Blackwell, (Princeton-Architectural Press, 2005)

**Professional Memberships:**

Phi Eta Sigma National Honors Society

Harvard Faculty Club

Arkansas Alumni Association

**Courses Taught:**

ARCH 501 Graduate Design Studio Spring 2010  
ARCH 473 / 573 Architectural Programming Spring 2010  
ARCH 505 Graduate Design Studio Fall 2009  
ARCH 561 Architectural Analysis Fall 2009  
ARCH 462/562 Arch. Invention & Fabrication  
ARCH 602 Masters Arch Studio w/ Myers

**Educational Credentials:**

B.A. Arch., University of New Mexico, 1984 Washington University in St. Louis, 1986  
M.S. Arch. Columbia University 1988

**Teaching Experience:**

Assistant Professor, University of New Mexico 1988-1996  
Associate Professor, University of New Mexico 1996-Present  
Visiting Professor, RMIT, Melbourne, Australia 2007  
Visiting Professor, Columbia University New York, NY F 1998, S 2002  
The Culnin Chair, Rice University, Houston, TX, Fall 2000,  
The McDermott Visiting Professor, University of Texas at Austin, Spring 2000,  
Visiting Professor, The Pratt Institute Summer 1990, 1991

**Professional Experience:**

Principal, Kramer E. Woodard Architects 1989 to Present, Albuquerque, NM  
Principal, Slider Structure Systems 2004 to Present, Albuquerque, NM  
Intern, Antoine Predock Architect, 1985, 1986, 1987 Albuquerque, NM  
Intern, Holmes and Narver 1985-86 @ Los Alamos National Laboratories, NM  
Intern, Mauch Stastny Rassam Summer, 1983 Albuquerque, NM  
Intern, Roger Camillo, Architect 1980-82 Los Alamos, NM  
Intern, Clark, Germanas Architects 1979-80 Santa Fe, NM  
Intern, DMJM 1978-79 Albuquerque, NM  
Intern, John McHugh and Associates 1976-78 Santa Fe, NM

**Licenses/Registration:** New Mexico #2547

**Selected Publications and Recent Research:**

Outside Time and Place Architectural Digest, 4/09  
Living Plans, New Concepts For Advanced Housing by Klaus-Peter Gast  
The New American House by James Truelove & IL Kim  
Mountain Houses by Aurora Cuito  
The American House Today by Lorenzo / Soler  
The International Architecture Yearbook Vol. 6  
GA Houses 60  
The New American Cottage by James Truelove & IL Kim  
Architecture 2/99  
GA Houses 59  
Heritage Ranch, Pecos, NM, 2009  
Jack Ox Studio, Albuquerque, NM, 2009  
Living Architecture, A Room for London Competition, 2010  
Downtown Fargo: an Urban-Infill Competition, 2010  
GE Ecomagination, Competition 2010 "Block Parties"

**Courses Taught:**

ARCH 470 Human Factors and Programming (UG and Grad., 3) (old curriculum)  
ARCH 462/562 Directed Seminar: Where is Housing Now (UG and Grad., 3)  
ARCH 504 Architectural Design Studio II (Grad., 5) Private and Public Realms  
ARCH 301 Design Studio III (UG, 4, 6) Private and Public Realms  
ARCH 101 Design Fundamentals (UG, 3) 2D, 3D design principles

**Educational Credentials:**

Master in Architecture Harvard University, GSD, 1993-1995  
Bachelor of Architecture Illinois Institute of Technology, COA, 1988-1993  
Zertifikat Deutsch (ZD) TZ Sprachinstitut, Berlin GER, 1997-2000

**Teaching Experience:**

University of New Mexico, Albuquerque, NM, 2007-present, School of Architecture and Planning, Assistant Professor, Coordinator  
Texas Tech University, Lubbock, TX, 2003-2007, School of Architecture, Assistant Professor, Coordinator  
Texas Tech University, Lubbock, TX, 2004-2006, School of Architecture, Director and co-director of the Travel Program: Architour  
Texas Tech University, Lubbock, TX, 2002-2003, School of Architecture, Visiting Assistant Professor  
University of Texas, Austin, TX, 2000-2001, School of Architecture, Visiting Assistant Professor  
Illinois Institute of Technology, Montepulciano, IT, summers 1997, 1998  
College of Architecture/Foreign Studies Program, Visiting Lecturer  
Boston Architectural Center, Boston, MA, 1994, Lecturer  
Harvard University, Cambridge, MA, 1994-1995, Graduate School of Design, Teaching Assistant  
Illinois Institute of Technology, Chicago, IL, 1992-1993, College of Architecture, Teaching Assistant

**Licenses/Registration:**

New York, 2005  
Texas, 2005  
Germany, 1998

**Selected Publications:** (abbreviated list of papers related to House and Housing)

"Shared Concerns: Developers Exactions in Urban to Suburban Realms," American Collegiate Schools of Architecture Northeast Fall Conference: Urban/Suburban Identities Conference Proceedings, Hartford, CN: ACSA Publications, 2010.

"The Tension between Technology and Typology in Medium Density Housing," Building Technology Educators Society National Conference (BTES), Annual National Conference: Assembling Architecture Proceedings, Albuquerque, NM: BTES Publications, 2009.

**Professional Memberships:**

The American Institute of Architects  
Texas Society of Architects  
Architecture Chamber Berlin  
Light Weight Structures Association  
American Collegiate Schools of Architecture

## **PART FOUR(IV) – SUPPLEMENTAL INFORMATION**

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### **4.3 VISITING TEAM REPORT FROM THE PREVIOUS VISIT**



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

**Visiting Team Report**

**Master of Architecture**

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

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

## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Progress Since the Previous Site Visit	
3. Conditions Well Met	
4. Conditions Not Met	
5. Causes of Concern	
II. Compliance with the Conditions for Accreditation	
III. Appendices:	
A. Program Information	
1. History and Description of the Institution	
2. Institutional Mission	
3. Program History	
4. Program Mission	
5. Program Strategic Plan	
B. The Visit Agenda	
C. The Visiting Team	
IV. Report Signatures	



**I. Summary of Team Findings**

**1. Team Comments**

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

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

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

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

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

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

**Condition 9, Financial Resources**

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

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

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

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

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

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

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

#### Visiting Team Assessment

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

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

#### Student Performance Criteria Well Met

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

### 4. Conditions Not Met

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

### 5. Causes of Concern

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

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

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

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

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

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

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

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

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

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

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met ☒ Not Met ☐

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

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

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

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

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

1.2 Architecture Education and Students

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

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

Met	Not Met
[X]	[]

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

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

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

### 1.3 Architecture Education and Registration

*The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

Met	Not Met
[X]	[]

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

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

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

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

#### 1.4 Architecture Education and the Profession

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

Met	Not Met
[X]	[]

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

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

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

1.5 Architecture Education and Society

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

Met Not Met  
[X] []

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

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

2. Program Self-Assessment Procedures

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

Met Not Met  
[X] []

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

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

3. Public Information

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

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

Met	Not Met
[ X ]	[ ]

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

#### 4. Social Equity

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

Met	Not Met
[ X ]	[ ]

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

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

Faculty has a forum for voicing its concerns at monthly program meetings with new director and monthly meetings with the full School and Dean. There is wide support from faculty and students for the new Director. Students expressed an open door policy at the offices of the Dean and Director. Although it does not appear to be a top down organization, the faculty appears to perceive it in that manner so better communication may be needed. There[n7][n8] is some feeling that all faculty opinions are not sufficiently heard and valued.

#### 5. Studio Culture

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

Met	Not Met
[ X ]	[ ]

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



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

## 6. Human Resources

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

Met ☒ Not Met ☐  
[X] []

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

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

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

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

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

## 7. Human Resource Development

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

Met ☒ Not Met ☐  
[X] []

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

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

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

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

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

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

#### 8. Physical Resources

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Met      Not Met  
[ ]      [X]

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

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

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

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

#### 9. Information Resources

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

Met Not Met

[X] [ ]

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

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

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

#### 10. Financial Resources

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

Met Not Met

[X] [ ]

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

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

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

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

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

#### 11. Administrative Structure

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

Met	Not Met
[X]	[]

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

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

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

#### 12. Professional Degrees and Curriculum

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

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

Met      Not Met  
[ X ]    [ ]

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

### 13. Student Performance Criteria

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

#### 13.1 Speaking and Writing Skills

*Ability to read, write, listen, and speak effectively*

Met      Not Met  
[ X ]    [ ]

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

#### 13.2 Critical Thinking Skills

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

Met      Not Met  
[ X ]    [ ]

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

#### 13.3 Graphic Skills

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

Met      Not Met

[X] [ ]

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

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

#### 13.4 Research Skills

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

Met Not Met  
[X] [ ]

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

#### 13.5 Formal Ordering Skills

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

Met Not Met  
[X] [ ]

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

#### 13.6 Fundamental Skills

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

Met Not Met  
[X] [ ]

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

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

### 13.7 Collaborative Skills

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

Met Not Met  
[X] [ ]

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

### 13.8 Western Traditions

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

Met Not Met  
[X] [ ]

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

### 13.9 Non-Western Traditions

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

Met Not Met  
[X] [ ]

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

### 13.10 National and Regional Traditions

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

Met	Not Met
[ X ]	[ ]

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

#### 13.11 Use of Precedents

*Ability to incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[ X ]	[ ]

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

#### 13.12 Human Behavior

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

Met	Not Met
[ X ]	[ ]

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

#### 13.13 Human Diversity

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

Met	Not Met
[ X ]	[ ]

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

#### 13.14 Accessibility



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

Met	Not Met
[ X ]	[ ]

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

### 13.15 Sustainable Design

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

Met	Not Met
[ X ]	[ ]

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

### 13.16 Program Preparation

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

Met	Not Met
[ X ]	[ ]

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

### 13.17 Site Conditions

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

Met	Not Met
[ X ]	[ ]

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

### 13.18 Structural Systems

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

Met      Not Met  
[X]      []

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

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

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

#### 13.19 Environmental Systems

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

Met      Not Met  
[X]      []

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

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

#### 13.20 Life-Safety

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

Met      Not Met  
[X]      []

Studio course work addressed egress components in appropriate ways.

### 13.21 Building Envelope Systems

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

Met	Not Met
[X]	[]

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

### 13.22 Building Service Systems

*Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[]

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

### 13.23 Building Systems Integration

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

Met	Not Met
[X]	[]

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

### 13.24 Building Materials and Assemblies

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

Met	Not Met
-----	---------

[X] []

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

### 13.25 Construction Cost Control

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

Met Not Met  
[X] []

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

### 13.26 Technical Documentation

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

Met Not Met  
[X] []

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

### 13.27 Client Role in Architecture

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

Met Not Met  
[X] []

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

### 13.28 Comprehensive Design

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

Met Not Met  
[X] []

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

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

### 13.29 Architect's Administrative Roles

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

Met	Not Met
[ X ]	[ ]

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

### 13.30 Architectural Practice

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

Met	Not Met
[ X ]	[ ]

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

### 13.31 Professional Development

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

Met	Not Met
[ X ]	[ ]

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

### 13.32 Leadership

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

Met	Not Met
[ X ]	[ ]

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

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

### 13.33 Legal Responsibilities

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

Met	Not Met
[ X ]	[ ]

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

### 13.34 Ethics and Professional Judgment

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

Met	Not Met
[ X ]	[ ]

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

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

*The following text is taken from the 2005 University of New Mexico Architecture Program Report:*

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, UNM "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 on the banks of the Rio Grande 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.

In 1984 UNM-Los Alamos dedicated its new campus. New facilities were constructed at UNMGallup, and ground was broken for the UNM-Valencia Campus. In the fall of that year, University enrollment exceeded 24,000 students for the first time. In March 1999, William C. Gordon, formerly Provost and Vice-President for Academic Affairs, was appointed sixteenth President of the University of New Mexico. After President Gordon's retirement in 2002, F. Chris Garcia was appointed Interim President for one year while UNM conducted a national search for the position. Louis Caldera was appointed eighteenth President of the University of New Mexico in August of 2003.

Since its establishment in 1892, the University of New Mexico has grown from 75 students to more than 26,000 on the Main Campus. That number swells to 33,000 with the addition of the student population from the branch campuses in Los Alamos, Gallup, and Valencia County, the Graduate Centers in Santa Fe and Los Alamos, and the Taos Education Center. The Main Campus has the state's only schools of law, medicine, pharmacy, architecture, landscape architecture and planning, and it 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 Carnegie Research Extensive University, one of 89 in the United States and only one of 6 institutions classified as both a Minority Institution and a Carnegie Research I University.

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

The University is located in Albuquerque, the largest metropolitan area in New Mexico, with a population of close to 600,000. The state population is approximately 1,700,000. The campus is in the heart of the city and includes more than 150 buildings on 600 acres.

## 2. Institutional Mission

*The following text is taken from the 2005 University of New Mexico Architecture Program Report:*

In December of 2001, the Board of Regents adopted the following mission statement as part of a larger strategic plan:

*The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.*

The above mission statement is published in the 2005-2006 University of New Mexico Catalog.

## 3. Program History

*The following text is taken from the 2005 University of New Mexico Architecture Program Report:*

To establish context for a brief history of the accredited degree program, historical information about the School itself is also included.

The first architectural concentration was established within the College of Fine Arts in 1937. It was a two-year program and was discontinued during World War II due to lack of students. In 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.

In 1960, the University discontinued architectural engineering and established a Department of Architecture within the College of Fine Arts. In 1966, the five-year professional degree of Bachelor of Architecture was accredited. In 1967, the five-year program was phased out, and the six-year (4+2) program with the four-year undergraduate pre-professional degree leading to the professional degree of Master of Architecture was established. The NAAB accredited the Master of Architecture degree in 1968. In 1969, the Design and Planning Assistance Center was established in the early 1970s, the faculty of the Architecture Program developed a second program of study leading to the Master of Architecture degree – the three and half year for students with undergraduate degrees in other fields.

In 1975, the Department became the School of Architecture and Planning as an independent school. The School's first Dean, Morton Hoppenfeld, envisioned a School where architecture and planning could exist in an atmosphere of mutual growth. In 1978, a four-year undergraduate pre-professional degree of Bachelor of Arts in Environmental Design was added to the School's offerings. Also, in 1978, the Institute for Environmental



Education was founded. In 1980, the School established a two-year graduate program leading to the Master in Community and Regional Planning.

Don Schlegel served as Interim Dean from 1980 to 1981. George Anselevicius served as Dean from 1981 to 1993. He had a strong background in academic administration and program development. He initiated the Monday Night Lecture Series, Visiting Foreign Critic program, Mass and Portfolio Journals, and an annual newsletter. While the Community and Regional Planning program had a separate director, Dean Anselevicius also served as director of the Architecture Program.

Richard Eribes served as Dean from 1993 to 1997. He implemented a school organizational structure establishing two academic programs – Architecture and Community and Regional Planning – each with its own Director. Edith Cherry, Associate Professor, became the first Architecture Program Director in December 1993. The first School strategic plan was developed and the plans for the new Master of Landscape Architecture Program were formalized.

Richard Eribes left the School in 1997 to become Dean at the University of Arizona. Ric Richardson, Associate Professor and Director of Community and Regional Planning was appointed Interim Dean in January 1997. Stephen Schreiber, Associate Professor, became Architecture Program Director, also in January 1997. The Master of Landscape Architecture program was approved in 1999.

After a national search, Roger Schluntz, FAIA, was appointed Dean in July 1998, and assumed office in June 1999. Upon Professor Schreiber's departure to the University of South Florida in 2000, Associate Professor Andy Pressman was appointed Director of the Architecture Program. In 2000, and following a national search Associate Professor Alf Simon was appointed Director of the Landscape Architecture Program. The Master of Landscape Architecture degree program became fully accredited in 2003. In 2004, two graduate certificate programs were added to the School's curriculum: Historic Preservation and Regionalism, and Town Design. Directors of the certificate programs are Professor Chris Wilson and Associate Professor Mark Childs respectively. In 2004, Associate Professor Gabriella Gutierrez was appointed Interim Director of the Architecture Program when Andy Pressman stepped down from the directorship to begin a sabbatical leave. The School received permission from the Provost's office to conduct its first national search for the position of Director of the Architecture Program. Professor Geraldine Forbes Isais accepted the offer to be the fifth director of the Architecture Program, and began her term on August 1, 2005.

Currently about 150 undergraduate students and 100 graduate students are enrolled in the pre-professional and professional degree programs in the Architecture Program. This number has held relatively constant for the last 15 years because of the limits of the facilities and the number of faculty members.

#### 4. Program Mission

*The following text is taken from the 2005 University of New Mexico Architecture Program Report:*

In 1995, the faculty of the School of Architecture and Planning adopted the following mission statement:

*The School's mission is to provide an excellent educational experience that is enabling and inspired by a solid base of scholarship, research and professional practice. The underlying academic philosophy of the School is keyed to three primary objectives: to elevate the aesthetic, ethical and theoretical foundations of our professions; to understand*

*the significance of ecological and social conditions in planning and design decisions; and to be responsive to the culture and history of New Mexico and the region. The faculty of the School is committed to increasing public awareness of the importance of the natural and built environment and the relationship of design to societal needs and aspirations.*

In 1997 (revised in 1998), the faculty of the Architecture Program adopted the following mission statement:

*The mission of the Architecture Program is to advance the art and science of building design and place making. The Program will provide leadership to:*

- *Ensure a technically grounded pre-professional and professional education that is critically imaginative and socially responsible*
- *investigate the history, theory, and design of the built environment*
- *Engage the communities in the study of architecture and urbanism*

The mission statements of the School and the Architecture Program are endorsed by the University of New Mexico and published in its 2005-2006 Catalog.

5.

#### **Program Strategic Plan**

*The following text is taken from the 2005 University of New Mexico Architecture Program Report:*

#### **PROGRAM STRENGTHS**

The Architecture Program is approaching its 40<sup>th</sup> year of existence. With nearly two-thirds of the students, and more than one half of the faculty— regular and part time the Program constitutes a strong anchor for the School of Architecture and Planning. The Program also provides New Mexico with its only nationally accredited first professional degree in architecture. Additional strengths of the Architecture Program are outlined as follows:

##### **Curriculum**

A curriculum, graduate and undergraduate, that offers its students a comprehensive education in architectural design – one that prepares them for becoming contributing members of professional architectural design teams in regional, national and international arenas.

An internal environment that facilitates interdisciplinary activities for students and faculty through its three professional programs: Architecture, Community and Regional Planning and Landscape Architecture as well as two new graduate certificate programs: Town Design and Historic Preservation and Regionalism. Having a *Design and Planning Assistance Center (DPAC)* that is linked to the studio curriculum, which provides additional avenues for faculty and students to engage in collaborative community-based design and planning projects while addressing a broad range of activities vital to the School's outreach and service goals.

##### **Faculty**

A faculty that is committed to providing students an intelligent and challenging teaching/learning experience, and is invested in advancing the discipline and profession of architecture through teaching and their creative, scholarly, and professional work.

#### **Students**

A student body that is diverse, motivated and capable of meeting the challenges and demands inherent in a studio based architectural education. And, although the Program enrolls less than 2% of the students at UNM, it has the highest participation of its graduates in the University's alumni association – an indicator that the architecture students value their educational experience.

#### **Place**

An external environment that includes being located in the geographic center of one of the most stunning natural landscapes in the world – one that imparts a sense of place and inspiration to students and faculty, and enriches the built environment as well as the culture and history of New Mexico. Having a proximity to Mexico that enables and enhances opportunities for the Program to reinforce existing connections and develop new ones. And being able to provide outreach to various urban and rural communities that contributes to the positive development of the state and the region. Additionally, to continue offering design and planning assistance to Albuquerque metropolitan area neighborhoods, communities, and residents.

#### **PROGRAM CHALLENGES**

The Program faces a number of important challenges, some of which were communicated in the last APR, and some that emerged in recent years from strategic planning processes at the Program and School levels. Those combined challenges are outlined as follows:

##### **Curriculum**

Completing and implementing a new graduate design studio sequence (that was initiated in SY 2003-04) will bring more structure to the sequence, stronger connections between the studios and non-studio courses, and greater clarity to the Masters Examination process.

Determining whether outreach/community service based work should be a requirement within the graduate curriculum, and if so how this type of work should be coordinated and made accessible to the faculty for use in their respective courses — this includes defining a clearer role of the DPAC (*Design and Planning Assistance Center*).

Stabilizing elective course offerings so that students and faculty will be assured a greater sense of regularity and predictability as well as an appropriate array of offerings.

Reviewing the post professional non-accredited Master of Architecture degree to determine its viability, contribution and longevity.

Examining the possibilities of developing new dual degree programs within UNM with Law, Business, and Construction Management as well as dual degree program tracks for those wishing to pursue two of the professional degrees offered within the School, for example: Master of Architecture/Master of Landscape Architecture, and Master of Architecture/Master of Community and Regional Planning.

Reviewing the implications and possibility of requesting a degree title change from the existing *Master of Architecture* to *Doctorate of Architecture*, given the newly approved National Architectural Accrediting Board change of policy that encourages nomenclature change of existing degree titles.

Working with the administration in exploring the development of summer academic programs/institutes that would draw on this region and "place," with the expectation that

they will be attractive to students from other institutions nationally and internationally in addition to professionals from throughout the nation, and with the understanding that external funding and enrollment fees would be necessary to implement and sustain them.

Building on faculty strengths within the Program and the School, to further develop electives and interdisciplinary research focused on sustainable practices intended to address the challenge of designing and planning communities that will be able to meet their future ecological, economic, and social needs.

#### Faculty

Increasing the number of regular faculty lines, which will assist in reducing service loads, and teaching loads especially those related to Masters Examination work as well as make possible course reductions for faculty needing additional time for scholarly work or special projects. Quoting the School's Strategic Plan: "At a minimum, three additional FTE positions in Architecture... should be secured over the next three to five years". (Two of these three faculty lines have been authorized in 2005 by the Provost and Dean.)

Providing increased financial support to faculty for their creative and scholarly endeavors, and their overall development activities as well as increasing the funding available for faculty directed travel related to course-work. (In 2005-2006 the Architecture Program received a \$15,000 allocation for faculty directed travel related to course-work.)

Developing a variety of means for acknowledging the contributions of temporary part time, and adjunct faculty to the Program, and to the School.

Continue developing and ratifying important self-governance documents.

#### Students

Developing a comprehensive recruitment strategy for graduate and undergraduate students that include an early admissions program for high school graduates of exceptional merit.

Developing a retention strategy that will increase the number of applications to our Master of Architecture degree program from students who completed our Bachelor of Arts in Architecture degree program.

Increasing the number of scholarships, assistantships and work opportunities for graduate students as well as additional financial assistance for undergraduate students.

Developing a comprehensive list of scholarships, awards, and grants available to students, graduate and undergraduate, and ensuring that the information is adequately disseminated.

Supporting and contributing to Freshman *Living and Learning Communities* (LLCs) at UNM that are directed toward students who anticipate pursuing a degree in architecture. LLCs are intended to increase recruitment and retention of freshman at UNM.

Supporting student organizations in the Architecture Program, especially in the area of mentorship.

Improving the Program's ability to integrate digital technology more fully into the studio sequence and other courses.

Developing new and improved instruments for evaluating/assessing teaching and learning.

Increasing the number of articulation agreements between the Architecture Program, and UNM branch campuses and community colleges in New Mexico.

#### **ADDRESSING CHALLENGES**

The faculty of the Architecture Program uses several instruments for documenting program strengths and challenges as well as developing ways for addressing the challenges. These instruments primarily include the Program's 1998-2003 strategic plan, the Architecture Program Bylaws – ratified in September 2001, strategic information resulting from faculty retreats and special focus meetings conducted since the previous accreditation visit, the VTR from the last accreditation visit, and the School's strategic plan which is linked to UNM's strategic plan.

Additionally, the Program maximizes use of its standing and ad hoc committees, and task forces as primary venues in which important discussion and action takes place that effectively moves our plans and our goals forward.

**Appendix B: The Visiting Team**

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**Appendix C: The Visit Agenda**

**March 4, Saturday**

5:30 - Team arrives in Albuquerque  
6:30 Team Welcomed by Dean, Associate Dean and Director  
Team dines alone

**March 5, Sunday**

8:30 - 9:30 Breakfast meeting with Director and Dean  
9:30 - 10:00 Travel to UNM  
10:00 - 11:00 Meet with Dean  
11:00 - 2:30 Team meeting in Team Room and Lunch  
2:30 - 4:30 Tour the School and Library  
4:30 - 5:30 Explanation of team room  
5:15 - 6:00 Request for items from Director  
6:15 - 7:30 Reception with Faculty, Student Leaders and Key Staff  
7:30 - Team dinner and evening work session

**March 6, Monday**

8:00 - 9:00 Breakfast meeting with Program Director  
9:00 - 9:30 Travel to UNM  
10:00 - 10:45 Meet with University Provost and Dean of the Office of Graduate Studies  
10:45 - 11:15 Meet with President  
11:30 - 12:15 Open faculty meeting (full and part-time faculty)  
12:30 - 1:30 Lunch with full-time faculty  
1:30 - 2:45 Open Student Meeting (undergraduate and graduate)  
2:45 - 5:30 Team Work session and class visits  
5:30 - 6:00 Travel to reception at Dekker, Parish, Sabatini Architects  
6:00 - 7:30 Reception with alumni and local professionals  
7:30 - Evening work session

**March 7, Tuesday**

8:00 - 9:00 Breakfast meeting with Program Director  
9:00 - 9:30 Travel to UNM  
9:30 - 10:15 Meet with staff by two team members  
10:30 - 11:30 Meet with Directors of Community and Regional Planning, Landscape  
Architecture, Historic Preservation, Design Planning Assistance Center and  
Resource Center for Raza Planning  
12:00 - 1:15 Team lunch with Student Leaders  
1:30 - 8:30 Team Work Session  
8:30 - Team dinner

**March 8, Wednesday**

7:00 - 8:00 Travel to UNM  
8:00 - 9:00 Breakfast with Director and Dean  
9:00 - 10:00 Meet with Provost  
10:00 - 11:00 Exit Meeting with Architecture Program Community  
12:00 Team leaves

**IV. Report Signatures**

Respectfully Submitted,

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**A. Spencer A. Leineweber, FAIA**  
Team Chair

**Representing the AIA**

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**Rodner B. Wright, AIA**  
Team member

**Representing the ACSA**

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**Matt Fochs**  
Team member

**Representing the AIAS**

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**James W. O'Brien, FAIA**  
Team member

**Representing the NCARB**

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**Marilys R. Nepomechie, FAIA**

**Observer**



#### 4.4 CATALOG

UNM catalog (all)

<http://catalog.unm.edu/catalogs/2010-2011/>

Architecture Program:

<http://catalog.unm.edu/catalogs/2010-2011/colleges/architecture/architecture/graduate-program.html>