SELF-STUDY FOR THE UNIVERSITY OF NEW MEXICO ARCHITECTURE PROGRAM

George Pearl Hall, School of Architecture + Planning
The University of New Mexico, Albuquerque, New Mexico

October 2020
ACADEMIC PROGRAM REVIEW FACT SHEET, Fall 2020

DEGREES:

Bachelor of Arts in Architecture
• Concentration: Pre-Professional Architecture
• Concentration: Design Studies
• Concentration: Landscape Architecture

Master of Architecture
• Track 3 [undergraduate degree + 99 credits]
• Track 2.5 [pre-professional degree in Architecture + 69 credits]
• Track 2 [pre-professional degree in Architecture + 54 credits]

Master of Science in Architecture
• Area of Focus: Public Health and the Built Environment

Certificate programs
• Historic Preservation
• Urban Design

Year of the Previous Visit: 2012

Program administrator:
John Quale, Chair and Professor of Architecture
University of New Mexico School of Architecture + Planning
Department of Architecture
MSC 04-2530 George Pearl Hall, Albuquerque, NM 87131-0001, 505.277.1199

Chief administrator for the academic unit in which program is located:
Dr. Robert Alexander González, Dean, School of Architecture + Planning

Chief Academic Officer of the institution:
Dr. James Paul Holloway, Provost and Executive Vice President for Academic Affairs

President of the institution:
Dr. Garnett S. Stokes, President

Individual submitting the Architecture Program Report: John Quale, Chair of the Department of Architecture, quale@unm.edu

Individual to whom questions should be directed: John Quale, quale@unm.edu
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CRITERION 1: INTRODUCTORY SECTION & BACKGROUND INFORMATION

1A. Executive Summary

This section provides a one to two-page summary/abstract of the information contained within the Self-Study Report.

Since the 2012 APR, several key changes and new initiatives were implemented and are highlighted in this report including: a successful accreditation (8 years), departmentalization, curriculum changes, hiring junior faculty, students and faculty placing in international and national competitions, and the development of new degree concentrations. Students continue to gain experience through various research centers, including The Indigenous Design and Planning Institute (iD+Pi), The Design and Planning Assistance Center (DPAC), ecoMod, and Plata Studios.

In spite of significant budget reductions, the Architecture Department has maintained a steady enrollment and it has been able to fill vacant faculty positions with highly qualified junior faculty. The school is endowed with dedicated faculty and staff, who are well qualified and committed to the University of New Mexico (UNM), and the School of Architecture + Planning is administered by a very hard working and experienced Dean, who joined the School on July 1, 2020.

The Department of Architecture offers the only architecture degrees in the state of New Mexico. The Master of Architecture (M.Arch) was first established in 1969, and it was accredited by the National Architectural Accrediting Board (NAAB) the same year. The Bachelor of Arts in Architecture (BAA) degree, a four-year pre-professional degree that includes 59 credit hours, allows undergraduate students to receive advanced standing in the Master of Architecture. The Master of Science in Architecture (MS.Arch) degree is the third degree type offered by the Department of Architecture. It has been successful in the past, but as of the 2020-21 UNM Catalog, one of the Areas of Focus, Computational Ecologies, will be eliminated from the catalog. The remaining Area of Focus, Public Health & the Built Environment, is still offered. The Department of Architecture is currently considering three other Areas of Focus as potential offerings: Climate Change and the Built Environment, Historic Preservation & Regionalism, and Social Justice and the Built Environment.

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. UNM’s Zimmermann 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 24,393 students on the main campus. The main campus has the state’s only schools or departments of law, medicine, pharmacy, architecture and planning. UNM awards 83% of the doctoral and professional degrees in the state. The main campus and the branch campuses offer a total of 395 certificate and degree programs.

More than 4,700 students receive certificates and degrees each year, and the majority of our graduates stay in New Mexico, strengthening the state’s economy and improving the quality of life. UNM’s main campus is classified as a Hispanic Serving Institute (HSI) and a Carnegie Research Extensive University. It is one of 89 in the United States and one of only 6 institutions classified as both a Minority Majority Institution and a Carnegie Research I University. UNM was also recently designated as a Carnegie Foundation Community Engagement University, and we are proud to say that the Architecture Program and its many outreach programs played an significant role in the attainment of that designation.

The University is located in Albuquerque, the largest metropolitan area in New Mexico, with a population of 903,000, with a state population of 2.095 million. The campus is in the heart of the city and includes more than 150 buildings on 600 acres.

The recognized colleges and schools at UNM are: School of Architecture & Planning, Anderson School of Management, College of Arts and Sciences, College of Education, College of Fine Arts, Graduate Studies, Honors College, College of Nursing, College of Pharmacy, College of Population Health, College of University Libraries & Learning Sciences, School of Engineering, School of Law, School of Medicine, and the University College.

Architecture Department History

In 1975, the Architecture Program evolved to become an independent School of Architecture and Urban Planning (SA+P) unit, originally led by a Director. In 2017, the three academic Programs in the School of Architecture + Planning (Architecture, Community & Regional Planning and Landscape Architecture) were converted to Departments, which transitioned the titles of the three Directors to Chairs. This was purely a name change. The administrative structure of the school has not changed, and the role of the Chairs is the same as the previous title of Directors. The change was made primarily because “Directors” are typically non-academic titles at UNM, with the exception of Directors of small academic programs, such as the School of Architecture and Planning’s Graduate Certificates in Historic Preservation and Regionalism, and Urban Innovation, an interdisciplinary certificate.

1B. Brief Description of the History of Each Degree/Certificate Program

BAA + MArch

In 1936, the first architectural concentration was established within the College of Fine Arts. By 1947, a four-year architectural engineering program was approved within the College of Engineering and grew to an enrollment of 70 students. In 1956, a five-year architectural program was established in the Division of Architecture, responsible to both the College of
Engineering and the College of Fine Arts. The University discontinued the architectural engineering in 1960 and established a Department of Architecture within the College of Fine Arts. A five-year professional degree of Bachelor of Architecture was accredited in 1966, and then phased it out the following year. This led to the establishment of a 4+2 program, a four-year undergraduate degree—the Bachelor of Arts in Architecture (BAA)—and a two-year Master of Architecture degree (MArch), which was accredited by the National Architectural Accreditation Board (NAAB) on the same year it was established, in 1969. UNM SA+P confers the only accredited architecture degrees in the state of New Mexico.

The Bachelor of Arts in Architecture degree (BAA), a four-year pre-professional degree that includes 59 credit hours, allows undergraduate students to receive advanced standing in the Master of Architecture. This has been the fastest growing program in the School of Architecture & Planning. In 2016, various tracks were added to allow students to “enter” the profession through different areas of focus, including: Pre-Professional Architecture, Design Studies, and Landscape Architecture. The intent was to provide some flexibility for students.

**MS.Arch**

The Master of Science in Architecture (MS.Arch) was established in 1993, however, this is not a professional degree leading to licensure. This degree is a foundation for architecture research in the Architecture program, and it can naturally prepare the School for the development of a Ph.D. program. In 2013, the MS.Arch introduced two areas of focus: Computational Ecologies (which will be discontinued in 2020-21 for low enrollment) and Public Health and the Built Environment. Currently, the Architecture program is expanding areas of focus to include three new tracks: Climate Change and the Built Environment, Social Justice and the Built Environment, and Historic Preservation & Regionalism.

**BAED**

In 1978, the School added a four-year undergraduate pre-professional degree, the Bachelor of Arts in Environmental Design (BAED). It later evolved into the Bachelor of Arts in Environment Planning and Design (BAEPD), which is administered by the Community & Regional Planning Department, however, it is an example of a degree program that recruits students who study across the three departments of the School of Architecture & Planning.

**Research Center**

In 1969, the Design and Planning Assistance Center (DPAC) was established and remains in existence to today. It celebrated its 50th anniversary in 2019. It is the second oldest university-based design center in the country. DPAC works with communities around the state to support both urban and rural communities.

**Certificate Programs**

Architecture is currently one of three departments and two graduate certificate programs within the School of Architecture & Planning. The other two departments are Landscape Architecture and Community & Regional Planning. The school offers graduate certificates in Historic Preservation and Urban Innovation.
The Architecture Department has a strong and positive relationship with the other departments in the building: Landscape Architecture and Community & Regional Planning. The Community & Regional Planning Department was established in 1968. There is healthy exchange between faculty from all the departments, including collaborations on research and creative activities. The students also benefit from the close proximity of the three departments. In addition, all three departments also foster exchanges with the Historic Preservation & Regionalism program, which at this time offers a graduate certificate in the Landscape Architecture Department.

Although Landscape Architecture had been taught in the school for more than 25 years, the Master of Landscape Architecture (MLA) became the third program in 2000. As the school grew, it became necessary to build a new building that could gather the three disciplines into a new shared home. World renowned New Mexican architect, Antoine Predock, won the competition to design the building, named George Pearl Hall in honor of local architect George Clayton Pearl. The building was completed and occupied in 2008.

1C. Brief Description of the Unit’s Organizational Structure and Governance

With the arrival of a new Dean this academic year, the SA+P has experienced a strengthening of its reorganization (see org chart below). The Dean is responsible for fiscal responsibility, communication with the Provost and President, and various departments at the university. The three areas of organization reflect the areas of focus that are receiving added resources, both in terms of staff support and leadership. They are: Operations, Academics + Research, and Fundraising and External Affairs. Each of the three Departmental Chairs manage budget
allocation, and also work with their faculty members on curriculum. The Chairs are also the hiring officials for their department, in consultation with the Dean.

The Dean’s Suite is supported by two senior leaders: an Associate Dean of Research and an Associate Dean of Student Equity and Excellence, a position that has been expanded to address School-wide equity, diversity and inclusion issues. The Associate Dean of Research oversees the Office of Research, which includes DPAC and a number of other research units in the other departments.

To support the School’s leadership, and two existing Special Assistants to the Dean for Labs + Buildings and for Outcomes + Assessment, two additional Special Assistants to the Dean were introduced this academic year: a Special Assistant to the Dean for Career Services, to help support professional preparation for our students, and a Special Assistant to the Dean for External Affairs, to foster relationships with new alumni and to bolster our recruitment efforts in area schools and community and tribal colleges.
1D. Specialized/External Program Accreditation
Include a summary of findings from the last review.

The only specialized accreditation that is held in the Department of Architecture is the Master of Architecture. It is accredited by the National Architectural Accrediting Board (NAAB). As previously mentioned, the Bachelor of Arts in Architecture contributes 59 credit hours to receive advanced standing in the Master of Architecture. There are a total of 120 credit hours in the BAA degree program. We have three tracks that lead to the Master of Architecture degree.

Track 2 is the most common path in the MArch
Track 2.5 is for students that have a few courses missing
Track 3 is for students who do not have an Architecture undergraduate degree

In addition, the Master of Architecture degree has a designation as a STEM-based degree.

1E. Brief Description of Previous Academic Program Review

The previous APR was completed in 2012. Several topics were identified in the May 28, 2012 letter addressed to Associate Provost Greg Heileman (please see embedded transcription):

May 28, 2012
Gregory L. Heileman
Associate Provost for Curriculum Office of the Provost & Excellence Vice President for Academic Affairs The University of New Mexico Scholes Hall 240 MSC05 3400 Albuquerque, NM 87131-0001 Dear Dr.

Heileman,

The members of the Academic Program Review (APR) team for the Architecture Program at the University of New Mexico respectfully submit the report on our findings. As the APR was conducted concurrent with the NAAB Accreditation, we chose to concentrate on the six specific questions identified in the APR Self-Study document and reiterated in our charge letters. Our report is organized according to those topics:

I. Departmentalization of the Architecture Program

Department Formation: According to the UNM Faculty Handbook and Constitution, a department is formed by the faculty with the consent and advice of a dean and the approval of the Faculty Senate. According to our conversation, at this particular time, an Architecture Department would be approved by the current provost, Dr. Chaouki Abdallah. Approval by the provost does not seem to be part of department formation as stated in the UNM Constitution, but as the chain of command and flow of money proceeds from provost to dean to program/department, it is an implicit requirement.

Autonomy: From the precedent of the UNM College of Fine Arts, where department chairs are hiring officers, we understand that at the University of New Mexico, a department in organizing itself, can create the procedure of having its department chair as hiring officer. This organization would occur “with the advice and consent of the Dean of the College” (or school). Such a policy might alleviate current perception
of a hierarchical hiring structure without redress expressed by architecture faculty. Such a policy would be created with the consent of the Dean and is embedded in the current bylaws of the architecture program. As a comparison, at the Universities of Arizona and Houston, both architecture departments function with the Dean as hiring officer. The flow of money would remain provost to dean to department at base plus, so department status would not change monetary distribution. University wide policies such as priorities for minority hires and spousal considerations would still pertain to a department as to a program.

**Identity:** Creating a department might offer a catalyst for collaborative and cohesive decision making and thus an improvement in communication, vision, and honest appraisal of faculty capacities. A department process possibly creates unique identities and clarifies structure and hierarchies -- there are three degree granting accredited programs in the SA+P, which if they became departments, would be differentiated from certificate programs, centers, institutes etc in the SA+P. The process could include a policy for what initiates (and ends) a center, institute or program. This benefit would involve making departments out of all three-degree granting accredited programs—Planning, Landscape Architecture and Architecture—and does not accrue if only Architecture pursues department status. The process might help coalesce an identity for architecture at UNM—place, language, culture, ecosystem niche, technology, concentrations, etc.—could be articulated through a focused identity as part of creating a department.

**Staff:** There are concerns that staff status would change from their current level as admin III. According to the staff handbook and career ladder definitions, the position of administrative assistant III is the highest rank of administrative assistant, until specific assignments, like administrative assistant to the dean, are encountered. The handbook allows for in-range salary adjustments if duties are increased in time or specialization of between 3% and 7% and up to a maximum of 10%. If staff becomes assistants to a department chair, there would be a jump in recompense. Such costs would pertain to changing status from program to department, but the amount would require further study outside the scope of this report.

**Summary:** We currently perceive a talented and diverse architecture faculty with many specialties and capabilities. The rich resources of the faculty, dean and director are praised by students and student leaders who reiterated that they hoped we would advocate for more support for the dean and the director, for the new curriculum, and for the school as a whole. The provost also praised the community involvement and growth of the School. As the creation of a department would create support and provide a perceived status within the University community, as well as perhaps launching an internal process aimed towards cohesion, an honest assessment of capacities for the faculty, and open negotiation about the location of hiring responsibilities within the School of Architecture and Planning, it seems a very positive step forward. The faculty advocates for this step, the dean and directors receive it with positive interest, and the provost is open. This seems a good opportunity.

2. **Faculty Salaries**

*No Raises or C.O.L.A. in at Least 3 Years:* The architecture faculty indicated that they have not received any raises or cost-of-living adjustments in at least three years. Unfortunately, this is part of a national problem as universities are facing budget shortfalls because of a combination of the effects of the recession and diminished government support.

*Similar Salary Structure to Comparable Schools:* The external reviewers from the University of Arizona and the University of Houston commented that the salary structure and recent lack of raises at the UNM Architecture Program are similar to the situation in their own programs. (A summary of national salaries is attached at the end of this report.)

*Issues of Fairness and Governance are Agitating Faculty:* During a meeting of the APR team with members of the UNM Architecture Program, the lack of raises, and issues of fairness, salary compression, and governance dominated the conversation. Complaints included: the impression that the university
leadership kept changing and obscuring the rules regarding hiring and raises; frustration that new hires are paid higher salaries than veteran faculty; and low compensation for adjuncts. Also, faculty were concerned that an administrative position had been added at twice the salary of long-term faculty. It is possible that the current inequities provide an opportunity for the School to make a strong case to the University for help in addressing these issues.

**Merit Raises/Equity Raises:** While understanding that resources for raises may not be available, we recommend placing a priority on making funding pools available for merit raises and equity raises. It is essential to identify those cases where circumstances have relegated faculty to receiving unfairly low salaries, and just as important to create an environment where excellence in scholarship, teaching and service are rewarded.

**Process & Communication: Fairness vs. Perception of Fairness:** The perception of fairness is as important as fairness itself. Written guidelines on merit raises with a peer review component, and a clear and comprehensive Faculty Handbook covering these and other relevant matters would greatly increase the perception of fairness. Administrators at all levels should place a priority on ensuring fair processes for hiring and compensation, as well as making sure that these processes are effectively communicated to the faculty.

**Adjunct Compensation Issues:** Architecture programs throughout the world rely heavily on local professionals who teach as adjuncts to provide a unique type of one-to-one education. Adjuncts are often compensated at lower rates than tenure-track faculty. But a comment from UNM architecture faculty members that some “GA’s (graduate assistants) earn more than adjuncts,” caught the attention of the APR team because that suggests a remarkably low level of compensation. It also came to the attention of the APR team that some adjuncts that may be benefits-eligible under the present rules by virtue of their current workload, and yet are not receiving fringe benefits. We strongly advise an immediate review of adjunct workloads in order to make sure that everyone adjunct faculty member who qualifies for benefits receives them.

**Outside Income: Grants, Consulting, Practice, etc.:** Given the likelihood that widespread raises will not happen at UNM in the foreseeable future, outside sources of income should be facilitated for architecture faculty, even if it requires changing some current rules. During the APR team’s meeting with the UNM Provost, the Medical School Model of Reduced Faculty Appointments in order to facilitate increased practice was introduced as a possibility for the Architecture Program. This seems like an interesting idea worth exploring. We also suggest that the School of Architecture and Planning organize a series of workshops and/or seminars on obtaining grants, exterior consulting, and academic practice.

### 3. Post-Professional Degrees

**Post-professional Meccas vs. The Rest of the Schools:** UNM’s Master of Science (M.S.) in Architecture program’s difficulty attracting students is not unique. Most institutions that offer post-professional degrees in architecture face the hard reality of competing for post-professional students with the hand-full of schools that are recognized as the meccas of post-professional architectural education in the United States.

**Program Elimination vs. Strategic Research Future:** Before a decision is made to eliminate an under-performing post-professional degree program, a cost and benefit analysis must be performed to determine if such elimination would result in any savings. More often than not, post-professional programs in architecture incur little, if any, additional costs since the classes taught in these programs usually are already offered to the professional graduate students. There is great potential value in an architecture school having a post-professional degree program that allows for in-depth study and substantial research participation by students.

**Graduate Study Concentrations:** One recurrent strategy to attract highly-qualified students is to offer graduate study concentrations that capitalize on each school’s strategic advantages. The UNM architecture
The faculty has already identified some areas that build upon the school’s faculty strengths and geographic opportunities. We suggest offering concentrations that capitalize on the school’s strategic advantages of people and place. An excellent model of a previously little-known architecture program gaining national prominence for a specialty is the Auburn University design/build program (Rural Studio) that now has been featured in several books of best practices.

Certificate Synergy: The UNM architecture faculty has already identified some areas that build upon the school’s faculty strengths and geographic opportunities in its successful certificate programs. Topics such as Historic Preservation are a natural for a state like New Mexico that has remarkable riches in its historic built environments. Graduate study concentrations could parallel the certificate programs and “piggy-back” on their funding to provide electives for the graduate program.

Merging with M.Archs.: At the all-school student meeting with the visiting team, some students voiced the desire to have access to graduate study concentrations as part of the Master of Architecture (M.Arch.) programs. Opening the possibility of graduate study to M.Arch. students (who desire a concentration) in addition to M.S. students would all the critical mass required to develop substantial areas of concentration. Of course, placement of the required comprehensive design studio in the curriculum sequence in a way that allows the M.Arch students to also take advantage of these graduate study concentrations is not easy. *

*Note: At the University of Houston graduate study concentrations in Urban/Suburban Design, Sustainable Design, History, Theory & Criticism, Digital Systems & Fabrication, and Extreme Environments are options available to all architecture graduate students in the various programs offered (M.S., M.A., M.Arch.). In order to complete a graduate study concentration as part of a Master’s Degree program in Architecture, a student must complete at least twenty-one hours of credit in the desired concentration, distributed in the following manner: three 3-hour electives (total 9-hours credit) designated as qualifying for the desired concentration; and two 6-hour architectural studios (total 12-hours credit) designated as qualifying for each concentration offered. In order to be able to provide focused-topic studios in the final year, the required professional comprehensive design studio was relocated to the next-to-last year.

Possibility of On-line M.S.: One interesting possibility to consider increase enrollment in the M.S. program would be some form of on-line degree that targets students who work full-time, or are unable to reside in Albuquerque. The Architecture Program is already offering some on-line courses successfully, providing a foundation for exploring a potential on-line degree. Business schools in particular, have developed successful hybrid on-line programs that feature weekend and/or Summer in-person components.

Ph.D. is Essential for Future of Architectural Education: Another good reason for keeping the MS and for developing Graduate Study Concentrations is because these are the transitional steps towards a Ph.D. program. While it is never easy to start a Ph.D. program, it is essential to remain a research institution in the discipline in the long run. Architecture is one of the few remaining fields in universities where professors are not expected to hold a doctorate degree, but this is already changing. Sooner or later architecture faculty will be expected to hold Ph.D’s, and architecture programs in research universities should start planning for the future by planning research-intensive degrees. This is particularly important for a university like UNM that houses the only architecture program in the state to avoid marginalization.

4. Additional Facilities

Our response to this question, as it was posed by our charge letter, is folded into a broader topic that arose out of several discussions with student groups.

Learning By Doing: From three encounters with students (all-student assembly, student leaders meeting, and all-college reception), recurring requests for increased hands-on learning were noted. At the student assembly, students expressed a keen appreciation for the service-learning requirement in their curricula and enumerated the positive outcomes of those experiences; from the technical knowledge gained to the
sense of satisfaction derived from community engagement. They bemoaned the fact that these episodes of learning by doing were brief and infrequent. Many expressed the desire for more of such experiences, and some suggested iterations of hands-on experiences that could increase in complexity and skill level.

Students specifically called for more design-build opportunities during the course of their educations, and cited the need for expanded fabrication lab facilities. Both of these requests were reinforced by multiple student testimonials and a long discussion with the student leaders from all three degree programs. They asked for large-scale (house sized) design-build opportunities that would afford them the venue for learning about materials assemblies, detailing of construction connections, and weatherproofing problems. They felt strongly that these learning opportunities would contribute to their careers in the short and long terms. Couched within these discussions were opinions that more of the faculty should be licensed as professional practitioners and be active practitioners, as well as requests for more depth in the bench of faculty who teach technical courses.

The comment was made that one faculty member is responsible for most of the technical courses. Undergraduate Architecture students expressed the desire to have instruction in Structures earlier in their course of study. Many felt that the knowledge of construction methods and actual experience in this arena is highly valued in professional practice.

More Space: Concomitant with this emphasis on more design-build experience was a forceful call for more space for the Fabrication Lab equipment and activity. This was brought up in all student discussions, citing the fact that the lab has already been expanded once and is full to capacity again. Students identified expanded hours of operation as a partial solution to the problem of lab crowding. They recognize the necessity for a compromise between the desire for continuous access and human safety.

A combined expansion with Art is viewed by some as a possible solution to the space needs in a campus-wide perspective. The Provost suggested this would be a possibility he would be interested in seeing happen. He was not receptive to a new building, but mentioned that expansion could happen in the context of an interdisciplinary facility with Art and/or Physics.

Internship: Finally, several students discussed the desire for a formal internship class or program, to aid in internship placements, initiation of IDP program credits, and codification of policies regarding payment for services. Some reported the local culture of unpaid internships (against AIA standards). This is another way they seek hands-on learning they view as valuable to their eventual career paths.

5. On-Line Learning

The review team has little to offer in terms of advice for teaching studios or labs on-line. We have seen on-line courses successfully taught for lecture-based courses or tutorial programs (for computer aided drafting and other graphics programs, for example). However, we do recommend the development of on-line courses as a new source of tuition revenue, especially if the University of New Mexico migrates to a Responsibility Centered Management system for accounting in the future. In this system, tuition and program fees go directly to the teaching units and the units are charged for the use of facilities. therefore, the on-line courses become a way to deliver instruction with less infrastructure costs.

Students and faculty in the College agree that one-on-one instruction is best for studios and hands-on labs. But students report that many other courses can be taught adequately on-line. Examples given were "World History" courses and other lecture-based courses such as "Site and Environment". "ARCH 311: Architectural Communications II" was another identified as a reasonable candidate for on-line instruction.

Students also reported that on-line courses can provide a solution to the scheduling problems that arise when students fail or drop a course and fall behind a year because they have to repeat it. It would be helpful to be able to catch up or get ahead by taking classes on-line. This could help non-traditional
students who have scheduling problems due to child care issues or employment requirements. They also suggested that high quality software tutorials (Revit, especially) would be invaluable.

From the point of view of faculty members, there is a general willingness to convert existing courses into on-line courses, but there is a lack of available time. Release time would help with course development. Some financial incentives are already offered by the university, but these are not sufficient for a course buy-out in order to gain time. The College may benefit from a cost analysis to determine whether the expense involved in course releases given to faculty in order to facilitate the development of on-line curricula would eventually be repaid by on-line course revenues from courses that could be run during the summer and managed by teaching assistants.

6. Funded Research

Definition: The first step in building a culture of funded research seems to be a meaningful definition of what is research for the architecture faculty. Given the diversity of the faculty, definitions would vary with discipline, but a definition process would provide leadership for the students and for the faculty as a whole. Such a process might also create a closer identification with other faculty’s work and might ignite some collaborative opportunities.

Support: Both part- and full-time faculty expressed a desire for grant writing tutorials, and general assistance. The provost indicated an interest in generating such opportunities. Support could come in the form of help writing grants – either institutional help, like having a grant person who works with faculty, or in terms of creating competitive opportunities for faculty to win monies to buy out a course, for instance, in order to write large grants. The CFA has a “grant to write a grant” program that enables a faculty member to propose a grant s/he will write and win monies to buy out a course or pay a graduate assistant. A faculty handbook for grant writing including grant lists would be a useful resource. The CFA has created one for faculty, including help navigating the online submission process required by the University (Cayuse). A regularly updated and available spreadsheet that calculates the fringe benefits, F&A and other complexities would help all applicants. Support could also come in the form of compensation time for grant writing activities. Release time should be a regular part of faculty contracts, to support research and scholarship before third year and tenure reviews.

Incentives: Incentives could include getting to teach option or elective studios if faculty have a research topic that is funded, or getting release time for research. Could the outreach center be developed to put out grant applications for projects that would involve faculty and pay students? Could these provide supplemental compensation for faculty as well as practice and creative opportunities? This could be place for interdisciplinary work to occur. Competitive funding through the architecture program to travel to the Architectural Research Centers Consortium/Association for Architectural Education conferences would help as well. The Architecture Program can create incentives by requiring professors to have funding to teach an option or elective studio – thus linking their teaching work and research.

There could be a threshold for funding – a RAC grant might work, ($10,000) but a smaller grant not. Or, require preparation of studio results for publication in Architectural Research Quarterly (US), International Journal of Architectural Research, (Europe) Architectural Design Research (Australasia) or other publication – a publication studio. Other incentives could include compensation -- non-University funding can provide additional salary. Inside the University there are often restrictions – for instance on RAC grants – requiring that monies go only to projects and not for compensation.

Emergent Materials Research: Students stressed their interest in emergent materials and fabrication in general. Placing a higher priority on funding CrafT – The creation of a center for architectural research at the SA+P and using it for product development/ think tank for emerging materials seems crucial to creating an atmosphere of funded research. This is done at many schools – MIT, University of Minnesota, CITA http://cita.karch.dk/ (Copenhagen School of Architecture) are just a few
examples. Finding a donor who would fund such a center would help, but even using the center to generate patents or other sources of manufacturing income would be an option.

**Academic program development and research:** An interdisciplinary PhD program in the SA+P as a whole might additionally spark a climate of research. This could provide focus towards an existing interest area rather than expanding. A possible road might be connecting the community through CRAF+T and hiring a PhD director based in action/architectural/materials research – CITA program has a 3-year PhD in overlaps of technology and architecture. The PhD could be based in CRAF+T, rather than a particular discipline, or it could borrow from the Edinburgh College of Art’s models of interdisciplinary design courses.

It was our honor and pleasure to meet with students, staff, faculty, administrators and the Provost’s office during our visit. We wish the best of times for this promising program and all of its participants.

Sincerely,

Mary Hardin, Associate Dean and Professor of Architecture, The University of Arizona
Rafael Longoria, Professor of Architecture, University of Houston
Catherine Harris, Assistant Professor of Art and Ecology. University of New Mexico

**1F. Brief Description of the Vision and Mission of the Unit**

**The mission of the University of New Mexico is:**

- 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 mission of the Architecture Department is:**

“To investigate critically the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching, research and practice.”

The Architecture Program addresses the vision and mission of the School in the following ways, through:

**Community Outreach and Engagement**

Architectural education at UNM has been focused on design in the public interest for over
fifty years, and on sustainability since the late 1960’s. Today these ideas are woven through many of our courses and studios. The current form of DPAC is an interdisciplinary design and research studio including graduate students from all three departments. The projects address challenges related to urban design or buildings in small towns or neighborhoods in cities where local organizations seek design ideas that can help improve economic development.

**Plata Studio**: A related initiative is the Plata Studio, in collaboration with Woodbury University. The studios have been held four or five times in recent years and focus on helping rural communities in the southern part of New Mexico to rethink communities, such as the mining town of Silver City. The first Plata Studio was held in Silver City, which is the home of Western New Mexico University. WNMU hosted the studios and offered financial support. Similar efforts have been made in other communities, in various ways. The students analyzed the city, and the local economy.

**ecoMOD**: The ecoMOD Project, a design / build / evaluate project focuses on creating affordable, sustainable housing, in partnership with local affordable housing organizations. It moved to UNM in 2014 from its original home at the University of Virginia (UVA). The first New Mexican ecoMOD home was completed in the spring of 2018. The ecoMOD Project was founded in 2004 at UVA, and is run by the current UNM Department Chair, John Quale.

**DPAC**: Our community engagement projects, through our Design & Planning Assistance Center (DPAC), the ecoMOD project’s partnerships with Habitat for Humanity, and several other efforts link the school with local and regional communities, helping us to remain connected with smaller communities in New Mexico in ways that are seldom seen at other universities. In addition, the quality of our students and alumni help connect us to the local practice community.

**Student Resources that support minority students and student affairs:**

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

The faculty and staff of the SA+P appreciate the quality of our students and their educational attainment. We are one of the smaller Schools on campus, and therefore we do our best to fully support the reputations of our faculty. We have hired a part time research administrator, who assists faculty in identifying grant opportunities and supports the writing of the grants, and post award administration.

In 2020, the department established a chapter of NOMAS (National Organization of Minority Architecture Students). This is an offshoot of the National Organization of Minority
Architects. This organization is an addition to our other student groups, including: American Indian Council for Architects + Engineers and the American Institute of Architecture Students organization.

Design Excellence

Our students and faculty consistently receive awards and design competition prizes. Several of our faculty members are very productive when it comes to scholarly output, including books, exhibits, speaking engagements, and articles.

Five of our current or former faculty members have won the prestigious ACSA Distinguished Professor Award. This means that UNM is tied for third place among universities that have earned this distinction.

Studios, lecture courses and seminars make regular use of architectural, regulatory and industry professionals as guest speakers and design project reviewers imbuing the program at multiple levels with practicum-based learning opportunities and connections to real-world experience. Design excellence is introduced as standard of practice buttressed by the work of our distinguished faculty members and through interactions with local, national, and internationally recognized professionals.

STEM Education

Architecture is a humanities and STEM based profession. The Architecture Faculty believes in a holistic education for our students. We are fortunate to have a variety of faculty that have other degrees beyond an architecture degree. Several of our faculty members have a three-year Master of Architecture degree. Non-architecture degrees amongst our faculty include Anthropology, Art / Architectural History, Asian Studies and Intercultural Affairs, Civil Engineering, Communications, History, Public Administration, Studio Art, and Urban Innovation.

The university requires students in our Bachelor of Arts in Architecture (BAA) to take a broad range of 34 credit hours in various disciplines. These include Writing and Speaking (three required); Physical & Natural Sciences (two required); Social & Behavioral Sciences (two required); Humanities (two required); Second Language and Math. Students that require writing and math skills will have to take more classes to ensure they reach the same level as their classmates.

Recruitment

In the last several years, we have started to pursue recruiting activities that can lead to the enrollment of well-qualified students enrolling in our Master of Architecture from other universities. We have had some success in recent years, although this year, the numbers are down somewhat. We hold Open House events to give the students an opportunity to see our extraordinary building designed by internationally renowned architect Antoine Predock.

The new Dean has hired a Director of Recruitment who works in conjunction with a Community College Alliance in the School. The SA+P regularly host high student groups, middle school student groups, and occasionally elementary schools request a tour of the
building. With new support in place, the plan is to grow outreach to all area schools. In addition, a robust Summer Camp is being planned for the Summer of 2021 to increase our efforts with high school student recruitment.

The Undergraduate Advisor, or the Architecture Department Chair give regular tours of the building. In addition, the Undergraduate Advisor has established an Ambassador Program, whereby graduate and undergraduate students give a tour of the building if no one else is available. This allows for more direct communication with prospective students. When we have funding available, we try to provide the cost of lunch for a graduate student to meet with a prospective graduate student.
CRITERION 2: TEACHING & LEARNING: CURRICULUM

2A. Detailed Description of Each Degree/Certificate Program

1) Bachelor of Arts in Architecture (BAA) - Curriculum

Design Studies Concentration Curriculum Sheet (above)

The BAA offers students three areas of concentration: Pre-Professional Architecture (120 credits/59 related to the M.Arch), Design Studies (120 credits) and Landscape Architecture (120 credits).

The Department of Architecture has a general education course, Introduction to Architecture, which is a required course for all Bachelor of Arts in Architecture (BAA) students. This course is typically taught in two large sections, which fill the 187-chair auditorium; one online section is typically offered. This year, all sections are being taught online (the auditorium only holds 32 people with the current COVID-19 restrictions). The majority of students who take this course are from other departments. Efthimios Maniatis, the Lecturer who typically teaches this course,
is very charismatic and engaging, and he has played a critical role in attracting students into the Department of Architecture.

### Landscape Architecture Concentration Curriculum Sheet (above)

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*Elective is not required for degree, but may be required in combination 15 hours for Financial Aid/Engineering concerns.

### Pre-Professional Concentration Curriculum Sheet (above)

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*Elective is not required for degree, but may be required to complete 15 hours for Financial Aid/Engineering purposes.*
The BAA students are required to take nine three-credit courses with a significant number of SLO’s that appear in the NAAB Accreditation. In addition, students start taking five- or six-credit-hour design courses in their second year, preparing them for the Master of Architecture degree. This adds up to 59 credit hours that align with the Master of Architecture. These courses also have NAAB SPC / SLO’s. The majority of our BAA students choose to enroll in our Master of Architecture degree, either right after completing their undergraduate degree, or sometimes one or two years later, so they can experience a full-time job in an architecture firm. Typically, these students are seeking to gain experience and save money before returning for the Master of Architecture. In the recent past, some of the BAA undergraduates have chosen to pursue a Master of Science in Architecture degree.

The BAA had one consistent curriculum until 2016-17, when the three concentrations were developed. Occasionally we would lose students to other degrees, and the concentrations now allow students who decide they don’t want to pursue the NAAB accredited degree or become a licensed architect to have another option. Of the three concentrations, the Fall 2020 numbers indicate that Pre-Professional Architecture is the largest (294 students), followed by Design Studies (55 students) and Landscape Architecture (2 students).

Of all the undergraduate degrees offered in the School of Architecture & Planning, the BAA, with its three concentrations, has been the fastest growing program. A five-year review of SChs generated by the School indicates a steady growth in this part of the department’s offerings.

**Pre-Professional Architecture**

The primary goal of the Pre-Professional Architecture concentration is to prepare students for the successful completion of a National Architectural Accrediting Board (NAAB) degree. In the United States, the majority of state architecture registration boards require an accredited professional degree as a prerequisite for licensure. NAAB is the sole agency authorized to accredit U.S. professional degree programs in architecture. The organization recognizes three types of degrees: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Each of them includes the same requirements, but they are delivered in a variety of ways. A program that undergoes the accreditation process may be granted an 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards and requirements.

**Design Studies**

The primary goal of the Design Studies concentration is to give students the skills needed to become designers. These students can pursue a wide range of career opportunities, ranging from TV and film production design to high-end custom skateboard design (there are recent graduates of the BAA that are currently in those fields). Additional options include some of the classes we have added in the last few years: Graphic Design, Product Design and Entrepreneurship (a two-semester set course), Furniture Design, Interior Design, and Lighting Fixture Design. In addition, we have added a number of Design Visualization courses that provide opportunities for students to learn various digital software. This helps students who want the ability to understand these software packages. Our goal is to encourage students to be digital explorers. We also offer design visualization courses in rendering, photography, digital fabrication, and other related topics.
Landscape Architecture

The primary goal of the Landscape Architecture concentration is to introduce students to this allied discipline. This concentration allows BAA students to take courses (at the 400 level) in the Department of Landscape Architecture. This is an ideal concentration for students who would like to pursue a Master of Landscape Architecture degree.

2) Master of Architecture (M.Arch) - Curriculum

<table>
<thead>
<tr>
<th>Master of Architecture (M.Arch)</th>
<th>Track 2</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 601</td>
<td>Masters Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 633</td>
<td>Sustainability II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 634</td>
<td>Systems Integration I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 652</td>
<td>Pre-Design &amp; Architectural Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>SPRING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 602</td>
<td>Masters Architectural Design II (spring or summer)</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 621</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 624</td>
<td>Architectural Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 635</td>
<td>Systems Integration II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>1st Year Minimum Total</strong></td>
<td></td>
<td>30</td>
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</tbody>
</table>

| Second Year                     |        |           |
| **FALL**                        |        |           |
| ARCH 603 OR ARCH 596*           | Masters Architectural Design III or Masters Thesis Prep | 6 |
| ARCH 651                        | Professional Practice | 3 |
| ARCH 596*                       | Three credits of Masters Project Prep is required if planning on Masters Project in final semester | |
| LA 556                          | Site/Environment | 3 |
| **Total**                       |        | 12        |
| **SPRING**                      |        |           |
| ARCH 604 OR ARCH 597 OR ARCH 599* | Masters Architectural Design IV or Masters Project or Masters Thesis | 6 |
| 3 elective credits** in any graduate level course. | 3 |
| Architectural History or Theory elective | 3 |
| **Total**                       |        | 12        |
| **3rd Year Minimum Total**      |        | 24        |
| **GRAND TOTAL**                 |        | 54        |

* After the Masters Review, MArch students will be in one of three degree plans to graduate. Plan I (Masters Thesis) requires six credit hours of ARCH 596 in the Fall, and ARCH 599 in the Spring. Plan II (Masters Project) requires three credit hours of ARCH 596 in the Fall, and ARCH 597 in the Spring. Plan III students take ARCH 603 in the Fall and ARCH 604 in the Spring. Masters Project students can use their three credits in ARCH 596 to count as elective credits.

** NAAB accreditation requires students to have a minimum total of 45 credit hours in non-architectural coursework in their undergraduate and graduate education combined. Students are also required to enroll in at least 10 hours of optional coursework (which can be architectural) in their graduate and undergraduate education combined. If necessary, students should use their electives to get to this number.
The UNM Architecture Department offers an accredited Master of Architecture degree. There are three options for how to proceed through the degree, depending on previous background of the student. Track 3 is a three-year track that is defined by NAAB as a “Non-preprofessional degree-plus.” Applicants are required to have a regionally accredited bachelor’s degree of any kind. Currently, we have no off-campus programs, except summer study abroad programs which change every year.

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

Track 2 is a two-year track for students that have an undergraduate degree in architecture, and also falls into the NAAB category of “Preprofessional-plus.” The students in this track typically have already taken five or six design studios, a full complement of architectural history, theory, visualization and building technology courses, including two structures classes.
A Master of Architecture (the most common NAAB accredited degree) may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. UNM’s Master of Architecture has been accredited since 1969. The degree has been regularly re-accredited since that time. In the
Spring of 2018, we were re-accredited for the longest term available, eight years, when the period was extended by NAAB. We were not required to prepare an Interim Report. If we had been required to write an Interim Report, it would have been due to concerns about the degree.

The 4+2 sequence is the most common in the department. There are 120 credit hours in the Bachelor of Arts in Architecture, and there are 54 credit hours in the Track 2 of the Master of Architecture degree. The minimum number of credit hours is 168. For a UNM MArch student, our UNM Graduate Catalog states we can only waive credit hours from the Master of Architecture degree. This maintains that the combined degrees don’t go under 168 credit hours. It is not very common for us to waive credit hours for the Master of Architecture students, and it is not possible to waive any of the 120 credit hours for the Bachelor of Arts in Architecture students.

NAAB recently released a new set of criteria for accreditation, which includes a reduction of student performance criteria (SPC) from 26 to 14 and a greater focus on self-assessment and setting goals. Only two criteria will require student work as evidence of meeting standards. Traditionally, accreditation examiners would spend hours in closed-off rooms reviewing portfolios, projects, and papers. Moving forward, more interaction will take place with more interaction among faculty, students, and examiners.

One of the School’s full professors, Michaele Pride, was a key member of the NAAB-formed committee that finalized the new accreditation document, and the School is fortunate to have her on board to help us prepare for the next accreditation, which will take place in November 2025. The new 14 SPCs, which are framed in the same way as the APR’s SLO’s will still present a challenging, yet necessary, review process. The NAAB team that prepared the last Visiting Team Report (VTR) after their visit to UNM reported that we met all the SPC’s except for two. The two missing SPC’s are noted below in the section “Student Learning Objectives (SLO)”. See Appendix I for the Spring 2018 NAAB APR and the NAAB Visiting Team Report.

Master of Architecture (MArch) has three tracks:

**Track 2**, for students who have a four-year undergraduate architecture degree. This degree can be completed in two years.

**Track 2.5**, for students who have a four-year undergraduate architecture degree, but with a few courses that were not taught at their previous university. This degree can be completed in two and a half years.

**Track 3**, for students who do not have an undergraduate architecture degree and who come from a variety of backgrounds. This degree can be completed in three years.
3) Master of Science in Architecture (MS.Arch) - Curriculum

Currently, there are two Areas of Focus in the MS.Arch degree, however, the Computational Ecologies focus will be removed from the UNM Catalog as of the 2020-21. The remaining Area of Focus is called Public Health and the Built Environment. The current enrollment is low, but this is due to low recruiting efforts made by the School for this single MS.Arch degree option.

This semester, the Architecture program is expanding areas of focus in the MS.Arch degree to include three new tracks:

Climate Change and the Built Environment
Social Justice and the Built Environment
Historic Preservation & Regionalism
A majority of existing and new faculty members are undertaking our efforts to develop this timely Areas of Focus. The efforts the School will be making to recruit graduate students into the three MS degree tracks will certainly benefit all the programs. The new Dean is devoting significant resources into marketing and recruiting efforts to increase graduate enrollment.

Prior the spring semester of 2019, we offered one online class—Introduction to Architecture. A few years ago, we offered one course online: Sustainability. Along with the rest of the country, midway through the Spring of 2019, everyone had to shift to an online format. In the School, we have depended on Zoom and Concept Board, and some instructors use Learn (Blackboard). Reflecting the university as a whole, only 4 percent of our courses are being taught face-to-face at this time.

2B. Mode(s) of Delivery for Teaching Courses

Master of Architecture (details of objectives)

Teaching and Learning objectives: Continuous Improvement

A1.1: Provide M.Arch students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture.

The integration of a separate Architectural Theory course has significantly improved our graduate students’ understanding of Architectural Theory. For students that already have an undergraduate architectural theory class, we assess the syllabus from the other university, and determine if there is an alignment with our expectations.

A1.2. Ensure M.Arch students can participate in the design of a high-performance, net-zero energy building.

We are confident that the Master of Architecture students have met this SLO in the course we offer called Systems Integration II. There is one student that needed to retake this class, in part because she did not demonstrate sufficient knowledge and skill. However, our Spring 2018 NAAB Visiting Team complimented the commitment to net zero design, and the execution of the class.

B1.1. Provide M.Arch students with design and technical experiences to ensure they prepared to contribute to the professional world of architecture.

We believe this is met. Master of Architecture students go through the Graduate Review process in August before the start of their final year. Students that do not pass the graduate review are either advised to take additional classes, or are asked to repeat classes where they have struggled. One student did not pass the Graduate Review in August 2018 and was asked to repeat one of the technically oriented studios in the Fall of 2018. The instructor (who taught the studio both years) stated her work had improved.

C1.1. Structure the curriculum to ensure the M.Arch students are knowledgeable about contemporary architectural design, theory and history.
Faculty:

Workload

Department faculty members are currently reconsidering our workload policy. The task is complex, given the range of courses that need to be taught. In a typical semester, a majority of our faculty teach one studio course (5-6 credits) and one additional course (3 credits). Typically, faculty members teach one required course in one semester (sometimes a large one) and a seminar related to their research or scholarly agenda in the other semester. Occasionally, faculty members teach a summer class to make up their load. Balancing the faculty member’s teaching load with the scholarly/creative production and service to the department, school and university can be challenging. We expect to have a new workload policy resolved in the 2020-21 academic year.

Resources and Planning

In 2020-21, the Department of Architecture began with an annual budget of $2,503,306, however, this was reduced by 4.1 percent under the budget restriction plan instituted by the university at the beginning in the Fall semester. The final reduced budget for 2020-21 is: $2,398,306. We are anticipating further reductions, after the January legislative session and another one for the next fiscal year. To respond to the new budget restrictions, we reduced part-time faculty. Full time faculty were also reduced from 18 to 16 this academic year.

STUDENT LEARNING OUTCOMES (SLOs)

As noted above, in 2018 our Master of Architecture was re-accredited by the National Architectural Accreditation Board (NAAB) and the Department of Architecture met almost of all the 26 SPC’s (equivalent to the APR’s Student Learning Objectives. We received the maximum NAAB accreditation term of eight years, however, we met all but two of the 26 SPC:

“Cultural Diversity and Social Equity” is described by NAAB as:

“Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.”

We attributed our inability to meet this criterion to the fact that evidence was lost during the time that led up to the accreditation. We searched the entire building and could not find the work that had been collected to demonstrate our dedication to this criterion. Informally, the reviewers felt very comfortable that we met the criteria, given their interactions with our students and faculty, and our regional context in the state of New Mexico. However, they could not officially call it “met” and the accreditation report reflects this.

“Side Design: is described by NAAB as:

“The ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the
development of a project design. Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.”

The instructor who taught this course was teaching the course for the first time, and since then has significantly revised the course. In addition, most of these topics are integrated into the curriculum at the undergraduate and graduate level.

**Studio Culture Policy**

In 2011, the Department of Architecture adopted a Studio Culture Policy, prior to the previous APR visit. This is a policy that provides information about how students, faculty and staff are to help support students to help maintain a culture of learning in the department. The policy remains relevant today. It serves as a reminder of our larger purpose. It states (from our Learning Culture Policy):

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

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

Student organizations play an important role in cultivating student culture. It is common for undergraduate students to participate in the UNM Chapter of the American Institute of Architecture Students (AIAS). In fact, the majority of the students in the AIAS organization are students in the BAA. The AIAS has been reaching out to graduate students to play a role in the further development of the Studio Culture Policy. The faculty and staff help play a role in shaping the Studio Culture Policy. To assist the students, faculty and staff work on the development of this policy. When the department’s Studio Culture is reconsidered—it is a continuously revisited document—it is helpful to reach out to other NAAB accredited institutions so that we may evaluate other Studio Culture Policies. The faculty is also considering rethinking the name “Studio Culture Policy” and is considering calling it a “School Culture Policy” to be more integrative of other departments and non-studio coursework.

The current policy has been drafted recently. It was based on a revision completed in the spring of 2017, after six or seven months of discussion and debate amongst the students. A group of graduate and undergraduate students led the effort, with size of the group varying considerably depending on time in the semester. However, the committee always included both graduate and undergraduate students. Two faculty members offered advice on how to proceed.
The group was encouraged to integrate information about the four topics that are suggested by NAAB, but the document was a collaboration between the student, the graduate and undergraduate advisors, and a few faculty members.

During our Spring 2018 NAAB accreditation, the Studio Culture Policy required information about the following, with our responses in our Architectural Program Report (APR):

**Optimism:** To create and maintain an environment that is rich in energy, passion, and idealism, faculty and students must work cooperatively in sharing the values and perspectives that each individual brings to the education process.

Students have the right to expect that the faculty member will value each student’s contributions to the studio. The faculty member will endeavor to encourage students toward the achievement of their progress in specific course assignments as well as professional career choices.

Faculty have the right to expect that students will also promote a sense of optimism, with each valuing the efforts and contributions of other classmates.

**Respect:** Faculty members have the right to expect that each student will value, and thus benefit from, the diversity afforded by each individual classmate. These opportunities include differences in cultural history, formal education, ideas, religious beliefs, and experiences.

Students have the right to expect that each faculty member will regard every student as a unique individual – one who is deserving of special concern and attention.

Students have the right to expect that faculty (as well as critics invited to the class and review sessions) come with the best interests of each student as his/her primary focus, and that students will be treated fairly and in a positive and consistent manner. As such, each faculty member is expected to direct his/her efforts toward making each student in the class as successful in his/her endeavors as is reasonably possible.

Faculty and invited critics will endeavor to develop and express constructive comments regarding the work and effort, and seek to note successes as well as shortcomings in this regard. While a faculty member or reviewer is expected to sensitively and insightfully critique the work of a student, he/she will judiciously avoid criticism of the individual student or his/her abilities in a public or classroom forum.

**Sharing:** Faculty have the right to expect that each student comes to the studio with the desire to learn from others and the desire to assist others with their learning needs, creating a robust shared experience where thoughts, concerns, and ideas are advanced by the community as a whole.

Students have the right to expect that each faculty will share not only his/her knowledge, but also direct students to other faculty and professionals, literature, and examples that will help the students’ understanding and enrichment.

Students have the right to expect that faculty members will organize critiques and reviews in a manner that encourages the collective learning of the class, rather than providing a forum intended primarily for grading work or for faculty “showmanship.”
Engagement: Faculty have the right to expect that, during the studio hours, each student will be fully engaged in the task at hand or topic being discussed or presented. Additionally, students shall be expected to be adequately prepared for scheduled recitations, pin-ups, and formal reviews.

Students have the right to expect of faculty a clarity of purpose, clearly articulated evaluation/grading procedures, a definitive schedule, and specific learning objectives for the course and for each assignment, as well as written commentary and evaluation summaries at established benchmarks during the semester. Students have the right to expect that during the studio hours the faculty member will devote his/her focus solely on the needs of the students and the studio.

To ensure a responsive climate at final reviews, submission deadlines will be given well in advance of the time for the critique session. The critique and review sessions will be carefully structured to illicit the desired engagement of students. The “ground rules” and schedule for these events will be thoughtfully constructed and carefully followed. A student whose work is submitted late or is incomplete, or who is otherwise unprepared, will not assume the right to publicly present his/her work to external reviewers.

To prepare students to serve as future leaders and active citizens, faculty will promote engagement of students with society beyond the studio. Faculty members are expected to foster a climate that both encourages and allows students to become involved and engaged with activities and organizations within the school, in the university, and in the community.

Innovation: An innovative studio culture embraces the assumption that learning can be achieved through a variety of processes, and that these will vary from student to student and with each assignment. Students and faculty will recognize that the primary rationale for the design studio experience are not the “end products” completed by the students, but rather the skills and knowledge that project and other assignments have provided.

Faculty have the right to expect that a student will be willing to take and accept risks in the design process in seeking ideas that that are new and unique. In the studio context, faculty will provide opportunities and encouragement for exploration, inventiveness and creativity.

Time: One of the most important attributes of a successful student or professional is effective time management skill. Toward this end, faculty will endeavor, by deed and by example, to infuse the students with the importance and value of time.

Faculty members have the right to expect that each student will endeavor to meet the course expectations and specific assignments in a timely manner, and will use the scheduled studio class time efficiently.

Students have the right to expect that each faculty member will value the time of students -- by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward efficient learning as well as reasonable products.

Studio faculty will also understand and be sensitive to the reality that most students have other academic obligations and, in many instances, demanding responsibilities apart from the university. The amount of time that is reasonably necessary for the successful completion of assignments and achieving the learning objectives is to be consistent with the credit hours for the studio course.
While accepting that a level of competition is inherent in most human endeavors and often beneficial in the studio context, in order to safeguard the health and safety of the students the faculty will wisely limit the scope or amount of work to be submitted. In this regard, care will be taken in grading to ensure that students do not assume that “quantity” of work is equated with “quality” of work or learning performance.

**Implementation:** Ultimately, the goal of a highly positive studio culture can be achieved only by the stakeholders’ full appreciation of the benefits of this shared interest, as well as a long-term commitment to the attainment of these objectives. As such, this Policy document is not expected to remain static. At least once each academic year, the Student Council will conduct an informal roundtable session on this Policy with interested students. This assembly will review the studio culture climate in the School, noting successes and shortcomings. Following this session, the Student Council is encouraged to develop specific recommendations/suggestions for both the implementation of various aspects of this document, as well as possible revisions. Similarly, at least once each academic year the faculty will devote meeting time for a similar review, discussion, and recommendations for revisions to the School’s Studio Culture Policy. Both the faculty and the administrative council will also address implementation strategies.

*[Note: This Policy is not intended as a substitute for expectations and requirements of students and faculty as delineated, respectively, in the most recent editions of the UNM Pathfinder (specifically, the “Student Code of Conduct” section) and the UNM Faculty Handbook. The Studio Culture Policy is expected to complement the School’s “Classroom and Studio Use – Guidelines and Expectations” policy document (August 9, 2002).]*

The curriculum of the Department of Architecture combines the requirements of the National Architectural Accreditation Board (NAAB), blended with the unique aspects of the curriculum developed by the faculty of the Department of Architecture.

The Master of Architecture degree is the department’s NAAB accredited degree. However, for undergraduate students in the Bachelor of Arts in Architecture, they take several of the same required courses that are necessary to fulfill the NAAB requirements.

To become a licensed architect through National Council of Architectural Registration Boards (NCARB), graduates will need to have a NAAB accredited degree. In addition, graduates also need to participate in the Architectural Experience Program (AXP), which involves paid experience with a licensed architect. The architect manages the "architectural associate" and "design professional." Previously, the title was "Intern Architect," but the professional organization, the American Institute of Architecture (AIA) has moved away from this term.

Our department uses the 4+2 form of education, which allows undergraduate students to fulfill some of the NAAB Student Performance Criteria (SPC) requirements, and then pursue their Master of Architecture. NAAB accredited degrees are required for licensure in the vast majority of the states in the U.S. In addition, a NAAB degree is accepted in other countries, to allow them to practice in those countries. There are a few states that allow individuals to take the licensing exam without a NAAB accredited architecture degree, or without a degree at all.

**Teaching and Learning: Continuous Improvement**

At UNM, we assess student work annually through assessments each January. The Department of Architecture has chosen five topics for assessment in the last three years.
These include:

**Topic 1: Integration of Architectural Theory into the Curriculum**

Recently, the faculty of the Department of Architecture have integrated Architectural Theory for both the graduate level and the undergraduate level. Previously, it was only addressed in a few seminars and design studios. Architectural Theory classes are now a requirement for both graduate and undergraduate students. They are in separate classes to allow for more sophisticated theory in the graduate class. If a student is admitted to the UNM Master of Architecture from another university, where a similar course was already taken by the student, the instructor teaching the class or the Department Chair reviews the syllabus from the student’s previous university and considers the student’s grade. If the syllabus is similar, and the grade is in the B range or higher, the course is waived. This SLO is one that we have tracked for the last three years. The department also requires Master of Architecture students to take one history / theory elective.

The assessment plan is focused on success in architectural design and success in architectural history and theory course.

During the last several years, the faculty have established that we need to improve the quality of design in some of the undergraduate studios. We have identified that there needs to be a more focused curriculum on design and design visualization. In our current strategic planning process, we intend to develop a new strategy for design visualization. We have attempted integration of ‘consultants’ in the studios, but it was difficult to take time away from the focus on student success in Design Studios.

In addition, the faculty want to ensure that our students have a more solid understanding of architectural history and theory. The Architectural History classes have been in the curriculum for many years, but we have only recently integrated Architectural Theory. The two topics are closely related but have important differences as well.

**Student assessment for History / Theory courses:**

**Topic 2: Undergraduate World Architecture History I and II (ARCH 2124 and ARCH 2125)**

These courses, as required by the National Architectural Accreditation Board (NAAB), aim to provide students with a critical understanding of world architecture history and global culture; cultural diversity and social equity; and to help develop communication and investigative skills. Over the past several years, NAAB has required these courses to include non-western-dominant content, or coverage of truly “global” histories. Historically, students are assessed quantitatively (rote memorization through examination) and qualitatively (essays and discussion reflections). In 2019, the history/theory faculty elected to move away from strictly quantitative assessments of students due to poor comprehension of course material, low quality of exams and essays, and lack of critical student focus in course discussions. Now, students are assessed primarily qualitatively and in three different ways: 1) essay-based quizzes that assess mastery of historical content and accuracy (dates, names, major historical concepts and connections); 2) weekly readings summaries that assess student understanding of reading; and 3) research essays that assess students’ abilities to independently conduct research, connect
their findings to course content, and to communicate their findings clearly and succinctly.

**Topic 3: Graduate World Architecture History I and II (ARCH 523 and ARCH 524)**

These courses are similar in objective, scope, and approach to their undergraduate partners. However, students are required to read additional, more critical course readings, as well as produce more substantial research and writing projects. The students are assessed primarily qualitatively in three different ways: 1) essay-based quizzes that assess mastery of historical content and accuracy (dates, names, major historical concepts and connections); 2) weekly readings summaries that assess student understanding of readings; and 3) research essays that assess students’ abilities to independently conduct research, connect their findings to course content, and to communicate their findings clearly and succinctly.

**Topic 4: Undergraduate Architectural Theory (ARCH324)**

This lecture course provides an overview of the principal theories of architecture, including a historical, relational understanding of architecture as an academic discipline and as a profession confronted with broader social, political, and technological conditions. The course encourages students to 1) relate architectural objects, concepts, and designs to the forces of historical change; 2) develop analytical and critical skills through a variety of strategies including close analysis of images and texts, written responses, and in-class discussions; 3) develop original arguments and theses; 4) research and critically assess, discuss, and document theoretical concepts; and 5) develop personal opinions toward architectural theory. Reading responses and in-class presentations are qualitatively assessed by 1) the degree of synthesis of readings; and 2) the clarity of oral and written communication. The research paper and associated project are assessed by 1) depth of inquiry: thoughtful selection of objects, ideas, or issues as they relate to the students' thesis question; and 2) depth of understanding: ability to situate and analyze the selected research object to unpack the theoretical questioning.

**Topic 5: Graduate Architectural Theory (ARCH 624)**

This course aims to contextualize contemporary architectural theory texts and movements of the 21st (and late 20th) century, building on students' undergraduate knowledge and understanding of the preceding centuries of architectural theory. Like ARCH 324, students are qualitatively assessed through weekly reading responses to assigned readings, but building on a deeper engagement in their own specific interests within architectural theory, they're also assessed on their participation/presentation in in-class debates of readings, and a semester-long, multi-phase position paper and project that asks students to locate their understanding of a specific topic within contemporary architectural theory through the analysis of an object and/or place that is familiar to them. Reading responses and in-class debates are assessed by 1) depth of understanding of the material; 2) concise and clear communication; and the multi-phase paper and project are assessed by 1) depth of inquiry: a bibliography citing multiple known architectural theorists of this topic; and 2) depth of understanding of the references/sources as they relate to the students' thesis question.
Admissions

The Department of Architecture recently appointed Associate Professor Nora Wendl as the Associate Chair of Graduate Studies. Professor Wendl will be working with the graduate advisor to revisit the graduation program application and admission process, the graduate curriculum, and the graduate student recruitment.

UNM SA+P guarantees admission to applicants in the Master of Architecture degree if they have a 3.5 GPA overall and a 3.5 GPA in the design studios at the end of ARCH 401 design studio semester. These students do not need to apply. The School also considers students who fall below that threshold. In fact, the majority of our students in the Master of Architecture have not met these guidelines.

DEFINING PERSPECTIVES

Leadership and Collaboration

Collaborative work is developed in the early courses and studios for both our graduate and undergraduate students. In ARCH 500, the summer introductory studio for Track 3 students (sometimes blended with the same cohort in Landscape Architecture), the students work in teams to gather research, build models and organize and plan the site visit for the studio project. Leaders emerge, but leaders are also assigned by the faculty—this is a way of encouraging early architecture students to build confidence within their new discipline. These exercises bring this cohort of students together, building a small community that will be maintained through their time in school, and often after they graduate. Learning to negotiate with colleagues when all the students are coming from a variety of different academic and cultural backgrounds can be challenging at first. A studio art undergraduate and a civil engineering undergraduate might be perceived as having a completely different language.

Collaborative work and leadership skills are also at the core of the first studio for Track 2 and Track 2.5—ARCH 601, which includes Track 3 students in their second year. The focus of this studio is on sustainability, with some early focus on biomimicry. The students (in two or three sections, depending on the year) are required to collaborate with a student with similar ideas for a few weeks—collaboratively designing the ideas. Often, these pairings work out, and they develop the design together for the rest of semester. Occasionally, the collaboration does not work out, and teams are adjusted to ensure a good outcome for all involved.

Many students pursue leadership through participation in student groups, such as the American Institute of Architects Student Chapter (AIAS), the Tau Sigma Delta Honor Society (TSD), the student of the American Indian Council for Architects + Engineers (AICA+E), Women in Design (WID), and the Society of Native American Graduate Students (SNAGS). Students also pursue leadership through the Latina/o Graduate and Professional Student Fellowships, or any of the committees and boards for the Graduate and Professional Student Association (UNM’s graduate student government).

As an example of leadership, an M.Arch graduate (2016), who was also a student in our BAA degree, held various advocacy and leadership positions with the National AIAS, including serving as President. He also conceived of an architectural student loan forgiveness advocacy initiative and spearheaded its development that ultimately became the National Design Services
Act. He had a previous career in real estate development, and is currently working on independent development projects, and teaches our Real Estate Development class.

The School recently hired Lisa DeMar, an M.Arch student, to serve as the school’s New Alumni Liaison. She is tasked with working with students who have graduated (1-5 years out) to establish a strong network among the recent graduates that stays connected to the School’s activities, so that leadership and collaboration opportunities continue, even after a student graduates from our programs.

**Design**

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

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

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

There are many student success stories coming out of the SA+P. One of our recent graduates, the winner of the 2016 AIA Henry Adams Student Medal, decided near the end of her degree to pursue architectural academia and has been accepted to a Ph.D program focused on Architectural Theory. Another graduate, a Hispanic student, had been working part time throughout undergraduate and graduate school, at one of the best firms in Albuquerque. He had almost completed all the required hours under the new Architectural Experience Program (AXP)
program and started taking his licensing example exams almost immediately after receiving his diploma. He passed all his exams on the first try, and we believe he is the fastest in New Mexican history to go from school to being fully registered. He currently works in one of the most respected firms in New Mexico. Another graduate student was looking for a summer job, and was fortunate enough to be hired as a summer intern at SHoP Architects in New York City, one of the nation’s top-awarded firms. Upon her graduation from UNM, she was offered a full-time job there. These are just some of the possible futures for our students.

Study abroad opportunities are another way to enhance our student’s design skills. Exposure to architecture created in other cultures has the capacity to open a designer’s mind to new ideas and forms. Recent study abroad experiences available to our students have included trips to: Paris, Berlin, Korea, Switzerland, Chile, Canada and China. Future plans are in the works to visit Japan and Mexico. In 2015, a new travel fellowship, The Schoeman Traveling Fellowship, was added to our list of scholarships and fellowships. This one focused exclusively on graduate students looking to travel to support their research interests. The fellowship provides $4,000 to a graduate student selected by a committee, based on a travel research proposal. The recipients so far have traveled to Japan, Iceland and parts of Scandinavia, as well as Spain and Portugal.

Professional Opportunity

The Architecture Department has extensive relationships with the local professional community. This is due to the high percentage of our alumni in these firms. UNM has the only architecture degrees in the state. Even for firms that don't have a graduate of UNM as a partner, it is difficult to imagine more than a handful of firms in New Mexico that do not have an employee with a UNM architecture degree on their staff. Members of our alumni community are often invited to studio reviews, and some of them serve on our faculty. Many of our longest serving faculty members have deep connections to the practice community, often based on relationships developed over many years. Our faculty affiliations extend to the State of New Mexico. It is built into the by-laws of the New Mexico Board of Examiners for Architects that there will always be at least one architecture faculty member on the board. The same is true for AIA New Mexico Board of Directors and the AIA Albuquerque Board of Directors. This allows the school to maintain solid relationships with these organizations, and influence policy and strategy. Being that this is the context in which the School thrives, the department continues to find ways to build bridges with the community.

The School also maintains a relationship with the National Council of Architectural Registration Board (NCARB) with a statewide position for a recent Master of Architecture graduate from UNM. A recent graduate student fills that role. In addition, Associate Professor of Architecture, Kristina Yu, serves as an NCARB advisor. Professor Yu also advises students to sign up for an NCARB record. In the last few years, more and more of our students pursue an NCARB certificate. This allows students to start tracking hours while they are still in school. Professor Yu is also the newly appointed Special Assistant to the Dean for Career Services, and she actively hosts workshops throughout the year to help students prepare for job interviews, with a special focus on the preparation of their portfolio and interviewing best practices.

In addition, an AXP advisor invites members of the profession to explain how to participate in AXP, prepare for the Architectural Registration Exam (ARE), and set up an NCARB record. These presentations happen at least once a semester. The presentations occur during a student orientation, or the Career Fair, or during a meeting of the American Institute of
Architecture Students (AIAS) meeting. There is growing interest in pursuing licensure these days because of the substantive changes within the collateral organizations—AIA, NCARB, NAAB and ACSA. Students are aware that it no longer needs to take ten years to become licensed, and they are optimistic the ARE won’t substantially change every few years.

During graduate orientation each year, the SA+P introduces students to all they need to know moving forward, such as: licensure, registration exam (ARE), and internship requirements (AXP). This is especially important for International Students. Also, graduate students are always invited to any opportunity where these topics are explained or discussed.

In addition, the course “Professional Practice,” ARCH 651, addresses many of these issues. Often more than half of the students in the class have already worked in a firm. Yet many of them may not understand how firms bring in work, manage employees, and make money. The course instructor, Professor Gabriella Gutierrez, has deep connections in the practice community, locally and regionally.

In the undergraduate curriculum, “Design Leadership,” ARCH 450, taught by Professor Michaele Pride, gives students an opportunity to learn more about licensure, the exam, and internship opportunities. It is also the course where alternative career paths are discussed, typically presented by visitors lecturing in the class. Public interest design opportunities are specifically emphasized. Many of our undergraduates who take this course choose to pursue related fields right out of the BAA. As mentioned in the Architecture Department history section, the BAA was changed in 2015-16 and 2016-17 to include three concentrations: Pre-Professional Architecture; Design Studies; and Landscape Architecture. Students who follow the Design Studies concentration represent the highest enrollment, totaling 55 students. Almost all of these students pursue careers or graduate school in related disciplines, such as film production or interior design, or in some cases entirely different career trajectories. The concentration gives them the freedom to direct their studies (in consultation with an advisor). The Landscape Architecture concentration (introduced in 2017) is still in need of higher enrollment.

**Professional Practice**

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

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

Following presentations and reading assignments, the students are required to submit a series of three items: a one-page outline résumé, a half page narrative biographical summary, and a
cover letter of application for employment. These are reviewed and discussed with each student. Additional reading is provided on interviewing and portfolio preparation. Guest architects to the class are also asked, in turn, to share with students their insights on seeking employment. The class also addresses the possibility of “divergent careers” as guests present their career trajectory, discussing a broad range of alternative careers that are possible for architecture graduates. (Required reading on this topic is also assigned.)

- The course includes one a session on licensing (including AXP) and regulation; here the School’s faculty representative on the New Mexico licensing board and another board member/practitioner provide a detailed overview.
- In teams of two, for their capstone project, students are required to develop a business plan for starting a firm.
- One session is devoted to the presentation and discussion the NCARB ARE.
- One session provides students an overview of professional organizations—with a focus on the AIA and NCARB. We have good relationships with all three off the American Institute of Architects chapters in the state.

Additionally, a fairly substantial number of the students are engaged in offices, often with part-time employment during the school year as well as summer employment. A majority of the undergraduates and graduate students have signed up for an NCARB record prior to graduation.

**Externships and Community Engagement**

For the past four years the School has undertaken a one-week “externship” program during the winter break. Students are placed with firms locally and nationally such that he/she will better understand the environment of the professional office. There are other opportunities to work with communities. Some studios, including those associated with the Design and Planning Assistance Center (DPAC), give students an opportunity to work with a variety of communities and clients, such as the Pueblo of Santo Domingo / Kewa Pueblo, a non-profit theater group; UNM’s community health program on the design of a clinic in Silver City; an Arts Center in downtown Albuquerque; and with groups advocating for inclusion of robust health centers in high schools.

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

**Distinguished Designers**

The prestigious Marjorie Mead Hooker Endowed Visiting Professorship has allowed our graduate students to understand the ins and outs of practice. This professorship, endowed in memory of Marjorie Mead (Peggy) Hooker, was established at the University of New Mexico’s
School of Architecture + Planning by her husband Van Dorn Hooker, FAIA, (the UNM campus architect from 1963 to 1987) and their daughter Ann Clarke and son John Hooker, AIA. Hooker was an architect who received her Bachelor of Architecture degree from the University of Texas-Austin in 1947. She was the only woman in her graduating class. She received her first architectural license in 1950, was the third woman to be licensed by examination in Texas, and the fourth woman to be licensed in New Mexico. She was also the first woman to be president of the Albuquerque Chapter of the American Institute of Architects and the first woman to serve on the New Mexico Board of Architectural Examiners.

In recent years, we have selected a notable practicing architect to work with the graduate students in one of their final semesters of the Master of Architecture. These visitors work closely with members of our faculty to teach an integrated design studio, as defined by NAAB. These visitors typically visit four or five times during the semester. The students have a chance to discuss the structure of the Marjorie Mead Hooker Professor’s firms, and learn about how they organize their firm. Every visiting professor also gives a public lecture in the school. Two recent graduates have been hired by one of the Marjorie Mead Hooker Professors. The previous recipients include:

2009 Donna Robertson
2010 Adele Santos
2011 Will Bruder
2013 Julie Eizenberg
2014 Peter Eisenman
2015 Stefan Behnisch
2016 Mauricio Rocha Iturbide and Gabriela Carrillo Valdez
2017 (Spring) Jinhee Park
2017 (Fall) Ted Flato and David Lake
2018 Angela Brooks, Lawrence Scarpa, and Jeff Huber
2020 Darci Hazelbaker and Dale Rush
2021 Zaneta Hong and Michael Beaman (invited)

Lecture Series and Awards Programs

A robust lecture series is essential for our students, faculty and local practitioners, especially in a low population state. Our lectures are among the few opportunities for New Mexicans to hear a contemporary architect, landscape architect or planner discuss their work, or an important topic. The highest profile lecturer each year is the Jeff Harnar Award for Contemporary Architecture in New Mexico Lecturer (http://jeffharnaraward.com/). The founder and CEO of a New Mexican foundation, Garret Thornburg, supports this award and lecture. The award is given to a single building, completed in the state over the last five years. The jury consists of the architects from other states. The jury chair also serves as the speaker. Recent speakers include: Benjamin Gilmartin of Diller Scofidio Renfro, Tatiana Bilbao, Gregg Pasquarelli of SHoP Architects, Marian Weiss and Michael Manfredi, and in 2020, the speaker and jury chair is Alberto Kalach, from Mexico City. The new Dean recently launched another awards program, the On the Brinck Book Award + Lecture, which is supported by the J. B. Jackson Endowment in the SA+P. This award brings together an esteemed group of scholars and practitioners to select three books each year for recognition in the School’s three disciplines: Architecture, Community & Regional Planning, and Landscape Architecture. Three books are awarded each year, and the authors are invited to lecture at the UNM SA+P the following academic year.
Stewardship of the Environment

The University of New Mexico is broadly committed to the stewardship of the Environment. The UNM policy on sustainability is found here: (https://policy.unm.edu/university-policies/2000/2100.html#https://policy.unm.edu/university-policies/2000/2100.html)

UNM has several departments and administrative offices that directly address this topic. In many ways New Mexico is on the forefront of climate change, especially when it comes to water resources. Going back to the early twentieth century and especially in the 1970s and 1980s, many leaders of what is now called the sustainability moment were from New Mexico. Noted conservationist Aldo Leopold began his U.S. Forest Service career in Albuquerque in 1909. Leopold was author of The Sand County Almanac, essential reading for anyone involved in sustainability or the environmental movement. Leopold was responsible for the creation of the first protected wilderness area in the U.S.: the Gila National Forest in New Mexico. He also advocated for the creation of the Rio Grande Valley State Park in Albuquerque. More recent innovators include Ed Mazria, author of the ground-breaking Passive Solar Energy Book, and founded of Architecture 2030 and the 2030 Districts; Michael Reynolds’ Earthships in northern New Mexico; as well as many other efforts in design, planning and resource management in the state.

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

The importance of energy efficiency and reduced environmental impact are emphasized in the “Sustainability I & II” (ARCH 233 & ARCH 433 / 533) courses and the “Architectural Structures I & II” courses (ARCH 532 & 533), taught by Kuppaswamy Iyengar. The “Professional Practice II” course (ARCH 651) includes content on an architect’s legal and ethical responsibility to the environment. The ARCH 604 “Masters Architectural Studio” often provides a further opportunity for students to investigate issues of sustainability further. Various elective seminars also deal with sustainable design, including lighting, energy analysis and daylight simulation.

The ecoMOD studios and seminars, taught and coordinated by Architecture Chair John Quale
(a former member of the National USGBC Board of Directors) focuses on creating sustainable, affordable, prefabricated housing for New Mexico. This provides UNM students, staff and faculty an opportunity to collaborate with non-profit organizations to design, build and evaluate high performance affordable modular housing. The inspiration for ecoMOD came about from his participation in the first U.S. Department of Energy Solar Decathlon. The team took first place in design and energy balance, and 2nd place overall. The transition to ecoMOD was intended to focus on affordable homes. ecoMOD stands for ecological, economical, modular and modern, the ecoMOD partners with affordable housing organizations. To maximize financial and energy efficiency, the construction method is volumetric modular housing units. The teams focus on maximizing the efficiency of energy and water use, as well as indoor air quality, within a very tight budget. The project allows students to gain hands-on knowledge of sustainable design and construction, following a sense of responsibility with a capacity to act. Careful emphasis is placed on decision making when it comes to research and selecting design strategies, materials and equipment.

An interdisciplinary team of faculty supporting ecoMOD are leading an interdisciplinary team of students through the research, design and construction process of assessing the options for sustainable design, community engagement, efficient technologies and the potential licensing of the designs to commercial companies. Students enrolled come from architecture, landscape architecture, planning, engineering, construction administration, business, and other programs at UNM. The courses meet in the design studios of the School of Architecture + Planning, so the seminar students can meet with the design studio students working on the project. Thus far, two ecoMOD homes have been completed, and one is under construction for Habitat for Humanity Santa Fe. This effort builds upon ten years of ecoMOD projects at the instructor’s previous institution, the University of Virginia. Nineteen housing units have been built or renovated, three of them to LEED Platinum standard, and two were certified at the Passive House standard. Prior to the ecoMOD studios and seminars, Associate Professor Kristina Yu led a team of students to participate in the Solar Decathlon, as the UNM School of Architecture and Planning and School of Engineering teamed up with Arizona State University.

One of the new areas of focus for the MS.Arch degree, Climate Change and the Built Environment, takes advantage of the specialists on our faculty. Led by John Quale, who will serve as the Concentration Chair, this area will be supported by faculty members who have distinguished themselves with work in sustainability and environmental stewardship: Kuppaswamy Iyengar, Kristina Yu, and Gabriel Fries-Briggs.

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

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

We aspire to have all our students prepared to be actively engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding. We try to accomplish this through required courses, a range of elective courses, activities of student organizations, and the example set by faculty engagement and scholarship. The school was one of the players in getting the Carnegie designation of a community-engaged campus.

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

Curricular Initiatives

The option studios connected to the Design and Planning Assistance Center (DPAC), held every spring, are part of a long tradition of community engagement and public interest design, dating back to the late 1960s. DPAC has worked with small towns and non-profits for over 50 years focusing on public engagement and the role of design in supporting the public good. DPAC has been a joint activity of the architecture, community and regional planning, and landscape architecture programs. The ecoMOD studios and seminars also provide venues for active engagement with clients and community groups.

Former Assistant Professor of Architectural History, Brian Goldstein, ran a research seminar that required students to review original material (drawings, correspondence, contracts, etc.) on some of the notable mid-20th century modernist buildings in Albuquerque. The students developed a series of case studies, which became the basis for the content of a website, entitled Albuquerque Modernism (http://albuquerquemodernism.unm.edu/). Local historians and architects took interest in the project, and it received local media attention.

In the required ARCH 621 Research Methodologies course, students read about, discuss, and practice ethical research standards and principled modes of argument. Likewise, issues of systemic discrimination are examined in various architectural history and architectural theory courses.

The required courses ARCH 604, Masters Architectural Design, ARCH 651 Professional Practice and ARCH 633 Sustainability II address aspects of engagement as it relates to professional practice. This includes visits to firms and can involve research into firms that address community engagement.

For three years, the School worked with the City of Albuquerque on a series of complex planning and design challenges in the city. The city provided space in a building right in the middle of downtown, on Central Avenue (historically, this was Route 66) at no cost to UNM. A variety of graduate and undergraduate studios were held in the space, all related to encouraging economic development and transit oriented real-estate development. Public reviews were conveniently open to the public, given the location downtown, and public meetings were often held in the space on related topics. Ironically, the school vacated the space in July 2017 because the building was sold to a local architecture firm. However, the school continues to collaborate with the city. This semester, there is a focus on rethinking the Albuquerque Rail Yards – in a combined architecture and landscape architecture design studio.
Student Initiatives

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

Professional Initiatives

Several of our faculty are members of professional and community boards, and have engaged in multiple community projects. Moreover, a significant portion of faculty scholarship is focused in these areas. For example, Karen J. King, Principal Lecturer III, has served as a consultant and advisor for various organizations and businesses on Universal Design and accessibility. Internally, she has lectured in multiple courses and engaged multiple studios on the subjects of inclusive design. She has also co-authored and edited the chapter on Inclusive Design for the 11th edition of Architectural Graphic Standards, and collaborated on professional projects, surveys and the like.

As part of her research, Professor Michaele Pride has received multiple grants to work with communities and non-profits, and she has hired students and engaged studios to work on these grants with her. Emeritus Professor Mark Childs has also pursued similar projects, especially related to DPAC.

Honing the relationship between architecture and the public good is the substance of current discourse and exploration. We believe that an academic community should be a critical forum for that debate, and our role includes teaching students to be principled members of the discussion. This includes questioning the roles of professionals, honest evaluation of one’s own work, a dedication to rigorous practice and the pursuit of knowledge, ethical judgment, and active attempts to articulate a stance towards the public good. These values will continue to be central in our long-range planning.

Long-Range Planning

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

As we approach 2021, we have an important opportunity that needs to be carefully strategized. AIA Gold Medal winning architect Antoine Predock, who attended the school, and has practiced in New Mexico for several decades, has recently retired. The architect of our building, Antoine often stops by the school, and several of our part-time and full-time faculty once worked for him. Upon his retirement, Antoine and his wife decided to donate his studio and home, along with two other neighboring properties, to the SA+P.

**Strategic Planning**

The Architecture Department is planning on holding several meetings to address how we see our future in the next ten years, and what steps we need to take to get us there. The department will form a Strategic Plan Committee, which will include faculty, staff and students. The drafts will be shared with the community within the school, including the other departments. This is a good time for us to prepare a Strategic Plan, given the School’s new leadership. In the School’s recent history, we have been able to find shared values and interests. This is important because a larger Strategic Plan must come from the entire school, and we need to stitch the departmental-level missions and visions together in a meaningful way. After the individual departments create their objectives, they have to work together to create a coherent whole. Ultimately, the entire faculty of the school will need to vote on the plan.

At the departmental level, the Architecture Department has been successful with another important strategic initiative to increase enrollment. The results are positive. In the last two years, we have been teaching more students in architecture—first in the undergraduate degree, and now in the Master of Architecture. This Fall 2020, when the university faced a challenging enrollment climate due to COVID-19, the School of Architecture & Planning was one of two colleges in the university to experience a positive bump in enrollment and SCH production, and this was largely due to the Architecture Departments continuously growing enrollment.

Between the Chairs and the two advisors, the School has made a great effort to participate in all of the recruiting events taking place, and with the new appointment of the Director of Recruitment, Cesar Adrian Lopez, these efforts have already been multiplied. This includes the preparation of posters and post cards to send to other schools of architecture, community colleges and high schools. Whenever possible we deliver these in person, especially if we had an opportunity to speak with prospective students. The distribution of school-related swag and take aways also includes the school-wide journal published by the faculty, *Trace*, which features student and faculty design work, community engagement projects, and various essays. *Trace 4* was recently launched in the Fall of 2020. It will be mailed to schools around the country. We have seen an increase in graduate applications, but a more substantial increase in the ‘yield’ from the admitted students.

Another important component of our Strategic Plan is an initiative that builds on some of the School’s past efforts in recruiting high school students. Under the Dean’s new leadership, a new summer camp is currently being planned for the Summer of 2021. Architecture + Design Camp (A+D Camp) will run for four weeks in Albuquerque and Santa Fe. Led by Dr. Janet Abrams,
Visiting Associate Professor, the camp will recruit students from area high schools in both cities, exposing teens to the disciplines of architecture, community and regional planning, and landscape architecture.

Department Self-Assessment

The recent NAAB accreditation in 2018 has been helpful for us, because it allowed the faculty to see the collective work of our students. It allowed us to re-assess the work. In the last three years, we have held faculty retreats to discuss the curriculum, and our overall trajectory as a department. These meetings have been important for the department. It helped us reconsider specific aspects of our curriculum, such as an adjustment to the studio sequence, a reconsideration of our Systems Integration classes, and the need for more architectural theory in the curriculum. The retreats have included both full-time and part-time faculty members, to ensure we have a robust discussion. Most of our part-time faculty members are licensed architects, or intern architects in local firms. Many of them are graduates of our M.Arch degree, but several are not.

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

The stated Broad Program Goals are:

- Prepare UNM MArch students for the profession of architecture.
- Create a generation of New Mexican design leaders.
- The list of Student Learning Objectives (SLOs) for this degree program includes:
  - M.Arch students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture.
  - M.Arch students can participate in the design of a high-performance, net-zero energy building.
  - M.Arch students with design and technical experiences to ensure they are prepared to contribute to the professional world of architecture.
• The curriculum hopes to ensure that the M.Arch students are knowledgeable about contemporary architectural design, theory and history.

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

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

Curricular Assessment and Development

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

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

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

For 2019-20, we have formed ‘task forces’ that address specific topics in our curriculum, such as design studios (and their content); architectural history and theory; building technologies, and visualization.
When a member of the faculty has a question or concern about the curriculum, we usually become aware of it during a faculty meeting. From there, we approach the instructors, and our students to understand what is going on. The students in our three architecture degree programs within the department are sometimes surveyed electronically (so they can respond anonymously), and given an opportunity to meet in small or large group meetings (often with pizza to ensure a crowd). In addition, we always read student evaluations to glean useful information. With a few exceptions, almost every one of the important changes in our department’s curriculum emerged from student suggestions. In the last couple of years, many of our students have felt a responsibility for their own education, and the education of the students that will come after them.

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

First the Chair approves the forms electronically. The next step is the Dean, who is typically given a short summary of what they will be expected to review. After the Dean approves the forms, they go to the UNM Graduate and Professional Curriculum Committee, or to the UNM Undergraduate Curriculum Committee. In these committees, sub-sets of committee members review individual forms from various departments—checking the clarity of the Student Learning Outcomes, that the appropriate standardized language appears (plagiarism, Title IX, access to support services, etc.) and whether there will be a negative impact on another academic program, or a substantial financial impact. The committees then vote on each curriculum form. If passed, it goes on to the UNM Faculty Senate, and the curriculum committee within that body. Generally, the curriculum changes have been carefully vetted, and they get approved. Occasionally, a controversial change will require that the individual that proposed the change be available to explain the context of the proposal.

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

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

Graduate Assistance

Recently the Office of Graduate Studies had to reduce some of the funding for Assistantships. It is unclear how it will impact the Department of Architecture. We have a significant number of students that will accept our offer to come to UNM based on some level of funding. In the last five years, we have had between 68 and 97 students in the Master of Architecture. We are aware that funding is important. One of the challenges is that architectural profession in Albuquerque and the entire state of New Mexico is quite busy. Many of our students prefer to work in an office where there is better pay.

2017 Response

The architecture programs at UNM are ranked #3 in affordability in the U.S., behind The City College of New York, and the University of Puerto Rico. The out of state tuition at UNM is less than the in-state tuition at the University of California system, and the University of Colorado at Denver. We regularly find our graduate students from other countries and states appreciate the strength of our curriculum and student work. However, they also appreciate the significantly less expensive degree.

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

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

There are two untenured full-time women faculty members that are on long-term, non-tenure track Lecturer III appointments, which required a national search. In the last few years, both of them have been promoted to Principal Lecturer III.

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

2017 Response

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

Final Portfolios

The design portfolios submitted electronically by students in advance of their final year constitute a remarkable record of work. It is 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.

2017 Response

Since 2014, we have made a further change in how we handle visualization. Our intent was to better connect the visualization content with the design studios. We now offer visualization content as workshops integrated into selected undergraduate and graduate studios: 201, 202, 301, 302 and 500, 501, 502, and 601. This allows us to hire select full time or hire part time individuals with relevant skills to deliver this content. Students participate in these workshops in the studio space, or the auditorium or a large classroom if the focus is on a specific software. Occasionally, we also provide optional software workshops for selected levels of students, and not during studio time. In addition, we now offer between four and six one-credit elective visualization courses every semester. These tend to focus on advancing basic skills in software, rendering, web design, processing, portfolio design, photography, fabrication, etc. M.Arch students in the Track 3 are required to take a least two of them during their degree, but they can count for overall elective credits. These classes have almost always been filled in both the graduate and undergraduate sections.

Compliance with the Conditions for Accreditation

Human Resources & Human Resource Development

The course and faculty matrix for each of the two academic years prior to the preparation of the APR is found here:
2018-19 Class Schedule

https://unmm-my.sharepoint.com/:x:/g/personal/ quale_unm_edu/ETXYWC6qkj9Ovl5CMYiPZK8B9mDZGkUDVrO88rk10-rbAw?e=TbdpAP

2019-20 Class Schedule

https://unmm-my.sharepoint.com/:x:/g/personal/ quale_unm_edu/EeBJlhxSERAqDdVrsOepewBoJLMFfwWxB5UzbzkVPBgw?e=gRIQjg

The Architecture Department and the SA+P in general, is strongly committed to academic advising. We have a graduate advisor and an undergraduate advisor. Both advisors are very experienced with advising process at UNM and extremely well trained on all academic procedures and helping our students get to the resources they need if they become aware of a personal challenge that our students may face.

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

Associate Professor Kristina Yu is the UNM NCARB License Advisor. She has worked extensively with the former NCARB Advisor Emeritus Professor Roger Schluntz, UNM Student Advisor Evan Berger, AIA NM State Advisors Jennifer Penner and Tina Reames, firm advisors Ashley Hartshorn and Jim Ochswald, Think Tank Fellow 2017 John Clark. The many activities that together they have coordinated include office information sessions at several firms in Albuquerque and Santa Fe, information sessions at UNM during required professional courses and in noon time lunch lectures.

Together we have reached out to young professionals, students, experienced designers who have yet to receive their first license, and to firm NCARB Advisors in Albuquerque and Santa Fe. We have put together a twitter feed @ALAC_NM (Architecture Licensure Advisor Committee_New Mexico) in order to quickly disseminate information with whom we know in the State of New Mexico who are working towards their first Licensure. There is keen interest within our student body for this information.
CRITERION 3: TEACHING & LEARNING: ASSESSMENT

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program’s assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A. Provide current Assessment Plan for each degree and certificate program in the unit.

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

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

1. Bachelor of Arts in Architecture (BAA) Assessment Plan

BACHELOR OF ARTS IN ARCHITECTURE

Program Goal #1 for BAA:
A.1 Provide BAA students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture and / or design.

A.1: Provide BAA students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture and / or design. The learning goals are knowledge and responsibility. This is measured both directly through presentations by students during design studio reviews, as well as assessments from the History and Theory faculty members.

A.1: We believe this is met.
A.2: We are confident that most of the Bachelor of Arts in Architecture students have met this SLO. If they do not meet the minimum passing grade of C+, they can not continue into the next studio without retaking it, or if they had an unusual circumstance that has kept them from fulfilling the requirements. In those situations, we encourage the student to approach the instructor about an extension.
Program Goal #2 for BAA:

A.2: Ensure BAA students can participate in design processes that recognize the full range of 21st century challenges that society faces, including income inequality; climate change; all forms of discrimination based on identity and globalization.

A.2: We are confident that most of the Bachelor of Arts in Architecture students have met this SLO. If they do not meet the minimum passing grade of C+, they cannot continue into the next studio without retaking it, or if they had an unusual circumstance that has kept them from fulfilling the requirements. In those situations, we encourage the student to approach the instructor about an extension.

B.1: Provide BAA students with design and technical experiences to ensure they are prepared to contribute to the architectural workforce, and be well prepared for a Masters of Architecture.

B.1: We believe this is met. At the completion of the Bachelor of Arts in Architecture students, we also assess how the students are doing through public design reviews.

C.1: Structure the curriculum to ensure that BAA students are knowledgeable about contemporary design, theory and history.

C.1: We have rubrics attached for two out of three ARCH 401 studios. Our 4th year students have integrated their knowledge of history, theory and design.

Assessment for History/Theory Courses:

ASSESSMENT FOR HISTORY/THEORY COURSES:

Undergraduate World Architecture History I and II (ARCH 2124 and ARCH 2125)
As required by the National Architectural Accreditation Board (NAAB), these courses aim to provide students with a critical understanding of world architecture history and global culture; cultural diversity and social equity; and to help develop communication and investigative skills. For some time now, NAAB has required this type of course to include Non-Western content, or coverage of truly “global” histories. Historically, students are assessed quantitatively (rote memorization through examination) and qualitatively (essays and discussion reflections). In 2019, the history/theory faculty elected to move away from strictly quantitative assessments of students due to poor comprehension of course material, low quality of exams and essays, and lack of critical student focus in course discussions. Now, students are assessed primarily qualitatively, and in three different ways: 1) essay-based quizzes that assess mastery of historical content and accuracy (dates, names, major historical concepts and connections); 2) weekly readings summaries that assess student understanding of readings; and 3) research essays that assess students’ abilities to independently conduct research, connect their findings to course content, and to communicate their findings clearly and succinctly.

Graduate World Architecture History I and II (ARCH 523 and ARCH 524)
These courses are similar to their undergraduate counterparts in objective, scope, and approach. However, students are required to read additional course readings that are more advanced in critical thinking. They also produce more substantial research and writing projects. The students are assessed primarily qualitatively in three different ways: 1) essay-based
quizzes that assess mastery of historical content and accuracy (dates, names, major historical concepts and connections); 2) weekly readings summaries that assess student understanding of readings; and 3) research essays that assess students’ abilities to independently conduct research, connect their findings to course content, and to communicate their findings clearly and succinctly.

**Undergraduate Architectural Theory (ARCH324):**
This lecture course provides an overview of the principal theories of architecture, including a historical, relational understanding of architecture as an academic discipline and as a profession confronted with broader social, political, and technological conditions. The course encourages students to 1) relate architectural objects, concepts, and designs to the forces of historical change; 2) develop analytical and critical skills through a variety of strategies including close analysis of images and texts, written responses, and in-class discussions; 3) develop original arguments and theses; 4) research and critically assess, discuss, and document theoretical concepts; and 5) develop personal opinions toward architectural theory. Reading responses and in-class presentations are qualitatively assessed by 1) the degree of synthesis of readings; and 2) the clarity of oral and written communication. The research paper and associated project are assessed by 1) depth of inquiry: thoughtful selection of objects, ideas, or issues as they relate to the students' thesis question; and 2) depth of understanding: ability to situate and analyze the selected research object to unpack the theoretical questioning.

**Graduate Architectural Theory (ARCH 624):**
This course aims to contextualize contemporary architectural theory texts and movements of the late 20th and 21st century, building on students' undergraduate knowledge and understanding of the preceding centuries of architectural theory. Like ARCH 324, students are qualitatively assessed through weekly reading responses to assigned readings, but building on a deeper engagement in their own specific interests within architectural theory, they're also assessed on their participation/presentation in in-class debates of readings, and a semester-long, multi-phase position paper and project that asks students to locate their understanding of a specific topic within contemporary architectural theory through the analysis of an object and/or place that is familiar to them. Reading responses and in-class debates are assessed by 1) depth of understanding of the material; 2) concise and clear communication; and the multi-phase paper and project are assessed by 1) depth of inquiry: a bibliography citing multiple known architectural theorists of this topic; and 2) depth of understanding of the references/sources as they relate to the students' thesis question.

**Bachelor of Arts in Architecture (General Education)**

The UNM General Education is found at this link:
https://catalog.unm.edu/catalogs/2020-2021/undergrad-program.html

Note that ARCH 1120 Introduction to Architecture, is found in the Department of Architecture. It is a very popular General Education course due to the personality of instructor, and his unique teaching style. We often have students in the course from several of the undergraduate degrees at UNM. Each year we get students into our undergraduate degree because they were enrolled in ARCH 1120.

The other General Education courses that our students take include:
English 1120: Area 1: Communication: Composition II
GEC 1: Communication, 6 credit hours
GEC 2: Mathematics and Statistics, 3 credit hours
GEC 3: Physical & Natural Sciences, 3 credit hours
GEC 3: Physical & Natural Sciences lab, 1 credit hours
GEC 4: Social and Behavioral Sciences, 3 credit hours
GEC 5: Humanities, 3 credit hours
GEC 6: Arts & Design, 3 credit hours
GEC 8: Student Choice 6 credit hours

We intend to submit our ARCH World Architecture I and World Architecture II courses to be considered for General Education due to the fact that we have successfully cross-listed these classes with the several other departments.

In addition, we believe that our ARCH World Architecture I and World Architecture II may be accepted for General Education due to the fact that we have successfully cross-listed these classes with several other departments.

While this is not a class in the General Education Curriculum, we have added ARCH 133, Physics and Math for Designers to the curriculum. It is taught by an instructor who fully understands the importance of these topics. This instructor has previously taught similar class at Central New Mexico Community College (CNM). We have an articulation agreement to allow students that complete the two-year Associates degree to transfer into the Bachelor of Arts in Architecture for their third year. The 2019-2020 academic year is the first time for us to receive students from CNM. We also have articulation agreements with four other community colleges—three New Mexico community colleges, and one informal agreement with a school in West Texas. We have not had the opportunity to separately assess the performance of these students, compared to those that spend their four years in the BAA. We intend to assess these students in the future.

Occasionally, we have students that are not well prepared for the BAA. Our undergraduate Advisor carefully reviews the incoming student’s academic success in high school. This allows her to get to know these students and help prepare them for the rigors of the BAA. In addition, she holds sessions during the summer for incoming students to register for classes. This allows us to determine who the Advisor might recommend for our Freshman Architecture Major Experience (FAME) course, an elective course offered in the first year. It is a relatively small class that allows for personal attention. Students have the opportunity to hear from architects, contractors, and visit construction sites. This course is often taught by an experienced local architect, who is Hispanic. We have also hired a Native American architect to teach this class. Our BAA enrollment is majority minority, as is the BAA enrollment overall. FAME students have the opportunity to connect with a faculty member on a more individual basis. This allow students to understand the context of an architecture degree. For students that might struggle in the degree at first, this class helps students develop confidence that they can succeed in the degree. The class is listed by the University, and there are similar courses for other departments at UNM.
Our Bachelor of Arts in Architecture includes a robust set of courses that provide required NAAB Student Performance Criteria (SPC). The classes that integrate NAAB SPCs include:

1st Year:
ARCH 109 Design Fundamentals and ARCH 111 Introduction to Architectural Graphics are two introductory courses that are required for first year students. These courses are taught by full-time instructors or seasoned part-time instructors. In addition, Graduate Assistants are hired to collaborate with the instructors. The enrollment is limited to 18-20 students, which allows the instructor and GA to easily communicate with each student during the class time.

2nd year:
The BAA offers two five-credit design studios, one each semester. These studios are sequenced to help students build their design and analytical skills. Other courses that include NAAB SPC include World Architecture I (233 / 2120), ARCH World Architecture II (224 / 2125), ARCH 233 Sustainability I, and ARCH 251 Design Thinking.

3rd year:
When students take the ARCH 301 and 302 design studios, they have begun to build on their fundamental skills and are developing more independence in their creativity and imagination. Third-year studio students are encouraged to develop their design skills further.

Other courses in Third year include ARCH 331 Construction; ARCH 332 Architectural Structures I, and their first ARCH 472 Design Visualization course. Students select a one-credit course from courses that present various forms of visualization. The faculty are currently re-thinking the visualization sequence, and we anticipate that a new strategy for teaching these courses will be implemented by the 2021-2022 academic year. While many of our students develop rigorous designs while employing various forms of visualization, there is the sense that the visualization curriculum could be more consistent and integrated with other courses, especially studios and/or other specialized courses.

Additional courses with NAAB SPC’s include ARCH 332 Architectural Structures I; ARCH 323, Architectural Theory; ARCH 323 Architecture and Context. This last course focuses on graphic analysis, architectural diagramming, and architectural theory. It has been awhile since we closely assessed this course, but this task is on our agenda for the near future. The instructor who teaches this course also teaches a similar one for the M.Arch - Track 3 students. These are graduate students that have an undergraduate degree in something other than architecture. This is explained further in the description of the Master of Architecture.

4th Year:
In the fourth year of the BAA, two six-credit design studios (ARCH 401 and 402) further prepare the undergraduate students for graduate school. The topics covered in these studios are more complex and require greater independence. In this year, students also take ARCH 450 Design Leadership, a course that also serves as our UNM Diversity Requirement. ARCH 433 Sustainability II is the last course taken by most of the BAA students. This course follows the Sustainability I course that is taught in second year.
Overlap between BAA and M.Arch

The following six courses are required in both the BAA and the M.Arch Track 3 curricula: World Architecture I, World Architecture II, Sustainability II, Architectural Structures I, Architectural Structures II, and Design Visualization. Because Track 3 students don't have a pre-professional degree, they must cover the same content as the students in the BAA program. But special sections often set the two levels apart. For example, while our ARCH 331 Construction course is reserved for undergraduate students, ARCH 521 Graduate Construction is reserved for the M.Arch Track 3 graduate students. The instructor tries to get to know the previous experiences of these students, so they can calibrate their course appropriately. It is not unusual for some of the Track 3 students to enter our program with some design or construction experience. It is important to note that a typical Track 3 cohort can range from three to 15 students, and this can pose challenges when courses must be offered to small groups of students. Mixing students isn't always an option: It is challenging to place an undergraduate 19-year old and a 20-seven-year-old student in the same classroom with a graduate student. The age range in our Master of Architecture is from age 22 to 50. We also have older students. Similarly, the undergraduate Architectural Theory course differs from the graduate Architectural Theory course. The reason we integrate these classes is because it enables us to provide the same NAAB Student Performance Criteria to ensure the consistent content.

2. Master of Architecture (M.Arch) Assessment Plan

Student Performance Criteria for the M.Arch

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

Our strategy for identifying “high” work and “low” pass work is to provide work that still exhibits a range of approaches to the particular assignment. At least one or two of the “low” work will truly be the lowest that passed. The same is true for the “high” pass work.
This is the NAAB Student Performance Criteria for the Track 3 MArch students:

This is the Student Performance Criteria for the Track 2 and Track 2.5 students here:

This link document's the University of New Mexico's institutional accreditation, which was last affirmed in 2009, and will be up for renewal in 2020.  

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

MASTER OF ARCHITECTURE

Teaching and Learning: Continuous Improvement

A.1. Provide MArch students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture.
A.1: We believe this is met,

The integration of a separate Architectural Theory class has significantly improved our graduate students understanding of Architectural Theory. For students that already have an undergraduate architectural theory class, we assess the syllabus from the other university, and determine if there is an alignment with our expectations.

A.2. Ensure MArch students can participate in the design of a high-performance, net-zero energy building.

A.2: We are confident that the Master of Architecture students have met this SLO in Systems Integration II. There is one student that needed to retake this class, in part because she did not demonstrate sufficient knowledge and skill. However, our Spring 2018 NAAB Visiting Team complimented the commitment to net zero design, and the execution of the class.

B.1. Provide MArch students with design and technical experiences to ensure they prepared to contribute to the professional world of architecture.

We believe this is met. Master of Architecture students go through the Graduate Review process in August before the start of their final year. Students that do not pass the graduate review are either advised to take additional classes, or are asked to repeat classes where they have struggled. One student did not pass the Graduate Review in August 2018 and was asked to repeat one of the technically oriented studios in the Fall of 2018. The instructor (who taught the studio both years) stated her work had improved.

C.1. Structure the curriculum to ensure the MArch students are knowledgeable about contemporary architectural design, theory and history.

3. Master of Science in Architecture (MS.Arch) Assessment Plan

MASTER OF SCIENCE IN ARCHITECTURE

A.1 The student will develop a comprehensive project relative to their research area.
A.1: This outcome was met by all but one student, who expects to complete the program sometime in 2020

A.2 The student will develop oral and graphic presentation skills.
A.2: This outcome was met.

A.3 The student will demonstrate research and design skills.
A.3: This outcome is met.

A.4: The student will demonstrate dissemination skills.
A.4: This outcome has been met.

The Architecture Department is going to participate in new Areas of Focus. The first will be addressing Climate Change.

These are rubrics and assessments for the following courses:

- History / Theory rubrics
- History / Theory classes
- Studio Rubrics
- Required Classes and Seminars
- Visualization Rubrics
- General Studio Work
- Visualization Courses

3B. Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from the reports.

1. Bachelor of Arts in Architecture (BAA)
2. Master of Architecture (M.Arch)

3C. Describe the unit’s primary constituents and stakeholders. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.

Our Primary Constituents and Stakeholders

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**Bachelor of Arts in Architecture (BAA)** Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

*Student participation in the NAAB Accredited Degree, the Master of Architecture (M.Arch)*

**Integration of Architectural Theory into the Curriculum**

The Department of Architecture faculty want to ensure that our students have a more solid understanding of architectural history and theory. History and theory are closely related but have important differences as well. While architectural history courses have been in the curriculum for many years, the Department only recently integrated architectural theory (for both undergraduate and graduate levels). Previously, theory was only addressed in a few seminars and design studios. Architectural Theory is now a required course for both levels; however,
graduate level theory courses are taught separately to allow for a more sophisticated study of theory. The department also requires M.Arch students to take one history/theory elective.

If a student from another university is admitted into the UNM M.Arch program, and they have taken a course similar to one in our curriculum, either the instructor who teaches the course or the Department Chair reviews the syllabus from the student’s previous university. If it is a comparable course, and the student received a grade of B or higher, the course is waived. This SLO is one that we have tracked for the last three years.

The assessment plan is focused on success in architectural design and success in architectural history and theory course. During the last several years, the faculty have established that we need to improve the quality of design in some of the undergraduate studios. We have identified that there needs to be a more focused curriculum on design and design visualization. In our current strategic planning process, we intend to develop a new strategy for design visualization. We have also introduced the integration of professional ‘consultants’ in the studios, but this competed with our focus on student success in Design Studios.

**Teaching and Learning: Curriculum**

This is the [University Catalog for the Department of Architecture](#).

Here is the link to the most recent Assessment Plan and Assessment Report for the integration of Architectural Theory into the Curriculum:
This is a sample of the typical rubric we have used.

### STUDIO ASSESSMENT RUBRIC
**ARCH 601-002 Fall 2019**  
**Student 2**

The work of the student will:

<table>
<thead>
<tr>
<th></th>
<th>Failing</th>
<th>Marginal</th>
<th>Competent</th>
<th>Notable</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>The work does not demonstrate recognition and understanding of the issues and concepts presented in the assignments</td>
<td>The work exhibits a limited degree of recognition and understanding of the issues and concepts presented in the assignments</td>
<td>The work addresses all of the issues presented in the assignments and demonstrates an understanding of these issues</td>
<td>The work addresses and expands upon the issues presented in the assignments, and demonstrates not only an understanding but achievement in directing the investigations and development in studio work</td>
<td>The work addresses and expands upon the issues presented in the assignments, discovers/proposes issues which are reciprocal, similar, and coincidental to the assignment, and demonstrates the student’s ability to achieve and excel independently in the development of studio work</td>
</tr>
<tr>
<td>Resources</td>
<td>Identify, select, assemble, and develop in a directed manner the resources that support the argument and develop knowledge of the design proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>Develop and follow a consistent, clear, iterative process of design that forms a coherent and knowledgeable position on the issues and methods involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Determine, accommodate, or otherwise attend to the responsibilities set forth by the problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representation</td>
<td>Design and produce representations that communicate design intent fully and clearly through the considered use of resources and methods in a manner appropriate to the audience and argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The goal was to recognize that assessment is not fixed. It is a process.

**Bachelor of Arts in Architecture (BAA)**

**Broad Program Goals & Measurable Student Learning Outcomes (SLOs) Program Goal #1:**

**A.1. Outcome 1:** Provide BAA students with a design education that gives them the capacity, through their design work and writing, to contribute to the broader dialogue about contemporary architecture and/or design. The learning goals are knowledge and responsibility. This is measured both directly through presentations by students during design studio reviews, as well as assessments from the History and Theory faculty members:

**Social Equity**

At UNM, we have long sought a fair, just and equitable environment for all our students, staff and faculty, as well as applicants to our degrees and to our staff and faculty positions. Fortunately, UNM has several important policies that address these issues. The UNM Division for Equity & Inclusion (https://diverse.unm.edu/#https://diverse.unm.edu/) and the UNM Office of
Equal Opportunity (OEO) (http://oeo.unm.edu/#http://oeo.unm.edu/) serve as the hubs for both policies and various resource centers at the university.

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

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

Other university offices that address these issues include the Provost’s Office (https://provost.unm.edu/), the Center for Academic Program Support (http://caps.unm.edu/#http://caps.unm.edu/), the UNM Ombuds for Graduate Students (https://grad.unm.edu/resources/ombuds.html), the UNM Ombuds Services for Staff (https://ombudsforsstaff.unm.edu/), and the UNM Ombuds for Faculty (http://ombudsfac.unm.edu/#http://ombudsfac.unm.edu/).

Especially important for our Master of Architecture students is the Graduate Resource Center (GRC) (https://unmgrc.unm.edu/), where students, especially international students, can find academic support for writing and statistical analysis, as well as individual meetings with GRC staff to help them with the transition to graduate education. The GRC holds regular in person workshops as well as workshops uploaded to YouTube, ranging from how to present at a conference to creating a bibliography using the FireFox add-on Zotero. In the last two years, three of our Master of Architecture students have become involved in the GRC as well as the graduate student government.

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

The Diversity Council https://diverse.unm.edu/about-dei/diversitycouncil/index.html, organized out of the Provost’s office, seeks to have an open and honest conversation about ethnicity and race at UNM, and to address concerns by taking strategic action. The university also participates in a statewide initiative called “ENgaging LaTino Communities for Education,” commonly referred to as ENLACE http://enlacenm.unm.edu/#http://enlacenm.unm.edu/. This collaborative effort, with participation from educational institutions in all six regions of the state, focuses on educational outcomes. The group pursues thoughtful policies, curriculum, retention and other strategies that address culture humility.

In the School of Architecture and Planning, we are fortunate to have students, staff and faculty committed to social equity. Courses and design studios that address some form of social equity are commonly found in all three departments. Two important resources for the school are the Indigenous Design and Planning Institute (iD+Pi) http://idpi.unm.edu/#http://idpi.unm.edu/ and the Resource Center for Raza Planning (RCRP) http://saap.unm.edu/research/centers/rcrp.html.
One of the new School-wide committees introduced by the new Dean to address diversity, equity and inclusion is the newly formed Equity, Excellence and Culture Committee, which is led by the Associate Dean for Student Equity and Excellence, Katya Crawford. The committee is represented by staff and faculty of all our departments, and it is the largest standing committee in the School.

Our two main research centers, the Design and Planning Assistance Center (DPAC) and the Indigenous Design and Planning Institute (iD+Pi) are great champions of Social Equity in the School. Led by Professor of Architecture, Michaele Pride, DPAC is currently working in Santa Fe, New Mexico to engaged diverse ethnic communities as the city plans a new Mid-Town Campus. Since 1969, DPAC has engaged the state’s diverse communities, and we have collaborated on projects in every county in New Mexico. Similarly, iD+Pi has led the School’s efforts in community engagement, working primarily with indigenous communities across the state, and increasingly across the country. Led by Distinguished Professor Ted Jojola, Professor in the Community and Regional Planning Department (he also holds an architecture degree), the Institute attracts many Native architecture students in its programs and initiatives.

The Architecture Department has collaborated with iD+Pi for two recent design studios, and has committed to at least one studio each academic year that involves collaboration with a local native community and is taught by a native architect or architectural designer. The first one focused on public space and housing at Santa Domingo Pueblo, taught by Joseph Kunkel. Kunkel is the Executive Director of the Sustainable Native Communities Collaborative (SNCC) and member of the Northern Cheyenne Tribe. The second studio focused on public space and way-finding at the Zuni Pueblo in the western part of the state. It was taught by Elizabeth Suina, a UNM alum, principal of Suina Design + Architecture LLC, and a member of Cochiti Pueblo. She has worked with the Zuni Pueblo in the past. More recently, we have asked Tamara Begay, CEO/President of Indigenous Design Studio to teach a studio focused Native communities. Begay is an alum of the Architecture Department.

The currently proposed MS.Arch Area of Focus, Social Justice and the Built Environment, is also meant to the further develop the School’s commitment to Social Equity. This focus area is led by new faculty member (Concentration Committee Chair) Assistant Professor Cesar Adrian Lopez, who is also the School’s new Director of Recruitment and head of our new Community College Alliance. He brings to this area research on the U.S.-Mexico borderlands. He will be working to develop this area of focus with other faculty committed to topics such as: women in architecture, led by Associate Professor Nora Wendl; labor justice, led by Assistant Professor Aaron Cayer; and race, justice, and design leadership, led by Professor Michaele Pride.

Diversity in our Faculty and Students

Of utmost importance to Social Equity is how we hire staff and faculty and how we admit students. UNM Human Resources sets policies and procedures for hiring: http://policy.unm.edu/university-policies/3000/3210.html. The policies are closely followed in any search we conduct. Our aspiration is always to hire well-qualified staff and faculty. In addition, we want our faculty to be diverse and to reflect our student body and the State of New Mexico’s diverse population. For the last two years, our full-time faculty was 50/50 women and men, which is unusual in most architecture departments.

Our students are admitted by the UNM Admissions Office. Fortunately, many of our
undergraduates are eligible for the state’s Lottery Scholarship, which provides funding to cover a significant portion of their tuition. There are also Tribal Scholarships and Transfer Scholarships, which often support underserved populations. The Admissions office looks carefully at all the applicants, and we are fortunate to have a very diverse mix of students compared to most institutions. We have spoken with admissions staff about the importance of recruiting women into the architecture degree, although the results have remained much the same. We have also stepped up our recruiting of both undergraduate and graduate students, and are optimistic we may see the needle move closer to 50/50 women and men. To support our students, we offer numerous scholarships, many of which are dedicated to support students from New Mexico, and some specifying certain counties or cities. We have one scholarship dedicated to a women student of architecture. In the last several years, we have held four meetings on the topic of recruiting women into our degrees. These meetings have been held with the architecture faculty, the women on the architecture faculty, women students, and one meeting where we invited all architecture students, all architecture faculty members and local professionals. Before that meeting, one of our faculty members asked the AIA Albuquerque, AIA Santa Fe and AIA New Mexico Chapter Presidents, as well as the Executive Directors of the same three organizations to attend. In 2017, five of those six people are women (although only three could attend). We felt this was an important opportunity to demonstrate that women are leaders in architecture in New Mexico. In these meetings, there was not consensus on how to address this problem. One of the most important and potentially meaningful suggestions was to set up a mentoring structure for women students. This has the potential of helping women stay enrolled in the undergraduate program and transition to graduate school. The women that choose to participate in this mentoring opportunity will meet with women on our faculty and in the local practice community.

As of the Fall 2016 semester, the enrollment of women moved up from 33.5 percent to 39 percent. In the Fall of 2020, women are 43 percent of population and men are 57 percent. According to recent statistics published by ACSA, this puts our program higher than to the percentage of women enrolled in architecture degrees in the United States, which is 41 percent.

Unlike undergraduate admissions, we do control the graduate admissions process. However, we consistently receive fewer applications from women than men. In the last couple of years, we have offered GA positions to almost all the out-of-state and international students. The GA positions provide in-state tuition to both of those categories of applicants, and they also provide a substantial stipend and health care coverage. Unfortunately, we still lose several admitted women every year. If we have the opportunity to meet these applicants before they apply or after they are admitted, the Chair, Associate Chair of Graduate Studies, Nora Wendl, or the graduate advisor will give each potential student a personal tour. Associate Chair Wendl will be working on addressing equity issues in the assigning of GA positions. We also select one or two current students (women) from the same Master of Architecture Track to take the prospective student to lunch. We select the top two or three women applicants from out-of-state and fly them to Albuquerque, and provide hotel accommodations. This has also been successful but difficult to maintain on tight university budgets. Graduate Studies has a small grant program for this purpose, and we always apply for this funding. In addition, there is another internal award that provides up to $5,000 per year for two years for bringing in a very highly qualified underrepresented graduate student to UNM. We nominate someone for this every year and have been successful two out of the last four years. We also intend to recruit more students from California and Colorado, where their in-state tuition is more expensive than our out-of-state tuition.
CURRENT ENROLLMENT

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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>FT</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FT</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Black or Afro American</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>FT</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
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</tr>
<tr>
<td>FT</td>
<td>11</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Non-Res Alien</td>
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<td>4</td>
<td>7</td>
</tr>
<tr>
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<td>3</td>
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</tr>
<tr>
<td>HT</td>
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<td>1</td>
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</tr>
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<td>FT</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>4</td>
<td>6</td>
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<td>FT</td>
<td>2</td>
<td>4</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>LT</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Under the School’s new leadership, student recruitment is now led by a new Director of Recruitment, Cesar Adrian Lopez. The three departmental chairs, the three associate chairs, and the graduate and undergraduate advisors all contribute to student recruitment. In our Administrative Team meetings, led by the Dean’s Office, there are continuous discussions on how to continue to improve the School’s diversity. This is a subject that is pertinent to all discussions and strategic initiatives, led by the Dean’s Office, working closely with the associate deans, the School’s Academic Operations Officer, Lisa Stewart, and the School’s Development Director, Laurie Roche. There is strong consensus that we need to continue to pursue diversity in our student body, faculty and staff. In addition, we are required to track this information as part of our ongoing university assessment process, under Criterion Four.
CRITERION 4: STUDENTS (UNDERGRADUATE & GRADUATE)

The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A. Discuss the unit’s proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.

A new Director of Recruitment, with extensive experience with community colleges, was recently appointed to lead the School’s recruitment efforts. He is working with the advisors, chairs and student ambassadors to connect with high school and middle school teachers, as well as high school administrators, who are invited to visit the School. This typically includes a tour of the building and providing literature or postcards for the visitors. The Director of Recruitment is also working to develop networks with local and regional community and tribal colleges, to continue to establish partnerships. He is also actively participating in any recruiting events that are held at UNM and area schools. Similar strategies have worked in the past, and we anticipate our new efforts will attract additional students to the School. The School’s Special Assistance to the Dean for External Affairs and Career Services are also hosting open houses in the Fall and Spring semesters for graduate students.

Currently, we have four articulation agreements. The one that supports the largest number of student transfers is our agreement with Central New Mexico Community College (CNM). We also have agreements with the UNM Valencia branch campus, the UNM Taos branch campus, and the UNM Gallup branch campus. In addition, we have two informal agreements: one with El Paso Community College (EPCC) and one with Doña Ana Community College (DACC).

4B. Discuss the unit’s admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these process on enrollment.

The UNM Admissions Office reviews and admits undergraduate applicants. The Associate Chair of Graduate Studies in the Architecture Department, Nora Wendl, is now overseeing all graduate admissions. Prospective students that apply for our Master of Architecture degree must submit a portfolio of design work, a statement of intent, a transcript, and the names of references (two must be previous instructors). An unofficial transcript with the application and an official unopened transcript sent by mail to the Office of Admissions. The applications are reviewed by a committee of faculty and students.

Students in the School’s undergraduate program are guaranteed admission into the M.Arch program if they have a 3.5 GPA at the end of the Fall semester of their final year in the BAA
degree program. If a student meets this standard, they do not have to formally apply. They only have to pay the application fee, and write a sentence or two explaining their GPA. They can submit an unofficial transcript. We do consider students who fall below these minimum criteria. We typically offer slots to a good number of our own undergraduate students, as well as to students from U.S.-based universities and international students. Assistantships are distributed fairly and equitably, ensuring that women or students from diverse populations are given equal treatment and opportunities.

The recommended deadlines for applications are December 1st for international students (to ensure best consideration for scholarships and assistantships) and January 15th for residents of the U.S. We will continue to review applications until May 31st, but cannot guarantee any slots will be open. International Students also need to submit the following: An attested copy of your diploma, an official transcript from each academic institution previously attended, English translation of the official transcript, Official TOEFL scores that must meet the UNM minimum of 79 on the IB TOEFL or 6.5 on the IELTS, and a copy of the passport. Note: GRE scores are not required. Applicants are expected to identify which Master of Architecture Program of Study they are applying for: Track 2, Track 2.5, or Track 3.

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

Students that are wait-listed are only notified that they are on the wait-list, they are not told what number they are on that list. They are notified as spaces become available. Some will re-apply if spaces do not become available. Students that are denied may re-apply and the program keeps their application materials for one year.

Applicants have access to Public Information for accreditation status of the UNM School of Architecture + Planning. The current location for our NAAB Public Information below gives access to our program along with all the other accredited programs in the U.S. and Puerto Rico:

http://architecture.unm.edu/degree-programs/graduate-degree.html

The NAAB Annual Statistical Reports can be found here:

https://www.dropbox.com/sh/ek9bmp78hnyx561/AAB-El6d_sMDDHDyg7S6TCG5a?dl=0

Process to Consider Pre-Professional Education for Advanced Standing/Course Waivers

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

The Chair sends the submitted syllabi to the instructors that teach the relevant classes, and they determine if we can waive the course, helping them get into the appropriate track. The faculty member is asked to assess the course material, and determine if it meets the same standards we would expect in our own class. If the student did not pass the course in their undergraduate program, we do not ask the faculty to review the material, and require they take the relevant course(s). Sometimes students submit courses that cover content in more than one of our courses. In those situations, we ask both instructors to review the material. They review the material for both the appropriate NAAB Student Performance Criteria, and also for our own preferences in what we want to see from our students. The established standard for assessing NAAB SPC is determined by our department’s interpretation of the individual SPC. In addition, we often duplicate SPC, even if they do not appear on the SPC Chart. This is particularly important for international students, who often have solid technical backgrounds. However, some have deficiencies in architectural history, architectural theory, and sometimes, we find they struggle with visualization.

The Chair reviews the design studio work during the admissions process based on the content of their portfolios and the studio grades received at their undergraduate institution. The most popular classes for which applicants seek waivers are the Structures courses, Architectural History, Architectural Theory, and Sustainability II. The faculty will be considering the whether to waive classes that are similar. For example, we have an undergraduate theory class, and a graduate theory class. The consensus at this point seems to be there they should take both of those classes. In some cases, we will waive specific classes, depending on the grade the student received. If the faculty member agrees to waive a class the graduate advisor adjusts their program of study, to ensure the Office of Graduate Studies knows what courses to track. This information is also noted in their admissions and advising record. We communicate carefully with the applicants throughout this process, so there are no misunderstandings.

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

4C. Provide available data and an analysis of the unit’s 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide the data and analysis on enrollment, retention and graduation rates for students by race/ethnicity, gender, first generation, and Pell grant status, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.
The Bachelor of Arts in Architecture enrollment trends have remained solid. However, the numbers are down in the fourth year. This is because some of the fourth-year students choose to graduate in the Fall semester. There was a moment when it was acceptable to allow 4th year students to graduate early. The addition of the Design Studies Concentration and the Landscape Architecture Concentration have significantly helped our undergraduate enrollment. There are 59 students in the Design Studies Concentration. This is larger than many other undergraduate programs at UNM.

Our enrollment has increased significantly. In 2014, we had 157 students in the BAA, and today, we have 372. Angela Pacheco, Academic Advisor, Renia Ehrenfeucht, Chair of Community and Regional Planning, and John Quale, Chair of Architecture, have participated in a significant number of recruitment events. We have reached out to high school students around the state and the community colleges. As this point with have four Community College articulation agreements, and three informal agreements, allowing students to save money before entering the UNM Bachelor of Arts in Architecture. The new Director of Recruitment, Assistant Professor Cesar Lopez, is working to build partnerships with community colleges to increase the number of articulation agreements.

As for the Master of Architecture students, we continue to have stable numbers in most years. In the Master of Architecture, the enrollment is generally stable. However, we continue to struggle to increase the number of female students. Most Departments of Architecture experience this challenge. We provide assistantships and scholarships, which helps with funding, but we have yet to surpass 41 percent women in this degree pathway. With the appointment of our new Associate Chair of Graduate Studies in Architecture, Nora Wendl, we hope to increase our efforts in this area of recruitment.

**ENROLLMENT TRENDS:**

![Graph showing enrollment trends](image-url)
### UNM SA+P – Criterion 4

<table>
<thead>
<tr>
<th></th>
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### Graduate Graduation Totals

![Graph showing Graduate Graduation Totals]

### SA+P UNDERGRADUATE 4-YEAR GRAD RATE, STUDENTS ENROLLED IN 2010-15, BY GENDER

<table>
<thead>
<tr>
<th>YEAR</th>
<th>4 - Year Grad Rate</th>
<th>4 - year Female Grad Rate</th>
<th>4 - Year Male Grad Rate</th>
<th>5 - year Grad Rate</th>
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<th>5 - year Male Grad Rate</th>
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<tr>
<td>2010</td>
<td>15.6%</td>
<td>22.0%</td>
<td>11.8%</td>
<td>36.7%</td>
<td>48.8%</td>
<td>29.4%</td>
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<td>2011</td>
<td>10.5%</td>
<td>20.7%</td>
<td>6.1%</td>
<td>33.7%</td>
<td>48.3%</td>
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<tr>
<td>2012</td>
<td>22.6%</td>
<td>31.8%</td>
<td>17.5%</td>
<td>38.7%</td>
<td>50.0%</td>
<td>32.5%</td>
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<tr>
<td>2013</td>
<td>22.6%</td>
<td>27.3%</td>
<td>19.4%</td>
<td>43.4%</td>
<td>59.1%</td>
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<td>53.8%</td>
<td>50.0%</td>
<td>59.0%</td>
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<td>2015</td>
<td>54.2%</td>
<td>53.8%</td>
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Undergraduate Graduation Rates:

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SA+P UNDERGRADUATE RETENTION RATE, 3RD SEMESTER, 2013 - 18, BY GENDER

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Undergrad Retention Rate, 3rd Semester, 2013-18, by Gender

Undergrad 5-Year Grad Rate, Student Enrolled in 2010-14, by Gender
GRADUATE STUDENT ENROLLMENT

Undergrad Time to Degree Years

- Architecture: 4.8 years
- SAAP Average: 4.8 years
Hispanics (both men and women)

4D. Discuss the unit’s advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.

Our two Senior Academic Advisors (Undergraduate and Graduate) are well trained on university procedures, and they also act as advocates for the students. They report directly to the School’s Associate Dean of Student Equity and Excellence. We are very fortunate to have them in the school. They advise the students, but they also track the progress toward the completion of their degree, offer advice on how to handle complex problems, such a conflict with a faculty member. Both advisors are prepared to send students to the appropriate office if they are dealing with non-academic issues, such as mental health issues or food insecurity issues—issues that ultimately affect their ability to perform in school. In fact, our advisors and the Associate Dean of Student Equity and Excellence might personally walk the student to the appropriate office to address the student’s needs.
4E. Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students’ academic success.

The School’s Fabrication Lab (FAB LAB) is used almost daily by Architecture, Landscape Architecture, and Community and Regional Planning students. The lab offers a variety of tools, equipment, and machinery that are carefully maintained by the lab’s coordinator, Kirsten Angerbauer, who has extensive expertise with conventional tools and the digital tools. The School’s Computer/Print Lab is managed by Sergio De La Cruz, who has extensive knowledge of the many design software applications that we use at the School. He is an excellent resource, and he keeps up with new software demands, which are constantly evolving. Both the FAB LAB and the Computer/Print Lab hire student employees to assist our students and faculty. The availability of new technologies and the fact that we have experts on hand have a direct impact on the student’s academic success.

Of course, there is no greater positive support on a student’s ability to succeed than scholarships. Monetary support allows our students to work fewer hours and dedicate their precious time to their studies. The School offers a robust number of scholarships to the Architecture students, many dedicated to supporting students in the graduate program. Some of the scholarships are dedicated for students from certain areas of New Mexico, and one of our scholarships is dedicated to women students.

The Career Services arm of the School was established this year by the new Dean. The Special Assistant to the Dean for Career Services, Kristina Yu, has been hosting a series of supporting workshops to aid our students as they prepare for the work force. The impact these workshops have on our student’s academic success is important because as students learn more about what will be required of them in a professional setting, they develop a better idea of the skills they must master as students, so they are competitive and prepared. When students have this ‘aha’ moment, many find a new appreciation for their studies.

4F. Discuss the success of graduates of the program by addressing the following questions: How does the unit measure the successes of graduates (i.e. employment, community engagement, graduate studies, etc.)? What are the results of these measures? Discuss the equity of student support and success across demographic categories.

An area of development in the School that is indirectly supportive of our students is the appointment of the New Alumni Liaison, who has been charged with studying the patterns of career trajectories in our recent alumni—one to five years out. She will be looking to see how our alumni are doing in the work force (are they getting jobs and how long does it take them?). Are they getting licensed and attaining certificates (and how long does this take them?). Are our alumni changing career paths, entering allied fields, or are they pursuing other degrees, like doctorates? This information will allow us to better gauge how we are doing at the School, and this will have a direct impact on the educational content we offer our students.

What we know so far is that due to an uptick in design and construction in Albuquerque, and around the state of New Mexico, our recent graduates have been fortunate to find jobs quickly. In addition, we have an ‘externship’ program where students go to a firm (in New Mexico or elsewhere) to volunteer in a firm for one week. Third- and fourth-year undergraduate students
and graduate students apply for the opportunity. They are required to submit a portfolio to the firm where they want to work.

Most of the M.Arch students and some of the undergraduate students are working in a firm part time, or participating as a graduate assistant. Recent success includes a graduate who was hired by SHoP Architects, and another recent graduate that has been hired at Lake Flato in Austin, Texas, one of the state’s top firms. Several of our students have demonstrated success in national and international design competitions, and this has helped them find jobs in notable firms around the country, and in other countries. A total number of 56 students have already won or placed in International and national competitions since 2000. Highlights of some of these successes include:

**International Competitions**

**Habitat House**
First Place: won by Leslie Ford, Jim Fox, Marcus Bushong with Geoffrey C. Adams and Karen J. King, 2003 Southeastern Center for Contemporary Art HOME House Project Competition

**Mecredi Community Center, Port-au-Prince, Haiti**
Honorable Mention: won by David Edwards, Brooke Peters, Michael Bernett, Carolina Mead (Geoffrey C. Adams and Karen J. King, Faculty Sponsors) 2004 Designing for the 21st Century III International Student Design Competition - Universal Design

**Urban Furniture**
First Place in Fabrication Category: won by Arturo Nunez (Tim B. Castillo, Faculty Sponsor), 2007 FormZ Joint Study Student Awards, International Student Competition

**Mixed-Use Recycling Center + Mercado**
First Place: won by Antonio Vigil (Geoffrey C. Adams, Faculty Sponsor), 2008 ACSA Concrete Thinking for a Sustainable World, International Student Design Competition

**35° | 106°**
First Place, Urban and Landscape Design: won by Antonio Vigil (Tim B. Castillo, Rana Abu-Dayyeh, Karen J. King, Faculty Sponsors) 2009 FormZ Joint Study Student Awards, International Student Competition

**Slice of Suburbia**
Finalist: won by Julio Dominguez (Tim B. Castillo, Faculty Sponsor), 2005 Self-Sufficient Housing Competition

**Small Town Urbanism: The Main Street Studios**
Placement: won by the Design and Planning Assistance Center (DPAC) Studio (Mark Childs, Faculty and Director), 2006 NCARB Award

**Ocotillo Branch Library**
First Place: won by Mark Paz (Geoffrey C. Adams, Faculty Sponsor), 2008 AIAS and Kawneer Third Annual National Student Design Competition: A Library for the 21st Century

**Gradient Social Spaces**
First Place (Colorado Chapter/National Finalist): won by Joshua Rogers, Brandon Rael, Wesley Lansford (Geoffrey Adams, Faculty Sponsor) 2010 USGBC Natural Talent Design Competition

**Broadmoor Root House**
Second Place (Colorado Chapter/National Finalist): won by Hillary Noll, Bron Heintz (Geoffrey C. Adams, Faculty Sponsor), 2010 USGBC Natural Talent Design Competition

**Bringing Outside In**
First Place: won by Casey McLaughlin, 2011 AIAS | VT Industries Threshold: Portals to the Future, Student Design Competition, AIAS President's Office Door

**Folklorico**
Award of Merit: won by Antonio Vigil (Karen J. King, Tim Castillo, Rana Abudayyeh, Faculty Advisors), 2014 AIA Albuquerque Unbuilt Project

**Path, Place, Clarity**
Third Place: won by Lisa DeMar (Karen J. King, Faculty Sponsor), 2014 AIAS Reliving HOME Student Design Competition

**Folklorico**
First Place: won by John Clark, Alex Hamada, Mike Pace, Sam Rael, Michael Roseborough, Annica Mosow (Kristina Yu, Faculty Advisor) 2015 DBIA National Design-Build Student Competition

**Luminous Colonnades**
First Place: won by Nathan McNeilly (Dena Thomas Aouassou, Faculty Sponsor), 2019 Robert Bruce Thompson Student Lighting Competition

**Journey of Lights**
Second Place: won by Hasan F S Kh A Aljumaah (Dena Thomas Aouassou, Faculty Sponsor) 2019 Robert Bruce Thompson Student Lighting Competition

**Aguas Efimeras, Xochimilco, Mexico City**
Award of Merit: won by Ke Vaughn Harding (Clare Cardinal-Petts, Faculty Sponsor), 2019 Society of Registered Architects Award
CRITERION 5: FACULTY

5A. After completing the Faculty Credentials Template, discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.

There are 17 full-time faculty members, 12 of which are tenure-track or tenured, 2 have continuing appointments as lecturers, and 3 are full-time visiting professors. Two part-time visiting professors have been hired this year and are not included in the graph below. There are 10 men (59 percent) and 7 women (41 percent). There are 9 White faculty members (53 percent), 4 Hispanic faculty members (23 percent), 3 Asian/Indian faculty members (18 percent), and 1 African-American faculty member (6 percent).

There are 12 full-time tenure-track/tenured faculty members. In this category, there are 8 men (67 percent) and 4 women (33 percent). Also, in this category, there are 6 White faculty members (50 percent), 3 Hispanic faculty members (25 percent), 2 Asian/Indian faculty members (17 percent), and 1 African-American faculty member (8 percent). The distribution between Senior versus Junior faculty is not balanced. For all faculty, Senior faculty represent 65 percent; for tenure-track/tenured faculty, Junior faculty represent only 25 percent. Another problem area is the low number of tenure-track/tenured women faculty, who only represent 33 percent. Finally, racial representation is problematic with Hispanic tenure-track/tenured faculty representing only 25 percent, nearly half of New Mexico’s representation of 49.3 percent. Among U.S. states, New Mexico has the highest percentage of Hispanic ancestry in the United States. There is also no representation of Native people on the tenured/tenure-track faculty. New Mexico has 11 percent Native people. Only 2.6 percent of New Mexico’s population identify as African-American, and 1.8 percent identify as Asian. Recruitment of tenure-track/tenured women, Hispanic, Native, and Junior faculty is an important priority for the Department of Architecture.

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Part-time faculty at the School, called Temporary Part-Time (TPT) faculty, comprise a larger than average number. In the Fall semester, they represent nearly one quarter of the courses taught in the Department, and in the Spring semester, this number can go up to a third. TPT’s are often recent graduates of the Master of Architecture, or local practitioners that occasionally teach at the School. Many bring areas of specialization. While the School benefits from their talent, it is important for the School to increase its number of tenured and tenure-track faculty. Since its last accreditation, the School has experienced a loss of faculty: 3 retired (transitioning to emeritus faculty status), 1 left the school, and 2 passed away. This is a loss that requires addressing.

SEE Appendix for faculty CV’s

Through the required process of reviewing every new faculty member, full-time, part-time, and the visiting assistant professors and visiting associate professors, faculty demonstrate the appropriate qualifications and credentials. For the majority of applicants, we ask for a NAAB accredited degree, with a preference for the Master of Architecture. It is common for faculty who teach architectural history and architectural theory to have a Ph.D.

The National Architectural Accrediting Board (NAAB) requires an Annual Report about students and faculty. They seek information about gender, rank, and ethnicity. The last three years of NAAB Annual Reports are found in this link:

NAAB Annual Report 2017
NAAB Annual Report 2018
NAAB Annual Report 2019

5B. Explain the process that determines and assigns faculty course-load (i.e. how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.) Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.

Some of our courses are large (80 to 90 students), and some are small, such as seminars. In addition, the majority of our faculty teach a graduate studio (6CH) and an undergraduate design studio (6 CH), one each semester. Faculty also teach small courses to compensate for the large courses, if they take one on. Faculty load is determined by the University policies and this is a topic that has received much deliberation in faculty meetings, both at the departmental level and at the school-wide level, to ensure that load distributions are addressed equitably between departments.

The link to the UNM Course Schedule is: https://schedule.unm.edu/ Search under ARCH, and review the courses available.

5C. Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students’ academic/professional development at the undergraduate and graduate level.
Through the Office of Research, under the direction of the Associate Dean of Research, incoming faculty are offered start up packages. These funds provide support for new faculty to begin and/or continue with their research work. Current start-up packages range from $5,000 to $7,000. The School also covers moving expenses (within our budget) and a computer. Newly hired full-time faculty can negotiate for a course release before going up for tenure.

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

Our faculty attend conferences and symposia in their research area, and occasionally organize conferences as well. Each year several of our faculty members attend the Association of Collegiate Schools of Architecture (ACSA) Annual Meeting. The School supports faculty who have a paper accepted in one of the organization’s peer-reviewed sessions. When travel funding is available, the department gives priority to tenure-track faculty members, and faculty members going up for a promotion to full professor in the upcoming year.

With the Associate Dean of Research’s guidance and support, faculty are encouraged and expected to pursue external funding for their research. She sometimes has small research grants that are made available to faculty on a competitive basis. Faculty members submit a proposal, and a School-wide committee reviews and selects proposals.
CRITERION 6: RESEARCH, SCHOLARSHIP & SERVICE

6A. Describe the scholarly/creative works and accomplishments of the faculty. Explain how this supports the quality of the unit; what are particular areas of strength?

Our faculty engage a broad range of scholarly topics that they’ve pursued, in some cases, for their entire careers, and in others, as new topics of interest that address timely issues related to social, cultural, and/or environmental issues. Particular strengths are in the realms of architectural theory and architectural history, race and culture, building technology, climate change, fabrication and digital design, and community engagement. The following list of selected books and book chapters represents authors who currently teach or who have recently taught in the Architecture Department. In addition to these publications, it is important to consider other scholarly and creative works by our faculty, including: peer-reviewed publications, awards in national and international design competitions, funded projects addressing community engagement, design-build and fabrication projects, such as the new Weather Lab at the Anderson Abruzzo International Balloon Museum.

Janet Abrams
Two books by Visiting Associate Professor Adams will be published this year from two of the most prestigious architectural presses in the U.S. and Europe. Dr. Abrams is an award-winning critic of design and visual arts; she led the University of Minnesota’s Design Institute for nearly eight years and founded its annual Design Camp. She is heading up a new summer camp for Albuquerque and Santa Fe teens.

ELSE/WHERE: MAPPING—New Cartographies of Networks and Territories, University of Minnesota Design Institute, 2008

Eleni Bastéa (deceased 2019)
The late Dr. Bastéa explored the concept of memory in her scholarship. She was an architectural historian and theorist who published both academic books and books of poetry. She explored analytical perspectives of architecture, comparative literature, and cultural studies for her methods of analysis.

Αθήνα 1834 – 1896. Νεοκλασική πολεοδομία και ελληνική εθνική συνείδηση [Athens: 1834 – 1896. Neoclassical urban design & Greek national consciousness], translation of The Creation of Modern Athens: Planning the
Tim Castillo

Associate Professor Castillo has expertise in digital fabrication, and his writings are useful to students of design who want to explore manufacturing technologies. He is also interested in the culture of the Southwest, and he has researched and studied the architecture of the region and nearby New Mexico towns. He also runs the Finding Rural 2020 program and the Plata Studio, and he will be a leading scholar in the new M.S. concentration on Historic Preservation and Regionalism.


Aaron Cayer

Assistant Professor Cayer is an ethnographer, theorist, and architectural historian. His current research focuses on the histories and theories of postwar corporate architecture practices as they overlap with those of labor, capitalism, and urban political economies. He has taught courses on research methods and labor justice, and he will be a leading scholar on the new M.S. concentration on Social Justice and the Built Environment.

An Extraordinary Practice: Architecture at the Dawn of Neoliberalism (Book in progress; expected 2022)


Mark C. Childs (Former Interim Dean)

Professor Childs worked extensively on community engagement, largely through his work with the Design and Planning Assistant Center (DPAC). He also served as a consultant for community engagement and design, forecasting, public art, and urban and architectural projects. He published on topics ranging from public squares to public corridors, and he is an award-winning poet. He also served as a consultant for non-profits, working with homeless populations, and working with foundations and community groups on urban design and development projects.


The Shapes of Transportation. New Mexico Department of Finance and Administration, 2007.


Robert Alexander González, Dean of SA+P

While he is currently serving in his administrative role during his first year, the dean hopes to teach or co-teach some semesters. González has published extensively on topics ranging from world’s fairs to pan-Americanism and the architecture of diplomacy to the architecture and urbanism of the US-Mexico borderlands and Latin America. He is also the founding editor of the journal AULA: Architecture & Urbanism in Las Américas, which focuses on Latin American and Latinx architecture, urbanism and public art.


Kuppaswamy Iyengar

Professor Iyengar is an expert on sustainability, and he has had an impressive career in the public and private sector, working for a significant amount of time as an energy consultant, prior to his career in academia. He will be a leading scholar in the new M.S. in Architecture concentration on Climate Change and the Built Environment.

**Jimenez Lai**

Visiting Associate Professor Lai, who also teaches at UCLA, is founder and leader of Bureau Spectacular, with significant professional experiences, including work with the international leading firm OMA. His installation *White Elephant* resides in the collection of the Museum of Modern Art, New York. He has won some of the nation’s most prestigious awards in the discipline of architecture, and he has gained an international reputation for his exhibitions, including the Taiwan Pavilion he designed for the 14th Venice Architectural Biennale.

“All I Ever Think About,” *Perspecta* 52, 2019

**Karen J. King**


**Jeffrey S. Nesbit**


**John D. Quale**

*Guest Editor: Sustainability*, Routledge Taylor & Francis 2021
*Sustainable, Affordable, Prefab – the ecoMOD project*, University of Virginia Press, 2012. ISBN: 9780813931524
*Carbon Neutral Affordable Housing: A Guidebook for Affordable Housing Providers*; with Emily Kilroy, James Wasley, distributed free to by the Carbon Neutral Design Initiative, 2011.

**Alex Webb**

*International Robotics and Automation Journal* (Int Rob Auto)

Nora Wendl

6B. If applicable, include a summary of the unit’s research related expenditures including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?

External Awards
The total is $501,047. This includes funding from the National Park Service, The Balloon Museum Weather Lab, the New Mexico Water Resources Research Institute, The American Architectural Foundation, the City of Albuquerque, McCune Charitable Foundation, New Mexico Institute of Mining and Technology, New Mexico State University, Architecture & Planning Student Design Competition for the NASA Big Idea Challenge

Professional Service Agreements
The total is 54,366. This includes funding from American Institute of Architects Design & Health Research Consortium, the Adaptive Ruse of Building and Park in Silver City, NM. In addition, the school works with the City of Deming to rethink a park and building.

Foundation Funding
The Thornburg Foundation provide $108,732 for the Jeff Harnar Award and Operational Funding

Fellowships
The Huntington Fellowship provided $6,000.

Research Grants & Fellowships
Below, please find a chart of grant-funding received by Architecture faculty for FY2014 – FY2020. An in-house Contracts + Grants Administrator supports our research efforts. This chart does not represent the full time frame dating back to our previous NAAB or APR visit, but it does provide a useful sample of the kinds of grants that our faculty members tend to typically pursue.
## External Awards

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>AWARD TITLE</th>
<th>SPONSOR</th>
<th>Sponsor Type</th>
<th>AWARD AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>IMR Inventory and Documentation of Historic Structures for the LCS</td>
<td>National Park Service (CP-CESU)</td>
<td>Federal</td>
<td>$15,557.00</td>
</tr>
<tr>
<td>FY16</td>
<td>Balloon Museum Weather Lab for the City of Albuquerque</td>
<td>City of Albuquerque</td>
<td>Local Government</td>
<td>$225,613.00</td>
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<tr>
<td>FY17</td>
<td>Balloon Museum Weather Lab for the City of Albuquerque</td>
<td>City of Albuquerque</td>
<td>Local Government</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>FY16</td>
<td>Measuring the Impact of Water Rate Increases on Consumer Acceptance of Potable Water Reuse Options in the Albuquerque Area</td>
<td>New Mexico Water Resources Research Institute</td>
<td>Other/Commercial</td>
<td>$5,995.00</td>
</tr>
<tr>
<td>FY17</td>
<td>MICD Regional Session Host - 2016</td>
<td>The American Architectural Foundation</td>
<td>Foundation</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>FY</td>
<td>Project Title</td>
<td>Sponsor</td>
<td>Amount</td>
<td>FY</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------</td>
<td>-----------------------------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>FY16</td>
<td>Stories of Route 66</td>
<td>City of Albuquerque</td>
<td>$15,000.00</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>Geospatial + Temporal Visualization Tools for NPS Cultural Landscapes Training and Education</td>
<td>National Park Service (CP-CESU)</td>
<td>$23,435.00</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>City of Albuquerque ART Station Project</td>
<td>City of Albuquerque</td>
<td>$87,000.00</td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>Central Corridor Network System</td>
<td>McCune Charitable Foundation</td>
<td>$20,000.00</td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>STEM Mobile Lab</td>
<td>New Mexico Institute of Mining and Technology</td>
<td>$21,449.00</td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>STEM Mobile Lab</td>
<td>New Mexico Institute of Mining and Technology</td>
<td>$24,952.00</td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>Architecture &amp; Planning Student Design Competition for the NASA Big Idea Challenge</td>
<td>New Mexico State University</td>
<td>$5,000.00</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Service Agreements, Foundation, Fellowships**

<table>
<thead>
<tr>
<th>Submission Due Date</th>
<th>Sponsor</th>
<th>Title</th>
<th>Amount</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30/2016</td>
<td>American Institute of Architects</td>
<td>Design &amp; Health Research Consortium</td>
<td>$-</td>
<td>FY17</td>
</tr>
<tr>
<td>7/25/2017</td>
<td>American Planning Association</td>
<td>Planning Video</td>
<td>$5,155.00</td>
<td>FY18</td>
</tr>
<tr>
<td>5/22/2018</td>
<td>City of Deming</td>
<td>Studio for Deming Main Street</td>
<td>$10,000.00</td>
<td>FY18</td>
</tr>
<tr>
<td>5/22/2018</td>
<td>Silver City</td>
<td>Adaptive Reuse of Building and Park</td>
<td>$5,410.00</td>
<td>FY18</td>
</tr>
<tr>
<td>7/31/2018</td>
<td>WNMU</td>
<td>Deming Studio</td>
<td>$10,000.00</td>
<td>FY19</td>
</tr>
<tr>
<td>12/3/2018</td>
<td>Los Lunas</td>
<td>Kiosk</td>
<td>$8,718.00</td>
<td>FY19</td>
</tr>
<tr>
<td>3/7/2019</td>
<td>DAAD</td>
<td>Group Study in Germany</td>
<td>$6,900.00</td>
<td>FY19</td>
</tr>
</tbody>
</table>
6C. Give an overview of the unit’s involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.)

Design and Planning Assistance Center (DPAC)
The mission of the Design and Planning Assistance Center (DPAC) is to deliver design and planning services to low-income communities throughout the state of New Mexico. DPAC was founded at the UNM School of Architecture & Planning (SA+P) in 1969, as part of a national community design movement that linked university design programs and design practitioners with communities in need. Today, DPAC is the second oldest, continuously operating, community design center based in a public university. Throughout its history, DPAC has completed over 1500 projects, serving hundreds of communities—large and small—in every county of New Mexico.

The DPAC Studio encourages broad-based thinking about urban design and planning. As Architects, Landscape Architects and Planners, we collaborate in a process that includes research, community participation, asset inventory, analysis, programming, site planning, design and recommendations for project implementation. We tackle the design process at multiple scales as we consider regional trends and characteristics, transportation issues, economic conditions, unique development and architectural patterns, local history, community climate, and community goals via the stakeholders.

“...design and planning processes are fundamentally shared experiences that bind us together; client, student, and faculty. We learn from and about one another. Our strengths and our limitations become public knowledge, but somehow we all emerge stronger for it. For the faculty and students, it is a taste of reality, a test of skill, and a lesson in humility. For the client it is a glimpse of future potential and a symbol of a better life. For all, it is a learning experience and a reminder that architecture and planning are not some abstracted endeavors disconnected from the daily lives of people.”

The Indigenous Design + Planning Institute
The Academic Component involves faculty and students in coursework that combines indigenous theory with design studio-based education. All coursework taken with iD+Pi applies toward student's respective degree program at UNM and/or other universities. Indigenous Town (iTown) Studios and seminar courses are offered year-round. iD+Pi works with tribal communities in New Mexico, and occasionally in other students and other countries. We are fortunate to have a unique and proactive institute in the school.

The professional component supports professional development among practitioners working in tribal communities through resource networking, roundtables, workshops, and conferences. Activities will help to fulfill certification maintenance units of the American Institute of Architects (AIA) and the American Institute of Certified Planners (AICP). The Department of Architecture hires a Native American instructor to teach a design studio each year.

The tribal component provides technical assistance through a classroom learning environment and ongoing research lab. It matches student and faculty expertise to local tribal projects that entail some aspect of architecture, community planning, and landscape architecture.

6D. Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.

When a faculty member receives a grant, they can choose to hire an undergraduate or graduate student to serve as a project assistant. The pay is hourly. This is common with external design/build projects, such as the exhibit students designed for the Anderson-Abruzzo International Balloon Museum Foundation.

6E. Describe faculty members’ service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization and membership/leadership, etc.

Several of our faculty participate in community engagement, through DPAC and iD+Pi. In addition, we have faculty members that work on university committees—curriculum committees, the Faculty Senate, Faculty Ethics & Advisory Committee. Academic Council. Curricula Committee. Research & Creative Works Council. Research. We have faculty serving on local and national boards. These include the USGBC New Mexico Board, the AIA Albuquerque Board of Directors, the Association of Collegiate Schools of Architecture (ACSA), the National Architectural Accreditation Board (NAAB), and other organizations.
CRITERION 7. PEER COMPARISON

7A. Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

<table>
<thead>
<tr>
<th>PEER INSTITUTIONS</th>
<th>Total University Enrollment</th>
<th>Unit Undergraduate Degrees/Certificates Offered</th>
<th>Unit Undergraduate Student Enrollment</th>
<th>Unit Graduate Degrees/Certificates Offered</th>
<th>Unit Graduate Student Enrollment</th>
<th>Total # of Unit Faculty</th>
<th>Status/Type (i.e., program goals, curriculum, faculty, and students, etc.)</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Mexico</td>
<td>27,353</td>
<td>Bachelor of Arts in Architecture, Master of Science in Architecture</td>
<td>Bachelor of Arts in Architecture</td>
<td>Historic Preservation &amp; Restoration; Urban Innovation; Shared PhD with Civil Engineering, Latin American Studies and Art History</td>
<td>Master of Architecture; Master of Interior Architecture</td>
<td>70</td>
<td>Full-Time Faculty: 10 Part-Time Faculty: 35-26</td>
<td>Minority Majority</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>26,443</td>
<td>Bachelor of Architecture (five year degree NAAB accredited degree)</td>
<td>Bachelor of Arts in Architecture</td>
<td>200 in 2012 66% of the students are minority</td>
<td>Master of Architecture (NAAB accredited degree)</td>
<td>21</td>
<td>Full-Time Faculty: 20 Part-Time Faculty: 11</td>
<td>Design / Build opportunities, ranked in top 20 by Design Intelligence</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>49,918</td>
<td>Bachelor of Architecture (five year degree NAAB Accredited, Bachelor of Science in Interior Design), Bachelor of Science in Built Environments</td>
<td>Bachelor of Arts in Architecture</td>
<td>Master of Architecture (NAAB Accredited degree)</td>
<td>Master of Architecture 2 (NAAB Accredited), Master of Architecture 3 (NAAB Accredited), Master of Science in Architecture</td>
<td>39</td>
<td>Part-Time Faculty: 9</td>
<td>R10 2025 MACh 1, R2025 MACh 2</td>
</tr>
<tr>
<td>University of Texas at San Antonio</td>
<td>32,101</td>
<td>Bachelor of Science in Architecture, Bachelor of Science in Interior Design</td>
<td>Bachelor of Arts in Architecture</td>
<td>Master of Architecture 2 (NAAB Accredited), Master of Architecture 3 (NAAB Accredited), Master of Science in Architecture</td>
<td>?</td>
<td>Full-Time Faculty: 20 Part-Time Faculty: 5</td>
<td>Design / Build opportunities, ranked 423 by Design Intelligence</td>
<td>Hispanic Serving Institution</td>
</tr>
</tbody>
</table>

The start of the assessment was based on regional universities with Departments of Architecture that are Research 1 Universities, and Hispanic Serving Institutions. The university enrollment for UNM, Cal Poly Pomona, and University of Texas at San Antonio are relatively consistent. The University of Arizona is a much large university, and is a Research 1 University.

For example, Cal Poly Pomona and the UNM Department of Architecture have similar enrollment but Cal Poly has 27 Full-Time Faculty, as opposed to UNM 16 Full-Time Faculty. At the University of Texas San Antonio (which admittedly has higher enrollment) has 20 Full-Time faculty. It would be good to explore the possibility of more Full-Time faculty members at UNM.

As for Unit faculty, we have sixteen Full-Time faculty members, and 23-26 Part-Time faculty members. UNM clearly has a much larger number of Part-Time Faculty members than the other schools. One potential goal is to hire more Full-Time faculty. This would require additional funding. The degrees types are quite similar. All of them have a NAAB accredited degree.

We intend to expand our outreach, so we can attract more well-prepared students into the school. We offer Career Fairs, one-week Externships in architecture offices, co-op opportunities for international students, and portfolio development classes. Many of our students join the American Institute of Architecture Students (AIAS) Chapter at UNM. This allows students to attend AIAS events, and connect with students from other universities.
Many of the Master of Architecture students and some of the undergraduate students are working in a firm part time, or participating as a graduate assistant. Recent success includes a recent graduate who was hired by SHoP Architects, NYC, and another recent graduate that has been hired at Lake Flato Architects, San Antonio.
CRITERION 8: RESOURCES & PLANNING

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A. Provide an analysis of the unit’s budget, including support received from the institution and external funding sources.

Include a discussion of how alternative avenues (i.e. summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit’s degree/certificate program(s) and courses.

The School of Architecture and Planning receives a state funded Instructional & General (I&G) budget allocation from the office of the Provost and Executive Vice President for Academic Affairs. The Dean of the School then approves a budget allocation to each of the three academic departments. For Fiscal Year 2021 (FY21), the Architecture Department allocation was initially $2,503,306. In August 2020, the Provost’s office announced a University wide budget reduction plan due to an overall decrease in enrollment. Consequently, the Architecture budget was reduced by $105,000 and the amount reserved for part-time faculty was decreased. The final budget allocation for the Architecture Department for FY21 is $2,398,306. The Urban Innovation Graduate Certificate is managed through the Architecture Department; associated costs for faculty salary are covered by the Architecture I&G. The fiscal year budget allocations from 2016 through 2021 for Architecture are listed below.

Budget Reductions

The University’s annual budget reductions since 2007 had significant negative impact on operating costs for the School’s three academic departments, including Architecture. Historically, in response to budget reductions, the School of Architecture and Planning reduced funding earmarked for part-time faculty and Graduate Assistants and eliminated office telephone lines for faculty, except for those faculty who are engaged in administrative work or other work that requires long distance calling. There is not adequate funding to support faculty travel, faculty directed student travel, or new computer upgrades for faculty. The Architecture Department has experienced several faculty retirements. The salary from vacant faculty lines is used to hire a junior faculty replacement and distribute funding to address salary compaction inequities. Given budget constraints and limited resources, this exercise has been difficult to achieve and remains at the forefront of budget planning. The salary for the Architecture Department’s Administrative Assistant 3 is above mid-point for the UNM Grade Level 8, however assessment of the title, Grade Level and salary continues to be under review. The School’s leadership has been successful in balancing the School and Department budgets without ending a fiscal year in deficit.
For FY21, 98 percent of the Architecture Department I&G budget is dedicated to salaries for continuing contract faculty, part-time faculty, staff, and students and 2% is dedicated to other
expenses including supplies, travel, services, and other operating costs. Budget reductions over the last 6+ years have significantly reduced the Department’s overall operating expenditures, including funding for faculty travel. Below is a summary of the Architecture I&G budget percentages:

### Accumulated Budget

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocations</td>
<td>97%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
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<tr>
<td>Other Operating</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Revenue</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sales Services</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Transfer</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Reserves</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Accumulated Budget

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Labor Expenses</strong></td>
<td>94%</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Salaries</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>87%</td>
<td>73%</td>
</tr>
<tr>
<td>Fringes</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Salaries Contingency</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>13%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Operating Expenses

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>25%</td>
<td>50%</td>
<td>45%</td>
<td>38%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Travel</td>
<td>21%</td>
<td>5%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Student Costs</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Services</td>
<td>34%</td>
<td>29%</td>
<td>13%</td>
<td>15%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Plant Maintenance</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other Expense</td>
<td>18%</td>
<td>12%</td>
<td>25%</td>
<td>34%</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>

In addition to the Architecture I&G funding, a limited amount of monies are available through the Architecture Department Indirect Cost (IDC) account ($45,526) and the Architecture Endowment ($33,555). Faculty who serve as Principal Investigators for sponsored research contracts/grants have an IDC account to hold distributions from Facility and Administration (F&A) returns and can use this funding at their discretion per UNM policies. Below are total faculty and department IDC allocations and expenditures:

### Faculty & Department IDCs

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td>42,626</td>
<td>37,577</td>
<td>66,457</td>
<td>141,402</td>
<td>58,388</td>
<td>4,571</td>
</tr>
</tbody>
</table>
### Allocations
- 2016: 22,917
- 2017: 23,585
- 2018: 12,638
- 2019: 56,270
- 2020: 26,622
- 2021: 2,018

### Gifts And Other
- 2016: 1,000

### Other Operating Revenue
- 2016: 2,798
- 2017: 6,462
- 2018: 13,074
- 2019: 6,272
- 2020: 14,567
- 2021: 19

### Sales Services
- 2016: 4,500
- 2017: -
- 2018: 4,325
- 2019: 22,685
- 2020: 4,792
- 2021: 2,535

### Student Fees
- 2016: 4,900

### Transfer
- 2016: 11,411
- 2017: 7,530
- 2018: 31,521
- 2019: 56,175
- 2020: 12,407

### Actual YTD Activity

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses</td>
<td>61,362</td>
<td>59,556</td>
<td>62,393</td>
<td>107,781</td>
<td>51,649</td>
<td>8,773</td>
</tr>
<tr>
<td>Labor Expenses</td>
<td>10,849</td>
<td>12,070</td>
<td>11,187</td>
<td>20,826</td>
<td>9,589</td>
<td>4,027</td>
</tr>
<tr>
<td>Salaries</td>
<td>10,109</td>
<td>10,820</td>
<td>9,836</td>
<td>17,888</td>
<td>6,076</td>
<td>3,578</td>
</tr>
<tr>
<td>Fringes</td>
<td>740</td>
<td>1,250</td>
<td>1,351</td>
<td>2,938</td>
<td>3,513</td>
<td>450</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>50,513</td>
<td>47,486</td>
<td>51,206</td>
<td>86,955</td>
<td>42,060</td>
<td>4,746</td>
</tr>
<tr>
<td>Supplies</td>
<td>12,991</td>
<td>13,094</td>
<td>4,520</td>
<td>23,796</td>
<td>7,720</td>
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<td>Travel</td>
<td>20,191</td>
<td>18,163</td>
<td>26,599</td>
<td>34,974</td>
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<td>Student Costs</td>
<td>733</td>
<td>6,718</td>
<td>5,866</td>
<td>2,128</td>
<td>8,873</td>
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<td>Communication Charges</td>
<td>609</td>
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<tr>
<td>Services</td>
<td>3,973</td>
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<td>Plant Maintenance</td>
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<td>99</td>
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<td>199</td>
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<td>Capital Expenditures</td>
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<td></td>
<td></td>
<td>5,400</td>
<td></td>
</tr>
<tr>
<td>Research Costs</td>
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<td></td>
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<td></td>
<td>90</td>
<td>340</td>
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<tr>
<td>Special Grant Contract Expense</td>
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<td>228</td>
<td>231</td>
<td>3,307</td>
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</tr>
<tr>
<td>Other Expense</td>
<td>1,287</td>
<td>(1,198)</td>
<td>1,899</td>
<td>286</td>
<td>327</td>
<td>13</td>
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Below is a summary of the Architecture Program Endowment expenditures:

### Architecture Program Endowment

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<tr>
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<tbody>
<tr>
<td>Revenues</td>
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<td>27,106</td>
<td>27,106</td>
<td>4,200</td>
<td>4,200</td>
<td>4,200</td>
<td>4,339</td>
</tr>
<tr>
<td>Gifts And Other</td>
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<td>-</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>Transfer</td>
<td></td>
<td>3,688</td>
<td>3,688</td>
<td>4,200</td>
<td>4,200</td>
<td>4,200</td>
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<tr>
<td>Reserves</td>
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<td>23,418</td>
<td>23,418</td>
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<td>-</td>
<td>-</td>
<td>3,000</td>
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</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses</td>
<td></td>
<td>27,106</td>
<td>27,106</td>
<td>4,200</td>
<td>4,200</td>
<td>4,200</td>
<td>4,339</td>
</tr>
<tr>
<td>Labor Expenses</td>
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<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Salaries</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringes</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
<td>27,106</td>
<td>27,106</td>
<td>4,200</td>
<td>4,200</td>
<td>4,200</td>
<td>4,339</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>1,300</td>
<td>1,300</td>
</tr>
<tr>
<td>Travel</td>
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<td>23,443</td>
<td>23,443</td>
<td>3,360</td>
<td>3,010</td>
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<tr>
<td>Student Costs</td>
<td></td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Services</td>
<td></td>
<td>-</td>
<td>350</td>
<td>350</td>
<td>350</td>
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<td></td>
</tr>
<tr>
<td>Other Expense</td>
<td></td>
<td>2,863</td>
<td>2,863</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>189</td>
</tr>
</tbody>
</table>

### ANALYSIS OF UNIT’S BUDGET

**Support From the Institution/State**

UNM supports each department with I&G (Instructional and General) support, distributed annually. UNM’s I&G is determined by the statewide funding formula that includes several components, but the driving factor in the formula is student credit hours (SCH) delivered. The SCH is weighed by academic subject areas, in addition, graduate instruction is weighed heavier than lower division, undergraduate courses. Notwithstanding, less than 20 percent 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.
As with other Colleges and Schools around the country and at UNM, cuts were made to the Architecture budget at the end of FY17 in the amount of $46,183. For FY18, additional cuts were made to the food and travel budgets. The School of Architecture + Planning has struggled with an inadequate base budget and this budget reduction poses new challenges. With a total of six state supported, four-year universities, a population base of slightly over two million, and per capita income that is ranked among the lowest in the United States, the New Mexico State Legislature has many competing needs for its relatively small revenue.

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

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

**Support From Tuition & Course Fees**

Through course fees applicable to all courses offered by the School (currently $33 per credit hour in 200, 300, 400 level architecture courses), the School has approximately $215,000 available annually to augment specific services that support instruction. This income, along with a modest amount of cost recovery for direct user charges in the computer and fabrication laboratories, offset the increasing financial demand needed to adequately support the student computing, printing and fabrication environment that are coordinated by the School’s staff.

With the implementation of Differential Tuition for graduate level courses beginning Fall 2007, the SA+P eliminated existing Student Course Fees for graduate level courses. The SA+P Differential Tuition rate for graduate level courses (500 and above) for AY 2019-2020 is $74.63 per credit hour. Revenues collected from Differential Tuition are used to offset costs related to student services including the Fabrications Lab and Computer/Print Lab as well as graduate advisement. Currently, the following staff salaries are supported by Differential Tuition monies: Senior Academic Advisor for Graduate Students, Technical Lab Coordinator (Fabrications Lab Coordinator), and a Technical Analyst II, who also manages the Computer and Print Lab.

Revenues collected from Student Course Fees are used to offset the costs of equipment, supplies, labor (student employees/graduate assistants), upgrade and maintenance of the Computer/Print Lab and Fabrications Lab equipment as well as maintenance and replacement of studio desks, chairs, and lockers, and enhancement of spaces dedicated to student services and activities. For the Architecture Department, Student Course Fees for AY 2019-2020 are $369.22 per credit hour, and graduate student fees are $393.52 per credit hour.

**External Funding Sources**

*Scholarships*

The scholarship funding has increased in the last few years—we now have over $48,991 available each year for scholarships as defined by the donors.
Research Grants & Fellowships

External funding also comes in the form of fellowships and grants. The Associate Dean of Research, working with our Grants + Contracts Administrator offers full support to all our faculty across departments. The Department of Architecture brings in between $50,000 to $100,000 research dollars per year, on average. The Department also brings in between $5,000 to $30,000 in Professional Service Agreements per year, on average.

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

Research Grants & Fellowships

External Awards

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>AWARD TITLE</th>
<th>SPONSOR</th>
<th>Sponsor Type</th>
<th>AWARD AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>IMR Inventory and Documentation of Historic Structures for the LCS</td>
<td>National Park Service (CP-CESU)</td>
<td>Federal</td>
<td>$15,557.00</td>
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<tr>
<td>FY16</td>
<td>Balloon Museum Weather Lab for the City of Albuquerque</td>
<td>City of Albuquerque</td>
<td>Local Government</td>
<td>$225,613.00</td>
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<tr>
<td>FY17</td>
<td>Balloon Museum Weather Lab for the City of Albuquerque</td>
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<td>Local Government</td>
<td>$7,000.00</td>
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<tr>
<td>FY16</td>
<td>Measuring the Impact of Water Rate Increases on Consumer Acceptance of Potable Water Reuse Options in the Albuquerque Area</td>
<td>New Mexico Water Resources Research Institute</td>
<td>Other/Commercial</td>
<td>$5,995.00</td>
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<tr>
<td>FY17</td>
<td>MICD Regional Session Host - 2016</td>
<td>The American Architectural Foundation</td>
<td>Foundation</td>
<td>$50,000.00</td>
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<tr>
<td>FY16</td>
<td>Stories of Route 66</td>
<td>City of Albuquerque</td>
<td>Local Government</td>
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<tr>
<td>FY</td>
<td>Project Description</td>
<td>Sponsor</td>
<td>Type</td>
<td>Amount</td>
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<tr>
<td>------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>FY17</td>
<td>Geospatial + Temporal Visualization Tools for NPS Cultural Landscapes Training and Education</td>
<td>National Park Service (CP-CESU)</td>
<td>Federal</td>
<td>$23,435.00</td>
</tr>
<tr>
<td>FY17</td>
<td>City of Albuquerque ART Station Project</td>
<td>City of Albuquerque</td>
<td>Local Government</td>
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<tr>
<td>FY18</td>
<td>Central Corridor Network System</td>
<td>McCune Charitable Foundation</td>
<td>Foundation</td>
<td>$20,000.00</td>
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<tr>
<td>FY18</td>
<td>Central Corridor Network System</td>
<td>MCCUNE Charitable Foundation</td>
<td>Foundation</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>FY19</td>
<td>STEM Mobile Lab</td>
<td>New Mexico Institute of Mining and Technology</td>
<td>University</td>
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<td>FY19</td>
<td>STEM Mobile Lab</td>
<td>New Mexico Institute of Mining and Technology</td>
<td>University</td>
<td>$22,952.00</td>
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<tr>
<td>FY19</td>
<td>Architecture &amp; Planning Student Design Competition for the NASA Big Idea Challenge</td>
<td>New Mexico State University</td>
<td>University</td>
<td>$5,000.00</td>
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<td>FY19</td>
<td>Architecture &amp; Planning Student Design Competition for the NASA Big Idea Challenge</td>
<td>New Mexico State University</td>
<td>Foundation</td>
<td>$46.00</td>
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**Professional Service Agreements, Foundation, Fellowships**

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<thead>
<tr>
<th>Submission Due Date</th>
<th>Sponsor</th>
<th>Title</th>
<th>Amount</th>
<th>FY</th>
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<tr>
<td>9/30/2016</td>
<td>American Institute of Architects</td>
<td>Design &amp; Health Research Consortium</td>
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<td>FY17</td>
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<td>7/25/2017</td>
<td>American Planning Association</td>
<td>Planning Video</td>
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<td>5/22/2018</td>
<td>City of Deming</td>
<td>Studio for Deming Main Street</td>
<td>$10,000.00</td>
<td>FY18</td>
</tr>
</tbody>
</table>
**Fundraising**

The school’s Development Officer leads our fundraising efforts in partnership with the Dean. Our fundraising in the last six years has been quite successful, including a few major gifts, and many smaller ones.

The recent addition of the Antoine Predock Center for Design and Research is an important milestone in our fundraising, but there will need to be additional funding to turn the center into the kind of resource that will fulfill the donor’s expectations. The new Dean is currently working on a fund-raising plan with the Development Officer that includes the naming of spaces and an endowment for a Center Director, who will support the School by serving as a part-time Instructor. This is one of the alternate ways for us to add faculty lines to the School.

8.B Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectively of the staff composition in supporting the mission and vision of the unit.

**Architecture Department Staff**

**Administrative Assistant 3:** The Architecture Department employs one full-time (1.0 FTE) Administrative Assistant 3 who provides direct administrative support to the Chair, processes department related accounting transactions, serves as Search Coordinator for faculty searches and processes faculty hires, generates graduate student contracts and student employment
hires, processes scholarships, enters course and room scheduling, and coordinates domestic and international study programs. The Administrative Assistant 3 provides a broad range of support services to the Architecture Department faculty.

**Additional Administrative Support**

The Architecture Department receives additional administrative support from the School’s Contracts & Grants Administrator, Accountant 2, Accountant 1, Sr. Academic Advisor for Undergraduate Students, and Sr. Academic Advisor for Graduate Students:

**Contracts and Grant Administrator:** The half-time (.50 FTE) Contracts and Grant Administrator reports to the School’s Associate Dean for Research and provides pre-award assistance to Principal Investigators. The Contracts and Grants Administrator assists faculty with grant proposal writing and budget development as well as submission of proposals through UNM’s Cayuse system.

**Accountant 2:** The School of Architecture and Planning participates in Fiscal Shared Services accounting support through the office of the Provost and Executive Vice President for Academic Affairs. The Accountant 2 is employed in the Provost’s office; the School pays a percentage of the salary. The Accountant performs high level accounting for the School and Departments including budget development, budget projections, and budget forecasts. The Accountant 2 is available for consultation and meets periodically with the Chair and Administrative Assistant 3 to discuss budget.

**Accountant 1:** The Accountant 1 is also employed in the Provost’s office and provides accounting support to the School and Departments through Fiscal Shared Services; the School pays a percentage of the salary. The Accountant 1 monitors sponsored research accounts, processes labor distributions and provides support as needed for post-award processing. The Accountant 1 also reviews and approves department accounting transactions and scholarships and maintains a scholarship recipient database. The Accountant 1 serves as a backup for department accounting needs during staff vacancies and transitions.

**Sr. Academic Advisor for Undergraduate Students:** The full-time (1.0 FTE) Sr. Academic Advisor for Undergraduate Students provides advisement services to prospective and current undergraduate students in the Bachelor of Arts in Architecture and the Bachelor of Arts in Environmental Planning and Design degree programs. The Advisor guides students through admission to graduation and meets with students throughout the semester to ensure progress toward degree completion. The Sr. Academic Advisor reports to the Associate Dean for Student Life and works closely with Department Chairs to troubleshoot complex advisement issues. The Advisor refers students as needed to University resources such as Financial Aid, Bursar’s Office, Records and Registration, and Student Health.

**Sr. Academic Advisor for Graduate Students:** The full-time (1.0 FTE) Sr. Academic Advisor for Graduate Students provides advisement services to prospective and current graduate students in the Architecture, Landscape Architecture and Community & Regional Planning degree programs as well as the graduate certificate programs in Historic Preservation & Regionalism and Urban Innovation. The Advisor guides students through admission to graduation and meets with students throughout the semester to ensure progress toward degree completion. The Sr. Academic Advisor for Graduate Students reports to the Associate Dean for
Student Life and works closely with Department Chairs to troubleshoot complex advisement issues. The Advisor refers students as needed to University resources such as Financial Aid, Bursar's Office, Records and Registration, and Student Health.

The School and Departmental Administration

The School of Architecture and Planning is one of fifteen schools and colleges, which comprise the academic, research and professional core of the University’s main campus. Generally speaking, the disciplines are grouped into two broad categories: the professional disciplines are called “schools” and liberal arts / social science / science disciplines are called “colleges.” There are six professional “schools,” with Architecture and Planning among them. In addition, there are ten “colleges.” The Dean regularly meets with other deans as a member of the Dean’s Council. In addition, the Dean is the school’s representative with the University President and Provost. The Dean (or one of the Associate Deans) regularly attends the monthly Board of Regents meetings, the top governing body at the university. At least one member of the School’s faculty sits on all the university-wide committees. This allows our faculty to be active in university governance.

The Architecture Department has a Chair, John Quale, and an Associate Chair of Graduate Studies, Nora Wendl, who was appointed in the Fall of 2020 semester. At the department level, we have the following committees: Promotion and Tenure, Curriculum and Admissions and Scholarships. At the school level, our faculty also serve on the Promotion and Tenure Policy committee, Lectures, Exhibitions, and the Computing and Fabrication committee. The school and the department also have short term committees or task forces to address immediate needs. At the school level, there will be an ad hoc committee coming out of the Promotion and Tenure committee, focused on defining the faculty load. Students sometimes serve on committees, especially search committees. In addition, students are consulted on all substantial curriculum changes.

The Chair manages all three of the degrees in the Architecture Department. Generally, the Associate Chair keeps a close ear on the faculty and students, and provides advice to the Chair. In the past, the Chair has organized the final studio reviews, providing a great deal of input on part-time faculty hiring, and placements for students in design studios. The Chair handles the annual reports for faculty, the budget, the management of the administrative assistant, as well as the various assessment and accreditation duties. The Chair also appoints faculty (and sometimes students) to committees, and explains what the committee is expected to do.

A School-wide Administrative Team is led by the newly hired Dean, Robert Alexander González. The Administrative Team includes the Associate Dean for Research, Caroline Scruggs, and Associate Dean for Student Equity and Excellence, Katya Crawford, who also serves as Chair of the Landscape Architecture Department. The Administrative Team also includes four Special Assistants to the Dean for: Labs + Buildings, Alex Webb; Outcomes + Assessments, Kuppadsmwamy iyengar; Career Services, Kristina Yu; and External Affairs, Nora Wendl.

8C. If the unit has an advisory board, describe the membership, their charge, and discuss how the board’s recommendations are incorporated into decision-making.

The Architecture Department does not have an advisory board. The School has a Dean’s Circle, but this group is primarily charged with helping to raise money for the entire School. This group was instrumental in raising donor support for George Pearl Hall.
CRITERION 9: FACILITIES

The unit’s facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A. Provide an updated listing from UNM’s current space management system of the spaces assigned to your unit (e.g. offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit’s ability to meet academic requirements with current facilities.

- Explain if the unit has any spaces that are not documented in UNM’s space management system.
- Explain the unit’s UNM facility needs.
- If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?

George Pearl Hall was designed by Antoine Predock, an AIA Gold Medal Winner, in 2008. He is a graduate of the undergraduate program, and he attended Columbia University for his terminal degree. In the 1970s, Predock returned to Albuquerque to set up a practice, which continues today. Predock’s design of George Pearl Hall was recognized with the 2014 Jeff Harnar Award for Contemporary Architecture in 2012. The building is a well-loved and well-used building for our students and faculty. Spatially, the building is sophisticated, with compelling views throughout its complex section. Predock also designed the Arizona State University Fine Arts Center, the San Diego Padres stadium, and recently the Canadian Museum for Human Rights in Canada. The design for this Canadian building has been memorialized in the nation’s currency, as it appears in a $10 Canadian dollar bill.

George Pearl Hall offers satisfactory spaces for use by the Architecture Department. There are no immediate plans to change the building. Since the last accreditation visit, we have enclosed a porch on the east end of the building to become a steel fabrication shop. There are no significant problems with our building. Floor plans and photographs of the building may be found in a multi-page document here:

https://www.dropbox.com/s/6mdy8bg6fz211yk/3. UNM.PearlHall.pdf?dl=0

In the Spring 2020 semester, the SA+P added some online classes. The infrastructure to manage an online class is a single computer, an Ethernet connection and a desk. This has not posed any problems for building use.

Within George Pearl Hall, every full-time faculty member is provided with a private office, and a larger shared office is offered for use by part time instructors. The offices provide sufficient space for scholarship, service, and advising. The classrooms are varied in size, allowing for various forms of teaching to occur, including design reviews, which are a critical part of the teaching of architecture.
Each architecture student has their own desk, with a pin-up surface, a lockable storage cabinet under the desk, and a chair. The studio space is generous in its height, and students are able to complete their design projects either at their desk or at one of the fabrication “support” areas in the studio (cutting board tables), or in the FabLab.

The classrooms and pin-up spaces in the building have a variety of configurations and sizes. Within reason, the architecture and landscape architecture departments reserve most of the classrooms and pin-up spaces during studio hours. This means the rooms are generally available as necessary. Pin-up panels, which can be gathered in a corner of the studio space if necessary, are available for use as needed.

This page PDF provides images of pin-up spaces:

https://www.dropbox.com/s/puj11prj4ldn/studio%20and%20pin-up%20spaces.pdf?dl=0

**FabLab**

Kirsten Angerbauer is the Coordinator for the School of Architecture and Planning Fabrication Lab, known as the FabLab. She manages several student employees each semester. The FabLab includes a variety of tools, listed here:

https://saap.unm.edu/student-resources/fablab/about.html

Angerbauer's experience as a three-dimensional studio artist makes her exceptionally
skilled for the work she does in the Fab Lab. This link has accurate information, but it
does not mention that some additional equipment has been added.

Computer Lab

Sergio de la Cruz is the Director of the Computer Lab, which includes two adjoined
spaces. This lab has up-to-date computers, with software uploaded to them as needed.
Software is made available as it is needed, and it grows depending on the
recommendations of our faculty members. These labs are primarily considered teaching
labs. The lab also offers some specialty software for advanced work, and this is
installed in a set of computers in the lab to support faculty-led initiatives.

In addition, each student is required to have their own computer for use in studio and at
home. The specifications are found here:

https://saap.unm.edu/student-resources/student-computing.html

Supplemental Material

• Resumes / CV’s of faculty teaching in the accredited program are found here:
  https://unmmy.sharepoint.com/:f:/g/personal/quate_unm_edu/EiwsyXOFfyBEnHICQF---
rKBXZI3AQpaJn2pabHJBYbzEw?e=S7MDCo

• Plans or images of physical resources assigned to the program are found here:
  https://www.dropbox.com/sh/12vww0dx970xeqm/AADN5qlz8SIIKnctyiiOC9nva?
di=0

• Retention Rates:
  https://public.tableau.com/profile/unm.ria#!/vizhome/shared/B5C9JKDGJ

• Undergraduate graduation rates:
  https://public.tableau.com/profile/unm.ria#!/vizhome/shared/5T95RNDHZ

• Graduate-level degrees conferred and enrollment:
  https://public.tableau.com/profile/unm.ria#!/vizhome/GraduateStudiesDashboard/Da
shboard1

• Descriptions of all courses offered within the curriculum of the NAAB-accredited
degree program are found here:  http://catalog.unm.edu/catalogs/2020-
2021/colleges/architecture/architecture/index.html

• UNM Graduate Time to Degree
  https://public.tableau.com/profile/unm.ria#!/vizhome/Timetodegree/Sheet3
• Studio Culture Policy is found here: https://saap.unm.edu/student-resources/policies.html

• Self-Assessment Policies and Objectives are found here: http://assessment.unm.edu/

• Policies on academic integrity for students (e.g., cheating and plagiarism) is found here: https://policy.unm.edu/regents-policies/section-4/4-8.html

• Information resources policies including collection development are found here: https://library.unm.edu/about/collections.php

• The institution’s policies and procedures relative to EEO/AA for faculty, staff, and students are found here: http://policy.unm.edu/university-policies/2000/2720.html

• The institution’s policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements is found here: https://ofas.unm.edu/resources/forms/index.html

  The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure are found here: http://handbook.unm.edu/policies/section-b/b4.html

• The previous NAAB VTR (from 2018) is found here: https://unm-my.sharepoint.com/:b:/g/personal/ quale_unm_edu/EY8lGzCgr1pDj8dg4whmlekBFGkvMA-dtOAtRKPJyACrwQ?e=Gasb2S

• Institutional accreditation letter is found here: http://accreditation.unm.edu/common/docs/archives/hlc-affiliation-status-2009.pdf

• Recent Teaching Schedules

• Letter from institutional research regarding ARS data is found here:

  9B. Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM’s strategic planning initiatives.

  Explain the potential funding strategies and timelines for these facility goals.
George Pearl Hall

If we choose to increase the Full-Time faculty at UNM, it would require another building. George Pearl Hall is limited by the number of offices. In addition, the UNM School of Architecture needs more FabLab space. A new structure would be necessary. To raise money for a new building, it would be ideal if it was on the parking lot to the East of our building. There could be a parking garage below. The UNM Foundation, and the Dean would need to reach out to donors, as well as partnerships with digital fabrication companies that want to demonstrate their digital tools, such as Robotic Arms, large scale digital 3D printers, and equipment that would allow our faculty and students to measure the change in the climate.

The Antoine Predock Center for Design and Research

The Predock Center for Design and Research opened in the Spring 2020 semester. As previously noted, world renowned architect Antoine Predock is the architect of George Pearl Hall. The Center is comprised of buildings bequeathed by Predock to the SA+P. Located off-campus near downtown Albuquerque in a residential neighborhood, the Center is comprised of three main structures that are organized around three courtyards. Under the Dean’s new leadership, the complex of buildings has been re-organized to provide gallery and educational spaces. This includes: 1) a main Gallery structure with an adjacent outdoor Lecture Courtyard (this space includes an archival room housing Predock’s architectural models)—the main Gallery space is a permanent exhibit for Predock’s design work, 2) a two-story building cluster for SA+P Studios with a private courtyard for outdoor intimate lectures, and 3) a residence (Predock’s home), which serves as studio support space with offices, a resource room, a conference room, and a print lab.

The School will soon look for a Director of the Predock Center who will take on the Center’s operations, fundraising, and development of programs associated with the Center and in support of the School’s mission and vision.
CONCLUSION: STRATEGIC PLANNING

Discuss the unit’s strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation/ and facility improvement.

Criterion 1. Introductory Section & Background Information
The Department of Architecture has not developed a Strategic Plan since 2017. That was the year that the Programs became Departments. The differences are substantial. The Department has significantly grown since the student body started to increase. The Bachelor of Arts in Architecture was divided into three concentrations, which brought in more students. This strategy helped enrollment, but the Department needs more Full-Time faculty. If the current enrollment continues, we will need more faculty and faculty offices. Going forward, it might be necessary to procure additional space. The Predock Center for Design and Research will allow for some growth with its additional studio space.

Criterion 2. Teaching & Learning: Curriculum
The curriculum needs to be reconsidered to reflect new needs and missions. It is important to have a NAAB accredited degree in the Department. In addition to the Master of Architecture, another option is the Doctor of Architecture (D.Arch), which can naturally grow from the added concentrations in the MS. Arch degree. There is only one university in the United States that offers a Doctor of Architecture: University of Hawai’i at Mānoa. There are other more reputable doctoral programs, however, such as the Doctor of Design Program (DDes) at Harvard University GSD. The growth in M.S. concentrations is one way to develop a Doctor of Architecture. This is also a potential stepping stone to the development of a PhD program, of which there are many with specialties in Architecture and Architectural History in the United States.

Criterion 3. Teaching & Learning: Assessment
Assessment of students can be challenging. The Faculty need to develop rigorous strategies to develop meaningful assessments. If the assessments are two open ended, it does not help the student. If they are tightly rigorous, it does not allow for creativity.

Criterion 4. Students (Undergraduate & Graduate)
UNM is a comprehensive, Carnegie-designated Research 1 university, and is the nation's only flagship state university. It is also a Hispanic Serving Institution (HSI). Many of our undergraduate students are ready for the rigors of Architecture. However, some need more attention and support to help them flourish.
**Criterion 5. Faculty**
We are fortunate to have excellent Full-Time and Part-Time faculty. However, the following UNM study addresses Salary Compensation (four years old) presents less than desirable wages for Tenure-Track and Tenure faculty. A Part-Time faculty member in the Department of Architecture makes less money that a graduate student with a Graduate Assistantship. At a nearby institutions, the Texas Tech El Paso Program of Architecture, Part-Time faculty receive $5,000 for a 3-credit course and $10,000 for an architecture studio, while Part-Time faculty in the SA+P receive $3,000 for a 3-credit course and anywhere from $4,000-$6,000 for an architecture studio. Overall, the low wages are not good for morale.

**Criterion 6. Research, Scholarship, & Service**
Given the creative faculty in the School of Architecture + Planning, it important to more fully support faculty who engage in different kinds of research and innovative creative work. Support can come in the form of funding and through release time so that a faculty member can initiate new research topics. This is especially important for Tenure-Track faculty members. Support for faculty to serve on national and regional boards is also important. It provides the faculty member with the opportunity to work with professionals in various organizations.

**Criterion 7. Peer Comparisons**
As for the Peer Comparisons, we learned that the UNM Architecture Department has far more Part-Time faculty members than three of its peer Schools and Colleges, which were either a Hispanic-Serving Institution or a Research 1 University (or both).

**Criterion 8. Resources & Planning**
As COVID-19 took over the nation in the Spring of 2019, there were budget cuts at many universities, and this has adversely affected the SA+P’s budget, and most significantly, the Architecture Department’s budget. Some universities sent their students home, and enrollment was hurt nation-wide. The Architecture Department was fortunate in this area, however, as it was one of only two Schools/Colleges at UNM that experienced growth in enrollment this Fall. Despite the challenges, the faculty of the Architecture Department have been able accommodate new teaching methods, develop their research projects, and participate in service at the departmental level, at the school and university level, and regionally and nationally.

**Criterion 9. Facilities**
**Conclusion. Strategic Planning**
With the School’s new leadership—with the arrival of a new Dean this academic year—we are expecting that he will lead the charge to strategize and explore ways to inspire our faculty, staff and students to continue to flourish. The entire School is looking forward to re-populating the School’s award-winning building. The Dean is actively pursuing new fundraising strategies, new academic degrees and concentrations, and ways to increase the School’s visibility and national rankings. One of our faculty members has often said: “we are the best school that no one has ever heard of”—and being a diamond in the rough is a good thing, but the right mission and vision, and the right leadership, must be in place. We anticipate that, in the coming years, with our good efforts and leadership, we will soon be that School and Department of Architecture that will not only climb in stature, but be sought after by faculty and students regionally and nationally.
Appendix

Resumes of faculty teaching in the accredited program are found here:

https://unmm-my.sharepoint.com/:f:/g/personal/quale_unm_edu/EiwsyXOFyBEnHICQF---rkBXZI3AQPJn2pabHJBYbzEw?e=paEsDk

Plans or images of physical resources assigned to the program are found here:
https://www.dropbox.com/sh/12vww0dx970xeqm/AADN5qlz8SIlKnctyiQ9nva?dl=0

Retention Rates:
https://public.tableau.com/profile/unm.ia#!/vizhome/shared/B5C9JKDGJ

Undergraduate graduation rates:
https://public.tableau.com/profile/unm.ia#!/vizhome/shared/5T95RNDHZ

Graduate-level degrees conferred and enrollment:
https://public.tableau.com/profile/unm.ia#!/vizhome/GraduateStudiesDashboard/Dashboard1

Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program are found here: http://catalog.unm.edu/catalogs/2020-2021/colleges/architecture/architecture/index.html

UNM Graduate Time to Degree
https://public.tableau.com/profile/unm.ia#!/vizhome/Timetodegree/Sent3

Studio Culture Policy is found here:
https://saap.unm.edu/student-resources/policies.html

Self-Assessment Policies and Objectives are found here:
http://assessment.unm.edu/

Policies on academic integrity for students (e.g., cheating and plagiarism) is found here: https://policy.unm.edu/regents-policies/section-4/4-8.html

Information resources policies including collection development are found here:
https://library.unm.edu/about/collections.php

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students are found here:
http://policy.unm.edu/university-policies/2000/2720.html

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements is found here:
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Recent Teaching Schedules:

Teaching Schedule for 2018-19
Teaching Schedule for 2019-20

Letter from institutional research regarding ARS data is found here: (This has been requested it twice)

<table>
<thead>
<tr>
<th>Average Faculty Salaries by Rank and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total University (All Faculty) FY2012</td>
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</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Low Salary</th>
<th>High Salary</th>
<th>Average Salary</th>
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<tbody>
<tr>
<td>Professor</td>
<td>$59,254</td>
<td>$189,699</td>
<td>$104,011</td>
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<tr>
<td>Associate Professor</td>
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<td>Assistant Professor</td>
<td>$35,968</td>
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<td>Instructor</td>
<td>$20,910</td>
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<td>$44,945</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Total N</th>
<th>Men N</th>
<th>Women N</th>
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<tbody>
<tr>
<td>Low</td>
<td>39</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>High</td>
<td>105</td>
<td>3</td>
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<td>AverageSal</td>
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<tr>
<td>Total N</td>
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<td>117</td>
<td>53</td>
</tr>
</tbody>
</table>
Department Formation: This was approved in 2017. The Program Directors are now Chairs, and the faculty are in the Department of Architecture, as opposed to part of the Bachelor of Arts Program, the Master of Architecture and Master of Science in Architecture. The vast majority of our faculty teach in the BAA and the M.Arch. And several have participated in the MS.Arch.

Autonomy: The three Chairs in the school (Architecture, Community & Regional Planning and Landscape Architecture) are the hiring officers, in consultation from the Dean. In addition, funding flows from the Provost’s office, to the Dean, to the Chair.

Identify: Part of the intent of pursuing departmentalization was to be differentiated from certificate programs (and there are two in our school) and other small programs at the university.

Staff: The Administrative Assistant III provides direct administrative support to the Chair and also supports 15 full time faculty and approximately 25 part-time faculty. The 2012 APR review noted that conversion to Department did not include a change or imply a change of title for the Administrative Assistant III. Since 2012, the Administrative Assistant III title was reviewed multiple times by Human Resources and was determined to be an appropriate title.

Faculty Salaries: I am basing my response to this section on information from the Association of Collegiate Schools of Architecture (ACSA). Every couple of years, ACSA gathers salary information from architecture departments and programs. Please find the link to the average

https://digitalrepository.unm.edu/provost_acad_program_review/56/
salary for academics—including those in architecture:


In comparing our faculty to the national average of architecture faculty members, one Assistant Professor is slightly above the national average for Assistant Professors of Architecture - $67,000, and one aligns directly with the average.

Of our Associate Professors one is above the $82,000 national average, and three others are below the average. The lowest in that category is making $70,490, after two years being tenured.

Among the Full Professors the Dean salary is highest. As for the rest of the Full Professors, the lowest 9-month base is $90,382 and the highest (other than the Dean) is $121,583. The Department Chair falls below the national average of $108,000, but does receive a SAC of $6,200 as well as a summer salary.

In the 2012 response from the previous APR team, there were concerns about salaries, and fairness within the budget. Some of our faculty believe there are still some issues about fairness in the department and school. Compression and compaction still exist.

The department has been able to address some of the concerns from the previous APR, but with tight funding at the university, it has been challenging. Recently the university faculty have voted in support of unionization, which could make a difference for some of our faculty. The staff has a separate union.

However, it is important to note that the Department of Architecture is one of only three departments at UNM that have seen an enrollment increase. In the last two years it is down very slightly. While other departments have been turned down funding for faculty lines, we have never lost a faculty line in the last several years.

In the 2019-20 academic year, 336 undergraduate students are enrolled in the Bachelor of Arts in Architecture (all three concentrations). This is an increase from 140 BAA students in 2014, a significant increase over five years. There are 70 graduate students enrolled in the Master of Architecture (MArch) and one student in the research-oriented Master of Science in Architecture (MSArch) degree. Five years ago, there were 71 students and four or five students in the MSArch. The MSArch numbers have dipped in the last five years, and there is discussion of creating several Master of Science in Architecture concentrations.

Full-Time Faculty CVs

Geoffrey Adams

https://unmm-my.sharepoint.com/:b:/g/personal/quale_unm_edu/EUQ0aEwOCA5KrULpyUZnAEEBvK2HaKxLvdQeMZuQ6pUNvQ?e=DZ1n28
Tim Castillo
https://unmm-my.sharepoint.com/:b:/g/personal/quale_unm_edu/EY4zRKLDx0NKlHL4DKNx34BhYyFhA_ySNRjA05varCLIQ?e=xa445K

Aaron Cayer
https://unmm-my.sharepoint.com/:b:/g/personal/quale_unm_edu/EaoCwjk0JCdOmr5FnmOr9B4BNkZbJXOcD31GU4TpZTHHmw?e=oast6r

Kuppaswamy Iyengar
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Gabriel Fries-Briggs
https://unmm-my.sharepoint.com/:b:/g/personal/quale_unm_edu/EUQ0aEwOCA5KrULpyUZnAEEBvK2HaKxLvdQeMZuQ6pUNvQ?e=DZ1n28

Gabriella Gutierrez
https://unmm-my.sharepoint.com/:w:/g/personal/quale_unm_edu/ESzGZCC4HiFBkwpqUlo9lxcB0C2bNnyuZGO22_H4emjHTq?e=8VaruC

Karen J. King
https://unmm-my.sharepoint.com/:b:/g/personal/quale_unm_edu/ETSIMd9ORsBB05fg-aJvfEcBy_Q9qDTW4b2MYP4sPT9OPQ?e=HDMkJp

Kimberly Ann Wakefield
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Cesar Lopez
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Stephen Mora

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Michaele Pride


Alexander Webb

https://unmm-my.sharepoint.com/b:/g/personal/quale_unm_edu/EdVyLNLvzlHruKZ5jphf7UBh_FLiCGHCR2319ebCqbGwA?e=1IqoWG

Nora Wendl

https://unmm-my.sharepoint.com/personal/quale_unm_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fquale%20unm%20edu%2FDocuments%2F2020%20APR%20Full%20Time%20Faculty%20one%20page%20CV%27s%20or%20short%20bio%2FOne%20Page%20CV%20for%20APR%20short%20bio&parent=%2Fpersonal%2Fquale%20unm%20edu%2FDocuments%2F2020%20APR%20Full%20Time%20Faculty%20one%20page%20CV%27s%20or%20short%20bio

Yang Yang

https://unmm-my.sharepoint.com/personal/quale_unm_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fquale%20unm%20edu%2FDocuments%2F2020%20APR%20Full%20Time%20Faculty%20one%20page%20CV%27s%20or%20short%20bio&parent=%2Fpersonal%2Fquale%20unm%20edu%2FDocuments%2F2020%20APR%20Full%20Time%20Faculty%20one%20page%20CV%27s%20or%20short%20bio

Kristina Yu

https://unmm-my.sharepoint.com/b:/g/personal/quale_unm_edu/EcuhRI7ucv9OiOXoTRDZncBDzXj86WKYKAI1cZ9PWOQmQ?e=xPzRDG