

University of New Mexico
Department of Architecture
Academic Program Review

Review Panel Report

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CRITERION 1: Introductory Background

The Review Team concludes that Criterion 1 is MET (M).

Overall Findings (select one): Exceeds (E), Met (M), Not Met (NM), or Met with Concerns (MC)

Due to the introductory nature of this criterion, strengths/shortcomings are not included.

This report is based on the Academic Program Review (APR) of the University of New Mexico's Architecture Program in the School of Architecture and Planning by the Review Team: Professor Donna Jewell (internal evaluator, Department of Theatre and Dance, UNM), Professor Ekaterini Vlahos (Professor of Architecture, University of Colorado Denver), Associate Professor Michael Zaretsky (Department of Civil Engineering, University of Texas, Arlington).

The site visit for this review took place on October 20th-23rd. Due to the COVID pandemic, meetings took place in a virtual format using Zoom. This report follows the format provided by the Office of Academic Affairs at UNM. The contents are organized according to the following Criterion sections:

Criterion 1: Introductory Section & Background Information

Criterion 2: Teaching and Learning: Curriculum

Criterion 3: Teaching and Learning: Assessment

Criterion 4: Students

Criterion 5: Faculty

Criterion 6: Research, Scholarship, & Service

Criterion 7: Peer Comparisons

Criterion 8: Resources & Planning

Criterion 9: Facilities

Strategic Plan and Conclusion

Within each section, bullet points define the strengths and challenges/opportunities for each criterion. The narrative reflects our discussion, notes, and materials gathered during the review.

CRITERION 2: Teaching & Learning: Curriculum

The Review Team concludes that Criterion 2 is MET (M).

Strengths:

- Creation of three areas of focus for the Master of Science in Architecture (M.S.Arch)
 - Climate change in the built environment
 - Social justice in the built environment
 - Historic Preservation + Regionalism
 - Developing online programs
- Offering a certificate in each M.S.Arch track as a lower credit option
- Moving Historic Preservation + Regionalism certificate to Architecture
- Shared Ph.D. with the Civil Engineering department
- Indigenous Design Degree (certificate)

The Review Team identified many successes in the undergraduate and graduate Architecture curricula through discussions with the Chair of Architecture, the Dean of SAAP, the faculty, and graduate students in Architecture. To increase the focus on critical contemporary issues, changes were made in 2014 to include sustainability, climate change, social justice, regionalism, and a focus on local cultural identity. Courses are currently being developed that address the indigenous craft and culture of New Mexico and presents an opportunity to broaden the faculty's diversity. The Indigenous Design + Planning Institute seems to be a great resource for research and teaching in architecture on Indigenous issues.

There are three concentrations within the undergraduate program: Pre-Professional Architecture Concentration, Design Studies Concentration, and Landscape Architecture Concentration. The areas of concentration are intended to be part of the 4+2 degree plan, and it looks to be preparing students for the accredited graduate degree.

The accredited Master of Architecture (M.Arch.) degrees address the NAAB requirements successfully, as they passed their recent NAAB visit in 2017. The program benefits from having Michaela Pride on the faculty, given that she was an ACSA representative on the 2019 NAAB Accreditation Review Forum that produced significant proposed changes to the NAAB criteria. Her knowledge will enable the program to be prepared for its next accreditation visit.

Currently, the M.S.Arch degrees are Public Health and the Built Environment and Computational Ecologies. The Computation Ecologies M.S.Arch degree will be removed this year due to under-enrollment, although adding three more M.S.Arch degrees are being planned: Climate Change and the Built Environment, Social Justice and the Built Environment, and Historic Preservation & Regionalism. These three tracks focus on the three areas of research within Architecture.

It is unclear whether creating M.S.Arch programs is a sustainable approach to developing these areas of study. It was suggested that the M.S.Arch programs could be developed into Research Centers, exist at the SAAP level instead of within the Architecture program, and also be developed as certificates within each of these degrees. The program opportunities link with the curriculum, including the possibility of linking the M.S.Arch in Public Health with the College of Public Health, creating more General Education courses that would increase recruiting and enrollment beyond the Architecture major, and increase interest in the SAAP. Sufficient

enrollment, and the impact on faculty, staff, and space, should be considered for long-term viability.

A Ph.D. program within Architecture was suggested in the 2012 APR. Currently, the Ph.D. is shared with Civil Engineering with few students enrolled. In the future, the proposed M.S.Arch degrees may be an introduction to or evolve into the Ph.D. program. This is becoming increasingly more common within Architecture programs. The required number of faculty with Doctorates needed to support a Ph.D. program in SAAP should be considered.

Shortcomings / Opportunities:

- Undergraduate and Graduate curricula need to be updated
- Architecture can benefit from the relationship between Planning and Landscape
- Uncertainty regarding if the curriculum committee is still active
- Inherent challenges in teaching most Architecture courses online

There was a consensus that the curricula for the undergraduate and graduate programs need to be updated. Given that there will be a new Chair of Architecture next year, it seems logical to wait until they are in place before making any major curricular changes.

The undergraduate Landscape Architecture concentration creates an area of emphasis for students. It does not seem to conflict with the Master of Landscape Architecture given that one is an undergraduate architecture based, and the other is a graduate program of Landscape Architecture.

The shift to online teaching, due to covid-19, has been challenging for all courses, but this is especially challenging for studio-based teaching in Architecture. Like all other programs, the Architecture program explores how to teach effectively within the new online modalities. There are opportunities to expand online teaching to increase students' opportunities across the state and the country, and the potential impact on the curriculum should be considered.

CRITERION 3: Teaching & Learning: Assessment

The Review Team concludes that Criterion 3 is MET (M).

Strengths:

- UNM has a defined and rigorous focus on assessment through the Provost's office
- SAAP has a dedicated faculty member working on assessment
- Architecture received full NAAB accreditation in 2017

UNM has a rigorous approach to assessment as an institution, documented by the fact they require an Academic Program Review (APR) as well as Provost-level and College-level committees for assessment. A senior member of the faculty in the SAAP is dedicated to assessment. He has roles as the Special Assistant to the Dean on Assessment and leading the College Assessment Review Committee (CARC) for the SAAP.

The NAAB accreditation process requires self-assessment and given that Architecture received accreditation without any concern over self-assessment suggests that the process has been successful.

Shortcomings / Opportunities:

- Not a clear assessment plan and process at a departmental level
- Little faculty knowledge or involvement in assessment

Having reviewed the Self-Study for the University of New Mexico Architecture Program Report, the program would benefit from more input and engagement from the faculty as a whole regarding assessment. Ideally, the process and outcome would emerge from faculty input and participation under departmental and campus leadership. Architecture programs often use outside professionals with experience in Assessment or Evaluation to guide the process. The campus has people in the upper administration who specialize in the assessment process that could be engaged in the School or Architecture assessment.

CRITERION 4: Students

The Review Team concludes that Criterion 4 is (E) Exceeds.

Strengths:

- Significant increase in undergraduate enrollment since 2014
- Tuition is paid for by state-lottery scholarships for in-state students meeting the criteria
- The incredibly diverse student population is an asset in contemporary America
- Students state that there is:
 - Great collaboration between students
 - A non-competitive and supportive environment
 - Faculty that are accessible, supportive, and generous with their time
 - Good opportunities for graduate assistance-ships
- Students go on to reputable graduate programs

The Review Team noted a positive atmosphere for student experience, with graduate students expressing satisfaction with advisement procedures, faculty/student educational engagement, and the curriculum. The graduate students also noted they appreciate carefully structured courses rather than open classes that involve mostly self-learning. Undergraduate students were not present during the session with Students.

A recently appointed new Director of Recruitment connects with high schools and middle schools, community entities, and tribal colleges and activities in the general UNM recruitment events. The department appears to have an effective and forward-moving recruitment agenda.

There is a healthy and vigorous number of students in the undergraduate and graduate programs in the department. The unit notes that their recent graduates find jobs quickly, and it exhibits a successful listing of students that receive awards and job placement. It appears, through this data and the interview with the graduate students, that the students and faculty feel that those graduating from the department are well prepared for work and careers.

Shortcomings/Opportunities:

- Architecture Advisor appears to be overextended
- Students are unaware of the policy or process to express grievances
Students were not aware of “externships” at UNM

CRITERION 5: Faculty

The Review Team concludes that Criterion 5 is (M) Met.

* We wanted to give the designation *Exceeds* to this criterion due to the outstanding faculty and their strong sense of collegiality. Because some governance policies need clarity, we gave it *Met*.

Strengths:

- Sophisticated faculty with varied expertise
- Department has attracted talented faculty with knowledge in contemporary issues
- Engaged Faculty: Temporary Part-Time (TPT) faculty, Junior Faculty, and Senior Faculty
- Diversity of practice, research, and scholarship was a draw for many faculty
- Faculty are inspired by their colleagues' career and their support for each other
- Faculty demonstrate comradery and collegiality

The full-time faculty in the Architecture Department are enthusiastic, dynamic, exhibit varied expertise, and note that they have a collegial atmosphere that they find encouraging and supportive.

Full Professors feel the faculty have a good rapport with each other, that the student body is diverse, and that the department's directions are current and vital to the national dialogue in the field, such as climate change and social justice. Associate Professors feel that there is a broad range of approaches by faculty, which is a strength, that the faculty are wonderful to work with, but that there is a need for more national exposure and international opportunities, increasing the unit's visibility and its unique position in New Mexico and the southwest.

Assistant Professors noted that the department is a collegial and healthy place to work, with politically aware academic activity and a strong sense of diversity and multiculturalism.

The program has access to many professionals critical to delivering the curriculum in both the undergraduate and graduate programs. The Lecture and Temporary Part-Time (TPT) faculty contribute an invaluable teaching load to the department.

Regarding committee work and committee assignments, the written APR noted committees were present in the department. Faculty interviewed were not well informed about who was serving on what committee, nor how often these committees meet and how effective they are in their task.

Shortcomings/Opportunities:

- Encourage the future promotion of Associate Professors to Full Professors
- Address faculty salary equity and compaction
- Clarity on Bylaws, Annual Reviews, RTP, workload policy needed
- Clarity about committee structure, processes, and responsibilities needed
- Departmental mentoring process for tenure-track faculty needed
- TPT faculty feel that they are underpaid, undervalued, and not included

It was noted that there is a plan to implement mentoring for tenure-track faculty. It seems that Assistant Professors are unaware of information about workload policy and have been asked to

shoulder large service components that do not appear to be balanced and in the faculty member's best interests in a tenure track position. Although they are directed to review the UNM tenure policies, the impression is that they have not been given guidance about the tenure process, guidance about tenure plans or dossier creation, and specific departmental information for the mid-probationary mark and the final tenure decision, including the unit's processes and responsibility of a departmental Promotion and Tenure committee.

The Lecture and Temporary Part-Time faculty feel less informed and connected to the department than the full-time faculty. They noted low pay for teaching (which is a campus-wide issue at UNM). More transparency and communication would be welcome, including being added to the LISTSERV of the department. TPT teaching is critical to the unit, and faculty would appreciate a longer commitment from the department than semester-by-semester contracts to teach.

One example that attempts to address similar concerns is the University of Colorado Denver Association of Lecturers and Instructors (UCDALI). It is an organization that strives to advance professionalism among and respect for Instructional, Research, and Clinical Faculty (IRC) at CU Denver through representation, community, and communication.

https://www.ucdenver.edu/faculty_staff/faculty/assembly/downtown/Faculty%20Campus%20Committees/University-of-Colorado-Denver-Association-of-Lecturers-and-Instructors/Pages/default.aspx

CRITERION 6: Research, Scholarship, & Service

Review Team concludes that Criterion 6 is (M) Met.

Strengths:

- Collaboration in developing a strong identity and partnership with the state of New Mexico through community engagement projects
- Faculty are engaged in applied research, scholarship, and creative output in a broad range of research topics
- Research and Teaching focused on Climate Change, Social Justice, and Historic Preservation
- Regional questions being addressed through the Indigenous Design Center
- Strong integration of community engagement, research, and curricular development opportunities in the Centers and State and Federal agencies.

The faculty in the Department of Architecture has engaged in both traditional scholarship and applied research through grants, fellowships, and Professional Service Agreements. They have clearly established national and international reputations in architectural history and theory, building technology, fabrication, digital design, and community engagement. In addition to established research agendas, they are to be commended on their commitment to developing scholarship and creative work in response to current and relevant social, cultural, environmental, and sustainability issues. The faculty show evidence of publications, awards, and grant-funded projects.

The DPAC's long-standing involvement in community engagement is a testament to its sustainability and the need it fulfills throughout the state of New Mexico. Both DPAC and ID+Pi seem to offer faculty opportunities to pursue traditional scholarship and applied research through community engagement and teaching, valued at UNM. The school's location is ideal for pursuing and developing relationships with research labs in the area, including Sandia National Laboratories (SNL) and Los Alamos National Laboratory (LANL). Faculty have tapped into the state as a laboratory for study (centers and curriculum) and research (faculty) and are capitalizing on the character, cultural heritage, and history of New Mexico.

Shortcomings / Opportunities:

- Create individual faculty development funds for research and professional growth
- Offer seed grant funding and incentives for faculty research
- Crossover opportunities between (iD+Pi), DPAC, ecoMod, Plata Studios
- Scholarship of discovery, integration, application, teaching can be developed in response to the Grand Challenges set by the campus for – water and aging in place

The school recognizes the importance of being the only architecture program in New Mexico. It has added resources in terms of staff and leadership to support research efforts regionally and nationally. This is an opportunity to engage the state as a living laboratory for research. However, faculty with minimal funding support from the department, college, or campus appears to be accomplishing their research. The department is encouraged to explore creative ways to

incentivize and fund faculty development and research efforts. For example, one program establishes an annual budget for full-time faculty development funds aimed at research and professional growth. The funds can rollover and accrue for up to a three-year period. Another program offers full-time faculty the opportunity to apply for annual seed grants offered by the college. The faculty desire an internal structure for managing grant expenditures.

The Faculty Development Council at UNM may be a resource that should be further explored. Potential opportunities exist for making connections between the school and other disciplines on the campus and elsewhere engaged in developing interdisciplinary research projects. Working with the science laboratories in the state seems to be an untapped resource.

CRITERION 7: Peer Comparisons

The University of Colorado Denver and the University of Texas Arlington were chosen as peer comparison institutions.

The University of Colorado Denver's M.Arch program is larger (UCD 194; UNM 69), and the undergraduate BS ARCH program is comparable to the size of UNM's BAA undergraduate enrollments (UCD 399; UNM 372). The Department of Architecture at CU Denver delivers a four-year pre-professional program (BS Arch) and a NAAB fully accredited Master of Architecture (M.Arch) for first professional degree students who hold either a non-preprofessional or pre-professional bachelor's degree. There are 12 T/TT faculty, two full-time non-T/TT faculty, three Clinical Teaching Track positions, one Clinical Track (Professor of Practice), and on average, 30 adjuncts each semester. There are 12 full-time T/TT faculty, which creates a 39.5 student to faculty ratio (compared to 17 T/TT faculty and a 26.4 student to faculty ratio at UNM). There are also many non-tenure-track faculty at UTA, as there are at UNM.

The University of Texas Arlington School of Architecture (SOA) is in the College of Architecture, Planning, and Public Affairs (CAPPA). This program includes M.Arch, BS Arch, and Interior Design. It is a larger program with 125 M.Arch students (77 at UNM) and 702 BS Arch students (372 at UNM) in AY 20-21. There are also 115 Interior Design students in the UTA School of Architecture. There are 27 full-time T/TT faculty, which creates a 34.9 student to faculty ratio (compared to 17 T/TT faculty and a 26.4 student to faculty ratio at UNM). However, there are many non-tenure-track faculty at UTA, as there are at UNM.

The University of Cincinnati School of Architecture and Interior Design (SAID) in the College of Design, Architecture, Art, and Planning (DAAP) is another peer institution. This program also includes M.Arch, BS Arch, and Interior Design. It is a comparably sized program with 83 M.Arch students (77 at UNM) and 373 combined BS Arch and Interior Design students (372 at UNM) in AY 20-21. There are 24 full-time T/TT faculty, which creates a ratio of 19 students to faculty ratio (compared to 17 T/TT faculty and a 26.4 student to faculty ratio at UNM). However, there are many non-tenure-track faculty at UC, as there are at UNM.

Both UTA and UC Schools of Architecture have several Professors of Practice, which are important to the faculty. These are non-tenure-track faculty members who are also practitioners. At UC, the tenure and tenure-track faculty members can only work 20% of their time out of the institution. Professors of Practice can work as much as they want, even if they are teaching several courses. This allows them to run a practice and be active members of the program.

Strengths:

- Align areas of concentration within the M.Arch, the MS, and the certificates.
- Professors of practice are a conduit to the profession without having to do research and scholarship
- Adding the Interiors program would follow the trend of national programs

Shortcomings/Opportunities:

Based on the comparison of peer Architecture programs:

- Interior Design is one of the fastest-growing programs at UTA. This seems like a great opportunity for UNM Architecture.
- Preservation was recently moved to Architecture. This aligns with many other programs that have Historic Preservation. Regionalism is a natural fit for the program.
- There are opportunities for cross-disciplinary studies across the SAAP programs, such as cross-disciplinary studies in cultural landscapes with Historic Preservation and Regionalism.
- Based on the experience with the Master of Science at UC, these programs can be resource-intensive given the number of students who enroll. Starting three new MS programs is risky. Consider how MS programs can be developed with existing faculty and areas of expertise.

CRITERION 8: Resources & Planning

The Academic Program Review Team concludes that Criterion 8 is (M) Met.

The Review Team defines resources as monetary, material, and cultural resources and addresses the physical, facility, and administrative resources that will benefit and support the architecture program.

While the existing building is very successful, any large-scale changes such as the undergraduate program's rapid growth will require departmental resources, planning, and setting budgeting priorities determined by the chair, dean and campus level.

The Dean focuses on strengthening and reorganizing the school to 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. The School is expanding efforts to recruit graduate students into the three MS degree tracks by devoting significant resources to marketing and recruiting efforts to increase graduate enrollment.

The Architecture program is expanding areas of focus in the M.S.Arch degree to include three new tracks:

- Climate Change and the Built Environment
- Social Justice and the Built Environment
- Historic Preservation & Regionalism

Strengths:

- Excited about the renovation of the Predock Center to house MS programs
- The Midtown campus in Santa Fe is an exciting opportunity for SAAP and Architecture
- Excellent stewardship of the existing facilities
- Developing the SAAP Summer Camps
- Deep investment in technologies
- Dean's Circle available to raise funds

Develop the same concentration areas within the MARCH program as in the MS and certificates using the established curriculum and build upon its faculty strengths and geographic opportunities. The cost-benefit of the MS will come from using existing resources. Like many western states, New Mexico has many cultural resources and vibrant historic built environments that have not been surveyed. Historic Preservation is a natural fit and can align with the Align the M.Arch graduate study concentrations, the MS, and certificate program curriculum. As was noted in the 2012 APR, there is great potential value in an architecture school with a post-professional degree program that allows for in-depth study and substantial research participation.

Shortcomings / Opportunities:

- There is a substantial change in leadership over the entire campus, in the school and department.
- The Chair is transitioning this next year, and there will be a search

- The school has experienced budget cuts, which creates concern among the faculty
- Alumni connections are challenging because their UNM emails go defunct 6 months after they graduate.
- Since the departmentalization, the Administrative Assistant has a lower salary, though responsibilities have increased
- If the undergraduate program continues to grow, the current building would not be sufficient
- Pressures directly impact the lab facilities with growth from the undergraduate program.

Requesting a five-year plan from the chair department would allow for planning to fill gaps in programs, hiring, and prioritizing departmental needs over time.

CRITERION 9: Facilities

The Academic Program Review Team concludes that Criterion 9 is Met (M)

Strengths:

- The Architecture building, George Pearl Hall, is the doorway to the campus
- The building is beloved by the faculty and students
- The building, designed by Antoine Predock, is a unique, contextually responsive building that is highly acclaimed within the discipline of Architecture

SAAP is housed in the George Pearl Hall designed by internationally renowned architect and UNM graduate Antoine Predock. The building opened in 2008 and is deeply loved by the faculty, staff, and students in Architecture, SAAP, and the university as a whole. It was mentioned that it is the doorway to the campus. Faculty and students are proud to be teaching and learning in this building, and they clearly miss the energy that exists when everyone is there in person.

Shortcomings / Opportunities:

- Need more space for the Fablab
- No room for more faculty in the building
- Minimal space for Design/Build and existing space will be torn down
- If undergraduate enrollment increases, another building may be needed
- Antoine Predock Research Center is a great gift and opportunity
- Midtown campus in Santa Fe is an exciting opportunity for SAAP and Architecture

Some facilities-related issues need to be considered if there is continued growth. It is clear that an enrollment increase from 157 to 372 students (since 2014) in the undergraduate program will impact space in the building and that any additional increase would need to be addressed. The huge jump in enrollment has had a positive impact on the School and the Program. However, it seems critical for the School and Program to look closely at their space availability and faculty and staff resources to set enrollment goals in each program. There is concern that the existing building may be negatively impacted.

The building is designed to retain open spaces for light and views and create visual connections. The Review Team was not able to visit the building in person. However, the sense is that given the number of students now occupying the building and the nature of these open spaces, it seems that it would be quite loud and potentially difficult to teach concurrent studios. It would be interesting to know more from students about how they are working for their learning needs.

With the existing enrollment and faculty numbers, the existing facility challenges are the FabLab and faculty offices' space. Given the number of students that the FabLab is serving, more space is needed for shop tools and digital fabrication tools.

The Review Team would recommend looking closely at the amount of space and resources that a robotic arm requires and assessing how it would be used. It would also determine if it is a priority given the need for space to support the existing FabLab facilities.

Several discussions suggest a significant need to find more shop space for existing needs and EcoMod and future design/build projects. However, the space being used for design-build currently will not be available much longer.

As with all universities, the sudden shift to online teaching has forced all programs to look more closely at how facilities are being used. As UNM discusses these issues and assesses which courses might remain online post-pandemic, these space needs should be discussed.

STRATEGIC PLAN AND CONCLUSION

Strategic Plan

The existing UNM Strategic Plan has ended, and the Provost's office is planning on starting on a new Strategic Plan - UNM 2040. Currently, there is no clear strategic plan that is informing and impacting all units on campus. The move to begin developing a new Strategic Plan for the campus presents opportunities for SAAP and the Department of Architecture to scaffold and align with the campus plan. A strategic plan should be explored at the Program level in support of the SAPP strategic plan, and in turn, in support of the UNM plan.

Strengths:

- **SAAP and Architecture are important to UNM and the region**
 - SAAP and Architecture are known as one of the “hidden gems” of UNM
 - SAAP is the “doorway” to the institution
 - They are recognized for their contributions to the state and local culture
 - UNM has had declining enrollments, but Architecture and SAAP have had increasing enrollments.
 - This is the only architecture program in the state
 - The state scholarships are a tremendous asset for local students
- **Community Engagement is highlighted and valued throughout the program**
 - UNM has a Carnegie classification of community-engaged university
 - Architecture plays a key role in community engagement.
 - DPAC and iD+Pi have huge impacts on the School, the university, and the region
 - iD+Pi is already a successful model for a cohort.
 - There is a sense that the number of indigenous students has increased as a result of this center
- **Architecture is deeply connected to the culture of the region and the state**
 - Faculty and students have a strong identity with their state and culture
 - Being far from other cities has challenges but also has advantages for risk-taking and lack of competition
- **New facilities**
 - Midtown Campus in Santa Fe
 - Predock Center
- **Faculty**
 - The faculty and program are addressing critical, contemporary issues
 - There are great faculty with a diversity of interest who are enthusiastic about the region, the university, and the program
 - Deep passion for elevating the students
 - Deep passion for elevating the visibility of architecture

- **Students**
 - There are strong, engaged students from across the state who are also connected to the region
 - Students are forced to ask questions of themselves and to engage questions critically
 - They have students who know how to think
 - The creation of articulation agreements for transfer students is impressive
 - Large gen-ed course in architecture is a great recruiting tool for them
 - Architecture is welcoming for students of color (not an identity threat)
 - Resonance with Latinx students is high
- **New SAAP administration**
 - New Dean has energetic and is making many changes
 - Advising in architecture is some of the best in the university

Shortcomings / Opportunities:

- **Communication for faculty and students**
 - Communication between levels of administration and the faculty and students came up several times as an issue. This is, of course, exacerbated by the pandemic, but it seemed to be something that was a structural challenge in the program
- **Policies and processes**
 - These are unclear to the faculty and students
 - Need RTP policy clearly defined
 - Annual evaluation/review policy must be clearly defined (and followed)
 - Students didn't feel there was a clear place to express grievances or provide feedback
- **Communicating the value of SAAP and Architecture**
 - Increase visibility through marketing and media
 - Look for alignments with other colleges and schools
- **SAAP organization**
 - The "departmentalization" occurred since the last APR and has been enacted, but it seems unclear how this has benefited the School or Program. Faculty spoke of a desire to clarify the departmental organization
- **New leadership**
 - With a new Dean and outgoing Chair, faculty are unsure about the state of leadership. They are both hopeful and cautious
 - MS program is seen as a way to foreground areas of focus and entice students. This may or may not work in reality
 - Office of Institutional Analytics has a dashboard that would be valuable in decision-making for Architecture
- **Financial support**
 - Salaries are comparatively low at all ranks
 - Faculty hires should be considered due to recent the loss of several faculty

- Administrative leaders in SAAP are paid a comparatively low stipend
- There were recent budget cuts and more expected
- Provost's office feels that M.Arch and M.S.Arch programs are ideal for online teaching (post-Covid). Expanding online would have financial and administrative benefits for the department.
- Gen Ed courses could bring in additional funding. Provost's office sees opportunities there (such as the World Architecture course)
- **Outward Engagement with communities and other programs**
 - The community would like to see follow-through regarding engagement with the indigenous community
 - There are more opportunities for collaboration with the other disciplines across campus
 - Faculty and alumni are a huge, untapped asset
 - Possibility to link with the College of Public Health for M.S.Arch degree in public health
- **Research**
 - Less focus on funded research and grants than community engagement and social justice work
 - The UNM President's Grand Challenges are relevant to SAAP, especially:
 - Sustainable Water Resources
 - Successful Aging

The President's Grand Challenges may offer the opportunity to integrate teaching and research to align with these focus areas.