**Universidad de Puerto Rico
School of Architecture**

Visiting Team Report

Master of Architecture (Pre-professional degree plus 56 graduate credit hours)

The National Architectural Accrediting Board
9 April 2008

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

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I.   Summary of Team Findings

1.   Team Comments

The team wishes to acknowledge and recognize the exceptional commitment of Dean Francisco Rodriguez, AIA, and his staff in their organization of this accreditation visit. Their dedication and enthusiasm was ever present during our entire stay, and they were of great assistance in keeping the team within schedule throughout our four day visit. Their initial preparation prior to our arrival, the ease of communication while organizing our visit, and their willingness to maintain a flexible schedule allowed this team to get a truly in-depth understanding of the UPR architecture program.

The overall tone of the visit was exceptional and allowed faculty, staff, and students to showcase their commitment to the architectural program. The presentation of the students' work and the faculty's accomplishments, coupled with candid discussions about their concerns, was refreshing and aided the team greatly. The staff and the leadership are truly an asset to the program.

The team also wishes to commend the university president, Dr. Arturo Garcia Padilla, for his dedication to further expand the vision of the institution as a whole and to commend the University of Puerto Rico Rio Piedras campus chancellor, Dr. Gladys Escalona de Motta, for her commitment and sincere appreciation of the architecture program's needs and her enthusiasm to enhance the program's mission. The team believes that this pair of leaders is truly committed to promoting the development of this architectural program.

The fact that the architectural program has recently occupied a new building and invested in new equipment and computer technology makes it apparent to the team that this program is being given full opportunity and institutional support to reach its implementation goals and comply with the University "Plan Vision 2016." This commitment has influenced the students' work, academic experiences, and travel opportunities within the program.

The new building, the appointment of a new dean and leadership team, and the completion of the UPR mandated review and revision of the bachelor's degree curriculum are providing the impetus that the program has been searching for in elevating the quality of the education this program has to offer to students.

The team would further like to acknowledge the challenges the program has been through since its last NAAB team visit. We believe that the new directions and initiatives the program is following will further improve the curriculum, further comply with all the NAAB criteria for accreditation, and allow the program to serve as a campus wide leader, as stated in the president's vision.

2.   Progress Since the Previous Site Visit (2002)

Criterion 12.11, Non-Western Traditions (2002): Awareness of *the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2002): *The team finds that the expectation that divergent and parallel traditions will be explored is not met. There are minimal mentions of non-Western reference points within the study of Western culture, but without the rigor of understanding this work in the larger context of a canon.*

2008 Visiting Team Assessment: The team believes that a variety of initiatives and efforts have been undertaken by the program in trying to comply with this deficiency and

that several curriculum changes have been put in place since the last NAAB visit. Unfortunately, some of these efforts were not as successful as desired in adequately addressing and resolving this criterion.

The team discovered that a significant effort has been made towards the integration of non-western traditions in the majority of the Theory and History of Architecture courses. For example, although the existing syllabi had already been revised to incorporate non-western traditions, the recently approved curriculum has redefined course content to include non-western case studies as well. To further this effort to meet the criteria set by NAAB, the school has appointed new tenure track faculty with diverse academic backgrounds in the History and Theory courses, such as María Isabel Oliver, PhD candidate, and Jorge Lizardi Pollock, PhD. In addition, during the last three years, visiting professors Juan Ignacio del Cueto, PhD, from México and Mario Ceniquel, PhD, from Brazil have supplemented courses with a completely non-western traditions approach. However, it appears they still fell short of their desired goals.

It is apparent that the program is poised to embark on a pedagogical journey of rediscovery with a commitment to repositioning itself as a "center of excellence" within the Caribbean region. In a university-wide mandate, the program has begun to reach outside of the traditional western countries as academic partners for investigation. This new initiative, coupled with various academic projects already under way, provide the program more concrete links to Asian, Middle Eastern, and Latin American cultures, which will allow students to engage in the culture, history, and architectural traditions of such regions. It is the opinion of this team that if the architecture program continues on this track, it can meet this criterion in its next scheduled accreditation visit.

This criterion is still considered "MET WITH CONCERNS." Please refer to Section II, 13.9 later in this document for additional comments.

Criterion 12.14, Accessibility (2002): Ability to *design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2002): *The visiting team noted a lack of ability to design in compliance with the requirements of the ADA, even in fifth- and sixth-year design projects. Faculty members informed the team that these standards are covered in support courses, but the connection of applying the knowledge in the design studio appears to be lacking.*

2008 Visiting Team Assessment: The team believes that after discussions with faculty and students as well as careful review of the students' exhibits presented for the accreditation process that the projects presented did not consistently meet the criteria parameters set forth by NAAB.

The subject of accessibility appears to be covered in lecture courses and in studio syllabi, and while the team was able to identify partial graphic representation of accessible design requirements on some projects presented, there appeared to be no completeness to the solutions. Accessibility should go beyond identifying turning radii in restrooms and should truly encompass the ability to manipulate the building and the site for total and free access to the building by all handicapped individuals. It became apparent to the team that accessibility requirements may have taken a back seat to formal developments on all of the projects we were shown.

This criterion is still considered "NOT MET."

Criteria 12.24, Building Code Compliance (2002): Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Previous Team Report (2002): *The visiting team noted a lack of basic egress understanding mandated by building codes. While faculty members reported that building code requirements are covered in both support courses and design studios, the team noted that designs exhibited in the Team Room and rated "high level of achievement" had unacceptable exiting patterns, insufficient stairways, and wrong-swinging doors.*

2008 Visiting Team Assessment: Criteria 12.24, Building Code Compliance have been removed from the current NAAB Accreditation Student Performance Criteria section as a singular criterion and have, instead, been incorporated into several different criteria. The visiting team found credible evidence in the professional practice sequence, Taller de Diseno, and several of the upper level and graduate studios that the students were involved in incorporating, reviewing, and complying with local building codes requirements, including dealing with the local building officials.

In addition, the team identified related seminars and student collaborations with professional organizations, such as CSI, GBC, AIA, PMI, and several local and prestigious corporate architectural firms, which strengthens these skills. Sierra, Cardona y Ferrer (SCF), one of the most prominent firms in Puerto Rico, sponsors a fourth-year design studio competition where code compliance is a fundamental requirement for grading and for the selection of the best projects. Furthermore, a course created and taught by the current dean, Francisco Rodriguez, focused on the creation of contract documents and the importance of code compliance.

This criterion is now considered "MET." Please refer to section 13.20 for the team's continued concerns about Life Safety understanding.

[Causes of Concern taken from VTR dated April 24, 2002]

Condition 1.1, Architectural Education and the Academic Context There is a need for integration and communication among faculty members and between faculty and students. Concerning integration, there is a need for the faculty members of the Design, History, and Technology courses to seek frequent interchange and participation in each others' course areas. In particular, a strategy should be identified to further the early and frequent involvement of History and Technology faculty in the design studio to enhance the student design process.

Similarly, over the recent past many discussions have been undertaken regarding the development of curricular options. On this subject, the school has made considerable progress toward the implementation of the re-conceptualized bachelor's degree program, planning for new degree options, and the development of topics studios. The team recognizes that this curricular planning effort has been underway in the school for a number of years, resulting in many faculty and administrative reports and assessments. However, the team further observes that a stronger academic master plan for the school that makes connections among fiscal, personnel, management, and curricular issues could enhance this effort.

The issue of communication is equally important to the future of the school as many new contract faculty have joined the community in recent years and as the context for decision making has changed with the possibility for new facilities. There is a need to improve the discourse among the design, technology, and history faculty on subjects of mutual interest and collaboration. Finally,

students are seeking a greater voice in the governance of the school with improved communication with the faculty. It is apparent that among the students there is great enthusiasm for the possibilities of the future.

> *2008 Visiting Team Assessment: The visiting team observed that, even though there is a newfound source of pride and enthusiasm among the students and the faculty, there is still the need for communication between distinct faculty sectors within this program. Even with all of the enhancements that the program has undertaken, the team believes that communication is still crucial to dispel misinformation within the program, faculty, and students. Building team solidarity is necessary at this juncture in the program's growth in order to achieve the level of success the University's leaders are expecting of all their programs, including architecture. In order to reach this level of team building, the program design faculty must reach out to and coordinate with other faculty (Technology, History, practice, and Theory) groups to achieve the program's desired level of integration.*

> *The new curriculum has freed up the elective structure, which has created a small amount of flexibility for the students by creating bridges to other departments within the University system. The graduate program has begun to interface with the Graduate School, or DEGI as it is referred to at the UPR. The DEGI has very distinct requirements regarding scholarship and research, which has created new opportunities for academics and research—a great opportunity for the program. The team was told by faculty that this interface requires a great deal more skill in the writing portion of the student criteria. It allows the faculty to enhance their initiatives in research and technology and provides the students with a greater variety of opportunities.*

> *This criterion is now considered as "MET." Please refer to Section II, 1, 1.1 for additional comments.*

Condition 1.5, Architectural Education and Society. Puerto Rico is one of the most densely populated areas of the world. There is a concern among the team members that the more intensely urban context of architecture, evolving from the body of knowledge related to urban design, should be addressed, as it influences design decisions from the outset of teaching and education experiences in the design studio.

> *2008 Visiting Team Assessment: It was apparent to the team that several initiatives have been undertaken with refinements to the earlier program. This criterion is considered "MET." Please refer to Section II, 1, 1.5 later in this document for additional comments.*

Condition 2, Self-Assessment. During the course of the visit, it became apparent that issues of communication, integration, and assessment require further attention. Students, faculty, and the dean should devote attention to increasing the effectiveness of communication among themselves. There is a further need to continuously manage and assess the integration of efforts among History, Design, and Technology faculty members in the classroom and particularly in the studio.

Further, the team observes that greater attention should be given to recently arrived contract faculty members to facilitate understanding of the paths of success within the program and the possible future opportunities. This should facilitate a better understanding of the relationship between student evaluations and the dean's assessment of performance on the one hand and a continuing faculty appointment on the other.

The team also observes a dedicated and eager student community yearning for increased participation in issues of governance and a greater influence on the life of the school. Students desire to understand the relationship between their participation in governance and the actions implemented within the school.

Finally, the team observes that a new frame of mind is required that includes in a meaningful way the student constituency as well as the faculty. This new frame of mind should realistically assess the opportunities and challenges of a new facility and a new curriculum. There is, within these opportunities, the risk of failure. The team suggests that traditional strategic planning be raised to the level of an academic master plan that incorporates an assessment of needed faculty, operating, staffing, and facility resources with the philosophical aspirations of new pedagogies.

2008 Visiting Team Assessment: Prior to arrival, the team was provided, in detail, the self-assessment process that the school has undertaken since the last accreditation visit. We understand this process included a mandate by the University to review and assess the undergraduate education, a detailed look at the impact of the 2002 NAAB Accreditation commentaries, and the selection and appointment of a new dean to the school, which included a new vision and work plan by Dean Rodriguez. The team observed that a valuable effort has gone into crafting a revised mission for the program and creating an action plan for program's enhancement. Improvements in the internal review process, the placement of a new management team, an update to the curriculum, and the hiring of new faculty were all part of this effort. However, the team observed that portions of the 2002 NAAB comments had been partially addressed. The deficiency still lies in the lack of a formal strategy to integrate the faculty into a cohesive group that builds upon each other's areas and biases. This strategy is something the team feels can be achieved prior to the next scheduled NAAB visit. It was apparent to the team that several initiatives have been undertaken in resolving the concerns for these criteria.

The team believes that, for the most part, this criterion is "MET WITH CONCERNS" and these concerns are a continuing issue from the previous 2002 Visiting Team Report (VTR). Please refer to Section II, 2 later in this document for detail comments.

Condition 4, Social Equity. The team finds that this condition is met, but with a concern. While it is apparent that the student population is diverse and balanced between men and women, it remains equally apparent that the school must embark on a plan to both increase tenure-track faculty lines and seek to increase the presence of women in these important positions. While the appointment of a woman to a tenure-track line has been accomplished in the past year, much more remains to be done. This concern is a continuing issue from the previous Visiting Team Report (VTR).

2008 Visiting Team Assessment: The team realizes that this program resides within a publicly funded institution that serves the island of Puerto Rico, and the institution's mission is to serve all people within the context of Puerto Rican community. The program presently responds to the institution's current social equity requirements and represents a cross-section of the population it serves. The team observed that the island demographics and economic levels seemed to be represented through the program and the institution. Currently the program's and the rest of the institution's female student population are generally larger than the male student population.

In our assessment of the staff and faculty, the team was able to substantiate that the faculty also represents a wide range of diverse educational, social, and cultural backgrounds. The faculty is composed of Puerto Rican, American (born in the mainland), Mexican, and other Latin American cultures. In addition, two of the new five tenured

faculty tracks have been allocated to female faculty members of diverse educational and ethnic backgrounds.

It was apparent to the team that several initiatives have been undertaken in resolving the concerns for this criterion, and the team believes that this criterion is "MET." Please refer to Section II, 4 later in this document for additional comments.

Condition 6, Human Resource Development. The team finds that this condition is met with a concern. While it is clear that many opportunities exist for students, including field trips, visiting lecturers, and participation in various forms of school governance, it is also clear that there is a need for greater communication between students and faculty members. Further, the team finds that the school administration and senior faculty must make clearer to the recently arrived contract faculty members the possibility of further teaching assignments and the opportunity for a tenure-track appointment. The team encourages the school administration to determine contract faculty appointments as early as possible for the next academic year and to make annual appointments, rather than semester-by-semester appointments, whenever possible, to ensure continuity in important curricular areas.

> *2008 Visiting Team Assessment: It is apparent to the team that that this criterion is "MET." Please refer to Section II, 6 later in this document for additional comments.*

Condition 7, Physical Resources. The team wishes to commend the University for the initiation and near realization of the new facilities for the School of Architecture. However, technically the physical resources of the school have not significantly improved since the last team visit. It is apparent to the team that the existing facility continues to require the improvements identified in previous reports. It is understood that the use of the current architecture building will be changing in the near future, and therefore significant changes to the facility at this time are unwise. In light of this imminent transition, the team recognizes that the school has adjusted with great flexibility, thereby making the present accommodations minimally acceptable.

The specific concerns of the team relate to the need for plans for the new building that provide committed funds for equipment and furnishings, general moving costs, and additional expenditures related to facility management. The team particularly identifies this area of concern because of the possibility of considerable program disruption if the move is not properly funded or planned.

> *2008 Visiting Team Assessment: It was apparent to the team that this criterion is "MET." Please refer to Section II, 8 later in this document for additional comments.*

3. **Conditions Well Met** $\left(8 \right)$

Refer to the following items listed below within the content of this VTR for detailed information and team comments.

1.2   Architecture Education and Students
1.4   Architecture Education and the Profession
1.5   Architecture Education and Society
9   Information Resources
13.3   Graphic Skills
13.10   National and Regional Traditions
13.24   Building Materials and Assemblies

13.30   Architectural Practice

4.   Conditions Not Met   (2)

13.13   Human Diversity
13.14   Accessibility

5.   Causes of Concern   (11)

Refer to the following items listed below within the content of this VTR for detailed information and team comments.

2   Program Self-Assessment Procedures
5   Studio Culture
7   Human Resource Development
13.1   Speaking and Writing Skills
13.9   Non-western Traditions
13.15   Sustainable Design
13.17   Site Conditions
13.20   Life Safety
13.23   Building System Integration
13.26   Technical Documentation
13.28   Comprehensive Design

34
21
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(13) MET

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1   Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The School of Architecture at the University of Puerto Rico exists in an environment where opportunity and the desire for multi-departmental interaction are currently being proposed and are highly encouraged by the institution's Board of Trustees and the system's president. The university system, with its 11 campuses across the island, is reaching out to the architectural department for support and guidance in their current master planning and other architectural efforts.

The current faculty enjoys not only playing a role in the institution's desire to manage the quality of its architectural program and enhance the quality of the students' academic experience, but also their desire to preserve the historical status of some of the campus' distinctive architectural period buildings. The experience and expertise of the faculty is playing a major role in the program's evolution. Published work, as well as built work, of the faculty is becoming well known and widely recognized by the local community and the Caribbean region. Their contribution to the community is well represented in their work as advocates for public and pro-bono projects that provide architectural, planning, and design services to low income and distressed neighborhoods in an attempt to create new livable cities.

The program is certainly enjoying a renaissance period since the appointment of the new dean. Institutional enhancements under the leadership of the president, chancellor and dean include an increased number of tenure track architectural faculty, an expansion in public outreach studios, and a systematic program of developing joint studios with a diverse group of architectural programs throughout the US, the Caribbean, and Spain.

With newfound levels of enthusiasm come challenges that are indicative of growth. The team believes that the faculty needs to engage in an open dialogue that enhances the lines of communication between the entire faculty to further cement the vision of the program as it embarks in its new mandate to become more global reaching as its core vision. As part of this vision, the school has a greater opportunity to enrich the practice of architecture beyond the context of Puerto Rico.

The only concern of the team at this point is the need for the faculty to enhance the communication between faculty and students, between faculty groups, and between academic groups in order to maintain growth and how this need can be fulfilled by the faculty at this time.

1.2   Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

The students are active and engaged on a variety of levels, from campus and local communities, to national and international exchanges. They have also taken advantage of many leadership opportunities offered to them. Through the Consejo de Estudiantes (the student council), the student voice has been heard in regard to the governance of the School of Architecture and to the university as a whole. Other leaders emerge from membership organizations that offer activities and opportunities for architecture students as a whole: American Institute of Architecture Students (AIAS), Coordinadora Latinoamericana de Estudiantes de Architecture (CLEA), Construction Specification Institute (CSI), Emerging Green Builders (EGB), and the newly formed Organización Puertorriqueña de Estudiantes de Arquitectura (OPEA), a joint venture with another architecture program on the island. The student leaders have weekly meetings with the dean, participate with voice and vote on most committees and program concerns, and are able to see the fruits of their contributions first hand.

The students have become active bridge-builders between the two architectural schools on the island, and they should be commended for it. Students are encouraged to work collaboratively, a spirit that continues outside of the classroom. Through international connections, programs, and organizations, the students create and are provided with opportunities to interact with fellow students and the larger architectural community abroad. In addition, the students are exposed to an international profession through faculty offerings, visiting juries, and the school's lecture program. This exposure introduces the students to a new set of parameters that illustrate the subtle nuances found in the practice of architecture in this global / digital age. A variety of avenues allows the students to actively engage with local architectural professionals and to receive a broad exposure to many aspects of the local professional practice.

Overall, the students are motivated and show pride and concern for their education. Nevertheless, the team's singular concern is that the school needs to ensure that the students are well informed of these prospects through reliable sources and outlets as well as ensure that all students have equitable possibilities to obtain the benefits that the school offers.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The program provides students with sound academic preparation for the transition from learning to internship and, finally, to licensure. Presently, the school does not have an established relationship with the state registration board. However, the school's relationship with the Colegio de Arquitectos, local architectural offices, and the registered faculty within the program exposes the students to the importance of licensure and professional responsibility.

Information regarding registration and its requirements in Puerto Rico are included in studio discussions and registration procedures, and IDP requirements are also introduced to the students in their professional practice courses. However, because only two years of experience following completion of a professional degree are required for licensure in Puerto Rico, and IDP is not required at all for licensure, there seems to be limited interest in exploring the requirements or benefits of IDP by the general student body. This may not be an issue with students who intend to practice exclusively in Puerto Rico. However, in order for the School of Architecture to respond to the mandate for a new international presence and increased student mobility, it seems essential that information regarding requirements for registration and reciprocity beyond Puerto Rico as well as other counties where students might choose to practice must be made available for students and their advisors.

Information regarding graduates who have sought and achieved licensure since the previous NAAB visit was not made available to the team for consideration. Based on what we were told, neither the board nor the Colegio have such detailed information, or they did not make it available to the program prior our visit.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

Over the past several years, the architectural program has begun to focus on engaging young Puerto Ricans in the mainstream architectural practice on the island, as well as in the US. Since the 2002 NAAB Accreditation visit, the school has engaged in a systematic course to expand the program's vision as well as previously accepted areas of influence. This change is due in part to the President's new mission, but it is also a result of the new dean's belief that students can and should be thought of as leaders in their region. The dean and faculty believe that this course of action will assist the students in expanding their understanding and awareness of their potential roles as architects in the community.

The program has a breadth of programs, studios, design competitions, and building opportunities by which the students can begin to understand and visualize their potential professional roles. These programs provide the students with a concentrated exposure to the values of research within the practice of architecture and stress the importance of a commitment to lifelong learning. Through a variety of studio offerings, community projects, social engagements, and a broad range of academic and project offerings off the island, the students are beginning to develop an appreciation for dealing with real issues on a global scale.

Their involvement with other university programs, other professional disciplines, and other architectural programs in and outside of Puerto Rico enriches their understanding of the diverse roles architects play on a project as well as their role as leaders in the community.

The team observed the passion and commitment that both the faculty and the students share for the creation of not just good architecture, but architecture that responds to the client's needs and the community's requirements, and recognizes an obligation to preserve the welfare of its users. The students are benefiting from the wealth of knowledge and experience that the faculty brings to the program, as many of the permanent and adjunct faculty are practicing architects with thriving practices. It was very interesting to see how committed the faculty is to building to enhance their personal skills and to engaging in research as a vehicle to attain additional expertise. This commitment is a passion that the students are exposed to and have begun to value and imitate.

1.5   Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met

[X]   [ ]

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

The team understands that the school is committed to addressing social and environmental issues, and it develops in its students the capability to recognize these situations and propose factual means to solve the issues. There must also be a commitment of the school and the faculty to address crucial social and environmental problems that affect architecture in a global scale and how they, in turn, affect Puerto Rico.

The architecture program demonstrates that public service is a key component of the architectural education at the institution. The school ensures that the students comprehend the ethical implications related to the built environment. Students and faculty participate actively in charrettes concerning important design issues affecting the community at large. The school's faculty actively encourages students to recognize their responsibility as future architects and is a shining example of such commitment when it comes to their participation in and promotion of the Taller de la Comunidad, a pro-bono community design center that has been in operation in the architecture program since the Center was created in 1998.

Studio courses constantly explore special community projects and vernacular architectural heritage as well as the study and design of low-income and public housing. Students engage themselves in research and analytical studies of historical preservation projects, resort and tourist developments, industrial complexes, hurricane-resisting structures, and the use of appropriate technologies for the tropical zone (e.g., natural ventilation, thermal transfers, mechanical equipment efficiency, and day lighting among others). At the graduate level, elective multi-disciplinary courses are offered in association with the departments of environmental sciences, planning, fine arts, and general studies. At the undergraduate level, the school has been instrumental in transforming the biology general education requirement into one with a focus on sustainability and an understanding of the environment and its bio-diversity. In addition, we understand the school is developing several unique and special design programs, including IMDICE, an institute that will focus on the multi-sectional interface for the development of strategic capital investments; CIUDAD, a center for the study of environmental studies, urbanism, and development; and iESCALA, an institute to engage in the study of society, culture, and architecture in Latin America.

It is apparent that the School of Architecture is engaging in a series of programs that cement their commitment to serve as leaders in our society.

2.   **Program Self-Assessment Procedures**

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[ ]

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

The team was provided with extensive information in the APR for all of the self assessment programs that have been undertaken since the last NAAB visit. This information reinforced the program's commitment to respond to and integrate recommendations from the last accreditation team. We found this to be a refreshing and positive move by the governance of the program.

Since the last visit, the program has been reassessing its academic offerings and has dealt with the development of a new building. Unfortunately, just like the last NAAB team, this team found that issues of communication, integration, and assessments still require attention. The team feels it is important now to focus on the governance and integration of the faculty. The architecture program faculty needs to engage in a meaningful dialogue with all groups to develop a plan that incorporates every opportunity available and elevate the program's academic offering to a higher level.

The team also observed that, even though greater opportunities have been afforded to the students to become an integral part of the governance of the program, their participation in the development of program guidelines (such as studio culture policies) is limited.

The team also observed that a few of the adjunct faculty are unclear on how certain faculty members were offered a tenure track position or how advancement opportunities are being applied. We believe this issue is minor based on lack of communication, as the institution has provided extensive documentation on hiring and promotion policies.

3.   **Public Information**

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The school includes the NAAB Conditions for Accreditation in its catalog. It is also found in the pamphlet entitled "Studio Culture," given to all students and faculty during their first semester. It will be included on the school's website, which is under construction at this time and due to be online by late May 2008.

The chair of the accrediting team found the exact wording of the NAAB Conditions for Accreditation in the school's catalog and on promotional media distributed by the school, including posters. A copy was left in the school library as well. The school prepared a Student Guide which also includes this information. The only concern regarding this issue is the website, still under construction at this time. Although the site seems to be very intellectual and graphically attractive, the school may want to consider a web page that includes its mission and related information. ~~This could be a simple interface that includes the NAAB Conditions for Accreditation, faculty, and course information.~~

4.   **Social Equity**

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

Puerto Rico's geographic location and bi-lingual education, unique amongst other NAAB accredited institutions, is a strong indicator of the diversity achievable at the School of Architecture.

The student population is primarily Puerto Rican, which reflects the school's mission to serve Puerto Rico. There is an effort by both the university and the school to encourage student mobility and develop initiatives to bring a more diverse student population to the campus. Because most of the instruction is in Spanish, the obvious regional and international outreach concentrates on Spanish speaking populations. Yet the school has developed strong ties with mainland US programs, such as Georgia Tech, Cornell, and Harvard (to name a few).

Although the majority of the faculty is from Puerto Rico, the team assessed that between 25% and 35% of the faculty are not natives. There is a wide range of ages, academic experiences, professional backgrounds, and lengths of time within the program. The team felt that the program has an exemplary presence of licensed and practicing professionals involved in the academic life and policies of the school. During discussions with some of the younger faculty and the dean, we realized the institution's recognition of licensure and practice as a positive status for promotion and tenure. Furthermore, the program encourages non-licensed, non-tenured faculty to pursue licensure.

Female students currently represent a clear majority of the student population. There has been an increase in the number of women faculty since the last accreditation visit, including female appointments to two of the five new tenure track positions. The team was presented with the staff and faculty evaluation forms, the human diversity policy, and the human resources policies from the University of Puerto Rico as a whole. These documents illustrated a systematic approach by the University of Puerto Rico and the architecture program to review and asses its personnel in order to meet the institution's mandates.

5. **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

Although the school has developed a written studio culture policy, it is apparent that the document is a compilation of pre-existing policies and procedures the program had prior to the effort of forming a studio culture policy. It is quite useful to have these policies and procedures amassed and distributed in a collective package, but further refinement is needed to create a more thorough and holistic policy that is more to the point of the spirit of this condition.

Based on the information we were provided, the team came to understand that the creation of this document included only minor student participation. A more widespread discussion among students, faculty, administration, and staff concerning the values of optimism, respect, sharing, engagement, and innovation is necessary in the development of this policy. The policy would benefit from the addition of ways in which these policies are demonstrated within the school to create a more cohesive document.

The APR cited distribution and continuous development of the studio culture policy as part of the implementation process for this condition. The school fully distributed the studio culture policy, and, although the students agreed that they had received a copy of the policy, it became apparent that few had read it. To further develop the policy, the school intends to call on the recently created Center for Design Research within the school. Among other things, the Center is to assess the dynamics of the school's studio culture, delivering (at a minimum) annual reports with action items based on quantitative and qualitative research. The plan to monitor and develop the studio culture policy is quite specific and far-reaching and, therefore, commendable.

6.   **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

While an extensive range of faculty and administrative staff positions are in place to lead and deliver the school's programs, the team was made aware of some of the difficulty the students have in gaining access to resources and materials to meet their academic needs. The institution has made some initial efforts to assure participation in extracurricular events, such as adjusting the lecture schedule and utilizing mass emails to the students for communication to assist lecture attendance. Nevertheless, the team also found that access to some of the new resources or specialty studios requires the architecture program to extend monitored hours of operation for student use of the photo lab, wood shop, and computer lab facilities.

Currently, a total of fifty-seven faculty members are teaching courses. Of these, twenty-one are full-time, and thirty-six are contract/adjunct. Of the fifty-seven, twenty-nine are licensed architects, seventeen are architects-in-training, and five are licensed engineers. Ten faculty members hold additional licenses or accreditations: four are planners, four are LEED Accredited Professionals, one is an interior designer, one is a contractor, and one is a project manager.

The faculty is active in a great variety of academic and professional fields. Most faculty members are actively engaged in limited professional practice, and many work or have worked (either as directors, advisors, consultants, or employees) for governmental agencies in Puerto Rico. The Personnel Committee, composed of four tenured faculty members with the rank of full professor, represent each of the major academic areas in the school. They have the role of monitoring faculty performance, academic development, and professional accomplishments. Pee evaluations are the primary criteria for faculty recruitment, tenure, and promotions. These are complemented by student evaluations and classroom and studio visits by members of the committee.

As in previous years, non-permanent faculty members are evaluated either annually or on a semester basis, depending on the length of their individual contracts. The school continues its policy of student evaluations of all courses taught every semester. These evaluations are used for tenure, promotion, and re-hiring decisions. The full-time teaching load equivalency is thirty-seven and one-half (37 ½) hours of service. The university requires full-time design studio faculty to carry a teaching load entailing fifteen contact hours per week. This includes twelve hours in the studio and an additional three hours in some other area. This is considered the equivalent of the twelve credit-hour load required for all full-time faculty members in other academic areas of the institution. All full-time faculty members are expected to dedicate fifteen or twelve hours to classroom contact, six to office hours, fifteen to course preparation, and four and one-half to committee work and other meetings.

The school is in the process of resurgence and has recently achieved several new faculty hires, with others ahead. The school is in a position to respond to the evolving vision of Dr. Padilla, President, and Dr. Escalona de Motta, Chancellor, to recruit faculty from beyond the island to enhance the program's regional and global reach. Full time faculty coverage may be needed in all curricular areas, including environmental systems, which is currently staffed by adjunct faculty.

7. **Human Resource Development**

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

The school offers numerous faculty and student development opportunities, including an outstanding lecture and exhibition series, special study trips to joint studios in the US, regular student meetings between the dean and Architecture Student Senate, student travel opportunities to Mexico and Spain, and referrals for student placement to outstanding architecture offices. However, communication of policies and procedures where students and faculty are informed of these and other academic opportunities appears informal. The school does not have a policy or outline of resource development opportunities for the students and, possibly, the faculty.

Furthermore, support is lacking for certain student travel initiatives which are available only to students able to provide their own funds. This poses access and equity issues in high profile efforts, such as the joint studio program and international travel. As a public institution that serves all economic levels within the community it serves, more attention is required in creating a plan to provide the students with financial assistance. A student's financial hardship must not be a reason for non-participation in the variety of programs this school is offering.

Notable student support services connecting students to academic opportunities beyond the school are available for personal psychological and academic counseling and graduate level advisement. However, student academic advisement appears informal. The team understands that most of the academic counseling occurs between the students and the two coordinators (undergraduate and graduate). The team doesn't feel this provides the students with sound counsel for their undergraduate and graduate studies and puts a greater administrative load to these two faculty members. Development of a more formalized student academic advisement process will be particularly important as more curricular options for students are phased in.

8.   Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The team wishes to acknowledge that this condition is met, but at the same time, the team wants to acknowledge that we had a few operational concerns. The team acknowledges that the new building is now a reality and that the program has spent the last few years getting settled in. The media lab, the model shop, the wind tunnel, and other facilities are new additions to the program's arsenal of opportunities. The team is concerned with safety issues in these areas. When more than a handful of students occupies the model shop and uses its tools, it becomes apparent that the space the model shop occupies was not intended for this function.

Heavy construction activities, such as cutting and bending re-bar and structural testing for on-going design-build studios, do not have a designated space and are currently happening in an ad-hoc fashion in the building's existing loading dock.

Furthermore, the media lab, model shop, photo lab, wind tunnel, heliodon, and digital manufacturing equipment to be acquired later this year will require additional staffing to keep them operational and accessible to the students. This is a human asset the school does not have at this time. The team was made aware by the students that current access to these facilities at times can be limiting. It is difficult for them to accomplish their required work within the schedule of operations for these facilities.

The team also noted a few other challenges with the facilities and understands the school is continuing in its efforts to balance the systems in the building, to properly acclimatize the library, and archive collections, and to achieve an acoustically acceptable classroom environment.

Since we are dealing with operational issues, we feel that compliance with these criteria should not take a major effort by the program to accomplish at this time. In discussions with the Dean Rodriguez and Chancellor Escalona de Motta, they both expressed that these were issues that they were currently trying to address.

9.   Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

The team wishes to acknowledge that this condition is well met due to the AACPUR (Archivo de Arquitectura y Construccion de la Universidad de Puerto Rico). This archive of Puerto Rican and Caribbean architecture is an invaluable resource that serves not only the students and faculty of the University, but the broader architectural community as well, which strengthens the school's interaction with practitioners. In addition, the AACPUR offers students an opportunity to learn about architectural archiving through student employment positions.

The school's library is also an asset to the program and the community. The only concern the team has regarding this facility is the lack of progress the library has made in transferring their slide collection into a digital media.

These two collections have great potential for stimulating and enhancing the knowledge and research of tropical architecture and the heritage of regional architects.

10.   Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
	[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The School of Architecture enjoys strong support from the University of Puerto Rico for its existing programs as well as its proposals for future programs. There appears to be a mutually beneficial relationship that energizes initiatives and supports the shared vision and strategic planning of the University of Puerto Rico and the school.

Not dissimilar to other public institutions, limited funding has been a reality for some time. However, the University of Puerto Rico's current financial support of the School of Architecture's new initiatives is positive, especially when compared with other academic units within the University. The architecture program still must compete with other programs within the University for all new expenditures, and as a result of the architecture program receiving additional funding, other programs within the University of Puerto Rico may lose funding since they have a fixed income stream from the Puerto Rico Legislature.

It is anticipated that financial demands will grow in order to support the major changes and anticipated initiatives in the School of Architecture. In addition to institutional support, the school

will very likely have to explore other revenue streams. A foundation for the school has already been established as a vehicle to receive funding directly into the school. The university encourages the school to undertake independent fundraising activities with 100% of funds raised going directly to the school.

Alumni contributions have typically not been formally sought. With the university's recognition of this under-tapped resource, UPR is establishing a database of alumni information and is working to encourage a culture of benevolent giving to the University. Now that the School of Architecture is 40 years old, a substantial number of its alumni are now becoming well established practitioners in the prime of their practice and with discretionary income potential.

The exceptional research programs in the School of Architecture represent additional avenues for fundraising through research grants. In addition, outside rental of the unique technical facilities in the building, if properly developed, equipped, and marketed to the professionals, offer further potential for revenue. However, investment in additional lab equipment may be necessary for the acoustic lab, the wind tunnel, and the solar dome to be fully operational and to become viable as rental and research facilities for the professional community.

The materials testing lab, structural testing facilities, and equipment eliminated in the move of the school to its new building represent additional funding needed to further enhance the unique and exemplary technical laboratory facilities of the school.

Increased budgeting transparency will be required as more complex funding models are developed.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The School of Architecture leadership is clearly placed within and has constructive communication with university administration, allowing the school to support the vision and mission of the University, and vice versa. The dean has done an outstanding job of framing and staffing the school's internal administrative structure, establishing the core of the school's offerings through faculty leadership at the undergraduate and graduate program levels and in the library and technical areas, such as photography, computing, and wood shop.

The staff is enthusiastic and responsive, with the outstanding work ethic needed to achieve the ambitious goals the school has outlined. The administrative structure extends throughout the school in many extension and research programs that distinguish the school, such as the Architecture and Construction Archive of the University of Puerto Rico (AACUPR) and multiple research programs, such as CIUDAD, iESCALA, IMDICE, and CIDI. Together, these are part of a

synergetic web that provides many opportunities for students, faculty and staff internally, and notable service to the external public and professional communities

12.   **Professional Degrees and Curriculum**

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[ ]

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

The School of Architecture grants a four year pre-professional Bachelor of Environmental Design (BED) degree. A separate application is required to enter the program for the two year graduate program leading to a first professional degree of Master of Architecture (M. Arch). The School of Architecture seeks to balance a specialized education in design with technical training and professional development.

Because of recently mandated changes to the bachelors' degree programs campus wide, the school's undergraduate Bachelor of Environmental Design (BED) degree has responded with a new configuration of the program. Total hours have not changed, but the school feels that this new configuration offers students more flexibility and opportunities for sub-specialties.

4 +2 TOTAL HOURS	194 hours
Undergraduate Hours (BED):	138 hours
Graduate Hours (M. Arch.):	56 hours
INCLUDES	
Undergraduate Hours	
Liberal Studies Requirements:	46 hours
Electives:	12 hours
Professional Studies:	80 hours
Graduate Hours:	
Liberal Studies Requirements:	3 hours
Electives:	18 hours
Professional Studies:	35 hours

The team believes a structured, formal advisory system will be vital to ensure the students' ability to fully take advantage of these anticipated opportunities.

The team had some concerns with text and descriptions found on the APR regarding the changed curriculum. In addition, comments from the faculty and University of Puerto Rico's leadership indicated a future desire to develop two additional programs. One program that has been under consideration is the development of a 3 ½ year Master of Architecture option for students who do not have a pre-professional degree in architecture. This option would open enrollment to the school to those having a bachelor's degree in other fields, without the need to start all over again. Currently, any student that wishes to study architecture after having completed any bachelor's degree must start at the freshman level and go through the 4+2 program as a whole, which is an

additional 6 years. The second program under consideration is to expand the M. Arch degree to one that allows the student to have options for a minor concentration in a more specialized discipline, such as urban planning, historic preservation, and project management. Both of these initiatives are currently outside of the accredited degree as accredited by NAAB.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to *read, writes, listens, and speaks effectively*

Met	Not Met
[X]	[ ]

The team observed that the quality of writing throughout the program was adequate for a traditional professional degree program. However, the M. Arch degree is part of the Graduate School for Research and Investigations College, which now requires integration with the requirements of all other master's programs offered throughout the University of Puerto Rico system, including the need for a higher level of critical thinking and written skills. The team was made aware by the faculty that there is a need to enhance the students' ability to meet this institutional standard.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.2 Critical Thinking Skills

Ability to *raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

Met	Not Met
[X]	[ ]

13.3 Graphic Skills

Ability to *use appropriate representational media. including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

Met	Not Met
[X]	[ ]

The team appreciated the variety of graphic media utilized by the architecture program students in various studio projects. Of special note were the well crafted analytical studies of a cork screw and the analytical drawing exploring the craft and detailing of buildings. It was apparent to the team that the students are also exposed to, and are

required to engage in, computer based digital rendering programs. Several of the projects shown displayed a high level of skill.

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

13.4   Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

	Met	Not Met
	[X]	[ ]

13.5   Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
	[X]	[ ]

13.6   Fundamental Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

	Met	Not Met
	[X]	[ ]

13.7   Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

	Met	Not Met
	[X]	[ ]

13.8   Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

	Met	Not Met
	[X]	[ ]

13.9   Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met

[X]   [ ]

The team observed that even though the architecture program has achieved a great deal of improvement in this area since the last NAAB visit, documentation in the form of lectures, papers, and assignments illustrating an understanding of this criterion were not evident. The team believes that this criterion could be enhanced by the architecture program's new outreach to China, the Middle East and African nations.

Refer the Section 2, Progress since the Previous Site Visit, for a detailed assessment of this student performance criterion.

This condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.10   National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[ ]

The extensive engagement of the students with the distinctive conditions of their island and the Caribbean region, and their understanding of its history, cultural context, and social structure is exemplary in its depth and commitment.

Over the past few decades the architecture program has shown an unparalleled commitment to the social needs of the island and its residents by engaging in a multitude of pro-bono projects as the focus of studio projects. The program has built a large repository of traditional building forms to explore cultural issues and environmental challenges faced by the community. The architecture program's ability to assist the community in resolving their social issues is outstanding.

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

13.11   Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

13.12   Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[ ]

13.13   Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met   Not Met
[ ]   [X]

The team was unable to find in the team room either of the two course binders that were identified as key to meeting this criterion and was unable to validate the architecture program's ability to meet this NAAB criterion. The team was advised that this criterion is covered by courses now taught within the humanities department, which allows the architecture students to further engage with university student body outside of the architecture school. However, the team had no course information or syllabi to assess the architecture program's compliance with this criterion.

13.14   Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met   Not Met
[ ]   [X]

The team observed, through several of the projects selected for display in the team room, an understanding of the need for accessibility in the students' designs. However, the team felt this understanding never rose to the level required by the NAAB criterion.

The team noted an inability to meet compliance with ADA requirements, even though the subject was covered in various courses. Further, the team observed that these requirements were often applied to the solution, as opposed to being an integral part of the development of the building form.

13.15   Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met   Not Met
[X]   [ ]

The team was inspired by the architecture program's commitment to the Solar Decathlon house program, tropical sustainable design qualities, sustainable strategies in urban design studios, and their introduction of the LEED course that requires the students to take the LEED-NC and LEED-EB accreditation exam. The team has some concerns, however, about the approach to introducing sustainable design strategies into the building form versus applying technology to buildings, and the consistency by which the architecture program ensures this understanding is reached by every student.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.16   Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review*

*of the relevant laws and standards and assessment of their implication for the project,
and a definition of site selection and design assessment criteria*

	Met	Not Met
	[X]	[ ]

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program
and the design of a project*

	Met	Not Met
	[X]	[ ]

While there is a general conceptual responsiveness to site conditions evident in many
student projects, a depth of development is lacking in this area across the curriculum.
The team observed that the projects the students were assigned are diverse and provide
an opportunity for the students to truly investigate how site conditions can inform and
influence the final solutions. These opportunities to enhance formal investigations while
integrating site conditions and strategies will allow the program to meet this criterion.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB
Accreditation Team.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral
forces and the evolution. range. and appropriate application of contemporary structural
systems*

	Met	Not Met
	[X]	[ ]

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of
environmental systems, including acoustical, lighting, and climate modification systems,
and energy use, integrated with the building envelope*

	Met	Not Met
	[X]	[ ]

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
	[X]	[ ]

The team is concerned that the projects presented did not provide sufficient information
to allow the team to recognize the students' understanding of the complexities that life
safety, fire protection, smoke compartmentalization, and egress have on the planning of a
building. Of the courses identified by the school, the team found that in course ARCH
4135, Intermediate Architectural Design III, the students of one section/studio illustrated

how they approached the issues of egress, while in another section/studio, they utilized a local field trip to observe egress. In the community design studio, consideration of these criteria seemed to be missing. In addition, in course ARCH 4136, Intermediate Architectural Design IV, the team was unable to corroborate that this criterion was met.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.21   Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[ ]

13.22   Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[ ]

13.23   Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
[X]	[ ]

The team believes that projects selected to demonstrate this criterion did not illustrate a consistent integration of building systems by the students. There seemed to be sufficient evidence of the students' capabilities to begin dealing with program, site, structural systems, envelope, code, life safety and other issues expected on this level, but these capabilities did not rise to a desired level of ability. However, it is apparent to the team that with a little more development, this criterion can be met.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.24   Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	[ ]

The team believes that this criterion was illustrated with a high level of success by meeting the requirements of ARCH 6361, Building Anatomy. The students demonstrated both their ability to illustrate their technical knowledge and their ability to translate that knowledge into models showing an exceptionally detailed understanding of how a building goes together.

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[ ]

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[ ]

The teams found sufficient examples of the students' ability to draw and document their designs and demonstrate their technical understanding. On the other hand, the team did not find sufficient examples demonstrating their ability to write outline specifications as part of the project. There were a few examples of specification writing in the professional practice classes.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[ ]

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems. life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
[X]	[ ]

In the opinion of the team, this criterion was not fully met due to an inconsistent illustration of the students' ability to meet all of the elements required to demonstrate a comprehensive solution on a project. However, the team found sufficient illustration to believe the students had begun to show competence in achieving these criteria. The

team believes that, with more consistent attention to the process, these criteria can be met with little changes.

This Condition has been noted as "MET WITH CONCERNS" by the 2008 NAAB Accreditation Team.

13.29   Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

	Met	Not Met
	[X]	[ ]

13.30   Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing,* project delivery, expanding practice settings, diversity, and others

	Met	Not Met
	[X]	[ ]

The team found that the professional practice sequence in this program, from beginning to end, is outstanding. Faculty walks the students through the rigor of client meetings, program development, design, construction documentation, specification, budget, life-cost analysis, building permitting, and more. This three course sequence fully introduces the students to the intricacies of professional practice in the real world.

This Condition has been noted as "WELL MET" by the 2008 NAAB Accreditation Team.

13.31   Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
	[X]	[ ]

It is apparent from the course work, the content of the lectures, and commentary from the students that the requirements and procedures to obtain licensure in Puerto Rico are explained. However, the program's commitment to educate architects that may choose to practice in the US or other Latin American countries or both appears sparse in terms of licensure. The role of internship and the rules of registration for other jurisdictions are not being fully covered, especially those other than the US requirements.

This Condition has been noted as "MET" by the 2008 NAAB Accreditation Team.

13.32   Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

                                      Met   Not Met
                                        [X]   [ ]

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

                                        Met   Not Met
                                        [X]   [ ]

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

                                        Met   Not Met
                                        [X]   [ ]

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III.   **Appendices**

Appendix A: Program Information

1.   **History and Description of the Institution**

The following text is taken from the 2008 Universidad de Puerto Rico Architecture Program Report.

The Universidad de Puerto Rico, established in 1903, is the major institution of higher learning on the Island. It comprises eleven campuses with a total enrollment of over 69,600 students, and offers undergraduate and graduate education in architecture, agriculture, arts and sciences, business administration, communications, engineering, law, library sciences, medicine, and planning, among other fields. The University employs over 5,000 faculty members, and over 9,400 non-teaching personnel.

The School of Architecture is part of the Universidad de Puerto Rico - Recinto de Rio Piedras, the oldest and largest academic campus of the University system. Located in San Juan, the island's capital city, the Recinto has an extensive ensemble of buildings (157 buildings in a 250-acre site), which represent various stylistic manifestations of Puerto Rican architecture. It includes an original academic quadrangle (listed in the National Register of Historic Places), with a Spanish Revival tower and theater (seating 2,000). The General Library contains nearly 4,249,000 volumes, and boasts collections of international significance. The Schools of Law and Architecture maintain specialized autonomous libraries. The Campus employs 1,163 faculty members and 2,511 non-teaching personnel.

The Recinto de Rio Piedras has approximately 21,500 registered students, of which 13,800 are female. About forty-five percent are the first generation of the family to attend college. Most students come from outside the San Juan Metropolitan Area, and five percent have been classified as having disabilities. A minimum 2.0 GPA (on a 4.00 scale) is required for undergraduate admission and a 3.0 GPA for graduate admission. Campus-wide, approximately one-half of all applicants are accepted for admissions, although the School of Architecture, which has the highest overall entrance GPA of the entire system, usually accepts between 18 and 25% of its applicants.

Institutional policies guarantee equal opportunity in studies and employment, as well as in all services. As a public institution, the University is committed to provide educational services to the economically disadvantaged. Currently two out of every three undergraduates, and one third of its graduate students, receive financial aid.

The Recinto de Rio Piedras has been accredited by the Middle States Association of Colleges and Schools since 1946. It has positioned itself as the "graduate" campus of the Universidad de Puerto Rico. Seventeen percent of its 21,500 students are enrolled in fifty-three graduate degree programs - forty-one at the master's level and twelve at the doctoral level - in various disciplines: History, Spanish, English, Chemistry, Biology, Physics, Mathematics, Business, Education, and Linguistics, among others. Many other graduate programs are in the process of being established.

The Recinto has recently completed the arduous process of revising the undergraduate curriculum. This significant Reconceptualizacion del Bachillerato has resulted in greater flexibility, more electives, and fewer general education requirements. This undertaking has involved many components of the academic sector at all UPR campuses, and has been the subject of over five years of effort. As a result, the School of Architecture has also revised its curriculum, both at the Undergraduate and Graduate levels.

The physical setting at Rio Piedras is undergoing change brought about by new building construction, including the School of Architecture building, an underground station for the urban train system at the Northwest corner of the campus, a major, multi-use complex across the street from its main entrance (Plaza Universitaria) and a multilevel parking facility at the Southeast corner of the Campus. New academic facilities under construction or in the planning phases include a Faculty office complex, a science research tower, a building for the Escuela Graduada de Trabajo Social, and the AIA award-winning General Studies building.

History
In the early Twentieth Century, after the change of sovereignty from Spanish to U S rule, public education was identified as one of Puerto Rico's greatest needs. This was addressed by establishing a uniform, island-wide educational system. Teacher training was considered of primary necessity; therefore, a Normal School was opened in 1900, under the direction of the Commissioner of Education, for the purpose of preparing teachers to work in public schools. The School was originally located at the far end of the Island in Fajardo, and subsequently transferred to Rio Piedras, which was considered a more accessible location.

The Universidad de Puerto Rico was legally constituted as an academic institution by the Legislative Assembly, on March 12, 1903, when it absorbed the Normal School. Since the main goal of the new Universidad was to train schoolteachers, the Commissioner of Education was its director until 1924. While this campus started as the Universidad de Puerto Rico, shortly after its founding the campus in Mayaguez, and much later, the Medical Sciences campus in San Juan were established, leaving Rio Piedras as a campus within a larger university system, with the title of the Universidad de Puerto Rico, Recinto de Rio Piedras.

In 1908, the U.S. Congress extended to Puerto Rico the financial aid conferred to Land Grant Colleges under the Morrill-Nelson Act. The Universidad de Puerto Rico, therefore, became a Land Grant College, adopting a North American university style, differing it from other Latin American universities, which followed the European tradition.

Over the years, new colleges were added. The College of Liberal Arts was created in 1910, and College of Agriculture and Mechanical Arts was established in Mayaguez the following year, through legislation introduced by the educator, Jose De Diego. The School of Law and the College of Pharmacy were established in Rio Piedras soon after, in 1913.

The University Act of August 11 , 1924 was the first step toward university autonomy. The Universidad de Puerto Rico was separated from the jurisdiction of the Department of Education, and given its own identity and administrative framework. Dr. Thomas E. Benner was appointed its first Chancellor. Representatives of the Government and the Legislature remained on the Governing Board of the University.

The Normal School became the College of Education in 1925 by virtue of Public Act No. 50. In September of the following year, the School of Tropical Medicine was created. and the School of Business Administration was set up with the help of the Columbia University.

The Program of Graduate Studies was established in 1927, when the Department of Spanish Studies offered Master and Doctorate Degrees in Spanish Studies. In 1931, the benefits of the Hatch, Adams, Purnell and Smith-Lever Acts were applied to Puerto Rico, providing funds to initiate the Agricultural Extension Service and the Agricultural Experiment Station. In 1929 courses in Social Work were offered for the first time, and in

1934 they were incorporated into a department of the College of Education with an accredited two-year graduate program.

An Act that greatly influenced the development of the University was the U.S. Bankhead-Jones Act, which provided financial aid for research work in Puerto Rico after June 29, 1935. The University Act of May 7, 1942, passed by the

Legislative Assembly of Puerto Rico, provided for greater autonomy for the Universidad de Puerto Rico, an internal reorganization, and the creation of the Council of Higher Education (CES), the highest authority in the organizational hierarchy of the University.

In 1943, the College of Arts and Sciences was divided into the Colleges of Humanities, Social Sciences, and Natural Sciences. The Department of Social Work became part of the College of Social Sciences. At the same time a new College of General Studies was created to offer courses in general education to all new students. At the Mayaguez Campus, the College of Agriculture and Mechanical Arts was also reorganized under a Vice-Rector and divided into three colleges: Agriculture, Engineering and Science. The Tropical Meteorological Institute was created as part of the College of Natural Sciences in this year also.

The Graduate School of Public Administration, created by law in 1942, became a reality in 1945 as part of the College of Social Sciences. The Department of Social Work was reorganized in 1947 as a professional Graduate School under the College of Social Sciences. In 1954 the Superior Educational Council approved a Master's Degree in Social Work.

The School of Medicine was established in 1950, and the School of Dentistry in 1957. Also in that year, the Nuclear Center of Puerto Rico — endorsed by the U.S. Atomic Energy Commission — was set up, making possible graduate studies in Nuclear Technology, Radiological Physics, and Mathematics. The Universidad de Puerto Rico was growing so rapidly that the Institution began to plan an island-wide expansion by means of a network of regional colleges. The first regional college was opened in the city of Humacao in 1962.

The Graduate Program of Planning was approved by the Superior Educational Council in 1965 in response to governmental and community concern for the need to plan the Island's economic and social growth. A Master's Degree in Education, with majors in Guidance and Counseling, and in School Administration and Supervision, and a Master's Degree in Secondary Education, were also authorized that year.

The current University Act was passed in 1966, repealing Public Act No.135 of 1942 and Public Act No. 88 of 1949. The 1966 Act created three autonomous units: the Rio Piedras Campus, the Mayaguez Campus, and the Medical Sciences Campus, each with a Rector. The three units answered to the President and to Administrative Boards. All the parts together formed the University System, called the Universidad de Puerto Rico. The Superior Educational Council was also reorganized as the Council on Higher Education, with the Secretary of Education as an ex-officio member instead of President.

Among its first academic acts, in 1966, the Council of Higher Education authorized the Master's Degree in Psychology and the six-year Bachelor of Architecture degree (B.Arch.). The latter was replaced in 1976, by a 4 + 2 Program in Architecture: a four-year Bachelor of Environmental Design (BED) and a two-year Master of Architecture (M. Arch).

The multifaceted and accelerated growth of new entities in the University System led to more regional colleges in different parts of the Island, so that more people could have greater opportunities to study. The Regional Colleges of Arecibo and Cayey were created in 1967. Subsequently, the Cayey Regional College became the Cayey University College

In 1968 the Council on Higher Education authorized the creation of the Graduate School of Business Administration and the establishment of a program leading towards a Master's Degree. The next year the Ponce Regional College was established and the Council on Higher Education granted its approval for the creation of the Graduate School of Library Science and authorized it to grant a Master's Degree in Library Science.

This institutional growth gave rise to the establishment in 1970 of the Regional Colleges Administration under the direction of its own Rector. In that same year the Bayamon Regional College was established and two years later, the Aguadilla Regional College was also created.

Between 1970 and 1972 the Council on Higher Education certified the following degree programs: Doctoral Program in Chemistry was established in the College of Natural Sciences; Master's Degree in Education with specialization in Home Economics; Master's Degree in Rehabilitation Counseling; and Master of Arts Degree with a major in Public Communication.

In 1974 the Humacao Regional College was authorized to offer a four-year program and became the Humacao University College. At the same time, the Carolina Regional College was established. As well, the Council on Higher Education approved Master's Degree programs in Linguistics, Comparative Literature, and Translation at the Rio Pedras campus.

The Bachelor's Degree in Public Communication was authorized in 1977. In 1979, the Master's Degree in the Teaching on English as a Second Language, and the Master's Degree in Educational Research and Evaluation were approved. In 1979-80 academic year, La Montana Regional College in Utuado began its program of studies the Bayamon Regional College became a Technological University College, and the Regional College at Arecibo began offering its four-year program as a Technological University College.

The Council on Higher Education authorized the Doctoral Programs in Biology, and in Chemical-Physics at the College of Natural Sciences in 1981. The next year, the first Post-Graduate Certificate in Specialized Translation was conferred. Also in 1982, the Program for Interpretation was authorized by the Council on Higher Education at the College of Humanities. The Ponce Regional College became a Technological University College, and the units at Cayey and Humacao became autonomous. The Program for the Doctoral Degree in Education was approved that same year, and the first group of students was admitted in January 1983. In 1986 the Council on Higher Education authorized the Doctoral programs in History, and in Psychology.

In 1988 the Master in Education with major in Special Education was authorized and in 1989 the Master in Sociology. In 1991 three new Master programs were established within the College of Education: Preschool Level, Elementary Level, and Teaching of Reading. In 1996 the School of Home Economics changed its name to School of Family Ecology and Nutrition and in August 1998 began a B.A. in Preschool Education.

In 1993 the Puerto Rican legislature replaced the Council of Higher Education (CES) with the Junta de Sindicos (Board of Trustees) as the highest governing body of the University of Puerto Rico. The CES still remains, but its authority has been greatly diminished with

the creation of the Junta. This was a change that had considerable impact in the development of the institution for next decade. It signaled a change of a political nature as well. Since 2004 the President of the Board of Trustees has been Architect Segundo Cardona, FAIA, an award-winning architect and member of the first graduating class of the UPR s School of Architecture.

Locally, the campus is referred to as the Recinto. In 1997-98 the Board of Trustees approved a plan to recognize the Regional College system and grant autonomy to each College. To distinguish between the original three campuses and the newer additional eight regional ones, Rio Piedras, Mayaquez and the Medical campus maintained the title of Recintos. Thus this campus is formally known as the Universidad de Puerto Rico, Recinto de Rio Piedras.

At the campus, a name change was effected in the College of Social Sciences, with the Department of Social Welfare becoming the Department of Social Work. That same year a new program was approved in the Department of Mathematics of the College of Natural Sciences: a B.S. in Computer Science.

Four new graduate programs were authorized in 1999: a Master in Law, offered by the School of Law, a Ph.D. in English, offered by the College of Humanities, and a Ph.D. in Finance and International Trade, offered by the College of Business Administration, and a Ph.D. in mathematics, offered by the College of Natural Sciences. By the 2000 academic year, the Recinto met the Carnegie Foundation requirements as a Doctoral Research/Teaching "Intensive" institution. By the time of the University's centennial celebration in 2003, the criteria of "Intensive" institutions should be met. The Recinto is the only institution in Puerto Rico to meet these standards.

Since it was founded in 1903, the Universidad de Puerto Rico has followed a course of growth and uninterrupted development, in a process that has been constant and progressive in its programs of study, organization, administrative complexity, and general expansion. In fulfilling its mission, the University has continued to offer ever-expanding opportunities for achieving an optimum cultural and professional education, within reach of the people of Puerto Rico.

2.   Institutional Mission

The following text is taken from the 2008 Universidad de Puerto Rico Architecture Program Report.

Medical campus maintained the title of Recintos. Thus this campus is formally known as the Universidad de Puerto Rico, Recinto de Rio Piedras.

At the campus, a name change was effected in the College of Social Sciences, with the Department of Social Welfare becoming the Department of Social Work. That same year a new program was approved in the Department of Mathematics of the College of Natural Sciences: a B.S. in Computer Science.

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The Universidad de Puerto Rico, as a public institution of higher education, has been entrusted by law with the responsibility of serving the people of Puerto Rico, adhering to the ideals of a democratic society. Its fundamental mission is to transmit and increase knowledge by means of the development of the arts and sciences, placing this knowledge at the service of the community through the work of its faculty, students and alumni. It is expected that it will also contribute to the development of the ethical and aesthetic values of culture.

According to article 2 (B) of the University Law (January 20, 1966), the University system is charged with the following mission:

- *Cultivate the love of learning as conducive to freedom through the search for truth with an attitude of respect toward creative dialogue.*

- *Preserve, enrich and spread the cultural values of the Puerto Rican people and strengthen their awareness of the importance of solidarity in solving common problems in the manner appropriate to a democratic tradition.*

- *Seek the full formation of students in the light of their responsibility to serve the community.*

- *Develop the intellectual and spiritual riches latent in our people, so that the values of the exceptional personalities that may arise from all and any of the social sectors may be put to the service of the Puerto Rican community.*

- *Collaborate with other organizations in the study of the problems of Puerto Rico within those spheres of action appropriate to a university.*

- *Bear in mind that, by its very nature as a University, and its identification with the ideals of Puerto Rico, it is linked in an essential way to the values and interests of every democratic community.*

The Mission of the University of Puerto Rico — Recinto de Rio Piedras
By the nature of its special historical and cultural circumstance, the Recinto de Rio Piedras Campus has its own particular mission, which helps to define its development, clarify its special contributions to the University and to society as a whole, and distinguish it from the other units of the system:

1. Foster the integral education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication, an appreciation for and cultivation of ethical and aesthetic values, participation in the working of the campus,

and a sense of social awareness and responsibility

2. Provide graduate education of the highest quality, the key elements of which are research and creative activity, and which can help strengthen undergraduate education. Furthermore, to provide post-baccalaureate programs for the education and training of professionals of the highest caliber, persons committed to the ideals and values of Puerto Rican society

3. Provide an undergraduate education of excellence, one which offers students a unified vision of knowledge that brings general education and specialization into harmony, and to foster in students a capacity for independent study and research

4. Develop teaching and research skills, and to promote participation in the life of the community, and service to that community, with respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings, yet reaching out into the international community; to enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, its history, language and culture, while at the same time to foster the growth and dissemination of knowledge at an international level

5. Develop innovative, relevant programs of research, community service, and continuing education that will support and contribute to the academic and professional activity of the campus. These programs will also contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of the socio-economic and political problems of the island, to the formulation of solutions to those problems, and to the improvement of the quality of life

3. **Program History**

The following text is taken from the 2008 Universidad de Puerto Rico Architecture Program Report.

The School of Architecture, founded over forty years ago in April 1966, is the oldest school of architecture in Puerto Rico. It also has the only accredited program in architecture on the Island that offers graduate studies. It was successfully established after three earlier attempts, the first one being a Department of Architecture at the College of Agriculture and Mechanical Arts in Mayaguez, begun by Prof. Frederick Revels of Syracuse University in 1921. Although it lasted only until 1924, several important Puerto Rican architects began their studies there: Pedro Mendez, Eloy Ruiz, Augusto Plard and Juan Acevedo Chico. The second attempt occurred in 1946, with the establishment of an Architectural Engineering Program at the Department of Engineering of the same College of Agriculture in Mayaguez. The program, directed by Arch. Juan Amador, lasted only a short time.

Outside of the institution, a separate attempt to establish an architecture program was carried out by Interamerican University at its Metropolitan Campus. It lasted for several years during the decade of the 1960s, with Arq. Angel Caban as Dean. In the beginning of the 1990s the program was reestablished at its San German campus as a feeder program for the School of Architecture at the University of Wisconsin - Milwaukee. This program was terminated in 2006.

In 1958, the Legislature of Puerto Rico had approved a law requesting that the Universidad de Puerto Rico explore the possibility of establishing a school of architecture

on the Island. That year, at the AIA Annual Meeting held in Cleveland, Ohio, a resolution to that purpose, presented by Arch. Santiago Iglesias, Hijo, won unanimous approval and resulted in an expression of support by the AIA for the School. In recognition of his commitment and support, the School's Library is named after him.

Interest remained strong, and in October 1965, Architect Jesus Amaral was appointed Executive Consultant and charged with the responsibility of organizing the School. In 1966 the Council of Higher Education officially created a School of Architecture as a new unit of the Universidad de Puerto Rico-Recinto de Rio Piedras. The School was the result of many years of labor by Puerto Rican and North American architects. Special reports by Prof. Jose Luis Sert and Prof. Reginald Isaacs, of Harvard University, in February 1959 ("Creacion de una Escuela de Arquitectura en Puerto Rico"); by the American Institute of Architects, in April 1959 ("Report to the University of Puerto Rico"); and by Arch. Jesus Amaral, in 1966 ("Propuesta para la organización y funcionamiento de la Escuela de Arquitectura de la Universidad de Puerto Rico") were submitted to then Chancellor Jaime Benitez.

The selection of the Rio Piedras Campus as the site for the new School was due to its humanistic orientation, its proximity to cultural activities, the concentration of architectural examples and firms in the metropolitan area, contacts with the Planning Board and the Institute of Puerto Rican Culture, better employment opportunities, and greater housing options for students. The location also permitted the School to develop its own distinct character, different from that of the engineering faculties in Mayaguez.

Arq. Amaral was appointed the new Director of the School, and he recommended the rehabilitation of the Faculty Center building as temporary facilities for the new School until a new structure could be built. It was intended to hold 180 students, on a temporary basis. Noted architect Henry Klumb, who collaborated throughout his life with Frank Lloyd Wright, Neutra and Kahn, was the original designer of the building and in charge of the rehabilitation work, while Jaime Cobas, who still sponsors the School's Thesis Awards, designed the interior spaces and selected the furnishings.

Distinguished professors from the architecture programs at Cornell and Harvard Universities, as well as from Massachusetts Institute of Technology, acted as consultants for the creation of the first academic program and pensum, a six-year Bachelor of Architecture degree. During the summer of 1966, six hundred entrance applications to the School were processed. Sixty of the applicants were admitted to form the first class. A curricular revision in 1976 transformed the six year B Arch into a 4 + 2 program: a four-year pre-professional degree, the Bachelor of Environmental Design (BED), and a two-year first professional degree, the Master of Architecture (MArch).

The School, accredited by the National Architectural Accrediting Board since 1973, has graduated 93 students with a BArch degree, over 600 students with the BED degree, and over 300 students with the MArch degree, since its creation. Presently, the School is on the last year of a six-year accreditation period, granted in 2001.

4.   Program Mission

The following text is taken from the 2008 Universidad de Puerto Rico Architecture Program Report.

Vision
To be an interdisciplinary community that discovers and constructs the best education in architecture.

Mission
Create a space for the formation of values, investigation, and work that promotes an education devoted to researching diverse aspects of local and global scopes of arts and technique; memory and desire; conservation, as well as, sustainable developments; and, of knowledge and innovation.

Values
1. We commit to complying with our mission to achieve our vision.

2. We focus our efforts on being at the service of Puerto Rico by:

   a. Educating architects that for the most part, will work for and serve our island.

   b. Linking our education to the problems and opportunities of the island by stimulating the students' and professors' active participation in related discussions and solutions.

   c. Promoting the participation of the School, within the University as well as in the community at large, in concerns related to the development of the island and the conservation of our constructed and natural patrimony.

   d. Forging the investigation and diffusion of knowledge on issues related to the discipline of architecture, professional practice, construction industry and society in general.

3. We believe in a responsible interdisciplinary education by:

   a. Integrating the creation of knowledge of architecture with humanistic, artistic, technical and scientific endeavors. This is achieved by creating an academic environment that promotes the participation of the faculty and students in cultural and interdisciplinary activities, both within the University and beyond its campus.

   b. Selecting our students from local and international candidates that show intellectual curiosity, cultural uneasiness, leadership, and the capacity to work as part of a team.

   c. Providing the students with knowledge as to the historical, human and environmental contexts of the discipline of architecture, as well motivating them to proactively seek further knowledge and further their academic formation.

   d. Supporting the academic development of the students by means of an effective counseling program that recognizes the diversity of the educational offerings both within the School and at the University in general.

4. We establish the best environment for development and excellence by:

   a. Focusing our academic development on the constant evaluation and improvement of the scope of the teaching of architecture.

   b. Forging personnel employment policies that support our mission and

add to a pluralistic and interdisciplinary environment, all centered on architecture.

c. Promoting erudition and offering diverse opportunities to divulge academic achievements in the appropriate public forums, via publications and other means.

d. Fomenting a studio culture that promotes creative interdisciplinary action and collaboration.

e. Ensuring that our facilities and interpersonal environment motivate the professors, students, and administrative personnel to achieve their best work.

5. We promote the production of new knowledge by:

a. Promoting the development of investigations and activities that enhance overall knowledge and that of architecture.

b. Offering opportunities to exchange acquired knowledge through teaching and investigation. Also, by stimulating interdisciplinary and interfaculty exchange - both from within and without the campus - with the goal of strengthening the constant search for new knowledge.

c. Seeking the necessary mechanisms to guarantee the allocation of external funding for investigation, sharing of knowledge and coordination of academic activities within the School.

5. Program Self Assessment

The following text is taken from the 2008 Universidad de Puerto Rico Architecture Program Report.

The UPR School of Architecture has been involved in a continuous self-assessment process since it completed its last NAAB reaccreditation in 2001. This is due in part to the fact that the Rio Piedras Campus of the University of Puerto Rico, to which the UPR School of Architecture belongs, was involved in its institutional reaccreditation process by the Middle States Council on Higher Education, or MSCHE from 2003 to 2005. The main focus of the campus-wide reaccreditation by the MSCHE had to do with the implementation of assessment procedures, the curricular revision of the bachelor degree program, and long-term strategic planning. In fact, the revision of the BA degree and the design of a new strategic plan were explicit conditions for reaccreditation by the MSCHE, both of which were met by the Campus in 2006. Thus, the participation of our School in the campus-wide process allowed us to accelerate our own implementation of procedures and indicators for student learning and the assessment of institutional effectiveness, a full revision of our bachelor degree program, and the updating of our strategic plan in line with that of the Campus, titled Vision Universidad 2016, approved by the Rio Piedras Academic Senate on November, 2006.

Thus, the UPR School of Architecture benefited in many ways from the MSCHE reaccreditation process of the Rio Piedras Campus of the UPR. As participants, we contributed to design the institutional self-assessment procedure, and then we participated in the procedure itself; we were involved in the minute revision of the

campus-wide BA degree structure, and took the opportunity to create a joint academic committee, integrated by members of the undergraduate and the graduate curriculum committees, to undertake an in-depth revision of our own BED degree aimed at strengthening our graduate program in architecture, which was also submitted to a full revision -both revisions were presented to and unanimously approved by the faculty in a meeting specially called for that purpose-; and we integrated into those revisions new and more effective assessment of student learning procedures required by the Dean of Academic Affairs of the Campus. Throughout the campus-wide reaccreditation process, the Dean of the School of Architecture at that time -Prof. John B. Hertz, AIA—played a key role as part of the Revision Committee integrated by the Deans of all schools and colleges of the Campus. In this sense, our School had the opportunity to impact in a meaningful way the very processes that led to the most recent reaccreditation of the Rio Piedras Campus by the MSCHE.

In the wake of the Academic Senate's approval of Vision University 2016 (the Rio Piedras Campus newly-approved strategic plan), the UPR School of Architecture also took the opportunity to reframe its mission and vision statements. Like the Campus mission and vision statements, the UPR School of Architecture's new texts are condensed yet more descriptive of the specifics of the discipline and profession.

In sum, the experience of two accreditation processes—the 2001 NAAB and the 2005 MSCHE—resulted in a stronger School of Architecture, fully conversant with self-assessment procedures, more aware of its strengths and weaknesses, and capable of knowingly embracing projects and programs that will improve on the strengths and turn its weaknesses into positive blueprints for the future.

New Physical Facilities and Curricula
Critical to this process was the move into newly-built physical facilities on Campus two years ago. Some of the problems pointed out during the aforementioned accreditation processes were wholly or partly due to the old, technically obsolete, building. In the new building, increased space allows for better studio design work for teachers and students, better office space for administration and like purposes, and better accommodations for lectures and interactive classes. Most important, the new building affords us space to grow together with the new complexities of the architectural profession and discipline.

Most important is that the new building is consonant with our new curriculum, as the latter requires specific and ampler physical facilities. The new curriculum—a continuum that links in significant ways the BED degree with the graduate degree in architecture—strikes a balance between a series of complementary opposites that operate as binary relationships to ensure a dynamism encompassing the local and global contexts, artistic and technological values, the acquisition of knowledge and the encouragement of innovation. This dynamic approach accounts for our deliberate will to incorporate interdisciplinary links between the different components of our curriculum, while opening our school to fruitful interaction with the rest of the Campus. It is a well-known fact that architecture schools are generally either artistically or technically-oriented. In our drive towards curricular revision, we were guided by the belief in a more flexible structure—called for by the new Campus-wide BA degree structure—as a goal, in order to spur a constant and healthy debate on key questions such as What will be the role of research and book authorship? Will our architects build, design, coordinate, manage or theorize on all of the above? Will the graduate student's dissertation or capstone project focus on tectonic, theoretical or practical issues of architecture?

Critical to the curricular revision was the reorganization of the individual subject-matter committees within the School. The individual History and Theory courses were restated to make a single History and Theory component; subjects as Structures and Technology

were joined into one component, and a new Professional Practice component was introduced. Together with the Design component, these elements constitute the four pillars that support the revised curriculum. The following series of findings and recommendations summarize the main actions taken and implemented in the revised curriculum:

Finding: *Students should develop the ability to communicate strongly their ideas through digital media early in their educational process.*

Recommendation: To create a requisite first-year digital-visual communication course to increase the level of visual communication skills. This will afford students an early awareness of the possibilities of computer media as a integral tool for design strategies as well as architectural practice.

Finding: *Students should be presented early in the curriculum's sequence with the basic conditions, themes, responsibilities and possibilities of the architecture profession.*

Recommendation: : In order to create the appropriate level of awareness among beginning students, introductory courses must be devised in each of the four subject components, to be required during the first four semester of instruction: History and theory of architecture, Technology of architecture, Professional practice of architecture. The existing first-year course on Design has been reevaluated.

Finding: *Students should be allowed to develop personal fields of inquiry within the discipline early in the instruction process. The opportunity for specialization should be presented early in the curriculum s sequence in order to facilitate the students' decision making process.*

Recommendation: To create optional studios and special sequences of intensive studies. The first level of optional studios will be offered at the undergraduate level during the fourth year of studies. Optional studios will form the backbone of the studio design sequence for the graduate program. In addition, four areas of concentrated fields of study will be created: historic preservation, sustainable design, urban design, and project management.

Finding: *Students should be allowed to develop a flexible and interdisciplinary sequence of studies within the institutional structure.*

Recommendation: Allow students to enroll in courses that will diversify the options during their bachelor degree. Create a flexible process for the culmination of graduate studies. The design studio requirement for the second semester of the fourth year of undergraduate studies has been eliminated. This will allow students to incorporate their optional studios with their thesis research / project.

It bears noting that the need for new studios and workshops has been a mainstay among student's claims, as necessary for opening the curriculum to new areas of or related to architecture. Thus, the new curriculum envisions a learning, research, and teaching experience that will better prepare our academic community to

share the wealth of the present state of architecture as a practice and as a field of study, which have proven to be inseparable. The new curriculum will be able to better respond to and even anticipate the needs and proposals of the social environment. The School, as a space for working, learning, teaching, creating and doing research can now better plan the plural possibilities of further growth. Thus, this new curriculum, that has taken several years to develop and had to wait for the proper space to spawn the projects and activities germane to an optimal education in architecture, was approved by the School's faculty and is now awaiting final approval by the Academic Senate sometime during the current semester.

Course Schedule Administration
Parallel to the solution of the space problem by the new School building was the reorganization of the course schedule. Better accommodations have allowed for more sections per course, a diversification of the academic offer, different teachers with different approaches teaching the same course, and more comfortable and practical conditions for student academic progress, as witnessed by the students themselves. In this way diversity of choice has given students a real opportunity to experience different aspects of the architectural discipline and profession before committing themselves to a specific field of graduate study. Students thus will gain a more mature insight into their future career and may make an informed choice that happens to be of momentous importance. Students will also be better prepared for teamwork in complex projects that encompass a plurality of fields within and without architecture proper, and will be more motivated to diversify the contents and directions of their lifelong learning. Our outgoing student will be more efficient, competitive, and cultivated.

Challenges
Even though our School has been able to overcome most challenges related to physical facilities and curriculum, there are still other challenges that are more difficult to address.

There is a geographical challenge. It is a fact that Puerto Rico is an Island located far from the main or traditional centers of artistic production. But it bears noting that we have a very diverse faculty—representing 13 countries—of which over 70% have graduated from IVY League or European universities. Also, a significant number of our students go on to pursue graduate degrees at Harvard, Columbia, Penn, RISD, Parsons, Pratt. Georgia Tech, Texas A & M, Syracuse, Virginia Tech; and the Politechnic Universities at Madrid and Barcelona. Geography has not limited growing diversity nor has it prevented our students from acquiring an excellent graduate education. However, we are creating more opportunities for student exchange and joint-studio experiences where students from schools beyond our shores can share their knowledge and experience with our students.

There is also the budgetary challenge, a complex reality that ails all state-owned universities and colleges around the world. Although our results are comparable with those of the top universities, our budget is way below theirs. Our answer to the budgetary challenge has been to be more resourceful in creating joint ventures with universities like Harvard and Cornell, or government and private endeavors which serve us to fund our research projects such as the Solar Decathlon and the Ecoqui micro House.

Making a more diverse student body is an institutional commitment called for by the Systemic Strategic Plan—titled Diez para la Decada—as well as for the Campus strategic plan mentioned above. It is a fact that our students usually make an excellent impression in the local and international job market and get great opportunities to pursue graduate studies abroad, due to the education imparted by our school and by our bilingual condition. Although we find it easy to send our students into the wide world, it

has proven difficult to attract students from other parts of the world to come and study with us. A partial response to that challenge is our continuous agreements with stateside universities and with institutions in Latin America and Europe to share students and courses.

Another challenge we have is finding a balance between offering a strongly-oriented curriculum and keeping the adequate flexibility to open up the repertoire of disciplinary choices for students: a balance we are called upon to maintain because we are the public university of Puerto Rico and are the first choice for students who want to pursue a career in architecture. We must be almost as diverse in our offer as diverse are the preferences of our would-be students. Another challenge is the aging of our main faculty coupled with the fact that most new recruitments are starting up in their careers. Most professors who are midway into their teaching careers end up going into practice full -time, or opting to teach in a private university where they will be able to contract with the government for big or long-term projects, something that because of existing ethical laws is difficult to do while they hold a position in the public university. This is a challenge that we have been able to deal with through our adjunct professor program for people whom we wish to hire as professors in the practice. Efforts have been made at the graduate level to install a series of adjunct professorships aimed at attracting successful practitioners who are also talented teachers. We started the experiment this semester and were successful in attracting the last winner of the National Architecture Award, the former aide to the Governor in architecture and urban affairs, and a well established practitioner who travels back and forth from his office in NY.

The last six years have been crucial in turning the page towards a restated UPR School of Architecture. We have a new administration, new mission and vision statements, new undergraduate and graduate curricula, a new building, and five tenure-track new and exciting recruitments in key areas of future growth. All this in the context of an institution with a new strategic plan, a new BA degree structure, and assessment procedures to guarantee constant and informed decision-making and long-term planning. It is our belief, based on the enthusiasm generated by these innovations that have been brought about collectively and in common concert by students, faculty and staff, that we will be fully able to meet the demands of our academic community and of Puerto Rican society.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Morning	Team to arrive prior 4:30 PM or so	Check in at La Concha Hotel	Team [4]
Early evening	Preliminary Visit to Team Room	Team Room at School	Team Chair, Dean
Evening	Informal Team meeting and dinner	at Hotel or nearby restaurant	Team, Observers, [6]
Sunday April 6, 2008			
Morning	Team orientation and strategy session, review APR and set assignment at Hotel with introduction of Observers to the team	at Hotel	Team, observers [6]
Noon 12:00 - 2:00 PM	Informal Lunch with School Dean	Miró Restaurant	Team, observers, Dean Fransisco Rodriguez
2:00 – 2:30 PM	Transportation from Hotel to School	Hotel Lobby	
2:30 PM	Tour School facilities, Team Room	Photolab, Computer Lab, Community Workshop, Technologies Lab, AACUPR, Library, CIDI and CIUDAD	Team, observers, Faculty, staff, Dean [35]
3:30 – 5:30 PM	Informal gathering with Faculty and Staff	Gathering at School's Lobby	
6:00 -9:00 PM	Team Dinner and First Day debrief – work session	at Hotel or nearby restaurant	Team, observers [6]
Monday April 7, 2008			
7:00 AM	Team Breakfast meeting with Dean	at Hotel	Team, Observers & Dean Fransisco Rodriguez
8:30 AM	Transportation from Hotel to UPR	Hotel Lobby	
9:00 AM	Meeting with Chancellor and University President	President' s Office	Pres. Arturo Garcia Padilla Dr. Luis Agrait Dra. Celeste Freytes Dra. Sonia Balet Exec Dir Diana Suarez Dean Gladys Escalona
10:30 AM	Meeting with Faculty	Classroom 101	Faculty
11:30 AM	Meeting with Staff	Classroom 102	Staff
12:00 M.	Lunch with Student Leaders – no representatives of staff or faculty	Rest Casa Emilio – Hato Rey	Team, Observers, Students representatives of the followings organization: Student Council, AIAS, USGBC, CSI and OPEA
1:30 PM	Meeting with Student body followed by Work session and class visits 2:30	Auditorium	
2:30 PM	Visit to Community Workshop	Community Workshop, 2nd floor	Elio S. Martinez Joffre
3:00 PM	Visit to CIDI - Center for Investigation in Design	CIDI, 2nd floor, next to design studio	Humberto E. Cavallín
3:30 PM	Visit to CIUDAD	CIUDAD, 1st floor, next to Library	Jorge Lizardi
4:00 PM	Visit to classroom at will by team	1st floor	Team at large
5:30 PM	Reception with Alumni, Practitioners and Program Supporters	Chancellors' Residence at Campus	[100- 125]

7:00 PM	Transportation from UPR to Hotel	Chancellors' Residence at Campus	
7:00 – 11:00 PM	Team Dinner and Second Day debrief – work session	at Hotel or nearby restaurant	Team, observers [6]
	Tuesday April 8, 2008		
7:00 AM	Team Breakfast – Working Meeting	at Hotel	Team, Observers
8:00 AM	Transportation from Hotel to School	Hotel Lobby	
8:30 AM	Work session, class visits, development, mentoring and counseling staff	At School – Conference Room	Pedro Parrilla, Gloria M. Ortiz, María Oliver and Javier Isado
12:00 M.	Lunch with Dean and invited faculty and alumni	Rest Latitudes / Ave. César González, Hato Rey	José Caro, Nathan Smith, Anna Georas, Elio S. Martínez, María I. Oliver, Javier Isado, Luis F. Irizarry, Francisco Javier Rodríguez, team members and observers
Afternoon	Work session, class visits, and additional meetings	At School	
	Meeting with representatives of History and Theory Committee	Conference Room	Jorge Lizardi, María I. Oliver, Humberto E. Cavallin and Lilliana Ramos
	Meeting with representatives Technology Committee	Conference Room	Luis Daza, Pedro Muñiz, Jorge Rocafort and Abel Misla
	Meeting with representatives Design Studio Committee	Classroom	Enrique Ramón, Elio S. Martínez, Fernando Abruña, Anna Georas and María M. Campo
6:30 PM	Transportation from School to Hotel		
7:00 – 11:30 PM	Team Dinner and work session to draft report and recommendation	At Hotel	Team, observers [6]
	Wednesday April 9, 2008		
7:00 AM	Team Breakfast meeting with Dean	at Hotel	Team, Observers & Dean Fracsisco Rodriguez
8:30 AM	Transportation from Hotel to UPR	Hotel Lobby	
9:00 AM	Exit Meeting with Chancellor and University President	Chancellor's office or President's Office	Team, Observers & Dean Gladys Escalona Dra. Celeste Freytes Dra. Sonia Freyet
10:30 AM	Meeting with Students, Faculty and Staff	Auditorium	
11:30 AM	Team departs for Airport	To be determined	

IV. Report Signatures

Respectfully submitted,

Nestor Infanzon, FAIA, RIBA   Representing the AIA
Team Chair

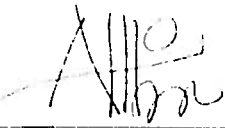Stephen White, AIA   Representing the ACSA
Team member

Melissa Schricker, AIAS   Representing the AIAS
Team member

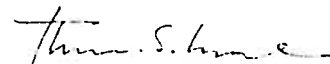Karen Harris, AIA   Representing the NCARB
Team member

Astrid Diaz, AIA
Observer

Thomas S. Marvel, FAIA
Observer

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