Universidad de Puerto Rico
School of Architecture

Visiting Team Report

Master of Architecture (preprofessional degree plus 56 graduate credit hours)

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The Visiting Team was impressed by the people of the Universidad de Puerto Rico (UPR), a remarkably diverse group of individuals, rooted in the culture of the island and the Caribbean as a whole. The team found a diverse student body that is talented and highly motivated. Their commitment to each other, to their work, and to the school itself was obvious. They are fully engaged with all aspects of their education.

The faculty is not only hardworking and dedicated to their students but also active in their own research and practice. The cohort of full-time faculty is augmented by adjuncts drawn from local practices, contributing to a very real and engaging professional environment for students. Significant numbers of the faculty are licensed architects and all maintain active practices. Their dedication keeps them fully engaged with the school despite obvious challenges posed by diminished finances, limited advancement opportunities and the uncertainty of term by term appointments. Despite all of this, their attitude of shrugging aside challenges and forging ahead with their good work is commendable and a significant part of the school's success. The administrative staff is highly competent and valued by the faculty, students, and school leadership. Their value to the program extends well beyond their duties and in fact, they were regularly identified by students as significant to them, not only as problem solvers but educational and life counselors.

Dean Rodriguez and his assistant deans are strong leaders with a firm resolve to continued improvement. The students and faculty consider them highly approachable and they are held in extraordinarily high regard. Their strong leadership is obvious and evident in the results generated.

Although the organizational structure of the UPR is fairly complex, it is clear from our meetings with university-level administration, including the University President, that the school and dean are accepted and valued for their contributions to the University. There is a keen understanding of the value the school brings to the university and strong support for their work. Their active participation during our visit and at various events was noted by the team as indicative of this support and not common at all.

Finally, the team wishes to extend our sincerest gratitude to the Dean, his administration, faculty, staff and students alike for the outstanding hospitality exhibited during our visit and for their excellent preparation for our visit. The team room was comprehensive, well-organized, and an appropriate celebration of the student's work and the program's achievements. Students, faculty, staff, and community members were open and frank about the program's challenges and opportunities. All of which contributed to making our work easier and our experience enriching. The detail with which every aspect of our stay was handled was evident to us all.

2. Conditions Not Met:

I.2.1 Human Resources & Human Resource Development:

3. Causes of Concern

A. **Financial Resources:** Recent budget cuts and the foreseeable continued tightening of financial resources is creating a series of pressure points on the administration and faculty that the team feels may eventually negatively impact the work of the program and of its students if not remedied or at least eased.

These conditions include:

- A hiring freeze which is keeping open positions unfilled, effectively increasing faculty workloads, and reducing the availability of faculty and staff to students, most notably the lack of counseling.
- The lack of opportunities for faculty advancement.
- Reduction of travel/study opportunities.

During the visit, we noted that several faculty members have either contributed from their personal resources to provide adequate support for programs or, in some cases are donating the use of their own professional equipment for use in their courses. The team feels strongly that these conditions are not sustainable and are likely to contribute to 'burn-out' if not attrition; as such, it is raised as a significant cause of concern.

B. **Human Resources & Human Resource Development:** In addition to the factors listed above, it is the University's policy to limit appointments of non-tenured faculty to a semester-by-semester basis. Given the low number of tenured faculty, the potential lack of incentive to remain and the uncertainty of re-appointment on a regular basis, the team feels that this issue too, must be highlighted as a significant cause for concern.

4. Progress Since the Previous Site Visit (2008)

2004 Criterion 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*

Previous Team Report (2008): 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

2014 Visiting Team Assessment: The program has responded well to the findings of the prior visiting team and has strengthened the human diversity component of various courses. The History Compendium courses (ARQU-3015) and the sequence of 5 History courses (ARQU-4211-4215) now provide students an understanding of diverse needs and the implication for the societal roles and responsibilities of architects. As a result, the team found that this requirement is now met as are all of the related items reviewed during this visit. Additional information is provided within specific sections below which address these topics.

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2008): 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.

2014 Visiting Team Assessment: This visiting team observed improvement in the students' ability to accommodate individuals with varying physical abilities throughout studio work at all levels, with significant improvement at the upper studio level. The team noted inconsistent representation of that ability across some "low pass" work, indicating that a continued focus is required. Despite that, the team found this criterion is now met.

II. Compliance with the Conditions for Accreditation

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

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

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

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

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

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

2014 Team Assessment: ***Portions excerpted from the 2014 Universidad de Puerto Rico Architecture Program Report (APR):*** The University of Puerto Rico was established in 1903 and is comprised of eleven campuses with a total enrollment of over 56,943 students; it is the principal institution of higher learning on the Island. Both undergraduate and graduate degrees are offered in architecture, agriculture, humanities, education, arts and sciences, business administration, communications, engineering, law, library sciences, medicine, and planning, among other fields. The University employs over 4,766 faculty members, and over 7,233 non-teaching personnel.

The UPR School of Architecture is unique within the Island's contemporary context. First and foremost, the UPR is the only public institution that offers higher education on the Island. As the largest of the eleven UPR campuses, Río Piedras offers a wealth of opportunities for students to seek additional specializations, concentrations, certificates, degrees, and extracurricular activities. Offering the only graduate professional degree in Puerto Rico, the School of Architecture has been proactively setting new goals to expand academic alternatives in recognition of different and changing needs within the community.

The School of Architecture is located on the largest campus with 160 buildings on 250 acres of land within the City boundaries of Rio Piedras. The city of Río Piedras offers a wealth of opportunities for students to seek additional specializations, concentrations, certificates, degrees, and extracurricular activities. The School of Architecture has been proactively setting new goals to expand academic alternatives in recognition of different and changing needs within the University Campus and in the community at large.

Founded almost fifty years ago, the School of Architecture is the oldest in Puerto Rico and is the result of the collaborative efforts between notable Puerto Rican and North American architects over many years. These include Dean Joseph Lluis Sert and Reginald Isaacs of Harvard, the American Institute of Architects itself, and Puerto Rican architect Jesus Amaral, all of whom submitted reports in support of its formation to then Chancellor Jaime Benitez. The school is also the only accredited program in architecture on the island that offers graduate studies.

The Rio Piedras campus was selected as the site of the new school because of its proximity to cultural activities, the concentration of firms and of architectural works, and better employment and housing opportunities, among other factors. The location also offered the school an opportunity to establish its own character, independent from the engineering schools at the Mayaguez campus.

The Rio Piedras Campus employs 1,245 faculty members, 1,816 non-teaching personnel and has approximately 15,259 registered students, of which approximately two thirds are female. A significant amount of students come from outside the San Juan Metropolitan Area. Approximately one-half of all applicants are accepted. The School of Architecture has the highest overall entrance GPA of the entire system and accepts between 20% and 30% of its applicants. Institutional policies guarantee equal opportunity in studies, employment and 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 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.

I.1.2 Learning Culture and Social Equity:

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

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

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

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

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

[X] The program has demonstrated that it provides a culturally rich environment in which in each

2014 Team Assessment: The School of Architecture mirrors the society and setting that they serve. The school is culturally rich due to the distinct Puerto Rican island culture and the diverse backgrounds and experiences of the faculty. With limited resources, the faculty and administration have shown incredible commitment to exposing students to many elements within architecture and design. This commitment is evident not only in the direct contact and personal relationships, but also the expansion of physical resources and labs often through use of personal finances. The faculty encourages student interaction on campus and off the island through travel and virtual means.

***I.1.3 Response to the Five Perspectives**: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The faculty, staff and students all make unique contributions to the institution in facing 21st century challenges in the areas of curriculum, mission, research and service. Using new ways of accomplishing quality in education through the use of technology has created an environment of unity where students, faculty and administration working together to accomplish great work.

In addition the school's leadership engages the community through many community based master planning projects organized in conjunction with local agencies and works with local professionals to provide assistance to communities that would not otherwise be able to proceed with these needed projects. In doing this they simultaneously create momentum for work that can then be completed by local practitioners.

The community planning studio extends that commitment beyond borders with projects completed for overseas as well as neighboring areas.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: Students understand the global nature of life in the 21st century and have participated in various conceptual projects on the mainland US and also located in other countries such as Panama, Mexico, Cuba and others. Many students have traveled on approved study overseas courses that provided a platform for the students to engage different challenges with sensitivity to availability of materials and to design cultures.

In our conversations with the students, it was understood by the vast majority that being on the Island of Puerto Rico in these economic times, employment elsewhere in the world is more likely to occur and that they prefer such.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and;

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

prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2014 Team Assessment: The Team Meeting with students and student leaders verified that the students are well aware of the steps needed for internship and licensure. The student body is aware of NCARB's IDP guidelines and ARE related information and the school offers a Professional Practice Internship course to further their knowledge of these topics. Yearly meetings are held at the School with NCARB representatives and other mentors, encouraging students to start early and providing assistance in developing their Curriculum Vitae, with practice interviews and generally in preparing them for practice and licensure. Joint programming is held with the licensing body, the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, to further networking possibilities between students and local practicing professionals.

Despite these efforts, only a very small portion of the students (only three raised their hand from a crowd of about 140 students in attendance) are currently registered for the Intern Development Program.

The student body organization of the American Institute of Architects Student Chapter (AIAS) does exist and is active in promoting registration among the students to the Intern Development Program (IDP). A meeting was organized for the NAAB committee to meet with the student members only of AIAS and leaders to discuss concerns and understanding of the profession of Architecture.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The program offers courses (such as ARQU 6310 City Studio and the various ARQU 6311, 6312, 6315 Building Studios) that address the needs of the local community and begin to provide opportunities for students to understand the complexities of the architectural profession, the multiple roles involved in it, and the ways of addressing the clients and their needs. In addition, these activities have not only provided much needed design services for communities with various needs and limited resources, but have also created opportunities for local architects to be hired and to participate within those communities. Finally, the very composition of the faculty (with 2/3 of the faculty being licensed architects) provides the students with direct contact to the profession as well as to the CAAPPR, the state registration board and society of architects.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The school provides a variety of ways for students to prepare to be contributing and active citizens, responsive to the needs of a changing world and to address environmental and societal challenges. Chief among them is the social content embedded within most, if not all, of the projects developed within the studio sequences and particularly the upper level courses; ARQU-6310 City Studio, the Capstone and Thesis Studios. These projects either include significant consideration of community needs within the project work or, in many cases are actually involved with and provide solutions to actual community's issues or needs. Beyond the studio work, the sequence of professional practice courses (ARQU-4115, 6383 & 6384) provide exemplary coverage of professional ethics and leadership skills which, when coupled with ample opportunities to a variety of professional settings help build a solid understanding of such issues and provides them the skills they need to enter professional life – as engaged citizen architects.

***I.1.4 Long-Range Planning**: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2014 Team Assessment: As a result of continuous discussion and analysis, ongoing review, collective strategies and objectives aimed at achieving their aspirations, the School has created a document titled Development Plan 2011-14, which established five institutional goals to accomplish these objectives:

1) Research and intellectual production that will contribute to the discovery and development of knowledge of architecture, and thus contribute to the Puerto Rican and international society

2) Incorporation of interdisciplinary and trans-disciplinary academic practices will be aligned with the requirements of our dynamic professional field of architecture

3) A comprehensive policy of internationalization that will maintain a current perspective of the architectural practice in the global scenario

4) An educational environment that will develop and encourage academic excellence, facilitating the creation and production of knowledge in architecture

5) Intramural and extramural practices that will enrich intellectual, social and cultural exchange, offering other perspectives to the educational experience.

The School has also developed long term goals including a new Doctorate and graduate programs as well as new joint degrees with other schools such as Law.
With an uncertain financial future, the School will need to continue to be aggressive in their thinking and programming. New labs, physical resources and student interaction programs enhance the learning experience beyond the typical classroom.

***I.1.5 Self-Assessment Procedures**: The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

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

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

2014 Team Assessment: The Deanship of Graduate Studies and Investigation (DEGI out of its Spanish acronym) oversees the adequacy and comprehensiveness of all graduate-level academic programs in the University of Puerto Rico. The Graduate School of Architecture is subject to DEGI's standards and administrative protocols including those pertaining to academic self- assessment. The Graduate School of Architecture is continuously monitored with regard to the currency of academic offerings, its proper application and the efficacy of its implementation. *The "Progress Assessment Report, Master of Architecture"* submitted to the DEGI *can be found at the URL: http://earq.uprrp.edu/eadr/?q=node/48*

At the undergraduate level, the University of Puerto Rico established the Office for the Academic Excellence in Student Learning (OEAE out of its Spanish acronym). This office requires the School of Architecture to state its Mission and demonstrate its implementation within the overall context of the Institution's own Mission Statement, as well as to state and assess the students' expected level of knowledge, skill and capabilities in several dimensions. *The "Undergraduate Learning Assessment"* submitted to the OEAE can be found at the URL: http://ea.uprrp.edu/media/web/plan-evaluo/UNDERGRADUATE%20LEARNING%20ASSESSMENT-02.pdf

For their part, students complete faculty evaluations at the end of each class with results distributed to the instructor and Dean for review.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are not adequate for the program

2014 Team Assessment: In reviewing the resumes of the faculty as well as the listing of administrative and support staff, it is clear that the UPR-SOA has appropriate staff to support the student experience and learning environment, with the noted exception concerning advising. The faculty consists of 62 full and part-time professors who teach the range of offerings with a general teacher to student ratio of 1 faculty to 6.06 students.

The range of faculty education and expertise includes 12 PhD/DDes, 48 MArch, 2 BArch and, of these, 32 are licensed architects. The 8 academic administrators (Dean, Assistant Dean, academic coordinators, etc.) also participate in teaching; providing direct access and connection with the administration for the students in the comfortable environment of learning.

The faculty profiles show not only a diversity of educational backgrounds that converge within the particularities of the island but also a diversity of interests, experiences, and professional work that offer the students expanded perspectives. These diverse backgrounds also address issues of Equal Opportunity and Affirmative Action which are clearly demonstrated as being central to the University policies. The composition of the faculty represents the culturally and socio-economic diversity of the island and is expressive of a desire for diversity within the academy and profession itself.

For the UPR, the Office of the Dean of Students offers general support to the students (including but not limited to housing, health services, student organizations, etc.). Additional support staff, such as library staff, is also part of the faculty and teach related courses. There are 12 support administrative personnel (including computer lab technicians and woodshop staff). Despite obvious financial limitations, UPRSOA has addressed prior concerns about the availability of facilities by making available a number of dedicated individuals to provide extended availability to the lab, woodshop, and computer facilities as well as by inviting continental and international faculty and establishing collaborative teaching with faculties from other institutions.

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

Transparency of roles and responsibilities within the administrative structure and duties is obvious as is access to posted personnel and human resources policies within Human Resources website as well as in its Decanato de Administración (Administration Deanship) website. These include general training and workshops related to teaching improvement, communication, etc.

Unfortunately, professional opportunities for faculty are largely hindered by the economic situation of the school and the increasing (and foreseeable) budget cuts across the University as a whole. This includes more limited travel opportunities for both faculty and students. Combined with the lack of tenure opportunity is the fact that the remaining faculty are all on semester by semester appointments. This leads to a high level of uncertainty amongst faculty members and the very high potential of massive turnover should the decision be made not to renew any number of them. Despite this, Dean Rodriguez has made increasing attempts to maintain programs and to develop, through the faculty, multiple ways of establishing dialogues with peer and collaborating institutions.

The university maintains clear indications of how to achieve such rankings and changes to academic status, despite the fact that ranking, promotions, and tenure have been virtually eliminated by budgetary issues. Over the last seven years, while the School of Architecture has maintained a steady faculty count, only one professor has been offered tenure and none are currently on 'tenure track.' The balance of the faculty, including Program Directors, Associate and Assistant Deans are not tenured and are on a contract basis. Further, the University's current policy of freezing hiring to replace positions that become vacant through normal attrition, is creating a severe shortage of human resources that threatens the future for the program as remaining faculty members deal with dividing the tasks left open by departures amongst the remaining.

In spite of this, both the faculty and administration of the School demonstrate remarkable resourcefulness, commitment and dedication to the school and mostly to the students. Faculty members are actively engaged in finding alternative means, several have self-funded initiatives or found themselves in a fundraising role to overcome restricted funding and, at least one, furnishes his own professional equipment to provide tools and resources for his lab.

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

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

2014 Team Assessment: As a public institution, it is a mandate that the school publicly provide its students (and prospective students) clear admissions policies, procedures, application and financial aid forms and instructions, admissions, requirements, etc. Such policies and procedures are clear and available through the school's web resources.

The program's commitment to student achievement is clearly evidenced by the dedication of faculty and staff that are always available to students and foster external connections with local professionals while encouraging students in their quest for greater achievement and ultimately, licensure. Multiple research programs such as C.I.U.D.A.D.; C.I.D.I.; and the A.A.C.U.P.R are part of a great collaboration that fosters extended interaction with staff, the faculty and the communities they serve.

As a result of budget cuts, attrition and the freezing of positions that become open, at the present time, students do not have a formal Advisor throughout their time at UPR. During meetings with students, many indicated that they meet informally with professors for education and career advice

and look to key members of the administrative staff for additional guidance. Course tracking and degree audits are available from an administrator if requested, but students feel uncertain and at times, confused. The need for a more structured advising process was obvious to the team.

I.2.2 Administrative Structure & Governance:

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

  [X] Administrative Structure is adequate for the program

  2014 Team Assessment: Within the limitations of the budgetary restrictions and economic constraints, it is clear that the School of Architecture has a dedicated and exceptional group of leaders, which have in place a structured open communication with the University, allowing for a successful, continuous understanding and support of the University's vision and mission.

  The outstanding job the Dean and the Administrative Staff have done in creating and maintaining a high level of education, not only through continuous collaboration with administration and the student body, but also through the contentious and on growing resources developed, such as the fabrication lab, the material and technology lab, the acoustic lab, the library and through the community design studios, is to be commended.

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

  [X] Governance opportunities are adequate for the program

  2014 Team Assessment: There exists a strong collegial environment for governance within the School of Architecture. Faculty serves on multiple committees based on their expertise or interest. Student participation is included and encouraged on various school and university-wide committees. These committees inform items from physical resources to curriculum. The School's Student Council provides another vehicle for student input and participation in the governance of the school.

  Informal sessions between the students and faculty occur often and students find the Dean and Administration accessible and willing to discuss school and university items and events.

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

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

[X] Physical Resources are adequate for the program

2014 Team Assessment: The school's physical resources provide ample facilities including studio, classroom, workshop and library spaces all contained within a single building which is an excellent example of tropical architecture. The open courtyard support informal student gatherings and were seen to be in wide use during the team's visit. Studio space is ample and crit spaces along common, connecting spaces provide suitable areas for these activities while being inviting to other students'

participation as observers. The building is well kept and provides an inviting atmosphere for work and learning.

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

[X] Financial Resources are adequate for the program

2014 Team Assessment: The school's 2012/2013 budget suffered significant decreases in travel and visiting professor funds from the 2011/2012 numbers. Currently the university allocates the School of Architecture $8,644 per Student which lags behind both other professional programs by significant amounts; the Law School [$11,917] by 32% and the School of Planning [$13,941] by almost 40%.

These budget cuts have resulted in hiring freezes and the absence of faculty advancement opportunities, detailed above, which are applying significantly detrimental pressures on the school, its faculty and administration.

Affecting the university at a macro level is the 18 February 2014 report in which Standard & Poor's cut its credit rating on Puerto Rico, dropping the cash-strapped U.S. territory's debt to junk-bond status on concerns about its ability to access capital markets. While the direct result of this report on UPR is not entirely known, the fear of funding and enrollment decreases is strong.

Enrollment since the prior visit in 2008 has remained consistent with minor variations +/-6%, but current 2013-2014 numbers show a 15% decrease. This decrease has been attributed to a slowing local economy and overall reduction in university age population.

While the financial data affecting the school provides challenges, they continue to do very impressive work. The AACUPR, Cuidad, LAAB, Taller de Diseño Comunitario and Laboratorio de Acústica programs are not only incredibly valuable to the students and university, but the greater Puerto Rican community. With very limited funding, the library not only has a rich collection of rare books, but uses the latest technologies in information gathering.

Having said this, a large portion of this funding is coming from grants acquired by faculty or even faculty member's personal financial resources. Faculty, through their own generosity, offer pro-bono education and career advising as well as some whom perform administrative duties. The School of Architecture has sufficient resources today only as a direct result of the work of the faculty and the resourcefulness of the administration, but its programs are barely afloat and the opportunity for significant program damage resulting from lowered income and / or faculty changes exists. The visiting team does not consider these conditions to be sustainable and believe the current and foreseeable financial conditions are a cause for concern.

***I.2.5 Information Resources**: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2014 Team Assessment: The school's architectural library located centrally within the building is a valuable resource available to students and maintains reasonable hours. As a subset of the main university library, students have direct access to the library system's full resources directly from within the school. The wealth of resources available to students, including a very rare collection of architectural books is notable.

Librarians are available to provide instruction to students on research methodologies and on anything related to their use of the library. Continuous access is provided to digital resources through wired or wireless internet. The team recognizes the library's continued efforts to digitize media, although resource limitations have kept their efforts from reaching fruition. It also notes the great unrealized potential that exists to enhance the exchange of knowledge and research on the tropical architecture of the Caribbean, through such digital resources.

The school's archival collections, primarily the "Archivo de Arquitectura y Construccion de la Universidad de Puerto Rico" are of exceptional value. Availability of its resources extends not only to students and faculty but also to the greater professional community and provides a platform for interaction and exchange between practicing professionals and the students.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[3]. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

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

2014 Team Assessment: The APR provides a chart of the demographics of all students enrolled in the accredited degree program including a comparison to the student population for the institution overall. In addition, the APR provides extensive faculty data regarding demographics and licensure.

I.3.2. Annual Reports*: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the* NAAB Responses *to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports*

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

transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

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

2014 Team Assessment: The APR provided information that certified that all Data submitted to the NAAB through the Annual Reporting System is accurate and consistent.

***I.3.3 Faculty Credentials**: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2014 Team Assessment: Resumes were provided in addition to documents and publications completed by the faculty of the University of Puerto Rico. The faculty at large are extremely qualified with educational credentials from very distinguish institutions. The majority are licensed Architects and continue to be active in practice.

The faculty has performed beyond their duties and has proven their commitment and dedication towards providing high quality education to the students. Many have committed not only time but have invested their own capital and equipment to ensure quality of teaching spaces.

[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2014 Team Assessment: Evidence for this section was found in a separate binder located within the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

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

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

[X] Met

2014 Team Assessment: Evidence was found in ARQU 3015 History Compendium I/II and the sequence of ARQU 4211-4215.

A. 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 5030 Comprehensive Design Studio I/II as well as ARQU 3134 Elementary Design II

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 5030 Comprehensive Design Studio I/II as well as ARQU 3134 Elementary Architectural Design II

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 4135 Intermediate Architectural Design III and in ARQU 6991 Structural Systems

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 6313 Independent Design Thesis.

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 3131 and 3132 Design Fundamentals I and II as well as in ARQU 5030 Comprehensive Design Studio I and II.

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 6313 Thesis Research.

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 3131 and 3132 Design Fundamentals I and II as well as in ARQU 5030 Comprehensive Design Studio I and II.

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

[X] Met

2014 Team Assessment: Evidence was found in ARQU 3015 History Compendium I/II and the sequence of ARQU 4211-4215 History I-V. Understanding that it is difficult to redact 5 semesters of history into 2 classes, the Compendium classes are noted to be weak in Latin American, Puerto Rican,

and other non-Western architecture. The breadth of knowledge imparted in the 5-semester survey, the creativity of the presentations, and the way that socio-cultural historical factors are addressed is to be commended.

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

[X] Met

2014 Team Assessment: Evidence of this was found in ARQU 3015 History Compendium I/II, the sequence of ARQU 4211-4215 History I-V, and for both tracks in ARQU 6145 Theory & Critical Analysis.

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

[X] Met

2014 Team Assessment: Evidence was found in ARQU 6314 Thesis Research.

Realm A. General Team Commentary: The school values the importance of design and compositional systems, strategies, and explorations as well as ways of using representation (both two- and three-dimensional) as tools to highlight traditional architectural design skills, design thinking, and creative and critical problem solving; this is clear within the work of Realm A.

The multiplicity of investigations of different material characteristics and moments within the design process itself provide students, as future practitioners of architecture and space making, with an eye for questioning everything, for finding beauty in the unexpected, and for forming space through the exploration of juxtapositions. Also evident is that the ability to understand and mobilize within the design realm a wide range of cultural expressions and traditions, which are celebrated through the various history and theory offerings, to not only allow the students to see their place within them but to acknowledge their importance –as they apply their research– in the many ways that they are taught to imagine and develop the future of the profession and of the built environment.

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

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

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including

existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2014 Team Assessment: The ability to prepare a comprehensive program was noted consistently thought-out the exhibited student's work. There is clear understanding of in-depth analysis which the team was able to observe through multiple media representations. The student's work shows a response to site conditions, and shows a critical review of precedents and analysis of composition of space.

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

[X] Met

2014 Team Assessment: After a review of the student's exhibited work, the team noted that there has been an improvement on covering the standards in compliance with the requirements of the ADA. This was noted not only on the design studio courses, but also on the collaboration with the support courses. There are minor inconsistencies throughout the student work, but sufficient evidence of accessibility was found through both "high and low pass" work.

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

[X] Met

2014 Team Assessment: Student work at all studio levels clearly demonstrates incorporation of sustainable design consideration. The commitment to the Solar Decathlon house program, the construction of the Bio Tropical Architecture Lab, the LEED courses which require students to take the LEED-NC and the LEED-EB accreditation exam and the community design studios, all speak of the program's commitment to sustainable design.

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

[X] Met

2014 Team Assessment: There is general evidence of response to site characteristic found across all studio work, although the depth of its development is sometimes lacking at lower levels. Evidence of soils, topography and response to site characteristics was found in the Comprehensive Studio II projects.

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

[X] Met

2014 Team Assessment: Evidence of the understanding of the principals of life safety was found in the Building Systems course (ARQ-6991) and the ability to apply those principles found throughout the upper studio course work.

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

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

[X] Met

2014 Team Assessment: Evidence was found in ARQU 6311, 6312, 6315 Building Studios; ARQU 6316 Capstone; and ARQU 6314 Independent Design Thesis. Some of the "low pass" work exhibits inconsistent levels of the ability to integrate certain elements such as Accessibility and Life Safety; however, the team observed that these elements were thoroughly addressed elsewhere in student work, such as within ARQU 6361, Building Systems.

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

[X] Met

2014 Team Assessment: Understanding of Financial Considerations was found in the work of ARQU-6384 Professional Practice.

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

[X] Met

2014 Team Assessment: Understanding of Environmental Systems was found in the work of ARQU-6991 Building Systems.

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

[X] Met

2014 Team Assessment: Structural Systems *understanding* is found in student work of ARQU-6991 Structural Systems: Reinforced Concrete Structures + an Introduction to Steel Structures as well as within the structures sequence of ARQU-4321, 4322 and 4323.

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

[X] Met

2014 Team Assessment: Building Envelope Systems *understanding* was found in the student work in Building Studios ARQU-6311, 6312, 6315, the Capstone Studio ARQU-6316 and the Thesis Studio ARQU-6314.

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

[X] Met

2014 Team Assessment: Building Service Systems Integration *understanding* is found in the student work of ARQU-6991 Building Systems.

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

[X] Met

2014 Team Assessment: Building Materials and Assemblies Integration *understanding* is found in the student work of ARQU-6991: Building Systems, ARQU-4311 and 4312: Technology, and the Comprehensive Design Studio ARQU-5030.

Realm B. General Team Commentary: The School of Architecture has a strong understanding of pre-design through site documentation and planning. General technical documentation is good with some weakness in the areas of accessibility and life safety. The Thesis and Capstone studios provide a strong culmination of these items increasing of students' technical awareness.

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

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

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

[X] Met

2014 Team Assessment: Evidence of collaborative work is noted within several of the design studios, particularly those in the ARQU 3131-3133 and ARQU 4133-4135 and in the Professional Practice ARQU 6383 & 6384.

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

[X] Met

2014 Team Assessment: Evidence is found throughout the design studios in student pre-design analysis and research, particularly within the 6th year level Design, Thesis and Capstone studios (ARQU 6310 through 6316)

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

[X] Met

2014 Team Assessment: Evidence is found various design studios, particularly the upper level Design, Thesis and Capstone studios (ARQU 6310 through 6316). The Professional Practice series, ARQU 4115 and the 6383 & 6384 pair, all of which are required courses, deal in depth with the various roles and responsibilities of the architect.

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

[X] Met

2014 Team Assessment: Evidence is found in the Professional Practice series, ARQU 4115 and the 6383 & 6384 pair, all of which are required courses deal in depth with the various roles and responsibilities of the architect where student teams are required to build a firm, assemble project teams and select consultants.

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

[X] Met

2014 Team Assessment: ARQU 4115 and the 6383 & 6384 pair are an exemplary series of professional practice courses which provide a thorough understanding of leadership, practice and project management issues.

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

[X] Met

2014 Team Assessment: ARQU 4115 and the 6383 & 6384 pair are an exemplary series of professional practice courses which provide a thorough understanding of leadership, practice and project management issues.

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

[X] Met

2014 Team Assessment: ARQU 4115 and the 6383 & 6384 pair are an exemplary series of professional practice courses which provide a thorough understanding of leadership, practice and project management issues.

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

[X] Met

2014 Team Assessment: ARQU 4115 and the 6383 & 6384 pair are an exemplary series of professional practice courses which provide a thorough understanding of leadership, practice and project management issues. Emphasis on professional ethics is found primarily within ARQU 4115 and built upon within the project work of 6383 & 6384.

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

[X] Met

2014 Team Assessment: Evidence is found various design studios, particularly the upper level Design, Thesis and Capstone studios (ARQU 6310 through 6316). ARQU 4115 and the 6383 & 6384 pair are an exemplary series of professional practice courses which provide a thorough understanding of leadership, practice and project management issues. Emphasis on professional ethics is found primarily within ARQU 4115 and built upon within the project work of 6383 & 6384.

Realm C. General Team Commentary: The program relies on an exemplary series of professional practice courses which provide students with an unusually thorough and strong background in professional leadership and practice skills. The team was genuinely impressed by the depth and completeness of consideration given to these topics as well as to the concept of professionalism, generally. Students are well prepared by the program to enter leadership positions in practice as a result and the team found most of the student performance criteria within this realm to be met with distinction.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation*: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2014 Team Assessment: The Middle States Association of Colleges and Schools has accredited the Río Piedras Campus of the Universidad de Puerto Rico continuously since 1946 and last reaffirmed on Nov. 17, 2011. The School is next scheduled for a visit in 2016. The Campus is also accredited by the *Consejo de Educación Superior*, the accrediting agency for all institutions of higher learning in Puerto Rico. Individual accreditation of the Graduate School of Planning, the Law School, the School of Architecture, and other colleges, schools and departments of the Campus is complied with as required.

II.2.2 Professional Degrees and Curriculum*: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2014 Team Assessment: The School of Architecture of Puerto Rico has structured its program to award the professional Masters of Architecture degree in accordance with the requirements of the National Architectural Accrediting Board. There are two tracks leading to the professional M. Arch. Degree at UPR; students which complete the pre-professional Bachelor of Environmental Design, enter the 56 semester credit hour M. Arch program directly with advanced standing, and students with an approved undergraduate degree which enter a 42 semester hour track prior to the M. Arch program. The work of students entering the M. Arch program with other degrees, or transferring into the undergraduate program is reviewed to ensure proper standing upon enrollment.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: As a result of ongoing curriculum development and review, modifications have been made within the Bachelor of Environmental Design degree since the last visit. These include changes to courses as well as in the overall program timing. More recently, the School has made modifications to the Graduate program including the addition of vertical studios and of additional electives. These processes included extensive interaction with administration, faculty and staff. Committees have been formed to explore a doctorate in urban studies program, additional graduate

offerings and joint degrees. Faculty members are assigned to university wide committees, but with limited full-time faculty, the few tenured individuals are stretched with additional assignments.
Every course and instructor is evaluated by students at the end of each semester, and the results are made available to the instructor and administration.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

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

[X] Met

2014 Team Assessment: Students may apply to the Master of Architecture program if they have completed the B.E.D. or P.S.P. programs. Applications must include transcript, credit verification, portfolio and letters of recommendation. Once all materials are submitted, the administration team presents student packages to the Graduate Program Committee for review.

Students coming from other pre-professional programs are required to provide course descriptions in addition to their transcripts so that placement can be completed based directly on the NAAB student performance criteria.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2014 Team Assessment: The School Catalog is web-based; physical copies are not published. The Statement on NAAB-Accredited Degrees is provided, verbatim, and located behind the "NAAB" tab from the school's webpage. The University catalog is linked to the school's web page with access to that same location is also provided from the University's web based catalog. A physical copy is no longer published.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: The NAAB Conditions and Procedures are available online, located behind the "NAAB" tab from the school's webpage.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2014 Team Assessment: Links to these resources are provided from the school's webpage.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

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

[X] Met

2014 Team Assessment: All required information is available online, located behind the "NAAB" tab from the school's webpage.

II.4.5 ARE Pass Rates

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

[X] Met

2014 Team Assessment: ARE Pass Rates are available online, located behind the "NAAB" tab from the school's webpage.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Universidad de Puerto Rico, *APR,* pp. 5-9

B. History and Mission of the Program (I.1.1)

Reference Universidad de Puerto Rico, APR, pp. 10-14

C. Long-Range Planning (I.1.4)

Reference Universidad de Puerto Rico, APR, pp. 40-42

D. Self-Assessment (I.1.5)

Reference Universidad de Puerto Rico, APR, pp. 42-46

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

B.7 Financial Considerations

C.4 Project Management

C.5 Practice Management

C.6 Leadership

C.7 Legal Responsibilities

The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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