

National Architectural Accrediting Board, Inc.

August 3, 2012

Dr. Robert G. Frank, President
Office of the President
MSC05 3300
Scholes Hall, Suite 144
1 University of New Mexico
Albuquerque, NM 87131

Dear Dr. Frank:

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

As a result, the professional architecture program:

Master of Architecture

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

Continuing accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2013, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2011 Edition.

Finally, under the terms of the 2011 *Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,



Keelan P. Kaiser, AIA
President

cc:

Geoffrey Adams, Director ✓
Shannon Kraus, AIA, ACHA, Visiting Team Chair
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Enc.



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

Visiting Team Report

M. Arch

Track I (Pre-professional degree plus 55 graduate credit hours)

Track II (Undergraduate degree plus 102 graduate credit hours)

The National Architectural Accrediting Board
28 March 2012

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

As New Mexico's only accredited architecture program, the program within the School of Architecture and Planning is well positioned to help the university achieve its broad mission; including its emphasis on sustainability, and service to the community.

The visiting team highly commends the program on its current learning environment, especially within the context of new facilities, new certificate programs, and a new curriculum overhaul. The level of coordination and communication to achieve this effort is not to be understated, and is particularly commendable given the leadership changes at both the program level and the school level during this same period of time. It is also clear that there has been a particular emphasis on greater interdisciplinary collaboration, both formal and informal, such as with the proposed certificate program on indigenous studies within the newly formed Indigenous Design and Planning Institute.

The team would also like to note that the level of passion and shared leadership that the administration, administrative support staff, advisors, faculty, and students have is to be commended. It is clear that communication is excellent and all are an integral part of the growth, development, and evolution of the program, and one which makes it a truly great asset to the university as a whole.

The team is also particularly appreciative of the thoughtful and thorough efforts of all involved in preparing the visit, as well as the hospitality and responsiveness we received during the course of our visit.

2. Conditions Not Met

- II.1.1.A.4 Technical Documentation
- II.1.1.B. 7 Financial Considerations
- II.2.2 Professional Degrees and Curriculum

3. Causes of Concern

- A. **Graduate assistance.** As first reported by the 2006 visiting team, there continues to be a need for additional assistantships and scholarships at the graduate level to provide for students who wish to continue with the professional degree but do not have the resources to do so.
- B. **Gender diversity of students.** While the program is largely diverse and, for the most part, consistent with the student body as a whole in most categories, there is a concern with the current gender statistics when compared to those of the UNM student body. As reported on page 73 of the APR, 57.6% of the UNM student body was female for the 2009-2010 school year. The program was 40% female in 2004, and is only 32% female in spring of 2011, indicating a negatively trending concern that is worth further investigation.
- C. **Final portfolios.** The design portfolios submitted electronically by students in advance of their final year constitute a remarkable record of work. It's commendable that students maintain and will graduate with such a resource. Our team observed, however, significant room for improvement in clearly communicating the work captured in the portfolios. In

most cases, the graphic and written material could have been better distilled and refined. Additional guidance from faculty and practitioners, including actual graphic design professionals, could go a long way toward strengthening this important aspect of the program.

4. Progress Since the Previous Site Visit (2006)

2004 Condition 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.*

Previous Team Report (2006): 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 at the earliest by September 2007. 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 given 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. Although 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 10 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 at least 1½ years away. This issue must be resolved before that time.

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, connection to server, and printing. They noted that these resources are not consistently provided within all three facilities.

2012 Visiting Team Assessment: This condition is now met with distinction. See I.2.3 Physical Resources.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the Program, the administrative unit that supports it (e.g., School or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the Program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2012 Team Assessment: This condition is met as evidenced in the APR and as supported through the many Program, School, and University meetings and discussions. The team found that the program, recently strengthened by their new building, is now an integral part of the larger University context, bringing them more onto the main campus. There appears to be a very healthy relationship between the School and the institution, and they appear to leverage the benefits from the Program through a variety of outlets. Lastly, the team found evidence that the Program takes a holistic approach to education.

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.

In 2007 the faculty of the Architecture Program 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.

The Architecture Program is housed within the School of Architecture and Planning (SA+P). They 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. The team found that 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, they previously 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.

In addition to the requirement that all 2-year graduate students have completed a bachelor's 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. The Program actively engages multiple disciplines both within and outside the 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, 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. The Program hosts 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.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The Program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the Program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the Program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The Program 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. Finally, the Program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2012 Team Assessment: This condition is met with distinction. The program fosters a successful learning environment through their students, faculty members and staff. The ample and open spaces of the new facility, George Pearl Hall, engender informal dialogue and transparency of activities, effect positive communication, and contribute to the respectful and positive nature of the program.

The new curriculum allows for a progressive learning environment in which students, faculty and staff are able to share knowledge and collaborate, resulting in a well-rounded education for students of the

program. The program creates a working environment which fosters interaction, cooperation, and positive working habits for the variety of students within the program as well as the faculty there. Within the Program and School, the presence of active student organizations which represent the diversity of student backgrounds, interests and aspirations encourage students to become involved in both the life of the School and discussions on their future professional activities. Further, this allows students to effectively dialogue with administration, faculty, and staff on a range of issues in order to provide effective resolution of issues brought forward.

The program makes clear its policy on diversity and the ways in which it acknowledges the diverse environment of the program. Policies on diversity and equity are clearly communicated to all members of the community. Students are encouraged to celebrate their diverse backgrounds through a variety of organizations, events, and Programs. The student body is overall very pleased with the acknowledgements from faculty, administration, and staff regarding special circumstances of students' diverse heritage.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each Program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree Program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the Program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2012 Team Assessment: The visiting team was impressed by the Program faculty's breadth and depth of scholarship, as well as their overall community engagement evidenced by faculty teaching and research, and through student outputs and activities. The Program has a respected place in architectural education in the state of New Mexico and within the academy, which is succinctly reflected in the Program mission. There is positive synergy among members of the professional, academic and lay communities in Albuquerque and New Mexico.

The university has recognized the important role the School of Architecture and Planning plays in the academy and has reinforced this through its own actions. The completion of George Pearl Hall has created a home for the School and its programs, with support space for instruction, fabrication, research and student learning. This new home has provided a positive environment for the community of students, instructors and staff. Further, the University has recognized the value of architectural education and nurturing its faculty members, through ongoing financial support. In particular, the establishment of an annual competition to support scholarly and creative work, has led to increased research activities and outcomes among the faculty. The inclusion of staff in this granting Program further fosters inclusiveness and collaboration.

The presence of the allied disciplines within the School – Community and Regional Planning, and Landscape Architecture – and the opportunities provided through certificates in historic preservation and regionalism, and town design, as well as the interdisciplinary Program in

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

indigenous design and planning afford faculty and students exposure to a range of opportunities within the expanded field of architecture. The Design Planning Assistance Centre further strengthens the alliances among disciplines and with the larger community.

The Program engages in collaborations across campus including Visual Arts, and Engineering departments, and on projects including the 2013 Solar Decathlon and Indigenous Planning and Design Institute.

- B. Architectural Education and Students.** That students enrolled in the accredited degree Program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2012 Team Assessment: The students of UNM and the Program are given many avenues to pursue leadership positions through various organizations including: the American Institute of Architecture Students (AIAS), the American Society of Landscape Architecture- student chapter, the Graduate Architecture Student Association (GASA), Tau Sigma Delta Honor Society and the American Indian Council for Architects and Engineers (AICAE). New organizations, such as the ADDU and the Black Student Union (BSU), have been formed to encourage leadership among the diverse group of students involved in the Program. These organizations allow themselves to be well known and integrated into the student body so each student is able to become an emerging leader.

Along with the evident collaboration between organizations, there is also a distinct collaboration among student organizations and the faculty. Students are able to express both their achievements and their concerns to the faculty, who proactively respond to the students. Students' engagement of various opportunities both on campus and off, such as the AIAS West Quad Conference and the BSU Student Information Day, was very apparent and is well supported. These students are fully aware of the impact they have had on the School and Program as well as what impact they will have on their surrounding environment; they are prepared to leave those environments better than their finding.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree Program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2012 Team Assessment: Students are provided with information regarding accreditation, internship, licensure and the requirements of the registration board of New Mexico. This is evidenced ARCH 651 Professional Practice II and found in the course objectives, schedule, quizzes, and tests. It is further evident by the active role the IDP Educator Coordinator, Stephen Dent, has in lecturing in the professional practice course, and additionally with the School's involvement with the state licensing board with the recent appointment of Geoffery Adams Program Director to the board.

Although licensure and internship is addressed in coursework, per the NAAB conditions:

"each program is expected to address these perspectives consistently within the context of its history mission and culture and to further identify as a part of its long range planning activities how these perspectives will continue to be addressed in the future."

A potential concern is that licensure and internship is not addressed in the mission and vision of the Architecture Program and therefore could be lost if not institutionalized more formally. Although it is addressed in the draft of the long range planning, the focus is on faculty appointments to boards. Given the low number of students who when surveyed responded that they have established an IDP record, it may be appropriate to develop initiatives to provide students with a sound preparation for internship and licensure and to provide that information prior to the earliest point of eligibility.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree Program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2012 Team Assessment: The Program has evolved a great deal, and the relationship between architectural education and the profession remains very strong. The Program does an excellent job in helping students prepare for the realities of the profession. This is evident in part through a majority that plan to go on to be licensed professionals. This is also ensured through the administration's efforts to involve professionals in curriculum development, teaching, and mentoring Programs. Most recently, the local AIA and YAF have begun a mentor program with several students, whom in turn have begun mentoring with the local ACE Program. Additionally, the work within the Professional Practice course, ARCH 651, provides further evidence that students gain a superior level of understanding with issues of practice management. From interviews with students and local practitioners, it is evident that the Program is very responsive to this perspective.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree Program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2012 Team Assessment: The Program has a rich history of encouraging and delivering design for the public good, represented most consistently in the long-running Design & Planning Assistance Center (DPAC). The School has also recently hosted a lecture series showcasing community design practitioners as well as a two-day event, called the Public Interest Design Institute, from which a faculty working group has emerged to explore possibilities for further instituting such work. Many of these efforts spawn informal collaborations within the Program and across the School, all of which are increasingly coordinated under the newly-created position of Associate Dean for Public Engagement & Outreach.

Beyond formalized programs, community-based and public interest design work also manifest in an array of courses and studios. The Program's work with Native American communities is

especially deep and noteworthy, including its newly-launched Indigenous Design & Planning Institute.

1.1.4 Long-Range Planning: *An accredited degree Program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the Program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The School of Architecture and Planning has undergone significant transitions since the previous NAAB visit. The two most significant of which have been the move to a new \$29 million dollar award-winning building. This facility has provided many new opportunities for students, staff and faculty from all three academic Programs to interact and collaborate within the context of Architecture, Landscape Architecture, and Community and Regional Planning Programs. There is an overwhelming agreement that this move to the new facilities has been "transformational" and has encouraged new academic collaborative Programs and activities. This new environment encouraged the reconsideration of the entire curriculum in the Architecture Program. The Architecture Program is in its second year of implementation of the new curriculum. This "academic transformational" activity has engaged the community to clarify and refine the new curriculum and the resources required to plan for the continued development of the academic Programs.

The Architecture Program is still in the middle of the development phases of refining a new Long Range Plan for the next five year period. This plan is evolving in conjunction with the University of New Mexico's new plans and the expectations of transitions within the School and University administrations. In essence, within the last two years there is a new Program Director, Dean, Provost and, soon to arrive, a new President. The visiting team has confidence that the administrative team has demonstrated their support of the continued development and refinement of the Long Range Plan and continued planning for the Architecture Program.

1.1.5 Self-Assessment Procedures: *The Program must demonstrate that it regularly assesses the following:*

- *How the Program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the Program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the Program.*
 - *Institutional self-assessment, as determined by the institution.*

The Program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the Program.

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The Architecture Program has a continuous self-assessment set of activities that range from student evaluations of faculty through annual activity reports and evaluations of faculty

and staff. There are a series of official policies for the Architecture Program, School of Architecture and Planning, and the University of New Mexico that establish the procedures and standards of performance for all aspects of the Program. The organization of the administrative and committee structures within the School of Architecture and Planning, and the Architecture Program are appropriate for self-assessment and feedback to the appropriate decision body. Coordinators are assigned to each design sequence and each of the design years in order to develop, reinforce and enrich the new curriculum.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree Program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited Programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree Program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree Program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree Program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development Programs.*
 - *An accredited degree Program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to Program improvement.*
 - *Accredited Programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: There are several noteworthy aspects with regard to the Program's achievements in the area of Human Resources. The Program is encouraged to continue to seek a balance between part-time and full-time faculty relative to the role, scope and mission of the Program. Two new full-time faculty hires makes progress towards this goal. The Program director has developed a strategy for recruiting part-time faculty to ensure the learning objectives of the Program are achieved. Faculty workloads for full-time faculty are balanced to allow sufficient time for teaching, research, and service. A mentoring Programs exists, further formal mentoring for tenure-track faculty and new full-time and part-time faculty is encouraged.

As stated in the APR, the last faculty member to receive tenure was in 2007, the last promotion was in 2009. It may be appropriate to examine factors relative to the length of time since the last tenure. The School's tenure and promotion guidelines have been recently updated and the appropriate personnel policies established by the University and School. Criteria exist to be used for determining rank, tenure, and promotion. The School is encouraged to have approved rules for the operation of the programs.

The Dean has secured research funding from the Provost and numerous grants have been awarded to faculty and staff to develop research initiatives over a multi-year period. Faculty have expressed an interest for a venue to disseminate the outcomes of these grants. The Program and School administration is encouraged to continue to further support and to assist faculty to develop and coordinate research efforts.

Faculty are provided with resources for travel for conference presentations, and papers. Many faculty members have been provided with professional development opportunities through sabbaticals and leaves of absences. Several faculty have been supported to develop courses to be offered via distance learning. Students have expressed a need for additional distance learning offerings.

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

Salary compression is a campus-wide issue, which the President and Provost acknowledge and are sensitive to and have developed a multi-year plan to address.

Additionally, the Program has an administrative leadership that is highly respected by students and faculty, and there are numerous support staff to assist students, faculty, and administrators. Faculty have opportunities to engage in the governance of the Program, School and University.

- **Students:**
 - *An accredited Program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the University.*
 - *An accredited degree Program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2012 Team Assessment: Upon entrance to the Program, all students are given the proper information in both formal and informal settings which contribute to their knowledge of the Program, School, and opportunities within each. All students are well informed about the policies and procedures the Program has and what will be required of them. Student organizations offer the opportunity for students to become involved in the creation of the studio culture document as well as involvement with new and incoming students. Faculty, administration, and staff are collectively very supportive of the students in their academic endeavors; from students transferring into the Program as well as students pursuing studies at other Programs or institutions. The Program offers a variety of activities for students to engage in their surroundings, including a distinguished lecture series, as well as travel opportunities in which the Program financially supports.

The students are diverse in their thoughts, opinions, and experiences, yet are able to come together to support a diversely rich Program.

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree Program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the Program's ability to conform to the conditions for accreditation. Accredited Programs are required to maintain an organizational chart describing the administrative structure of the Program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2012 Team Assessment: This condition is met with distinction. The Architecture Program is housed in the School of Architecture and Planning, which is administered by a dean, who reports directly to the provost. The architecture program is one of three programs in the school (the others being landscape architecture and city and regional planning). In addition, the school has two certificate programs in historic preservation and regionalism, and town design, as well as the interdisciplinary program in indigenous design and planning which afford faculty and students the exposure to a range of opportunities within the expanded field of architecture. The Design Planning Assistance Centre further strengthens the alliances among disciplines and with the larger community.

The program has an administrative structure that is clearly defined and well-staffed. The program has autonomy in decision-making and has also established clear lines of decision making within the

program and between the program and the dean and university administration. Roles and responsibilities are clearly communicated to faculty, staff and students, and positive feedback was received from all parties on the effectiveness of the system in place. What makes this truly commendable is the open level of communication fostered culturally through all levels of the administrative structure and governance.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2012 Team Assessment: Faculty members and students are actively involved in the program and university-wide governance as noted in I.2.2 Administrative Structure. Faculty and students have demonstrated a voice in ways that have informed hiring decisions, curriculum changes and resource allocations. The level of open communication and active involvement at all levels, including the students nominating cleaning staff for a University award, is remarkable.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree Program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2012 Team Assessment: This criterion is now met with distinction. The School of Architecture and Planning moved into a new, award-winning facility, George Pearl Hall, in 2008. It is evident from reviewing the facilities and feedback from faculty, students, administrators and staff that the facility encourages studio-based learning, provides space for interactive learning, and provides space for faculty to fulfill their roles and responsibilities. This allows for all the Programs of the School to be located together and all functions to be consolidated. Further it is clear that George Pearl Hall is facilitating interdisciplinary collaborations through the open plan studios, and that the consolidation of all administrative services into a single suite better meets the needs of the students. George Pearl Hall has led to a transformation of the culture in the School of Architecture and Planning.

George Pearl Hall includes the Fabrication Lab which meets the needs of the students to construct projects. Future plans are in development to expand the metal capabilities. Students currently have access to 27 dual-monitor PC stations and 13 iMac stations. Funding has been authorized for 33 new iMacs to update the computer lab with installation to occur in summer 2012.

I.2.4 Financial Resources: *An accredited degree Program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2012 Team Assessment: While the international, national and regional economy has placed constraints on all of higher education, the University of New Mexico has had three years of 3% reductions all while increasing the overall student body by 15%. It is clear that the institution is working hard to maintain its position and is encouraging new technologies to increase the educational programs while also moving forward with new programs. The School of Architecture and Planning has also had to bear these

reductions; however, there is an increased interest in innovative ways to explore increasing resources through public outreach and public service and research programs.

The major issues are salary compression for faculty and staff, as new appointments require appropriate base salaries in order to attract excellent faculty. The university is expecting an overall budget increase of 3% and this will translate into an average payroll increase of approximately 1.7% for the year. These are long term issues that the entire institution must continue to resolve and also must be a focus of the School of Architecture and Planning.

The "lottery program" of New Mexico provides significant support for undergraduate students; however, there is a significant need for teaching and research assistantships for the further development of the graduate Programs. Otherwise there is limited but adequate support for student organizations, travel, exhibitions and guest lectures. The faculty have also been supported for similar activities; however, it is clear that there will need to be additional funds generated from additional credit hours, research overhead and endowments in order to continue the development of the Programs.

Overall, the basic financial needs of the architecture program are limited and have been creatively and appropriately utilized; however, every effort must be made to increase resources if the School of Architecture and Planning, and specifically the Architecture Program, is to reach their stated goals and aspirations.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2012 Team Assessment: The school hosts the Fine Arts & Design Library on the fourth floor of its building, providing immediate access and exposure to its collection. More technical collections and resources are available across campus in the Engineering Library, while other archival collections are available in the Bunting Visual Resources Library as well as the Southwest Research & Special Collections. These are high-quality and substantial collections, even if not all centrally located. One modest cause for concern is the location of the Architecture Librarian, whose offices are not co-located in the Fine Arts & Design Library, but instead across campus. There is a clear desire on the part of the administration and staff to remedy this situation, and we are aware that recent staff transitions in the Fine Arts & Design Library may enable that.

PART I: SECTION 3—REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and Program as well as other data points that demonstrate student success and faculty development.

- **Program student characteristics.**
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree Program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree Program within the "normal time to completion" for each academic year since the previous visit.
 - Percentage that complete the accredited degree Program within 150% of the normal time to completion for each academic year since the previous visit.
- **Program faculty characteristics**
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were provided and provide the appropriate information

2012 Team Assessment: Evidence was found in the APR as required, through the annual NAAB reports, as well as in additional information provided in the team room.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The Program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a Program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report and Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2012 Team Assessment: Annual reports were provided as required and contained the necessary information.

1.3.3 Faculty Credentials: *The Program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the Program must provide evidence through a faculty exhibit that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: This condition is met as evidenced in the APR, which contained detailed information on full- and part-time faculty. CVs of a number of full-time faculty members were posted in the team room as well.

The faculty complement consists of 17 full-time faculty members, of which two have PhDs and 15 have professional degrees in architecture. In addition, full-time faculty members have credentials in a number of related fields including civil engineering and urban design. Two faculty members are cross-appointed with other departments in the University. Information was also presented on approximately 30 part-time faculty members who had taught in the Program since the last accreditation team visit.

An impressive exhibition of recent faculty outputs in scholarly research and creative activities as well as a representation of student course work was on display in the school's gallery and team room. This exhibition underscored the broad range of expertise and experience within the faculty, necessary to promote student success and achievement. The visiting team was advised that the program had hired two new faculty members in the areas of technology and theory/design who will join the faculty complement beginning in the fall of 2012.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the Program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The policy documents required in Appendix 3 were provided in the team room, and/or in the APR, and online.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 522: Modern and Contemporary Architecture, ARCH 517: Graduate Communications III, and ARCH 632: Systems Integration II.

A. 2. Design 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 alternative outcomes against relevant criteria and standards.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in the studios ARCH 505, ARCH 601, and ARCH 605.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the Programming and design process.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in the studios ARCH 602 & ARCH 605.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

[X] Not Met

2012 Team Assessment: The team could not find sufficient evidence to consistently demonstrate a level of ability for technical documentation. There is evidence that students perform some aspects of the criterion well, but the team could not find evidence of student's ability to do outline specifications, and did not see enough consistent evidence at the ability level for producing technically clear drawings with appropriate technical information on them.

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

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in the studio ARCH 604.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in the studios ARCH 601, ARCH 503, ARCH 504, and in the admission portfolios.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 522: Modern and Contemporary Architecture, and ARCH 631: Systems Integration I.

- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in the studios ARCH 605, ARCH 601, and ARCH 504.

- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 523: World Architecture I, and ARCH 524: World Architecture II for those in the 3.5-year track. For the 2-year track students, the Program has established standards and a process to ensure this criterion is

met prior to entry into the Program. If the criterion is not met, students are advised and directed to take courses to satisfy this criterion.

- A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 604: Architectural Design Studio IV. The team would like to note that it did not believe ARCH 522: Modern and Contemporary Architecture and ARCH 524: World Architecture II are sufficient on their own to satisfy this criteria.

- A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 551: Research Methodology and ARCH 604: Architectural Design IV.

Realm A. General Team Commentary: UNM prepares its students with the ability to build abstract relationships and help them to understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. It is worth noting that the student performance criteria are almost entirely focused into the 2-year and 3.5-year tracks. This is in addition to structuring the four-year undergraduate Program to satisfy many of the same criteria. This approach gives multiple opportunities for exposure to most of the SPC's and allows students to perform very well in the areas of the critical thinking and representation skills as outlined in Realm A.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability to prepare a comprehensive Program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 604: Architectural Design IV and ARCH 541: Sustainability II.

- B. 2. Accessibility:** *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability, as evidenced in the studios ARCH 604 and ARCH 605, as well as in ARCH 542: Human Factors and Programming.

- B. 3. Sustainability:** *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 605: Architectural Design V.

- B. 4. Site Design:** *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 605: Architectural Design V.

- B. 5. Life Safety:** *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

[X] Met

2012 Team Assessment: This criterion is met at the level of ability, as evidenced in the studio ARCH 605 in the 2-year track, and within ARCH 542: Human Factors and Programming in the 3.5-year track.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 605: Architectural Design V.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Not Met

2012 Team Assessment: This criterion is not met at the level of Understanding. There is evidence that portions of this criterion are being met in ARCH 651: Professional Practice, with sufficient evidence with regards to financial considerations for project financing and funding, as well as financial feasibility. However, evidence was not found that students are at an understanding level for life-cycle costs, building costs, and construction estimating.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 631: Systems Integration I and ARCH 632: Systems Integration II.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 631: Systems Integration I, ARCH 605: Architectural Design V, and ARCH 533: Structures II.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

2012 Team Assessment: This criterion is met with distinction at the level of understanding as evidenced in ARCH 631: Systems Integration I and ARCH 632: Systems Integration II.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 631: Systems Integration I and ARCH 632: Systems Integration II.

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced through ARCH 631: Systems Integration I and ARCH 632: Systems Integration II.

Realm B. General Team Commentary: Overall, the Program does a great job achieving the criteria outlined in Realm B. Students develop an advanced skill set when it comes to systems integration, accessibility, life safety and materials. The rigor of the curriculum and the emphasis across multiple courses on most of these SPC's translates through to most all the studios. There does appear to be minor discrepancies between some studios in terms of level of rigor, but this may be improving as the Program continues to implement its new curriculum. The one area in need of additional attention is financial considerations, as noted in B.7.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

2012 Team Assessment: This criterion is met at the level of ability as evidenced in ARCH 602: Architectural Design II and ARCH 631: Systems Integration I.

- C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 542: Human Factors and Programming and ARCH 604: Architectural Design IV.

- C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 651: Professional Practice II.

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2012 Team Assessment: This criterion is met at a level of understanding as evidenced in ARCH 651: Professional Practice.

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2012 Team Assessment: This criterion is met with distinction at the level of understanding, as evidenced in ARCH 651: Professional Practice II.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 651: Professional Practice II.

- C. 7. Legal Responsibilities:** *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.*

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 651: Professional Practice II.

- C. 8. Ethics and Professional Judgment:** *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 651: Professional Practice II.

- 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.*

[X] Met

2012 Team Assessment: This criterion is met at the level of understanding as evidenced in ARCH 651: Professional Practice II, as well as in various studio work and in the certificate and student organizational work.

<p>Realm C. General Team Commentary: The Program's approach to the Leadership and Practice SPC's is commendable. Much of this is achieved through the efforts of a largely revamped Professional Practice course, which has definitely improved over the last two years and is headed in the right direction.</p>
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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering 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).*

[X] Met

2012 Team Assessment: This is met as evidenced in APR on Page 94, and on the web:
<http://www.unm.edu/~accred/SupportingDocuments/2009%20HLC%20Affiliation%20Status.pdf>

II.2.2 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.*

[X] Not Met

2012 Team Assessment: This condition is unmet. The school is using the Masters of Architecture and the Bachelor of Arts in Architecture nomenclature and has structured the curriculum to include professional studies, general studies and electives as required by NAAB.

However, this condition is unmet due to insufficient general study hours as a requirement in the degree. According to the 2009 conditions and procedures:

General Studies. *A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content.*

While there is evidence that many students will earn much more than the 45 general study credit hours as required by NAAB, the current curriculum framework only guarantees that students in the 4+2 Program will earn 40/41 credit hours based on the following information provided by the program:

22/23 non-professional credit hours are required freshman year
12 General Study credit hours are required in sophomore year through the UNM Core
3 General Study credit hours are required in junior year through the UNM Core
3 General Study are required outside the Program junior year
40/41 Total General Study credit hours required

There are an additional 3 elective credit hours required in the senior year; however, these do not appear to be explicitly required to be non-architectural content. Additionally there are other courses taught outside the program, in related programs; however, these contain architectural content and thus cannot be counted.

II.2.3 Curriculum Review and Development

The Program must describe the process by which the curriculum for the NAAB-accredited degree Program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that Programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the Program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2012 Team Assessment: This condition is met as evidence was found in both the APR and in discussions with faculty and administration describing the process in place for curriculum review and development. Evidence was also provided in discussions indicating the inclusion of licensed architects in the Program's curriculum review and development process.

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

Because of the expectation that all graduates meet the SPC (see Section 1 above), the Program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree Program.

In the event a Program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the Program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the Program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree Program. This assessment should be documented in a student's admission and advising files.

[X] Met

2012 Team Assessment: This condition is met as evidenced through the visiting team's review of admissions files provided by the program and in meetings with members of the program faculty and staff to confirm procedures and protocols.

The program has a rigorous process for evaluating applications to the professional programs and assessing the transcripts of applicants to ensure courses taken prior to admission are in compliance with SPCs necessary for NAAB accreditation. Admitted students are clearly informed of course deficits necessary for completion of degree requirements. Further, through an ongoing process of advising and monitoring student progress, the Program ensures that gaps and deficits identified are filled and corrected.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all Schools offering an accredited degree Program or any candidacy Program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2012 Team Assessment: This is met as evidenced within their online catalog:

<http://saap.unm.edu/academic-Programs/graduate-degrees/graduate-architecture/Program.html>

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the School must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: This is met as evidenced within their online catalog:

<http://saap.unm.edu/academic-Programs/graduate-degrees/graduate-architecture/Program.html>

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree Programs, the Program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2012 Team Assessment: This is met as evidenced on their website:

<http://saap.unm.edu/academic-Programs/graduate-degrees/graduate-architecture/Program.html>

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the Program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2012 Team Assessment: This condition is met, as seen through evidence of the collection of reports and APR's available in the Zimmerman Library. Given the lack of proximity of the Zimmerman Library, the team would encourage the Program to make these documents also available online.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, Programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2012 Team Assessment: This is met as evidenced on their website at:
<http://saap.unm.edu/academic-Programs/graduate-degrees/graduate-architecture/Program.html>

3. The Visiting Team

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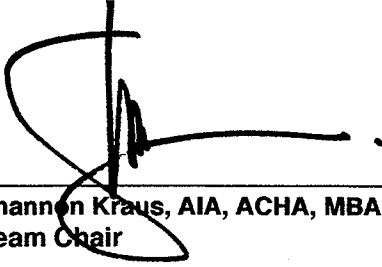
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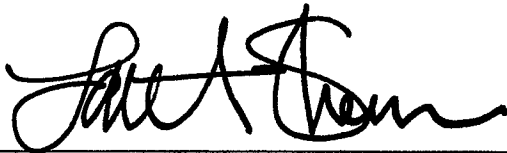
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