University of Maine at Augusta
College of Arts and Sciences

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (150 credit hours)

The National Architectural Accrediting Board
November 4, 2015

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

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1. Team Comments and Visit Summary

The Bachelor of Architecture degree program at the University of Maine at Augusta (UMA) will be the only professional architecture degree program in the state of Maine, and one of only a few public institutions within New England offering such a program, serving what many say is a dire need for the region. The professional community is extremely supportive of the program and has shown its support, both financially and through the use of professionals who offer their expertise as guest jury members and lecturers.

At UMA, community and civic engagement has been a core part of the architecture program since its inception and remains an important part of the curriculum and mission. The design projects that the architecture program has worked on within the community have helped it become a flagship component of the university, and pride of the staff and higher administration. To date, the program is responsible for working on over 30 community-based projects.

The program has full support of the administration, which has invested in providing an accredited professional architecture degree for its students. Through the support of then president Handley in 2011, the program moved into a renovated facility on Water Street in historic downtown Augusta. This facility would later be named in honor of the president and dedicated as Handley Hall. The building provides an excellent working environment for all architecture-related courses and has cultivated a positive culture among the student body and the faculty.

Though a number of deficiencies were still observed at the time of the 2015 visit, the team wants to recognize that a commendable amount of progress has been made since the previous accreditation visit. The preparation of the Architecture Program Report (APR) and the team room were very thorough and provided great attention to detail. These tireless preparation efforts have not gone unnoticed and were greatly appreciated by the visiting team. The team would like to offer a special thank you to the architecture program coordinator, Eric Stark, and everyone else in the program, for their generous hospitality and their endless dedication and commitment to the success of the program.

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3. Causes of Concern

A. **Critical Thought:** There is a concern that critical thought, a fundamental element of architectural education, is not integrated throughout the curriculum. Information literacy, investigative research, and writing are not on par with drawing and representation as crucial tools for successful student learning.
B. **Comprehensive Design:** There is a concern regarding the allotment of time provided for the comprehensive design studio. In addition to the studio being limited to four credit hours, the 10-day Community Design Charrette inhibits the completion of a full semester of study in this crucial studio. Additionally, successful co-requisite alignments observed elsewhere in the curriculum are not currently aligned with the comprehensive design studio.
C. **Faculty Alignment with Key Course Content:** Faculty credentials, such as teaching experience and professional expertise, are not aligned closely enough with the course content that the faculty members are teaching.
D. **Issues of Faculty Workload/Compensation and Recruitment/Retention:** There is a concern that the potential loss of key personnel, who bear heavy workloads, may have detrimental effects on the program. Additionally, there is a concern that lower rates of compensation may have detrimental effects on faculty recruitment and retention.
E. **Student Recruitment:** The program's financial success hinges upon its ability to attract and retain additional viable students at all levels (true freshmen, non-traditional students, and transfer students). Program-specific marketing, broader recruitment, and university commitment to future student housing were presented to the team as potential strategies.

4. Progress Since the Previous Site Visit (2013)

2009 Perspective I.1.3., C. Architectural Education and the Regulatory Environment: *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

Previous Team Report (2013): The students are fully aware of IDP and the process of becoming licensed. While most of the students intend to become licensed, currently because there is not a NAAB-accredited degree they are not prepared. Many current students go on to get an M. Arch.; others hope to be accepted in this future B. Arch program.

> **2015 Team Assessment:** The program is now responsive to this perspective. See assessment in report below.

2009 Perspective I.1.3., D. Architectural Education and the Profession: *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

Previous Team Report (2013): The current program prepares students to practice in central Maine to the exclusion of practice in other climates and countries. While there is an excellent commitment to community outreach in central Maine, it is to the detriment of the diversity of clients, climate, and populations. The work displayed in the team room exhibited limited

understanding of sustainable design and the diverse and cross-disciplinary collaborative roles assumed by architects.

The practitioners in Maine are extremely supportive of the new B. Arch program. AIA Maine raised more than $58,000.00 for scholarships and has scheduled board meetings in Augusta in the architecture building.

> **2015 Team Assessment:** The program is now responsive to this perspective. See assessment in report below.

2009 Condition I.1.4, Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2013): Long-range planning is important for any institution, but it is particularly important for a program that is launching a professional degree. The new Bachelor of Architecture program at UMA has not undertaken a long-range planning effort, and that process will be a valuable tool as it moves forward. Long-range planning should be set up to include benchmarks at three- or five-year increments over a ten-year period. Long-range planning should include but not be limited to full-time faculty position search and start dates, adjunct faculty position counts relative to curriculum development, staff (shop/digital fabrication supervision), teaching assistantships, student workers, etc.

Needs that require additional resources such as the increase in digital technology and its attendant costs, manual and digital fabrication, and the complete equipment inventory and renewable supplies, licensing agreements, maintenance agreements, replacement plans, physical plant modifications (exhaust systems, etc.) are critical for this program. The development of program fees that would recognize the uniqueness of a five-year professional program could, with university approval, offset some program expenses, and would be reflected in this long-range plan.

The program is considering the addition of a Community Design Center. This is a source of potential revenue and would be a component of this plan. Community partners, sponsored studios, and student internships could all contribute to this center as a resource for the program. There was a brief conversation about the potential of a summer discovery program that could be a strong recruitment tool. Obviously, this would also have implications for both sides of the asset/debit column. The long-range plan can be a living, working document that aids the administration and the program to anticipate the increased demands of a professional degree program.

> **2015 Team Assessment:** This condition now meets the standards as set by the NAAB. See assessment in report below.

2009 Condition I.1.5, Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

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

Previous Team Report (2013): The program suffers from the fact that it has only two permanent, full-time faculty members. Any self-assessment, even if it includes the adjunct faculty, becomes self-referential, hampering its ability to effectively assess its progress relative to its mission. The team encourages the program to develop a process of evaluation that engages academics from peer institutions to assist in the assessment process. This would be an extremely valuable exercise at the early stages of the further development of the curriculum for the five-year program.

- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*

Previous Team Report (2013): A focused, multiyear study of the curriculum citing the objectives of each phase of the curriculum, in a fairly granular manner, would be extremely important before the next NAAB visit. The team experienced a disconnect between the stated values of the program and the evidence of those values in the work in the team room. The fact that the program will be assessed relative to the principles that the program professes to hold dear demands that those principles are demonstrated in the materials exhibited in the team room.

In addition to the program's mission and value statements, the NAAB visiting team will expect to see progress in the areas of digital technology and fabrication; evidence of the principles of sustainability; and development in history, theory, and critical thinking, including contemporary thought, professional practice, sustainability, fundamental design principles, building systems, materials and methods, and diversity of building types and building sites.

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*

Previous Team Report (2013): The program enjoys the support of the administration, the students, and the professional community that it will serve. The program is very engaged in its local community and devotes extensive curricular time to the execution of community-based projects. Currently, community projects are represented in ARC 221 Concepts of Structures, ARC 305 Architectural Design IV, ARC 306 Architectural Design V, and ARC 509 Architectural Design VIII. The team sensed the pride of commitment and the strong sense of mission among the students and faculty. The team recognizes that civic engagement is an identity-defining feature of the program. However, there is concern that the community projects may be too pervasive in the curriculum, hampering the ability of students to explore projects that demand alternative scales, more challenging siting, or more conceptual design exploration. The community projects are generally limited in scale to one- or two-story structures on relatively flat sites, with fairly uncomplicated programs. The faculty might consider confining the civic projects to the upper-level studios, where the skills acquired at the lower levels could serve them better in the execution of

the community projects. The program is considering the development of a Community Design Center, which would well serve the department by providing a revenue base for civic projects and by allowing students to receive IDP credit for internship at the center.

The students learn to draw by hand (ARC 101 Introduction to Architectural Graphics) and most of the model making is done manually, without the advantages of power-driven or digital tools. This is pointed out as a feature that most are very pleased with. As the program matures, there is an expectation that these skills will be joined by digitally driven visual and fabrication skills, freeing up some time devoted to the manual execution of projects for further development of design. Expansion to multiple media for representation would also allow the students, currently restricted to ¼-inch foam core, to model their projects in a variety of scales and alternative materials as the project demands. Currently, the program offers a CAD course, but no other software programs are available, leaving the students to essentially teach each other how to use a variety of software applications.
The department claims the principles of "space, scale, light" (ARC 123, Philosophy of Architecture and Design Theory) as fundamental elements of its degree program. The team felt that the faculty needed to drill down in each of the early studio segments of the degree path to ensure that value attributed to these primary elements is worthy of the elevated position they have been given in the mission of the program.

The program adopts a pragmatic and socially responsible mantle as the premise for architectural design studies at UMA. This stance presupposes that considerable attention would be paid to the typologies, and materials and methods. The Concepts of Structures I course (ARC 221), as presented in the team room, was diluted by community-based projects. It is anticipated that this course will develop into a more comprehensive and integrated structures-focused course unencumbered by the demands of civic engagement. The construction documents exhibited (ARC 332 Construction Techniques) were incomplete, and evidence of a fully executed building section was absent. These pieces, along with a more robust materials and methods investigation, will be expected as the program moves to a five-year degree and the inclusion of comprehensive design.

The students are active with AIAS and look forward to a program-based IDP advisor. They are committed to a professional path and eagerly await the Bachelor of Architecture program. Currently, they acknowledge the absence of professional practice content in the curriculum and are keenly aware of the need for its inclusion.

- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

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

Previous Team Report (2013): The program is currently handicapped by an extremely small faculty. As the program develops, the existing faculty will need to rely on peer review and outside consultants to bring to the process fresh perspectives and alternate pedagogical and methodological approaches to curriculum development. The repetitive review and assessment will provide them with reinforcement and confidence that their assessment brings objectivity as

The team has emphasized that the proposed course outlines contain a degree of granularity to allow the faculty to account for the NAAB criteria, as well as their particular programmatic values

2015 Team Assessment: This condition is **Not Yet Met.** Though the program has started to make progress on this condition, it remains as a deficiency. The architecture program has led a university-wide effort to provide successful course evaluations that allow student feedback to be sent immediately and concisely back to the faculty at the end of the semester.

The program continues to have only three full-time faculty members. The program has developed a robust structure for a Long-Range Plan and has developed the framework for a curriculum and learning culture, but has yet to identify best steps proceeding forward as it relates to its own identified mission and vision.

To date, the program has relied on the input from the NAAB as its primary assessment tool and has not become self-sufficient in providing and implementing its own self-assessment policies. Though the APR refers to a B. Arch. Advisory Board, this group has not been formed and thus its perceived actions have yet to come to fruition.

2009 Condition I.2.1, Human Resources and Human Resource Development:

- *Faculty and 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*[1].
  - *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 (2013): The program currently has three full-time faculty members. One of them, the program coordinator, is tasked with an unsustainable range of responsibilities, including all aspects of program administration (faculty hiring, curriculum development, community engagement, student advising, etc.) while also fulfilling a broad range of teaching responsibilities. Another of the three will retire at the end of this academic year. A search for a full-time faculty member to occupy the expected vacancy is nearing completion, and the position will be filled before the fall 2013 semester. A third full-time faculty hire is essential for the continued advancement of the program toward accreditation. Substantive administrative

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

assistance, coupled with an appropriate faculty assignment for the program coordinator, is equally essential.

The college provides appropriate criteria and processes for reappointment and tenure. Some modifications may need to be made to recognize the particular scholarship of applied research and professional practicum.

Currently, adjunct faculty members are limited by state contract to teaching one studio course per semester. Program location has made it difficult to secure a full complement of part-time faculty members able to deliver the required professional program curriculum. A dual restructuring of adjunct faculty assignments and course credits to advance a commitment to the program may be beneficial; the ability of the program to attract and retain adjunct faculty is essential to its ability to deliver curriculum and fulfill its mission

The scale of the university gives the program relatively ready access to upper administration. That said, program staff is entirely shared with the College of Arts and Sciences. No staff members are currently dedicated exclusively to program needs.

Although students are aware of the IDP, currently, there is no dedicated IDP education coordinator. Expectations for faculty scholarship are developing across the university, but modest funding appears to be available to support conference travel.

> **2015 Team Assessment:** This condition is **Not Yet Met**. This condition is now adequate for students, but remains inadequate for faculty. The program currently has three full-time faculty members. All of them continue to be tasked with an unsustainable range of responsibilities, including curricular development, student advising, admissions committee work, coordinating one of the five years of the program, responding to the challenges of achieving initial accreditation, and fulfilling a broad range of teaching responsibilities. In addition to having the previous list of responsibilities, the program coordinator is responsible for hiring, community outreach, and recruiting, and has now taken on the additional role of licensing advisor to guide students into the IDP program.
>
> Currently, the staff serving the architecture department are insufficient. Additionally, the team notes a reduction from three administrative assistants in the College of Arts and Sciences to two since the writing of the APR. The team is concerned about the workload and the stress it places on the two remaining administrative assistants, as well as their ability to effectively serve the needs of the architecture program and other programs in the college.
>
> The program has a talented pool of adjunct faculty but is hindered by a union-enforced credit limit that does not allow adjunct faculty to teach both a studio and a seminar per semester.
>
> In the area of professional development, the team notes that UMA staff members have access to pursuing their first degree at no charge. The full-time faculty in the program are provided with annual faculty development funds, which must be split between the three faculty members and may limit the extent of their participation in development activities to only regional opportunities.
>
> Since the architecture program has begun the transition from a Bachelor of Arts degree to a professional Bachelor of Architecture degree, the team observed that the full-time salaries of the architecture faculty may not be transitioning in order to be comparable with salaries in other professional programs at UMA.

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

Previous Team Report (2013): In the fall of 2011 the existing architecture program moved to the Gannett Building in downtown Augusta. With the move, the program went from one-and-one-half classrooms on campus to two floors – the 2nd and 4th floors of Gannett – totaling 7,842 gross square feet. The Gannett building has excellent classroom space, office space, pin-up space, lecture rooms, and a gallery on the main street in Augusta. The lack of a digital fabrication lab, shop and printing room hinders the education of the students. The students' visual thinking is limited by the available tools.

The 5th floor of the Gannett Building is currently on a short-term lease to a nonprofit and is potentially available to accommodate the growth of the program into the Bachelor of Architecture.

2015 Team Assessment: This condition is **Not Yet Met**. This condition remains inadequate for the program. Since the previous visit, dedicated studio space has been given to all architecture design students (fall 2014) and a basic digital fabrication lab has been created. The lab contains a Universal Laser Cutter and MakerBot 2X 3-d printer, and is monitored, maintained, and managed by students.

Security card access has been added throughout the building since the previous visit, so students have more after-hours access. However, many of the students commute long distances, are non-traditional, and may work full time, and they do not have extended access to studios—beyond the current access—on weekends, evenings, and holidays.

While progress has been made, the team noted that program facilities, such as the provision of dedicated workshop space, are not consistent with those of other accredited architecture degree programs.

2009 Condition I.2.4, Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

Previous Team Report (2013): The administration as well as the program need to track and project program needs for human and physical resources, equipment, revenue, etc. Aside from the current pressing need for additional faculty, the program is aware of its need to expand its digital offerings and its fabrication capabilities. The long-range plan will allow the program to balance need with potential revenue sources and to develop the program as student and curricular demand increases. The program is encouraged to take advantage of every grant or special fund that may be available internally, as well as institutional support that may be available from software providers and other companies that support emerging programs.

2015 Team Assessment: This condition is **Not Yet Met**. This condition remains inadequate for the program. The team found that the chief financial officer (CFO), the provost, and the dean of the College of Arts of Sciences were all cognizant of the need to improve the financial resource allocations for the B. Arch program as an investment in its future. The new Long-Range Plan, with its multi-year budget projections, is moving in the right direction and establishes a road map for meeting the financial challenges of the growing program.

High on the priority list of unmet program needs outlined in the Long-Range Plan is additional administrative support for the program, as well as a new workshop and an expanded digital fabrication lab, accompanied by the requisite staff to manage those facilities.

In the APR, the team noted that the budget to FTE student ratios in the two most costly professional degree programs in UMA's College of Professional Studies were significantly higher (42% and 75%) than in the architecture program. Similarly, it appears that full-time faculty salaries at the ranks of assistant professor and associate professor in those same programs may also be significantly higher (27% to 39%) than they are in architecture.

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

Previous Team Report (2013): This is the initial accreditation visit, so there are not any previous annual reports.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Section I.4, Policy Review: *The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

Previous Team Report (2013): The following policies have not been developed and therefore were not included in the team room or APR:

- Studio Culture Policy
- Policies on the use and integration of digital media in architecture curriculum

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion A.1., Communication Skills: *Ability to* read, write, speak, and listen effectively.

Previous Team Report (2013): The program matrix locates these skills in Thesis and Thesis Prep, as well as in courses that have yet to be taught: Professional Practice ARC 421 and Theory ARC 431. Perhaps these skills might be introduced earlier in the program.

Writing samples from course work show ability to communicate ideas, conduct analysis. ARC 105 History of Art & Architecture 1, ARC 106 History of Art & Architecture II, have no visible student work.

Few course bibliographies in evidence showing reading expectations, knowledge base, and abilities

> **2015 Team Assessment:** This criterion remains **Not Yet Met.** The team noted a wide range of writing, speaking, and listening abilities across the coursework of the curriculum. ARC 510: Architectural Design, Thesis—which is the primary course that is anticipated to satisfy this criterion—had not yet been taught at the time of this visit.

2009 Criterion A.2., Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Previous Team Report (2013): It is hard to find evidence of design thinking skills in the curriculum. The program matrix locates these skills in ARC 123, Philosophy of Architecture. Design fundamentals seem to be introduced through the study of historic building types. Abstract design tools that form the building blocks of basic design (form, scale, texture, etc.) do not seem to be introduced in a systematic way. There seems not to be a critical approach to the creation of a formal language. Precedents, when employed, do not correspond to the building typology being studied (e.g., ARC 204 "Row House" type residence with precedents listed as Villa Savoye, Monticello, and the Farnsworth House, etc.)

Diversity of points of view play limited role. Critical thinking plays limited role in design and writing. Design studios, seminars appear inwardly focused.

> **2015 Team Assessment:** This condition is now **Met**. See assessment in report below.

2009 Criterion A.3., Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

Previous Team Report (2013): Traditional graphic skills in plan and section are amply in evidence. Sketching is taught and clearly valued. Modeling techniques are limited to those materials—and correlated scales of investigation—supported by techniques wielded by hand.

Digital skills are underrepresented in drawing, parametric modeling, 3D representation and exploration. Digital technology has only been introduced as a CAD course, limited to documentation. No repertoire of digital software is available to the students for representation, visualization or presentation processes. This is particularly evident in the issue of studying the impact of light. There are so many very sophisticated digital programs that allow one to study the impacts of light in every conceivable location and condition, including the application of sustainability principles. The program at Augusta is limited to the study of light through traditional, somewhat outdated, light-box techniques. While not negating the value of these studies, the expansion of this investigation, since it is a primary principle of the program, would allow materiality, sustainability, lighting technologies, etc. to be incorporated into the fundamentals.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion A.4., Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Previous Team Report (2013): Technical documentation is limited to construction documents for a small house. Technology courses do not yet require substantive documentation of materials or systems. Some evidence of specifications was available to the team.

2015 Team Assessment: This criterion remains **Not Yet Met**. All requirements of this criterion are well met in ARC 332: Construction Techniques, with the exception of the ability to write outline specifications.

2009 Criterion A.6., Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

Previous Team Report (2013): The program matrix locates these skills in the first three design studios. ARC 102 Architectural Design I, ARC 203 Architectural Design II, and ARC 204 Architectural Design III do not yet demonstrate a specific focus on environmental principles. Similarly, the incremental, deliberate development of work that responds to basic design principles is not yet clearly in evidence in the beginning design studios.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion A.7., Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Previous Team Report (2013): The program matrix locates these skills in ARC 407 Architectural Design VI and ARC 241 Architectural Analysis, yet to be taught. The team saw limited evidence of focused precedent study in the design of projects. Only a limited range of those precedents was exhibited in the design project documentation.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion A.8., Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Previous Team Report (2013): There was no evidence in the team room of the process or study of fundamental ordering systems. ARC 101 Intro to Architectural Graphics, which was cited as one of the courses where ordering systems are introduced, focuses on drawings and visual communication. ARC 102 Architectural Design I studies aspects of light, scale, and space, but does not cover topics such as transition, threshold, sequence, repetition, hierarchy, pattern language, public/private domain, etc.

2015 Team Assessment: This condition is now **Met with Distinction**. See assessment in report below.

2009 Criterion A.9., Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Previous Team Report (2013): ARC 431 Architectural Theory is cited as the only architectural theory course, and it is expected to also cover C.8., Ethics and Professional Judgment, and C.9., Community and Social Responsibilities. It is unrealistic to imagine covering theory from 1870 (as indicated in the syllabus) to contemporary theory and attempt to do justice to additional categories. It must also be noted that contemporary architecture theory should include required reading in theory and contemporary thought after 1975.

The requirements of this SPC are substantive. While some of the extant courses explore canons and traditions of art and architecture, none of the proposed course syllabi have yet been developed to fully address traditions of landscape and urban design, including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

> **2015 Team Assessment:** This criterion remains **Not Yet Met**. The syllabus for ARC 431: Architectural Theory identifies this course as being the primary course for this criterion to be met; however, this course had not yet been taught in full at the time of the visit. Work provided in the team room from ARC 441: Required Architectural Travel Experience supports meeting portions of this condition. Evidence provided for ARH 105: History of Art and Architecture I, ARH 106: History of Art and Architecture II, and ARH 312: History of Modern Architecture did not support meeting this criterion.

2009 Criterion A.10., Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Previous Team Report (2013): The program matrix locates these skills in its history/theory sequence and the travel abroad curriculum. While some of the extant courses explore canons and traditions of art and architecture, none of the proposed course syllabi have yet been developed to fully address the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

> **2015 Team Assessment:** This condition is now **Met**. See assessment in report below.

2009 Criterion A.11., Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Previous Team Report (2013): An understanding of the importance of applied research, and the prevalence of research in the workplace, was not in evidence in the team room. The program matrix locates these skills in ARC 408 Architectural Design VII, ARC 510 Architectural Thesis, and ARC 241 Architectural Analysis. Only the first two of these courses are currently taught. In the work produced for those courses, the team found limited evidence of form, systems and program being informed by the results of applied research.

2015 Team Assessment: This criterion remains **Not Yet Met.** Evidence of a clear translation of the research into the function, form, and systems and their impact on the human conditions and behavior in the final design project was not found in ARC 407: Architectural Design VI, Comprehensive Design Studio.

2009 Criterion B.1., Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Previous Team Report (2013): There is limited evidence in ARC 420 Architectural Design, but it is not consistent across the students' work.

2015 Team Assessment: This criterion remains **Not Yet Met.** ARC 509: Architecture Design, Pre-Thesis, the primary course that is anticipated to satisfy this criterion, had not yet been completely taught at the time of this visit.

2009 Criterion B.2., Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2013): The majority of projects was not very complex and did not exhibit an ability to design facilities and systems to conform to accessible design standards.

2015 Team Assessment: This criterion remains **Not Yet Met**. The curriculum reiterates the importance of accessible site and building design throughout the studio sequence. Evidence provided for ARC 204: Architectural Design III, Site Design Studio and ARC 407: Architectural Design VI, Comprehensive Design Studio does not consistently exhibit a level of ability in site design.

2009 Criterion B.3., Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Report (2013): The class ARC 251 Sustainable Design Concepts has not been taught to date. There was no evidence of sustainable principles in the studio projects.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion B.4., Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design

Previous Team Report (2013): Limited evidence is in ARC 332 Construction Techniques and ARC 420 Architectural Design, but it is not consistent across the students' work. Many sites had significant slopes but the students' solutions ignored the slope in their design.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion B.5., Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2013): The project types are typically small scale and not complicated enough for egress to be an emphasis.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion B.6., Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

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

Previous Team Report (2013): The studio that will focus on comprehensive design has not been developed or taught to date.

2015 Team Assessment: This criterion remains **Not Yet Met**. In ARC 407: Architectural Design VI, Comprehensive Design Studio, each student's ability and capacity to make design decisions across scales, while integrating each of the required SPC, were not yet demonstrated in the work exhibited within the team room.

2009 Criterion B.7., Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Previous Team Report (2013): The two classes that will focus Financial Considerations, ARC 231 Architectural Materials and Methods and ARC 421 Professional Practice, have not been taught to date.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion B.9., Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Previous Team Report (2013): Minimal evidence was found in ARC 322 Concepts of Structures II.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion B.10., Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Previous Team Report (2013): ARC 332 Construction Techniques is focused on small-scale buildings and does not explore the range of possible building envelopes for contemporary buildings. ARC 231 Architectural Materials and Methods has not been taught to date.

2015 Team Assessment: This condition is now **Met with Distinction**. See assessment in report below.

2009 Criterion B.11., Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Previous Team Report (2013): The technical classes have either not been taught or are not fully developed to cover all the building service systems.

2015 Team Assessment: This criterion remains **Not Yet Met.** Evidence in the team room from ARC 350: Mechanical Systems in Architecture demonstrated that students have an understanding of the basic principles of plumbing and fire protection systems, but not electrical, vertical transportation, or security systems.

2009 Criterion B.12., Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Previous Team Report (2013): While the structures courses, ARC 221 and ARC 322, do a credible job of covering the aspects of structural theory and practice, there was no evidence in the team room of a fully realized building section or an investigation of the implications of alternative building systems. The team felt strongly that the structures courses were taxed to cover the required materials and that engaging in a community project, while encouraging the application of structural design, further diluted the full spectrum of structural content.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion C.1., Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Previous Team Report (2013): The program matrix locates these skills in ARC 203 Architectural Design II, ARC 204 Architectural Design III, and ARC 509 Architectural Design VIII. The team found ample exemplary evidence of successful teamwork in the third-year design studios, which incorporate a range of professionals and community representatives. With the one-time exception of a particular community-based project executed with students in the UMA Art Department, collaborations in multidisciplinary teams were not as easily identifiable.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion C.4., Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

Previous Team Report (2013): The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion C.5., Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Previous Team Report (2013): The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion C.7., Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Previous Team Report (2013): The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Criterion C.8., Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

Previous Team Report (2013): The class ARC 421 Professional Practice will be the primary source for this criterion. It has not been taught to date.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Section II.2.3, Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

Previous Team Report (2013): The current program has no formal process for curriculum review and development. Within such a small faculty, it is difficult to not become self-referential. The program is encouraged to create a broad, rigorous, geographically diverse review process.

2015 Team Assessment: This condition remains **Not Yet Met**. The team noted that, since the previous team visit, there have been substantial improvements to the curriculum, including the development of new courses, effective co-requisite pairings of courses in the fall semesters of the first, second, and third years, deliberate sequencing of content areas across multiple semesters, and a higher level of complexity of studio problems for students to address. Faculty who are licensed architects have been directly involved in the development of the curriculum. Nevertheless, the program has no formal process for curriculum review and development, and has not implemented a clear and inclusive formal process on how curricular modifications are made.

2009 Section II.4.4, Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

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

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

Previous Team Report (2013): This APR and VTR are not available because it is premature. Both the APR and VTR will be available in the office of the dean of arts and sciences and online under the NAAB tab on the architecture program's web page after the results of the July NAAB board meeting are available to the university.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

2009 Section II.4.5, ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

Previous Team Report (2013): This is not applicable to the program at this time.

2015 Team Assessment: This condition is now **Met**. See assessment in report below.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission:

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

2015 Team Assessment: The UMA architecture program describes its provenance well and has always focused its mission around community engagement. The program defines its mission as "Architecture Through Engagement." Its mission has been a staple of the program since the program's inception and remains the basis of the identity of the program within the college, university, and local community. The architecture program is an outgrowth of a 2-year Associates of Arts degree program (founded in 1987), which expanded to become a 4-year preprofessional Bachelor of Arts in Architecture program in 2003, and it has since expanded to become a B. Arch. degree program (2013).

The B. Arch. degree program will be the only professional architecture program in the state of Maine and one of only a few public institutions within New England offering such a program. It will serve what many say is a dire need for the region.

The program is rooted in three essential elements. The first is the mission to engage the community; the second is the desire to work collaboratively within and outside the university; and the third is the idea of utilizing tools to affect the collective built environment.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

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

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The studio culture policy was developed by student leaders and the full-time faculty. This document is reviewed annually in "The Meeting," a monthly discussion held to assess learning culture with students and faculty. The policy defines studio culture at UMA as engaging, supportive, and productive, and is reflective of what was observed during the visit. While all students are given this document, it was noted that most first-year students and adjunct faculty were not aware of its existence.

The learning culture of the school is one of respect, sharing, and optimism. Faculty are extremely accessible and helpful in supporting the learning environment for the architecture students. Communication between faculty and students is fluid and casual. Students expressed their gratitude for the faculty and believed that their voices were being heard through informal communications. Collaborative and shared learning occurs within and outside of the studio.

Students are appreciative of Handley Hall, and being removed from the rest of the campus promotes the culture of community that exists within the program. Since this is a commuter school, students do not typically live near campus, and many are traveling long distances—some exceeding an hour—to get to class. Due to the nature of this setting, time management issues inherent in architecture school may be further exacerbated.

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

A. **Architectural Education and the Academic Community**. *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.*[2] *In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

   [X] The program is responsive to this perspective.

   2015 Team Assessment: With students now enrolled in all 5 years of the B. Arch. curriculum, the program continues to be a "shining example" of community outreach and civic engagement for the rest of the university community and surrounding region. As an integral component of the College of Arts and Sciences, the program continues to offer its students the opportunity to gain a holistic, liberal arts-based practical education. The full-time faculty continue to perform at a level beyond expectations at both the program and university levels. Department of Architecture faculty are actively engaged in university service as they play leadership roles on key committees or initiatives. They led the development of a more effective system of student course evaluations at the university level. In the College of Arts and Sciences, working with faculty from the Department of Art, they developed parameters defining categories of faculty research and scholarship for rank and tenure.

B. **Architectural Education and Students**. *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-*

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

worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2015 Team Assessment: Architecture students at UMA are incredibly diverse in age, experience, and skill level. Students live in cities and towns across Maine, and some drive over an hour to commute to classes. Many hold full-time jobs, and some are gaining professional experience by working in architecture firms (most of which are located in Portland, ME). This diversity enriches the educational experience at UMA.

Student participation in the UMA chapter of the American Institute of Architecture Students (AIAS) helps to foster leadership. The AIAS chapter arranges annual trips to Boston, MA, and Exeter, NH, and students are financially supported in attending regional and national AIAS conferences through the UMA Student Government General Assembly and AIA Maine. Students participate in events with the Portland Society for Architecture (PSA) and AIA Maine. The AIAS president serves as a student representative on the AIA Maine board and also serves as a key conduit between the students and the professional community.

The required travel experience class, ARC 441, sends students to U.S. cities (Detroit and Chicago), and/or Finland in alternating years. The trips not only expose students to the architectural world beyond the region, but they also give them the opportunity to experience the buildings that they learn about in person. Due to the nature of the travel experience, cohorts of students in years 2-4 within the architecture program are encouraged to have interactions and share knowledge.

C. **Architectural Education and the Regulatory Environment**. *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

[X] The program is responsive to this perspective.

2015 Team Assessment: The team noted that the first-year students were not aware of the IDP, but the remaining members of the student body were well aware of the education, experience, and examination requirements for becoming a licensed architect within the state of Maine. Virtually all students confirmed their intent to become licensed upon graduation from the program. Since the previous visit, Eric Stark has been appointed as the state licensing advisor (IDP Education Coordinator) and is actively sharing knowledge about the path toward licensure on an informal basis with UMA students, prospective architecture students, and parents.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The practitioners in Maine are extremely supportive of and very engaged in the new B. Arch program at UMA. The profession often provides guest critiques and lectures, and is actively hiring students from the program while also supporting previous graduates who return to UMA to receive the accredited B. Arch degree.

Since the previous visit, the program has revamped its course offerings in order to provide a more robust selection of geographically diverse project types and to focus on the profession. ARC 406: Architectural Apprenticeship has recently been added to the curriculum and provides students with a basic overview of working in an office. Studio projects now include sites in Albuquerque, NM, New Orleans, LA, and Providence, RI. Additionally, as part of the ARC 441: Architectural Travel Experience, students are exposed to projects and to meeting professionals in Detroit, MI, Chicago IL, and Finland (expected in 2016).

Previously, AIA Maine raised more than $58,000 in endowments for scholarships, and an additional 3-year funding opportunity is expected to begin in spring 2016. Additionally, AIA Maine has regularly scheduled board meetings in Augusta within the architecture building. Furthermore, the UMA AIAS president is invited to all AIA Maine board meetings, and both AIA Maine and the Portland Society of Architects (PSA) have provided additional funding support for student travel to regional conferences.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: This condition is **Met with Distinction**. Community and civic engagement have been a core part of the program since its inception and remain an important part of the Bachelor of Architecture curriculum and architecture program mission. The work that the architecture program does in the community has helped it become a staple program of the university and the pride of the staff and higher administration.

Since the previous visit, community design work has been in focus as part of the studio curriculum in three ways: the Community Design Charrette, the fourth-year community design studio (ARC 408), and the Thesis Capstone courses (ARC 509 and 510).

The Community Design Charrette, a required 10-day project that occurs at the end of the fall semester, gives fourth-year students the opportunity to learn and test leadership skills as they lead teams of second- and third-year students. This collaborative work provides community groups with quick design solutions and allows students to have an opportunity to share knowledge and experience, and it initiates project management opportunities for fourth-year students.

The fourth-year community design studio, ARC 408: Architectural Design VII, asks students to respond to a community partner's needs through design, assembly, energy, and structures. The Tiny House project from spring 2015 also fostered collaboration within the architectural studio class and with students from the University of Southern Maine's Arts and Social Sciences programs.

While Pre-Thesis and Thesis Capstone classes have not been taught under the B. Arch program to date, they are planned to focus on a single community in order to define "what makes a place." The projects are intended to investigate civic engagement at the city and building scales. Finally, the travel experience course, ARC 441, gives students the opportunity to explore other areas of the United States and the world. In doing so, it broadens the students' awareness and perspective of the world in which they will someday practice and serve.

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

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

2015 Team Assessment: Since the previous visit, the program has made great strides in developing a comprehensive Long-Range Plan of multi-year objectives for continuous improvement. The development of the plan has been a collaborative process between the program coordinator, the dean of the college, and the chief financial officer, with the support of the provost.

The viability of the Long-Range Plan, which stretches from FY 2016 through FY 2025, is supported by a parallel long-range financial plan derived from conservative enrollment projections from 2016 to 2025. The plan reinforces the university and program missions, the program vision, and core values. The plan prioritizes a 10-year calendar of budget expansion based on increased enrollment, which accommodates expenditures in four focused categories that were prioritized in the following order of need:

Human resource needs, including the dedicated administrative support required to sustain program growth, dedicated technical help to address immediate needs in IT and printing, and a digital fabrication lab/shop manager.

Physical resource needs, including accommodating program growth in Handley Hall, expanding the digital fabrication labs, and providing a new shop space, including new equipment.

Scholarship resources, including fees to cover Association of Collegiate Schools of Architecture (ACSA) membership and participation, as well as continued NAAB accreditation costs.

Outreach/recruitment and retention resources to build and provide upkeep for a stronger web presence and website; marketing and public relations resources to create and implement an architecture-specific plan for growth; and recruitment resources to work with the Office of Enrollment to create and implement the plan for growth.

The team noted that fundraising was not included in the Long-Range Plan.

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

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*

- *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
- *Individual course evaluations.*
- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes do not meet the standards as set by the NAAB.

2015 Team Assessment: Though the program has started to make progress on this condition, it remains as a deficiency. The architecture program has led a university-wide effort to provide successful course evaluations that allow student feedback to be sent immediately and concisely back to the faculty at the end of the semester.

The program continues to have only three full-time faculty members. The program has developed a robust structure for a Long-Range Plan and has developed the framework for a curriculum and learning culture, but has not identified the best steps for moving forward as it relates to its own identified mission and vision.

To date, the program has relied on the input from the NAAB as its primary assessment tool and has not become self-sufficient in providing and implementing its own self-assessment policies. Though the APR refers to a B. Arch. Advisory Board, this group has not been formed and thus its perceived actions have yet to come to fruition.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and 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*[3].
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are inadequate for the program.

2015 Team Assessment: This condition remains inadequate for the program. The program currently has three full-time faculty members. All of them continue to be tasked with an unsustainable range of responsibilities, including curricular development, student advising, admissions committee work, coordinating one of the five years of the program, responding to the challenges of achieving initial accreditation, and fulfilling a broad range of teaching responsibilities. In addition to the previous list of responsibilities, the program coordinator is responsible for hiring, community outreach, and recruiting, and has now taken on the additional role of the licensing advisor guiding students through the IDP program.

Currently, the staff serving the architecture department is insufficient. Additionally, the team noted a reduction from three administrative assistants in the College of Arts and Sciences to two since the writing of the APR. The team is concerned about the workload and the stress that it places on the remaining two administrative assistants, as well as their ability to effectively serve the needs of the architecture program and other programs in the college.

The program has a talented pool of adjunct faculty, many of whom travel to the college from Portland, ME, but the program is hindered by a union-enforced credit limit that does not allow adjunct faculty to teach both a studio and a seminar each semester.

In the area of professional development, the team noted that UMA staff members have access to pursuing their first degree at no charge. The full-time faculty in the program are provided with annual faculty development funds, which must be split between the three faculty members and may limit the extent of participation in development activities to only regional opportunities.

Since the architecture program has begun the transition from a Bachelor of Arts degree to a professional Bachelor of Architecture degree, the team observed that the full-time salaries of the

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

architecture faculty may not be transitioning in order to be comparable with salaries in other professional programs at UMA.

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

[X] Human resources (students) are adequate for the program.

The team found that the documentation for, and adherence to, admissions policies and procedures was adequate for the program at the time of the visit.

I.2.2 Administrative Structure and Governance:

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

[X] Administrative structure is adequate for the program.

2015 Team Assessment: With only three full-time faculty members, the administrative structure of the program remains quite rudimentary. The program coordinator reports directly to the dean of the College of Arts and Sciences, who controls the program budget aside from a small operational fund at the discretion of the coordinator. The program coordinator holds weekly meetings with the two other full-time faculty members, with open invitations for adjunct studio faculty to join the meetings as needed.

The team noted that the program aspires to having a structure of year-coordinators to administer each of the 5 years of the B. Arch program. The current organizational chart of the administrative structure of the program utilizes the support of the three full-time faculty members. However, the program desires to utilize adjunct faculty to fill the need for the additional year-coordinators, thus allowing the form of the organizational chart to evolve accordingly.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The full-time faculty play key roles in university committees. For example, the program coordinator has had a significant influence on the university technology committee. At the university level, architecture students are represented in the student government through the UMA Student Government General Assembly.

Some adjunct studio faculty are invited to participate in the weekly faculty meeting, where governance issues may be addressed, but there is no regular calendar of full-time/adjunct-faculty meetings. The monthly meeting with full-time faculty and students, referred to as "The Meeting," is an informal opportunity for students and faculty to discuss all issues, including governance and curricular concerns.

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

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

[X] Physical resources are inadequate for the program.

2015 Team Assessment: This condition is **Not Yet Met**. This condition remains inadequate for the program. Since fall 2011; the program has been located in Handley Hall (previously named the Gannett Building) in downtown Augusta. The program occupies two floors, the second and the fourth, totaling 7,842 square feet. The fifth floor of Handley Hall is currently on short-term lease to a nonprofit and is potentially available to accommodate the growth of the program. The building is well appointed with classrooms, faculty offices, critique pin-up spaces, lecture rooms, computer stations, a student lounge, and a gallery on the main street in Augusta. All of the architecture courses are taught in this building, while the general education courses and those offered by other departments are taught on UMA's main campus, located 2.2 miles away.

Since the previous visit, dedicated studio space has been given to all architecture design students (fall 2014) and a basic digital fabrication lab has been created. The lab contains a Universal Laser Cutter and MakerBot 2X 3-d printer, and is monitored, maintained, and managed by students.

Security card access has been added throughout the building since the previous visit, so students have more after-hours access. However, many of the students commute long distances, are non-traditional, and may work full time, and they do not have extended access to studios—beyond the current access—on weekends, evenings, and holidays.

While progress has been made, the team noted that program facilities, such as the provision of dedicated workshop space, are not consistent with those of other accredited architecture degree programs.

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

[X] Financial resources are inadequate for the program.

2015 Team Assessment: This condition is **Not Yet Met.** This condition remains inadequate for the program. The team found that the chief financial officer (CFO), the provost, and the dean of the College of Arts of Sciences were all cognizant of the need to improve the financial resource allocations for the B. Arch program as an investment in its future. The new Long-Range Plan, with its multi-year budget projections, is moving in the right direction and establishes a road map for meeting the financial challenges of the growing program.

High on the priority list of unmet program needs outlined in the Long-Range Plan is additional administrative support for the program, as well as a new workshop and an expanded digital fabrication lab accompanied by the requisite staff to manage those facilities.

In the APR, the team noted that the budget to FTE student ratios in the two most costly professional degree programs in UMA's College of Professional Studies were significantly higher (42% and 75%) than in the architecture program. Similarly, the team found that full-time faculty salaries at the ranks of assistant professor and associate professor in those same programs may also be significantly higher (27% to 39%) than they are in architecture.

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

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

[X] Information resources are adequate for the program.

2015 Team Assessment: The Bennett D. Katz Library, located on UMA's main campus, houses library services and collections, an 18-seat computer lab, the UMA Writing Center, and classroom space. The Katz Library is open 61 hours per week, and it has 25 networked desktop computers, 10 laptops for in-library use, wireless internet access, a large-format scanner, and printing equipment. The Katz Library holds more than 3,000 titles related to architecture and provides access to current issues of more than 100 periodical titles in print or online.

In an effort to reduce the distance between Handley Hall and the Katz Library, and in response to the previous VTR, an on-site resource collection of architecture books has been created in Handley Hall. This collection is housed on the fourth floor of the building in a newly renovated student lounge area and currently contains 300 books. The collection continues to grow, and periodicals were being moved to Handley Hall during the team visit. Resources have been provided to the on-site collection through the library and through professional and faculty donations. There is no formal system for checking out these resources and tracking their use.

While the information literacy policy stands and the claim is made that it is being achieved, there is no evidence that there is a university-wide system in place to teach and develop research, evaluative, and critical thinking skills. Within the program, research and evaluation have traditionally been taught solely as graphical and visual skills.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports[4]: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

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

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

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: Statistical Reports were provided in the APR. It was noted that, in fall 2014, while the university was 73% female, the B. Arch program was 47% female. The full-time faculty of three is 67% female. The part-time faculty is 18% female and 82% male. While not included in the Statistical Reports, it should be noted that, at UMA, there is a lack of ethnic diversity that is aligned with the demography of the region. However, the team noted that there is a rich level of diversity in age and experience at UMA (and in the architecture program), which ranges from college freshmen to older non-traditional students seeking second careers.

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

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were not provided.

2015 Team Assessment: The program is currently under continuing candidacy and, as such, is not required to provide an Annual Report (or Interim Progress Report) per the 2012 Procedures for Accreditation Amended.

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

In addition, the program must provide evidence through a faculty exhibit[5] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2015 Team Assessment: Faculty credentials were provided. It should be noted that advanced degrees are customarily required for all faculty. One-hundred percent of the full-time faculty and 72% of the part-time faculty are licensed professionals. The team noted that, while this condition is **Met**, teaching assignments are not aligned closely enough with the individual professional expertise and teaching experience of each full-time and part-time faculty member.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2015 Team Assessment: All policy documents required for this condition were provided during the visit.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

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

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. The team noted a wide range of writing, speaking, and listening abilities across the coursework of the curriculum. ARC 510: Architectural Design Thesis, the primary course that is anticipated to satisfy this criterion, had not yet been taught at the time of this team visit.

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

[X] Met

2015 Team Assessment: Evidence of the ability to use design thinking skills begins in ARC 203: Architectural Design II and continues throughout the studio sequence.

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

[X] Met

2015 Team Assessment: The evidence provided in ARC 332: Construction Techniques, and in the design studios ARC 305: Architectural Design IV, Urban Design Studio and ARC 306: Architectural Design V, Tower Design Studio, demonstrated that this criterion has been addressed.

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. All requirements of this criterion are well met in ARC 332: Construction Techniques, with the exception of the ability to write outline specifications.

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

[X] Not Yet Met

2015 Team Assessment: The ability to gather and record visual information permeates the studio work throughout the program. However, evidence of the assessment and evaluation of this information within the design process cannot be found in the work of all students. It is anticipated that this criterion will be taught in ARC 509: Architectural Design, Pre-Thesis, which had not yet been completed at the time of the visit.

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

[X] Met

2015 Team Assessment: The work provided in ARC 101: Introduction to Architectural Design provides evidence that this criterion is **Met**.

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

[X] Met

2015 Team Assessment: The ability to examine and comprehend precedents is found across the curriculum, beginning in ARC 203: Architectural Design II and further emphasized throughout the studio sequence. However, the existence of precedent research being developed into design projects was less evident.

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

[X] Met

2015 Team Assessment: The work provided in ARC 101: Introduction to Architectural Design provides evidence that this criterion is **Met with Distinction**.

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. The syllabus for ARC 431: Architectural Theory identifies this course as being the primary course enabling this criterion to be met; however, at the time of the visit, this course had yet to be taught in full. Evidence provided in the team room for ARC 441: Required Architectural Travel Experience supported meeting portions of this criterion. Evidence provided for ARH 105: History of Art and Architecture I, ARH 106: History of Art and Architecture II, and ARH 312: History of Modern Architecture did not support meeting this criterion.

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

[X] Met

2015 Team Assessment: The evidence provided in ARC 408: Architectural Design VII, Community Design Studio, ARC 203: Architectural Design III, ARC 441: Architectural Travel Experience, and the Community Design Charrette addressed this criterion.

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. Evidence of a clear translation of the research into the function, form, and systems and their impact on the human conditions and behavior in the final design project was not found in ARC 407: Architectural Design VI, Comprehensive Design Studio.

Realm A. General Team Commentary: The team found that the program has demonstrated a strong level of improvement in Realm A since the previous team visit; however, the ability to build abstract relationships and understand the impact of one's ideas based on research and analysis of multiple theoretical, cultural, and environmental contexts has not yet been fully demonstrated by all students. This ability includes the facility to think about architecture using writing, investigative skills, and acumen in the assessment of evidence leading to a skillful translation into design.

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

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

B. 1. **Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. ARC 509: Architecture Design, Pre-Thesis, the primary course that is anticipated to meet this criterion, had not yet been completely taught at the time of this visit.

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. The curriculum reiterates the importance of accessible site and building design throughout the studio sequence. Evidence provided for ARC 204: Architectural Design III, Site Design Studio and ARC 407: Architectural Design VI, Comprehensive Design Studio does not consistently exhibit a level of ability in site design and in meeting the design needs of individuals with sensory and cognitive disabilities.

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

[X] Met

2015 Team Assessment: Assignments in ARC 251: Sustainable Design Concepts introduce the topics covered by this criterion. The studio sequence, as a whole, covers these topics. Studio projects are sited not only in Maine, but also in other geographical regions of New England and the greater United States.

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

[X] Met

2015 Team Assessment: The ability to respond to site characteristics is evident throughout the studio sequence. Evidence provided for ARC 204: Architectural Design III, Site Design Studio, ARC 305: Architectural Design IV, Urban Design Studio, and ARC 407: Architectural Design VI, Comprehensive Design Studio demonstrates an Ability level regarding the elements of this criterion.

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

[X] Met

2015 Team Assessment: Students are introduced to egress requirements in ARC 332: Construction Techniques. Evidence of students' ability to apply the basic principles of life safety is found in ARC 306: Architectural Design V, Tower Design Studio. These are co-requisite classes.

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

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. In ARC 407: Architectural Design VI, Comprehensive Design Studio, each student's ability and capacity to make design decisions across scales, while integrating each of the required SPC, was not demonstrated in the work exhibited within the team room.

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

[X] Met

2015 Team Assessment: The evidence provided for ARC 421: Professional Practice displays an Understanding level regarding most of this material. Life-cycle costs are calculated in ARC 251: Sustainable Design Concepts.

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

[X] Not Yet Met

2015 Team Assessment: All requirements for this criterion are well met in ARC 350: Mechanical Systems in Architecture and ARC 251: Sustainable Design Concepts, with the exception of an understanding of acoustical systems.

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

[X] Met

2015 Team Assessment: Evidence provided in ARC 221: Concepts of Structures I and ARC 322: Concepts of Structures II supports an Understanding level regarding this criterion. Additionally, the studio sequence provides a platform for this knowledge to be explored further.

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

[X] Met

2015 Team Assessment: Evidence provided in ARC 332: Construction Techniques supports an Understanding level regarding this criterion. Envelope assembly performance is calculated in ARC: 251, Sustainable Design Concepts. This criterion is **Met with Distinction**.

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

[X] Not Yet Met

2015 Team Assessment: This criterion remains **Not Yet Met**. Evidence in the team room for ARC 350: Mechanical Systems in Architecture demonstrates that students have an understanding of basic principles in plumbing and fire protection systems, but not electrical, vertical transportation, or security systems.

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

[X] Met

2015 Team Assessment: Evidence provided for ARC 231: Architectural Materials and Methods demonstrates an Understanding level regarding the elements of this criterion. The art of making and experimenting with different types of materials is a key concept of the program's mission and is currently taking place in a temporary/seasonal workspace in the basement of Handley Hall.

Realm B. General Team Commentary: In line with the program's curricular descriptions, the act of "making" and the emphasis on materials and constructability are demonstrated at a high level of understanding and are incorporated into all studio projects. However, the ability to integrate all aspects of a design into a single building has yet to be clearly demonstrated by all students.

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

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

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

[X] Met

2015 Team Assessment: The evidence provided in ARC 408: Architectural Design VII, Community Design Studio, ARC 441: Architectural Travel Experience, and the Community Design Charrette addresses this criterion well, in particular with respect to collaboration among classmates. Particular collaboration with disciplines outside the architecture profession was less evident.

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

[X] Met

2015 Team Assessment: The final exams provided as evidence for ARC 123: Philosophy of Architecture display an Understanding level regarding this criterion.

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

[X] Met

2015 Team Assessment: In both ARC 408: Architectural Design VII, Community Design Studio and the annual end-of-fall semester Community Design Charrette, second-, third-, and fourth-year students

demonstrated an understanding of the architect's responsibility relative to the client's role as they worked with community clients, owners, and user groups having diverse programmatic needs.

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

[X] Met

2015 Team Assessment: The evidence provided for ARC 421: Professional Practice displayed an Understanding level regarding this criterion.

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

[X] Met

2015 Team Assessment: The evidence provided for ARC 421: Professional Practice displayed an Understanding level regarding this criterion, including an in-depth level of business management for the architecture profession.

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

[X] Met

2015 Team Assessment: In both ARC 408: Architectural Design VII, Community Design Studio and the annual end-of-fall semester Community Design Charrette, second-, third-, and fourth-year students demonstrated an understanding of the architect's leadership role as they worked with community clients, owners, and user groups having diverse programmatic and building design needs. This criterion is **Met with Distinction**.

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

[X] Met

2015 Team Assessment: The evidence provided for ARC 421: Professional Practice displayed an Understanding level regarding this criterion.

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

[X] Met

2015 Team Assessment: The evidence provided for ARC 421: Professional Practice displayed an Understanding level regarding this criterion.

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

[X] Met

2015 Team Assessment: Evidence supporting this criterion can be found within the studio work throughout the program. Students develop an understanding of community and social responsibility in ARC 408: Architectural Design VII, Community Design Studio and in the Community Design Charrette. This criterion is **Met with Distinction**.

Realm C. General Team Commentary: The UMA architecture program does an exceptional job of preparing its students for working with projects focused on community service. The graduating student body understands the pathway toward architectural licensure and holds a clear understanding of the business of architecture, professional responsibilities, and the role of the team members on a design project.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2015 Team Assessment: The University of Maine at Augusta is accredited by the New England Association of Schools and Colleges (NEASC). The most recent review was conducted in February 2012.

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

[X] Met

2015 Team Assessment: UMA offers a Bachelor of Architecture degree, which requires 150 semester credit hours, 52 of which are general-studies required courses. This information was found in the APR and confirmed in charts in the team room and in conversations with the program administrator, Eric Stark.

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

[X] Not Yet Met

2015 Team Assessment: This condition remains **Not Yet Met**. The team noted that, since the previous team visit, there had been substantial improvements in the curriculum, including the development of new courses, effective co-requisite pairings of courses in the fall semesters of the first, second, and third years, deliberate sequencing of content areas across multiple semesters, and a higher level of complexity of studio problems for students to address. Faculty that are licensed architects have been directly involved in the development of the curriculum. Nevertheless, the program has no formal process for curriculum review and development, and has not implemented a clear and inclusive formal process on how curricular modifications are made.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

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

[X] Not Yet Met

2015 Team Assessment: Many aspects of this condition have been addressed. An admissions process and policy is in place for the B. Arch. program. The program has established an in-depth process, including an Artistic Review Challenge (ARC) or portfolio review, letters of recommendation, and an interview for all incoming students, including transfer students. In general, transfer students can receive transfer credit for courses in general education, structures, and CAD software-related content.

Though a policy is in place, there is no evidence that the program is demonstrating that it has established standards for ensuring all SPC are met by all students. It is important to note that the current assessment process for the evaluation of transfer student education is not documented in students' advising files, which makes it difficult for the program to consistently identify gaps in a student's full educational track and maintain consistency across the entire student body.

As the program matures and identifies specific matriculation agreements with other universities and community colleges, this documented evaluation process will become eminently more important to address through a thorough and clear process that is specific to UMA.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Met

2015 Team Assessment: At the time of the visit, the UMA architecture program website provided the required text to meet this condition.

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

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

[X] Met

2015 Team Assessment: The UMA architecture program website directs users to the NAAB website to download the *2009 NAAB Conditions for Accreditation* and *2012 NAAB Procedures for Accreditation.*

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

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

[X] Met

2015 Team Assessment: The UMA architecture program website provides access to the career development documents required to meet this condition.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

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

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

[X] Met

2015 Team Assessment: The UMA architecture program website provides the required documents to meet this condition.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

[X] Met

2015 Team Assessment: While there were no graduates of this program at the time of the visit, the UMA architecture program website directs users to the ARE pass rates on the NCARB website.

III. Appendices:

1. Program Information

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

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

Reference University of Maine at Augusta, APR, pp. 3

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

Reference University of Maine at Augusta, APR, pp. 3-7

C. Long-Range Planning (I.1.4)

Reference University of Maine at Augusta, APR, pp. 19-21

D. Self-Assessment (I.1.5)

Reference University of Maine at Augusta, APR, pp. 21-27

2. Conditions Met with Distinction

I.1.3., E. Architectural Education and the Public Good
II.1.1 Student Performance Criteria
- A.8. Ordering Systems Skills
- B.10. Building Envelope Systems
- C.6. Leadership
- C.9. Community and Social Responsibility

3. The Visiting Team

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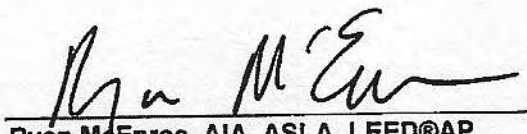
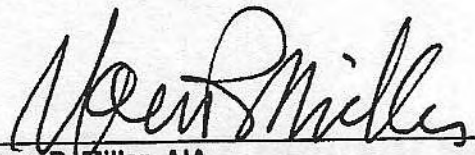
IV. Report Signatures

Respectfully Submitted,



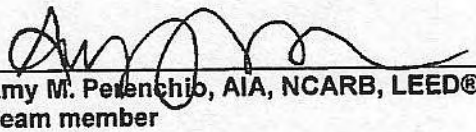
Ryan McEnroe, AIA, ASLA, LEED®AP
Team Chair

Representing the Profession



Norman R. Millar, AIA
Team member

Representing the Academy



Amy M. Petenchio, AIA, NCARB, LEED®AP
Team member

Representing the NAAB

Program Response to the Final Draft Visiting Team Report

UMA
ARCHITECTURE

Department of Architecture
University of Maine at Augusta
331 Water Street
Augusta, Maine 04330

February 4, 2016

NAAB Board of Directors
The National Architectural Accrediting Board, Inc.
1101 Connecticut Avenue NW, Suite 410
Washington DC, 20036

Dear NAAB Board of Directors:

On behalf of the Architecture Department at the University of Maine at Augusta (UMA) allow me to thank you for your consideration of our Interim Initial Candidacy Application. We would also like to thank the NAAB Team that undertook the interim visit to our program last November: Team Chair Ryan McEnroe, AIA ASLA LEED AP, Norman Millar, AIA, and Amy Perenchio, AIA LEED AP BD+C. Their careful review, honest appraisal, and sincere caring for what we are creating at UMA are both helpful and inspirational. Their time and efforts spent with us, and in writing the VTR, are deeply appreciated.

As seen in the VTR, as a program we have made steady progress since our 2013 Initial Candidacy visit. With this interim visit we have reduced the number of unmet Student Performance Criteria from 26 to 10; the number of unmet NAAB Conditions from 12 to 6; and of the nine previous Causes of Concern, we adequately responded to eight so they are no longer concerns. The efforts and energy that helped to improve our program to this point, and our commitment to alignment with accreditation requirements, remains steadfast. In fact, we have already begun work within the program and in collaboration with UMA administration to address some of the team's critique of our program.

In closing, given the commitment of our small but dedicated faculty, the strength of our adjunct professors, the enthusiasm of our student body, and the unwavering support of the UMA administration, we feel ready and excited for the final push toward realizing our goal of achieving Initial Accreditation as set out by NAAB.

We look forward to our continued work together in bringing professional architectural education to Maine.

Sincerely,

Eric Stark
Architecture Program Coordinator
Associate Professor of Architecture