

# ***2023 Visiting Team Report***

Universidad de Puerto Rico  
School of Architecture

M.Arch.

Track: 1.5, Undergraduate Bachelor's Degree in  
Environmental Design + 37 graduate semester  
credit hours

Track: 3.5, Undergraduate Degree in a  
nonarchitecture major + 106 graduate semester credit  
hours

Continuing Accreditation Visit  
March 29-31, 2023

# NAAB

National  
Architectural  
Accrediting  
Board, Inc.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The visiting team wishes to thank everyone who assisted in this accreditation process for the School of Architecture (SoA) at the Universidad de Puerto Rico (UPR). Administrations within both UPR and SoA was extremely cooperative, which is greatly appreciated.

UPRSoA at the Rio Piedras campus in San Juan, is a vibrant architecture program, graduating Master of Architecture students who are properly prepared for their architectural futures. Surely challenges abound and have affected the program since the last accreditation in 2014: devastating hurricanes (e.g., Maria in 2017) caused catastrophic damage to Puerto Rico; hurricanes, Earthquakes, tropical storms and the pandemic have affected all, as well. UPRSoA has demonstrated its resilience and commitment to the profession throughout these incredible challenges. Financial challenges continue for the island; the District of Puerto Rico exited bankruptcy in 2022 after almost seven years, a significant drag on the island's economy which continues under the Financial Oversight and Management Board of Puerto Rico.

Students, faculty, and staff: "Excellent" is the word the visiting team chooses to use to properly describe all these human resources. Hardworking, dedicated, engaged, talented, and motivated are but a few of the appropriate adjectives to describe all of them. Leadership is in place at multiple levels of the enterprise, constantly steering the program through choppy waters, and clearly focused on assessment with continuous improvement as the goal.

SoA enjoys the benefit of world-class facilities. Being the island's only public university offering an accredited architecture program, SoA should feel quite blessed with how the facilities support the pedagogy. Not without challenges and the need for ongoing maintenance, the facilities and equipment are among the best. In addition, the SoA Library and Archives are cultural treasures recognized for adding great value to UPR and the entire Caribbean region.

Spanish is the official language of UPR and therefore, of SoA. Preparing students for licensure across the U.S. is an underlying core value of NAAB accreditation; students must demonstrate competence in both Spanish and English prior to entering the SoA program. The visiting team found that, since virtually all of the student work is prepared in Spanish, and NAAB's requirement that evidence in support of the various Conditions for accreditation must be in English, it caused not just a hardship upon the program, but also created challenges for the visiting team. This fact is not offered as criticism, but rather as an observation about the world's view of the changing architectural education landscape.

The visiting team was able to perform its duties with the highest level of due diligence. Compliments to SoA in the various manners it supported the team over the past several months, and especially during the virtual site visit. Thank you.

### b. Conditions with a Team Recommendation to the Board as Not Achieved

None

## II. Progress Since the Previous Site Visit

### 2009 Conditions Not Met

#### 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<sup>1</sup>.*
- *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.*

**Previous Team Report (2014):** 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.

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

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<sup>1</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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.

**2020 IPR Board Review:** After reviewing the five-year Interim Progress Report (IPR) submitted by Universidad de Puerto Rico, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

#### **2023 Team Analysis:**

The 2012-2016 Recruitment plan proposes the recruitment of five new professors, the APR does not mention if those positions were successfully completed, although the Program director answer the team that those positions were not occupied during the 2012-2016 period due to the 'hiring freeze', nonetheless in 2016, two positions were filled: one for design focused on Urban Sustainability and another focused on Architectural and Urban Research and Design.

The 2021 Recruitment Plan (in Spanish) mentions that in 2016 seven professors of the School of Architecture retired while only two positions have been awarded. The 2021 Recruitment plan, requests five new positions (four professors + one library faculty). The plan also identifies several tenure professors as possible retirements in the upcoming years. In 2021, a design position focused on Construction Technologies was covered.

The 2018-2023 School of Architecture Development Plan, PDEA (in Spanish) identifies faculty threats due to the lack of tenure or tenure-track faculty like "Few opportunities to participate in academic and research processes," and the weakness that the high number of faculty by contract and few with permanence represents to the school.

In June 2022, four positions were approved by the Dean of Academic Affairs, The program director confirmed that those positions have been filled. The school granted three docent positions defined within the framework of NAAB PC's and SC's between January and February of 2023. The three teaching and research positions were granted to Arch. Robin Planas; Rafael Vargas; and Omayra Rivera, Ph.D. In addition, there was a fourth docent position granted in April 2023 to Rosángela Rodríguez, Ph.D. for a cataloguing librarian in the SoA's Santiago Iglesias Hijo Library.

### III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

#### 2023 Team Analysis:

Based on the 2018 Master's in Architecture Program Self-Assessment, the School of Architecture has implemented a change in the Master of Architecture curricular sequence eliminating the two year track and establishing two new tracks: M.Arch. 1.5, and M.Arch. 3.5. In May 2020, NAAB approved this M.Arch. Substantive-Change (Letter of April 2020). The 2020-21 academic year began with the implementation of these changes.

As described in the APR, because of the changes from the last visit conditions to the 2020 Conditions for Accreditation, the School of Architecture made changes in the program in three areas.

- Balance between built and natural environment and climate change mitigation, evidenced in the "Studio Sequence Table" and courses ARQU 6334 & ARQU 6335, as well as the Technology sequence courses.
- Assessment methods, evidenced in the "Student Assessment Plan" and the "Faculty Self-Assessment."
- Policies and actions to commit with diversity, equity, and inclusion, evidenced in the DEI (Diversity, Equity and Inclusion) Plan for the School of Architecture of May 2022

### IV. Compliance with the 2020 Conditions for Accreditation

#### 1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

#### 2023 Team Analysis:

The Universidad de Puerto Rico offers an accessible and professional Master of Architecture program in Puerto Rico that is responsive to local needs. It is a resilient program that works past obstacles to offer a thoughtful learning and teaching experience, for students, faculty, and staff. UPR's responses to each condition and meetings during the visit confirmed that there is a shared pride in the school and determination for continuous improvement. The university actively recruits students from all socio-economic backgrounds to promote architecture as a viable and accessible profession to all who seek it. This recruitment is maintained at both the university and program level.

The program understands its relationship in the ecosystem of the university. The program interjects its expertise into university wide strategic planning. The faculty and staff of the program are representatives of architecture on university-wide initiatives. The program develops multidisciplinary relationships with other schools and with the profession at large. Internally, students are encouraged to partake learning from their peers outside of the program. Outside of the university, students are encouraged to gain and utilize their insight on collaborations with other organizations and within local architecture firms. The required professional practice experience enables students to learn outside of the classroom. Students and faculty have access to internal and external field trips, professional participation opportunities, program-specific initiatives, university-wide initiative, and community-wide engagement. The team confirmed compliance through meetings with the faculty, staff, and students.

## 2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. *(p.7)*

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. *(p.7)*

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. *(p.7)*

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. *(p.8)*

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. *(p.8)*

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. *(p.8)*

### Described

#### 2023 Team Analysis:

**Design:** The program shapes its courses in response to local economic events, as well as natural events (hurricanes and earthquakes) to ensure graduates are capable of contributing to Puerto Rican life.

**Environmental Stewardship and Professional Responsibility:** The program continues a process of integrating a teaching-learning structure into the curriculum, to create ecological awareness and construction processes that mitigate environmental impact. Design courses are shaped to develop the

knowledge and skills for architectural projects responding to environmental stewardship and professional responsibility.

**Equity, Diversity, and Inclusion:** The program has a specific DEI Plan to promote DEI at multiple levels. The Studio Culture guide strives to expand inclusivity within teaching-learning practices to serve a wide and diverse community. Studio culture expects civility, respect, and collaboration. The program's efforts to diversify the faculty is commendable, progressing from 100% male at the inception of the program to 47% female in 2021. To maintain a diverse student population, the program has identified public schools with underserved and high poverty, black populations to encourage interest in the profession. The program also hosts an Architecture Summer Camp to attract youth interested in art, design, and architecture. Scholarships are provided to low-income students interested in architecture.

**Knowledge and Innovation:** The program capitalizes on its research centers to develop research projects that are interdisciplinary and collaborative. These research projects help inform the curriculum of the academic programs. Students are encouraged to be involved in research projects. Furthermore, ARQU 6336 Design Lab and ARQU 6337 End-of Career Project are research and design studios with an interdisciplinary approach. These research centers are working to drive innovation at the academic level.

**Leadership, collaboration and community engagement:** The program has integrated interdisciplinary collaboration into its curriculum to facilitate identification of the real problems of the communities and users leading to the search for solutions to design problems. The Architectural Design Laboratory ARQU6336 and End-of-Career integrated project ARQU 6337 are comprehensive design studios that simulate the interdisciplinary and collaborative nature of practice. Many graduates have gone on to establish themselves as community leaders including CAAPPR, SHPO, and the AIA National Board. Students also serve on campus level boards and committees.

**Lifelong Learning:** The program instills in the student an essential skill of "learn to learn," preparing students for a life-long learning process. The professional experience internship course, iXP, is the bridge between academic life and the profession. Faculty are required to comply with three continuing education routes. First, teacher training courses and continuing education for tenure; second, continuing education required by Puerto Rico for licensure and continued engagement by UPR; and third, public employee education in ethics.

### **3—Program and Student Criteria** *(Guidelines, p. 9)*

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

#### **3.1 Program Criteria (PC)** *(Guidelines, p. 9)*

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. *(p.9)*

**Met**

#### **2023 Team Analysis:**

The visiting team found evidence of compliance with PC.1 Career paths through multiple avenues, including Professional Practice Coursework (ARQU 6383, ARQU 6384). These courses cover regulatory processes, licensing procedures in Puerto Rico and the U.S., as well as specialties in the practice of architecture. Additionally, as evidenced by the course syllabus and learning objectives, ARQU 6383 underscores that students can develop a professional office, prepare proposals for offering design



services, draft contracts and other design documents as well as have an understanding of the legal aspects of the practice. A Professional Experience Internship course (ARQU 6425) provides a link between academic and professional life with students being afforded opportunities to gain experience working in firms or architecture related agencies. This course also offers "Path to Licensure Conferences" also available on their social media pages. The course also requires that students open an NCARB Record to begin tracking AXP hours. Outside of the classroom, UPR conducts career fairs, and research opportunities which foster collaboration with interdisciplinary groups. The APR evidence presented for this PC reinforces the program goal that students graduate with a clear understanding of the professional and academic institutions that will guide them along the path to licensure. Detailed evidence in the APR establishes that multiple core courses covering professional practice and professional experience are provided. The program surveys firms employing alumni for an assessment of their education. Based on this feedback, the program continues to improve the IXP course and other outreach opportunities for students to maximize their exposure to available career paths. For these reasons, the team determined this PC.1 criterion is met with distinction.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

**Met**

#### 2023 Team Analysis:

The team found evidences of PC.2 Design Criteria design process at the building scale in several Design Studio Courses: On the role of the design process in shaping the built environment iterating multiple factors evidence was found in both tracks 1.5 and 3.5 track in courses such as ARQU 6336 & ARQU 6337 where students solve a design problem from different perspectives and approaches, taking into account contextual and social needs, environmental value, demographic segments, history, and others.

Regarding different settings and scales of development, from buildings to cities, the team found evidence in track 1.5, in the course ARQU 6336 Architectural Design VI: Advanced Design Lab where students design exploring conditions at different scales, linked to the territory, the city, the block and the building. For track 3.5, evidence was found in the course ARQU 6334 Advanced Architectural Design IV: Architecture as an Urban Component.

The PC.2 Design Student Learning Self Assessment in file 02-Assessment on PC.2 Design demonstrates that assessment has been carried out in semesters 02 of 2021 and 01 of 2022, establishing the benchmark of 70% of students meeting or exceeding expectations and it has been met in both semesters.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

**Met**

#### 2023 Team Analysis:

Ecological Knowledge and Responsibility is a priority of the program as they define it in their School of Architecture Development Plan (PDEA 2018-2023). Being located on a tropical island, the awareness of designing to be responsive and resilient to nature is ever-present.

The team found evidence of PC.3 Ecological Knowledge & Responsibility in several courses: ARQU 6511 Technology 1, ARQU 6514 Technology IV Energy Systems, ARQU 6200 Urban Landscape and Socio-Ecological Systems, ARQU 6612 Landscape Architecture, ARQU 6226 Architectural Theory, and ARQU 6991 Natural Ventilation and Natural Lighting taught in LAAB. In these courses, students are encouraged to identify ecological issues and determine the optimal solution to promote resiliency and responsibility.

Supplement exposure to Ecological Knowledge & Responsibility is provided to students through the UPRSoA Research Center. Additional educational opportunities arise when special projects and conferences are to engage with the local community. The team confirmed evidence through observing classes and in meetings with the faculty and students.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

**Met**

**2023 Team Analysis:**

In the track 3.5 curriculum, ARQU 3121 Introduction to Architecture provides a base for the remaining History and Theory courses. ARQU 6211 History of Architecture 1 offers an overview of Western Architecture from prehistory to the Italian Risorgimento. ARQU 6212 History of Architecture II, covers the thirteenth through 18<sup>th</sup> centuries covering buildings and cities around the globe. ARQU 6213 History of Architecture III covers the history of modern and contemporary architecture and urbanism to present.

Long term planning includes the continuous Student Learning Assessment plan for history and theory courses. Prior assessment to the history sequence revealed student weaknesses in relevant architectural precedents knowledge, therefore, a list of essential precedents was added to each course syllabi of the history sequence. Assessment also showed the need to reinforce the study of cultures closer to Puerto Rico from a more holistic and interdisciplinary perspective. This is important to discuss regional cultural diversity, race, gender, and social inequality between colonial powers and the global South. Course content continues to be revised upon assessment findings.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

**Met**

**2023 Team Analysis:**

The team found evidence of Research and Innovation as a top priority to their program. Courses that focus on Research & Innovation include ARQU 6336 & 6337 Design Laboratory & End-of-Career Project, ARQU 6146 Research Technologies, ARQU 6341 Research Seminar, and ARQU 5995 Intelligent Materials.

The program, recognizing the importance of work ethic and social responsibility, emphasizes the use of the Santiago Iglesias Hijo Library Physical Collections and Resources, the Architecture & Construction Archive of the University of Puerto Rico, UPR FAB LAB, as well as the university's vast library system and online database. The team confirmed evidence through meeting with the faculty, staff, and students.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

**Met**

**2023 Team Analysis:**

The team reviewed the program's recurring assessments and consequent improvements to its curriculum, structure, and student experiences in the following ways:

Approaches to leadership in multidisciplinary teams:

- Evidence of student outcomes was found in curricula in both tracks 1.5 and 3.5 such as ARQU 6336 Design Lab, and ARQU 6337 End-of-Career Project where multidisciplinary input is carefully orchestrated by each student in her/his design project.
- Evidence of supportive curriculum and structure was found in that coursework for the track 1.5 students is identical to that in the last year and one-half for those students in the track 3.5 program, as well as an array of opportunities for joint Master of Architecture degrees with Law or Planning.
- Evidence of assessment and resulting improvements was found in Planning and Assessment efforts (such as the PDEA 201802923 SoA Development Plan), and student learning assessments at the deanship level in graduate domains including information literacy skills, effective communication skills, content knowledge, and critical thinking among others. An example of improvements related to assessment outcomes is the upcoming joint master's degree with Business Administration, perceived as another opportunity for multidisciplinary skill development.

Diverse stakeholder constituents:

- Evidence of student outcomes was found in ARQU 6336 Design Lab, and ARQU 6337 End-of-Career Project where, for example, guest lecturers, contributors and juries including such as a psychologist who has developed social service programs for various communities, enhanced her/his design project.
- Evidence of supportive curriculum and structure was found in ARQU 6337 End-of-Career has facilitated guests and specialists in particular research topics.
- Evidence of assessment and resulting improvements was found in ARQU 6336 Design Lab, and ARQU 6337 End-of-Career Project where student learning outcomes are continually assessed for community design studio results. Long range planning within SoA anticipates continued development of multidisciplinary opportunities for leadership and collaborations.

Dynamic physical and social contexts:

- Evidence of student outcomes was found in the SoA Community Design Studio ARQU 4133/4134 ("Taller Comunitario") developing real-life community and private non-profit organization's projects with real sites, real challenges, and financial-regulatory constraints.
- Evidence of supportive curriculum and structure was found in ARQU 6425 Professional Experience Internship iXP where students have opportunities to work as a team in their internships in design firms, or in community service projects.
- Evidence of assessment and resulting improvements was found in a yearly plan, and an end-of-year analysis report prepared by the Graduate program coordinator in collaboration with the SoA Academic Affairs Dean. Quantitative data is supported by qualitative analysis to assess and adjust academic performance and course syllabi.

Whether students learn how to apply effective collaboration skills to solve complex problems:

- Evidence of student outcomes was found in ARQU 6336 Design Lab, and ARQU 6337 End-of-Career Project where students undertook very complex, challenging projects requiring successful collaboration with others including outsiders (diverse external experts), into her/his design project.

- Evidence of supportive curriculum and structure was found in several course sequences such as ARQU 6145 Research Techniques in Architecture followed by ARQU 6431 Research Seminar; and ARQU 6325,26,27 Structures I, II, III, through ARQU 6328 Applied Structural Design.
- Evidence of assessment and resulting improvements was found in benchmarking performed by faculty-prepared course evaluations and results, measured against scoring targets, wherein lack of acceptable performance leads to transformative actions and improvements.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

**Met**

**2023 Team Analysis:**

The Studio Culture Document, approved by the faculty and updated in February 2022, is evidence that the program promotes a positive, constructive, and respectful learning environment, intellectual and creative growth, supports collaboration, encourages diversity and respect in the academic community.

As the document states, it went through an assessment process in 2007 and it was reviewed and assessed on a recurring basis. Chapter "Implementation and Continuous Evaluation" on page 13 of the Studio Culture Document provides evidence that the document is assessed by various administrative and academic units of the School of Architecture, and that the program has a firm commitment to continuously evaluating and improving the conditions in which the teaching-learning activities are happening in the institution. Those various administrative and academic units include the dean's office; Design, History and Theory and Technology Committees; and the student body by way of surveys. Extracurricular activities are also evidence of the positive, innovative and respectful environment of the program including charrettes and design competitions among students promoted by faculty; "Montate que nos Vamos" Architecture tours to important buildings in Puerto Rico where the architects and designers of the projects to be visited accompany students, professors, and the public to see the architecture while the author explains the work; "No te Arropes" conversations that help students on teamwork, diversity, College life, ...; Summer Trips and Summer Trip exhibitions to promote Study Trips abroad; Welcome Activities; and Lecture Series among others.

Meetings with students, faculty, administration, and staff, also provided evidence of the highest commitment, despite scarcity of financial resources, to creating a positive and respectful environment where optimism, respect, strong collegiality among students, faculty, and staff promotes teaching, learning, and innovation. For these reasons, the team determined this PC.7 criterion is met with distinction.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

**Met**

**2023 Team Analysis:**

The program promotes Society Equity & Inclusion as a core value. The pipeline to the university is described in the Student Recruitment and Dissemination Plan, where it describes how the program works on attracting potential students across the island, not allowing geographical or socio-economic factors to be a hindrance.

The program facilitates regular revision of the Learning and Teaching Culture document. Students are encouraged to advocate for their needs in these meetings. Additionally, students are encouraged to value social responsibility to integrate that ideal into their professional roles. Exposure to various ideas and points of view is provided to students through the cross-pollination of community design studios, joint

studios, and competition studios. Integration of Society, Equity & Inclusion is evident in ARQU 6336 / 6337 End-of-Career Projects & Thesis. The team confirmed evidence through meetings with the students, faculty, and staff.

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** *(Guidelines, p. 10)*

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. *(p.10)*

**Met**

#### **2023 Team Analysis:**

Courses cover the range of project sizes and contexts, starting with ARQU 6331 with a focus on smaller scale projects, to ARQU 6334 with a focus on urban settings. Then, ARQU 6335 takes the student through the development of a multipurpose, multi-story building from site analysis to design development to construction documents.

ARQU 6513 Technology III Building Systems explores the mechanical systems of buildings, and the tie to HSW is through climate, plumbing and fire/life safety. There are discussions of the code requirements related to those systems.

Assessments were provided for ARQU 6334 and ARQU 6335. All rubric measurements show that the courses are exceeding the benchmark by significant levels. The program is continuing to collect data with a plan to increase the expectations. Assessments are ongoing, to ensure that students are achieving what they are intended to learn. Additional assessment evidence of compliance with HSW at a city/urban scale was found in the rubrics for ARQU 6336 and ARQU 6337, End of Career project.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. *(p.10)*

**Met**

#### **2023 Team Analysis:**

Students are introduced to Professional Practice through ARQU 6383 Professional Practice I and ARQU 6384 Professional Practice II. The courses introduce ethical, administrative, and regulatory concepts and processes of professional practice of architecture, and expose students to creating, registering, organizing, and operating an office.

The team found outstanding exposure to Professional Practice through ARQU 6425 Professional Experience Internship (iXP), a requirement of the program for students to complete a minimum of 80 hours, logged to NCARB, at a firm. The students find importance in professional exposure, and requested this course be made a requirement from the elective that it previously was.

Supplemental exposure to professional practice includes career fairs, job announcements, and professional talks and activities coordinated with CAAPPR, AIA, and FxA to strengthen ties between professional & academic realms. Current Acting Dean Anna Georas serves as the NCARB advisor to students and shows great commitment in student placement and success. Evidence confirmed through meetings with the students, faculty, and staff.

For these reasons, the team determined this SC.2 criterion is met with distinction.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

**Met**

**2023 Team Analysis:**

ARQU 6336 & ARQU 6337 Design V/Design VI: Advanced Design Lab followed by End of Career project: integrated into the ARQU 6336 Research Seminar course is an exercise for analysis of applicable codes. This analysis includes means of egress, zoning, fire ratings, occupant loads, fire suppression/detection and accessibility.

ARQU 6384 Professional Practice II Design Firm addresses the practice of the profession with an emphasis on compliance with the regulatory aspects of practice, and compliance with zoning and construction regulations. Sample exams have been provided as evidence for this course.

Assessments for this Student Criteria have a benchmark of 70%; student performance was measured at 92% meeting the expectations for ARQU 6337 End of Career project; and 93% meeting the expectations for ARQU 6384. Proposed improvements will create a more-focused rubric for regulatory context and increase the student performance expectation to 80%.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

**Met**

**2023 Team Analysis:**

Evidence found in the Technology I, II, III, and IV sequence ARQU 4311, 4312, 4313, 6514; in the Structures I, II, III and Applied Structural Design sequence ARQU 4321, 4322, 4323, 6328; and in the Design sequences (track 1.5: Advanced Architectural Design I and II ARQU 4135, 4136; and End of Career Project ARQU 6337) (track 3.5: Design IV and V ARQU 6334, 6335; and End of Career Project ARQU 6337.)

Assessment and continuous improvement is evidenced in both tracks 1.5 and 3.5 as the Rubric indicates assessment of outcomes on a semester basis. Through Faculty Committee and Deanship level activities, such improvements have been discussed and implemented.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

**Met**

**2023 Team Analysis:**

Self-Assessment: In both track 1.5 & 3.5 the performance rubric clearly shows assessment of outcomes related with the 5 sub conditions of this SC.5, and it is assessed each semester.

Through review of the supporting materials and student work evidence for the validation courses: ARQU 4136 Advanced Architectural Design II; ARQU 6314 Architectural Design Thesis I & II and ARQU 6337 Architectural Design VII End of Career Project, the Team found consistent evidence that all students address all parts of SC.5 Design Synthesis. The team also found evidence of consideration of the

measurable environmental impacts of the design decisions in the course ARQU 6514 Technology IV. The program does a commendable job in contextualizing larger ecological considerations.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

**Met**

#### **2023 Team Analysis:**

ARQU 6337 Architectural Design VII: Integrated End of Career Project: this course provides a comprehensive design opportunity for students to show the depth and breadth of knowledge and skills acquired during their studies. The course looks for coordination of all systems that make up a project structure, envelope, spatial organization, construction, and finishes. Student work evidence include site planning, building planning, building envelope, and systems such as development of structural, mechanical, electrical and plumbing systems.

ARQU 6514 Technology IV Energy Systems provided student evidence illustrating student learning outcomes and application of measurable outcomes.

The curriculum places a strong emphasis on structural design as well as comprehensive design from the urban context down to the building systems integration.

Assessment: Rubrics support expectations. ARQU 6336 and ARQU 6513 have benchmarks of 70%; performance measures indicate 94% of students met or exceeded those expectations. Multiple student evidence for each course was provided.

#### **4—Curricular Framework** (Guidelines, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

##### **4.1 Institutional Accreditation** (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

**Met**

#### **2023 Team Analysis:**

The Program (SoA) is located in the University of Puerto Rico Rio Piedras Campus and that specific campus is accredited by the Middle States Commission of Higher education (MSCHE). Initial accreditation pre-dates the SoA creation (1946). Last Reaffirmation: 2019 and Next Self- Study Evaluation: 2024-2025.

Evidence validating this information can be found in the following link:  
<https://www.msche.org/institution/0606/>

Additional MSCHE Accreditation for the Rio Piedras Campus evidence can be found in the following link as well: <https://academicos.uprrp.edu/acreditacion-y-licencia/>

#### 4.2 Professional Degrees and Curriculum *(Guidelines, p. 13)*

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. *(p.13)*
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. *(p.14)*
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. *(p.14)*

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the



quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Met**

**2023 Team Analysis:**

4.2.1 Professional Studies: The M.Arch. track 1.5 is 37 graduate-level credits and is based, precisely, on the knowledge and skills learned in the pre-professional architecture baccalaureate. Track 3.5 accepts graduates with bachelor degrees in disciplines other than architecture. Track 3.5 is 106 graduate-level credits. Both tracks present a clear curriculum of architectural content required of all students, that leads to licensure. [M.Arch. track 1.5 Curricular Sequence](#) and [M. Arch. track 3.5 Curricular Sequence](#).

4.2.2 General Studies: Per the APR, “general studies is not part of the required courses in both tracks of M. Arch.; General studies is a component evaluated in the admission process since it is part of their respective baccalaureate programs.”

4.2.3 Optional Studies: the UPRSoA offers its students different optional studies like a minor concentration in Architecture and Engineering; minor concentration in Art, Design and Contexts of Intervention; minor concentration of Design and Innovation, a Professional Certification in Conservation of Architectural and Urban Heritage, professional Certification in Architecture and Landscaping in tropical climates, among others.

4.2.4 Bachelor of Architecture: Not Applicable

4.2.5 Master of Architecture: Per the APR, The M. Arch degree consists of 168 semester credit hours, of combined undergraduate sequence of 131 credits hours and a 37 semester credits of graduate coursework for the Master in Architecture track 1.5. Track 3.5 is a sequence of 106 credits in which the criteria of the NAAB and the UPR domains are met in 3.5 years so that students from other disciplines, other than architecture, can be admitted to the program and obtain a professional architectural master's degree.

4.2.6 Doctor of Architecture: Not Applicable

The team found evidence of the M.Arch. in both tracks 1.5 and 3.5 meeting the required curricular framework.

**4.3 Evaluation of Preparatory Education** (*Guidelines, p. 16*)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**Met**

#### 2023 Team Analysis:

4.3.1: The APR describes the program's process for evaluating a student's prior academic course work, for both tracks 1.5 and 3.5. Evidence was found in the "037 - Admissions Requirements M. Arch. Program.pdf" link of "admission process" (page 74 of the APR).

4.3.2: Per the APR, "The UPRSoA does not have a Preparatory Education Program," although the APR states in page 73, "If the Committee finds that the applicant does not meet any of the requirements and admission criteria (knowledge and skills), a study plan is prepared that includes courses to correct said deficiencies." The program shared with the Team one sample of such a "study plan" for one student.

4.3.3: Evidence found in UPR Web page (Web in Spanish, google translate from spanish to english) - link: [https://earq-uprrp-edu.translate.goog/programa/b-ed/?x\\_tr\\_sl=es&x\\_tr\\_tl=en&x\\_tr\\_hl=en&x\\_tr\\_pto=sc](https://earq-uprrp-edu.translate.goog/programa/b-ed/?x_tr_sl=es&x_tr_tl=en&x_tr_hl=en&x_tr_pto=sc)

## 5—Resources

### 5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

**Described**

#### 2023 Team Analysis:

At the time the APR was prepared, the program was under the direction of Acting Dean Mayra O. Jiménez Montano, Ph.D., Assistant to the Dean Arch. Robin Planas, Associate Dean LAIT. Carola Ballester, Assistant Dean in Administration Affairs Adia Ayala, Assistant Dean of Student Affairs Arch. Anixa González, and Graduate Program Coordinator Arch. Blanquita Calzada, and Undergraduate Program Coordinator Arch. Ernesto Rodríguez. The program also noted its autonomous Library Director Nathelie González, its own architectural archives collection- AACUPR, a computer and media laboratory & Digital Lab Director Alejandro Valsega, the UPR FAB LAB, the digital fabrication laboratory Director Rafael Vargas, three research centers (CIUDAD, CIDI & ESMAT), and LAAB - the technology laboratory focused on biotropical architecture issues (Director Pedro Muñiz), one design studio focused on community-based projects, Taller Comunitario (Director Elio Martínez Joffre) and a Professional Experience Internship (Director Anna Georas). The APR includes an organization chart further describing the administrative structure of the program at that time..

At the time of the visit, the following employees replaced the previous ones listed in the APR: Architect Anna L. Georas Santos, Acting Dean (replaced Mayra O. Jiménez Montano, Ph.D.); AIT Carolina Paredes, Assistant to the Dean (replaced Architect Robin Planas); Mavet Colón, Computer and Media Laboratory & Digital Lab (replaced Alejandro Valsega); and Moisés Gonzalez, Digital Fabrication Lab (FAB LAB) (replaced Rafael Vargas).

Faculty and students of the program have opportunities for representation in SoA and UPR institutional governance through faculty meetings, faculty committees and the Academic Senate. The faculty is represented in the faculty senate by two professors, one student and the Dean as an ex-officio member. Students are involved in all School committees including the Graduate Program Committee and the Undergraduate Program Committee, and Academic Subject Committee. Students also have representation in the academic senate and the university board. All tenured faculty are involved in committees as confirmed in the team's faculty interview.

All faculty feel that they have a voice and are heard. There is a healthy level of communication at SoA.

## **5.2 Planning and Assessment** *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

### **Demonstrated**

#### **2023 Team Analysis:**

UPR and UPRSoA fully engage in a robust, planned approach to continuous improvement:

5.2.1 Evidence of multi-year strategies in the university context was found in a series of yearly plans PDEA 2018-2023 using the Campus Strategic Plan: Commitment 2018-2023 as a base. The PDEA outlines the SoA mission, vision, institutional values, and commitment to cutting-edge education and academic excellence. Assessment processes are to be utilized to facilitate continuous improvement.

5.2.2 Evidence of key performance indicators in the program and university contexts were found in both campus-wide contexts and at the program level. UPR facilitates measurement via its Student Learning Assessment Office, a part of the Institutional Research and Assessment Division of UPR, responsible for helping SoA and other Deans to craft assessment tools for their own program(s). These tools help implement the yearly plan, and an end-of-year analysis report.

5.2.3 Evidence of progress toward multi-year objectives was found in three-year goal plans (most recently, the 2019-2022 and 2022-2025 plans) resulting in quantitative data supporting change. Results not meeting UPR scoring targets require actions for improvements managed at the SoA faculty and dean levels. For example, design sequences in both tracks 1.5 and 3.5 indicate student learning improvement over the sequence; and now a raised target scoring threshold has been implemented.

5.2.4 Evidence of the program's recognition of strengths, challenges and opportunities includes SWOT analysis as a part of the PDEA 2018-2023 process. All the following categories were detailed via SWOT: Discipline (i.e., the impact of the discipline of Architecture in the context of service to the island as a public institution; Competitiveness; Academic Programs (leading to the track 1.5 program being revised recently to integrate research more thoroughly in the Design sequence); Research; faculty; students; International Affairs; Resources; Professional Continuing Education; and Employment.

5.2.5 Evidence of outside input was found by SoA benchmarking its performance against other similar programs; responding to needs (student skills) articulated by those in professional practice; input from the SoA Trust and The Foundation for Architecture; and engaging local and distant practitioners in internships, the SoA journal, field trips, *Pikoteo* technical conferences in collaboration with contractors and suppliers, and joint studios and research on many topics. Evidence of documentation of such input was provided.

The program demonstrated that it regularly uses the results of self-assessments to advise and encourage changes and adjustments, promoting student and faculty success. Evidence includes adjustments in each semester due dates for student deliverables, avoiding too much due all at once. Faculty evaluation principles include merit, professional-personal improvement, meeting institutional goals, raising teaching quality, and other criteria leading to the systematic integration of assessment processes.

### **5.3 Curricular Development** *(Guidelines, p. 19)*

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

### **Demonstrated**

#### **2023 Team Analysis:**

Per the APR, "The 2018 Self-Assessment Report motivated the UPRSoA to pursue substantive changes to the curriculum. The curricular change process initiated in 2018 with the undergraduate and graduate program committees, the curriculum committee, and the subject matter committees." This Self-Assessment Report was made under the previous NAAB conditions and the proposal included a revised 4-year Bachelor of Environmental Design + track 1.5 year M.Arch. (5.5-year in total) track and the creation of the 3.5-year Master's degree, the 3.5 track.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria can be seen in "Student Self Assessment PC\_SC\_Course Match Table" and the UPR SoA's rubrics. Course assessment document shows that currently, the program does not have any unmet student learning or faculty self-assessment benchmarks. For this reason, the actions are consistent across the program to raise the benchmark from 70% to 80% adding recommendations for future assessments.

5.3.2 The APR, in pages 105-106 identifies the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives.

### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

**Demonstrated**

**2023 Team Analysis:**

UPRSOA's human resources appropriately support student learning and achievement:

5.4.1 Evidence that faculty workloads promote student-faculty achievement was found in a yearly plan, and an end-of-year analysis report prepared by the graduate program coordinator in collaboration with the SoA academic affairs dean. Quantitative data is supported by qualitative analysis to assess and adjust academic performance and course syllabi.

5.4.2 Evidence of an architect licensing advisor was found in a yearly plan, and an end-of-year analysis report prepared by the Graduate program coordinator in collaboration with the SoA academic affairs dean. Meeting with the program's dean confirmed AXP adviser.

5.4.3 Evidence of faculty-staff continuing education was found in a yearly plan, and an end-of-year analysis report prepared by the Graduate program coordinator in collaboration with the SoA Academic Affairs Dean. Meetings with faculty and program administrators confirmed support.

5.4.4 Evidence of student support services were found in a yearly plan, and an end-of-year analysis report prepared by the Graduate program coordinator in collaboration with the SoA academic affairs dean. Meetings with student representatives confirmed support.

**5.5 Social Equity, Diversity, and Inclusion** (*Guidelines, p. 20*)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

**Demonstrated**

**2023 Team Analysis:**

5.5.1 Professors, faculty, and staff can be accessed in person during business hours and through email after hours. Physical resources available to students include classrooms equipped for virtual learning, leader technology available upon request, scanners, interactive screens, left-hand and right-hand desks,

gender-specific and gender-neutral bathrooms. Financial services offered to students include scholarships, work study, federal student loans. Meetings with faculty, staff, and students confirmed support.

5.5.2 UPRSoA intends to maintain and increase the diversity of its faculty and staff as outlined in the UPRSoA 2021 Recruitment Plan. The concepts of the plan are implemented within each academic year. It is intended that during the next accreditation cycle, the program will continue to ensure growth along the described trajectory in the 2021 Recruitment Plan. Demographics benchmarks, of both the faculty and staff, have maintained steady despite reduction of teachers over the past years. Demographics of the student body has seen a significant presence of women, with 66% women in the graduate student body. This significant presence of women, both among the faculty, staff, and student body, has transformed ways of thinking, access to information, and changes in social and cultural paradigms in the program. Meetings with faculty confirmed evidence of this.

5.5.3 The Student Recruitment and Dissemination Plan was created for the purpose of educating the population on the role architecture plans in society. The university and program attracts students across socio-economic backgrounds to provide an accessible and affordable pipeline to architecture. Partnerships with public schools create a diverse student pipeline to the university. The program intends to carry out the plan, and revise as needed, for the next accreditation cycle. Demographics of the program, along with the university, have a majority of females. The program promotes diversity and inclusion of its students as does the university. Meetings with the faculty, staff, and students confirm the diversity.

5.5.4 Policies in place that further the Equal Employment Opportunity/Affirmative Action as well as other society equity, diversity, and inclusion initiatives include Office of Compliance and Audit of the University of Puerto Rico, Title IX, Equality Employment Opportunity, Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, UPRRP Handbook for Undergraduates Programs, UPRRP Handbook for Graduate Programs, Certification Num. 95, Año Académico 2019-2020 del Senado Académico, UPRRP faculty Manual, UPR General Student Regulation, UPRSoA 2018-2023 Development Plan, UPRSoA faculty Regulation, UPRSoA Graduate Program Regulation, and UPRSoA Studio Culture Manual. Visit meetings confirm the presence of these policies.

5.5.5 A new School of architecture, built in 2004, improved physical learning conditions. The Office of Services of students with Disabilities, Department of Counseling for Student Development, and Office of Student Attorney are available to ensure that physical and mental needs are supported. The Studio Culture Policy is a living document regularly revised by students and faculty to ensure the program maintains environments conducive and supportive of learning. Additionally, a daycare on campus allows parents to work on their degree. Meetings with faculty, staff and students confirm the evidence.

## **5.6 Physical Resources** *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

**Demonstrated**

**2023 Team Analysis:**

5.6.1 Studio Based Learning: Design studios are divided between the undergraduate and graduate building wings. All master's candidates are integrated within the design studios located in the same space. As evidenced in the virtual video tour, the spaces are well maintained and have abundant natural lighting where appropriate. Students find the studio space to be excellent and is available to them 24x7.

5.6.2 Support spaces: The facility contains six (6) classrooms, two seminar rooms, an auditorium (with updated technology and lighting), and a presentation-jury room. The building also has a Fab Lab with state-of-the-art 3-D printers, laser cutters, CNCs as well as manual tools, to support multidisciplinary projects. A computer lab has two classrooms with 20 computers with all the current design software. ESMAT is a multidisciplinary laboratory dedicated to materials and structural research. There is a large library in the building as well as the UPR's Architecture and Construction Archive.

5.6.3 Faculty space: There are 25 faculty offices in the facility to provide space for preparation, research and advising. Some faculty do research in dedicated spaces including the Biotropical Architecture Environmental Laboratory, Center for Design Research and the Center for Interdisciplinary Urbanism, Environmental Design and Development. There is also dedicated office space for the iXP program for career advising.

5.6.4 Resources: The program provides up-to-date technologies that enhance teaching spaces and other physical resources. New equipment and technology facilitate remote teaching, and broadcast capabilities to offer additional teaching-learning options. The program has loaner equipment for students to use should their own computer fail. The Library and Archives are recognized as the crown jewels of the facility. Interviews with staff revealed great pride in these departments; and the students, faculty, and staff of the program also confirmed great pride in the services provided.

Faculty confirmed that the physical environment is well maintained, and equipment is state-of-the-art.

**5.7 Financial Resources** (*Guidelines, p. 21*)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

**Demonstrated**

**2023 Team Analysis:**

The team found evidence of UPR support to the M.Arch. program in the fact stated in the APR that, despite the budget of the Río Piedras Campus being recently reduced 16%, the budget of the UPRSoA ranged between \$4.2M and \$3.7M in the last five years; and FY2022 SoA received the same operating budget as the previous year.

UPRSoA has had no significant general annual budget increases since the last visit in 2014, although it is important to note that in the last two years (2021-22) operating budgets have been equalized by non-recurring funds, mainly Federal Funds due to Covid-19 Aid and American Rescue Plan. It is important to also mention that since 2014, costs related to hiring visiting professors, and faculty-support travel expenses, have been completely cut. Nonetheless, an important effort has been made in maintaining the library budget.

After the meetings with the Provost and the Dean, the team is confident that the institution is committed to successful architecture programs, particularly to those accredited. Nonetheless, UPR is dependent on the budget provided by the Financial Oversight and Management Board (law PROMESA), as assigned to them. Recognizing austerity measures within the entire government of Puerto Rico, and the UPR's budgets during the last five years, the Río Piedras' Campus' chancellor (who has recently been named

the university's president) has fully supported the SoA's budget requests to ensure quality and success of the growing School's programs. The number of students newly admitted has been constrained to assure high quality education for all admitted students.

The team was able to observe several pressure points related to the financial tightness of the institution, that may eventually negatively impact the work of SoA and of its students, if not remedied soon. Some of these pressure points include:

- A large percentage of instructors are engaged on a by-semester contract.
- Several permanent and tenured professors are nearing the age of retirement.
- Lack of adequate personnel dedicated to the library and archive of SoA. These are resources that students and faculty have in high value, talking about it as the "Most complete Architecture Library and Archive in the entire Caribbean area."
- Reduction of faculty-staff travel opportunities, and funds for visiting professors.
- Complicated processes exist, seeking scarce internal funds for faculty research efforts.

The above team-observed situations that have been created by financial constraints could readily in the future lead to the "burn-out" of faculty and staff affecting the students, the teaching and learning culture in the program.

### **5.8 Information Resources** (*Guidelines, p. 22*)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

#### **Demonstrated**

#### **2023 Team Analysis:**

The program offers convenient and equitable access to architecture literature and information, both physical and digital, to support education. The university has two libraries, the Santiago Iglesias Hijo (SIH) Library Physical Collections and Resources and the Architecture & Construction Archive of the University de Puerto Rico AACUPR. The first offers a wide range of collections available for knowledge acquisition that includes a Reference collection, Circulation collection, Reserve collection, Journals, Thesis & projects collections, Special collection, Vertical archive, Rare books collection, Electronic information resources, and Institutional repository. The latter is a research unit with the School of Architecture and is committed to the conservation of the twentieth century built environment in Puerto Rico. The school offers access to architecture librarians and visual resource professionals who provide discipline relevant information services that support teaching and research. The SIH Library staff are integral in the academic experience of the students. The singular librarian, Director Nathalie Gonzalez Torres, aids in cataloging, information literacy and reference services. Support staff aid in preparation and access to these services. Additional services include access to databases such as the Avery Index, Art & Architecture Complete, Archivision, and Building Green. Since the pandemic, the librarian and staff have worked on offering additional tools virtually as well as being at the virtual disposal to students. The team confirmed evidence through meetings with students, faculty, and staff.

## **6—Public Information**

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to



students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

#### **6.1 Statement on NAAB-Accredited Degrees** *(Guidelines, p. 23)*

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

**Met**

#### **2023 Team Analysis:**

Upon review of the Program's website it was confirmed that the exact language, found on the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2; is found on the Program's (SoA) website.

Evidence can be found on the following link: <https://earq.uprrp.edu/escuela-2/naab/>

#### **6.2 Access to NAAB Conditions and Procedures** *(Guidelines, p. 23)*

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- *Conditions for Accreditation, 2020 Edition*
- *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- *Procedures for Accreditation, 2020 Edition*
- *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

**Met**

#### **2023 Team Analysis:**

The APR correctly explains how the Program is complying with the Access requirements, and lists all the documents that are found on their website; including individual links to each.

Upon review of the website it was confirmed that all of the NAAB Conditions and Procedures documents required are available to all students, faculty and the public via the Program's website. **Evidence was found in the following link:** <https://earq.uprrp.edu/escuela-2/naab/>

#### **6.3 Access to Career Development Information** *(Guidelines, p. 23)*

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Met**

#### **2023 Team Analysis:**

The APR correctly explains how the Program is complying with the Career Information requirements and lists the reference documents/materials that are found on their website; including individual links to each.

The Program provides a number of links to professional associations (locally and U.S. organizations) as well as reference materials for the emerging professional. These are all listed under the header: "External Links" and once you access the link, there is a more detailed explanation stating how these professional associations can be of great help in the professional development of the educational community. **Evidence of these links can be found:** <https://earq.uprrp.edu/enlaces-externos/>

In addition to these links the Program's curriculum (for both the 1.5 and 3.5 tracks) include a required course (ARQU 6425 Professional Experience Internship course) which is a career development class enabling students to develop, evaluate and implement career, education and/or employment plans.

#### **6.4 Public Access to Accreditation Reports and Related Documents** *(Guidelines, p. 23)*

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- The most recent decision letter from the NAAB
- The Architecture Program Report submitted for the last visit
- The final edition of the most recent Visiting Team Report, including attachments and addenda
- The program's optional response to the Visiting Team Report
- Plan to Correct (if applicable)
- NCARB ARE pass rates
- Statements and/or policies on learning and teaching culture
- Statements and/or policies on diversity, equity, and inclusion

**Met**

#### **2023 Team Analysis:**

The APR addresses how the Program is complying with the Reporting requirements and lists the reference documents/materials that are found on their website, including individual links to each.

Evidence on the Program's website can be found in the following link: <https://earq.uprrp.edu/escuela-2/naab/>

#### **6.5 Admissions and Advising** *(Guidelines, p. 24)*

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- Application forms and instructions
- Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- Forms and a description of the process for evaluating the content of a non-accredited degrees
- Requirements and forms for applying for financial aid and scholarships
- Explanation of how student diversity goals affect admission procedures

**Met**

#### **2023 Team Analysis:**

Application forms and instructions; and admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing are in evidence at <https://earq.uprrp.edu/gr-g/>

Evaluation of the portfolio provided by the student applicant to the graduate program can be found in link of APR page 73 under condition 4.3.1, [Portfolio rubric](#)

Evaluation of students from non-accredited degree programs can be found in link "[admission process](#)" page 74 APR under condition 4.3.1

Financial aid and scholarships evidence <https://earq.uprrp.edu/admissions/ayudasbecas/> and <https://earq.uprrp.edu/oportunidades-de-becas/> and <https://estudiantes.uprrp.edu/asistencia-economica/> and <https://graduados.uprrp.edu/estudiantiles/becas-y-ayudantias/>

How diversity goals affect admissions is in evidence in UPR's policy of diversity and inclusion as stated in the University Institutional Policy Regarding Equal Opportunities.

**6.6 Student Financial Information** (*Guidelines, p. 24*)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**Met**

**2023 Team Analysis:**

6.6.1 - Evidence was found in the web page <https://earq.uprrp.edu/admissions/costo-de-matricula/> and <https://estudiantes.uprrp.edu/asistencia-economica/>

6.6.2 - Evidence of the students having access to an initial estimate for all tuition, and expenses was found in: <https://www.upr.edu/costos-de-estudios/> and the English-translation google site [ARQU/P+R - Materiales \(google.com\)](#)

## **V. Appendices**

### **Appendix 1. Conditions Met with Distinction**

1. PC.1 Career Paths
2. PC.7 Learning Culture
3. SC.2 Professional Practice

Refer to team's written review above for details.

**Appendix 2. Team SPC Matrix**

Masters Degree		
0.5	Year 5	
	Fall	Spring
PROFESSIONAL PRACTICE I	PROFESSIONAL PRACTICE I	PROFESSIONAL PRACTICE I
ARQU 6383	ARQU 6383	ARQU 6383
	DESIGN LABORATORY	
	PROF. EXPERIENCE INTERNSHIP	
	TECHNOLOGY IV	
	RESEARCH SEMINAR	
	END OF CAREER PROJECT	
	APPLIED STRUCTURAL DESIGN	
	PROFESSIONAL PRACTICE II	
	ARQU 6336	
	ARQU 4425	
	ARQU 6514	
	ARQU 6431	
	ARQU 6337	
	ARQU 6338	
	ARQU 6384	

**Shared Values**

- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

**Program Criteria**

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

**Student Criteria**

- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

Electives	
ARCH AND VISUAL DESIGN	ARCH AND VISUAL DESIGN
ARCH HERITAGE CONSERVATION PRINCIPLES	ARCH HERITAGE CONSERVATION PRINCIPLES
BIM-REVIT	BIM-REVIT
CAD WORKSHOP	CAD WORKSHOP
CONSTRUCTION FINANCES	CONSTRUCTION FINANCES
DIGITAL REPRESENTATION	DIGITAL REPRESENTATION
DESIGN BUILD PROJECT DELIVERY	DESIGN BUILD PROJECT DELIVERY
EXPLORATION OF THE ARCH PROJECT FROM PHOTOGRAPHY	EXPLORATION OF THE ARCH PROJECT FROM PHOTOGRAPHY
GIS (GEOGRAPHIC INFORMATION SYSTEM)	GIS (GEOGRAPHIC INFORMATION SYSTEM)
HSW IN THE BUILT ENVIRONMENT	HSW IN THE BUILT ENVIRONMENT
INDEPENDENT STUDY	INDEPENDENT STUDY
LANDSCAPE ARCHITECTURE	LANDSCAPE ARCHITECTURE
LEED	LEED
NATURAL LIGHTING	NATURAL LIGHTING
NATURAL VENTILATION	NATURAL VENTILATION
PRECOLUMBIAN AND COLONIAL CITIES AND ARCH OF LATIN	PRECOLUMBIAN AND COLONIAL CITIES AND ARCH OF LATIN
PRINCIPLES OF PRACTICE FOR SUSTAINABLE AND RESILIENT	PRINCIPLES OF PRACTICE FOR SUSTAINABLE AND RESILIENT
RENDERING	RENDERING
RHINO & GRASSHOPPER	RHINO & GRASSHOPPER
SAN JUAN QUEER ARCH	SAN JUAN QUEER ARCH
SMART MATERIALS	SMART MATERIALS
SUMMER STUDY TRIPS	SUMMER STUDY TRIPS
THINKING THE CITY: URBAN THEORIES IN THE TWENTIE TH	THINKING THE CITY: URBAN THEORIES IN THE TWENTIE TH
UNIVERSAL DESIGN	UNIVERSAL DESIGN
URBAN AGRICULTURE	URBAN AGRICULTURE
URBAN LANDSCAPE AND SOCIOECOLOGICAL SYSTEMS	URBAN LANDSCAPE AND SOCIOECOLOGICAL SYSTEMS
ARQU 5995	ARQU 5995
ARQU 3015/4614/6614	ARQU 3015/4614/6614
ARQU 5995/6991(2)	ARQU 5995/6991(2)
ARQU 5905	ARQU 5905
ARQU 5995	ARQU 5995
ARQU 3015(6)	ARQU 3015(6)
INCI 6036	INCI 6036
ARQU 5995	ARQU 5995
ARQU 5995	ARQU 5995
ARQU 5995	ARQU 5995
ARQU 6991(2)	ARQU 6991(2)
ARQU 4612/6612	ARQU 4612/6612
ARQU 3015(6)/6991(2)	ARQU 3015(6)/6991(2)
ARQU 6992	ARQU 6992
ARQU 6992	ARQU 6992
ARQU 5995	ARQU 5995
ARQU 4147	ARQU 4147
ARQU 5995/6991(2)	ARQU 5995/6991(2)
ARQU 5995/6991(2)	ARQU 5995/6991(2)
ARQU 5995	ARQU 5995
ARQU 5995	ARQU 5995
ARQU 1009/6991	ARQU 1009/6991
ARQU 5995/3015	ARQU 5995/3015
ARQU 5995	ARQU 5995
ARQU 5995	ARQU 5995
ARQU 6200	ARQU 6200

Non-Curricular Activity	
AIAS ACTIVITIES	AIAS ACTIVITIES
ART-DESIGN AND INTERVENTION CONTEXTS MINOR	ART-DESIGN AND INTERVENTION CONTEXTS MINOR
CHARRETE	CHARRETE
CIDI	CIDI
COMPETITIONS	COMPETITIONS
CONFERENCE CYCLE	CONFERENCE CYCLE
DESIGN AND INNOVATION PROPOSAL	DESIGN AND INNOVATION PROPOSAL
ESMAT	ESMAT
EXHIBITIONS	EXHIBITIONS
FABLAB	FABLAB
IDEA	IDEA
INFORMA	INFORMA
JOINT DEGREES	JOINT DEGREES
LAAB BIOTROPICAL ARCH & ENVIRONMENTAL SYSTEMS LAB	LAAB BIOTROPICAL ARCH & ENVIRONMENTAL SYSTEMS LAB
MURALS	MURALS
OPEN FORUM FOR STUDENTS	OPEN FORUM FOR STUDENTS
PATH TO LICENSURE CONFERENCE	PATH TO LICENSURE CONFERENCE
PIKOTEO	PIKOTEO
PBL STANDFORD	PBL STANDFORD
PROFESSIONAL CERTIFICATIONS (IN PROGRESS)	PROFESSIONAL CERTIFICATIONS (IN PROGRESS)
RISE-UP	RISE-UP
SCHOLARSHIPS	SCHOLARSHIPS
SIEMBRA SOMBRA	SIEMBRA SOMBRA
STEPS	STEPS
SUMMER WORKSHOPS (TALLERES DE VERANO)	SUMMER WORKSHOPS (TALLERES DE VERANO)
UPRS& SOCIAL ACTIVITIES	UPRS& SOCIAL ACTIVITIES
VAIVEN	VAIVEN

\*Courses with multiple codification available for both Master Tracks

Shared Values

- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

\*Courses with multiple codification available for both Master Tracks

	Preparatory Education										Design I	Year 2				Year 3				Year 4				Electives																Non-Curricular Activity																			
												Fall				Spring				Fall				Spring																																			
												Fall				Spring				Fall				Spring																																			
											AROU 6337	DESIGN I																																															
											AROU 6332	DESIGN II																																															
											AROU 6311	HISTORY I																																															
											AROU 6326	STRUCTURES I																																															
											AROU 6311	TECHNOLOGY I																																															
											AROU 6333	DESIGN III																																															
											AROU 6312	HISTORY II																																															
											AROU 6326	STRUCTURES II																																															
											AROU 6312	TECHNOLOGY II																																															
											AROU 6146	RESEARCH TECHNIQUES																																															
											AROU 6334	DESIGN IV																																															
											AROU 6213	HISTORY III																																															
											AROU 6327	STRUCTURES III																																															
											AROU 6313	TECHNOLOGY III																																															
											AROU 6225	THEORY AND CRITICISM																																															
											AROU 6335	DESIGN V																																															
											AROU 6214	HISTORY IV																																															
											AROU 6425	PROF. EXPERIENCE INTERNSHIP																																															
											AROU 6437	RESEARCH SEMINAR																																															
											AROU 6336	DESIGN LABORATORY																																															
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											UPRESA SOCIAL ACTIVITIES																																																
											VANEN																																																

### Appendix 3. The Visiting Team

#### **Team Chair, Practitioner Representative**

A. James Gersich, AIA, RLA, WRID, NCARB  
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#### **Student Representative**

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#### **Observer**

Ligia Saldana Martorell, NCARB, AIA  
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SCHIZZO Design & Architecture  
Coto Laurel, Puerto Rico  
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## VI. Report Signatures

Respectfully Submitted,



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**A. James Gersich, AIA, RLA, WRID, NCARB**  
Team Chair



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**Miguel Ángel Calvo Salve, PhD**  
Team Member



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**Ed Marley, AIA, NCARB, LEED AP**  
Team Member



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**Stephanie Aranda, Assoc. AIA**  
Team Member



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**Ligia Saldaña, AIA, NCARB**  
Observer