UNIVERSITY OF MAINE AT AUGUSTA
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April 1, 2015

Ms. Andrea Rutledge, CAE
Executive Director
National Architectural Accrediting Board
1735 New York Avenue NW
Washington, DC 20006

Dear Ms. Rutledge:

Having been granted Initial Candidacy Status through NAAB in March of 2013, I write to inform you of the intention of the University of Maine at Augusta to continue our path toward accreditation. This submission is in preparation for our fall 2015 Initial Candidacy Interim Visit for our proposed Bachelor of Architecture degree (B.Arch).

The program, which began in September 2013, fills a need in our state and region. If successful, we will be the only professionally accredited degree in Maine, and one of few options in Northern New England. The program is structured for new college-bound students, transfer students, and alumni of our now-closed Bachelor of Arts in Architecture degree. The total number of semester course credits in the proposed B.Arch is 150.

Accompanying this letter are materials required by NAAB for Initial Candidacy – Interim, including responses to concerns raised in the last visiting team report.

We look forward to continuing our work with NAAB towards full accreditation.

Sincerely,

Dr. Joseph Szakas
Vice President for Academic Affairs and Provost
University of Maine at Augusta

April 2015
Initial Candidacy Application – Interim Report

Degree program proposed

Bachelor of Architecture

University of Maine at Augusta

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Introduction

The University of Maine at Augusta's Bachelor of Architecture program (B.Arch), begun in fall 2013, is a five-year professional degree program designed for qualified students from Maine, northern New England, and beyond. Growing out of a successful four-year Bachelor of Arts in Architecture degree, the new B.Arch allows high school seniors, existing University of Maine at Augusta (UMA) architecture students, and regional transfer students the opportunity to successfully apply for and complete a professional degree in central Maine. The program is centered at UMA, part of the University of Maine System, within the College of Arts and Sciences.

Program Character
Having served the needs of northern New England as the only Bachelor of Arts in Architecture degree in Maine, we drew from our twenty-five years of experience to build this new professional degree. We continue to learn from our experiences, and recognize the opportunities this new degree presents to develop and deliver new curricula. We relish the opportunity to craft an architectural education appropriate to our state and our region. There are three meaningfully unique parts that make up our character and pedagogy: the integration of learning with making, the systematic introduction and layering of fundamental design skills, and the connection and collaboration with community.

Since our last NAAB visit, we have worked on an intensive strengthening of curriculum both in the studio as well as in the supporting courses, and have implemented changes across all four years. We have added several courses and we have strengthened others, but perhaps more importantly, the courses have been intensified by their integration and connection to one another.

Our students learn best when they test ideas by iterating and making. This testing and iteration is a core part of our teaching praxis, and forms the basis for our studio culture; engagement is built through making. To support this engagement, we have put into action curricula that is both integrated across a variety of coursework, as well as layered over several semesters. This curriculum gives students first-hand experience in the collaborative and integrative nature of architecture, and engages them fully in the multi-layered technology, analysis, and cultural coursework outside of the studio, strengthening their understanding of architecture in multiple ways. The small size of our department faculty allows us to work together on collaborative assignments, and allows us to see and understand the larger trajectory both within studio semesters and from year to year, and to work together towards a larger vision.

We have seen that when fundamental design skills are taught through layered experiences, a deeper understanding is built. Recently, these layered experiences have broadened to include teaching digital technologies as ways of communicating architectural ideas. We have made significant improvements in our student's access to the digital tools that are redefining the production of architecture and the development of fundamental design skills. By investing in 3D printing technology, digital scanners, large format color plotters, and, most significantly, by purchasing and installing a laser cutter, which has become the core of our new digital lab, we have expanded both our student's tools as well as their language for making. This new technology has led to a reimagining of coursework so that students learn to integrate these tools meaningfully into both their beginning and advanced studio work. We can already see that the computer and the associated digital tools have become projective design tools, rather than merely time-consuming representational devices, and see this shift as essential to our student's work flow, especially as

they develop studio and design habits that will inform both their education and their professional praxis. We are excited that the mediums of making – both analog and digital – are changing and intersecting – and see experimentation with collage, photography, digital imagery, three dimensional computer models, as well as other modes of digital fabrication, as an essential part of their design education. With this shift in technology, we have also worked to strengthen studio culture both in and out of the physical studio, and have made significant progress towards the creation of dedicated studio spaces, mobile printing stations, and collaborative work environments that support our curriculum.

In making these important changes, we have also tried to maintain the core elements that define who we are as educators, and what we are as a program. We see first-hand that our student's collaboration with each other and with community builds both civic and personal engagement. We also see that students graduate from our program prepared to live and work in a world where diversity of age and experience, distinctiveness, self-worth, collaboration, and dignity are respected. We have intentionally put into action curricula that give students first-hand experience in the collaborative and integrative nature of architecture. While the context in which their education and work is centered is clearly place based, we have also worked in the last two years to broaden their experiences, though both coursework and travel, outside of central Maine.

Our students are keenly aware that their education is an ongoing engagement, and are eager to continue learning through travel, through leadership in the profession, and through their work and engagement with community both in and outside of the classroom. We value and encourage those experiences, and engage our students in a curriculum that enables them to make thoughtful, informed choices that will impact the world they will work and live in.

Thanks
The Department of Architecture would like to thank the UMA administration and staff for their effort and support in helping to create this report.

ARCHITECTURE PROGRAM REPORT

Part One (I) – Institutional Support and Commitment to Continuous Improvement

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

I.1.1 History and Mission

History, Mission, and Founding Principles
In 1965 the 102nd Maine Legislature established the University of Maine at Augusta (UMA) as a community-based institution offering associate degrees under the auspices of the University of Maine at Orono. In 1971, soon after moving to its present location in Augusta, UMA became an autonomous institution, the seventh campus of the University of Maine System.

In 1975, UMA offered its first baccalaureate degree program and began building an integrated faculty community, with appropriate terminal degrees, to teach both baccalaureate and associate degree courses. Due to its location and given responsibilities to the state, UMA developed a statewide interactive television system as well as a network of over 100 off-campus centers and regional sites, and coordinated the delivery of university programs, courses, and services at these centers and sites. Now called University College, this statewide alternative delivery teaching method is today still part of UMA.

Today as the third largest campus in the University of Maine System, the University of Maine at Augusta offers undergraduate degrees and professional certificates to prepare graduates for the 21st century. Located in Augusta, Maine's capital, and in Bangor, the University leverages its relationships with state government and communities in central Maine to increase opportunities for students in all programs to be civically engaged, both on campus and in the worldwide "community." As the institution with the most experience in distance education, UMA continues to be a leader using contemporary technology to provide innovative and quality learning environments for faculty and students.

UMA's Mission: *The University of Maine at Augusta, a regional state university, provides baccalaureate and select associate degrees to meet the educational, economic and cultural needs of Central Maine. Based on a common liberal arts core for all degree programs, UMA delivers professional programs to non-traditional, traditional and place-bound students.*

Redirection of UMA's educational mission has occurred during the past decade, illustrated through the offering of three baccalaureate degree programs prior to 1998 to the current total of nineteen. This increase in baccalaureate credit hours and degrees confirms UMA's current designation as a Carnegie Classification Associate/Baccalaureate institution. This continued focused growth of UMA is paralleled by the architecture program's growth.

History, Mission, and Founding Principles of the Program
Professor Roger Richmond envisioned the architecture program over 27 years ago as a two year-plus associate's degree. At the time he saw a profound need to educate the Maine student in ways of meaningful humanistic design.

Plan for Achieving Initial Accreditation

In UMA, Professor Richmond found a good match for the goals and aims of the architecture curriculum. With the help of Professor Robert Katz of the UMA Art department, the first program coursework was offered in 1987. The AA grew to a 4-year Bachelor of Arts degree in 2001. With this growth came the opportunity to review and refocus the program's overall curriculum. At that time, the core values of Space, Scale, and Light, and the necessity to Design with Intention were emphasized as the program recommitted itself to the more advanced tools and language of architecture. Through this lens the program attempted to best prepare graduates for advanced study, professional practice, or immediate employment, and to graduate them with an awareness of the importance of architecture in the development of society, and architecture's power to affect the quality of individual lives.

With the onset of the B.Arch degree, we have once again taken the opportunity to reconsider and update our program's curriculum. As a professional degree, we accept a very different level of responsibility to educate and prepare our students to become part of an ever-evolving profession. This does not mean that we do not hold core beliefs. Rather, it means we must remain keenly aware and flexible to the needs of the practice and education of architecture, and discuss and review our foundation in light of the world our students practice in.

Our program is rooted in three essential elements. The first is the mission to engage community; this is where our work takes place. The second is the desire to work in collaboration, both within and without the university; this is what allows us to affect positive change. And third is seen in our curriculum, based in the idea of being "grounded in real"; these are the tools we use to affect our collective built environment.

UMA Architecture's Mission: ***Architecture through Engagement***. Our mission expresses who we are: SMALL…INTEGRATED…HANDS-ON. This fundamentally means we are about people: our students, our faculty, and our community partners. We teach architecture through engagement, educating and empowering students to explore, investigate, and analyze the built environment. Engagement brings students into active contact with each other, their coursework, and our community partners.

Vision
The vision of the UMA B.Arch program is to instruct our students to view architecture as a humanistic and professional discipline, which synthesizes an integrated understanding of various disciplines. We see the education of an architect as an investigation into how the designed environment affects psychological and social behavior.

The UMA B.Arch achieves this through teaching, scholarship, creative work, research, service to the greater community, and an integrated curriculum. The program is committed to the highest ideals of the profession and culture of architecture. In the end, our primary goal is to create lifelong learners and problem solvers, while preparing our graduates for employment or advanced study.

Core Values
- UMA/ARC is committed to involvement with the greater social and professional community.
- UMA/ARC is committed to instill in students the importance architectural process as an exploration and investigation, and that this process is a combination of thought and action.
- UMA/ARC is committed to work-by-hand as a means to understand design solutions, as well as the integration of computer technology in the design and testing process.
- UMA/ARC is committed to the investigation and implementation of sustainable ideals.

Plan for Achieving Initial Accreditation

- UMA/ARC is committed to a liberal and fine arts base for architectural education in light of today's complex society that demands a well-rounded practitioner with knowledge beyond architecture.
- UMA/ARC is committed to designing with intention, reflecting the awareness that there is a connection between designed space and the quality of the user's experience, and that designed environments affect behavior.
- UMA/ARC is committed to its own academic growth and evolution in maintaining the high standards expected in professional degrees, and to a high standard of student work and faculty instruction toward that end.
- UMA/ARC is committed to the values of mutual respect, cooperation and communication, creativity and innovation, the pursuit of excellence, effective communication and diversity.

Benefit to the Institution

The B.Arch program benefits UMA in a number of ways including interdisciplinary opportunities, stronger ties to the community, growth of exhibition and lecture possibilities, and the retention of the type of committed student typically ready of architectural study at a professional level.

Community Connections. The focus on community work strengthens UMA's place as an engaged partner in the region. The mutually beneficial nature of community work is demonstrated in bringing community members to campus, and putting UMA students out in the communities in which they live and work.

Connections to Professionals. As the only professional architecture degree in Maine, public or private, the institution puts itself at the center of questions related to the built environment. Building upon existing and new connections to professional organizations, UMA Architecture hopes to become a strong voice for an active, thoughtful design discussion and its effects on our common landscape.

Exhibitions, Symposia, and Visiting Lecturers. The creation of the street level Richmond Gallery (formerly the Gannett Gallery), part of the recent renovation of Handley Hall (formerly the Gannett Building) on Water Street, allows UMA a downtown presence. Exhibits and presentations in this space draw a wide variety of guests, many coming to the university for the first time. Symposia bring various constituencies from across Maine and New England to engage in conversation relating to the importance of the built environment, and its effects on everything from our economy to sustainable growth. In addition, this gallery space is used as a small lecture hall seating 40-60 guests allowing for community groups and organizations to host their own events. Guests holding events have included: Passivhaus Maine, AIA Maine, Augusta Colonial Theater Group, and the Kennebec Valley Leadership Conference. Given architecture's interdisciplinary qualities, we believe that students from other degree programs, as well as community members, will readily attend events held in this flexible space.

Rigorous, committed students. The typical undergraduate architecture student is a committed, engaged, and well-qualified individual. Throughout the degree, the students complete General Education requirements, as well as take a variety of art and art history courses, study math, physics, computer technology, and a host of architecture related electives. With the studio culture we create, these students bring that same level of rigor to their general education courses that in turn raises the bar for all UMA students.

Professional Degree Program. The B.Arch builds on UMA's successful 4-year pre-professional Bachelor of Arts in Architecture, and gives Maine and Northern New England its only public

professional degree in Architecture. As a professional degree offered at UMA, the program strengthens UMA's continued growth as a baccalaureate institution. The value and visibility of the program will carry over to other degrees, raising the bar as to what is possible at UMA and in central Maine.

Benefit to the Program

Among the benefits the institution provides our program are high visibility as the first downtown university presence, the opportunity of a street level gallery space, and the experience that comes from 25+ years of teaching architectural education.

Downtown Presence. Since spring 2011, the Department of Architecture has been housed in the Handley Hall (previously the Gannett Building) located at 331 Water Street, downtown Augusta. UMA received Handley Hall in January 2010 as a gift from Richard McGoldrick, a Portland developer who owns a handful of other downtown Augusta properties. Built in 1875, the building was extensively renovated in 2010. Architecture is now housed on the second and fourth floors, with certain Art concentrations working on the third. This new space puts UMA Architecture and our community partnership goals *in* the community where it can best thrive.

Street Level Gallery. As part of the renovations of the Handley Hall, a multi-purpose gallery space was constructed at street level. This space was recently renamed the "Richmond Gallery" in honor of a gift from the program's founder Roger Richmond. This new "face" to the Augusta community allows the architecture department its first departmental exhibition space. This flexible space also allows for lecture seating of 40 to 60 people, giving us the opportunity to bring guest speakers in, hold larger lecture classes on site, and create day-long symposia tackling larger issues facing Maine's and the region's built environment. Over the past two years, we have also worked with the Harlow Gallery of Gardiner to bring more exhibits to the space.

Facilities. The fifth floor of the Gannett Building is currently used by a non-profit with ties the University. As the B.Arch program grows, the fifth floor may be used to house further expansion, increasing the architecture program's overall space by 50%. See Downtown Presence above for information on the Handley Hall; the possibilities for this expansion can be seen in Section I.2.3.

A Commuter School. Historically, UMA has been a commuter school, pulling students from wide geographic region, economic backgrounds, and age groups. This inherently connects UMA to a variety of communities. These community connections directly enhance our goals to engage community and support this focus in our pedagogy.

Experience in Architectural Education. As stated in Section I.1.1, the teaching of architecture at UMA started in 1987. The experience and growth across that time, from a 2-year AA degree into a 4-year BA degree, formed an invaluable foundation for the B.Arch degree. With the B.Arch we are transforming a successful existing program into a more in-depth, meaningful, and refocused professional degree.

Liberal Arts and Practicum-based Learning

Core and General Education Requirements. As the UMA mission states in part, an education at UMA will be "based on a common liberal arts core for all degree programs." It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of minimum expectations that all students are expected to satisfy. These aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds

for the General Education Requirements. These core skills include courses in written communication, oral communication, and quantitative skill. General education (liberal arts) requirements include instruction in scientific inquiry, social science, humanities, and the fine arts. Additionally, and per the UMA 2014-2015 course catalog, "All core and general education courses will address issues of diversity." The most recent catalog description of UMA Core and General Education Requirements can be found in Appendix D.

Practicum-based Learning. Our three technology sequences (Building Materials and Assemblies, Structures Sequence, Energy and Systems) have been re-imagined and significantly changed since their original development in the four-year program and since they were last seen by the NAAB accreditation team in 2013. These courses have all shifted from traditional "lecture + reading" courses to courses that synthesize learned knowledge with experience, testing, and iteration. Details of these changes can be found in our response to Concern E in Section III.1.2.

Our work in the community is another means of practical application of classroom learning. Our students gain great confidence in their abilities to interact with "clients" who have real world design issues but do not always see the architect as part of the solution. We have seen many times students rise to the occasion, take on leadership roles, and sound and act like the professionals they are studying to be.

Our apprenticeship course has gone through some changes since our last NAAB visit. It was marked as a "barrier" course by the UMA administration, meaning that it held some students back from a regular progression through the degree. One reason for this is the size of Maine, and therefore the limited number of apprenticeship placements available. In response we reduced the course from 3 to 1-credit, focused completely on the office aspect of the course. The students are now required to spend 50 hours in a firm, and while this seems small, we have seen the smaller requirement opening up more firms for our students. The collaboration found in a firm setting is supported by a number of group-based studio research and projects. This work demonstrates through experience, the necessity and benefit of collaborative endeavors.

In support of all these practical applications of learning, UMA Architecture actively employs a diverse group of full-time and adjunct professors, the majority of who are practicing architects or licensed professionals in their respective fields. Our adjuncts bring their knowledge and experience into the classroom, so that it becomes the lens through which our students design and learn.

I.1.2 Learning Culture and Social Equity

Learning Culture Policy
The program and student body has discussed, reviewed and updated our *Architecture Studio Culture Policy*. Per the NAAB 2009 Conditions, this policy will be made available in the team room. The policy advances existing ideas of studio etiquette, respect for others, professionalism, and sustainability while creating methods of assessment to ensure policies are in place and followed.

Policy Access
The policy will be made available online for universal access.

Assessment of Learning Culture
In order to assess our learning culture, and to ensure open dialog between students and faculty, we have started a monthly discussion called "The Meeting." This forum, held on the second Monday of a

given month, allows faculty and program administration to disseminate information in a face-to-face forum, as well as allowing student the opportunity to share ideas and concerns.

Harassment and Discrimination Policy
The *UMA Student Handbook*, specifically these sections, addresses issues of harassment and discrimination. On student conduct, http://www.uma.edu/studenthandbookpol-s.html#conduct; the Harassment Statement, http://www.uma.edu/studenthandbookpol-eh.html#harassment; and the UMS Sexual Harassment Policy, http://www.uma.edu/studenthandbookpol-s.html#harassment, which covers both students and employees.

Academic Integrity
The *UMA Student Handbook* addresses Academic Integrity. See the UMA Academic Integrity Code, including process for appeal, at http://www.uma.edu/studenthandbookpol-s.html#saic.

Diversity
UMA's Accessibility Statement, Non-Discrimination Notice, and Diversity Statement can be found online at http://www.uma.maine.edu/studenthandbookstatements.html. Information on Disability Services and support is found at http://www.uma.edu/disabilityservices.html.

I.1.3 Response to the Five (5) Perspectives

We believe our program's Core Values have a strong correlation to NAAB's five perspectives. However, the specificity of the five perspectives offers us the opportunity to review and improve our core values, listed in Section I.1.1., as we move the B.Arch degree forward.

A. Architectural Education and the Academic Community

Scholarship
Student Scholarship. For the architecture student, research is an integral part of his or her design education. Students understand and are taught the tools to investigate the contextual issues of any giving design problem, whether site, program, or conceptually related. At the heart of design is investigation: the tool necessary to gather information to create intentionally specific solutions to individual design problems. To ensure our students have the tools to proactively research and analyze, with the B.Arch degree we introduced *ARC241, Architectural Research and Analysis*, a required course, integrated into the second-year sequence. The course focuses on the representation of research (information gathering) and analysis (information interpretation) as they relate to architecture. These tools are emphasized concurrently in *ARC 203, Architecture Design II*, the second year design studio so students are putting their learning into immediate practice.

The use of research is emphasized across studio, and culminates in the fifth-year thesis where students put tools of scholarly investigation to use on projects and research of their own choosing. To date, our yearlong thesis sequence (ARC 509/510) has not been taught under the B.Arch. This will happen for the first time in AY 2015-16. Currently the capstone uses an investigation of "Place" as the starting point for developing individual design projects. Each class works with a specific Maine city to develop an understanding and analysis of its workings or lack thereof. In response, students use this research to propose their own design projects located within the studied city. This sequence is currently under review in preparation for next academic year.

Plan for Achieving Initial Accreditation

Faculty Scholarship. Scholarship and research is a new focus at UMA as the transition to a baccalaureate institution flourishes. The following is taken from the 2014 Faculty Handbook. "Research is the activity of systematic investigation and examination designed to develop a new understanding or contribute to a body of knowledge." Research activities can include:

- Conducting a search of and reporting the current literature pertaining to a subject of interest;
- Designing, conducting, analyzing and reporting results of an inquiry into an area of interest using either quantitative or qualitative methods;
- The production of scholarly or creative work for publication, performance or exhibition;
- The refinement of analyses;
- The development of critique or interpretations;
- The exploration of alternative perspectives and new ways of thinking;
- The suggestion of and applications of novel modes of assessment.

In fall 2011, the Department of Architecture, in collaboration with the Department of Art, defined departmental research and scholarship as the following (only items related to the architecture faculty are included here):

Research and scholarship in Architecture can include:

- Design work done for clients, for competition, or conceptually
- Construction of any of the above (for client, competition, or conceptual)
- Exhibition of one's design work
- Curating an architecture exhibition
- Presenting at a conference, workshop, school or museum
- Publishing one's work in a journal or other publication
- Organizing and integrating architecture into social practice and community development
- Attending conferences and workshops
- Membership in arts or architectural organizations
- Continued education in the emerging technologies and forms in architecture

The start of the B.Arch allows us to reconsider the architecture department's overall scholarship goals and focus. Now that we have defined the acceptable means of research and scholarship, the program needs to create goals, both as individuals and as a faculty group. To this end, we need to better understand how a variety of faculty scholarly activities might intersect and support one another, and better capitalize on that possible synergy. In addition, we need to look at how faculty scholarship might align and benefit from student promoted research. One possible way to accomplish these goals is to have annual or biennial themes around which scholarship might focus and find connection or create collaboration. We will be discussing and formalizing departmental scholarship Goals and Schedules for FT faculty as we move forward.

Internal and External Community Engagement

Student Community Engagement. The department of Architecture has a growing history of work with the community. We believe that the giving back of one's time and talent, whether the vehicle is architecture or something else, is an essential part of the 21st century citizen. As we work to develop life-long learners, it is our responsibility to place students and faculty into positions and projects that directly connect them to communities, municipalities and non-profits. In the past eight years UMA Architecture is proud that we have worked on 39 community-based projects with a wide variety of community partners including municipalities, non-profits and local charities. When a student truly engages with community members, he or she sees firsthand the power of design and its effect on people's lives. This work is a continuing focus of our pedagogy, and brings

faculty and students together through common causes. A full listing with brief descriptions of projects undertaken through the previous pre-professional program and the current B.Arch degree can be found in Appendix K.

With the start of the B.Arch we have better focused our community work so that it can better support our curricular goals. The community work is seen as the vehicle of teaching and learning, and not a goal unto itself. With this in mind, we now focus our community at specific moments along the 5-year curriculum. Please see Response to Concern B, found in section III.1.2 for specifics on our reconsideration of community work in the curriculum.

Faculty Community Engagement. On the topic of public service, the 2014 Faculty Handbook states:

> Expectation of faculty public service is required by the AFUM contract, Article 10.B.1.f. Public Service in Discipline. The committee of peers, Academic Deans and Provost decide what is considered valid public service, including but not limited to the following:
>
> - Membership and participation with professional organizations;
> - Outside application of discipline expertise;
> - Serving on boards of non-profits;
> - Discipline related community outreach; and
> - University representative to external organizations.

With support from an UMaine system grant, from 2011 to 2014 UMA hired a full-time Coordinator of Civic Engagement to aid all programs interested in integrating service learning and/or civic engagement into their curricula. During this time period the department of architecture met and worked closely with the office's coordinator, Valerie Marsh, on specific projects. These included a new greenhouse for the UMA Community Garden (as yet unbuilt) and participation in numerous panel discussions and campus events.

Faculty University Service. Our emphasis on community at the center of the B.Arch pedagogy aligns with UMA's overall expectations of all faculty members. As stated in the 2014 Faculty Handbook:

> Faculty members are expected to participate in departmental, programmatic, College, University, and System activities as well as faculty, administration, and System committees to which they are elected or appointed and to act as representatives of the University to off-campus groups. Participation in these events is subject to peer review and is a factor in faculty evaluation.
>
> As good academic citizens, faculty members are expected to be concerned with the problems not only of their discipline and College, but also with those of the University as a whole. Faculty should give a reasonable amount of their time to the University's general growth and development. They should be concerned about public relations programs, adult education and community services, admission policies, and enrollment procedures.

Teaching

Faculty Teaching. Teaching is at the center of UMA's mission. As stated in the 2014 Faculty Handbook:

> The primary responsibility of full-time and part-time faculty members is to teach effectively. Other forms of scholarly activity, however, are normal functions expected of faculty members. They are, therefore, encouraged to engage in creative scholarly activity.

To be effective teachers, faculty members will be able to demonstrate the following behaviors:

a. Establish well-defined learning outcomes for the courses they teach, develop adequate teaching aids, including course outlines, syllabi, demonstrations and audio-visual devices, and/or organize laboratory activities and projects to aid student learning.
b. Organize the material to be taught in a way that will encourage students to achieve course-learning outcomes.
c. Have a command of those techniques of public communication and course organization that are considered essential to excellent teaching.
d. Be conscientious in meeting classes punctually and according to schedule.
e. Base their evaluations of students' work on scholastic accomplishment.

Student Teaching. We strongly believe and support the idea that one learns through the act of teaching. The basis of any design studio, and the practice of architecture, is working together through design problems. In those group situations, students learn from and teach each other. In addition to collaborative group work done regularly in studio, students actively engage in design critiques, and will be required to critique lower-level design studios as an integrated part of the fifth-year thesis course. Please see *ARC 510 Architectural Design IX, Thesis* in Section 3.3.2 for course outcomes.

Holistic, Practical and Liberal arts-based education

As an undergraduate degree we take very seriously the need to simultaneously create potential architectural practitioners and well-rounded individuals. The liberal arts-based core of UMA's general education requirements ensure this takes place. Currently, 52 out of 150 total B.Arch degree credit hours are focused on general education and general elective courses. See Section II.2.2 for the 5-year semester-by-semester curriculum.

As our goal of engaging the community implies, our aim is to create good citizens. Part of that work is exposing our students to a variety of influences and experiences. One of the central ideas to create well-rounded individuals is the creation of the *ARC 441, Architectural Travel Experience*. In this required course degree candidates will spend time in another location focused on the culture and architecture found there. Currently, we are planning trips to Detroit and Chicago in odd years, and travel to Finland in even years. This will allow all of our students, regardless of economic situation, the ability to see a world beyond the one they know. This travel not only makes for well-rounding students, but also exposes them to a wealth of experiences from which to pull when making design decisions. This exposure and breadth helps ensure that we graduate students prepared for the multi-faceted nature of the architectural profession. Please see more on this under Perspective B below.

B. Architectural Education and Students

UMA is a unique institution in that it historically has been a university that has welcomed "non-traditional" students – veterans, students who took alternatives paths after high school, students coming to university from the community college system, or students shifting paths mid-career. Recently, especially in the new B.Arch program, our population base has transformed even further, and we have seen a larger percentage of traditional college applicants applying to our program right out of high school. Given this mix, our students learn in diverse classroom and community environment where students range in both age and life experience: an 18-year old student from a

public high school in Northern Maine sits next to a 40-year old draftsperson at an architect's office who commutes from Portland, who sits next to a 25-year old with an associate's degree from a community college who has experience in steel fabrication. We value this breadth of experience and see first-hand that it adds immensely to the learning environment for all of our students. Our creation of a positive, supportive studio environment, supported by coursework built around respect and collaboration, builds in each student traits and experiences for working with diverse colleagues, community, and clients.

Being located in central Maine, exposing our students to a global world is a constant challenge; a challenge that excites us. The program is currently focused on two projects that increase our students' connection to other cultures and climates, both domestic and internationally.

Architectural Travel Experience

The first of these initiatives is the implementation of the degree requirement, *ARC 441, Architectural Travel Experience*, a travel course that takes students outside of Maine for a summer program of study. The travel experience is planned on a two-year cycle – domestic travel in odd years, and international travel in even years. These trips enable students to see and experience how others relate to their varied built environments first-hand, broaden their experience of architecture, and expose them first-hand to architectural precedents and new environments.

Our first offering of this course is in summer of 2015, where a group of thirteen students and two faculty will travel to Detroit and Chicago in order to trace the rise of modernism in America - starting with Albert Kahn's "beautiful factories" in Detroit and ending in Chicago with Mies van der Rohe and his work at IIT. Our goal is that these students will see their own work as part of this trajectory, and reflect on what precedents, influences, and goals they hope to draw on to develop their own language and intuition as architects – to extend an inheritance from the past as they become the future. We will also spend time learning about the history of the two cities, the influences on their development, and current practices and movements that relate to the future built environment in both cities. We plan to visit several architectural practices in Chicago doing inventive and innovative work, and to inspire students to see how firms are shaping the future of these cities.

The international travel course for summer 2016, while still in the planning stages, will focus on the work of Alvar Aalto in Finland. Our cycle of domestic and international travel is created in the understanding that our students come from challenging economic backgrounds. Our every-other-year schedule allows all students the opportunity to step outside of Maine and experience other built environments, while studying the influences that made them. We hope these courses make students more open, receptive and aware of the diversity of our global environment, and that they bring that awareness back to their own work and communities. In this way we are guided by the T.S. Eliot quote: "We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time."

Alternate Geographies, Cultures and Climates

The second way we are exposing our students to a more global world is by intentionally introducing studio design projects and coursework that requires students to consider, research, and design for different geographic locales and cultures. Students are asked to analyze and consider not only climate and geography in these projects, but to understand different urban and rural contexts and cultures; what makes South Boston different from the industrial waterfront in Chattanooga, Tennessee? How do you respond to site contexts differently in the forest of Bond Brook, Maine and the open sky in Albuquerque, New Mexico? What are the considerations when

designing mechanical systems in Florida vs. the Pacific Northwest? In AY 2014-2015, students designed studio projects in several cities in Maine; in Albuquerque, New Mexico; in Chattanooga, Tennessee; and in South Boston. In the second-year studio, the idea of site becomes an active participant in the design process:

> "This project asks you to design a Visitor's Center in two very different locales, responding to the differences in climate, landscape conditions, topography and solar conditions appropriately. Your designs must recognize the site as an integral part of the design problem and the design solution. The project is not simply a building in the landscape. The project demands that your design work make the site a spatial partner in your architecture. You are designing the site as well as the work of architecture. If successful, they cannot be separated in your final design solution."
>
> (From the *ARC 203, Architectural Design II* project brief)

We have worked to extend these opportunities, hoping to travel with our studios to some of these sites. For example, the *ARC 305, Architectural Design IV* third-year studio applied for the 2015 Rotch Traveling Scholarship to site a studio project in Liverpool, England. And while this particular travel grant application was not awarded, we are actively seeking ways to fund travel to different locations, in America and internationally, as part of our studio coursework. We recognize the importance of students' immersion in other environments, and are planning to deepen and continue this work in studio courses that are currently planned for AY 2015-2016.

Students graduate from our program prepared to live and work in a world where diversity of age and experience, distinctiveness, self-worth, and dignity are respected. While the context in which their education and work is centered is Maine, we have worked hard in the last two years to broaden their experiences, though both coursework and travel, outside of Augusta, the state capitol. Our students are keenly aware that their education is an ongoing engagement, and are eager to continue learning through travel, through leadership in the profession, and through their work and engagement with community outside of the classroom. We value and encourage those experiences. We engage our students in a curriculum that enables them to make thoughtful, informed choices that impact the world they will work and live in – whether their focus is Central Maine, or the world beyond.

C. Architectural Education and the Regulatory Environment

Internship and Licensure

One of the B.Arch program's responsibilities is to graduate students who are well prepared for the rigors of an architectural profession, in its many different forms. To this end we currently discuss internship and licensure at our architectural new student orientation before the new student has even begun classes, sharing verbal and visual representations of the path to licensure. The importance of clearly understanding the long road to licensure, its joys and trials, is something every entering student must be aware of, and all degree candidates kept abreast of.

In the summer of 2014, Associate Professor Eric Stark attended NCARB's Intern Devolvement Coordinator conference held in Miami, Florida. He is now the dedicated Architect Licensing Advisor at UMA. In this role he holds periodic meetings to discuss internship, and any changes to the IDP guidelines. These meetings are focused in the fall when new students arrive to ensure their timely start to the IDP process. Information about IDP Guidelines are publicly available as part of the Handley Hall Onsite Resource Library.

State Regulatory Environment
The Maine State Architecture Licensing board meets monthly in Augusta, not far from our school. Currently Maine is something of an outlier nationally as it does not allow for simultaneous internship and examination. This is due to Maine's current policy that allows for work experience to substitute for professionally accredited education. As a program, we have discussed how we might challenge this going forward.

A number of existing and proposed courses relate to the important subject of regulation. These include *ARC 241 Sustainable Design Concepts*, *ARC 350 Mechanical Systems (*specifically as it relates to energy code and consumption), and *ARC 421 Professional Practice*. We also keep abreast of these topics by partnering with statewide professional organizations that currently include: AIA Maine, the Maine Chapter of the Construction Specifications Institute, and the Portland Society for Architecture. For each of these organizations current or past faculty and students sit on their respective board of directors, allowing for our program to be part of the statewide discussion of regulation in Maine. Through these professional groups we help ensure that our students, both current and alumni, have strong connections to the world of professional practice and its regulatory environment.

D. Architectural Education and the Profession

We understand that in this ever shrinking world our students from Central Maine need to understand and be prepared to practice in a global economy. We have focused our work in this area along three lines: coursework relating to cultural and geographic diversity, coursework related to professional practice, and strengthened connections with both community and professional partners.

Coursework related to Cultural and Geographic Diversity
Besides our three required courses in art and architectural history, exposure to global aspects of architecture is currently also covered in *ARC 123, The Theory and Philosophy of Architecture* and *ARC 251, Sustainable Design Concepts*. These introductory courses make a clear case for the necessity of a global view of architecture, and for the specific understanding of the diversity each client and site brings to a project. The continued expansion of our degree program will allow for a number of culturally specific elective courses that have been under discussion including courses based in the cultures of Italy, Japan and the architectures of the Middle-East.

In addition, *ARC 431, Architectural Theory*, which will be taught for the first time in AY 2015-2016, focuses the discussion on a global history of ideas regarding our constructed physical surroundings. The issues raised in this course are fundamental to understanding the course of architectural ideas, their history and development over time, the intellectual framework for the development of those ideas, and the cultural context for emerging trends and ideologies. This theory course is intentionally inclusive of both Western and Non-Western ideas and philosophies, and aims to give students both an understanding of the forces that influence architecture and its meanings, as well as the intellectual tools that will enable them to continue to read, to analyze, and to interpret the physical world. These courses – history, philosophy, sustainability, and theory – expose students to other cultures and diverse ways of thinking, across several disciplines, and from several different understandings of architecture.

In the design studio over the past last two years, we have continued to broaden the contexts and climates that students are asked to analyze and work within in order to emphasize the relationship between design and the environment. This coursework has been introduced within the studio sequence (see Perspective B) as well as in the coursework of our Energy Sequence. In the first part of our Energy Sequence we have introduced a new course, *ARC 251: Sustainable Design Concepts*, that addresses this concern directly; in the second part we have transformed much of the content of *ARC 350, Mechanical Systems* in order to prepare our students to think and engage with architectural systems in a more integrated and holistic way.

We believe and teach that one of the basic premises of sustainable buildings is that they are adaptive and flexible to rapidly shifting needs. We also recognize that a large part of the conversation about sustainability revolves around energy and response to climate. In our Energy Sequence, (Sustainability and Mechanical Systems courses) students evaluate and consider systems and design solutions for different climates, and evaluate how those climates impact energy use. This commitment to understanding how environmentally responsible design impacts energy and sustainability goals for different regions is fundamental to our education process. Through readings, projects, and lectures, students gain knowledge of the integrated disciplines and their relationships to the conceptual challenges of integrated design.

Coursework related to Professional Practice

We have developed several initiatives to prepare our students for the diverse and collaborative role assumed by architects in practice. Most importantly, our *ARC 421 Professional Practice* course first taught in the B.Arch course sequence by Assistant Professor Curtis in AY 2014-2015, examines the diverse and cross-disciplinary collaborative roles assumed by architects. This course, a summary of the workings of architectural practice, explores both traditional and innovative methods of running a professional practice, and is more importantly a course that exposes students to the diverse and collaborative roles assumed by architects and other disciplines in practice. Students' study in this course becomes a springboard for community design work in the design studio that follows this course (*ARC 408, Architectural Design VII*). It is in this studio that students work with community groups, making presentations, listening to client feedback, respecting client expectations, and advocating for design-based solutions that respond to the specific needs of clients and diverse populations.

These relationships are further reinforced in the short collaborative community design charrette that we hold at the end of the fall semester. We have already made, and continue to strengthen, our relationships with municipalities across Maine and with locally based non-profit groups. In interacting with a variety of community clients over the five years of their studio education, the students see the diverse roles architects play, as well as better understand the responsibility they have to engender change. The experience of architect-to-client interaction helps them see the necessity of balancing design intention with client needs; that the architect is not only a practitioner but also an educator; and that the client is an essential part of the team that responds to and produces our built environment.

Strengthened Connections with Community and Professional Partners

We believe that the collaborative nature of architecture demands that we enlist multiple voices in the B.Arch program, so that students can learn from and interact with professionals across a wide variety of disciplines. These professionals are part of architecture's creation and construction, as well as the policies that influence it. We have intentionally broadened our teaching pool to include

visiting critics in the third year studio sequence, professional engineers in the Structures sequence, practicing architects as adjuncts in ARC elective courses, and community partners (engineers, planners, artists) as collaborators in multiple years of studio. In addition to bringing a diverse group of professionals ***to*** the program, we have also worked to get our students ***out*** into the community. Our *ARC 232, Materials and Methods* class visits diverse facilities (Hancock Lumber, Auburn Concrete, CIVES steel, and Morin Brick) to see first-hand how the processes of manufacturing affect material specifications. As a final project, students from our *ARC 241, Architectural Analysis* class have worked with community groups to help them research and understand existing problems in need or design attention. Our Structures and Sustainability classes (*ARC 221 Concepts of Structures I*, and *ARC 251, Sustainable Design Concepts*) go on multiple field trips to see and interact with research and building projects at various scales and locations across Maine.

In addition to the increased participation of the professional community in coursework, as visiting critics, and in the myriad other ways that we expose our students to the building industry in Maine, our growth in this realm can also be seen in our strengthening connection to AIA Maine and other professional groups. We host all AIA Maine board meetings on our campus, we have an annual scholarship through AIA Maine, we collaborate with practicing architects for exhibits and lectures, and we invite practicing architects to juror our annual architecture student show. Through all these varied endeavors, our students have an active engagement with the Maine design community.

Outside of the classroom we continue to develop the idea of a UMA B.Arch Advisory Board. This board, slated to begin in the Spring of AY 2015-2016, (at which time we will have taught the 5-year B.Arch curriculum "one time through") will pull together architecture professionals and representatives of landscape architecture, historic preservation, interior design, structural engineering, construction, and business to help guide, invigorate, and stimulate our curriculum as it continues to evolve.

By embracing these two opposite ends of the spectrum – the global and the local – our students are exposed to the broader world, and yet remain rooted in the physical reality of their Maine community.

E. Architectural Education and the Public Good

<u>Community Engagement.</u> UMA Architecture's strong ties to Maine communities can be seen in the work underway and completed. As stated in the introduction, work in the Community is at the very core of what we teach and believe in. Through a variety of community and non-profit partnerships our students are exposed to the power and responsibility that design has to affect community.

To date, UMA Architecture has undertaken 39 different community-based projects, both under our previous pre-professional degree and our current B.Arch degree. Of recent focus has been exploring how to get more of the work built, both to advance student learning but also to get the most benefit for our community partners.

From work with the Randolph, Maine Town council to design a new Fire Station for their volunteer department, to work with the Garry Owen Motorcycle club to design housing for homeless veterans in Montville, Maine, we expose our students to the multiple responsibilities facing today's architectural designers. Our goal in undertaking this community work is to give our students the tools to engage their own communities, as well as an awareness of their responsibility to do so.

Curriculum Advancement. Our students must also understand that they are stewards of the built environment. To this end we have increased our commitment to issues of sustainability, sustainable preservation, and historic preservation through our curriculum offerings and integration. In the B.Arch curriculum, *ARC 251 Sustainable Design Topics* is a required course challenging students to understand various climates and architecture's responses to them. The course *ARC 489, Sustainable Preservation,* an elective course offered in AY 2014-2015, looks at preservation (an important topic to the Maine design community) through the lens of sustainability. We are also in the process of creating a new hands-on course in historic preservation, centered on field study. We were previously working with the University of Southern Maine's Department of American and New England Studies to develop a graduate level certificate in Historic Preservation to serve our students and the wider Maine community. Unfortunately, due to recent budget cuts at USM, that project will not move forward at this time.

In addition, the *ARC 421 Professional Practice* course first taught in the B.Arch in AY 2014-2015, examines the diverse and cross-disciplinary collaborative roles assumed by architects. This course and its workings is described in under Perspective D, Section I.1.3.D above. The course exposes students to the diverse and collaborative roles assumed by architects and other disciplines in practice.

UMA B.Arch Core Values and NAAB Five Perspectives

The chart below shows how we see our program's Core Values aligning with the NAAB's five perspectives.

Alignment of UMA B.Arch Core Values to 5 Perspectives **UMA B.Arch Educational Core Values**	**NAAB Five Perspectives**				
	A. Academic Community	B. Students	C. Regulatory Environment	D. Profession	E. Public Good
Commitment to involvement with the greater social and professional community	X			X	X
UMA/ARC is committed to instill in students the importance of the architectural process as an exploration and investigation, and that this process is a combination of thought and action.	X	X			
Commitment to work-by-hand as a means to understand design solutions, as well as the integration of computer technology in the design and testing process.	X	X			
Commitment to the investigation and implementation of sustainable ideals			X	X	X
Commitment to a liberal and fine arts base for architectural education in light of today's complex society that demands a well-rounded practitioner with knowledge beyond architecture		X		X	
Commitment to designing with intention reflecting the awareness that there is a connection between designed space and the life-quality of the user's experience, and that designed environments affect behavior		X			X
Commitment to its own academic growth and evolution in maintaining the highest standard expected in professional degrees, and to the highest standard of student work and faculty instruction toward that end	X	X	X	X	
Commitment to the values of mutual respect, cooperation and communication, creativity and innovation, the pursuit of excellence, effective communication and diversity.		X		X	X

I.1.4 Long-Range Planning

Identifying Areas for Improvement

The identification of needed improvement in the B.Arch is found institutionally, internally and externally. Institutionally, the University conducts assessment of all coursework each semester. This assessment allows us to understand how the class, the instructor, and the course material is perceived by the students taking this class. This direct feedback from the users is helpful in understanding specifics that are working or may need improvement. In AY 2013-2014, the architecture department led the University-wide switch from paper assessments to an online model. In so doing, we were able to expand the course assessment so that it now includes questions relating to the individual course outcomes. This will help us, and all University classes, get our first picture of how well our students perceive they are reaching stated course outcomes.

Internally, we meet as a department on a weekly basis. While this seems like a lot, it allows us the opportunity to discuss all manner of issues and concerns in a timely fashion. For longer-term topics these meetings allow us to plan, collaborate and plan as a faculty. For shorter-term issues we can act quickly to improve our coursework, facility, or other problems as they arise. Our weekly meetings give us the means to keep the improvement of the program very much alive and at the forefront of our thinking. We also formally visit each other's classes and submit written narratives in response to those visits. This keeps us aware of each other others teaching methods, and allows for feedback on improvement.

Externally, we have made some progress and have more initiatives planned. This year we took the opportunity to query the jurors for our annual Architecture Student Show regarding their insights into our current work. Other than the NAAB visits, our annual show is the only time when work from across the program is pulled together in one place, and it provides us the opportunity to see and evaluate the work in a larger narrative. We plan to use the opportunity of our annual student show in conjunction with the start of a B.Arch Advisory board in AY 2015-16. Being able to share the work of the program across all five years will allow the board to see and comment on the larger arc of the work.

Data and Information Sources

Sources of data come from three essential constituencies: students, faculty, and outside professionals. Students submit course and teacher evaluations at the conclusion of every class. These are collected by the UMaine System office and returned after tabulation. We in turn review and use these to track successful (or unsuccessful) teaching strategies in the classroom, as well as the successful (or unsuccessful) achievement of stated course outcomes. In addition, students are at times asked to anonymously answer topic-specific surveys during the semester to help gauge their interest in topics ranging from outside lecturers to potential architecture electives.

Internally, information is typically garnered in conversation, and shared in discussion related to specific topics or issues. This is done informally, and also at our weekly faculty meetings. Per our plan set out in our previous NAAB report, we have created a formal internal peer review. This allows feedback in the classroom directly related to teaching methods, style and content. The form for that review can be seen in Appendix I. Another internal assessment procedure will be rolled out at the end of AY 2014-15: an annual faculty pin-up where each faculty member will present the best and worst work of their respective courses to gather input and consistency across the department. This will also allow the faculty to see where additional opportunities for cross-course integration might make sense.

Plan for Achieving Initial Accreditation

While we are still in the process of formalizing our external reviews, we expect this data to be collected in written form, either from questionnaires, reports, and meeting minutes. The B.Arch Advisory Board will bring outside input from working professionals and associated fields as it relates to the profession. What data and how it will be collected is something that the Board will discuss after officially starting its work. We also assume that accreditation reports will help us refine and codify our information, and that NAAB feedback to those reports, as well as the accreditation process, will help us to best guide our program in the future.

In addition, in the summer of 2012 we undertook comparative research looking at all the Bachelor of Architecture programs in the United States, with a further focus on the publically funded degrees. We are using the information derived from that research to help plan for the continued growth and improvement of our program. As an example, we now can quantify the teacher to student ratios for full-time and part-time faculty across the US. This gives us not only a measure to judge our own status, but allows us to plan for future growth. A summary of that research can be found in Appendix L.

Institutional Long-Range Planning

In November 2009, UMA's Strategic Planning Process was presented to the entire UMA community. The statement of value and purpose was the following: "The top priority for UMA, for the next five years and beyond, is to develop a strong public identity that reflects who we really are: the third-largest campus in the system. We must anchor our investments and growth to this identity, incorporating expansion of academic programs, improved student engagement, and greater engagement with our local, national, and global communities."

There were several phases to the process. Using a Scenario to Strategy Process (S2S), faculty and staff were encouraged to serve on one of four committees that would examine our approach to the future of this university. Those four approaches were: "Traditionalists," local and onsite delivery; "International Traditionalists," onsite and global delivery; "Techies," local and online delivery; and "International Techies," global and online delivery. More than 95 faculty and staff volunteered for the four quadrants to develop a plan that most suited each of the four approaches.

In April 2010, each quadrant presented a scenario for the UMA community. All employees were asked to vote on the quadrant that most aligned with their vision for UMA's future. Two groups were close enough in popularity, quadrants one and three, Traditionalists and Techies, that they were combined and met again as a larger group and submitted a final report to the Provost and the President in June 2010. And so, the UMA Strategic Plan (2011-2016) was developed as a summation of campus wide consensus.

In addition, UMA uses the Baldrige continuous improvement process. This involves a survey of the campus community every other year. A university committee then evaluates the survey the following year to focus on issues that surface through the responses of faculty and staff. The committee then submits a report to the President's Cabinet. The Cabinet is responsible for overseeing that the recommendations are addressed and are reported back as completed or are scheduled to be completed over a period of time. UMA is on its third cycle of continuous improvement. This year the focus is "UMA's workforce." This link can best explain what the focus categories are http://www.nist.gov/baldrige/publications/upload/PrincipalMarApr06Baldrige.pdf.

As mentioned below in Section I.1.5, program review and improvement is conducted through an annual assessment process. In addition, we take the opportunity as we create this new degree to review our values and re-align them with the UMA Strategic Plan (2011 – 2016) entitled,

Transforming Lives: Educating Our Students to be Global Citizen's as well as consider them in light of the five perspectives. UMA's full strategic plan can be accessed online at http://www.uma.edu/umastrageticplan.html. There is a new strategic plan currently in process and will be rolled out next year. We will be looking at that to see how we can support the University's long-term goals with our own going forward.

Role of Five Perspectives
As shown in the Alignment Matrix at the end of Section I.1.3, we see our many of our core values closely linked to the ideas represented in the five perspectives. As such, any discussion of long-range planning takes place in light of the perspectives, and that they will play a significant role in future development.

Departmental Long-Range Planning
The 2013 NAAB VTR stated, "The new Bachelor of Architecture program at UMA has not undertaken a long-range planning effort, and that process will be a valuable tool for them as they move forward. The program is encouraged to set up long-range planning benchmarks at three- or five-year increments over a ten-year period." We have begun this process and will have a long-range plan meeting these specifications in place by fall 2015. Our response to this concern, and references to our current outlined plan, may be found in Section III.1.2.A.

I.1.5 Self-Assessment Procedures

In the UMA strategic plan (2011 – 2016) Key Goal 4 is to "Foster a 'culture of assessment' and data-driven decision-making to measure and improve institutional effectiveness. " In response to the strategic report, the position of Director of Assessment was created, and assessment methods have undergone a comprehensive review. This directive for data-driven decision-making requires all University departments collect information for analysis. Currently, existing assessment guidelines and tools are used by the architecture department at the end of every semester, as well as annually.

Institutional Requirements for Assessment
According to UMaine System Guidelines, Section 305.3, *Academic Program Review*,

> Program review should focus on student outcomes and should support a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding how and what students are learning in their academic program. Regular program assessment will improve the program review process. Specific identification of program goals and student learning objectives is a critical first step. [1]

Currently, the Architecture Program Coordinator submits an annual report to the college Dean and University Provost, with a full program review every five years. The department of architecture submitted this five-year program review after the spring of 2010.[2] At the time, this comprehensive review was helped to focus our goals and plans moving forward. Our next 5-year program review will be spring 2016 following our NAAB Initial Candidacy interim visit.

Please see Appendix G for the March 2013 comprehensive review of the University Assessment

[1] http://www.maine.edu/about-the-system/system-office/academic-affairs/administrative-procedures-manual/#305-3, January 14, 2008
[2] Due to its length, this report is not be included as an appendix here but can be made available for the planned site visit if desired

Self-assessment Procedures

University of Maine at Augusta invested in building capacity for assessment by establishing the Office of Institutional Research and Planning (OIRP) in 2011 and adding the Associate Director of Assessment to the Office of Provost in 2014. The Office has also launched a new Online Course Evaluation (OCE) that incorporates student self-reporting on their performance with course learning outcomes.

OIRP produces student enrollment data annually and conducts a graduating student survey for all academic programs. While the graduating student survey data is unavailable for the Bachelor of Architecture program, as it has not produced any graduates to date, in the future this survey will be a resource for the program faculty to better understand the student's learning experience, satisfaction, and career. OIRP also administered the National Survey of Student Engagement (NSSE) and the Office of Provost is currently analyzing the data from OCE, NSSE and Adult Learner Inventory (ALI) for the architecture program. From Fall 2015 when this data will be first available, the program faculty will examine and triangulate the findings to promote further improvement efforts.

At the writing of our Initial Candidacy Report in 2012, the largest gap we saw in our self-assessment was the review of the achievement of a course's stated outcomes. As stated in the system guidelines, assessment "should focus on student outcomes." Starting in fall 2014, the University moved to an online course assessment system. As a program, Architecture played the lead role in testing and implementing this new system in the classroom. Led by Assistant Professor Amy Hinkley, the program collaborated with the Provost's Office, University Assessment, and Computer Services to create and roll out the outcome-based assessment model. This new system allows students, for the first time, to report on their level of confidence in achieving courses' stated outcomes. With this system in place, we have closed what we noted in our 2012 Initial Candidacy report as the major gap in our assessment tools.

Josh Yardley, a doctoral student at the Kennedy School of Government in Harvard, has been conducting preliminary statistical analysis on our fall 2014 data. The results of this analysis can be seen in the chart below. From this breakdown the architecture department gains direct student feedback relating to their confidence in a course's learning outcomes. Consequently, the department can now review and discuss how well outcomes are being achieved, and what can be done to improve future success. This is the first time that the architecture program, or the University, has had a measure of outcome success. While these outcomes are reported by students, and therefore need to be interpreted as such, this is a huge step forward in assessment, and will undoubtedly have a direct affect on how we review and alter classes to better meet curricular outcomes. Our plan moving forward is to discuss the AY 2014-15 data when available, beginning with faculty discussion and leading to specific recommendations on a per course basis in order to increase leaning outcome success.

In spring 2015 the Associate Director of Assessment will analyze the other survey questions, as well as conduct inferential statistics using student demographic and academic record data. This additional analysis should give us a clearer picture of the context within which learning outcome success may be viewed.

In addition, included in Appendix G, University Assessment is a preliminary analysis for the Architecture Program on data collected from National Survey of Student Engagement. The indicators are representing different themes of student learning experiences by aggregating related

survey questions. Further analysis the indicators will be conducted this fall, and faculty members will have opportunities to review findings and identify areas of improvement.

Architecture Course Learning Outcome Assessment

Course	Responses	Class Size	Response Rate	Learning Objective Question	4 Very Well	3 Quite Well	2 Fairly Well	1 Not Well	Don't Know or Blank	Average
ARC101	5	11	45%	How well can you demonstrate a working knowledge of Perception as it relates to the built environment?	3	2	0	0		3.60
				How well are you able to create presentations indicating an knowledge of Composition?	4	1	0	0		3.80
				How well are you able to discuss, defend and describe specific Intention for design solutions?	2	2	1	0		3.20
				How well are you able to evaluate design ideas using Diagram?	1	3	1	0		3.00
				How well are you able to logically Delineate their ideas and design solutions to given problems?	3	2	0	0		3.60
									5 ques. avg.	**3.44**
ARC203	9	15	60%	How well are you able to create spaces which demonstrate a working knowledge of the elements and definition of space?	0	6	3	0		2.67
				How well are you able to create various sensations and support various functions using natural light?	1	4	4	0		2.67
				How well are you able to discuss, defend and describe specific Intention for design solutions?	2	3	3	1		2.67
				How well are you able to design increasing complex paths of human circulation?	0	4	5	0		2.44
									4 ques. avg	**2.61**
ARC221	6	12	50%	How well are you able to demonstrate and apply knowledge of structural principals?	6	0	0	0		4.00
				How well are you able to demonstrate knowledge of various forces as they apply to architecture?	3	2	1	0		3.33
				How well are you able to understand various testing methods as they relate to structural systems in architecture?	1	5	0	0		3.17
				How well are you able to assess and create analysis of structural principles?	1	4	1	0		3.00
									4 ques. avg	**3.38**
ARC231	9	14	64%	How well are you able to demonstrate a knowledge of various conceptual methods of assembly related to construction?	4	5	0	0		3.44
				How well are you able to apply, analyze and demonstrate knowledge of the inherent properties of materials, their strengths and limitations, and their use in architectural design?	5	4	0	0		3.56
				How well are you able to demonstrate a knowledge of both tactility and texture and demonstrate an understanding of the relationship between materials and human scale?	4	5	0	0		3.44
									3 ques. avg	**3.48**
ARC241	14	15	93%	How well are you able to conduct research (gather information) on a variety of topics related to architecture, and clearly present the results in written and visual forms?	3	9	2	0		3.07
				How well are you able to analyze (draw conclusions) about their research and clearly present those conclusions in written and visual forms?	2	5	4	2	1	2.54
				How well are you able to use the analysis of precedents to advance their architectural knowledge?	2	9	3	0		2.93
				How well are you able to recognize and understand differences between architectural typologies?	3	6	5	0		2.86
				How well are you able to create understanding through a variety of visual means including the diagram?	3	8	3	0		3.00
									5 ques. avg	**2.88**
ARC305	6	8	75%	How well are you able to create using ideas of transformation as they relate to architectural design?	1	3	2	0		2.83
				How well are you able to demonstrate ideas of intervention as they relate to architectural design and reuse?	0	5	1	0		2.83
				How well are you able to demonstrate a knowledge of accessibility, specifically the proper application of the Americans with Disabilities Act?	3	0	0	1	2	3.25
									3 ques. avg	**2.97**
ARC350	2	4	50%	How well are you able to demonstrate and apply knowledge of energy systems, fuels and climates and their effect on each other?	2	0	0	0		4.00
				How well are you able to demonstrate an understanding of how to control temperature at comfortable levels within buildings?	1	1	0	0		3.50
				How well are you able to understand the impact of sound within and around buildings and how sound is carried and mitigated?	1	0	0	1		2.50
				How well are you able to understand how to design comfortable and efficient lighting systems for buildings?	1	0	1	0		3.00
				How well are you able to understand how water supply and waste removal systems work in the context of modern plumbing systems?	1	1	0	0		3.50
									5 ques. avg	**3.30**
ARC407	6	8	75%	How well are you able to develop a comprehensive design through integrated design thinking skills and knowledge?	1	3	1	1		2.67
				How well are you able to design an appropriate conceptual structural system for a specified project?	1	3	1	1		2.67
				How well are you able to design a building that meets current life safety and code issues in the State of Maine?	2	1	3	0		2.83
				How well are you able to produce a competent site design with a working knowledge of the issues involved?	1	5	0	0		3.17
				How well are you able to demonstrate knowledge of the environmental and mechanical systems needed in a specific project?	2	1	3	0		2.83
									5 ques. Avg	**2.83**
ARC421	7	8	88%	How well are you able to demonstrate financial considerations of an architectural practice?	1	1	1	3	1	2.00
				How well are you able to explain the client?s role in an architectural process?	1	4	2	0		2.86
				How well are you able to explain issues relating to project management?	1	2	3	1		2.43
				How well are you able to explain issues relating to practice management?	1	3	2	1		2.57
				How well are you able to explain legal responsibilities of an architectural practice?	1	1	2	3		2.00
									5 ques. Avg	**2.37**

Progress Toward Program Mission

Through our mission of "Architecture through Engagement," we aim to educate and empower students to explore, investigate, design, and analyze the built environment. Engagement means participation; we have designed our coursework so that our students are active participants in the exploration of architecture. There are three meaningfully unique parts that make up our character and pedagogy, and that engage our students in this practice: the integration of learning with making, the systematic introduction and layering of fundamental design skills, and the connection and collaboration with community. Each of these elements of learning is about a kind of engagement; an engagement with making, with designing, and with people.

Long-lasting, in-depth learning comes through the act of making. We have shifted many of our classes, especially the building technology classes, towards a lecture + lab model. In this model, our students are given the tools and opportunity to put their learning into action, instead of being passive recipients of knowledge. This both tests the success of our teaching, as well as reinforces student understanding by making the learning a dynamic process of investigation and iteration.

In the past two years, we have better focused how and when we engage in community-based work. While we remain committed to giving our students this opportunity multiple times over their academic careers, the shifted focus means that the work better supports our pedagogy. Community-based work accomplishes our goal of putting students in client-based situations where design effectiveness can be experienced; throughout their work with community partners, our students are exposed to the power and responsibility that they have as architectural designers.

Overall, we continue to emphasize and strengthen our commitment to "Architecture through Engagement" as a path that will create young professionals prepared with the tools and experience that will enable them to become active participants in building the world around them.

Progress Toward Multi-year Objectives

We have made some solid progress toward the goals laid out in our 2012 Initial Candidacy report. Much of the focus has been curricular, but advancement can be seen on many fronts. As we develop our long-range plan we are reviewing both our short-term and long-term goals for the program, while remaining flexible enough to respond to what we are learning along our path towards applying for initial accreditation. The following represents our advancement towards the objectives shared in our 2012 Initial Candidacy Report.

<u>Curriculum Development</u>

New Coursework. At our previous visit, a number of B.Arch courses, were in development. These were successfully developed, and subsequently approved, before the fall 2013 start of our B.Arch, meeting our stated timeline for course implementation. New courses put in the catalog include:

- ARC 241, Architectural Analysis
- ARC 362, Portfolio Development
- ARC 421, Professional Practice
- ARC 431, Architectural Theory
- ARC 441, Architectural Travel Experience
- ARC 407, Architectural Design VI, Comprehensive Studio
- ARC 408, Architectural Design VII, Community-Based Design Studio

Continued Review of Coursework. Part of our plan for curriculum was a continued review of B.Arch coursework. We understand that we need to remain open and flexible to allow our curriculum to

grow in response to what we find in through our experience in the classroom. From this review two additional courses have been developed since the start of the B.Arch. These are in response to our previous NAAB visit, and to our own assessment that indicated that more time was required to teach fundamental design skills. These two courses remove some of the representation content from the first year studio, and allow for a more in depth discussion of fundamental design skills as part of the studio praxis:

- ARC 110, Intro to Architectural Representation
- ARC 120, Intro to Digital Tools for Architecture

In addition, all building technology coursework has been reviewed, and content and teaching modalities changed in response to our assessment. Please see III.1.2, sections D and E, for more on our changes to curriculum.

Development of Collaborative Coursework. This goal took something of a different path than expected, but has yielded some exciting results. We had thought we would be collaborating with other disciplines within the UMA community. This has not happened, but could in the future. Rather, our collaboration in the past few years has happened across our own architecture coursework, and has led to clear evidence that our students are learning more deeply. We have rethought our semester-by-semester course offerings to align specific courses with each other so that they may teach "together" and to specific outcomes, supporting a knowledge learned through multiple understandings. We have added numerous "co-requisites" to help ensure our students take these integrated courses together. One example would be the spring semester of our third-year. In this year students take both Studio and Construction Techniques. The studio project is a multi-story housing tower located in an urban setting. The technical class, once some fundamental ideas are understood, uses the tower design as a way to investigate wall section and system design, testing and iterating solutions, researching materials and systems, and getting one on one feedback from both studio and technology instructors on their drawings and ideas.

Integration of Digital Media. To date we have made solid progress on many digital media fronts, including the securing of space for a digital lab, acquiring our first 3d printer and Laser Cutter, and introducing a new course entitled, *ARC 120 Intro to Digital Tools for Architecture.* Please see Section III.1.2.C for detail on our digital progress to date.

<u>Architecture Faculty</u>
New Full-Time Faculty. As planned, we added a third full-time faculty member in fall 2013 with the start of the B.Arch degree. This has allowed us to restructure how we teach as a program. Full-time faculty members are now required to teach both in the design studio and in non-studio courses. While this structure is fairly typical in most architecture programs, it was not the case under our previous BA degree. This new teaching structure increases collaboration across architecture coursework, and keeps full-time faculty abreast of how students are learning in a variety of classroom settings.

ARC Faculty Research + Scholarship. Our faculty members are engaged in research and scholarship that connects with both their teaching and their practice.

In addition to innovative building systems investigations for her professional practice, Assistant Professor Amy Hinkley's research focuses on the intersection of architecture and landscape ecology; she is currently working in collaboration with Professor Rob Lillieholm, at the University of Maine School of Forest Resources to investigate and document the evolution of wood building practices and systems in Maine, exploring how changes in forest resources, management,

production, and distribution systems fundamentally changed, and continue to change, the way wood buildings are made.

Assistant Professor Rosie Curtis is involved in a collaborative project to create a range of shelter kits for displaced people around the world, and is currently working under the direction of the Maine Center for Entrepreneurial development to develop strategic business skills in order to develop a scalable venture.

Associate Professor Eric Stark is working in collaboration with Associate Professor Jodi Williams, coordinator of UMA's Information Library Sciences program, on ways of fostering innovation and iteration in creative endeavors. This work stems from a class entitled, *Innovation Engineering*, which they team-taught. One of the goals of the collaboration is to create a new course that will have students using tools to increase productivity and innovative thinking.

Over the last two academic years architecture faculty have attend conferences including the NCARB Architect Licensing Advisor Conference, the National Conference on the Beginning Design Student, the Society of Architectural Historians Conference, and Building Science Seminars. Additional conferences and scholarship endeavors can be found in faculty resumes in Part 4, Section 3.

Long-range Planning Input. As planned, at the conclusion of AY 2013-14 we held our first end-of-the-year workshop with all full-time faculty members, and invited part-time faculty. This workshop allowed us to discuss our curricular successes and shortcomings in-depth. These meetings were specifically used to rework all our course charters, re-focusing course goals and outcomes. Course charters are University documents that state descriptions and outcomes for each course to help ensure meeting of goals across sections and semesters. Examples of these can be found in the Course Notebooks supplied in the team room.

Library Resources

Architectural Research Portal. This resource continues to grow and change with each semester, and is a resource for all our students. The portal is altered depending on course needs, and can be made specific to a studio design project or elective offering, thereby customizing it to students needed resources. See link: http://umalibguides.uma.edu/c.php?g=197074&p=1296015.

Handley (previously Gannett) On-Site Resource Collection. This collection continues to grow in support of student learning, and has proven a successful response to the 2.2-mile distance between Handley Hall and Katz Library. Please see Information Resources, Section I.2.5 for more detailed information.

Art + Architecture Online Digital Database. With the start of the B.Arch, this project became a lesser priority and has not received any real attention. However, with our current revamp of our web presence underway, we have discussed having this be part of that work.

Physical Resources

Dedicated Studio Space. Our progress here has completely outpaced our planned goals. Starting in fall 2014 we offered dedicated studio space to all our design students; a full 4 years ahead of schedule. And while we can foresee new issues regarding physical space as our student body grows, we feel confident we can meet these challenges. Please see Physical Resources, Section I.2.3 for additional information on advancements at Handley Hall.

Richmond Gallery (formerly Gannett) Furniture. Due to unrealized funding sources, we are no longer pursuing new furniture for our gallery space. We are making due with furniture the University had available.

Digital Resources at Handley. We have successfully achieved and surpassed the goals we had set out for ourselves regarding our digital resource offerings at Handley. We successfully installed new computer workstations as planned, invested in new scanners and printers, and added a photo-shooting studio to allow student the tools to capture their work. We also now require students purchase a laptop at the start of ARC 102, and see that this requirement has facilitated integration of digital technologies earlier into the design process.

In addition, we secured space in Handley Hall to set the beginnings of our Digital Lab. This lab is up and running, and includes a MakerBOT 2x 3d printer and a Universal Laser Cutter VSL 4.6. Computer stations to run both are also in place. Please see Physical Resources, Section I.2.3 for additional detail on this space.

Program Development

B.Arch Advisory Board. After our 2013 NAAB visit, and the information and suggestion received in the subsequent VTR, we concluded that an Advisory Board would not be a priority at that time. The program determined that we would be better off strengthening and developing out the curriculum and systems of the program before looking to this group for input. Having spent the past two years working on improving the new degree, we now feel we are ready to receive the type of input we expect from an Advisory Board. Our current plan is to align the first meeting of the board with our annual spring semester Juried ARC Student Show, scheduled for spring 2016. This will allow us to leverage this exhibit as a way to display to the Advisory Board the student work across all 5-years of the degree program.

Transfer Assessment. We have made some specific progress on how we work with students interested in transferring from other institutions to our B.Arch. We now have documentation for potential transfer students, as well as program-discussed policies in place. These policies address how and what may be transferred. In addition, we are currently working with community colleges across Maine to create formal transfer agreements to help streamline this process where appropriate. For all studio placements we stay committed to holding portfolio reviews with students.

Student Development

AIAS Chapter. The UMA Architecture chapter of the AIAS continues to grow. Their list of activities can be seen toward the end of Section I.2.1. In addition, AIAS members' attendance to numerous regional and national conferences has exposed them to students at other institutions and their ways of thinking.

Studio Culture Policy. Student led and coordinated, the studio culture policy was collaboratively reviewed and renewed in spring 2015. A copy will be available in the NAAB Team room as required.

Portland Society for Architecture (PSA) Mentor Program. This project is not moving forward due to lack of support for the idea from the organization. That said, the PSA has been supportive of the program in many other ways including having members sit on critiques, opening up their job sites for student visits, and sitting two students as members of their board of directors.

PART ONE (1): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development

The topic of Human Resources, both in terms of faculty and staff, was a stated concern in the Visiting Team Report from our March 2013 Initial Candidacy visit. Please see III.1.2, response to Concern G for how we have moved forward on this topic. Below is a recap of growth in faculty and staff assignment, as well as our agreed upon continual review for additional faculty.

Faculty Growth
As noted in our Initial Candidacy report, Assistant Professor Amy Hinkley joined the department on a full-time basis, in fall 2012, immediately before that visit.[3] Professor Hinkley's background in education and architectural practice, along with her previous experience at UMA, directly supports the growth of the architecture program. By joining us ahead of the fall 2013 B.Arch start Professor Hinkley had a full year to become more familiar with the university system, and to offer her input to the long-term planning of the B.Arch degree. She has been integral to many of the advancements our B.Arch has undergone over the last two years, especially in the Materials and Assembly Sequence.

In fall 2013, we welcomed our third full-time faculty member, Assistant Professor Rosie Curtis.[4] Professor Curtis' work has been focused on our Energy Sequence, including areas of sustainability and building systems. She has been at the forefront of our introduction of our Comprehensive Studio, and the focus of our Community Design studio. She has also introduced our course on professional practice, as well as an elective on the History of Maine Architecture.

As we look to future growth of our FT faculty, we feel it important to understand how the UMA B.Arch program compares to others programs across the United States. To this end in the summer of 2012 we researched Bachelor of Architecture programs nationally, with a focus on public institutions. That research in part looked at faculty-to-student ratios. When considering faculty-to-student ratios for UMA, we include both full-time (FT) and part-time (PT) faculties, as both are integral to our teaching model. UMA's current ratio of FT+PT[5] faculty to FT+PT students is 1:15. The current average of FT+PT faculty to FT+PT student ratio of public US B.Arch degrees we have looked at is 1:17.[6] This means that UMA Architecture is 12% ahead of the national average indicating small class sizes. This capability to offer students personalized instruction gives us a strong foundation for our professional degree.

However, when narrowing the research to consider FT faculty only, UMA Architecture does have some improvement ahead. Based upon our research, the average FT faculty to FT+PT student ratio of US public B.Arch degrees is 1:22.[7] UMA's current ratio is 1:25, which is 12% below the national average. We strongly believe, and have administrative support, that as the program grows we need

[3] Professor Hinkley's Resume can be found in Section 4.3 of this document
[4] Professor Curtis' Resume can be found in Section 4.3 of this document
[5] PT students and PT faculty are integrated at 1/3 FTE per Greg Lapointe, UMA's Director of Institutional Research.
[6] See Appendix L for Comparative Research to Public B.Arch programs in the United States, done by the University of Maine at Augusta Department of Architecture, Summer 2012
[7] See Appendix L for Comparative Research to Public B.Arch programs in the United States, done by the University of Maine at Augusta Department of Architecture, Summer 2012

to get our FT faculty numbers closer to national averages. This will better support our students, and will help grow our departmental scholarship, which in turn supports UMA's baccalaureate mission.

Due to financial constraints being felt across the UMaine system, any plan to hire a fourth full-time faculty member must be taken judiciously, and in consideration of the health of the larger UMaine system. However, the administration is committed to supporting our students and program, and has agreed that as B.Arch enrollments increase, additional full-time faculty will be hired.

Using the research we have generated as a guide, UMA Architecture plans to grow its FT faculty to a level necessary to meet our expected growth in student body. To this end we have laid out the following plan to get our FT faculty-to-student ratio within 8% of national averages. The plan depends on future enrollments, and subsequent retention, as a trigger for additional hiring in the year following that enrollment. In this way our faculty may grow in direct relationship to the need of our B.Arch program and student numbers.

Based on a 2013 entering class of 20, and our overall goal of 100 students in the 5 years of the B.Arch (see Enrollment Projections under I.2.4 Financial Resources), we project the following long-term faculty growth:

Planned Full-Time Faculty Hiring Schedule

Academic Year	**# of FT+PT Students** [8]	**FT Faculty to FT+PT Student Ratio**	**FT Faculty Search Trigger** (for following fall start)
2013-14	58	3 FT/58 Students = 1:19	Completed Hiring
2014-15	54	3 FT/54 Students = 1:18	No
2015-16	74	3 FT/74 Students = 1:25	No
2016-17	84	3 FT/84 Students = 1:28	No (trigger set)
2017-18	100	4 FT/100 Students = 1:25	YES
2018-19	100	4 FT/100 Students = 1:25	No

This plan lays out milestones on which to base new FT faculty hires. Because the new hires are based on direct need, we can confidently say that we will reduce our faculty-to-student ratio if growth continues as projected.

Faculty: Course Matrix
The following matrices cover the two academic years prior and identifies each faculty member, the courses he/she was assigned during that time, and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit are identified. Additional information and a faculty resume can be found in Section 4.3.

[8] Actual enrollments shown in AY 2013-14, and 2014-15; future years are projected based on recent enrollments

Plan for Achieving Initial Accreditation

NAAB Matrix for Faculty Credentials AY2013-2015 NOTE: coursework not yet offered under the B.Arch degree are shown gray	ARC 101 - Intro to Architectural Graphics	ARC 102 - Architectural Design I	ARC 110 - Intro to Architectural Representation	ARC 120 - Intro to Digital Tools for Architecture	ARC 123 - Philosophy of Architecture	ARC 203 - Architectural Design II	ARC 204 - Architectural Design III	ARC 210E - An Architectural History of Maine	ARC 221 - Concepts of Structures I	ARC 231 - Architectural Materials & Methods	ARC 241 - Architectural Analysis	ARC 251 - Sustainable Design Concepts	ARC 261 - Computer Aided Design	ARC 262 - Building Information Modeling	ARC 305 - Architectural Design IV	ARC 306 - Architectural Design V	ARC 322 - Concepts of Structure II	ARC 332 - Construction Techniques	ARC 350 - Mechanical Systems in Architecture	ARC 361 - Portfolio Development	ARC 406 - Architectural Apprenticeship	ARC 407 - Arch. Design VI - Comprehensive	ARC 408 - Arch. Design VII - Community	ARC 421 - Professional Practice	ARC 431 -Architectural Theory	ARC 441 - Architectural Travel Experience	ARC 489 - Topics in Architecture, Lighting Design	ARC 509 - Architectural Design VIII - Pre-Thesis	ARC 510 - Architectural Design IX - Thesis
Applin, Harry - Strong technical and education experience in digital prototyping and related computer technologies. Areas of study include Integrated Project Delivery and Green Building Design.													X	X															
Barba, Nancy - an architect, writer, photographer and principal of Barba + Wheelock Architecture + Preservation. Her work focuses on contextual design and sustainable alternatives for historic and existing properties.																										X			
Belleau, Michael - Studied and worked in Boston and London, published articles on Maine's Urban Planning potential and interested in engaging the public in an architectual diaglog around these issues.																									X				
Delano, Chris- Interested in well-crafted spaces and the dynamics between materials, space, light, and the surrounding landscape. His studies include varying buildings types from folk structures to cathedrals.																X													
Demers, Luc - MFA in Visual Art at Vermont College of Fine Arts. Currently, Demers is a working and exhibiting photographer whose worked moves between "narrative and paused moments of self-awareness."				X																									
Gabranski, Tobias - Licensed architect in ME and NY, his firm provides integrated planning, landscape, architectural and interior design services. Interest include collaboration, and the use of place, urban form and precedent in the creation of contemporary design solutions.															X														
Hinkley, Amy - 15 years of experience designing structures that support simple forms and sustainable construction methods. Designs grounded in environmental sensitivity, importance of place and community. Research investigates the evolution of structural framing systems for vernacular wood buildings in Maine.	X	X								X								X							X			
Leasure, Joseph - President of L & L Structural Engineering Svcs. Inc. for 27-years+ providing all aspects of structural engineering. Diversified experiences in commercial, municipal, residential, and heavy industrial facilities.																	X												
Needham-Curtis, Rosie - Research centered on the connection between light and health in architecture. Individual design practice concentrating on housing that is both low cost and energy efficient.								X	X			X							X			X	X	X					
Richmond, Roger - Only NASA architect, Louis Kahn student, 3-D photographer doing lifelong study/teaching of the influence of space, scale, and light on human behavior.					X																								
Stark, Eric - Focus on community-education partnerships with 20 projects in the past 5 years. Current research focuses on the use of the diagram in making visual argument.						X	X				X										X					X			

Faculty Resumes
See Part Four, Section 3 for faculty resumes.

EEO/AA Policies
UMaine System Equal Employment Opportunity policies can be found online at http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/section401/. The UMaine System Affirmative Action plan can be found online at http://www.maine.edu/pdf/aaplan.pdf.

Diversity
Please see Section I.1.2. for information and web links on this topic.

Development Opportunities
Faculty is encouraged to pursue professional development opportunities. Funds are available in the College Dean's budget for all faculty members. The average award for professional development in 2014 was $900 per person. Requests for Professional Development funds are submitted to the Dean for approval and awarded on a first-come-first-served basis. The architecture program has secured an agreement whereby one faculty member per year may receive a "double" award for $1800 to better support opportunities outside the northeast region.

Appointment, Promotion, and Tenure
This information can be downloaded at http://www.maine.edu/about-the-system/system-office/academic-affairs/tenure-and-promotion/. This section and its documents are based on agreements found in the AFUM Contract 2013-2015 found here: http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/.

Visiting Lecturers and Critics
In order to expose our students and faculty to alternate and innovative points of view, we have had numerous lecturers and guest critics come to UMA Architecture and share their knowledge and insight with our students. This list is inclusive for the past 2 years:

Class	**Visiting Guests/Lecturers for AY 2013-14, 2014-15**
ARC 101	Luc Demers, visiting Critic, Photographer & Artist Peter Precourt, ART faculty
ARC 102	Toby Gabranksi, visiting Critic, Toby Gabranski/Architecture & Design Peter Precourt, ART faculty
ARC 203	Kevin Gough, Archetype PA Lisa Morgan, Artist Anita-Ann Jerosch, Music faculty Toby Gabranski, Toby Gabranski/Architecture & Design Chris Delano, Art of Space Kevin Deabler, RODE Architects Dianna Pozdniakov, architect Nancy Barba, Barba & Wheelock Architects
ARC 204	Peter Precourt, ART faculty Luc Demers, ART faculty Matt Ahlburg, Scott Simons Architects Austin Smith, Scott Simons Architects

	Toby Gabranski, Toby Gabranski/Architecture & Design Michael Boucher, Michael Boucher Landscape Architecture Gretchen Giumarro, Michael Boucher Landscape Architecture
ARC 210e	Edward Small, Sheridan Brick and Stone works, Belfast, Maine
ARC 221	Thomas Needham, Chartered engineer, Needham Design Services, Leeds, UK
ARC 231	Ed McGarrity, Maine Masonry Worked with students building full-scale brick walls.
ARC 241	Peter Precourt, ART faculty
ARC 251	Paul Kando, Cofounder of Midcoast Green Collaborative
ARC 262	Greg Lambert, Griffin Architects, Project Manager
ARC 305	Kevin Moquin, AIA, Moquin Architects Brian McCarthy, City of Rockland Apprenticeshop Roger Richmond, ARC faculty Steven Theodore, Principal, Theodore + Theodore Architects Paul Lewandowski, SMRT Austin Smith, Scott Simons Architects Chris Schoewe, PDT Joanna Shaw, PDT Christian Prasch, PDT Tobias Gabranski, TG Architects Rachel Conly, Rachel Conly Residential Design Tony Cowles, Cowles Studio, Landscape Architect Tracy Moskovitz, Hidden Valley Nature Center Bambi Jones, Hidden Valley Nature Center Joe Leasure- L&L Structural Engineering Nathan Merrill- Becker Structural Engineering
ARC 306	Chris Delano, Christopher Delano Architect Steven Theodore, Theodore + Theodore Architects, Arrowsic, Me Andrew Decci, City of Bath, Maine; Director of Planning and Development
ARC 332	Matt O'Malia, GO logic
ARC 407	Alexander Shaw, Architect, Rockland Morris Hancock, Architect, Freeport
ARC 421	Janet Hansen. Principal SMRT, Portland Carol A. Wilson Architect. FAIA Tom DiGiordano. Associate Professor of Accounting. UMA
ARC 430 (now ARC 510)	Paul Lewandowski, Principal SMRT, Portland Christine Cantwell, Industrial Design Studio, Portland Judith Bing, Professor Emeritus, Drexel University

Brooks Harrington, Professor Emeritus, Drexel University
James Stirling, James Stirling Architect, Portland
Tobias Gabranski, Tobias Gabranski Architecture & Design, Bath
Kevin Moquin, Kevin Moquin Architect, Portland
Roger Richmond, Architect and faculty. Freeport
Andrew Deci, City of Bath Planner
Chris Delano, Art of Space
John Morris, John Morris Architects
Steven Theodore, Principal, Theodore + Theodore Architects
Wiebke Theodore, Principal, Theodore + Theodore Architects
Ellen Belknap, principal, SMRT Architects
Kevin Moquin, Kevin Moquin Architects
Michael Boucher, MBLA
Jill Johanning, Access Design/Alpha One

Public Exhibitions

This past AY we secured funding that allowed for an exhibit and panel discussion at Handley Hall. This funding came in two separate grants. We are still working to find an ongoing permanent funding source, so that we might more regularly hold lectures and events. These events expose our students to architects and those in related fields, while simultaneously promoting the UMA Department of Architecture to the larger Maine community.

These include:

Architecture Gallery Exhibit / Spring 2015
The Wall Section Project – An exhibition brining wall section drawings and details from around the country to UMA. The project asked various architecture firms to submit a detailed wall section at 6" = 1'-0" scale, along with an image and project description. The work was curated and hung by architecture faculty with student aid. Contributing firms included:

- **Ehrlich Architects /** Culver City, CA
- **GoLogic /** Belfast, ME
- **KZ Architecture /** Miami, FL
- **n ARCHITECTS /** Brooklyn, NY
- **Poon Design Inc. /** Beverly Hills, CA
- **RODE Architects Inc. /** Boston, MA
- **SMRT Inc. /** Portland, ME
- **Studio TROIKA /** Boston, MA
- **Caleb Johnson Architects + Builders /** Biddeford, ME

Architecture Discussion Panel / Spring 2015
Maine: A Sense of Place – A panel discussion focused on Maine's 'sense of place' as one of our key assets and one that is in danger of being eroded or lost if the development and planning practices of the last 50 years continue for the next 50 years. This project is being held in conjunction with UMA's 50th anniversary celebration. As such, this panel discussion

looks back at the forces that have shaped the built environment in Maine over the last 50 years and forward to 2065.

- Janet Hansen, Principal, SMRT Architects and Engineers
- Kevin Bunker, Developers Collaborative
- Kara Wilbur, Principle Group
- Nate Rudy, Waterville Creates!

In addition to lectures or exhibitions highlighting professionals we hold an annual Juried Architecture Student Show. This is an opportunity for all our students to submit work that is reviewed by a panel of architects in a closed session. The selection of awards and winners is left to the jury. Unlike our professional events, this event is specifically held in the Danforth Gallery on UMA's main campus. This exposes the university community to what our students are accomplishing, and keeps us in touch given our move off-campus. These annual events began in 2005, and continue each spring. A complete listing is shared below.

Students: Evaluation for Admissions

Starting with our first B.Arch cohort in fall 2013, the architecture program transitioned from an open admissions policy to the structured review outlined below. A committee of architecture faculty, comprised of full-time faculty, makes all admissions recommendations. We are looking for students with the drive, talent, and potential to achieve success at UMA. As an undergraduate degree we understand that many of our students will not have taken architecture specific courses prior to entering the program, and factor that into our procedures and policies. We have set up our admissions policy to specifically allow for students who may be strong in one area but weaker in another the opportunity to demonstrate their respective talents. Admissions policies and procedures are available online and are reviewed and updated annually. Documents can be found online at http://www.uma.edu/barchapply.html.

Admissions requirements to the B.Arch are as follows:

<u>First-time college applicants</u>

- High School Diploma or General Equivalency Diploma (GED)
- SAT scores (Mathematics, Critical Reading, and Writing)
    - Minimum scores will place students for reading and mathematics levels
- TOEFL scores for International Students
    - Minimum scores will place students for reading and mathematics levels
- Architecture Review Challenge (ARC) or Portfolio + Essay
    - This is a four-question challenge testing a variety of skills including drawing, conceptual creativity, and writing ability. As an undergraduate institution we have made a conscious choice to offer this option in lieu of portfolio submissions. The ARC allows all students the opportunity to apply to the program, and not only those in typical high school tracks. This in turn allows for a wider variety of student to apply and be accepted to our program. (This idea is taken from the admissions procedures of the City College of New York Spitzer's School of Architecture) or
    - Portfolio + Essay
- A personal interview between a UMA B.Arch faculty member and the candidate, either face-to-face or via Skype
- Two letters of recommendation, one minimum from a former instructor

<u>Transfer Student or UMA BA in Architecture student (current or alumni) applicants</u>

- Official College Transcripts

- College cumulative GPA of B or better
- Architecture Review Challenge (ARC), see above for description or
- Portfolio of work
    - Transfer student – necessary if student desires transfer credit for previously completed design studio coursework
    - UMA Student (current or alumni) – portfolio should demonstrate word done at UMA and any other professionally applicable design work
- A personal interview between UMA B.Arch faculty member and the candidate, either face-to-face or via Skype
- Two letters of recommendation, one minimum from a former instructor

An overview of UMA admissions is located on the web at: http://www.uma.edu/overview.html. First-year students can find information at: http://www.uma.edu/firstyear.html. Transfer students can find information at: http://www.uma.edu/transferstudents.html. While Adult students can find specific information at: http://www.uma.edu/adultstudents.html. For students who are ready to apply, UMA has created an Architecture program specific tab with our specific requirements that can be seen at: http://www.uma.edu/readytoapply.html.

Timeline for Admissions Procedures. Admissions are due on January 31st preceding the fall start date; we then move to rolling admissions on a first-come first-served basis until our beginning studio classes fill. Personal interviews, for students with complete applications, are done in February with acceptance decisions and letters sent the first week of March to meet Early Financial Aid Awarding deadline.

Recruitment of Underrepresented Students
While there is no specific policy on recruiting "underrepresented students," UMA's entire mission is access, and the "Responsible Admission Policy," which can be found in the catalog and at http://www.uma.edu/overview.html, guides us.

In essence, with nearly open admissions at the institutional level, UMA admits and enrolls many underrepresented or economically disadvantaged students. Nearly 80% of UMA students receive Federal Pell grants, with an average Pell award of more than $3,400 ($5,500 maximum). The vast majority of UMA students are first-generation college bound students.

Typically, underrepresented means ethnic and racially diverse students. UMA does enroll the second largest percentage of Native American students of any campus in the UMaine system (106 Native students), and our student body is 6.9% minority representation, far above Maine's statewide level of ethnic diversity. (Please see Section 1.3.1 for additional information)

Student Support Services
Degree candidates in architecture are supported both by architecture faculty advisors, as well as existing academic and career services available to all UMA students.

Advising. Upon entry to the architecture program each student is assigned a faculty advisor from the full-time architecture faculty who aids that student throughout his or her academic career. This faculty member addresses the short and long-term goals of the student, aligns coursework with those goals, and helps to layout milestones across the student's planned academic career. The assigned faculty member typically meets with each advisee twice per academic year to schedule classes, and typically more often to discuss other related matters. Starting with the B.Arch, we have partnered with the UMA Office of Academic and Career Advising to offer "Wish List Events" each

semester. This event is an opportunity for all students to meet with faculty and advising specialists to pre-enroll for the following semester. We prepare typical course schedules for all years in the program as a starting point for advising, and then work individually with each student to tailor class schedule to his or her specific needs.

Academic Support. The Office of Academic and Career Advising offers professional staff members who help students plan college schedules, and assist with course registration. Part of their work is to aid in the process of combining a student's career goals with their academic plans. By taking career goals into consideration, they provide students with the tools to make appropriate academic choices. This combination of academics and career planning is key to the continued success of our students and graduates. Of course as a professional degree career advising and aid falls in part to the program itself. At this time we do not offer specific career aid, but do have a course requirement, *ARC406 Architectural Apprenticeship*, that puts our students in an office environment. In addition with the new B.Arch degree are introducing a course entitled, *ARC 361, Portfolio Development* that will prepare our students for job searches post-graduation. Please see Section 4.2 Course Descriptions for course outlines and outcomes of these courses.

Student Activities. Providing our students with access to field trips and other off-campus activities is essential to getting students out beyond mid-coast Maine. Internal to the program, primarily through our AIAS chapter, we arrange trips to Boston each academic year. These are often in conjunction with either architecture conventions being held at the time, or with the UMA Art department. Photos of AIAS events and trips can be seen on their Facebook site: https://www.facebook.com/groups/132902296286/photos/.

We also partner with the Portland Society for Architecture, connecting our students not only with built work of interest but also with the practitioners that created that work. These events have included trips to Boston, as well as local events touring architects' offices and new projects of interest. In addition, the University takes a group to New York City on an annual basis, and architecture students have been well represented in years past. Finally, trips to construction sites, manufacturing facilities, and buildings of interest are visiting in structures, materials, and construction techniques courses so students see first-hand the materials and methods of architecture.

External to the program, the UMA Office of Student Life maintains a full calendar of events and trips that all UMA students are able to attend. These events expose architecture students to quality activities outside the institution, and also connect them with undergraduates in other disciplines. More can be found online at: http://www.uma.edu/studentlife.html.

Professional Organizations. We want to make UMA Architecture a central hub for architecture in Maine. In line with our desire for greater collaboration, we want to bring students, professionals, and communities together to learn and discuss issues facing our region and state. We maintain ties with a wide variety of professional organizations, all of which are aware of and support the B.Arch degree. Maine is a small state, and as such one's network is doubly important, especially for our students. To this end, a number of our students, current and alumni, serve on the boards of AIA Maine, the Maine Chapter of the US Green Building Council, and the Portland Society for Architecture. Handley Hall also currently hosts an annual Construction Specification Institute (CSI) meeting on campus, as well as monthly AIA Maine Board meetings.

The Honors Program. UMA has a campus-wide honors program, and architecture students regularly achieve this special distinction at graduation. More information can be found at:

http://www.uma.edu/Honors.html.

Student Research, Scholarship and Creative Activities since last site visit
As a commuter school, it is essential to student success that activities and student involvement be supported by the program. Group activities help to foster a sense of belonging, as well as a sense of purpose. We believe that student activity outside the classroom is central to any community we hope to create. To this end, UMA Architecture supports our students on a variety of fronts. In addition to individual student projects, our America Institute of Architects Students (AIAS) chapter is vital to our growing success in these endeavors.

Student Research & Scholarship

Project	**Description**	**Date**
Gardiner Cobbossee Corridor vision, Gardiner, Maine	Three students and a faculty mentor conducted four design charrettes with citizens and officials of the City of Gardiner, culminating in plans, renderings and a report documenting potential uses of the Cobbossee Stream Corridor.	Summer 2014
Camp KV for Kids, Readfield, Maine	A design for a new Director's Cabin and meeting hall for a locale summer camp. Design work by two fourth year students. Currently under construction.	Spring 2014
Garry Owen Veterans Shelter, Montville, Maine	A design project for transitional housing for homeless veterans. Design work by three architecture students (all veterans) led by a faculty mentor. This project is moving toward construction in the near future.	Fall 2013 - present
Kennebec Valley Chamber of Commerce Redesign, Augusta, Maine	A one-day design charrette exploring the redesign and potential addition to an existing building. Over 20 students partook in the event, presenting a wide variety of possibilities to the KVCC board of directors.	Spring 2014
Augusta Colonial Theater, Augusta, Maine	The group leading the rebirth of this historic downtown theater engaged two students working with a faculty-mentor to research design possibilities related to historic tax credits.	Fall 2014 - present
KTA NESEA Scholarship Award	Kaplan-Thompson Architects introduced this new scholarship award so an upper level architecture student could attend the 2015 Northeast Sustainable Energy Association Conference. The winning student will present his experience and what he learned in a lunchtime discussion.	Spring 2015

Student Creative Activities – the following are exhibits of student work or other creative activities that students participated in outside of Handley Hall.

Project/Event	**Description**	**Date**
Annual Juried Architecture Student Show	Students submit work to be juried by a 3-person panel made up of practicing architects. Work is curated and displayed on the main UMA campus.	Annually, each spring
Randolph Exhibition	Held in support of community design work for a new firehouse. The exhibition held in Randolph, ME allowed the community design work of the students to be seen by the community they were supporting.	Spring 2015
Lithgow Library Drawing Display	Detailed drawings of the Lithgow Library, done in the first-year representation studio, were displayed in the Augusta City Hall	Spring 2015
South Parish Church, Sketch Exhibition	Following an in situ sketching trip, the students' work was put on display for congregation members view.	Fall 2014
Cardboard Chair Display	Katz Library – a display of work done in the first semester of first-year, a project focused on full-scale construction of a cardboard chair. The project works with ideas of iteration, human scale, and construction.	Spring 2014

Student Events & Activities – the following are activities and events that were student organized and run.

Project/Event	**Description**	**Date**
Kick-Off BBQ	Start of school year social to bring new and returning students together to introduce each other and build community.	September 2013
AIA Social	AIAS and AIA get together to expose students to the professional organization, and share the UMA Architecture program with the professional community.	November 2013
OOPS Series	A series of three lunchtime discussions with professors about project mistakes they made and learned from.	AY 2013-14
New Hampshire Architectural Field Trip	Exeter Library and Zimmerman House visits, faculty led with planned tours.	November 2013
AIAS Fall Quad Conference	UMA Architecture students attended the annual fall AIAS conference held in Keene, NH.	Fall 2013

AIAS FORUM Conference	UMA Architecture students attended the AIAS Forum conference held in Chicago, IL	Winter 2013
AIAS Spring Quad Conference	UMA Architecture students attended the annual spring AIAS conference held in Boston, MA	March 2014
NDSA + IDP Informational Meeting	Organized and held a meeting on the National Design Services Act and Intern Development Program to create support of the project.	March 2014
Firm Crawl	Visited four architectural firms in Portland, ME. The firms varied in size and gave students insight into how an office works, as well as the opportunity to meet potential future employers.	April 2014
AIAS Grassroots Leadership Conference	UMA Architecture students attended the AIAS Grassroots conference held in Washington DC, and Maryland	July 2014
Kick-Off BBQ	Start of school year social to bring new and returning students together to introduce each other and build community.	September 2014
AIA New England Conference	UMA Architecture students attended the AIA NE conference held in Bristol, RI	September 2014
AIAS UMA/Keene State Activity	Isabella Stewart Gardner Museum Visit with Keen State chapter, studying architecture and building architectural student community	October 2014
AIAS FORUM Conference	UMA Architecture students attended the AIAS Forum conference held in Nashville, TN	Winter 2014
AIAS T-Shirt Design Symposium	Members met to discuss and design the UMA Architecture t-shirt. The project builds community, supports AIAS, and helps to advertise the program.	January 2015
AIA Social	AIAS and AIA get together to meet and talk. This year held at the Architecture Student Show opening to further inform design professionals about the work and students.	March 2015
Guest Lunch N Learn	A lunchtime series helping to expose students to topics of interest outside the University. Lunches provided.	April 2015 (planned)
AIAS Spring Quad Conference	UMA Architecture students attended the AIAS Spring conference held in Philadelphia, PA	April 2015 (planned)
Firm Crawl	The second annual firm crawl visited four architectural firms in Portland, ME. The firms varied in size and gave students insight into how an office works, as well as the	Spring 2015 (planned)

	opportunity to meet potential future employers.	
AIAS Grassroots Leadership Conference	UMA Architecture students attended the AIAS Grassroots conference held in Washington DC and Maryland.	July 2015 (planned)

Student Field Trips – the following field trips, taken over the past two years, exposed our students to other cities, various building typologies, material manufacturing facilities, as well as professional architectural practices.

Site, Precedent and Architectural Field Trips + Location

Museum Precedent Trip, Cambridge and Boston, MA
Portland Museum of Art Trip (multiple), Portland, ME
South Parish Church Sketch, Augusta, ME
GSD Thesis Reviews (multiple), Cambridge, ME
Architecture field trip (multiple), Cambridge and Boston, MA
Tower Precedent & Site Visit, Boston, MA
The Apprenticeshop, Rockland, ME
City planner meetings, Bath, ME
CIVES – Structural Steel Manufacturer Trip, Augusta, ME
Hancock Lumber, White Pine Sawmill Trip, Pittsfield, ME
Morin Masonry Trip, Auburn, ME
Auburn Ready Mix Concrete Trip, Augusta, ME
Portland Society for Architecture, annual fall Boston Trip, Boston, MA (multiple years)
LEED platinum rated Hannaford supermarket, Augusta, ME
Maine State Courthouse, under construction, Augusta, ME (multiple visits)
Historic Colonial Theater being renovated, Augusta, ME
Wavus Summer Camp Dormitory, under construction, Jefferson, ME
Mid Maine Homeless Shelter, Waterville, ME (multiple visits)
Lithgow Public Library, Augusta, ME

I.2.2 Administrative Structure & Governance

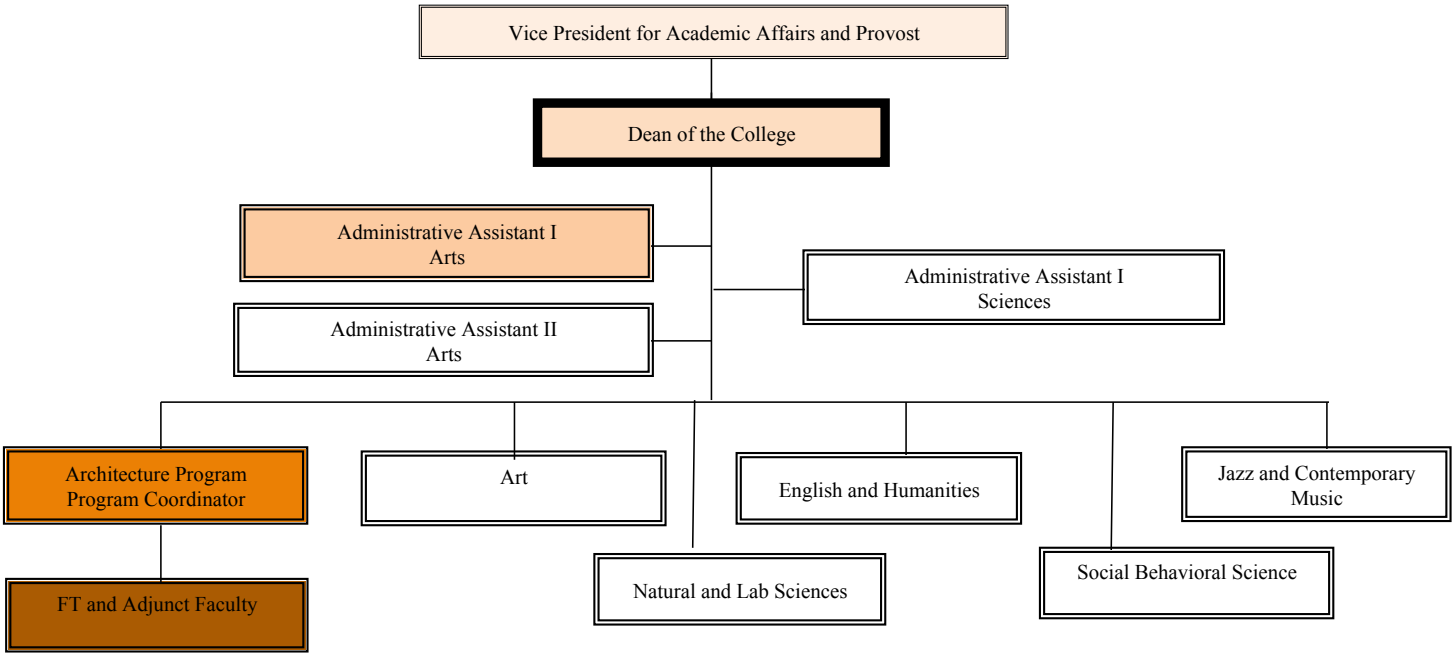
Administrative Structures
UMA Administrative Structure. UMA's deans, one for each of its two colleges, report directly to the Provost and Vice President for Academic Affairs. The Provost in turn reports to the President.

Program Structure. The major academic unit at UMA is the college. The Department of Architecture resides in the College of Arts and Sciences (CAS). Each degree program within the college has an appointed Program Coordinator (similar to a departmental chair). The Program Coordinator is the representative upon whom the Dean of the College relies for information and advice regarding the general conduct of the department and from whom the Dean receives program requests and recommendations concerning instruction, instructional support, personnel, budget, accreditation and/or internal program reviews where appropriate.

Plan for Achieving Initial Accreditation

The architecture program continues to be led by a Program Coordinator. Additional coordinator responsibilities under the B.Arch will be chairing B.Arch Advisory Board meetings and NAAB accreditation oversight. The coordinator oversees all full-time and part-time architecture faculty, coordinates their schedules, ensures they have necessary tools for effective teaching, and supports their success in and out of the classroom. The following chart shows the CAS structure; the Architecture program and its administration are shown highlighted.

College of Arts & Sciences Structure



Governance Opportunities

Curriculum and program development starts at the departmental level. Changes to the curriculum or program is typically championed by a faculty member and brought before the full architecture faculty (full-time and part-time) for consideration and comment at weekly departmental meetings. After discussion and upon agreement by the department, potential curriculum changes are shared with the College. The department responds as necessary to College comment and then, depending on the level of amendment or addition required, the curriculum is sent to the college Dean, and finally to the Provost for signature. The UMA curriculum committee that represents all colleges, addresses larger questions as required.

Student Representation. At the University level, architecture students are represented in student government through the UMA Student Government General Assembly. This body is constituted of students elected from the entire UMA student body. For additional information: http://www.uma.edu/generalassembly.html.

At the program level the UMA chapter of the American Institute of Architect Students (AIAS) forms the major voice of the architecture student body. AIAS is very active in creating community among students including an annual Start-of-the-Year BBQ, a firm crawl event in Portland, and attendance at AIAS regional and national conferences. The group boasts 132 "likes" through their Facebook page (https://www.facebook.com/maineaias).

Starting in spring 2015, we began holding a monthly event we call "The Meeting." This is an opportunity for faculty and students to meet. It gives the department a venue to share important information on such topics as IDP, upcoming field trips, or possible changes in the program. It offers students a forum to discuss and ask questions of the faculty. To date "The Meeting" has been a great success and created a good means of communication in the program.

Faculty Representation. At the University level, architecture Faculty is represented in the UMA Faculty Senate by members elected from the College of Arts and Sciences. At the departmental level, weekly meetings are held for architecture faculty. These meetings are presided over by the Program Coordinator who develops the agenda with input from all. Meeting minutes are shared with the CAS Dean.

Other Degree Programs in the College of Arts and Sciences
Information on the CAS can be found here: http://www.uma.edu/artsandsciences.html.

Bachelor of Arts in Art
Bachelor of Arts in Biology
Bachelor of Arts in English
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Music in Jazz and Contemporary Music
Bachelor of Arts in Liberal Studies
Bachelor of Arts in Social Science
Associate of Arts in Liberal Studies
Associate of Science in Jazz and Contemporary Music

Additional degree information, as well as minors and certificates offered through the CAS, can be found online: http://www.uma.edu/artssciencesdegrees.html.

I.2.3 Physical Resources

In the fall of 2011 the existing Architecture Program moved to the Gannett Building, downtown Augusta. The building was renamed "Handley Hall" in fall 2014 in recognition of outgoing President Allyson Handley who was instrumental in getting the building for the University. With the move, the program went from one and one-half classrooms on campus to two floors – the 2nd and 4th floors of Handley – totaling 7842 gross square feet. This was a monumental accomplishment for the program and the university. Indeed it was the acquisition of Handley Hall that gave rise to the possibility of applying for NAAB accreditation.

Today, all architecture courses, including those requiring computer use, are held at Handley Hall. General Education courses and those offered by other departments are delivered on UMA's Main campus, located 2.2 miles to the northwest. Please see a map of the University here: http://goo.gl/maps/FsMto. The plans of Handley Hall shown here represent spaces used by architecture majors and do not show all classroom space available at UMA. For plans of spaces, other than Handley, generally available to our students please see Appendix J.

Handley Hall – Today
Handley Hall offered the B.Arch program its first dedicated studio space, its first dedicated critique spaces, its first adjunct faculty office space, and its first gallery space; all which are hard-wired with internet, streaming and recording technology. Faculty offices, lobby display areas for student work,

meeting space, printing specific areas, computer stations, and a model construction area complete the existing facilities. Please see following 1st, 2nd, and 4th Gannett floor plans showing layout and location of the existing facilities.

Studio-Based Learning. We believe the UMA B.Arch program must foster and support a cacophony of ideas. The energy upon entering the studio should be palpable, chaotic, a mix of action and thinking. We believe that "making is knowing." We support and encourage an exploration by our students and faculty that uses the act of creation as a means to investigate and test ideas. The program, its faculty and its facilities, must support, to the highest extent possible, this exploration.

Facilities Improvement Since Last Visit. Much has happened since our last NAAB visit. Staring in fall 2013, with the start of the B.Arch degree and far ahead of our planned schedule, we have moved to 100% dedicated studio space in support of student work in AY 2014-15. Using a special one-time Presidential Grant, the second floor of Handley Hall, formerly two drafting studios, was converted to dedicated studio space in summer 2014. 32 student workstations, along with conference tables, plotters, and light table, were added to make these spaces fully functional. This is in addition to the fourth floor of Handley where we have the capability to offer Dedicated Studio Space to 30 students. Overall this gives our students, depending on location, 40-65 square feet per student space (including circulation & work space; excluding support spaces like restrooms or elevator lobbies).

In support of student study, card access was added throughout the building so that students have almost uninterrupted 24/7 access. This allows them to fully benefit from their dedicated studio space, and the collaboration and peer connections it offers. It has also given us the means to add new technologies and spaces in a systematic and controlled way.

This year our street-level Gannett Gallery was renamed the Richmond Gallery in honor of our founder Roger Richmond. He and his wife Beverly Richmond generously created an endowed scholarship in support of student travel, and in turn the University renamed the gallery space in their honor. This space is earmarked for exhibitions and lectures related to architecture; it also offers additional flex-space that can be used for larger critiques (we currently hold thesis reviews here), large and small group discussions, lectures seating up to 60, and is available for community use. We also use this space as a lecture/teaching classroom as it is equipped with necessary digital technology, and rolling whiteboard. The gallery's storefront windows allow student work to be exhibited to the larger community on a regular basis.

The move to all dedicated studio space was supported by additional technology in our 4th floor critique space. Through a UMA Technology Grant that space has been wired with sound and digital projector to allow it to function as a classroom space. This flexible room allows for a variety of teaching styles including: lecture, discussion, creation, and small group discussion, among others. By adding digital sound and projection, this space now allows for small 15-person classes, as well as supports student digital presentation. This space is a good example of how we are actively using each of our spaces in multiple, flexible ways to maximize the overall use of Handley Hall.

Using two technology grants, we requested and were given the use of an unused first-floor office. This office has become the start of our digital fabrication lab. Initial renovations included installing card access, and a large interior window to facilitate security and display of student activity. The space currently houses a MakerBot 2X 3d printer and a Universal Laser Cutter, along with computer stations to run both. A cadre of student monitors, who are responsible for upkeep and student training, staffs the space.

Finally, using departmental funds, we have added four large work-tables (2-4'x8' and 2-5'x10') to the second floor studio and workspaces. These added work surfaces support student collaboration, discussion, and the making of larger scaled projects.

Faculty Spaces. Each faculty member is currently given a private office with the appropriate furniture and supplies, allowing for university related work, faculty research, and interaction with students, both in small groups and one-on-one, to occur.

Handley Hall – Tomorrow

Today we feel we have sufficient space to support the B.Arch degree. However, we are aware there will be need for additional space growth as our student numbers move toward our overall goal of 100 students. As soon as AY 2015-16, and the introduction of our 5th year capstone, we will need to rethink how space is allocated in support of student success; beyond that additional space may be required. The administration has voiced clear commitment to supporting proven need for additional space as we move the program forward.

Given our relatively recent acquisition of Handley Hall, and the current budget issues facing the UMaine System, any additional increase in space for the architecture program will need to be a result of demonstrated need. This need is directly tied to student enrollments and retention.

Studio Space. A mix of action and thinking is what leads to success in the studio. We affirm the importance of creation as essential to the studio's success, and since much of what is created occupies physical space, we need to work toward giving each student a physical space to call his or her own within the program.

As of 2012, 96% of all public B.Arch degrees offer Dedicated Studio Space for all design students as part of their program's facilities. These numbers increase to 100% after the first year of study.[9] This data, and our committed belief in the benefit of Dedicated Studio Space to student success, make this a priority for the UMA Architecture program. As the program grows, so our dedicated studio space must grow.

One option is the top (fifth) floor of Handley Hall, currently leased on a shot-term basis, and would offer the architecture program the ability to increase its teaching and studio space by 3420 gross square feet or 50%. Please see the following Handley Hall 5th floor plan showing future potential.

The following growth plan is based on our 2013 B.Arch entering class of 20 students,[10] and will need to satisfy triggers discovered through our planned study of current use. We can currently seat 62 students in dedicated spaces. Per our enrollment projections in Section I.2.4, this will carry us through AY 2015-16. Starting in AY 2016-17 we will need 12 more seats, and an additional 12 in AY 2017-18.

To satisfy this potential need, we will need to expand our dedicated space, preferably staying within the confines of Handley Hall. As stated above, the 5th floor offers the most likely expansion possibilities, allowing between 32 - 48 additional dedicated seats.

In order to seat our projected number of students we plan the following:

[9] See UMA B.Arch Comparison Research in Appendix L
[10] See 1.2.4 Financial Resources for enrollment projections

Plan for Achieving Initial Accreditation

AY 2014-15 (current) – square footages are for studio spaces only

2nd floor Handley Studios – 1330sf / currently dedicated studio for 3rd and 4th year studios; 32 seat maximum of which 16 are being used

4th floor Handley Studios – 1900sf / Currently dedicated studio for 1st and 2nd year studios; 30 seat maximum of which 21 seats are being used.

Richmond Gallery – 1220 SF / Seats up to 60 lecture style, coordination with other gallery uses is require

AY 2015-16
AY 2016-17

2nd floor Handley Studios – 32 seats / move 1st and 2nd year studios to this floor. This works depending on the size of our entering first-year class.

4th floor Handley Studios – 30 seats / move 3rd and 4th year studio to this floor; add 5th year studio. At current numbers this would be sufficient and may even carry us for the next 2 academic years.

Richmond Gallery – 1220 SF / Continued multi-functional use

Ay 2017-18 and Beyond

5th floor Gannett – 1900sf / would seat part of 4th year & all of 5th year
Dedicated Critique Space – similar to 2nd and 4th floors
(2) Additional faculty offices

Richmond Gallery – 1220 SF / Continued multi-functional use

Conclusion

Per our current enrollment projections the addition of Gannett's 5th floor could house all the upper level (3rd – 5th years) design students on floors 4 and 5 of Gannett. For this Phase to be achieved a renovation of 5th floor would be required. As we head into the next year a detailed discussion and plan will need to be made with administration.

Digital Lab. The introduction of this space has put us on the path of increased digital tool use and integration with the curriculum. While this space is small compared to most, given our spatial and economic challenges its very existence is notable. We have set up our lab use so that we can monitor overall student use, and thereby collect research to indicate when future growth will be required. We have discussed with administration that continued growth would require dedicated staff to ensure proper training, use, and maintenance of the equipment. Please see III.1.2.C for a more detailed response to the integration of digital tools in our program, and a listing of available hardware and software at Handley Hall. Information on University hardware and software services can be found online: http://www.uma.edu/cs.html.

Workshop Space. An accessible space in which students can make at a variety of scales and with a variety of tools is essential for our continue growth. We have researched what basic tools would get this up and running and created a budget. Our largest impediment at this time is space. While Handley hall offers space on the lower to floors, these spaces are prone to flooding. Please see our III.1.2.C for further information on workshop space.

Library Resources
The majority of the library resources will continue to be housed in the Bennett D. Katz Library on the main campus. Having recognized that the distance between our downtown location and the main campus library needed attention, we have continued to grow our Onsite Architecture Resource Center located in Handley Hall, as well as utilize web-based Architecture Research Guides created by University librarians. Please see Section I.2.5. for a full description of library resources.

Computer Resources
The majority of the computer facilities, including both PC and Mac-based computer labs and classrooms, are currently located on the main campus. Please see http://uma.edu/cs.html for a full description of UMA's computer resources. A computer lab in Handley Hall is not seen as a primary need at this time as B.Arch students are required to have their own computers. We do have seven computer workstations on site. Two are located in classroom studios and are used by students and teachers in class; two others are located along with plotting and printing equipment on the fourth floor; two are located in our Digital Lab; and one is located along with printing and scanning equipment on the 2nd floor. All are networked. Software includes: AutoCAD latest version, ArchiCAD, Adobe Creative Suite, Microsoft Office Suite, Google SketchUp, and software associated with available scanning and printing devices. We augment computer use with equipment not typically within a student's reach including a flatbed image scanner, a large format sheet scanner, and multi-media workstations. We have equipment for a digital photo lab/studio so students can document their work. Plotting, printing, and copying are currently provided onsite and free of charge at Handley.

Our newest equipment includes a MakerBot 2X 3-d printer, and a Universal Laser Cutter. Please see our response to Concern C, III.1.2 for additional information on our progress regarding digital fabrication.

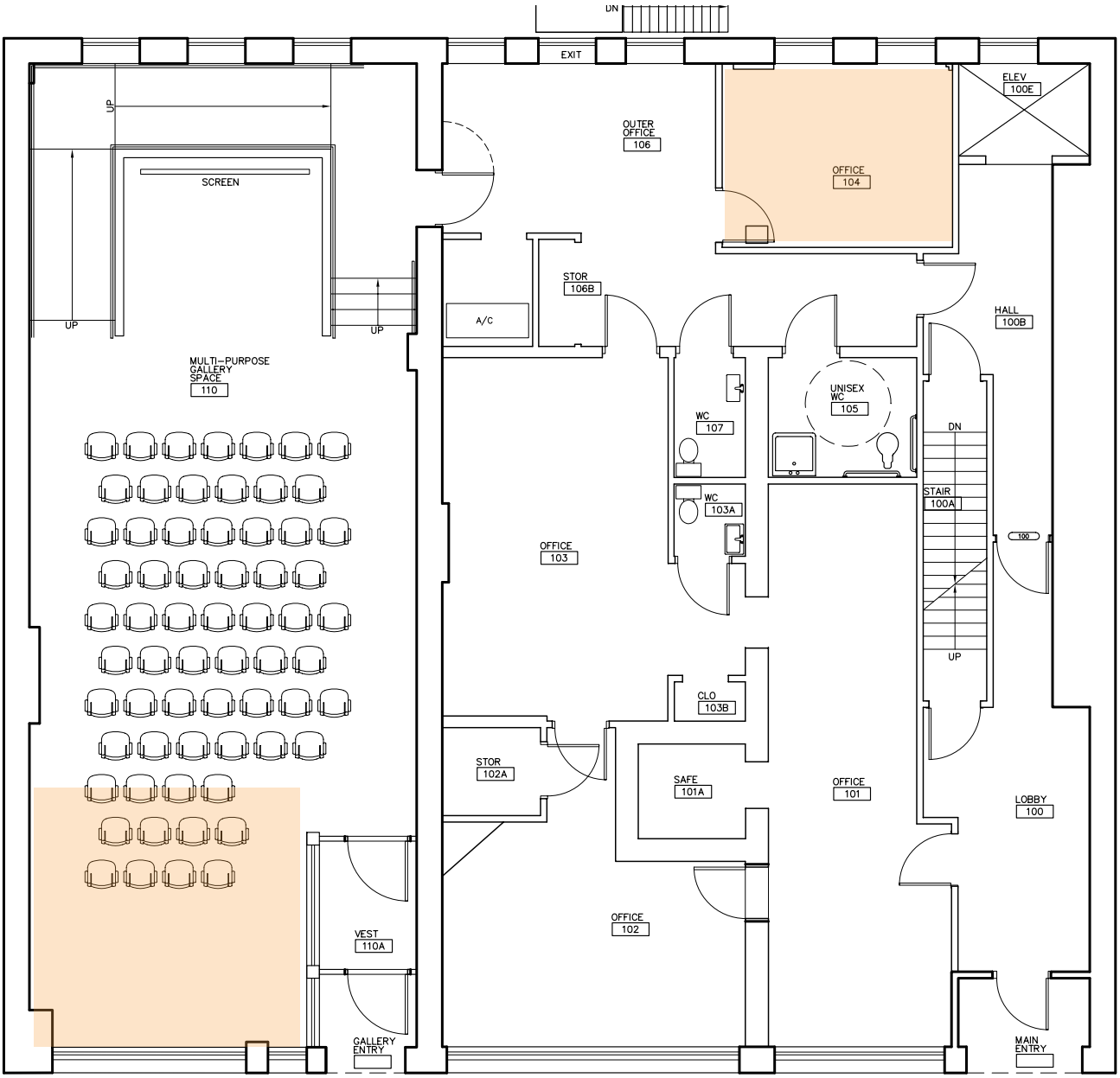
Other University Space
The general education courses that are part of the B.Arch curriculum are taught on the main UMA campus, located 2.2 miles from Handley Hall. There is a shuttle bus running between locations, as well as ample parking in both locations. On campus classrooms are equipped with up-to-date technologies allowing for the recording and web casting of course materials. These classrooms and support spaces are available for architecture courses as needed. Please see Appendix J for plans and notes of other University spaces that directly support the B.Arch degree.

Handley Hall – Changes since last NAAB visit

The following drawings indicate the architecture program's current and potential use of Handley Hall, and where changes in use, program, and technology have taken place in the past two years.

First Floor: Handley Hall

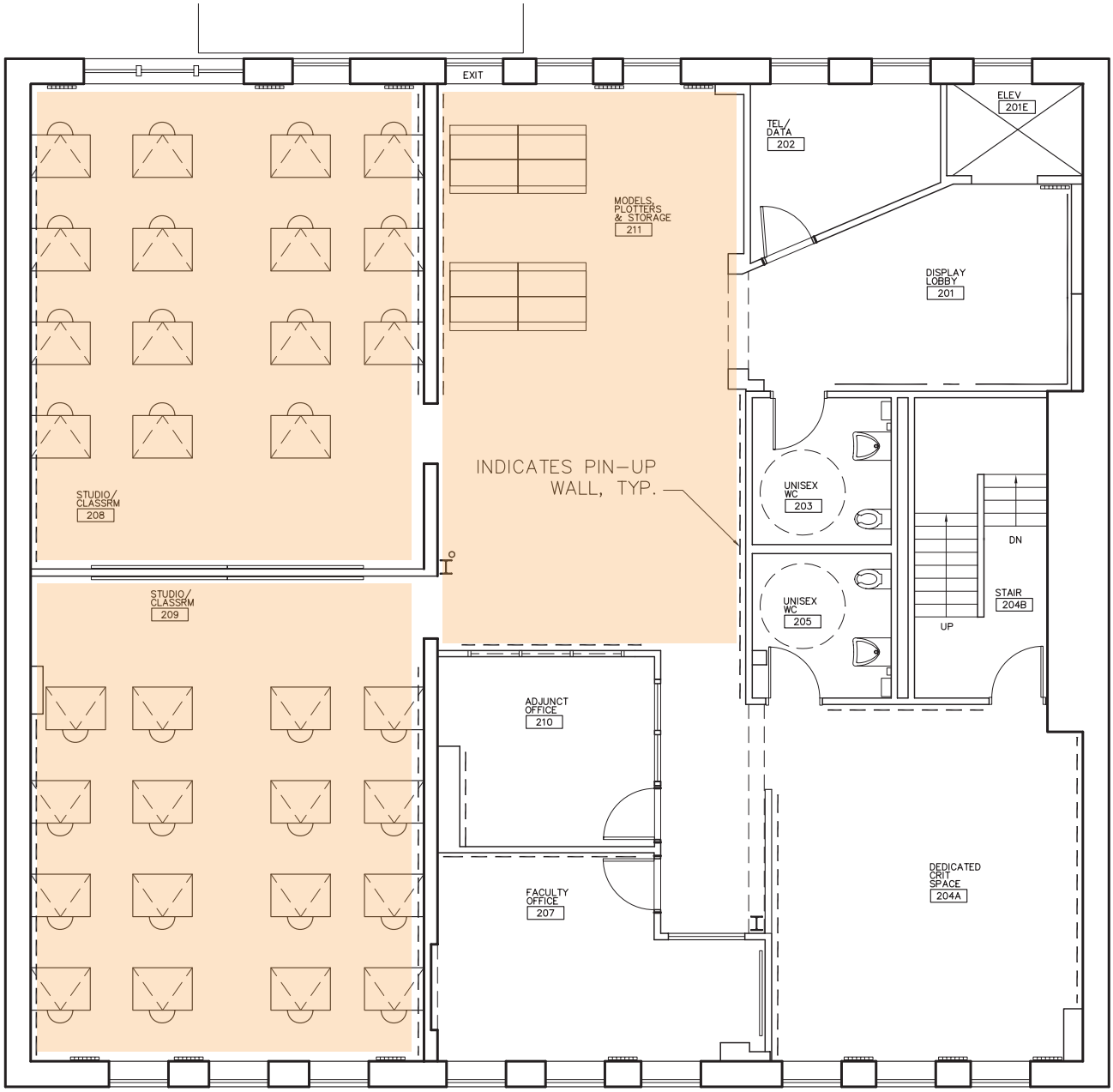
Office 104 is now the Digital Lab, housing our first 3d printer and Laser Cutter. We have also increased use of the Multi-Purpose Gallery Space 110 as an exhibiting space. Key card access throughout increase safety through controled access.



GANNETT BUILDING 331 WATER STREET AUGUSTA, ME 04330	EXISTING LAYOUT MULTI–PURPOSE GALLERY 64 SEAT LECTURE SET UP SHOWN INCLUDES ENROLLMENT SVCS CONFERENCE ROOM SPACE	
FLR 01		N.T.S.

Second Floor: Handley Hall

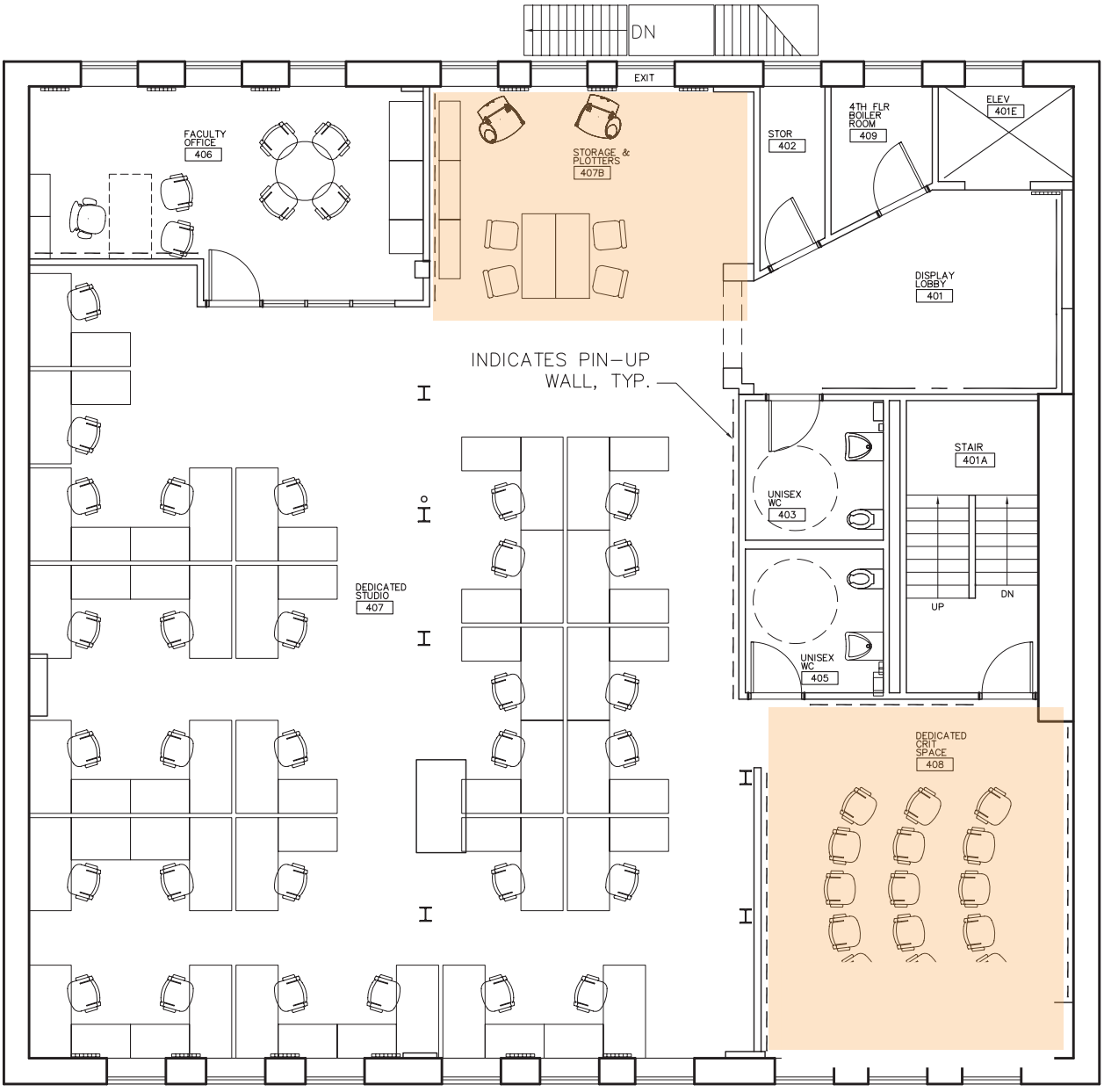
Since the 2013 NAAB visit Classrooms 208 & 209 have been made into dedicated studio space. Along with individual workstations, conference tables have been added to foster group discussion. Model, Plotter & Storage 211 has been increase in activity with the addition of two large word tables, new plotters, and built-in desks to house printers and scanning equipment.



GANNETT BUILDING 331 WATER STREET AUGUSTA, ME 04330	EXISTING LAYOUT (2) STUDIO/CLASSROOMS DEDICATED CRITIQUE SPACE ELEVATOR LOBBY/ STUDENT DISPLAY SPACE SHARED WORK/PLOTTER SPACE (2) FACULTY OFFICES	
FLR 02		N.T.S.

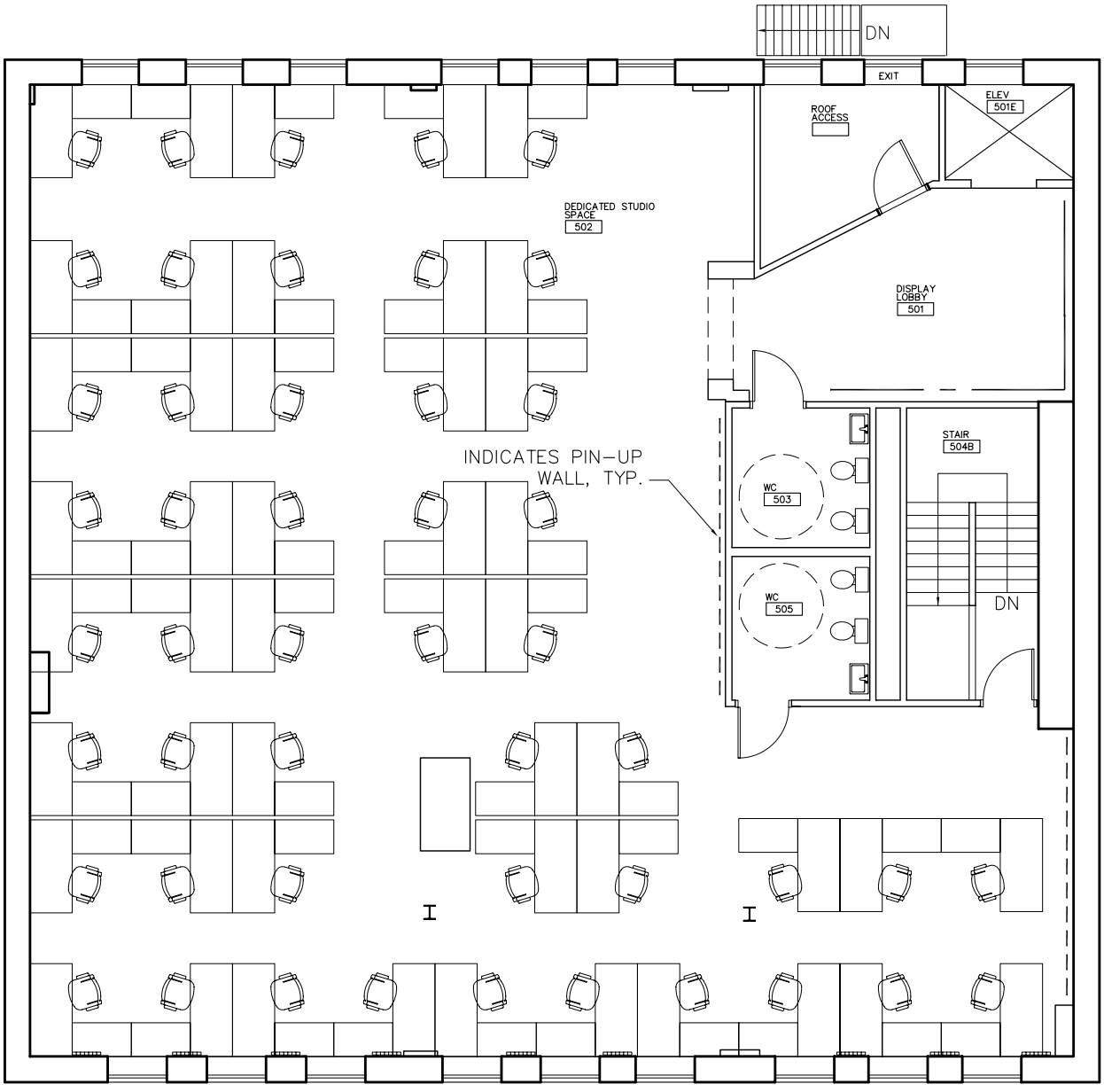
Fourth Floor: Handley Hall

New library shelving, larger worktable, couches and lounge furniture have been added to Storage & Plotter 407b. This furniture supports the Handley Onsite Library, and increase overall use by students as an alternate study space to their individual workstations. It has also become a popular meeting space, both in and out of class. The Dedicated Critique Space 408 has been update with permanent audio/visual technology making it a more robust teaching and presentation space.



Fifth Floor: Handley Hall

The fifth floor is still leased to a local non-profit. As the program grows, both in student numbers and technology, the Provost has expressed agreement that this floor offers the best solution to potential space needs. Shown here are 48 additional dedicated workstations that, if added, would bring our overall total to 108. This would be more than our planned 100-student maximum leaving room for alternate uses on this floor including a dedicated technology room.



I.2.4 Financial Resources

Financial Appraisal

Student welfare and development, as well as the quality and accessibility of higher education that UMA offers, continues to drive virtually every aspect of the institution's financial decisions.

UMA's long history of using revenue sources wisely to support the mission of its academic purposes and programs is clearly one of its strengths. The institution employs a proven traditional reporting model that summarizes revenue and documents how the institution expends its resources. This model, which provides an accurate and transparent accounting of the institution's financial activities, is one of the strengths of the institution's financial reporting system. The institution's financial records clearly show a consistent pattern of revenue sources. The records also show a consistent pattern and balance of expenditures over the last three years that support the institution's academic purposes and programs while allowing for prudent future planning.

UMA's internal and external financial mechanisms work effectively, as shown by its ability to routinely meet its operating budget. The institution's ability to join forces and work collaboratively to solve financial issues is a strength and credit to its management's philosophy of financial transparency.

Nevertheless, UMA faces a period of declining resources. State appropriation to the UM System has been declining as a percentage of the State budget and consequently as a percentage of the UMS budget for the past twenty years. The State appropriation for FY14 is $6.2 million below the FY08 level, and State contributions are not projected to return to the FY08 level in the near future. For example, combined pressure from the federal and state governments and our consumers to contain tuition costs resulted in a 2012 Board of Trustees mandate to freeze tuition and mandatory unified fees across all campuses for one year. After a state curtailment of University appropriation during FY13, the freeze was extended for an additional three years in exchange for an agreement with the State to maintain flat appropriations during FY 2014 and FY 2015. The preliminary FY16 budget anticipates an increase in state appropriation due to the University of Maine System's request to the state legislature for a 3.4% increase in return for keeping tuition rates flat.

The contraction of State resources (making up approximately 38% of UMA's unrestricted E&G operations budget) comes with the onset of anticipated decreases in enrollment due to the declining number of traditional college-age students and heightened competition for the adult non-traditional student population that UMA predominantly serves. Maine's 15- to 24-year-old population is predicted to decline 19.5% between 2010 and 2020, and UMA anticipates increased competition for its adult student population, both internally and externally. During UMA's budget preparations for FY14, department managers were asked to submit targeted expense reductions of 5% to 10% in order to balance the initial $2.6 million structural gap. The FY 2015 budget was reduced again by a similar amount.

Two system-wide initiatives designed to augment adult baccalaureate pathways to degree completion and enhance transfer credits are expected to increase student enrollment within the System while meeting the State's workforce needs. How much this increased competition will ultimately affect UMA's enrollment numbers is yet to be seen; UMA's full Fiscal Year 2014 enrollments declined by 4.8% and fall 2014 enrollments are down 3.6% from fall 2013. Efforts are being made (primarily through initiatives such as enhanced enrollment reporting and expanded student outreach) to increase enrollments and keep the students we have, but we do not know the long-term effects of these current trends. Ironically, an improved economy has an inverse

relationship to adult learner enrollments, as students often choose to return to the workforce rather than to continue their education.

UMA is committed to working cooperatively with its sister campuses and the UM System in the administrative review initiatives (http://thinkmissionexcellence.maine.edu/priority-initiatives/afrt/) currently underway in the areas of information technology, human resources, procurement, and facilities management. Plans are also underway to centralize the remainder of individual campus finance areas into a UM system function in calendar year 2015.

Because compensation and benefits comprise 75% of the UM System's E&G operating budget, it represents the single largest cost driver in the budget and review is underway to identify redundancy. Positions and services are currently being reorganized to ensure service excellence, costs savings, and efficiency. An Academic Portfolio Review Process Oversight Committee, (http://thinkmissionexcellence.maine.edu/priority-initiatives/academic-review), comprised of 17 members –including 14 campus representatives of which 9 are faculty– will help facilitate a review of the academic programs among all seven campuses for these same standards.

UMA is also working to realize savings by making significant investments in energy efficiency, settling retroactive bargaining unit agreements, and containing rising health care costs through an employee wellness program. Meanwhile, UMA continues to test and evaluate new learning modalities in order increase its degree offerings for students as well as to extend their reach. In addition to the new Bachelor of Architecture program working toward accreditation, UMA added an Aviation degree program beginning in fall 2013 through the creative and collaborative efforts between UMA and a local privately owned flight school in Augusta. Furthermore, UMA's Baldrige Committee is exploring how student satisfaction can be improved even in this fiscally restrictive environment.

Public perception of the University of Maine System is favorable as evidenced by the recent referendum passage of a bond issue authorizing the State to borrow $15.5 million towards the improvement of laboratory and classroom facilities, including the $1.2 million designated for UMA's renovation of science and nursing laboratory facilities. Utilizing E&G reserves in 2014, UMA purchased a $100,000 state of the art flight simulator to support our new Aviation program.

In November 2012, UMA merged the Financial Aid Office and the Student Accounts Office to create the office of Student Financial Services. This merger reduces duplication, promotes continuity of services, and provides some cost savings through the reduction of staff without the loss of exceptional customer service. The front-end staff of this merged office continues to cross train, and the students' experiences with this one-stop financial environment have been more positive. In August of 2014, these offices were moved along with Enrollment Services staff to a common area within the Randall Student Center, closer to the heart of the Augusta campus in a move designed to bolster the concierge model of student services.

In April 2012, UMA was awarded a Title IV waiver of the required 25% match of Supplemental Education Opportunity Grants and Work-study funding. This waiver allowed UMA to shift these matching funds into institutional-based grant programs. UMA's financial aid packages for its most needy students demonstrate a commitment to keeping education affordable.

Projections

UMA expects that the economic climate for the entire UM System will continue to be difficult for the foreseeable future. It also recognizes that the present course of a flat or declining revenue stream is

unsustainable and will require difficult decisions going forward. The UM System Office plans to provide support to campuses—both financial support (for example, FY 15 funding of $50,278 to UMA and $41,907 to UMFK to support a collaborative effort for a BS in Nursing program) and strategic reorganizations designed to gain efficiencies and savings by consolidating services that can be and are being centralized. These administrative reviews are expected to generate savings by streamlining business processes, eliminating unnecessary duplication throughout the seven campuses, and either shifting positions to the UM System Office or eliminating them.

Beginning in FY 2013, the Board of Trustees adopted an Outcomes-Based Funding (OBF) model (link here:http://www.maine.edu/pdf/TAB21-OutcomesBasedFundingReviewTeamRecommendations.pdf) that redistributes an assigned percentage of state appropriated receipts each year to campuses based upon four defined objectives: 1) to increase the education attainment levels of the working- age population of the State; 2) to meet the workforce needs of Maine employers; 3) to contribute to the economic development of the State; and 4) to improve the productivity of UM System institutions. UMA's FY14 allocation of state appropriation dollars distributed using the OBF methodology was $939,658; FY 15's allocation increased to $1,888,103. UMA will continue to focus on these UMS initiatives to help meet the needs of the citizens of Maine.

To ensure that UMA uses a data-driven approach to budgeting, the Finance Office continues to monitor financial data within MaineStreet and communicate budget-to-actual deviations to appropriate personnel. Also, with the establishment of the Office of Institutional Research and Planning, UMA has begun to draw quantifiable data from student enrollments, student retention figures, course registrations, and degree programs to ensure that future business decisions incorporate historical trends and current scenarios to better meet the employment needs of the state while helping to frame marketing, retention, and academic offerings in a more cost- effective manner.

Meanwhile, UMA strives to ensure our students have the resources and tools necessary to assist in the understanding of student loan repayment. Considering that UMA's federal Stafford default rate has increased from 13.4% in August 2012 to 18.1% in July 2013, further steps are evidently needed to support our students. As a first step toward this endeavor, UMA recently partnered with American Student Assistance and Finance Authority of Maine to offer SALT, a financial literacy program free of charge to current students and alumni. These efforts will continue with the goal of reducing our students' default rate.

In addition, after the most recent Department of Education review of UMA's Federal Aid Program official report is received, we expect to take the following corrective actions:

- Properly reporting federal financial aid for students taking classes on multiple UM System campuses. A committee has been formed to create an APL-Consortium Agreement among the seven campuses to identify and clarify specific reporting responsibilities.
- Maintaining and formatting student aid application data. Federal regulations require that institutions be able to provide student aid recipient application data for any aid period.
- The UM System Data Management System has the two most current financial aid year data available. Meanwhile, UMA programmers could recreate the data in a readable format for the third prior year, but it is not yet clear whether or not the Department of Education will accept the format.

Institutional Effectiveness

UMA effectively manages its fiscal resources as evidenced by operating surpluses in the last four years, as well as developing a balanced budget with fully funded depreciation. In an ongoing period of austerity and cutbacks, it will become even more important for UMA to consistently apply conservative and sound financial practices. It is imperative that the institution continues to develop transparent and clear objectives, to encourage personnel at all operational levels to participate in developing budgets, and to exercise internal controls to ensure accurate and consistent financial information records. The institution expects that it must continue to seek out cost savings opportunities and to mitigate any negative consequences to faculty, staff, and students. UMA will continue to allocate resources in a way that does not sacrifice its integrity or educational goals.

Budget Narrative

Despite a more stringent economic climate created by stagnant state appropriations and flat tuition for the past three years (FY12 through FY14), UMA continues to display fiscal stability, as is demonstrated by its annually published core financial ratios. UMA's Viability Ratio is the second strongest among the UM System campuses and continues to improve (5.82 in FY13 and increasing to 7.04 in FY14). A strong Viability Ratio, combined with an improving Primary Reserve Ratio (0.32 in FY13, increasing to 0.35 in FY14) demonstrates significant balance sheet strength for UMA. Our overall composite financial index has declined slightly from 5.5 in FY13 to 4.7 in FY15, due to a declining education and general (E&G) surplus. UMA has realized E&G surpluses from operations for the last four years: $2.64 million in FY11, $1.67 million in FY12, $1.53 million in FY13, and $.7 million in FY14.

The surpluses from recent years have culminated in unrestricted E&G reserves of $8.5 million as of June 30, 2014. When authorized by executive management, these reserves are used to fund unforeseen circumstances, financial emergencies (i.e. FY13's $189,383 curtailment of state appropriation), and planned extraordinary expenses not contained within operational budgets (i.e. accreditation expenses). In addition, reserves have been used to provide significant investments in areas specified in UMA's strategic plan such as staff development, academic innovation, community integration, and other student-centered initiatives. For instance, $150,000 in Presidential "mini-grants," which fund various initiatives designed to promote student retention, and research grants for faculty was designated during FY 2013 and FY 2014 for a variety of initiatives ranging from a faculty member's attendance at a global health conference to a campus community garden that serves a local food bank. Also during FY 2013 and 2014, $25,000 and $30,000 were allotted for staff and faculty professional development, respectively.

Since FY 2006, and according to the institution's Statement of Revenues, Expenses and Changes in Net Position combined operating and non-operating revenues have ranged from between $33.6 million and $48.6 million. In 2014, tuition and fees and state appropriation dollars make up close to 95% of the institution's total unrestricted revenues. This high reliance makes UMA vulnerable to the most recent leveled revenue stream created by fixed state appropriations and the static tuition rates mandated by the UM System Board of Trustees. The remaining elements of the institution's unrestricted revenues originate from grants, auxiliary services, and miscellaneous revenue. This revenue stream distribution has been relatively consistent over the last several years. The University of Maine at Augusta continues to assess the lowest per credit hour tuition rate within the System and, in serving a predominantly non-traditional student population, is the only campus within the University of Maine System that does not offer residential dormitories.

Plan for Achieving Initial Accreditation

UMA primarily spends its revenue on academic activities, as seen in the 2014 relative expenditure percentages to total expenditures in conventional higher education categories: instruction (31%), student aid (17%), academic support (14%), student services (10%), institutional support (10%), public service (5%), physical plant and depreciation (10%), and auxiliary services (3%). Compensation continues to account for approximately 75% of the institution's E&G expenditures while outside services, supplies and services, and depreciation are the other major expenditures. UMA continues to refine the annual budget process by aligning individual budget lines to actual anticipated expenditures rather than controlling simply by the department's "bottom line."

Despite realized surpluses in previous years, UMA faces a significant structural gap into future years created by the forecast of lower enrollments due to demographic changes, the realities of the consequential heightened competition for the non-traditional population we serve, flat tuition rates and state appropriation, and continued inflationary pressures on expenses.

The balanced FY15 budget submission for UMA required difficult local decisions to resolve the initial $2.7 million shortfall, including elimination or reduction of work schedules translating to the equivalent of 19 FTE's; two smaller-footprint relocations of University College centers; the planned phase-out of the Veterinary Technology Associates Degree Program; reduced summer hours of operation on the Bangor campus; and other efficiency cost saving initiatives. These difficult decisions are made with forethought and precision to alleviate as much as possible the negative consequences to those affected.

UMA's audited Fiscal 2014 Financial Statements are available here. (http://www.maine.edu/wp-content/uploads/2014/11/FINAL-2014-Annual-Financial-Report-11-17-2014.pdf)

Additional Revenue and Advancement
The June 30, 2014 value of UMA's endowed investments is $7.3 million. UMA's Office of University Advancement (OUA) was created to support the University's many instructional, research, and public service programs through successful friend-raising, fundraising, and alumni activities. The OUA tracks donations with the Advance program. Oversight for fundraising is provided by UMS board of Trustee policy 706. In the spring of 2014 anticipating the celebration of UMA's 50th anniversary, then President Handley began the process of a major fundraising campaign. Consultants were hired, a plan approved and the process begun. As of December 2014, toward a goal of $5-7.5 million, $2.5 million had already been booked.

Architecture Specific Revenue and Advancement
The follow endowments and scholarships have been funded over the last two years, since the previous NAAB team's visit.

Endowments	**$ Amount**
AIA Centenary Fund Endowment In celebration of their 100th anniversary, and in support of the B.Arch degree, the Maine chapter of the AIA created this endowment. The annual interest is given to a Maine resident B.Arch candidate based on a submitted essay. The 2015 award was $3250.	$53,270
Architecture Travel Endowment This endowed scholarship uses its annual interest to fund student travel in connection with the *ARC 441 Architectural Travel Experience* course. The 2015 award was $1020.	$100,000

Scholarships

UMA Architecture Student Support Fund $5000
This fund was set up with the initial donation listed to allow direct distribution of monies in support of student activities. This year's monies were used in support of architecturally related travel.

YoUMA Scholarships $3200
These funds support high schools students interested in taking pre-architecture coursework at UMA's summer program.

Charles Dana Danforth Scholarship $650
Given in alternate years to an architecture student who demonstrates consistent care and excellence in visual representation.

Dr. Alice Savage Architecture Scholarship $1000
An annual private donation used to support a first-year student who shows exemplary drive and commitment to the study of architecture.

Current Fiscal Year Report & Forecast Expenses

	FY 2012	FY 2013	FY 2014	FY2015
Credit Hour Enrollments				
Summer	-	-	-	
Fall	382.00	369.00	201.00	289.75
Spring	455.00	324.00	455.00	423.25
	837.00	693.00	656.00	713.00
Revenues				
Annual Tuition	195,041.00	156,177.00	146,636.00	163,037.00
Unified & Online Fees	24,273.00	20,133.00	19,912.00	20,065.00
Less prorated Waivers & Scholarships	(19,468.00)	(19,050.00)	(14,034.00)	(16,450.00)
Net Tuition & Fees	199,846.00	157,260.00	152,514.00	166,652.00
State Appropriation dist'd by CH	47,660.00	41,368.00	41,590.00	27,549.00
Course Fees	15,127.80	13,215.00	11,934.95	15,163.50
Other Student Billing Fees	-			
Other Revenues	-			
	262,633.80	211,843.00	206,038.95	209,364.50

Costs				
Instructional Direct Costs	260,521.00	296,319.00	287,559.00	
Applied Functional Expenses costs per CH				
Research		$-	$0.00	
Public Service	$(3.16)	$(2.06)	$(1.31)	
Academic Support	$43.09	$42.65	$42.17	
Student Services	$28.12	$27.69	$29.48	
Institutional Support	$17.10	$18.03	$20.27	
Physical Plant	$31.47	$32.27	$32.19	
Student Aid	$0.51	$0.09	$(0.01)	
Indirect Costs				
Research	-	-	0.63	
Public Service	(2,645.73)	(1,428.81)	(862.01)	
Academic Support	36,069.42	29,556.04	27,666.17	
Student Services	23,540.20	19,188.41	19,341.75	
Institutional Support	14,313.53	12,498.09	13,296.07	
Physical Plant	26,338.66	22,362.09	21,117.00	
Student Aid	429.04	62.37	(5.54)	
Total Costs	358,566.12	378,557.19	368,113.06	

Transfer Activity				
Instructional E&G Transfers	8,656.00	(5,954.85)	6,488.00	
Trf to/from Misc Campus Projects				
Other Transfers				
	8,656.00	(5,954.85)	6,488.00	

Gain/(Loss)	(87,276.32)	(172,669.04)	(155,586.11)	

Comparative Reports
NA

Annual Expenditures and Investments per Student
The University of Maine at Augusta continues to track expenses within its general ledger system on a functional expense basis utilizing responsibility accounting, while the bulk of revenues comprised of tuition, fees, and state appropriation dollars are credited to a single department, Financial Resources.

The previous interim financial report included analysis designed to fairly compare UMA's academic programs and the refinement of this new methodology continues now with the assistance of consultants hired by the University of Maine system to assess such comparisons among all campuses. Although still in the early stages, it is hoped that this methodology will someday be used

to determine the ideal breakeven capacities of academic programs and quantify the gain or losses of academic programs for alignment with student demand and employment needs of the state.

Below is a table of updated and similar UMA metrics for fiscal year 2014 which includes enrollment data, total reallocated revenues, direct instructional costs, and allocated indirect costs:

	FY14 Cr Hrs	FTE's	Revenues	Direct Costs	Program Contribution Margin	Direct Cost CM per FTE	Indirect Costs & Trfs	Program Gain/ (Loss)	Total Cost per FTE
					College of Arts & Sciences				
English & Humanities	14,047.75	468	4,080,682	2,100,250	1,980,432	4,229	1,800,286	180,147	8,330
Soc & Behv Sci	11,668.50	389	3,446,367	1,246,950	2,199,417	5,655	1,404,821	794,596	6,818
Natural Lab & Sci	6,004.75	200	1,805,301	1,209,546	595,755	2,976	738,288	(142,533)	9,731
Sum. Arts & Sci.	3,380.25	113	993,760	411,987	581,773	5,163	415,081	166,692	7,340
Jazz & Con. Music	3,007.75	100	939,345	510,502	428,843	4,277	380,929	47,913	8,891
Art Program	2,620.00	87	791,652	744,482	47,170	540	347,971	(300,801)	12,509
Architecture	656.00	22	206,039	287,559	(81,520)	(3,728)	74,066	(155,586)	16,538
Subtotal	41,385.00	1,380	12,263,146	6,511,276	5,751,870	19,113	5,161,442	590,428	70,157
					College of Professional Studies				
Human Services	16,147.50	538	4,682,390	1,468,043	3,214,347	5,972	1,986,083	1,228,264	6,417
Bus Fin Ser & P A	10,272.25	342	3,001,293	1,275,841	1,725,452	5,039	1,468,755	256,697	8,016
Mathematics	7,324.00	244	2,096,422	1,063,925	1,032,497	4,229	936,663	95,834	8,195
CIS	6,465.25	216	1,949,329	561,410	1,387,919	6,440	811,939	575,980	6,373
Justice Studies	2,540.75	85	755,492	360,781	394,711	4,661	299,043	95,669	7,791
Su Pro. Studies	2,204.50	73	646,444	447,278	199,166	2,710	270,703	(71,537)	9,771
Library Tech	1,822.50	61	592,321	264,487	327,834	5,396	223,795	104,039	8,038
Nursing	1,804.75	60	570,376	1,517,184	(946,808)	(15,739)	229,073	(1,175,881)	29,028
Dental Health	1,707.50	57	720,069	1,123,137	(403,068)	(7,082)	211,236	(614,304)	23,444
Lic Vet Tech	1,181.25	39	370,390	313,055	57,335	1,456	198,396	(141,061)	12,989
Aviation	355.50	12	100,038	91,348	8,690	733	(80,428)	89,118	922
Medical Lab Tech	306.75	10	88,421	24,884	63,537	6,214	37,668	25,870	6,118
Subtotal	52,132.50	1,738	15,572,985	8,511,373	7,061,612	20,031	6,592,926	468,686	127,100
					Other				
	63.50	2	(371,934)	80,817	(452,751)	(213,898)	(82,633)	(370,118)	(858)
Totals	93,581.00	3,119	27,464,197	15,103,466	12,360,731		11,671,734	688,997	

1 FTE's are calculated by dividing the total credit hours generated by a given department over the course of the year by 30.

2 FY14 revenues include the summer 2013, fall 2013, and spring 2014 semesters. Revenues include reallocated tuition and fees, state appropriation, less waivers and scholarships.

3 Direct costs represent those instructional costs charged directly to the academic program.

4 Indirect costs represents the total of all other functional expense categories, reduced by prorated State appropriation revenues and associated revenues, at a cost per credit hour as presented below:

The 'political challenges' arising from obtaining consensus on the most equitable allocation methodology and policies of protocol are still ongoing and consequently this draft analysis is subject to revision. However, in order to illustrate the uses of such analysis, one might extrapolate that the FTE breakeven point for the architecture program based on FY14 activities would be 39 and that FTE enrollments beyond that point would improve the academic program's profitability.

It is clear from this table that many of the professional programs are subsidized, with costs outpacing revenues-- programs are subsidized by larger, lower cost programs in the University's portfolio. All operations are, to some extent, subsidized by state appropriations that, in FY14, totaled more than $13.8 million. UMA strives to maintain its affordable tuition rates while meeting student demand by seeking creative and mutually beneficial agreements with others. Examples include the Lab Tech program which is heavily subsidized by the local medical center, UMA's most recent collaborative Nursing program agreement with its sister Ft. Kent campus, or the establishment of its newest Aviation program with a local charter flight business located in Augusta..

Subsidizing programs is not done without consideration and conscious decision-making. Some subsidized programs such as Nursing and Dental – are designed to meet certain of Maine's particular workforce needs. Others – like Architecture – are signature programs that help distinguish UMA from other alternatives available to students.

Anticipated Changes in Funding Models. At present, UMA has no plans to alter the way in which it funds faculty, instruction, overhead or facilities operations.

Other financial issues. Any significant fiscal issues have been described above.

Architecture Department Enrollment Projections

We have revised our enrollment projects based on two factors. One is the actual enrollments experience in the first two years of the B.Arch. The second is a reconsideration of the maximum number of students that we feel will be the best fit for the program and region. We have now set that number at 100 students, which we hope to achieve in AY 2019-20.

UMA/ARC Enrollment Projections[11]

	2012/2013*	2013/2014*	2014/2015*	2015/2016	2016/2017	2017/2018
First Year	-	20	11	16	24	30
Second Year	-	8	16	9	12	18
Third Year[12]	-	6	8	10	7	9
Fourth Year	-	-	6	8	10	6
Fifth Year	-	-	-	6	8	10
Actual or Projected B.Arch	0	34	41	49	61	73
BA Students[13]	74	24	16	8	2	0
Total All ARC	74	58	57	57	63	73
	* Indicates actual enrollments for these years					

[11] This table does not account for the possibility of transfer students, current UMA architecture students or UMA architecture alumni enrollments entering the program at upper levels.
[12] Assumes a minimal 5-percent attrition rate for all following years.
[13] This is based on actual number of BA in Architecture degree candidates, which will decrease to zero as the degree is phased out.

I.2.5 Information Resources

Current library/research resources available to Architecture Students at UMA

UMA has libraries on its campuses in Augusta and Bangor. Since UMA students commute to campus, and since many are taking online or off-site courses, UMA libraries place a great deal of emphasis on distance services. UMA's Katz Library in Augusta houses the offices for Off-Campus Library Services, which provides services to both UMA's distance students and those at other University of Maine System institutions.

The Katz Library occupies the center of the Augusta campus. The physical space of the library includes library services and collections, an eighteen-seat computer lab, the UMA Writing Center, and classroom space. Handley Hall features a collection of books cataloged by the library, located on the fourth floor (see more on this below). The Katz Library is open 61 hours per week, has 25-networked desktop computers, 10 laptops for in-library use, wireless Internet access, a large-format scanner, and color photocopying and printing equipment.

Library facility and services

An interim director who supervises all library staff and reports to the Provost currently manages UMA's libraries. As of this writing, the library has a vacant position that would normally oversee development of the architecture collection, the Academic Librarian for Collection Development and Copyright. Assistant Professor Amy Hinkley, a member of the architecture faculty, recently participated in a search to fill this position. That search is now complete, and the library anticipates that the successful candidate will be in the position by July 2015 at the latest. Meanwhile, the Academic Librarian for User Experience, who is based at the Katz Library, is handling architecture collection development.

The Katz Library holds more than 3000 titles directly related to the architecture program, including books on architecture (2532), building construction and structural engineering (217), and community planning (242). The library's collection of non-architecture art books also includes more than 3000 titles, including several hundred volumes about drawing, design, illustration, and decorative arts. Of specific note is the recent acquisition of the architectural library of John Cava, an Oregon architect with ties to Maine. With support from the Provost's office, we were able to purchase a sizable portion of his collection totaling 183 volumes. The texts include many volumes on vernacular architecture, including the vernacular architecture of Japan, but also include books on design theories, decorative arts, Finnish architecture, and landscape architecture. Most of the collection was added to the Katz Library collection, with the remainder added to the onsite collection in Handley Hall.

UMA students have access to current issues of more than one hundred periodical titles in print or online. UMA has current access to 20 of the 53 titles identified by the Association of Architecture School Librarians as core titles for a "first degree program in architecture" in North America. In addition, the library subscribes to or has access to hundreds of databases, including the following databases with significant architectural content:

- Art FullText
- Art Index Retrospective
- ArtStor
- Avery Index to Architecture Periodicals
- Building Materials
- Building Green

- DOE Green Energy
- JSTOR
- ScienceDirect
- SpringerLink

The Library staff maintains a research guide for students in the architecture program (http://umalibguides.uma.edu/architecture), recommending specific research resources in the library collections and in freely accessible Web sites. OneSearch, a single-search box discovery service, also aids literature searches; this tool enables a library user to search across the library's print and electronic collections with a single search.

The library's online catalog (URSUS: http://ursus.maine.edu/) is a joint catalog for all University of Maine System campuses as well as the Maine State Library, Bangor Public Library, and the Maine Law and Legislative Reference Library. Students can place online requests to have books and other materials from these libraries delivered to the Katz Library, typically within five weekdays. This expands students' access to materials in support of engineering, art history, and design programs on other campuses.

UMA students are assisted by librarians via face-to-face interactions in the library as well as phone, online chat, and email services. These services are available all of the hours the library is open (typically, sixty-one hours per week). Librarians also create video tutorials to aid students in learning how to use resources or thinking through information literacy concepts such as evaluating sources, citing sources, and coming up with search terms.

Funding support

The current level of collection funding is sufficient to maintain support for the architecture program. The library has increased spending on materials (in all formats and subject areas) from approximately $70 per full-time-equivalent-student (FTE student) in fiscal year 2012 to an estimated $90 per FTE student in fiscal year 2015. This has primarily been achieved by reducing some non-collection-related library expenses. The library spent more than $3700 on architectural monographs in fiscal year 2013, more than $3400 in fiscal year 2014, and approximately $1500 in the first half of fiscal year 2015.

Continued Growth and Improvement

In our 2013 NAAB Initial Candidacy accreditation report, the University identified a need to improve access to library materials for students while they are at Handley Hall, located two miles from the main campus and the Katz Library.

The first project, the Handley Onsite Resource Center, is up and running and is housed on the 4th floor of Handley Hall in a newly renovated area set aside for reading, study, and discussion. The collection is now more than 300 books, a number of which are duplicates of titles held in the library. Of these, almost half are cataloged as reference materials, giving students access to needed resources while working in the design studio.

The onsite volumes were recently re-organized into 7 categories and color-coded to ease search and upkeep (see chart below), They are available for use within Handley, and augment volumes secured through donation. In addition, more than 800 e-book titles are now available to students, faculty, and staff anytime and from anywhere. This onsite collection helps to inspire and support the program during open studio hours while the online resources are available 24 hours per day from any location.

Category	Color Code
Architectural Typology	
Place - Location specific	
Monographs	
Reference	
Architectural Theory	
Architectural History	
Art & Other Miscellany	

The second project, a web-based UMA/ARC Digital Library, is still planned but has not, to date, moved forward as me had hoped. The project is to create a resource based on the 1000's of slides from the collections of Professor of Architecture Roger Richmond and Professor of Art History Brooks Stoddard. We have secured the equipment necessary to scan all slides, but are still researching the best infrastructure to allow our students to access and learn from these images. Of special interest to the architecture program are Professor Richmond's 3D slides that, when projected, create life-like three-dimensional images ideal for the discussion and learning of architecture and its spatial implications. Professor Richmond has given 100's lectures across Maine and internationally using these slides and creating a digital repository would ensure their continued influence.

In 2014 we did speak with librarians and computer services to discuss ways we could gather, catalog and make images available. And while some good insights into the project were gained, no definitive means to share the scanned images was determined. We are now working with a web designer on a new website for the program, and have him looking into to ways we could create a database of images. In the end, we believe that putting these collections online will support Architecture and also the Art and Art History programs, and make the work available on and off campus to all. Any additional financial support to see this project to completion will come from existing architecture funds.

Part One (1): Section 3 – Institutional and Program Characteristics

I.3.1 Statistical Reports

In this section of the APR-ICI, we attempt to provide statistical data in support of activities and policies that support social equity in our program as well as other data points that demonstrate student success and faculty development.

Program Student Characteristics
In regards to "demographics compared to those recorded at the time of the previous visit," we show statistics our former 4-year pre-professional degree program at the time of the last visit and today. The numbers have dropped considerable as we stopped accepting students into this degree in AY 2-

13-14. Since our B.Arch was not in existence at the time of the last visit, we have chosen to show statistics from the last two years in order to offer some comparison.

In regards to "qualifications of students admitted in the fiscal year prior to the visit," at that time no qualifications were required. We have moved from an open admission policy to one with specific entrance requirements. Please see Students: Evaluation for Admissions under Section 1.2.1.

In regards to "Time to graduation" and "Normal time to completion," since the B.Arch is only two years old, there are no graduation statistics at this time.

Program Faculty Characteristics
Please note that the following statistics represent full-time faculty only. As stated Section 1.2.1, we typically include part-time faculty at 1/3 FTE when considering faculty data.

In regards to "Demographics compared to those recorded at the time of the previous visit," we show demographics from AY 2012-13 and AY 2014-15; however we were still a 4-year degree in AY 2012-13.

Architecture Demographic Summary

Students	Bachelor of Arts in Architecture (4-year)			
	Fall 2012		Fall 2014	
Female	27	36%	2	29%
Male	48	64%	5	71%
Total	**75**	**100%**	**7**	**100%**
American Indian or Alaska Native	0	0%	0	0%
Asian	2	6%	0	0%
Black or African American	1	3%	0	0%
Hawaiian or Other Pacific Islander	0	0%	0	0%
Hispanic/Latino	1	3%	0	0%
Race and ethnicity unknown	3	10%	0	0%
Two or more races	0	0%	0	0%
White	24	77%	7	100%
Total	**31**	**100%**	**7**	**100%**

Students	Bachelor of Architecture (5-year)			
	Fall 2013		Fall 2014	
Female	11	41%	18	47%
Male	16	59%	20	53%
Total	**27**	**100%**	**38**	**100%**
American Indian or Alaska Native	0	0%	0	0%
Asian	0	0%	2	5%
Black or African American	0	0%	1	3%
Hawaiian or Other Pacific Islander	0	0%	0	0%
Hispanic/Latino	0	0%	0	0%
Race and ethnicity unknown	3	11%	1	3%
Two or more races	2	7%	2	5%
White	22	81%	32	84%
Total	**27**	**100%**	**38**	**100%**

Students	UMA All Degree Seeking			
	Fall 2013		Fall 2014	
Female	3100	71%	3010	73%
Male	1244	29%	1107	27%
Total	**4344**	**100%**	**4117**	**100%**
American Indian or Alaska Native	85	2%	85	2%
Asian	20	>1%	22	1%
Black or African American	66	2%	45	1%
Hawaiian or Other Pacific Islander	8	>1%	5	>1%
Hispanic/Latino	57	1%	64	2%

Race and ethnicity unknown	286	7%	248	6%
Two or more races	88	2%	95	2%
White	3734	86%	3553	86%
Total	**4344**	**100%**	**4117**	**100%**

Bachelor of Arts in Architecture	**Graduates**	
<= 4 years (Fall 08 cohort), n=39	4	10%
<= 6 years (Fall 08 cohort), n=39	5	15%

Bachelor of Architecture	**Graduates**	
<= 5 years (Fall 13 cohort), n=27	-	-
<= 7 years (Fall 13 cohort), n=27	-	-

Faculty Full-time	**Architecture**			
	Academic Year 12-13		**Academic Year 14-15**	
Female	0	0%	2	67%
Male	2	100%	1	33%
Total	**2**	**100%**	**3**	**100%**
Two or more races	1	50%	1	33%
White	1	50%	2	67%
Total	**2**	**100%**	**2**	**100%**

Faculty Full-time	**UMA All**		
		Academic Year 14-15	
Female		61	57%
Male		46	43%
Total		**107**	**100%**
Two or more races		1	1%
White		106	99%
Total		**107**	**100%**

Faculty Full-time	**Architecture**	
	Academic Year 11-12	
Promotions	1	**100%**
Total	**1**	**100%**
Tenure Given	1	100%
Total	**1**	**100%**

Faculty Full-time	**UMA All**	
	Academic Year 11-12	
Promotions	3	**3%**
Total	**107**	**100%**
Tenure Given	1	1%
Total	**107**	**100%**

Faculty Full-time	Architecture	
	Academic Year 14-15	
Licenses Maintained[14]	2	100%
Total	**2**	**100%**

I.3.2 Annual Statistical Reports

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. UMA Architecture's reports can also be found on our web site at: http://www.uma.edu/naab-required-information.html. Please note, to date UMA Architecture has not received any NAAB Responses to our annual reports.

A signed statement by Greg Lapointe, UMA Director of Institutional Research and Planning, stating that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics, can be found in Appendix B.

I.3.3 Faculty Credentials

Current full-time and part-time faculty credentials can be found in Part Four of this document. As stated in Section I.2.1, the full-time department faculty is scheduled to address growth as student population increases. As the faculty grows, credentials will be added to future reports.

PART ONE (1): SECTION 4 – POLICY REVIEW

Except those listed below, policies that are currently available have been included previously within the document, either are URL's, inserts, or part of an appendix.

Student-Faculty Ratios. Please see Section I.2.1 Human Resources & Human Resource Development for our current and planned Student-to-Faculty Ratios. The architecture program's current caps on enrollments depending on course type are:

Studio 1:15
Classroom/seminar 1:20
Lecture 1:30

Square Footage per Student. Currently our dedicated studio workspaces in the 4th floor design studios measure approximately 65 square feet per student, excluding support space. Our dedicated studio space on the 2nd floor offers 40 square feet per student. Please see Section I.2.3 Physical Resources for our plan for student space moving forward.

Square Footage per Faculty Member. Each faculty member is given a private office equipped with computer, phone, desk, desk and office chairs, file drawers and other storage. Adjunct Faculty are allowed to share our offices as needed to meet with students.

[14] Licenses maintained in Maine

Advising Policies. In order to deal with potential transfer students, we have set up our SPC matrix so that all SPCs are met in multiple classes, at least one of which is at the upper level or course unique to UMA Architecture. In this way we believe students transferring into our degree with previous credit are assured of covering each SPC while enrolled in UMA Architecture. (Please see Student Performance Criteria Matrix under Section II.1.1)

We have current policies and procedures for transfer students, especially regarding first year studio credit. Please see Appendix F for this document. We are currently working with Maine Community Colleges to set up formal transfer agreements to help streamline this process. This work entails a careful review of associate syllabi by faculty teaching specific courses. In consultation, we can then align transfer credit to our own courses.

In the absence of a formal agreement, or where there is a question about the possible credit, we review transfer work under the tenet, "by example and not by grade," when making placement decisions. This means that all transfer students who wish credit for previous studio coursework must meet with a faculty member and present a portfolio that clearly demonstrates the meeting of required course outcomes.

Information Literacy. "Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand."[15]

The following will appear in the next edition of the UMA Course Catalog:

> Information Literacy: The UMA graduate will be able to find, evaluate, and use information from traditional and new technology sources and be able to:
>
> - Determine the extent of information needed;
> - Access the needed information effectively and efficiently;
> - Evaluate information and its sources critically and constructively;
> - Retain and integrate selected information into his or her knowledge base;
> - Use information effectively to accomplish a specific purpose;
> - Demonstrate the ethical use of information.

The Department of Architecture meets UMA's Information Literacy area of the General Education requirements through the research and analysis inherent in the design process. Any design project has specific elements such as site, client and/or program. A student must understand these varied elements in order to successfully design any project. In order to understand, a student must be able to research (gather information) and analyze (synthesize information) – these are topics taught throughout studios, and are addressed in *ARC 241, Architectural Analysis*. As architecture is a visual endeavor, the demonstration of these outcomes is typically done visually through drawings and images. The ability to "find information" is aided through specific orientation to university resources mentioned in Section I.2.5 Information Resources.

[15] *ACRL Presidential Committee on Information Literacy: Final Report*, Association of College & Research Libraries, 1989

Part Two (II) – Educational Outcomes and Curriculum

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

II.1.1 Student Performance Criteria

The Mission, vision, goals and objectives of the program have been outlined earlier in this document. Please see Section I.1.1 History and Mission.

The following matrix shows which of our courses we believe cover certain NAAB Student Performance Criteria (SPC). As planned, we met our goals of developing all syllabi for submission and approval to the College over the prior to the fall 2013 start of the program. We did this so that all interested students could see the long-range view of his or her chosen degree path, allowing them to understand and plan for their entire college careers.

In response to the March 2013 NAAB visit, and as we continue to revise coursework, we are reviewing with the SPC in mind. Since the start of the B.Arch two years ago, we have made revisions in content and delivery to all our coursework. These changes are detailed in Section III.1.1, our responses to SPCs previously not met.

Any course titles colored gray will be taught for the first time in AY 2015-16. Due to their essential nature to the degree and profession, art history courses are included at the bottom of our matrix.

Student Performance Criteria Matrix

NAAB Student Performance Criteria Matrix - APR-ICI	Realm A: Critical Thinking & Representation												Realm B: Integrated Building Practices, Technical Skills & Knowledge												Realm C: Leadership & Practice									
note: courses are grouped by pedagogical category	A1. Communication Skills	A2. Design Thinking Skills	A3. Visual Communication Skills	A4. Technical Documentation	A5. Investigative Skills	A6. Fundamental Design Skills	A7. Use of Precedents	A8.Ordering Systems Skills	A9. Historical Traditions & Global Culture	A10. Cultural Diversity	A11. Applied Research	B1. Pre-Design	B2. Accessibility	B3. Sustainability	B4. Site Design	B5. Life Safety	B6. Comprehensive Design	B7. Financial Considerations	B8. Environmental Systems	B9. Structural Systems	B10. Building Envelope Systems	B11. Building Service Systems	B12. Building Materials & Assemblies	C1. Collaboration	C2. Human Behavior	C3. Client Role in Architecture	C4. Project Management	C5. Practice Management	C6. Leadership	C7. Legal Responsibilities	C8. Ethics & Professional Judgment	C9. Community & Social Responsibilities
ARC 101 - Intro to Architectural Design						X		X																									
ARC 102 - Architectural Design I						X		X														X											
ARC 110 - Intro to Arch. Representation			X																														
ARC 120 - Intro to Digital Tools for Arch.			X																														
ARC 203 - Architectural Design II						X																											
ARC 204 - Architectural Design III		X					X		X				X		X																		
ARC 305 - Architectural Design IV		X	X						X			X			X																		
ARC 306 - Architectural Design V							X					X				X																	
ARC 407 - Architectural Design VI				X			X				X		X		X	X	X		X	X	X	X											
ARC 408 - Architectural Design VII	X																	X															
ARC 509 - Architectural Design, Pre-Thesis	X				X							X																					
ARC 510 - Architectural Design, Thesis	X				X						X																						
ARC 221 - Concepts of Structures I																				X													
ARC 231 - Architectural Materials & Methods														X																			
ARC 241 - Architectural Analysis			X					X																									
ARC 251 - Sustainable Design Concepts							X				X				X																		
ARC 261 - Computer Aided Design				X																													
ARC 262 - Building Information Modeling				X																													
ARC 322 - Concepts of Structure II																				X													
ARC 332 - Construction Techniques				X												X					X		X										
ARC 350 - Mechanical Systems in Architecture														X					X														
ARC 361 - Portfolio Development		X																															
ARC 406 - Architectural Apprenticeship																											X	X					
ARC 421 - Professional Practice																		X								X	X	X					
ARC 431 - Architectural Theory	X								X		X																						
ARC 441 - Architectural Travel Experience									X		X																						
ARC 123 - Philosophy of Architecture																								X									
ARH 105 - History of Art & Architecture I									X		X																						
ARH 106 - History of Art & Architecture II									X		X																						
ARH 312 - History of Modern Architecture									X		X																						

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation

Current University of Maine at Augusta accreditation documentation from the New England Association of Schools and Colleges (NEASC) can be found in Appendix M.

II.2.2 Professional Degrees and Curriculum

Curriculum
The Bachelor of Architecture (B.Arch) program consists of 150 semester credit hours; 98 credits are under the major, and 52 are general education credits. Planned completion for the degree is five years.

General Studies
As stated, the program supports and follows university guidelines for quantity and breadth of general education studies. See Section I.1.1 and Appendix D.

Electives
All students are required to take eight elective courses (24 credits) in the program, or 16% of the 150-program credit total. These electives include: three architecture electives (9 credits) with a minimum of two taken at a 3xx-4xx upper level, and at least one deemed a "technology" elective; two social science electives (6 credits); and three general electives (9 credits) taken outside the degree program. The program supports, and the students have, a wealth of minors available to them. See http://www.uma.edu/degrees.html#minors for a complete listing of available minors.

The following semester-by-semester chart shows the suggested course schedule planned for successful completion of the B.Arch degree in a 5-year time span. Individual course outlines, showing existing and proposed courses can be found in Part Three of this document. The curriculum is color coded here to represent five areas of pedagogical focus we have used in creating the overall curriculum outline. As Studio & Design is one of our focus areas, we have created a Studio Arc indicating major studio milestones and potential places in the studio curriculum for collaboration that will be made available in the team room.

UMA B.Arch 5-year Semester-by-Semester Schedule

STUDIO & DESIGN	COMMUNICATION SKILLS
BUILDING SCIENCE AND TECHNOLOGY	PROFESSIONAL PRACTICE
HISTORY AND THEORY	OTHER

	FALL		SPRING		SUMMER
1ST YEAR	ARC 101 INTRO TO ARCHITECTURAL DESIGN	4	ARC 102 ARCHITECTURAL DESIGN I	4	
	ARC 110 INTRO TO ARCHITECTURAL REPRESENTATION	3	ARC 120 INTRO TO DIGITAL TOOLS FOR ARCHITECTURE	3	
	ART 115 DRAWING I	3	ARC 123 PHILOSOPHY OF ARCHITECTURE & DESIGN THEORY	3	
	MAT 112 (or MAT 124, 125 or 126) COLLEGE ALGEBRA	3	ART XXX ART ELECTIVE	3	
	ARC 111/ARH 105 HISTORY OF ART & ARC 1	3	ARH 106 HISTORY OF ART & ARC II	3	
	CREDITS	16		16	
2ND YEAR	ARC 203 ARCHITECTURAL DESIGN II	4	ARC 204 ARCHITECTURAL DESIGN III	4	
	ARC 241 ARCHITECTURAL RESEARCH & ANALYSIS	3	ARC 251 SUSTAINABLE DESIGN CONCEPTS	3	
	ARC 261 COMPUTER AIDED DESIGN & DRAFTING	3	ARH 312 HISTORY OF MODERN ARCHITECTURE	3	
	COM 101 (or any 100 level Communications) PUBLIC SPEAKING	3	SOC XXX SOCIAL SCIENCE ELECTIVE	3	
	ENG 101 COLLEGE WRITING	3	ENG 102W – INTRO TO LITERATURE or ENG 317W – PROFESSIONAL WRITING	3	
	CREDITS	16		16	
3RD YEAR	ARC 305 ARCHITECTURAL DESIGN IV	4	ARC 306 ARCHITECTURAL DESIGN V	4	
	ARC 221 CONCEPTS OF STRUCTURES I	3	ARC 262 BUILDING INFORMATION MODELING	3	
	ARC 231 ARCHITECTURAL MATERIALS & METHODS	3	ARC 332 CONSTRUCTION TECHNIQUES	3	
	PHY 115 GENERAL PHYSICS + LAB	4	ARC 350 MECHANICAL SYSTEMS IN ARCHITECTURE	3	
			ARC 489 TOPICS IN ARCHITECTURE	3	
	CREDITS	14		16	

4TH YEAR	ARC 407 ARCHITECTURAL DESIGN VI	4	ARC 408 ARCHITECTURAL DESIGN VII	4	ARC 441 – ARC TRAVEL EXPERIENCE (3cr)
	ARC 322 CONCEPTS OF STRUCTURES II	3	ARC 406 ARC APPRENTICESHIP	1	
	ARC 421 PROFESSIONAL PRACTICE	3	CIS 100 INTRODUCTION TO COMPUTING	3	
	ART XXX ART ELECTIVE	3	ARC 489 TOPICS IN ARCHITECTURE	3	
			GEN ELEC GENERAL ELECTIVE	3	
	CREDITS	13		14	
5TH YEAR	ARC 509 ARCHITECTURAL DESIGN VIII – PRE-THESIS	4	ARC 510 ARCHITECTURAL DESIGN IX – THESIS	6	
	ARC 431 ARCHITECTURAL THEORY	3	ARC 489 TOPICS IN ARCHITECTURE	3	
	ARC 361 PORTFOLIO DEVELOPMENT	1	GEN ELEC GENERAL ELECTIVE	3	
	SOC XXX SOCIAL SCIENCE ELECTIVE	3			
	GEN ELEC GENERAL ELECTIVE	3			
	CREDITS	14		12	**150**

Professional Content and General Education Courses

The following is a list identifying the courses and their credit hours required for professional content, and the courses and their credit hours required for general education for the UMA B.Arch degree. Please see Appendix C for the UMA B.Arch Course Check Sheet that includes student options for General Education electives and Architecture portfolio review requirements for successful completion of the degree.

Course No. & Title – Professional Content	**Credits**
ARC 101 Introduction to Architectural Design	4
ARC 102 Architectural Design I	4
ARC 110 Introduction to Architectural Representation	3
ARC 120 Introduction to Digital Tools for Architecture	3
ARC 123 Philosophy of Architecture and Design Theory	3
ARC 203 Architectural Design II	4
ARC 204 Architectural Design III	4
ARC 221 Concepts of Structure	3
ARC 231 Architectural Materials and Methods	3
ARC 241 Architectural Research & Analysis	3
ARC 251 Sustainable Design Concepts	3
ARC 261 Introduction to CAD	3
ARC 262 Building Information Modeling	3
ARC 305 Architectural Design IV	4

ARC 306 Architectural Design V	4
ARC 322 Concepts of Structure II	3
ARC 332 Construction Techniques	3
ARC 350 Mechanical Systems in Architecture	3
ARC 361 Portfolio Development	1
ARC 406 Architectural Apprenticeship	1
ARC 407 Architectural Design VI	4
ARC 408 Architectural Design VII	4
ARC 421 Professional Practice	3
ARC 431 Architectural Seminar	3
ARC 441 Architectural Travel Experience	3
ARC 489 Architecture Electives (9 credit hours total, 6 min. at 3xx-4xx level)	9
ARC 509 Architectural Design VIII - Pre Thesis	4
ARC 510 Architectural Design IX - Architectural Design Senior Thesis	6
Total Credits – Professional Content	98

Course No. & Title – General Education	**Credits**
ARH 105 History of Art and Architecture I	3
ARH 106 History of Art and Architecture II	3
ARH/ARC 312 History of Modern Architecture	3
ART 115 Drawing I	3
ART XXX Electives (6 credit hours)	6
COM 1xx Communication Elective	3
CIS 100 Introduction to Computing or CIS 101 Introduction to Computer Science	3
ENG 101 College Writing	3
ENG 102W Introduction to Literature or ENG 317W Professional Writing	3
MAT XXX, one of the following math courses: MAT 112 College Algebra MAT 124 Pre-Calculus MAT 125 Analytical Geometry and Intro to Calculus I MAT 126 Analytical Geometry and Calculus II	3
PHY 115 General Physics I + lab	4
Social Science Electives (6 credit hours)	6
General Electives (9 credit hours)	9
Total Credits – General Education Content	52
Total Credits B.Arch Degree	**150**

Off-Campus Programs

While our ARC 441 Architectural Travel Experience course, which runs in the summer, offers our students the means to travel outside our state, UMA Architecture does not offer any off-campus programs at this time.

II.2.3 Curriculum Review and Development

See "Long-Range Planning," Section I.1.4 and "Self-Assessment Procedures," Section I.1.5.

PART TWO (II): SECTION 3 – EVALUATION of PREPARATORY/PRE-PROFESSIONAL EDUCATION

The Application Process

Applicants to UMA's B.Arch program are evaluated on the basis of submitted materials along with a personal interview. The Admissions office collects the materials through existing UMaine system channels. We continue to work closely with admissions to refine admissions procedures to our program and student type where necessary. This has included the creation of a "rolling admissions" process to help support our growing admission numbers as best we can. All materials, except for portfolio submissions, are scanned and filed electronically. Portfolios are submitted directly to the Architecture program for review.

Upon receipt of all necessary materials and review by the admissions department, the applicant is alerted that their application is complete and an interview is set up between the student and a member of the Architecture Review Committee. This committee is currently made up of full-time members of the architecture faculty. After interview, faculty members make a recommendation on their respective interviewee for acceptance or non-acceptance to the program to the full committee. At that time discussions and agreement are reached. Decisions are by committee vote and by majority; ties are currently avoided because the committee's membership (the FT faculty) is an odd number. Should a tie result for some reason (e.g. a member recuses themselves from a vote) then the Program Coordinator is empowered to make a final decision.

The process for evaluating previous credit is divided between general education credit and credit for the professional (architecture major) degree. Bethany Vigue, UMA's Academic Transcript Evaluator, evaluates the general education credits using historical data where appropriate. When no historical data exists, she uses course descriptions as a guide to transfer credit. As stated earlier in Section 1.1.4 – Policy Review, Architecture faculty reviews *all* applications for the transfer of professional credits and procedures and policies. Specific policies include a portfolio review for any advanced studio placement. All student acceptance and transfer actions are documented in their permanent files.

Students Applying for Admission

The UMA B.Arch student body falls into three categories: newly admitted, first-time college bound students; transfer students from other institutions; and current or alumni students of UMA's pre-professional BA in Architecture degree.

Newly admitted. As these students are true freshmen, their meeting of the SPC will fall completely within the proposed B.Arch curriculum. The chart in Section II.1.1 indicates our current and planned coverage of the SPC. We have reviewed our course outcomes to ensure alignment with the SPCs, and our University course charters list the targeted SPCs by name and number.

Transfer Student. These students pose the biggest challenge as they bring with them the most unknowns. We do have experience in these cases, and have established methods to address the most common transfer issues and requests. We have crafted guidelines to ensure that all entering students are both prepared for rigorous study, and to ensure our graduates meet appropriate SPC

requirements. To this end have created three specific transfer policies: Students requesting Studio advanced standing; students requesting Technology advanced standing; and students requesting general education advanced standing. Guidelines for transfer students can be found in Appendix F.

Current and Alumni. These students are ones with whom we are personally familiar. Of course this does not eliminate a thorough review of their standing against the SPC to ensure a rigorous completion of the professional degree. To this end, each current student or alumni of our existing BA in Architecture degree accepted to the B.Arch must submit a portfolio to determine studio placement. In addition, we have reviewed other coursework to determine what classes must be retaken under the new degree. We consciously have not created a one-size-fits-all re-admittance policy but rather handle returning students as individually unique cases. This helps ensure that students graduate with the full benefit of the B.Arch degree's goals and pedagogy. Specific admissions requirements for different student types can be found in Section I.2.1, Students: Evaluation for Admissions.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

All catalog and promotional materials, online and in print, will include the required text as it is worded in Appendix 5 of the *NAAB 2009 Conditions for Accreditation.*

II.4.2 Access to NAAB Conditions and Procedures

These documents are linked directly to the UMA Architecture program website: *2009 NAAB Conditions for Accreditation*, and the *2012 NAAB Procedures for Accreditation* (edition currently in effect). Updates to the most current additions will be made as necessary. See http://www.uma.edu/naab-required-information.html.

II.4.3 Access to Career Development Information

These resources are available to all students, parents, staff and faculty, and linked to the UMA Architecture program website: www.aia.org, www.aias.org, www.acsa-arch.org, www.NCARB.org, www.ARCHCareers.org, *The NCARB Handbook for Interns and Architects*, *Toward and Evolution of Studio Culture*, and *The Emerging Professional's Companion.* See http://www.uma.edu/naab-required-information.html.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program made the following documents available to the public once Initial Candidacy was granted:

All *Annual Statistical Reports*
All NAAB responses to the *Annual Statistical Reports* (NOTE: to date no responses have been put on file by NAAB)
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

PDF versions of the above are available for download from the UMA Architecture program website. See http://www.uma.edu/naab-required-information.html.

II.4.5 ARE Pass Rates

ARE Pass Rates can be information useful to parents and prospective students as part of their planning for higher/post-secondary education. We have linked our website at http://www.uma.edu/naab-required-information.html, to this information at http://www.ncarb.org/are/are-pass-rates.aspx.

Part Three (III) – Progress Since the Last Site Visit

PART THREE (III): SECTION 1 – SUMMARY OF RESPONSES TO TEAM FINDINGS

III.1.1 Responses to Conditions Not Met

Realm A: Critical Thinking and Representation

Since our Initial Candidacy visit two years ago, much of our focus has been on the implementation and integration of the B.Arch curriculum. We would note that at the time of the Initial Candidacy visit the B.Arch degree had not yet begun. With the onset of the B.Arch, and the very thoughtful and insightful VTR, we have made great strides in how our students work. How we go about teaching our students to investigate, communicate, and explore architecture has been modified and refined. To these ends we are expanding our first year design studio to cover two semesters, ARC 101 Introduction to Architectural Design, and ARC 102 Architectural Design I. While courses with these titles were taught in years past, the focus of both has been retooled to lead beginning architecture students through a logical, ever more complex, exploration of thinking as it relates to architecture. This allows our students more time to explore abstract aspects of architecture while they develop fundamental design skills.

Paired with the expanded first-year studio sequence, we have created a new first-year sequence focused on representation, ARC 110 Introduction to Architectural Representation and ARC 120 Introduction to Digital Tools for Architecture; the ARC 120 course is being taught this spring 2015, while the ARC 110 course will be first taught in fall 2015. This new sequence expands and increases our students' facility with the wider range of media used to think about architecture including analog and digital tools.

We have also added projects and programs of increasing complexity (both in context and program) in the third and fourth year studios, allowing our students to broaden and deepen their design investigations. This work, at both the beginning and end of the studio design sequence, has allowed both a development of fundamental design skills and opportunities to test and iterate solutions for an increasingly complex world.

Plan for Achieving Initial Accreditation

Our new first-year sequence, along with our work across the curriculum, is working toward broadly educating our students, instilling the value of being lifelong learners, and giving them the tools to explore and share their architectural ideas with the profession and their future clients.

A1. Communication Skills: *Ability to* read, write, speak and listen effectively.

The visiting team report suggests these skills might be introduced earlier in the program, and while we certainly do introduce these skills earlier in the program, we feel that where we have indicated them on the SPC chart will best evidence a comprehensive understanding by our students. To date, that would limit evidence for the fall 2015 visit to the *ARC 408, Architectural Design VII*, our Community Design Studio. In ARC 408, students present their research through graphic and oral presentations to a wide demographic. They have to make their ideas clear and compelling to the potential end users of their designs, which for spring 2015 are homeless members of society, as well as town officials, students and professors from other disciplines, town officials and members of the public.

In addition, students spend much of class time discussing their findings with each other and being self-directed in their decision-making processes. They also critique each other's work, preparing them for work in practice when they will need to communicate criticism without alienating the recipient. They are clearly growing through this process and the quality of critical thinking is improving as they incorporate and use outside voices to examine the work.

Working with community-clients demands students speak and listen effectively. The spring 2015 version of ARC 408 includes collaboration with other disciplines, specifically the Art Program and Social Science Program of the University of Southern Maine. This collaboration culminates in an exhibit to be displayed in Portland, Maine at the May 1st Art Walk. The students will need to communicate on a variety of levels in order to share their collaborative investigations with the hundreds of visitors expected to attend this event. This is happening this year, but not sure this will be able to be a yearly collaboration?

The other three courses referenced will be taught under the B.Arch degree beginning in academic year 2015-16. However, in the absence of our ARC 509-510 capstone sequence, we will exhibit thesis work done previously – work similar to what would likely be seen in ARC 509 and 510 pre-thesis/thesis sequences – as a demonstration of what is planned moving forward. Even though this work was done under the previous architecture degree, we feel it shows some evidence of our successes to date in response to this SPC.

Writing examples from history of art and architecture are available in the course binders for review. We have also attempted to better evidence bibliographies across all courses.

A2. 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.

Evidence of design thinking skills can be seen in the ARC 204 and ARC 305 studio courses. Evidenced in ARC 204, students are asked to create project intention statements. These aim to clearly and precisely state the design questions and solutions their architecture projects will follow. This is paired with a research and analyses process that demands that they consider different

points of view and challenge their own conclusions. Throughout the design process ARC 204 students are asked to test various elements within their design solutions including, but not limited to, massing, relationship to site, conceptual use of materials, use of natural light, and relationship to context.

This research and analysis can also be seen in the ARC 305 course. This studio, which focuses on a large-scale urban design project, works through a process of investigation that includes testing and re-testing various design parameters. Through an open yet guided studio process of discovery, students are taught to research, question and test pertinent ideas regarding the understanding of place, urban design and building design strategies. The studio emphasizes the use of precedent study, overlay and assemblage to test and generate alternative design solutions.

A3. 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.

The program still maintains its commitment to teaching our students to sketch, draw, and draft by hand.. However, we have made some concrete advancement in our students' accessibility to, and the integration of, digital technology. This has been done through the purchase of new equipment, as well as the introduction of new digitally focused coursework.

We have secured a space at Handley Hall to create a new digital laboratory. This lab houses two pieces of machinery: a MakerBOT 2 x 3-D printer and a Universal laser cutter, as well as the computer stations to run them properly. This equipment is accessible to all students with proper training, and has already had an effect on the process and product of design investigations. We continue to integrate the use of this equipment into the studio curriculum, and have seen some real improvement on this front.

On the curriculum side we have created two new courses in the first-year focused on analog and digital representational tools. Not only does this strengthen students' abilities and tools, it has allowed us to spend additional time on fundamental design skills in the parallel studio courses. The first course, *ARC 110, Introduction to Architectural Representation*, will be formally introduced in fall 2015, and is focused on the use of hand methods of representation. This includes drafting, sketching, and working with a variety of model materials, all to the purpose of exploring how the architect represents ideas and investigations. One example is the assignment (currently taught in ARC 101) to represent an object that moves in time. This demands the student translate the 3d to the 2d, but also represent the idea of motion and time in a static environment. Many of these investigations planned for ARC 110 will be done in collaboration with *ARC 101, Introduction to Architectural Design*.

The second introductory course is focused on digital tools. *ARC 120, Introduction to Digital Tools for Architecture*, is being taught this spring 2015. This course introduces students to a variety of software platforms including Photoshop, Illustrator, as well as the use of the laser cutter and 3D printer. An example of digital exploration would be an assignment that asks students to take a digital image they have captured, manipulate it in three different ways, bring it into Illustrator to learn how to "trace" the image in three different ways, and finally cut the final image using the laser cutter. All of this facilitates exploration of how one can create a variety of solar screens that affect how sunlight enters a space. The students draw on their digital skills in their final design project for *ARC 102, Architectural Design I*.

Starting in AY 2014-15, we have introduced a second computer design course, *ARC 262 Building Information Modeling*. Initially, the students are using the learned software in support of their final studio projects. We will continue working to best integrate this course with the third and fourth year design studios. Overall, we feel we have made some significant progress in the past two years in the area of digital technology, overcoming financial as well as spatial limitations. We continue to strive to find new ways to integrate digital technology into the design studio and other courses, and believe our continued efforts will bring about a different culture of making for our students.

A4. 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.

The ability to explore and evidence the assembly of materials, systems, and other building components is best supported by the reevaluation of the *ARC 332 Construction Techniques* course. This work is further supported by the introduction of *ARC 407, Architectural Design VI*, which is our comprehensive design studio.

In ARC 332, the work explores architectural assemblies, looking at various materials as well as scales. Students are exposed to a wide variety of building techniques and explore those techniques through multiple means of investigation, including drawing, model building, research, and testing. Students work on several precedent studies, projects and homework assignments that develop their ability to first analyze, and then draw technical details that identify the assembly of materials, systems and components. This understanding is synthesized in two collaborative assignments with the third-year design studio.

In the first of these assignments, students are asked to develop their conceptual ideas for a multi-story housing tower into specific tectonic details for an exterior wall system, including intersections between floor, wall, and glazing. Issues of building energy - thermal bridging, air barriers, enclosures, and drainage planes are considered essential, and students are evaluated on how clearly their drawings communicate assembly details. In the second project, students focus their work on developing a set of construction drawings for a simple, open air pavilion or bus stop, focusing their investigation on assembly and construction details as well as specification writing. In ARC 407, students are expected to develop and demonstrate their ability to understand and synthesize the many factors and elements that go into producing a sizeable set of construction documents for a larger scale building. This work includes developing prototypical modules that integrate building envelope, structure and mechanical systems; continues with large scale wall sections that show their heating, cooling and lighting strategies and how they interact with the structure and envelope; and concludes with large scale sectional models showing integrated systems.

On the documentation side, we plan to continue to integrate our revamped CAD course as well as our BIM course towards greater understanding of technical documentation and integration into the design studio.

A6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

In order to better teach fundamental design skills as they relate to architectural principles we have expanded our first-year design studio sequence from one semester (ARC 102) into a two-semester sequence. Starting in academic year 2015-2016, a new course, *ARC 101 Introduction to Architectural Design* will be taught. This course will take some material previously taught in *ARC 102 Architectural Design I,* thereby allowing greater exploration and in-depth study of basic architectural principles. The full year of design at the first-year will also allow new topics to be covered, and will enable us to more systematically teach fundamental design skills.

Environmental principles of design are specifically taught in *ARC 251, Sustainable Design Concepts.* We have started to integrate this course with the spring second-year A*RC 204, Architectural Design III studio* so that these basic environmental principles are at once taught in the ARC 251 course and further explored and tested in the design studio. Evidence of this collaboration can be seen in the specific siting and exploration of solar gain as it relates to initial design thinking in our Visitor Center project. This project, currently sited in the Volcanoes National Monument outside Albuquerque NM, demands that students utilize their new knowledge of climate in response to this unfamiliar environment.

In ARC 203 students begin to explore how research and analysis form the basis for architectural design. This work has many foci, including program, site, and concept. Students begin working conceptually exploring how narrative supports circulation and culmination. Further work looks at how architecture relates to streetscape, and how design fosters community.

A7. 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.

We have tried to better represent the study and incorporation of precedents into our architectural design studios. This work can be seen across our second, third, and fourth year design studios, specifically *ARC 204 Architectural Design III*, *ARC 306 Architectural Design V*, and *ARC 407 Architectural Design VI.*

In ARC 204, students look at museum projects from all over the world. This precedent work is initialized in the *ARC 241 Architectural Analysis* course, and continued in studio. Specific topics include use of natural light, circulation, and program relationships.

In ARC 306, where students design a housing tower in an urban environment, they study and analyze precedents for the lessons they teach us. Studio begins with a slide show of precedents showing the historical evolution of the tower as a building type, and the major contributors to its form and adornment through history. This instills in the students that the form of the tower over time has changed, due to an evolution of the use of the tower as a building type, and the story of its response to the needs and ideals of the culture who imagine it. Once arriving into the 20th and 21st century, the class uses precedents to pull out features of the tower and look to answer where the inspiration for those features came from. Is it structure, occupancy, function, icon, formal composition, sustainable issues of thermal and solar responses, or is it something else? Throughout the semester various examples of housing and office/mixed-use towers that have responded to

issues that the students may be pursuing in their own designs are brought in. This helps fuel their imaginations of what their own designs could be, but it is even more useful to developing a student's skill at answering the foundational question of why a building looks, is organized, or is detailed as it is. It is this understanding of why, that is most useful to architects as they develop the skill of creating innovative, responsive and resourceful buildings themselves for the future.
In ARC 407, the initial investigation requires the students to analyze two built projects, one innovative and the other adaptive, in order to develop an understanding of building systems. Elements analyzed include: integration, adaptability to site and existing conditions and flexibility towards future use. While building systems are often regarded as three discrete parts (structure, enclosure and energy) their task was is only to identify these systems in each building but to analyze the relationships between them. After documenting each of the systems listed above, an analytical axonometric is created for each precedent that demonstrates the integration of its parts. These two drawings demonstrate the ability to represent complex and interdependent elements through a clear and focused diagram.

We also introduce the study of precedents in our Materials and Assembly sequence, ARC 231 + ARC 332, where students build models as well as research building assemblies through diagrams and section drawings. This kind of precedent study allows them to understand that the study of precedents is not only to build an understanding of building typologies, but to also understand how materials and building systems have developed over time.

A8. 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.

The first-year of the architectural design studios will be somewhat restructured in academic year 2015-2016, and has been reworked to better evidence and teach ordering systems skills. A new course, *ARC 101, Introduction to Architectural Design*, will be part of the curriculum starting in academic year 2015-2016. The spring semester of this first-year sequence, *ARC 102 Architectural Design I*, has already made solid headway in responding to this SPC requirement.

For example, in the first project of the semester, students incorporate an understanding of how ordering systems inform conceptual design in their "Reciprocity Cube" assignment, and supplement this design work with reading and analysis from several texts. In the final project of the ARC 102 semester, students analyze precedents in order to understand the natural and formal ordering systems of unit organization, and use that understanding to guide their own investigation and design work.

In addition the *ARC 241, Architectural Analysis* course, which had not been taught at the time of the previous NAAB visit, looks at ordering systems as part of the analysis of precedents and the understanding of architecture. This can be seen in a collaborative project that looks for façade ordering systems through an in situ sketching exercise focused on Water Street in downtown Augusta.

A9. 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, socio economic, public health, and cultural factors.

We are still working to find best ways to meet this broad ranging SPC. The two courses that should best foster understanding of various traditions of architecture will be *ARC 431 Architectural Theory* and *ARC 441 Architectural Travel Experience*; the later will be first taught summer 2015, the former in fall 2015. These two courses will expose our students through study and discussion, as well as on-site experience, to a variety of divergent ideas as they relate to architecture. A basic understanding of architectural traditions can also be found in the three History of Art and Architecture courses, *ARH 105, ARH 106, and ARH 312*. We plan to work with the art history faculty to continue to broaden the cannon to include a more global study of architecture.

We have begun to introduce the topics of landscape design and urban design into the design studios. In the second-year studio, ARC 204, a project specifically related to site design is done in collaboration with Michael Boucher architects, a well-renowned landscape architecture firm. This brings a professional voice into the studio to help introduce the students to issues of landscape architecture, and review them as well.

In the third-year design studio, we have refocused the fall semester to explore questions of urban design and the making of urban spaces. Students are introduced to ideas of place and urban design through place exploration, theoretical readings, historic and contemporary precedent studies, class discussion, and design exploration. The studio emphasizes that both architecture and urban design are not simply creative acts unto themselves but must grow from a thorough understanding and appreciation of place.

A10. 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.

Our SPC program matrix references the history and theory sequence, as well as the travel abroad curriculum as responding to this SPC. We continue to strengthen these courses with the intention of addressing these criteria.

In addition we have expanded the variety of project locations across our studio design courses, so that our students are working outside our region. Projects to date have been located in Boston, Tennessee, and New Mexico. We continue to explore other cultures and climates, and how these differences affect architectural decisions.

These changes, combined with our continued community-based projects, address a variety of needs, physical abilities, and social patterns. We believe our students are exploring a diversity of societal roles and the responsibilities architects have to respond to that diversity. We also understand given where we are located in Central Maine, that this that responding to these specific criteria may continue to be a struggle.

A11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

The idea of research and its effect on human conditions can be directly seen in courses not taught at the previous NAAB visit. The first is *ARC 251 Sustainable Design Concepts*. This course studies

various climates and related systems, directly engaging students in studying how these systems, as well as their respective building forms, impacts human behavior.

The students start the course by investigating the role of climate on form. They design a simple collection of buildings for the same site and program but for three different climates, to demonstrate their understanding of how form can be used to increase building efficiency and user comfort.

They then learn about daylighting, compiling their own daylighting guide, for use in future design studios. Quick models are constructed in class to test the effects of shading in different locations and at different times of year using a sun path machine. More quick model making and use of digital light metering enables them to test changes in daylight admittance related to window height, width and orientation, as well as room depth and roof forms.

We intend to further our ability to do real-life testing of conditions with the purchase of equipment including a thermal imaging camera that will allow students to investigate heat gain and loss, and several hygrometers to test humidity levels.

The next, *ARC 407 Architectural Design VI,* is our comprehensive design studio, and is deeply rooted in the research of various systems and their associations to form and function. Through the application of this research, students develop their building designs relating to the given site and climate their assignments are based in. See our response to SPC B6 for more on this studio. Finally, *ARC 510 Architectural Design IX* – our capstone course – has not been taught under the B.Arch degree, but we have taught the course on which ARC 509 is based under our previous degree. With this experience, we believe ARC 510 should demonstrate a student's ability to research a variety of factors and apply them to specific design solutions.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

The rigor required for integrating building practices, technical skills, and knowledge into studio projects was not in evidence at our spring 2013 Initial Candidacy NAAB visit. Many of the courses that we had planned to meet these SPCs had not been fully developed or taught. The courses that were in evidence have been significantly restructured, and are now taught by new faculty with new texts, and new course materials and bibliographies. We have restructured these courses into three sequences that cover Integrated Building Practices and Technical Skills. These sequences are typically taken in the second, third, and fourth years.

Each sequence is a comprised of two 3-credit courses:

- Energy Sequence: ARC 251 Sustainable Design Concepts + ARC 350 Mechanical Systems
- Structures Sequence: ARC 221 Structures I + ARC 322 Structures II
- Materials and Assembly: ARC 231 Materials and Methods + ARC 332 Construction Techniques

In response to feedback and concerns from our previous NAAB visit, we have restructured, integrated, and invigorated our technology sequence. The curriculum has grown with the hiring of both adjunct and full-time faculty with experience and research in building systems and technology. Our teaching methodology, one that uses making and testing that is grounded in learned knowledge, supports our student growth and engagement.

We engage students in the curriculum by integrating and connecting the learning in these technology courses to their studio practice, and we have worked to integrate these technical concepts into design studio projects. The projects in design studios have grown and changed as well, with the development of more complicated building types, more diverse geographical locations, and challenging sites and topographies. We also recognize that, especially in the field of Building Technology, the curriculum cannot be static, and both the studio and technology faculty are energized by the challenge of teaching these concepts.

B1. 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.

Pre-Design is taught throughout our course curriculum. In the first-year, students are taught fundamental ideas that define an architectural program, are introduced to simple site analysis, and project limitations and issues. This introductory knowledge is built on in second-year, where sites with more complex conditions are introduced, including urban landscapes and existing buildings. Site analysis and an assessment of that analysis'' implications are evidenced in ARC 305 and ARC 306. ARC 305 is focused on building design in a larger urban context, and ARC 306 typically explores two projects, at very different scales and sites, as vehicles for learning about both site analysis and program.

This SPC will be most fully evidenced in ARC 509, where students synthesize their learning from the previous four years of studio in order to prepare a comprehensive project program for an architectural project of their own design, preparing an inventory of space requirements, and an analysis of larger site conditions which aids in the selection of a specific site where they will locate their ARC 510 project. While the fifth-year course has not been taught in the B.Arch program yet, we invite the team to look at the current work that is being done in the fifth-year sequence in order to understand our future intentions.

B2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Sensitivity towards universal design is taught in all of our studio courses, but the work that most clearly evidences this SPC is the studios ARC 204 and ARC 407, neither of which was taught in its current form when the NAAB team last visited. Accessibility is introduced in ARC 204 as part of a way of thinking about how people with disabilities move through space. The Visitor's Center project in which it is currently introduced is kept simple enough that students can work accessibility decisions into design solutions, and not just add it as a response to ADA requirements. In ARC407, accessibility thinking gets reinforced in a more complex program, typically working with varied levels, entries, and conditions. In this way we create an introductory understanding for students, and later that understanding gets synthesized in a more complex program.

B3. 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.

This SPC is evidenced through two courses – *ARC 251 Sustainable Design Concepts* and *ARC 204 Architectural Design III*. Neither of these courses was taught in their current iterations at the last NAAB visit. Second-year students are co-enrolled in these courses, so that concepts that are introduced in sustainability can be tested and iterated in design studio by the end of the second year. The primary objective of ARC 251 is the exploration and focused study of the use and application of sustainable design concepts in architecture. These concepts are taught through lecture, discussion, demonstration and practice.

Students gain knowledge of the conceptual challenges of integrated design, including ideas of collaborative process, indoor environment, and materials. Implementation of concepts is explored through project based learning both in Sustainability as well as in the design studio. We have intentionally introduced this SPC early in the studio and energy sequences so that students can have a chance to deepen their understanding of sustainability throughout their design education. We are fortunate to have an incredible design community with leaders in the fields of residential and historic sustainability, who we drawn on as adjuncts, guest lectures, and visiting critics in our coursework and design studios.

B4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Site Design is introduced early in our studio sequence, and these fundamental skills are built on and deepened in every studio. In ARC 204, the last project of the semester is centered on the idea of site. An award winning Landscape Architecture firm (Michael Boucher Architects) has worked with the studio as guest lecturers and design critics to help the students understand that built architecture exists in a site, and that architecture is designed and comes to fruition in relationship to a given place.

Students begin to understand that all sites are unique and impose a number of constraints that must be recognized and ideas to be explored in order for the architectural solution to respond appropriately. This fundamental understanding of site is built on and enhanced in the third year, in ARC 305, when students analyze cities as sites, and then further explored in ARC 407, where the very "real" limitations of sites are analyzed and considered in comprehensive studio.

B5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Since our last NAAB visit, we have taught several studios with projects of increasing programmatic complexity that have emphasized an understanding of the basic principles of life safety systems with an emphasis on egress. This work is most clearly evidenced in the ARC 306-ARC 332 relationship, where the instructors have worked together to craft a collaborative lab and homework assignment.

The assignment, relating to the design of a 25-story housing tower, teaches students the basic principles of egress as they relate to life safety. It also teaches them how to use the IBC as a resource for egress and life safety research. With assistance from both professors, students analyze their own Design Studio work for life safety and egress requirements.

B6. 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: A2. Design Thinking Skills, A4. Technical Documentation, A5. Investigative Skills, A8. Ordering Systems, A9. Historical Traditions and Global Culture, B2. Accessibility, B3. Sustainability, B4. Site Design, B5. Life Safety, B7. Environmental Systems and B9.Structural Systems

ARC 407 Architectural Design VI is our comprehensive studio, and had not been taught at the time of the last NAAB visit. It was taught for the first time in AY 2014-2015, and because this course is so fundamentally important in the education of our students, we have chosen to write somewhat extensively in response to this SPC so that the visiting team can understand the process by which this studio is taught.

In Comprehensive Studio, students are expected to develop and demonstrate their ability to understand and synthesize the many factors and elements that go into producing a sizeable set of construction documents for a larger scale building. Accessibility (B2), sustainability (B3), site design (B4), life safety (B5), comprehensive design (B6) environmental systems (B8), structural systems (B9), building envelope systems (B10), building service systems (B11) and building materials systems (B12) are all integrated into the work of the semester.

Structure is considered as a generator of spatial relationships, through the dimension, spacing and rhythm of the structural members as well as an organizational framework that allows systems of energy, enclosure and program to operate effectively. Instead of following a more traditional design process that generates form from program and site, a common unit of construction is developed which is then tested and developed to explore aggregation, flexibility and systems integration. Successful systems accounted for both vertical and lateral forces in the symbiotic interaction of the elements.

The resulting enclosure system has to account for vertical and horizontal surfaces, considering daylight and ventilation opportunities at the roof and walls. The proposed system takes into account solar orientation, although at this time in the project students have not been given a climate or site. Drawings and models demonstrate a basic strategy for environmental controls (weatherproofing, shade and operability) (B8). The façade and roof elements are then integrated into the structural prototype (B12).

After developing a structural and enclosure system, an energy strategy that incorporates both passive and active heating, cooling, ventilation and lighting is developed. The strategy has to use both passive and active components and consider operability, the integration/containment and/or exposure of active systems within the structure, the distribution of artificial light, conditioned air and thermally active surfaces and the integration of the systems with the building envelope (B3) (B11).

A logic of aggregation is then developed to transform the 2x3x3 story unit of construction into a 20,000-30,000 SF building. The building now has to incorporate a 20% slope in grade, in order to

develop a language about orientation. The 3 to 4-story building has to incorporate appropriate means of vertical and horizontal circulation. This includes a logical entry point at ground level, two means of egress (with no single point more than 75 feet from an exit), and two elevators (B5). The building has to also accommodate 200 SF of ADA accessible bathrooms on each floor (B2). Although fixed elements within the building, these service and life safety systems are seen as integral to the logic of aggregation.

Next, site is considered as a new yet equally important system of integration. Two proposals are generated that explore the following relationships: integration between new and existing building fabric, access to public transportation, pedestrian arteries and outdoor public spaces, vehicular access to a loading dock and designated passenger drop off zone, public entry or entries, public lobby with access to vertical circulation (elevators and monumental stair) (B4).

As strategies for site are developed, the role of the prototype as a catalyst between the existing architectural fabric and surrounding urban context is considered. Although common practice to demolish unwanted buildings in preparation for new construction, the embodied carbon and energy offset achieved through reuse is acknowledged when developing a strategy for the integration of new and old (B3).

Finally, the program is given, which in 2014 was to design a new CTE (Career and Technical Education) School for the Chattanooga high school system. In addition to the given program requirements, support spaces and egress requirements have to be considered. The structuring of the curriculum in this way allows the focus of the studio to be on systems thinking, and asks students to work within different paradigms for making architecture.

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.

This SPC is currently covered in two classes, *ARC 421 Professional Practice* and ARC 408 Architectural Design VII, the spring fourth-year studio). Neither of these classes were taught at the last NAAB visit. We have now taught each of these courses once, and have integrated financial considerations, from a broad variety of perspectives, into both of them. We eventually hope to encourage more interaction between Professional Practice and studio through integrated coursework that explores the financial implications of architecture so that students have an introductory understanding of these considerations.

B8. 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.

Evidence can be found in *ARC 350 Mechanical Systems in Architecture*, part two of our Energy Sequence. It is this class that builds on the basic principles taught in *ARC 251 Sustainable Design Topics*, and it is this class where the basic mechanical systems that allow a modern building to function are covered at a fundamental level. More importantly, this class incorporates specific exercises and assignments that enable our students to learn how to design with consideration to the needs of these mechanical systems, and how these impact the design program and process.

The course is structured as a series of modules, built around the themes of climate, energy, sound, light, water, and waste. Through a layered system of instruction, students learn through lecture, reading, and testing, enabling them to gain knowledge within the module through multiple means of understanding. We have shifted this course in AY 2015-2016 to better align with the pedagogical goals of ARC 407, our Comprehensive Studio. With the shift, students will enter the fourth year with a solid foundation in conceptual considerations, as well as a technical knowledge of Mechanical Systems.

B9. 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.

ARC 231 Concepts of Structures I and *ARC 332 Concepts of Structures II*, both of which have been completely reworked since the last NAAB visit, evidence this SPC. In the past, the UMA structures curriculum had focused on abstract statics and calculations of forces, leaving a gap in the knowledge of the student body. Students did not know how to apply these calculations in context, and were missing a conceptual understanding of structural forces, as well as an experiential awareness of the effect of forces upon structures.

The curriculum now begins with an introductory Concepts of Structure course that incorporates a series of model building exercises in concert with contextual and field based learning of structural forces and systems. There is an emphasis on testing, which is backed up by introductory analysis of loads and forces. Through lectures and field trips, the real life applications of structural forces are introduced and discussed. Structural qualities and uses of various materials are covered. Students see framing plans being used on buildings and have the chance to talk to the contractors working from the plans.

Structures II builds on this conceptual understanding, and is a rigorous immersion in the calculations and analysis necessary to both understand the loads applied to buildings and how to design the structural systems to resist those loads. An Adjunct Professor who is a practicing and well-regarded professional engineer teaches it. The course is aligned with third-year studio work, so students have the opportunity to explore the structural implications of the systems that they are working on in parallel with their third-year design studio.

Going forward, further ongoing integration is planned both between the two structures courses, as they are refined each year.

B10. 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.

ARC 332 Construction Techniques has been significantly reworked since the last NAAB visit. This course is the second semester of a new materials and assembly sequence. In ARC 332, students learn how materials are assembled into larger, manufactured and constructed systems, and are lead through a series of exercises and projects that help them understand how best to test and communicate ideas about assemblies. An understanding of the current conventions of construction

provides a foundation for both working within existing paradigms, as well as developing new ideas and systems.

The course is structured so that the first ten weeks of the semester are focused on content; the reading is heavy, and the lectures are synthesized with lab exercises that allow students to apply new understanding with drawing exercises. The final five weeks of the semester is focused on integrating their knowledge of systems and assemblies with their own design work in studio. Through research, precedent study, and working one-on-one with studio, structures, and technology professors, students understand the iterative way that systems and details are developed for buildings.

This class overlaps with the third-year studio in several important ways. Most significantly, a major assignment in ARC 332 focuses their understanding on system design and wall detailing, with a focus on energy and enclosure. Students first analyze building precedents that explore innovative wall systems for multi-story buildings. Students are asked to develop the conceptual ideas for the structure and systems, as well as specific details for the exterior wall system, including intersections between floor, wall, and glazing. Issues of building energy - thermal bridging, air barriers, enclosures, and drainage planes are considered essential.

B11. 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

See ARC 408, Comprehensive Studio (B6) above.

B12. 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.

ARC 231 Materials and Methods, which is taken in the fall semester of third-year, is the first semester of a two-part materials and assemblies sequence. In ARC 231, students are introduced to materials, their strengths, their limitations, and their inherent tectonic qualities. Investigations and lectures are focused on the nature of materials as a conceptual frame for the derivation and development of an architectural language. Lectures are synthesized with projects, labs, precedent studies, and field trips.

Through this course, students understand that there is both an inherent potential and limitation in every material. The see that materiality has the power to inform their design intentions – that materials have a potential form, a potential means of translating force and a potential for connection and assembly. They learn that those possibilities must be developed from both an empirical as well as a theoretical point of view. Learned experience, as well as research, informs the use of material in their final projects and lab work.

Over the course of the semester, students build formwork and pour concrete, stack brick walls, build precedent models out of wood, and study iconic steel buildings through detailed isometric drawings. This experiential knowledge is supported by academic work through textbooks and scholarly essays as well as the wealth of technical knowledge available to them through digital and

library resources. The final project integrates both modes of learning with their studio design work. Through this work, students see that translating an idea into a constructible reality requires them to hypothesize, to iterate, and to imagine through both drawing and model making.

Realm C: Leadership and Practice

Realm C addresses the skill sets students need to practice successfully and responsibly in their future professional roles. It was determined at the spring 2013 Initial Candidacy NAAB visit that C2, Human Behavior, C3 Client Role in Architecture, C6 Leadership and C9 Community and Social Responsibilities were all being adequately taught and addressed.

C1 Collaboration, C4 Project Management, C5 Practice Management, C7 Legal Responsibilities and C8 Ethics and Professional Judgment were not met at the time of the initial visit as the course designed to address most of these issues, *ARC 421 Professional Practice,* had not been taught yet. This course was first taught in the fall of 2014 and was designed with the NAAB concerns in mind. Descriptions of the ways in which these SPCs have been integrated into the syllabus of Professional Studies are found below.

C1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

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.
A multi-year community design charrette has been integrated into the syllabus during the final ten days of the fall semester. This gives students the opportunity to learn how to work in various roles within a team as they progress through the years. They participate in the first charrette as second years, being assigned simpler tasks within the team and each year increase their experience working within a team until in the fifth year (ARC 508), they become the team leaders.
Before the group project starts, team leaders receive coaching in communication skills and leadership roles. During the charrette, the teams receive feedback from a participating professional engineer and the community members for whom they are doing the charrette. In fall of 2014, the project was to design a new fire station for the town of Randolph on a site the town had recently acquired in order to construct a new fire station. The students met with the volunteer fire department and toured the existing fire station, to understand their needs and parameters, as well as meeting with local citizens and selectmen to discuss their priorities. Previous projects have included work with the Richmond Maine Library Committee, and the Bond Brook Recreational Area in Augusta.

ARC 408 Architectural Design VII is organized as a design studio with a focus on community work. In spring 2015, the course is focused on issues of homelessness and students are working in collaboration with undergraduate social work and sculpture classes from the University of Southern Maine. Graduate social work students are also researching policy issues that exacerbate the lack of access to affordable housing options for the homeless.

To date, architecture students researched the cycle of homelessness and subsidized housing to find where the system is failing. They did precedent studies of successful transitional housing

communities, and then shared their presentations with staff and guests of a local homeless shelter, as well as with their USM collaborators, to get feedback. Based on this research, students are working on designing a tiny house community for a site in Waterville for veterans with PTSD, as these are some of the most underserved members of the homeless population. They are taking their designs back to the shelter to receive feedback, and posting their designs and notes on the design process to a blog that is shared with the other classes they are collaborating with.

A collaborative interdisciplinary presentation is planned at the end of the semester during the City of Portland's monthly art walk to raise awareness of issues of homelessness, and to share their work with a wider audience.

C4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

ARC 421 Professional Practice was taught in the fall of 2014 for the first time and covered many aspects of project management. Different methods of competing for commissions are discussed in the context of understanding the varieties of architectural practices, clients and size of projects. Managing clients and client contracts, as well as drafting a sample scope of services and associated fee structure are covered early in the semester, ensuring an understanding of percentage of fees commonly allocated for consultants and how to choose consultants based on the project needs.

The various methods of project delivery are studied and discussed in class and homework requiring the students to determine the most appropriate delivery method for a given project and articulate the reasons for choosing that method.

C5. 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.

Human resources, staffing and employee mentoring are discussed and a sample HR plan written in ARC 421, Professional Practice. A UMA accounting professor presents to the class during their study of financial operations in order to help them understand cash flow, profit and loss statements as well as business planning. The students prepare a simple business plan for a practice, which includes breaking out how staff time is managed on projects. Time management is discussed in conjunction with employee management and the role of efficiency and good planning in ensuring a profitable and sustainable practice is covered in class discussions. Students also study marketing methods and prepare a marketing plan.

The use of contracts including both long and short forms of the standard AIA contracts for both the design and construction phases is also addressed in this course. The differences between the forms of contracts, their role in risk management and their effects on mediation and arbitration is explored. Practicing architects are invited into the course to discuss best practices, time management and use of contracts.

The changing role of the architect in practice is recognized throughout the class, driving the development of a practical well rounded syllabus, which develops skill sets that the students can take with them to whichever form of practice or related profession they work in throughout their careers.

C7. 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.

The responsibility of the architect to ensure the health safety and general welfare of the public is the base from which building codes, zoning ordinances, environmental regulations and historic preservation laws are taught. IN ARC 421, Professional Practice, the students work as a team in class to research different aspects of codes, zoning and historic preservation laws for a historic theater in Augusta that is currently being renovated. (They were able to use plans and sections of the building developed by other students in the program to base their research on.) They then share the results of their research with each other and quickly learn that the various codes and ordinances sometimes conflict with each other, precipitating a discussion about how to integrate the various requirements of codes on projects. They also are given homework to find solutions to code violations and ways to communicate with contractors about non-conforming work. Professional service contracts will be covered in more depth in future classes. Building codes and regulations specifically related to life safety and egress are also taught in collaborative coursework in ARC 332 and ARC 306.

C8. 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.

Pro Bono work and working with non-profit institutions is discussed as part of the ARC 421 curriculum. The students prepare presentations about architecture that could be given to a range of grade school age children. The complexity of ethical choices and being able to recognize the needs of diverse client populations is addressed early in the Professional Practice syllabus. The students are also exposed to these choices in *ARC 408 Architectural Design VII,* our Community Design Studio, as they wrestle with the needs and desires of an underserved and impoverished homeless population.

III.1.2 Responses to Causes of Concern

Following are our responses to the nine NAAB concerns from our 2013 Initial Candidacy visit. The text of each concern is shown before its respective response.

A. Long-range planning — *The new Bachelor of Architecture program at UMA has not undertaken a long-range planning effort, and that process will be a valuable tool for them as they move forward. The program is encouraged to set up long-range planning benchmarks at three- or five-year increments over a ten-year period.*

UMA ARC long-term planning and goals
The following narrative explains who we are and, as a program, where we are headed. It presents an outline and primary goals for our B.Arch over the next 10 years. With the hindsight that comes from completing our first 2 years of the program, we are engaged in the creation of a long-range plan with support from University Provost and Finance offices. This plan, along with 3- and 5-year benchmarks as recommended, is slated for completion in September 2015 and will be made available at our fall 2015 NAAB team visit. A current draft outline of this plan can be found in appendix E.

The B.Arch program at the University of Maine at Augusta is SMALL…INTEGRATED…HANDS-ON. This fundamentally means we are about people: our students, our faculty, and our community partners. These form the essence of who we are and why we exist. We teach architecture through engagement; and while we may have small budgets and need to work extra hard for the tools found at other institutions, we are committed to the belief that each student is an individual, that each community partner has specific needs, and that as an architecture program we control how well those unique items are addressed.

<u>HOW we Teach</u>
HOW we teach is as important as WHAT we teach. The UMA B.Arch curriculum has undergone an intensive iterative process whereby, as a department, we sought to understand our curricular trajectory in order to integrate our classes both horizontally and vertically. This helps to eliminate 'silo' learning and encourages 'hive' mind, accessing the best of what both faculty and students have to offer.

We have created a clear structure to the program through introducing concepts as a series of building blocks that are returned to in greater depth in later years. Hands-on tactile learning is encouraged through regular labs and increased emphasis on assembly and testing, whether that is constructing models to support particular loads, experimenting with different concrete mixes, or experiencing the effects of varying lumen levels. We also see testing as a more abstract concept, and encourage our students to "test" ideas through model building and drawing. We see the increased engagement levels of our students and the many 'aha' light bulb moments that are occurring using this method of teaching and intend to continue to integrate labs, assembly, and testing methodologies into our syllabi.

Student research, civic engagement and group work is encouraged in line with best pedagogical practices. Because we are a small school and know our students individually, we collaborate as faculty to tailor courses ahead of time to meet the particular needs of the students in each class while remaining cognizant of the broader course outcomes.

Plan for Achieving Initial Accreditation

WHO is Teaching

WHO is teaching is a key factor in our success. We intend to continue to have a mix of full and part-time faculty, and as happens now, invite guest lecturers into the classroom to extend the depth of learning opportunities. We currently have practicing architects as adjunct instructors teaching the third-year studio sequence. This is working well, so will continue. Practicing professionals also teach structures classes and electives that are beneficial to the students and increase the department's connections with the professional community. As our resources and student numbers increase, we intend to explore the possibility of being able to employ visiting teachers from away on a regular basis, to bring other academic viewpoints to the table.

WHAT we Teach

WHAT we are teaching is the third aspect of our long-term plans and coalesces into four clear areas: skills, responsibilities, process, and poetry.

Skills. Our students initially are taught fundamental design and technical skills. These building blocks allow them to undertake the more complex challenge of 'designing with intention'. We encourage the making and drawing of ideas so students understand what they are proposing. This enables even visionary thinkers to be able to manifest their thoughts in creative grounded reality. A parallel instruction process in visual communication ensures that the students are able to produce drawings to commonly expected standards, and use hierarchy and emphasis to clarify and focus creative ideas.

Responsibilities. Students are expected to graduate ready to work in a professional environment where they understand the responsibilities inherent in practicing as an architect. They learn about professional integrity and how that is realized in practice. In addition, there is a focus on their civic, social and environmental responsibilities as human beings and professionals in a developed postindustrial society. We endeavor to empower students to affect change by facilitating transformation and growth rather than creating a sense of limitation and restriction.

Process. Our teaching process is a balanced mix of left and right brain thinking. The students engage in analytical thinking and research for situations of increasing complexity as they move through the program. They are also taught and receive practice in listening, empathy and communication to enable them to stay connected to the people who ultimately design exists to serve.

Poetry. Finally, we acknowledge and create space for the existence of poetry in architecture; the ineffable mystery that cannot always be named, categorized or dissected but can always be recognized.

Student Body = 100

When considering the long-term goals for the UMA architecture department, one of our core objectives is continued growth of our student population. This is necessary in order for the program to be financially viable and in order to increase the diversity of resources and classes offered to the student body. With this in mind, our TEN-YEAR PLAN starts by envisaging a core student population of 100 in ten years. In order to account for the inevitable attrition all architecture programs face, our freshman cohort should have 30 students. With an year-to-year attrition of between 20 – 30%, this projects a second year class of 24, a third year class of 20, a fourth year class of 14 and a fifth year class of 12 for a total of 100 students.

These numbers would require the support of four or five full-time faculty, which would in turn enable new faculty to be hired who could specialize in areas such as structures, digital technology

or architectural history and theory. In addition, a strong student body will support continued growth of our network of competent adjunct instructors who work professionally in the field.

Recruitment = Northern New England and Beyond
Strategies to support recruitment efforts include creating a feeder program from the community colleges in Maine, increasing student diversity through reaching out to the New England states, Canada and veterans, as well as looking into opportunities to recruit international students from further afield. Construction Management students attend several of our classes from the University of Southern Maine and we intend to continue this relationship. More support for pro-active recruiting will be needed.

Offering summer design/ build courses and more scholarships are other goals to help attract students. Participating in the Solar Decathlon is a desired goal, which would attract publicity and increase awareness of the program.

Physical Resources = Supporting Process & Growth
Our physical resources need to be expanded to accommodate a five-year program. In addition to more classroom, seminar and dedicated studio space, we will require a well-equipped workshop, as well as lab space for testing and making. We intend to acquire a CNC router to complement the laser cutter and 3D printer that have been recently purchased and installed. A full-time staff member will be needed to supervise the workshop and the technology lab, and will be useful in helping to run the program on many fronts.

Student Employment = Increasing Opportunities
We recognize that as our student population grows, the professional architectural community in Maine may be too small to accommodate students' needs for internships and future employment, so we intend to strengthen our out of state professional connections with the goal of creating a more formalized internship and job program at the school.

In conclusion, we believe that we understand who we are and what our role is as the only professional architecture degree in Maine. We are about where we come from but also about exploring the world beyond our geography. Our goals are focused around the people we serve and work with, and we are working with UMA administration to find successful paths forward.

B. Over commitment of curriculum to civic engagement — *There is a concern that the community projects may be infiltrating the curriculum too pervasively, hampering the ability of the students to explore projects that demand alternative project scales, more challenging or geographically diverse siting, or more conceptual design exploration.*

The Bachelor of Architecture program was mindful of what we wanted to carry forward from our baccalaureate degree. Central to that, and key to our mission, is civic engagement. To this end, our over-immersion into civic engagement as noted by NAAB may be seen as a somewhat necessary moment in the evolution of the program. That said we are in agreement with the NAAB concern that our BArch needed to focus its community work across the curriculum to best support the necessary pedagogical objectives of our students. Since our 2013 visit we have reviewed, refocused, and specifically placed civic engagement, both in and outside the classroom setting, in support of various pedagogies across the curriculum.

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Over the last two years we have made significant changes in how we engage community projects, and where they are located across the curriculum. We realize that the "community project" in and of itself is no longer the goal, but rather a means to be utilized in support of student education. The specific areas in our curriculum where we engage the community are now clearly divided between those done IN the classroom as part of a curriculum, and those done OUT of the classroom on a purely volunteer basis.

Community-based work in the classroom is now located at specific moments in the overall design studio curriculum.

Classroom-based Community Design Work

- *The Fall Community Design Charrette* – a 10-day collaborative intensive done at the end of each fall semester. Second-, third- and fourth-year students work in multi-year teams allowing for a sharing of knowledge, experience, and program bonding
- *Fourth Year Community Design Studio – ARC 408, Architectural Design VII*, the most in-depth exploration of community engagement, this semester-long studio allows for advanced students to put their education in design, assembly, energy and structures to bear on a community partner's needs, working at a variety of scales
- *ARC 509+510, Pre-Thesis and Thesis Capstone* courses – where a thesis class' projects are all focused on a single community in order to understand "what makes a place." These investigations allow civic engagement to start at a city scale in the fall semester, moving to a building scale in spring (NOTE: the thesis studio sequence has not been taught under the BArch program and is currently under review).

Projects not appropriate for the classroom, due to timing, scale, or misalignment with classroom objectives, can be done on a purely volunteer basis. This allows our students the opportunity for architectural practice and civic engagement, but does not do so at the expense of our larger pedagogical goals.

Volunteer Community Design Work

- One or two-day design charrettes focused on very specific investigations
- Other community projects where our faculty members lead teams of selected students on the investigation and design of longer-term projects.

The specific placement of our community work across the studio sequence allows us to address the concerns of, "*projects that demand alternative project scales, more challenging or geographically diverse siting, or more conceptual design exploration."* First-year students are not included in these projects so their focus on fundamental skills and learning is not interrupted. Second-year student's involvement is limited to the once-a-year fall design charrette. Here they experience the excitement and power of community based design, but not at the sacrifice of time needed to focus on growing knowledge of design and technology. We ensure that second-year conceptual work is not overly-encumbered by a set of client needs, but rather that the exposure to community-based design lets them see how their explorations can and will, one day, be used in support of real world design problems.

In the third-year, the study of materials, assemblies and structures are no longer sacrificed to the scale or timetable of community work. Rather that technologically based learning is engaged *prior* to the specific civic engagement at the end of the fall semester. This ensures that projects of a variety of scales and locations are carried out. Only after this learning has occurred are particular

projects selected specifically because of the level of investigation their small size affords. This allows the students to put their tectonic learning directly into practice. In this way, the community projects support and strengthen learning in the studio and support classes, rather than limiting or replacing it.

In this fourth-year semester-long investigation, we have found a way to align our advanced students, armed with the most skills and tools, with the needs of our community partners. We believe this gives both our students and community partners the best opportunity for success. At this point not only have the students completed our three support sequences (Materials + Assemblies, Energy, and Structures), but they have also completed their comprehensive design studio. This experience and breadth of knowledge gives them the opportunity to invest more fully into their community design work. Again, this ensures students are first immersed in their classroom learning, and subsequently bring that learning to bear on community projects. In this way the important elements found in both are more fully realized. This studio is running for the first time in the spring of 2015, and is focused on the study, design and construction of structures in support of the homeless.

Having moved our community work to specific locations across the curriculum, and specifically placing these types of projects *after* classroom learning has been gained, we ensure that pedagogical outcomes are not sacrificed to community project needs. In addition, this framework allows students to bring their classroom experience to bear directly on the community work, and as such we expect to see stronger work across the board. Furthermore, the specificity of project placement has allowed us to directly address NAAB concerns and create projects in Boston, New Mexico, and Tennessee, and at a variety of scales including large-scale urban projects, and multistory mixed-use tower projects.

Below is a description of each of these types of community-based design work, their respective pedagogical goals, and a list of projects completed.

Community Design Charrette – Having just completed its third year, this annual event happens over the last two weeks of each fall semester. Collaborative teams made up of second, third, and fourth year students work together on specific design projects. This type of multi-year collaborative structure allows each student to experience how a team works together, how to share ideas as well as come to consensus within these groups, and how to lead a team. Each member brings different skills to the overall team, creating an atmosphere of sharing and learning. The projects also allow our students to engage with communities on a variety of topics, experiencing firsthand what it means to discuss, question, and listen to a prospective client.

At the end of the 2-week charrette, the work is displayed for the clients' response much like a competition would be - without the students in attendance. In this way, each team must ensure their submissions express their design solution succinctly and clearly to the non-architect. Through this project, students gain valuable insight into the collaborative design process, client engagement, and the power of architecture as a tool for good.

Projects include

- 2012, Bond Brook Recreational Partnership
- 2013, Readfield Community Library
- 2014, Randolph Volunteer Fire Station

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ARC 408, Architectural Design VII - Because of our continuing belief in the power of civic engagement and community work we have set aside the spring semester of our fourth-year design studios to focus on a selected community project or topic. We have moved this work later in our curriculum so that our students bring a requisite knowledge in design, history, professional practice, and building technology to their respective topics. Not only does this ensure that the community design work does not encumber necessary learning, but it allows our students to bring a higher level of knowledge to the community investigation at hand.

The semester structure allows for in-depth investigation and engagement by our students as it relates to community design work. Therefore, should the project be small in scale (a NAAB concern) the studio can still investigate larger scale issues as research support related to the given topic.

Projects include

- Homelessness – a Study of housing design, methodologies and types

ARC 509 + 510, Thesis Capstone - Our thesis capstone year has, over the last five years, engaged communities in a somewhat different way. Rather than working on a specific project for a municipality or nonprofit, various Maine towns and cities have been chosen as "community partners." The students spend the pre-thesis fall semester researching the community partner city or town as a way to explore the meaning of place, working to understand how context influences design solutions.

In the following spring Thesis semester, each student proposes a personally developed architectural project - some relate to specific town needs, others attempt to use architecture as a means of creating progress, and still others explore conceptual architectural ideas using the given town as a test laboratory. In this way the students are free to explore a wide variety of scales as well as engage in conceptual design explorations, all while engaging various Maine communities.

Projects include

- 2009-10, City of Lewiston, Maine – Master Planning Canal Island
- 2010-11, City of Augusta, Maine – The American Tissue Mill site reuse
- 2011-12, City of Rockland, Maine – Understanding the Edge
- 2012-13, City of Bath, Maine – Understanding Scale
- 2013-14, City of Gardiner, Maine – A Downtown Gateway

Various Design Charettes + Projects – The remainder of our community engagement is done outside of the classroom. This work is done on a volunteer basis where students and/or faculty are afforded the opportunity to work on specific community projects. These projects may involve 25 students but be limited to a one or two-day design charrette; or they may engage a small, dedicated team and last over a number of months. In some cases, these collaborations are leading to the construction of the project.

Projects include

- Kennebec Valley Chamber of Commerce Analysis and Redesign – one-day design charrette
- Garry Owen Homeless Shelter for Veterans – a long-term project to design a homeless shelter in Montville, Maine. A faculty member, overseeing a team of three architecture students, is leading the project; students involved are veterans.

In the structure of our community-based work we are very specific with our partners as to what the students can and cannot do. We have worked with UMA administration in order to limit liability while still providing our community partners with exciting design possibilities, and our students with the potential to engage real clients.

By placing our community projects at specific moments across the curriculum we believe we have both maintained our commitment to civic engagement as well as addressed NAAB concerns. We are cognizant that our students must be exposed to a variety of typologies, scales, and geographies, but we also remain committed that our students engage real people in need of design vision. We strongly believe that by incorporating collaborative community projects into the curriculum our students learn how to reach consensus within a group, as well as experience firsthand what it means to discuss, question, and listen to a prospective client and to each other. Going forward we remain faithful to community work, but also dedicated to using these types of projects in support of specific pedagogical goals. In this way we believe that both our students and our community partners gain most.

C. Physical Resources — *The lack of a digital fabrication lab, shop, and printing room hinders the education of the students*

The integration of digital technology with the UMA curriculum has long been something of a struggle. This can be understood through the program's commitment to beginning architectural education utilizing analog tools. This commitment still exists, however the program has welcomed the opportunity, and recognizes the necessity, to embrace digital tools both for the success of our students in the program, as well as their future success in the profession.

Digital Fabrication Lab

In the past two years the department has undergone a systematic approach to adding digital tools to the physical resources of the school, as well as integrating them with our curricular goals. This work began with the securing of a technology grant to purchase our first MakerBOT 2X 3-D printer in spring 2013. Securing equipment continued with a more recent technology grant allowing for the purchase of our first Universal Laser Cutter in the spring of 2014. These tools are now housed in a dedicated room on the first floor of Handley Hall. To support the use and maintenance of this equipment the room was renovated to include key card access allowing students extensive access; appropriate power, data, furniture and ventilation needs; and the installation of an interior glass window both for safety and so that those walking by the new lab can get a glimpse of the work underway. In support of these new forms of making, two computer stations were also purchased through technology grants in order to run the machines efficiently.

In addition to the above equipment, we have installed (2) HP Design Jet 500 24 inch plotters in the digital lab. This allows students a secure space in which to print. However, we would note that we still maintain printing capabilities in close proximity to our design studios on other floors. A recent technology grant allowed us to purchase (2) new HP Design Jet T520 24 inch plotters; one of each of these is dedicated to our 2nd and 4th floor design studios; another HP500 supports the 2nd floor studios as well. In addition to these plotters, the students have unfettered access to an HP black-and-white 11 x 17 laser printer on the 4th floor, and unfettered access to an HP 11 x 17 color printer on the 2nd floor. We continue to maintain free access to all printing - black-and-white, color laser, and all plotters - to ensure that cost does not become an encumbrance to the creative process as it relates to our students' design work.

The following chart indicates the type and quantity of current digital equipment housed at Henley Hall and available for student use:

Digital Equipment in Handley Hall

Location in Handley Hall	**Equipment Info** – All equipment is currently offered with no "per use" cost for students unless noted otherwise
B1 Floor	• Photo Shooting Studio including digital camera, various lights, and backdrop
First Floor	• Universal Laser Cutter, VLS4.60 (18" x 24" cutting bed) • MakerBOT 2X, 3d printer • (2) HP Design Jet 500, 24" plotters • (2) HP computer workstations • Fully integrated wireless Internet access
Second Floor	• HP Design Jet T520, 24" plotter • HP Design Jet 500, 24" plotter • HP 11x17 color laser printer • Epson 11x17 flatbed scanner • (3) HP computer workstations • (2) "Smart classrooms" with mounted digital projectors • Photocopy Machine (per copy fee required) • Fully integrated wireless Internet access
Fourth Floor	• HP Design Jet T520, 24" plotter • HP 11x17 B&W laser printer • NAME? Large format scanner, 24" wide • (2) HP computer workstations • (1) "smart classroom" with mounted digital projector • Fully integrated wireless Internet access

Integration of Digital Equipment to Curriculum

In order to integrate these tools into the curriculum a number of developments have been put into action. In fall 2014 training was held with a select group of architecture students who have in turn become "digital technology monitors." They aid in the training of other students so that the skills, safety and knowledge necessary to best use these digital tools is in place. This training was in beta stage for fall 2014, and has been fully rolled out in the spring 2015. (Please see Google classroom at this link: XXX, for more information on this training.)

As important as having this digital equipment readily available, it is equally important to integrate it into the BArch curriculum. This ensures that students are properly challenged so the digital technology and tools become part of their design processes. This is being accomplished through the introduction of a new course: *ARC 120, Introduction to Digital Tools for Architecture*. This is a new

class first taught in spring 2015. This will become a required course for all first-year design students starting in the AY 2015-16. This course systematically introduces the skills required to use our digital equipment and its appropriate software; this learning is subsequently integrated into the design studio process. (Please see the ARC 120 course binder for the course syllabus and assignments.)

There has been discussion as to how to best integrate these digital tools into the upper-level design studios. However, our experience to date demonstrates that specific integration from coursework or faculty in the upper-level coursework will not be required. The current upper-level students, once exposed and trained on the equipment, have fully embraced their use in design exploration as it relates to studio and technology coursework. Examples of this work, both in the studio and across our technology courses, can be readily seen in the exhibit of student work.

Workshop Status
We continued to discuss and explore the possibilities of a workshop. We are committed to creating a safe and productive space for our students to explore various ways of making as it relates to their design processes. We have gone through a detailed process of specifying what equipment we would have need for to begin to set up this workshop as a first step on budgeting. (See appendix E, Long Range Planning where this information is included along with other cost estimates). Our current plan focuses on bench-top power tools, a variety of hand tools, and appropriate safety and ventilation equipment.

At this time the primary roadblock to any workshop is physical space. The administration has indicated a future desire for the architecture program to expand in Handley Hall. However at this time nothing specific has been laid out, and any increase in space is contingent on the growth of the program's student body.

Continued Assessment and Growth
Moving forward continuing to monitor, assess, and planning for the appropriate increase of digital equipment will be required. Spring 2015 will be a "test semester" as to how these digital tools work in our curriculum as it is the first time that both our 3-D printer and laser cutter will be available to our entire architecture student body. In order to best assess the use across the semester, we have created a project + use check sheet. (See appendix H.) This ensures that our students are using the equipment correctly, and also gives us a record of the quantity of use each machine is receiving. Regardless of what we learn in spring 2015, we have already begun discussions with the administration as to the maintenance requirements as it relates to our digital equipment. We have been specific that an increase in the quantity of digital tools available to our students will require additional staffing in order to maintain and train our students.

While our digital laboratory may be small in comparison to many architecture programs, for us it is a fundamental and necessary shift in our students' design processes. We feel good about the progress we have made over the last 2 years, continue to monitor digital integration in the classroom, assess for future need, and restate our commitment to giving our students access to the appropriate digital tools for their current educational and future professional success.

D. Curriculum Development — *The pedagogical drivers that launched the program are not the same ones that are needed to move the program to a B. Arch.*

Plan for Achieving Initial Accreditation

Design education has been shaped by shifts in society and culture, as well as transformations of technology and ways of making. In some ways, UMA has been handicapped by our heritage, because that heritage focused almost exclusively on pedagogical drivers that, over the twenty-five years that the school has existed, hadn't been significantly re-examined. The curriculum changes that we've introduced in the last two years are the beginning of an ongoing process of reflection, growth, and change. These changes honor our legacy, but also re-examine it through a new lens. We understand and are excited that this process is ongoing, and that the pedagogical drivers will most certainly continue to change as the school moves forward.

For the past two years, we have worked on an intensive strengthening of curriculum both in the studio as well as in the supporting courses, and have implemented changes across the current four years (the fifth not being taught yet). This process began with a two-day workshop at which we enumerated the many possible "drivers" that either should be or were at work in our curriculum. We then took these topics and associated them with specific courses across the curriculum. This became the basis for a review of all course objectives and outcomes, allowing us to clearly map what we were teaching where, and importantly what we were missing. Since a number of the B.Arch courses had not been taught at the time of our Initial Candidacy visit, we had the opportunity to integrate these "drivers" into planned new courses. These included: ARC 241 Architectural Analysis, ARC 120 Intro to Digital Tools, ARC 102, a second course in our Fundamental Design studio sequence, ARC 251 Sustainable Design Concepts, as well as electives in History, Preservation, and Travel. In addition, we strengthened our existing courses, making their outcomes more focused, while overall broadening the topics covered. Perhaps more importantly, the courses have been intensified by their integration and connection to one another, allowing the student to experience how ideas discussed in one class are essential elements across all of architecture.

Most significant to our goal of integration was a re-examination of teaching loads. The move to the BArch required a review of how teaching load was distributed in the department. Historically, architecture faculty at UMA taught in the design studio **or** in "support" courses in technology and other related areas, but not in both. As an unintentional result, an implied divide between the design studio and "everything else" had existed. With the BArch, we fundamentally altered the full-time faculty-teaching load so that it now includes *both* design studio and other related coursework. For the program, this allows us to put into action curricula that are truly integrated across a variety of coursework; it gives students first-hand experience in the collaborative nature of architecture; and for our faculty it has meant new teaching challenges and the exploration of new methods of learning. We now have three full time faculty who each teach a design studio, plus core curriculum according to their research and pedagogical interests:

Associate Professor, Eric Stark (Coordinator): Second Year + Analysis
Assistant Professor, Amy Hinkley: First Year + Building Materials and Assembly Sequence
Assistant Professor, Rosie Curtis: Fourth Year+ Structures 1 + Energy Sequence

Our talented roster of adjunct faculty, a group of practicing architects and engineers, has worked with us to integrate their coursework into the program's larger curricular goals. This shift has allowed the non-studio courses in our curriculum to have a much greater impact on the education of our students. We already see our students prospering with these collaborations and integrated teaching modes. Each academic year has a specific focus and larger vision, and is strung together into a larger, cohesive design education that synthesizes conceptual design, building tectonics, and the development of a critical position in regards to the environment and the profession. The

following narratives – one for each academic year – best elucidate our curriculum development, the collaborations that happen between classes, and our overall vision for the BArch program.

First Year: Beginnings + Fundamental Design Skills
This year is about beginnings; beginning ways of designing, thinking, testing, recording and communicating ideas. These beginnings form a foundation for future exploration, and establish a process for design thinking and making. Students parallel this fundamental design work with studies in visual communication, both analog and digital. They are taught traditional hand drafting and model building, and integrate that work with the tools of digital fabrication and manipulation. In this way they are developing fundamental design skills concurrent with learning to use drawing and model building processes as ways to develop, test, and communicate design ideas. In the second semester, students are asked to experiment with the tools and processes of architectural drawing and model making, and how they relate to the making of physical spaces.

Second Year: Process + Problem Solving
A strong understanding of a conceptual and creative design process is the core of our student's education in second-year. The second year of studio is also transitional as a student moves from the purely conceptual to the start of designing the "building". This transition demands a closer scrutiny of specific topics as well as specific teaching methods. In studio, students are asked to put into practice the principles, techniques, and understandings about design that they have learned toward the realization of specific building types. They begin by conducting research and analysis into a given project, asking them to develop a conceptual understanding of how humans act and interact. This research and analysis is integrated with their coursework in *ARC 241, Architectural Analysis;* the two courses are intentionally intertwined.

The projects in studio increase students' awareness of how to begin a design project, and how to carry their conceptual ideas through to a final presentation. Intention in design is stressed, as well as exploring the language and vocabulary of the designer in conceiving spaces for human habitation and experience. The year is intended to give students practice in design decision-making, to help them become more efficient in producing a design, and to help them refine their own design process and methodology. The spring semester of second-year focuses on precedent, site, light, and later in the semester, issues of sustainability. Through their design projects students are tasked with creating an understanding of a place other than their own: How does climate affect people? How does culture affect architecture? How does design respond, universally and uniquely, to any design challenge? The studio proposes to stretch their thinking far beyond preconceptions of context and place. The studio course is intentionally interwoven with the *ARC 251, Sustainable Design Concepts* coursework and exercises in the spring, so that the conceptual ideas of the studio are reinforced with readings, research, and lab exercises.

Third Year: Systems + Assembly
Third year is an intense year as students develop the foundational skills they need for comprehensive studio; working to build their knowledge of more complex programs, sites, buildings systems, and design limitations. In the fall semester, students focus their work on creating meaningful urban fabric as well as weaving building thoughts into existing fabric in constructive ways. They integrate their understanding of the tectonics of Materials in a final project that bridges the Materials class with studio. In the ARC 305 studio students explore the interrelationships between building ideas and urban ideas at multiple scales. In the spring semester, Construction Techniques, BIM, and Structures all have assignments that ask students to integrate and test their learned knowledge with their studio practice. The two projects in ARC 306 are specifically designed so that students integrate "real" ideas without losing the expression and sculpture of both structure

and connection in their design work. In both semesters students continue to build on the precedent studies, typology research, and analysis skills that they were introduced to in second year. This integration and collaboration engages our students with the material in a way that was not evidenced previously under the baccalaureate degree.

Fourth Year: Synthesis + Community
Fourth year begins with comprehensive studio, which is taught in conjunction, and integrated with *Mechanical Systems*. The academic year ends with a studio that is focused on community service and collaborative work.

In the fall semester, students focus their studio work on designing a comprehensive architectural project. This comprehensive studio integrates and synthesizes much of their learning from third year; the studio intentionally layers and integrates issues of structure, assembly, mechanics, code, energy, and systems thinking into the design process. The studio is intentionally taught so that students tests and design the systems of their building first (structural, mechanical, spatial) before they are given a program and a site. In this way, system thinking is integral to the design process.

In the spring, students take a step back from the "reality heavy" fall semester, and work on applied research and alternative design processes through community work. The scale and scope of this work necessarily changes from year to year, but what unites this semester is an emphasis on leadership, organization, discussion, dialogue, collaboration, and compromise. In the spring of 2015, students are focusing their research and investigation on issues of home and homelessness, and through this work, are able to connect a larger research and analysis of homelessness as a global concern, and to concrete solutions for homelessness with a community partner in Waterville, Maine.

Fifth Year: Investigation + Intention
An architectural thesis occurs with a contention, as a phrase with the implicit beginning 'I think architecture can be…" or 'I think architecture should be able to…." Once a work is motivated by a thesis, the visibility of the thesis in the work provides the most tangible measure of the designer's intentions. As students prepare for their graduation from architecture school, and prepare to move on to the next phase of their education, we focus their attention to how their work, research, interests, and investigations fit into the larger world, and how their ideas about what architecture can and should be are developed. The fifth-year provides students with this opportunity.

Students begin their investigations by studying, at first, the place in which their culminating project will be sited. The objective of this study is for students to understand how to analyze the larger environment in which a building is situated and the significance of that analysis in the design process. Each student's project is influenced by, and grows from these investigations; at the end of the fall semester, each student proposes a personally developed architectural project - some relate to specific town needs, others attempt to use architecture as a means of creating progress, and still others explore conceptual architectural ideas using a given place as a test laboratory. In this way the students are free to explore a wide variety of scales as well as engage in conceptual design explorations. In the spring semester, thesis students work to investigate, document, and test their thesis, documenting their work and their process in a Thesis Manual. The final thesis presentation is to a panel of architects, faculty, community leaders, peers, and administration, and is the final culmination of the semester. This presentation evidences the visual and oral communication skills that students have been developing over ten semesters, as well as their design investigations, their design thinking, and their process and problem solving abilities.

Conclusion
To implement our vision for UMA/ARC we have worked on a curriculum that focuses on conceptual investigation, material and building tectonics, and the development of a critical position in regards to the environment and the profession. This curriculum starts with fundamental design skills, and layers on that foundation multiple understandings of what architecture is and needs to be. We have put into action curricula that are truly integrated across a variety of coursework. This curriculum gives students first-hand experience in the collaborative and integrative nature of architecture, and engages them in the courses outside of studio, strengthening their understanding in multiple ways.

Integrated coursework is fundamental to who we are and essential to the future success of our students. The small size of our department allows us to work together on collaborative assignments. It allows each teaching faculty to see and understand the larger trajectory both within studio years and from year to year, and to work within that vision. To date a good portion of our integration can be seen in the classroom and in our community. Going forward, we will want to explore a deeper integration with the architectural profession, specifically in areas of professional practice, internship and employment. We strive to strengthen the atmosphere of integration, and remain open to various collaborations across curricula and practice.

E. Building Technology — *There do not appear to be enough courses planned for a robust technical foundation for comprehensive design.*

We have grown exponentially in the last two years in response to this concern. We currently have six courses that focus on Building Technology. These build the foundation for comprehensive design, and are organized into three fundamental sequences: Materials + Assemblies, Structures, and Energy. Each of the courses in these sequences has been re-imagined and significantly changed since their original development in the four-year program. Since our March 2013 NAAB visit, the curriculum has been restructured, the texts and reference materials have changed, and a new faculty member now teaches each of these courses. These courses have all shifted from traditional "lecture + reading" courses, where students were not entirely engaged with the material because they were more focused and excited by the testing and modeling in their studio work, to courses that synthesize learned knowledge with experience, testing, and iteration. This shift has produced a level of learning and engagement we have not seen before. The success of this shift is especially evident in the work of the third-year studios, as students prepare to enter comprehensive studio in the fall of their fourth year.

Much of this growth was a result of an intensive period of reflection, research, and discussion by the studio and technology faculty members. Two conferences provided periods of stimulus, discussion, and reflection. The 2013 National Conference of the Beginning Design Student centered on a discussion of methods in which actions of making are intrinsic to the things made. This conference proposed that the education of beginning architects intrinsically ties the study of perception with the tools and techniques of making, and with the things designed as a result. It proposed that the process of creative inquiry is an inseparable part of the result.

The conceptual restructuring of the technology coursework that was stimulated by this conference was then supplemented when two of our technology faculty attended a three day Building Masters workshop taught by Dr. Joe Tsiburek, of Building Science Corporation attended in 2014. This workshop edified the latest research and thinking on building science and systems thinking, concepts of which have been incorporated into our coursework.

Three Sequences:
Building Materials and Assemblies + Structures Sequence + Energy and Systems

Because these course sequences have changed so fundamentally since our 2013 NAAB Initial Candidacy visit, we have written individually about each sequence in order to discuss the way they have been restructured, and how the collaboration and integration between these technical courses and design studio has allowed for a higher level of instruction and engagement. The three course sequences in our Building Technology curriculum are the Building Materials and Assemblies Sequence, the Structures Sequence, and the Energy and Systems Sequence.

Building Materials & Assemblies Sequence:
ARC 231 Materials and Methods + ARC 332 Construction Techniques

Materials and Methods, which is taken in the fall semester of third-year, is the first semester of a two-part materials and assemblies sequence. In the first semester, students are introduced to materials, their strengths, their limitations, and their inherent tectonic qualities. Investigations and lectures are focused on the nature of materials as a conceptual frame for the derivation and development of an architectural language. Lectures are synthesized with projects, labs, precedent studies, and field trips; our school's proximity to lumber mills, brick manufacturing plants, steel fabrication facilities, and ready-mix concrete plants has led to a remarkable synthesis between "learned knowledge" and the "real" world. We tap on the resources of this local manufacturing community so that our students benefit from the visual and tactile experiences of understanding where these materials come from, and how they are manufactured and distributed.

Through this first course in the sequence, students understand that there is both an inherent potential and limitation in every material. They discover that materiality has the power to inform their design intentions – that materials have a potential form, a potential means of translating force, a potential for connection and assembly. They learn that those possibilities must be developed from both an empirical as well as a theoretical point of view; learned experience, as well as research, informs the use of material in their final projects and lab work. Over the course of the semester, students build formwork and pour concrete, they stack brick walls, they build precedent models out of wood, and they study iconic steel buildings through detailed isometric drawings. This experiential knowledge is supported by academic work through textbooks and scholarly essays as well as the wealth of technical knowledge available to them through digital and library resources. The final project integrates both modes of learning with their studio design work. Through this work students see that translating an idea into a constructible reality requires them to hypothesize, to iterate, and to imagine through both drawing and model making.

The final materials projects are intentionally due a week after the final studio critiques. This allows students to use these projects as a way to advance their design ideas *past* the studio deadline, and allows them to reconsider their design work through the lens of tectonics and material language. Structuring the first semester of the Materials and Assemblies sequence in this way allows students to ***translate*** and ***integrate*** their learned and experienced knowledge into their design process and design thinking.

In Construction Techniques, the second semester of this sequence, students learn how materials are assembled into larger, manufactured and constructed systems. This occurs as they are lead through a series of exercises and projects that help them understand how best to test and communicate

ideas about assemblies. An understanding of the current conventions of construction provides a foundation for both working within existing paradigms, as well as developing new ideas about systems and assemblies. The course is structured so that the first ten weeks of the semester are focused on content; the reading is heavy, and the lectures are synthesized with lab exercises that allow them to apply their new understanding with drawing and model building exercises. The final five weeks of the semester is focused on integrating their knowledge of systems and assemblies with their own design work in studio. Through research, precedent study, and working one-on-one with studio, structures, and technology professors, students understand the iterative way that systems and details are developed for buildings.

As in Materials and Methods, this class overlaps with the third year studio in several important ways. Most significantly, there are two projects that are carefully integrated with their studio design work. The first project integrated with the ARC 306 studio project, a housing tower in South Boston, focuses their understanding on system design and wall detailing with a focus on energy and enclosure. Students are asked to develop the conceptual ideas for the structure and systems, as well as specific details for the exterior wall system, including intersections between floor, wall, and glazing. Issues of building energy - thermal bridging, air barriers, enclosures, and drainage planes are considered essential. In the second assignment, often a bus shelter or open air pavilion, students create a set of working drawings and construction details in synthesis with their design work. This assignment is intentionally simplified so that students can focus on the tectonic expression of structure and scale. These two assignments allow our students to understand, at a manageable scale, that it is in drawing and testing ideas that an understanding is built.

Structures Sequence:
ARC 221 Concepts of Structures + ARC 332 Concepts of Structures II

The Structures currently curriculum consists of two courses. In the past, the UMA structures curriculum had focused on abstract statics and calculations of forces, leaving a gap in the knowledge of the student body. Students did not know how to apply these calculations in context, and were missing a conceptual understanding of structural forces, as well as an experiential awareness of the effect of forces upon structures.

The curriculum now begins with an introductory Concepts of Structure course that incorporates a series of model building exercises in concert with contextual and field based learning of structural forces and systems. From shell structures to space frames to cantilevers, each structural project has to meet certain parameters and support given loads. There is an emphasis on testing, which is backed up by introductory analysis of loads and forces. Through lectures and field trips, the real life applications of structural forces are introduced and discussed. Structural qualities and uses of various materials are covered. Students see framing plans being used on buildings and have the chance to talk to the contractors working from the plans.

Concepts of Structures II builds on this conceptual understanding. It is a rigorous immersion in the calculations and analysis necessary to both understand the loads applied to buildings and how to design the structural systems to resist those loads. The students learn how to design the structural system for a residential project as well as thoroughly analyzing the forces inherent in trusses. In addition, the course is aligned with their third year studio work, so they have the opportunity to explore the structural implications of the systems that they are working on in their parallel third year studio. Careful integration of the timing of assignments and expectations in studio, structures, and construction techniques allow students to build understanding ***across*** the curriculum. An Adjunct Professor who is a practicing and well-regarded professional engineer teaches it.

In the future, further ongoing integration is planned both between the two structures courses as they are refined each year, and with Materials and Methods as well as Construction Techniques classes. The compact size of our department allows this collaboration between courses to happen easily and naturally and we are excited about the pedagogical possibilities and the broad and integrated platform that is being offered.

Energy and Systems Sequence:
ARC 251, Sustainable Design Concepts + ARC 350, Mechanical Systems

At the time of our 2013 NAAB visit, Mechanical Systems was taught in a fairly traditional manner, and covered mechanical and electrical systems within buildings. The concept of mechanical comfort and lighting did not extend beyond the boundaries of the building or consider day-lighting options, or the effect of mechanical systems choices upon energy usage and the environment. A course in sustainability was not offered.

In alignment with what seems a trend in architectural education, the Mechanical Systems syllabus was reconfigured to start from an understanding of climate, both regionally and at the level of the building. Thermal comfort and day-lighting are thus integrated into the heating, cooling and lighting strategies that the students may consider. In restructuring the curriculum, we realized that the Mechanical Systems course actually starts with the course in Sustainability, and we reconfigured both courses accordingly. Sustainable Design Concepts is now aligned to synchronize with the environmental integration offered by this holistic approach to mechanical system design.

Sustainable Design Concepts is now the introductory technical class in the curriculum, as it is taught in second year. This course aims to give students both an experiential understanding of the daily choices they make in their own living environments based on data and observation, as well as a wider exposure and understanding of how sustainability issues are addressed in the global and commercial field of architecture. Experiential and data based understanding is deepened by conducting simple energy and lighting audits of their environment, analyzing their places of residence and looking at how they are sited, oriented and situated in relationship to natural and built features. They move onto calculating home energy usage and breaking it down by appliance and usage. A simple conditioned structure is designed and the calculations are worked through and the application form filled out for a building to meet energy codes in Maine.

Lectures on the principals of sustainability and their applications are supplemented with precedent case studies, homework readings, site visits and class talks from visiting professionals, such as mechanical engineers and energy consultants. The wider issues of community building and transportation energy usage are also studied, thus extending sustainability beyond the architectural response to climate and energy usage and into planning and landscape ecology.

Part of each class is structured as conversational seminar. Students' homework assignments are often shared in pairs and in class as another level of learning happens in the comparisons of energy usage, wall envelope choices, window manufacturers or precedent studies. In learning from each other as a group, everyone present sees and hears the connections and understandings that others make.

In Mechanical Systems, students continue this investigation into energy and climate. Recognizing that the students are being prepared to practice in a global environment, they each work with a different climactic region throughout the semester as they develop heating, cooling and lighting

strategies for a simple commercial building, starting with orientation, massing, fenestration and overhangs and culminating in electrical lighting, mechanical and plumbing plans. Testing of the strategies through modeling is incorporated and further testing methodologies are planned for future classes as testing equipment can be acquired. Bringing in more field professionals and mechanical engineers to present in class is an ongoing and future goal.

Conclusion

In response to feedback and concerns from our initial NAAB visit, we have restructured, integrated, and invigorated our technology sequence. The curriculum has grown with the hiring of both adjunct and full-time faculty with experience and research in building systems and technology. Our teaching methodology, one that uses making and testing that is grounded in learned knowledge, supports our student growth and engagement. We engage students in the curriculum by integrating and connecting the learning in technology courses to their studio practice. We also recognize that, especially in the field of Building Technology, the curriculum can't be static. The two full time faculty teaching the current technology coursework have a close working relationship with each other, as well as with the adjunct technology faculty. We will continue to engage with each other, and with current research, current practice, and current teaching methodologies as our curriculum necessarily shifts and grows. Our professional work as architects and engineers is also supportive of this trajectory and methodology, and we are all excited by continuing to engage students in how building technology not only supports design ideas, but also has the potential to inform them.

F. Self–Assessment — *The program is currently handicapped by an extremely small number of faculty, and 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 small size of the architecture department at UMA, its gradual growth over several decades from an associate's degree into a Bachelor of Arts in Architecture, and now into a Bachelor of Architecture degree, has raised concerns that the program has evolved without structured exterior assessment by either practicing professionals or academics from other similar institutions. While a small department offers many advantages including integrated communication and teaching methodologies, as well as smaller class sizes, the tendency towards insularity is one that the program is cognizant of. In response, we look to incorporate outside advisors and influences in a structured manner as we move forward as a professional degree program.

To that end, the faculty has developed, over the course of regular faculty meetings, strategies to connect the department to the wider academic and professional world of architecture. These strategies contain short-term and long-term solutions. In the short-term, faculty make a concerted effort to attend reviews at other architecture departments; attend conferences allowing for exposure to alternate pedagogy and new research; and bring outside academics and practicing professionals into the classroom.

Short-Term Assessment Solutions. Over the past two years, the faculty attended multiple reviews at Northeastern University, and are planned to sit on Auburn University Thesis reviews in April. We see these efforts, typically without stipend, as a means to see what other students are making and how others are teaching. For conferences we have attended the 2014 National Conference of the Beginning Design Student, a three-day Building Science conference in Boston, and the 2014 IDP Coordinator Conference in Miami. These allow us to meet and talk with professionals and academics working through similar issues inside and outside the classroom.

We continue to bring practicing architects, engineers and educators from other universities to our reviews, to our classrooms as guest lecturers, and to act as jurors for our annual architecture student show. This helps maintain our department's strong links to the professional architecture community, both in and out of state, and exposes our students to experiences, thinking and insight beyond our full-time faculty. A list of visitors from the past two years can be found in I.2.1.

For the faculty, our adjunct professors act as an excellent means to bring a healthy outside perspective to ongoing discussions and curriculum development. We invite adjunct studio instructors to participate in our weekly architecture faculty meetings so that they may share their voice in the continued growth of the project. This gives us immediate feedback as to what is happening in the classroom and studio. Great care has been taken in hiring adjunct instructors for third-year studio, Structures II and History and Sustainability electives. We specifically hire with experience and professional licensure in mind. We are fortunate to have a skilled, experienced and respected team of adjunct instructors supporting the program this semester – a group that has grown since the start of the B.Arch. The administration has been supportive of our development of a pool of potential adjunct instructors and as the program grows in size, this will allow us to offer a wider variety of electives thus enriching the diversity of voices within the program.

At a university scale, the architecture department was at the forefront of moving the University to an online assessment model. The opportunity aligned with the recognition that our program needed a more comprehensive and targeted assessment to better understand how well we were achieving desired course outcomes. Our efforts have been of benefit to the entire university as we were the first program to migrate to this online assessment model. As a program, we took this opportunity to customize the assessments to each particular courses being taught. In addition to the general University course questions, this allowed us, for the first time, to inquire directly about course outcomes and our success or failure in achieving the same. These assessments allow us to test for alignment with NAAB and with our internal course charters on a semester-by-semester basis.

Internal Assessment. We see internal assessment as also important, and have set a goal of assessing each other in the classroom. To date, we have seen how a colleague's input can strengthen and focus teaching methods. Conversely, observing each other's teaching allows the reviewer the opportunity to learn what he or she might do in their own classroom. This process helps improve actual teaching in the classroom, as well as facilitates curriculum discussions given the intimate knowledge of one another's teaching. We have developed paperwork to record this assessment and initial results are very positive. (See Appendix I for this paperwork).

The above strategies deployed as we develop the Bachelor of Architecture program, are providing us with valuable information as we continually refine the program. We understand that we need to teach courses new the B.Arch program several times in order to work out the kinks. Our assessment strategies are aimed at a clearer understanding of our core values as a program. Because of this, we have consciously put off bringing in outside reviewers to critique the overall program in depth. We believe we need to move things closer to our goals before we listen to the critique of others. If funds allow, we plan to have an outside review sometime in AY 2016-17 before our Initial Accreditation visit.

Long Term Assessment Plans. We are developing a long-term plan for inviting external reviewers to visit the program every two to three years in order to critique our pedagogy and methodologies. This type of external assessment is something that the University is familiar with as a requirement

for our NEASC assessment. However, since the start of the B.Arch our external assessment, its timetable and funding, has been replaced by the NAAB team external assessment. Assuming accreditation success, we plan to once again be placed on this external assessment cycle, using this outside review as a means to continually moving our B.Arch forward between NAAB visits. We look forward to this feedback, which will know will strengthen us as a program.

G. Human Resources — *At present, the degree program does not have appropriate human resources to support student learning and achievement.*

Since the start of the B.Arch in the fall of 2013, we have made some significant advancement in our human resources especially as they relate to faculty. And while we have made some good progress, we continue to remain alert to ensure that our human resources are sufficient to meet the needs of our students as we continue to grow the program.

Faculty Resources

We completed a successful full-time faculty search in the spring of 2013, right before the start of the B.Arch degree. We are now three full-time faculty members in the department. Assistant Professor Rosie Curtis is on a fixed-length track, and will be entering her third and final year in AY 2015-16. At the completion of this fixed-length position, the administration remains committed to holding a tenure-track search for this third position to maintain our current size. This third faculty benefits both students in the classroom, and the department as it has brought a new and varied voice to our new B.Arch. Looking beyond this third faculty member, the administration remains supportive of our existing plan tying additional full-time hires to the planned growth of the student body. Using full-time faculty to student ratios from other B.Arch institutions as a guide, we have UMA administrative support to instigate new faculty searches when our student numbers demand it.

To best utilize our admittedly small faculty, we have reorganized our course loads to create an atmosphere of integration and collaboration. Previously, under the 4-year pre-professional degree, faculty taught either in the Design Studio or in non-studio 'support' courses such as structures, mechanical systems, and computer technology. This structure unintentionally created a divide between studio-focused work and non-studio work; integration was seldom if ever enacted; and students saw the 'support' courses as somehow less than their studio assignments. Under the Bachelor of Architecture, new teaching load guidelines dictate that all full-time faculty members teach both a Design Studio sequence and non-studio coursework. In this way, our full-time faculty remains intimately aware of and able to foster integration across coursework. This new structure required some rethinking by administration, and they have been very helpful in creatively allotting course loads to allow this new type of teaching distribution to work. Current teaching assignments are:

- Assistant Professor Amy Hinkley – ARC 101/102 First year design sequence and ARC232/332 Building Assembly sequence
- Assistant Professor Rosie Curtis – ARC 407/408 Fourth year design sequence and ARC 241/350 Energy Sequence
- Associate Professor Eric Stark – ARC 203/204 Second year design sequence and ARC 241 Architectural Analysis, plus release time for Program Coordinator responsibilities

The program coordinator's teaching load has been reduced by three credits in the spring semester thereby allowing additionally needed room for responsibilities related to the program.

Plan for Achieving Initial Accreditation

Our cadre of adjunct professors continues to grow in its strength and experience. In the spring of 2014, with the support of the UMA administration, an advertisement for adjunct professors was posted. This resulted in a number of viable candidates, some of which are now teaching in the program. With others, we are in discussion exploring how we might best bring their experience and knowledge to bare on our B.Arch. This is the first time we have ever had a "pool" of adjuncts allowing us to consider their influence as a body of teachers, and not simply filling the void of a needed course instructor.

Additionally, the B.Arch presented the opportunity to focus full-time faculty onto the first and second year of the design studio thereby ensuring that our fundamental learning outcomes were being met. This subsequently allowed the hire of licensed practicing architects as instructors in the third-year studios; an ideal time for our students to begin to more fully engage the profession. This move has allowed our students to engage with practicing professionals, and also advanced our curriculum both in terms of scale and variety of project location. The projects are larger, deal with alternative locations to Maine, and are more complex thereby better preparing our students for comprehensive studio taught in the fall of the fourth year.

On the technology side we have also made additional advances in our adjunct hiring. Starting in spring 2015, we have engaged a licensed practicing engineer in our advanced structures course. This again exposes our students to the professional world, but perhaps more importantly exposes them to someone with first-hand experience of architecture and engineering collaboration. In our computer technology courses, specifically in our response to the introduction of BIM, we have also engaged someone with the teaching experience to help integrate these skills with the design studio.

For our elective courses we continue to work on adding important topics and appropriate professionals to expose our students to ideas and thinking not currently covered in our core curricula. A recent focus has been the area of preservation. Nancy Barba, a well-known architect and preservationist whose firm is based in Portland, Maine, is teaching an elective in sustainable preservation in AY 2014-2015. Looking forward, we are in discussions about hands-on fieldwork in the area of historic preservation that may come online as soon as AY 2015-2016, as well as architectural history coursework focused on non-western cultures. In all of our adjunct hires we remain cognizant of their knowledge and of their professional standing, and what this brings to our professional degree program.

Finally, the reduced teaching load of program coordinator Eric Stark has allowed him the time to take on the Intern Development Program Coordinator responsibility. His position as the overseer of the program, which brings him in contact with all of the B.Arch students, makes him an ideal candidate for this position. With NCARB's recent renaming and refocusing of the IDP Coordinator position to the "Architect Licensing Adviser," Professor Stark is excited for this additional responsibility.

<u>Staff Resources</u>

At this time, the administration is considering how best to increase staff resources specifically related to the architecture program. Until a dedicated staff solution is reached, we have made some good interim progress. Of primary aid to the program are the efforts of Leo Labranche, Enrollment Specialist. Mr. Labranche's office is the "front desk" at the Architecture program's downtown facility, and as such he acts as the first "face" of the program. He helps organize and track our admissions process; coordinates the use and set up of the Richmond Gallery; coordinates other events in Handley Hall; works with the AIA Maine chapter to schedule and facilitate their board meetings; acts as the point person for our inter-college mailings; works to organize and facilitate

our fall open house events; helps manage our teaching spaces; and generally assists where and when he can.

We have also gotten greater involvement from our students through work-study and other grant programs. This allows our students to be an integral part of the B.Arch program's growth. Work here includes general office support; the design and implementation of exhibits; help with our NAAB student-work documentation; organization of our on-site lending library; work on our planned fall 2015 UMA Architecture Program Folio which will high-light the program and work; and much more.

At the administration's request, we have prepared a document listing areas where dedicated staff support would be most beneficial. This document will be the basis for ongoing discussions regarding dedicated support for the B.Arch program. And while at present Mr. Labranche does not have dedicated time for architecture support, the Provost is currently negotiating with UMA's Enrollment Services department so that he will be dedicated at least part-time to the ARC program in the near future. We are prioritizing a list of administrative assistant responsibilities so we can work on short-term and long-term AA support for the B.Arch program. A decision on the percentage of his dedication is expected by September 2015.

H. Financial Resources — *Numerous financial outlays will be required over the next five years to make the B. Arch. program a success. The commitment from the university needs to be codified for the success of this program.*

With the hindsight that comes from completing our first 2 years of the program, we are engaged in the creation of a long-range plan with support from University Provost and Finance offices. This 10-year plan, along with 3- and 5-year benchmarks as recommended, is slated for completion in September 2015 and will be made available at our fall 2015 NAAB team visit. As part of this plan, financial expenditures will be specifically enumerated and their respective triggers made specific.

A current outline of our long-range plan can be found in Appendix E.

I. Fundamental Design Skills — *Abstract design tools that form the building blocks of basic design (form, scale, texture, light, etc.) do not seem to be introduced in a systematic way.*

As part of the transition from a four-year undergraduate degree to a five-year professional degree, we have reworked how we systematically introduce the abstract design tools that form the building blocks of basic design. Our studio curriculum, which initially grew from a two-year degree to a four-year degree, before it was further transformed into the five-year professional degree, had not been classroom tested, and subsequently iterated, as a faculty before the 2013 Initial Candidacy NAAB visit. Our move to the B.Arch degree, along with stated NAAB concerns, has required us to closely re-examine both the first and second year curricula; the opportunities afforded by this re-examination have strengthened both what we teach as well as how we teach it.

We believe that part of what makes good design is the definition of space with intention, the alignment of ideas with form, and the merging of the physical world with intangible concepts. This relationship between basic design skills and more ethereal goals is the focus of our studio re-alignment. We see the first two years of our students' studio experience as the foundation for their design work in upper-year studios. Our collective response was an opportunity to examine how we

teach fundamental design skills without losing the immaterial alchemy that makes us all so excited about the poetry of architecture.

What became clear from our reflection and analysis is that we needed to be more systematic in both the way that fundamental design tools were introduced, as well as the way that these fundamental design tools were then layered with other design tools in upper level studios. This led to a two-day faculty workshop where we re-examined the syllabus and curriculum of *every* design studio, discussed how those goals could be integrated with other courses, and deliberated over how and where certain themes, concepts, and tools would be best introduced. Our work was guided by input from faculty mentors at other institutions, by research into curriculum at our peer schools, and by our experiences at the National Conference of the Beginning Design Student. The result has been a significant shifting of the curriculum, and a more clear organization for the studio sequence, especially in the first two years of our student's design education.

Most significantly, this work led us to re-imagine how we teach the first and second years of studio. The first shift was moving Professor Stark, the coordinator of the program, to become lead instructor for second year, which, until 2013, had been taught by Adjunct Professors. For the foreseeable future, we are committed to having full-time faculty teach the introductory-level design studios to ensure our stated pedagogical goals are met and monitored. The second shift was introducing two new courses into the first year curriculum. As a result of our workshop, we realized that we needed more studio time (and course credits) to develop fundamental design skills, as well as dedicated coursework to develop digital communication skills. As a result, starting in fall of 2015, all incoming students will take a Design Sequence (ARC 101 + 102) in parallel with a Visual Communication Sequence (ARC 110 +120) Syllabi for these new courses can be found in the course notebooks provided. The transformation of both first and second year course work has had, and we believe will continue to have, a profound impact on our student's studio work.

First Year Sequence:

ARC 101 + 102
ARC 110 + 120
Starting in AY 2015-2016, our first-year students will be enrolled in two parallel course sequences. Students will learn fundamental design thinking skills in the ARC 101+102 sequence. Concurrently, they will be introduced to ways of making, ways of representing, ways of testing, and ways of communicating those design ideas in the ARC 110+120 sequence. In this way they are developing fundamental design skills parallel with learning to use drawing and model building processes – both analog and digital – as a way to develop, test, and communicate ideas.

ARC 101+ 102
ARC 101, whose "new" version will be taught for the first time in AY 2015-2016, was developed in response to ongoing faculty discussion about where and when fundamental design tools and ideas should be introduced. We realized that we were packing too much instruction into a 4-credit studio course in the spring semester of first year (ARC 102) and that our students would benefit from a longer and more in-depth engagement with the fundamental tools of making architecture. Therefore, we have taken our first design studio (ARC 102), deepened and broadened the curriculum, and spread the learning outcomes over two semesters in the first year. This allows us to introduce both more depth and rigor in the curriculum. We also recognize that this foundation for design thinking will be layered with the more nuanced and sophisticated design ideas and skills in subsequent years, and that these fundamental skills need to be reinforced and reiterated at each level of studio.

The fundamental design skills that are currently (AY 2014-2015) taught **wholly** in the spring ARC 102 studio are:

Making/Process/Iteration
Primary Elements (Volumes, Planes, Lines)
Space/Form Reciprocity
Ordering Principles
Rhythm/Repetition
Additive/Subtractive
Symmetry/Asymmetry
Limitations/Issues
Hierarchy/Proportion
Axis/Datum
Sequence/Movement/Circulation
Organization - Grid /Linear/Radial/Clustered
Scale (Human/Building/Site)
Light/Layers/Transparency
Program

Beginning in AY 2015-2016, these fundamental design skills will be organized across two semesters in order to layer knowledge and spend more time in each area:

ARC 101
Making/Process/Iteration
Primary Elements (Volumes, Planes, Lines)
Space/Form Reciprocity
Ordering Principles
Rhythm/Repetition
Additive/Subtractive
Symmetry/Asymmetry
Limitations/Issues

ARC 102
Axis/Datum
Sequence/Movement/Circulation
Organization - Grid /Linear/Radial/Clustered
Scale (Human/Building/Site)
Light
Layers/Transparency
Program

Teaching Methods
In ARC 101, students will be introduced to these fundamental concepts through a series of design exercises and readings. One of these design exercises (*Verbs as Design Actions*) was tested in fall of 2014, in the current ARC 101. ARC 101 will continue to build on the success of this project with a series of short (2-3 week) design exercises. It is most likely that a few assignments that are currently taught in ARC 102 will move to ARC 101, and that more assignments will be developed and strengthened in support of the broadened studio structure.

In ARC 102, students continue to solve simple design problems that increase their spatial acuity, develop scale relatedness, and enhance their understanding of how light affects architectural space. This course continues to use both drawing and model building as a fundamental way of conceptualizing, experimenting with, and understanding architectural space and form. With the introduction of digital tool in structure in ARC 120, students expand their visual communication vocabulary as part of the iterative design process.

ARC 110+120

Architectural ideas are developed, presented, explored and evaluated through many different tools. There are traditional analog tools – the sketching, drafted drawings, and paper models that are learned in ARC 110. There are also mediums which are constantly changing and intersecting – collage, photography, digital imagery, three dimensional computer models, and other modes of digital fabrication. Even the modes of making are constantly shifting – we often "make" models that are actually fabricated by a computer, or scan hand drawings so that they can be digitally manipulated and transformed.

Because we feel so strongly that the connection between drawing and making is an essential foundation for design, our students are first introduced to the fundamentals of drawing architectural subjects by hand in our ARC 110 course. Students complete assignments using traditional techniques, with an emphasis on pencil and ink drawing. They acquire an understanding of the basic geometry that regulates architectural compositions through a series of projects that include freehand drawing as well as rigorous measured drawing of objects and buildings in orthographic projection, axonometric, and perspective. Assignments are designed to enhance the student's ability to observe, analyze, understand and represent architectural forms and spaces, as well as ideas and intentions.

In the second semester of this sequence, students take ARC 120, a course in digital literacy as it relates to architectural design and representation. The speed of digital manipulation allows students to quickly grasp how conceptual design translates into human experience, and enables them to rapidly iterate, experiment, and test. Learning to use the computer as a ***projective*** design tool, rather than a time-consuming representational device, is essential to beginning designers as they develop studio and design habits that will inform both their studio and their professional Praxis.

The computer, and its associated technology, broadens the range of media available to the designer, and we think it is vital for students to incorporate digital praxis into their making early in their design process. By introducing digital tools early in the representation curriculum, the intent of this course is that students will develop a digital sensibility at the inception of their design process, and learn to think with both the computer and the hand simultaneously.

We believe that this fundamental restructuring of the first year curriculum gives students the time, space, and instruction necessary to develop and reinforce fundamental design skills, and to then use them as a foundation for the second year sequence.

Second Year Sequence:

ARC 203 + 204

The second year of architectural studio is transitional as a student moves from the purely conceptual to the start of designing the "building". This transition demands a closer scrutiny of specific topics as well as specific teaching methods. In the second year sequence, more limitations are placed on a student in a given design project brief; limitations meant to focus students into

grappling with specific architectural ideas, while still allowing for the amount of freedom necessary to the design process.

ARC 203

In the fall of the second year**,** the focus is on beginning uses of research and analysis to create a design intention. Specific areas of investigation include abstract architectural concepts, particular human needs, and beginning responses to specific site requirements. This R + A becomes the basis for students' design intentions, a structured statement which gives focus to proposed design solutions. A variety of topics related to design intention are discussed and investigated including Metaphor, Narrative and Investigation. A strong understanding of a conceptual and creative design process is at the core of the second year studio.

Within the introduction of this design process, certain fundamental design skills are interwoven. They include spatial exploration, building on topics introduced in the first year design sequence; topics of human circulation especially in terms of how a building may be ordered; and investigation of various scales at which architecture exists including human, building, street and city. In this way, students take the somewhat abstract ideas of the fundamental design skills they learn in first year (spatial definition, scale, repetition, hierarchy, ordering systems, transformation, order, proportion, contrast, balance, rhythm, and pattern) and use those ideas as a foundation for their design investigations.

Integrated with the ARC 203 design studio is the Architectural Analysis (ARC 241) curriculum. This course introduces students to the diagrammatic analysis of various building typologies through the act of hand drawing. Iconic as well as local buildings are investigated to expose students to both formal and in situ drawing analysis. Students work on various typologies, as well as begin to understand the use of precedent as it relates to their own design work. Studio design work is brought into the course so that students see firsthand the relationship between diagramming and the architectural process.

ARC 204

The spring semester of second year design studio focuses on the use of precedent, exploration of programming and its relationships, the poetics and practicality of using natural light, and further investigation of context.

The last is the overarching focus where students research and analyze a variety of contexts, and explore how architectural solutions respond. Sites are selected in and outside of Maine; urban and rural sites are explored; and students investigate design solutions for standalone building types as well as large-scale additions. Landscape architecture topics are introduced in collaboration with a professional landscape architecture firm so that students gain a greater understand of how a building relates to a variety of soil types, climates and built conditions.

Toward the end of the ARC 204 semester, the studio collaborates with the ARC 241 Sustainable Design Concepts course to integrate issues of sustainability. This integration includes research, analysis, and response to both warm and cold climates, and culminates in specific design responses to these varying conditions.

We are excited by the possibilities that this re-examination of first and second year has allowed us to pursue, and already see that the shifts, changes, and re-alignments have strengthened the studio work, certainly in the first and second years, but also in the upper level studios, as we see the foundation design work being returned to and revisited in third and fourth year studios. We

consider the increased communication and discussion between studio instructors as an immense positive, and we were, and continue to be, stimulated by our conversations and collaboration.

PART THREE (III): SECTION 2 – SUMMARY OF RESPONSES TO CHANGES IN NAAB CONDITIONS
This section is not applicable, as recent NAAB changes to conditions do not take affect until 2016.

Part Four (IV) – Supplemental Information

PART FOUR (IV): SECTION 1 – DESCRIPTIONS and POLICIES for EVALUATING STUDENT WORK
The process and breakdown of each course's methods of evaluation are required parts of all UMA syllabi. This ensures that students are aware of evaluation policies and procedures from the start of class. Various courses are evaluated differently. We have limited the following information to architecture specific courses.

Architecture student coursework is typically evaluated in one of the following ways: presentation and critique (P); discussion (D); written paper (W); examination (E)(various forms including essay, short answer, problem solving and multiple choice); and sketchbook or journal (S).

As can be seen, courses typically use a variety of methods to evaluate student work and successful attainment of stated course outcomes. These methods described below are meant to show typical uses. Each course's instructor will adjust those methods as he or she feels is appropriate to the class work and desired learning outcomes, clearly informing students of the methods in use.

Methods of Evaluation per Course

Course No. & Title – Professional Content	**Evaluation Method**
ARC 101 Intro to Architectural Design	P, W, S
ARC 102 Architectural Design I	P, W, S
ARC 110 Introduction to Architectural Representation	P, D, S
ARC 120 Introduction to Digital Tools in Architecture	P, D, S
ARC 123 Philosophy of Architecture and Design Theory	E, S, D
ARC 203 Architectural Design II	P, W, S
ARC 204 Architectural Design III	P, W, S
ARC 221 Concepts of Structure	E
ARC 231 Architectural Materials and Methods	P, E
ARC 241 Architectural Research & Analysis	P, W, E, S
ARC 251 Sustainable Design Tools	P, E, D
ARC 261 Computer Aided Design and Drafting	P
ARC 262 Building Information Modeling	P, D, E
ARC 305 Architectural Design IV	P, W, S
ARC 306 Architectural Design V	P, W, S
ARC 322 Concepts of Structure II	E

ARC 332 Construction Techniques	P, W, E
ARC 350 Mechanical Systems in Architecture	E
ARC 361 Portfolio Development	P
ARC 406 Architectural Apprenticeship	W, D
ARC 407 Architectural Design VI	P, W, S
ARC 408 Architectural Design VII	P, W, S
ARC 421 Professional Practice	W, E, D
ARC 431 Architectural Seminar	W, E, D
ARC 441 Architectural Travel Experience	W, S
ARC 489 Architecture Electives	P, W, E, S, D
ARC 509 Architectural Design VIII - Pre Thesis	P, W, D
ARC 510 Architectural Design IX - Architectural Design Senior Thesis	P, W

PART FOUR (IV): SECTION 2 – COURSE DESCRIPTIONS

Following are Course Descriptions for Architecture courses for the UMA B.Arch degree. These include courses taught under the B.Arch, and those still to be taught. All coursework here has been developed through departmental discussion, approved by the College of Arts & Sciences, and subsequently approved by the Dean and Provost.

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Number and Title of Course (total credits awarded)
ARC 101 + 110, Introduction to Architectural Design (4 + 3 credits)
This course is currently taught as ARC 101. In AY 2015-2016, it will become two courses, introducing more fundamental design work into the first semester.

Course Description (limit 25 words)
This course introduces the fundamentals of architectural drawing and model making. Assignments enhance student's ability to observe, analyze, understand and represent architectural forms and spaces, and teach fundamental design skills.

Course Goals and Objectives (list)
- Understand how to think and draw analytically
- Understand how to communicate with architectural line and tone
- Understand the tools and processes of architectural drawing and model making
- Understand how to observe and measure architectural forms and spaces
- Understand how to communicate with freehand architectural sketches
- Understand how to think and test ideas through model making
- Learn to effectively use basic architectural and environmental principles in design.

Student Performance Criterion/a addressed (list number and title)

A6. Fundamental Design Skills	A8.Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area)
10% Graphic Composition
10% Freehand Architectural Sketching
10% Architectural Survey Work
10% Basic Orthographic Drawing
10% Axonometric Projections
10% Shadow Constructions
10% Construction of one and two-point perspectives
10% Diagrams
20% Fundamental Design Skills

Prerequisites
ENG 005, REA 008, MAT 009, Co-requisite: ART 115

Textbooks/Learning Resources
Architectural Graphics, Ching
Design Drawing, Ching
The Language of Space and Form, James Exckelt
The Language of Architecture, Simitch + Warke

Offered (semester and year)
Fall Semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Amy Hinkley (ARC 101)

Number and Title of Course (total credits awarded)
ARC 102, Architectural Design I (4 credits)

Course Description (limit 25 words)
In ARC 102 students are asked to understand project limitations and issues, create design solutions in response, and visually represent those solutions.

Course Goals and Objectives (list)

- Understand the concept of limitations and issues
- Understand the idea of reciprocity between space and form
- Use the tools and processes of architectural drawing and model making to represent architectural ideas
- Understand how to transform a conceptual idea into an architectural space
- Solve increasing complex design problems and use visual and oral arguments to propose their ideas.

Student Performance Criterion/a addressed (list number and title)

A6. Fundamental Design Skills	A8.Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area)
25% Limitations and Issues
25% Reciprocity in Space and Form
25% Conceptual Design Response
25% Transformation of a Conceptual Response into Architectural Space

Prerequisites
ARC 101, Introduction to Architectural Design

Textbooks/Learning Resources
Form, Space, and Order, Ching
The Language of Architecture, Simitch and Warke

Offered (semester and year)
Spring Semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Amy Hinkley

Number and Title of Course (total credits awarded)
ARC 120, Introduction to Digital Tools in Architecture (3 credits)

Course Description (limit 25 words)
This is a course in digital literacy focusing on developing fundamental facility with raster and vector imaging software relating to architectural design and representation.

Course Goals and Objectives (list)
The student will be able to do the following:

- Have a fundamental understanding of the use of computer and other electronic media in the practice of making art.
- Understand the difference between digital and analog image capture methods.
- Solve visual and creative problems through the use of digital imaging software while generating pertinent visual content.
- Have a fundamental understanding of contemporary digital standards of input, output, file formats, file compression, raster and vector based imagery.
- Develop a practical and effective digital workflow practice.
- Understand contemporary trends and historical precedents for digital based media.

Student Performance Criterion/a addressed (list number and title)

A3. Visual
Communication Skills

Topical Outline (include percentage of time in course spent in each subject area)
25% Raster based imaging
25% Vector based imaging
10% 3D vector imaging
30% Integration of imaging tools and techniques
10% Output (inkjet, laser cutter, and 3D printer)

Prerequisites
ARC 101, Introduction to Architectural Design
ARC 110, Introduction to Architectural Representation

Textbooks/Learning Resources
Adobe Illustrator CS6 Classroom in a Book, ISBN-13: 978-0321822482
Adobe Photoshop CS6 Classroom in a Book, ISBN-13: 978-0321827333
Selected articles including Wired magazine; a good source for looking at technology and culture in real time.

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Luc Demers

Number and Title of Course (total credits awarded)
ARC 123, The Principles and Philosophy of Architecture (3 credits)

Course Description (limit 25 words)
This course introduces students to space, scale, light, intention, creativity, the architectural aesthetic, and the connection between designed space and human response and behavior.

Course Goals and Objectives (list)

- Awareness and facility with a design as a behavioral setting, with social, psychological, aesthetic, intentional and sustainable content
- Awareness, facility and professional designer's vocabulary in perceiving and designing space for habitation
- Awareness and facility in developing environmental relatedness with human scale in design
- Awareness and facility in designing light in space and its impact on experience
- Developing a creative approach to architectural problem solving, and general problem solving
- Develop an understanding and how to manifest the desired human experience in architectural design through intention derived from research

Student Performance Criterion/a addressed (list number and title)

C2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area)
(20%) Space and Reciprocity
(20%)Scale
(20%) Light
(15%) Intention and design process
(15%) Creativity in architectural design approach
(10%) Sustainability

Prerequisites
None

Textbooks/Learning Resources
Manipulating Spaces, Roger Richmond (unpublished)
The Space Effect, Roger Richmond (current text, rewrite and update of *Manipulating Spaces* unpublished)

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Professor Roger Richmond

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 203, Architectural Design II (3 credits)

Course Description (limit 25 words)
Focused on research and analysis into a given project asking students to develop a conceptual understanding of how humans act and interact.

Course Goals and Objectives (list)
- Students will learn about and work on projects related to Space including ideas of: Reveal, Release, Compression, Horizontality and Verticality
- Students will learn about and work on projects related to Natural Light including ideas of: Translucency, Transparency, Opacity, Layering, Fenestration, Aperture and Reflection
- Students will learn about and work on projects related to Intention including ideas of: Catalyst, Gesture, Grammar, Symbol, Metaphor, Investigation, Parti, System, Matrix and Narrative
- Students will learn about and work on projects related to Circulation including ideas of: Event, Axis, Terminus, Threshold, Pre-visit, Re-visit and Flow

Student Performance Criterion/a addressed (list number and title)

A6. Fundamental Design Skills

Topical Outline (include percentage of time in course spent in each subject area)
50% Spatial Awareness, Manipulating Space and Space Behavior
25% Scale Studies
25% Light Studies

Prerequisites
ARC 102, Architectural Design I
ARC 123, Philosophy of Architecture

Textbooks/Learning Resources
Manipulating Spaces, Roger R. Richmond (unpublished)
Form, Space, and Order, Francis Ching

Offered (semester and year)
Fall semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Associate Professor Eric Stark

Number and Title of Course (total credits awarded)
ARC 204, Architectural Design III

Course Description (limit 25 words)
The course focuses on design with intent using research and analysis as a basis from which to design. Topics of natural light, programming and site are emphasized.

Course Goals and Objectives (list)
- Students will learn about and work on projects related to Site including ideas of: Context, being Contextual, Contours, Datum, Adjacencies, Proximity, the Monumental, Civil Engineering concepts, and Landscape Architecture concepts specially as they relate to a building's relationship to the ground.
- Students will learn about and work on projects related to Program including ideas of: Inhabitation, Relationship and Organization (vertical and horizontal).
- Students will learn about and work on projects related to Form including ideas of: Massing, Manipulation, Uniformity, Response, use of the Parametric, and Articulation.
- Students will learn about and work on projects related to Natural Light including ideas of: Translucency, Transparency, Opacity, Layering, Fenestration, Aperture and Reflection

Student Performance Criterion/a addressed (list number and title)

A2. Design Thinking Skills	A7. Use of Precedents	A9. Historical Traditions and Global Culture
B2. Accessibility	B4. Site Design	

Topical Outline (include percentage of time in course spent in each subject area)
20% Research and Analysis
20% Site Design
20% Working at multiple scales
10% Project Design
10% Representation
5% Accessibility
5% Sustainability

Prerequisites
ARC 203, Architectural Design II
ARC 261, Computer Aided Drafting and Design (CADD)

Textbooks/Learning Resources
Readings as required

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Associate Professor Eric Stark

Number and Title of Course (total credits awarded)
ARC 210E, An Architectural History of Maine (3 credits)

Course Description (limit 25 words)
A study of the rich and diverse history of the built environment in Maine, from the earliest evidence of settlement patterns to current building and planning practices.

Course Goals and Objectives (list)
- Students will learn about and work on projects related to the history of the built environment in Maine and changes throughout its history.
- Students will write a series of essays and reports that allow them to develop historical research and essay writing skills.
- Students will work on projects that require them to observe their surroundings in detail, search out original sources for research and refine their deductive analysis.
- Students will be learn about the general time period, style and construction methods of the buildings they use and experience in Maine

Student Performance Criterion/ addressed (list number and title)

Topical Outline (include percentage of time in course spent in each subject area)
10% Term paper
18% earliest settlements
18% pre Civil War, early Victorian
18% Shingle style, electricity and gas
18% industrialization, 20th C, automobiles
18% Codes, environmentalism, 21st C practices

Prerequisites
N/A

Textbooks/Learning Resources
A Building History of Northern New England – James L. Garvin
American Houses. A Field Guide to the Architecture of the Home - Gerald Foster
Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England – Thomas C. Hubka
Other Handouts & articles as required/found

Offered (semester and year)
Spring 2014

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 221, Concepts of Structures I (3 credits)

Course Description (limit 25 words)
The course offers an introduction to the study, analysis, and mathematical solutions to architectural structures and the forces acting upon

Course Goals and Objectives (list)
- Students will learn about and work on projects related to Structural Principals including ideas of: bending and shear stresses, load paths, and the structural differences between wood, steel and concrete construction
- Students will learn about and work on projects related to Forces including ideas of: resultants, components, moments and equilibrium
- Students will learn about ideas related to Testing including ideas of: loading, maximum permissible stress, elasticity, breaking points and bracing.
- Students will learn about and work on projects related to Analysis including ideas of: statics, centroids of beams, and concurrent and parallel loads.

Student Performance Criterion/ addressed (list number and title)

B9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area)
15% Non-Concurrent Forces
10% Structural Framing
15% Trussed Structures
10% Introduction to Frames, Cables, and Arches
10% Center of Gravity
15% Introduction to Elastic Theory
10% Shear and Bending Moment
15% Precedent Structures, Concurrent and Coplanar Forces

Prerequisites
MAT 112, College Algebra
PHY 115, General Physics I and Lab

Textbooks/Learning Resources
Structural Engineering for Architects: A Handbook by Pete Silver, Will McLean and Peter Evans
The Structural Basis of Architecture, Second Edition by Sandaker, Eggen and Cruvellier
Structural Principles by I. Engel
Building structures illustrated by Francis Ching, Barry Onouye and Douglas Zuberbuhler

Offered (semester and year)
Fall Semesters, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 231 – Architectural Materials and Methods (3 credits)

Course Description (limit 25 words)
Students are introduced to building materials, their strengths, their limitations, and their tectonic qualities.

Course Goals and Objectives (list)
- Students will learn about and work on projects related to the history and development of the properties of materials
- Students will understand material strengths and weaknesses
- Students will demonstrate a knowledge of various conceptual methods of assembly related to construction
- Students will be able to apply, analyze and demonstrate knowledge of the inherent tectonic properties of materials, their strengths and limitations, and their use in architectural design
- Students will be able to demonstrate a knowledge of both tactility and texture and demonstrate an understanding of the relationship between materials and human scale

Student Performance Criterion/a addressed (list number and title)

B12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area)
25% Concrete
25% Unit Masonry
25% Wood
25% Steel, Glass + Plastics

Prerequisites
ARC 204, Architectural Design III

Textbooks/Learning Resources
Materials for Design 2, Victoria Ballard Bell
Building Construction: Principles, Materials, and Systems, Second Edition, Mehta.

Offered (semester and year)
Fall semester annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Amy Hinkley

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 241 – Architectural Research & Analysis (3 credits)

Course Description (limit 25 words)
This course focuses on methods of research (information gathering) and analysis (information interpretation) as they relate to the study, process, and practice of architecture.

Course Goals and Objectives (list)
- To give students tools for investigative research
- To give students tools to present analysis
- To give students tools to create understanding in clients/critics as it relates to their design intention

Student Performance Criterion/a addressed (list number and title)

A3. Visual Communication Skills	A8.Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area)
10% Research
25% Analysis
25% Representation
15% Diagram
15% Library and Information Resources

Prerequisites
ARC 102, Architectural Design I
ARC 120, Intro to Digital Tools for Architecture

Textbooks/Learning Resources
Drawn to Design, Eric Jenkins

Offered (semester and year)
Fall semester annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Associate Professor Eric Stark

Number and Title of Course (total credits awarded)
ARC 251, Sustainable Design Concepts (3 credits)

Course Description (limit 25 words)
The primary objective of this course is the exploration and focused study of the use and application of sustainable design concepts in architecture

Course Goals and Objectives (list)
Students will learn about and work on:

- Projects related to Sustainability including ideas of: Passive Solar, Biomimicry, Green Design, Alternative Climates
- Projects related to Value including ideas of: Life Cycle Planning and Cost.
- Projects related to Health including ideas of: indoor air quality, air exchange and off gassing, mold and dampness, daylight and darkness.
- Projects related to Energy including ideas of: efficiency, thermal bridging, U and R values, heating and cooling options.
- Projects related to Performance including ideas of: Metrics, Res-check and Com-check programs and heat load calculations.

Student Performance Criterion/addressed (list number and title)

A7. Use of Precedents	B3. Sustainability
A11. Applied Research	B8. Environmental Systems

Topical Outline (include percentage of time in course spent in each subject area)

5% Introduction to Sustainable Design	10% Materials & Resources
5% Sustainable Process Guidance	10% Indoor Environmental Quality
10% Sustainable Sites	10% Innovation in Design
10%Water Efficiency	10%Considerations by Building Type
10% Energy & Atmosphere	10% Case Studies
10% Term Project & Site Visits	

Prerequisites
PHY 115 General Physics & Lab, Junior Standing

Textbooks/Learning Resources
The HOK Guidebook to Sustainable Design, Mendler, Odell, Lazarus
Energy Free Homes for a Small Planet, Ann V. Edminster
Handouts and online Building green database

Offered (semester and year)
Spring Semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 261, Computer Aided Design and Drafting (3 credits)

Course Description (limit 25 words)
The course teaches students to navigate the AutoCAD user interfaces and use the fundamental features of AutoCAD to produce Architectural and Architecturally related drawings.

Prerequisite
ARC 102**,** Architectural Design I

Course Goals and Objectives (list)
- Introduction to CADD – industry Formats and procedures
- Introduction to Trimble Sketch-Up, its command structure and use
- To create and present projects created in the virtual world - expressing sketches, drawings, iterations, concepts and ultimately conceptual models similar to projects developed in ARC 203

Student Performance Criterion/a addressed (list number and title)

A4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area)
20% Document title sheet
20% Site Design
20% Building Design
13% Wall Sections
13% Site design - Introduction to Trimble Sketch Up
13% Building design – introduction to Trimble Sketch Up

Prerequisites
Prerequisite: ARC 102

Textbooks/Learning Resources
AutoCAD 2015 and AutoCAD LT 2015: No Experience Required: Autodesk Official Press - Gladfelter
Required Software:
AutoCAD 2014 or 2015
Trimble Sketch-up Pro

Offered (semester and year)
Fall, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Harold Applin (current)
Associate Professor Eric Stark

Number and Title of Course (total credits awarded)
ARC 262, Building Information Modeling (3 credits)

Course Description (limit 25 words)
Students build knowledge of basic and advanced BIM technologies used to develop building information in the building lifecycle from design to facility management.

Course Goals and Objectives (list)
- To understand the characteristics of and uses for a Building Information Model, and how the BIM process differs from traditional documentation processes.
- To develop an intermediate skill level in ArchiCAD authoring tool, sufficient to successfully model and document a student project.
- To create a portfolio entry or work sample to demonstrate BIM knowledge.
- Students are required to complete an in-depth final project in which they explore advanced BIM topics like building energy modeling, life cycle analysis, energy code compliance, and parametric modeling.

Student Performance Criterion/a addressed (list number and title)

A4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area)
20% Introduction to BIM
- Basic Theory
- Introduction to ArchiCAD

35% Advanced BIM
- Data Query
- Data cross-implemented
- Project introduction

30% Rendering
- Sun Studies
- Fly-through

15% Final Project

Prerequisites
Prerequisite: ARC 261

Textbooks/Learning Resources
BIM Content Development - Standards Strategies and Best Practice
Robert S Weygast ISBN-13: 978-0470583579 John Wiley & Sons, Inc.

Offered (semester and year)
Fall, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Harry Applin

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 305, Architectural Design IV (4 credits)

Course Description (limit 25 words)
In Arc 305 students are introduced to a larger more complex design problem, involving both urban design and large-scale building typologies.

Course Goals and Objectives (list)
At the end of the course the student should understand and be able to put into practice:

- The use of precedents in the exploration of both urban and architectural design.
- How precedent may be transformed, collaged and assembled to form original creative thoughts.
- The interrelationship between building and urban design.
- How to create and compose meaningful, useful and appropriate urban spaces that celebrate the character and traditions of their local region.
- How to explore, assemble and collage distinct building types of multiple scales and dimensions to create urban space.
- The idea and role of building typologies in the creation of urban form.
- How vernacular imagery and materials may be integrated into contemporary design solutions.
- How to design large-scale industrial type buildings with specific structural and mechanical requirements.
- The role of structural and mechanical systems in the creation of architectural form.
- How ideas of promenade and accessibility influence architectural and urban solutions.

Student Performance Criterion/addressed (list number and title)

A2. Design Thinking Skills	A3. Visual Communication Skills	A9. Historical Traditions & Global Culture
B1. Pre-Design	B4. Site Design	

Topical Outline (include percentage of time in course spent in each subject area)
20% Site research and analysis
10% Diagramming
20% Visual Communication and presentation
50% Schematic Design

Prerequisites: ARC 231, ARC 204. Concurrent with ARC 332

Textbooks/Learning Resources
The Design of Cities, Edmund Bacon
Place/Time, Koetter Kim and Associates
Readings:
"Figure-Ground Diagram" Wikipedia; "Giambattista Nolli" Wikipedia; "The Nolli Map and Urban Theory" by Jim Tice; "The Architecture of the City" by Aldo Rossi, reviewed by Xiaoxue Bu; "The Mathematics of the Ideal Villa and Other Essays", by Colin Rowe reviewed by Darrenylo; "The Reconstruction of the City" and "Urban Components" by Leon Krier.

Offered (semester and year)
Fall semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Tobias M Gabranski

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 306, Architectural Design V (4 credits)

Course Description (limit 25 words)
A continuation of ARC 305 with emphasis on multi-story, mixed use building design, specifically located in dense urban context.

Course Goals and Objectives (list)
- Understanding of solar orientation will be explored
- Gain a more independent responsible approach to design work
- Better understand site analysis and its potential impact on design
- Understand program analysis and its potential impact on design
- Understand the necessity of pre-design work as a foundation for further design exploration
- Understand the use of concept creating a design intention, and the representation of concept in model and drawing
- Understand and utilize the diagram as a means of design exploration, and the testing of design ideas
- Understand the relationship of structure to design
- Understand the importance of community, and its insertion into the urban fabric
- Understand that program is a flexible design tool, and may be added to, subtracted from, or invented for appropriate design intentions
- Better understand the human experience, and its use in the creating of design space and environment
- A clearer understanding of design phases, and how one uses them to 'build' a project

Student Performance Criterion/a addressed (list number and title)

A7. Use of Precedents	B1. Pre-Design
B2. Accessibility	B5. Life Safety

Topical Outline (include percentage of time in course spent in each subject area)
50% Schematic Design
20% Site research and analysis
20% Visual communication and presentation
10% Use of diagram

Prerequisites
ARC 305, Architectural Design IV
ARC 332, Structures II

Textbooks/Learning Resources
Designing Tall Buildings- Structure as Architecture, Sarkisian, 2011

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Chris Delano

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 322, Concepts of Structures II (3 credits)

Course Description (limit 25 words)
This course expands upon the analysis of architectural structures through exploration of design of structural components including: wood, composite materials, reinforced concrete and steel members.

Course Goals and Objectives (list)
- Understand shearing unit stress analysis and connectors
- Understand criteria and demonstrate design of wood beams
- Understand concept of combined materials
- Understand concept of working stress and Internal Couple method of analysis
- Understand composite sections and steel beam design
- Understand and demonstrate ultimate strength design method for reinforced concrete
- Understand concept of deflection of symmetrically and asymmetrically loaded structural members
- Understand concept of structural continuity and methods of analysis including deflection solution and slope solution methods
- Understand concept of columns versus beams
- Understand effect of end conditions on bending

Student Performance Criterion/a addressed (list number and title)

B9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area)

10% Review of Structures I
10% Frames, cables and arches
15% Shearing Unit Stress and Bending Stress
10% Design of Wood Beams
5% Combined Materials
10% Reinforced Concrete Working Stress & Ultimate Strength Design
5% Deflection of Structural Members
5% Structural Continuity
10% Design of Columns
5% Combined Stress and Prestressing
10% Composite Sections and Steel Beams
5% Lateral Resisting Systems

Prerequisites
MAT 112, College Algebra
PHY 115, General Physics I and Lab
ARC 221, Concepts of Structures I

Textbooks/Learning Resources
Structures, Sixth Edition; Schodek & Bechthold
Manual of Steel Construction – Allowable Stress Design: AISC 9th Edition
ASD Manual of Steel Construction; AISC 13th Edition
Excerpts from *International Building Code* (2009 IBC)
National Design Specifications for Wood Construction (NDS)
Building Code Requirements for Reinforced Concrete (ACI 318-83)

Offered (semester and year)
Fall Semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor, Joseph Leasure

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 332, Construction Techniques (3 credits)

Course Description (limit 25 words)
Introduction to working drawings as a means of communicating architectural intent through construction methods

Course Goals and Objectives (list)
- The student shall develop a basic understanding of site design
- The student shall understand the relationships between components and materials within a building
- The student shall develop a basic understanding of some common construction methods – steel structure, concrete masonry, wood frame

Student Performance Criterion/a addressed (list number and title)

A5. Investigative Skills	B5. Life Safety
B10. Building Envelope Systems	B12. Building Materials & Assemblies

Topical Outline (include percentage of time in course spent in each subject area)
20% Site planning – approximately 9 hours in class.
25% Commercial construction – approximately 12 hours in class
55% Residential construction – approximately 25 hours in class

Prerequisites
ARC 231, Architectural Materials and Methods
Second year design studio

Textbooks/Learning Resources
Building Construction: Principles, Materials, and Systems, Mehta
The Details of Modern Architecture, Ford
Builder's Guide to Cold Climates, Lstiburek
Handouts from Various Sources

Offered (semester and year)
Annually spring semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Amy Hinkley

Number and Title of Course (total credits awarded)
ARC 350 Mechanical Systems in Architecture (3 credits)

Course Description (limit 25 words)
Introduction to basic mechanical systems for a modern building to function. Focus is given regarding design process and integration of mechanical and related spatial requirements.

Course Goals and Objectives (list)
- Understand integrated design process with sustainable sites and resources
- Design incorporating comfort and indoor air quality needs
- Be able to calculate solar geometry and design shading devices
- Understand the variety of heating and cooling systems available and appropriate installations based on type of building, sustainability goals, and climate
- Understand fundamentals of lighting design, acoustics, water and waste systems
- Understand principles of fire protection, signals, and building transportation systems

Student Performance Criterion/ addressed (list number and title)

B3. Sustainability	B8. Environmental Systems	B11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area)

10% Design Context
30% Thermal Control
10% Illumination
5% Acoustics
10% Water & Waste
5% Fire Protection
5% Signal Systems
5% Transportation
20% Term Project – Building Section & Site Visits

Prerequisites:
PHY 115 General Physics & Lab, Junior standing

Textbooks/Learning Resources:
Heating, Cooling and Lighting: Grondzik, Kwok, Stein, Reynolds;

Offered (semester and year)
Fall Semester, annually. Moving to spring semester in 2016

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 406, Architectural Apprenticeship (1 credits)

Course Description (limit 25 words)
Apprenticeship emphasis to provide student with firsthand experience concerning the workings of a professional office and exposure to professional practice in an architectural design career

Course Goals and Objectives (list)

- Enhance interpersonal and professional skills necessary for intern roles
- Carry out internship responsibilities in a productive, effective, and positive manner while insuring a positive internship experience
- Apply academic preparation and practical skills in actual work settings
- Aid in transition from student role to that of an independently functioning employee
- Facilitate students' increased understanding of themselves in the field of professional architecture and the skills necessary in self-promotion
- Presentation of apprenticeship experience through supervisor and intern evaluations, daily logs, journals, summary report, photographic documentation, sketches, models, drawings, handouts

Student Performance Criterion/a addressed (list number and title)

C4. Project Management	C5. Practice Management
C7. Legal Responsibilities	C8. Ethics & Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area)
80% Apprenticeship experience minimum of 50 hours
20% Documentation of Apprenticeship: Daily Log, Reflective Journal, Exit Response Paper, Student & Host Evaluation Forms, Visual Examples including drawings, models, photographs and site visits

Prerequisites
ARC 204, Architectural Design III

Textbooks/Learning Resources:
Portfolio Design, 3rd Ed., Linton; *Becoming an Architect: A Guide to Careers in Design*, Waldrep
Books and handouts on reserve

Offered (semester and year)
Fall and spring, annually (offered as a directed study)

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Associate Professor Eric Stark

Number and Title of Course (total credits awarded)
ARC 407 Architectural Design VI, Comprehensive Studio (4 credits)

Course Description (limit 25 words)
This design studio process develops the ability to produce a comprehensive architectural project that demonstrates the capacity to make design decisions across scales

Course Goals and Objectives (list)
- Students learn about and work on projects related to Integration
- Students work with and understand Structural Systems
- Students work with and understand Life Safety
- Students work with and understand Site Design
- Students work with and understand Mechanical Systems

Student Performance Criterion/ addressed (list number and title)

A4. Technical Documentation	A7. Use of precedents	A11. Applied Research	B2. Accessibility
B3. Sustainability	B4. Site Design	B5. Life Safety	B6. Comprehensive Design
B8. Environmental Systems	B9. Structural Systems	B 10. Building Envelope	B11. Building Service Systems
B12. Building Assembly	C1. Collaboration	C6. Leadership	C9. Community & Social Responsibilities

Topical Outline (include percentage of time in course spent in each subject area)
10% Precedent Studies
20% Systems Design
20% Aggregation and Future Use
20% Site
20% Program
10% Final Coordination

Prerequisites
ARC 306, Architectural Design V

Textbooks/Learning Resources
Handouts as needed

Offered (semester and year)
Fall semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 408, Architectural Design VII (4 credits)

Course Description (limit 25 words)
This course is a continuation of the design studio process focused on Community-Based engagement and design. Emphasis includes social responsibility and the role of architecture.

Course Goals and Objectives (list)
- Students will learn about and work on projects related to Community including ideas of: Service, Need, Power of Design for Good, Pro Bono vs. Paid, and Part/Whole relationships
- Students will learn about and work on projects related to Leadership including ideas of: Organization and Decision making
- Students will learn about and work on projects related to Communication including ideas of: Verbal vs. Visual, Dialogue, Discussion and Creating Understanding
- Students will learn about and work on projects related to Collaboration including ideas of: Team Work, Organization and Compromise
- Students will learn about and work on projects related to Complexity including ideas of: Complex vs. Complicated

Student Performance Criterion/ addressed (list number and title)

A1. Communication Skills	B7. Financial Considerations	C1. Collaboration	C2. Human Behavior
C3. Client role in Architecture	C6. Leadership	C9. Community and Social Responsibilities	

Topical Outline (include percentage of time in course spent in each subject area)

20% Precedent Studies	10% Materials & Resources
5% Site Research and Analysis	10% Architectural design
10% Meeting with community partners	25% Design build project
10% Site plan design	10% Coordination of final submission

Prerequisites
ARC 407, Architectural Design VI

Textbooks/Learning Resources
The Most Beautiful House in the World by Witold Rybczynski
Urgent Architecture by Bridgette Meinhold
Tiny Houses. Designs for 43 Tiny Houses by Lester Walker

Offered (semester and year)
Spring semester, annually

Faculty assigned
Assistant Professor Rosie Curtis

Number and Title of Course (total credits awarded)
ARC 421, Professional Practice, (3 credits)

Course Description (limit 25 words)
Students study various roles and responsibilities of an architectural practice. The course exposes students to the process and management of a project, and the various typical consultants.

Course Goals and Objectives (list)
- Students will learn about financial considerations of an architectural practice
- Students will learn about the client's role in an architectural process
- Students will learn about issues relating to project management
- Students will learn about issues relating to practice management
- Students will learn about legal responsibilities of an architectural practice
- Students will learn about ethics and professional judgment as related to architectural practice
- Students will learn about community and social responsibilities as related to architectural practice

Student Performance Criterion/ addressed (list number and title**)**

B7. Financial Considerations	C3. Client Role in Architecture	C4. Project Management
C5. Practice Management	C7. Legal Responsibilities	C8. Ethics & Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area)
20% Architectural practice, firms, structure
20% Consultants and collaboration
20% Firm and Project management
15% Path to licensure
5% Personal goals and path

Prerequisites
ARC 306, Architectural Design V

Textbooks/Learning Resources
Building Construction: Project Management, Construction Administration, Drawings, Specs, Detailing Tips, Schedules, Checklists, and Secrets Others Don't Tell You: Architectural Practice Simplified, by Gang Chen
The Business of Design by Keith Granet
Other Handouts & articles as required/found

Offered (semester and year)
Fall semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Rosie Curtis

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 431, Architectural Theory, (3 credits)

Course Description (limit 25 words)
This course is an overview of the history of architectural theory.

Course Goals and Objectives (list)
By the end of this course, students will be able to:

- Read, analyze, evaluate, and compare primary architectural texts
- Communicate architectural theories clearly and effectively both in writing and in class discussions
- Draft, refine, revise, and edit written and visual content until it meets professional standards and communicates intent clearly
- Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information
- Analyze arguments**,** in relation to their assumptions, contexts, and conclusions

Student Performance Criterion/a addressed (list number and title)

A1. Communication Skills
A9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area)
25% Topic Investigation
25% Research and analysis
10% Creating methodology and schedule
15% Class discussion
25% Research Paper

Prerequisites
ARC 407, Architectural Design VI
Co-requisite, ARC 408, Architectural Design VII

Textbooks/Learning Resources
Architectural Theory: An Anthology from Vitruvius to 1870, Harry Francis Mallgrave
Architectural Theory: Volume II: An Anthology from 1871 to 2005, Harry Francis Mallgrave, Christina Contandriopoulos
Theory and Design in the First Machine Age, Reyner Banham
Complexity and Contradiction in Architecture, Robert Venturi, et al
Constructing a New Agenda: Architectural Theory 1993-2009, A. Krista Sykes, K. Michael Hays

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Michael Belleau, scheduled fall 2015

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 441, Architectural Travel Experience, (3 credits)

Course Description (limit 25 words)
This course is an extended educational travel experience for students to visit meaningful works-of-architecture from inside and outside the United States. Coursework includes history and exposure/study of other cultures.

Course Goals and Objectives (list)
- To broaden the students' knowledge and understanding of architectural principles by first-hand experience of meaningful buildings (historic and modern) in other countries/cultures that form the basis of modern architectural expression
- To embrace architecture as a continuum of response to social forces
- To develop skills in free-hand drawing, and photography and spatial awareness
- To develop writing skills in descriptions of meaningful spaces and different cultures
- To discover the larger world and some of what it can offer
- To serve as "ambassadors" of our school and society to other societies

Student Performance Criterion/a addressed (list number and title)

A9. Hist. Traditions & Global Culture

A10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area)
25% History and Culture
25% Architectural precedents, landmarks
25% Design – photography, drawing, diagramming
25% Travel writing about experiences, journaling

Prerequisites
ENG 101, College Writing
ART 115, Drawing I
ARH105, History of Art & Architecture I
75 credit hours, or permission of instructor

Textbooks/Learning Resources
To be determined depending on country and program

Offered (semester and year)
Summer session, annually or as demand requires

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Assistant Professor Amy Hinkley
Associate Professor Eric Stark

Plan for Achieving Initial Accreditation

Number and Title of Course (total credits awarded)
ARC 489, Special Topics in Architecture: Sustainable Preservation (3 credits)

Course Description (limit 25 words)
Offers students knowledge of Sustainable Preservation in order to encourage their development as architects creating LEED platinum-quality, adaptively used, historic and existing buildings.

Course Goals and Objectives (list)
- Students will gain a working knowledge of Sustainable Preservation
- To encourage student development as architects who are passionate about creating LEED platinum-quality, adaptively used, historic and existing buildings.
- Students will be exposed to sustainable preservation tactics
- Students will understand regenerative and net zero design
- Student will understand planning issues for creating density and greening downtowns as a means for designing buildings and communities with reduced energy consumption, healthier living quality and achievement of land and building conservation ideals.

Student Performance Criterion/a addressed (list number and title)
NA

Topical Outline (include percentage of time in course spent in each subject area)
9% Introduction: Sustainable Preservation overview
6% Environmental Stewardship and Sustainable Development
6% Tools, Guidelines, and Process – Balancing the Goals
6% Living Building Challenge
6% Restoration Economy, Downtown Revitalization
6% Green Downtowns
6% District Energy
6% Water Conservation and Resiliency
6% Energy and Mechanical Systems
6% Indoor Environment – Light, Air, Health
6% Materials and Resources – Reduce, Repair, Reuse, Recycle
6% The Greenest Building – overview and synthesis of course
25% Case Studies

Prerequisites
ARC 204 and completion of 60 semester hours, or permission of instructor

Textbooks/Learning Resources
Carroon, Jean, 2010, *Sustainable Preservation, Greening Existing Buildings*, Wiley
Cunningham, Storm, 2002, *Restoration Economy*, Berrett-Koehler
Leinburger, Christopher B., *Turning Around Downtown: Twelve Steps to Revitalization*, The Brookings Institute,
Rypkema, Donovan, *Sustainable Economic Catalysts*, Revitalizing Maine Communities Conference, June 3, 2010,
English Heritage, 2010, *Flooding and Historic Buildings,* 2nd Edition.

Offered (semester and year)
Spring 2015

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Adjunct Professor Nancy Barba

Number and Title of Course (total credits awarded)
ARC 509, Architectural Design VIII, Pre-Thesis (4 credits)

Course Description (limit 25 words)
Selection, research and analysis – in a seminar format – of the student's Thesis project to be conducted in the following semester.

Course Goals and Objectives (list)
- Gain a more independent responsible approach to design work, including the management of schedule and research methodology
- Selection of site, and understand its ability to argue for a conceptual intention
- Create a design program, and understand its ability to argue for a conceptual intention

Student Performance Criterion/a addressed (list number and title)
A5. Investigative Skills B1. Pre-Design
A1. Communication Skills

Topical Outline (include percentage of time in course spent in each subject area)
10% Create scope, schedule, and methodology of research
45% Conduct research and analysis
45% Produce a research paper – a combination of written and visual argument

Prerequisites
ARC 408, Architectural Design VII
ARC technology courses (Structures, Mechanical Systems, Construction Techniques)

Textbooks/Learning Resources
Image of the City, Lynch
The Death and Life of Great American Cities, Jacobs
The Concise Townscape, Cullen
Various books/articles/resources on writing and citation

Offered (semester and year)
Fall semesters, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Not taught yet under the BArch degree

Number and Title of Course (total credits awarded)
ARC 510, Architectural Design IX, Thesis (6 credits)

Course Description (limit 25 words)
Students will engage in a semester-long thesis project in which the student will explore, design, and present in depth their design project chosen in previous semester.

Course Goals and Objectives (list)
- Evidence of a student's ability to conduct independent research
- Demonstration of essential design concepts including: Space, Scale, Light, Structure, HVAC, Materials, Construction, and Design with Intention
- Develop and understand the creation of an architectural problem, and the search and representation of its solution
- Successfully argue for the students' respective design intention as it is realized in the final design project
- Understand the necessity of a visual representation of an argument as the basis for architectural design work
- Understand how a design argument is made, and make it clearly, concisely, to the chosen intention

Student Performance Criterion/a addressed (list number and title)

A1. Communication Skills	A5. Investigative Skills	A11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area)
100% Students develop and design a comprehensive architectural solution in response to the issues/project developed in the previous semester

Prerequisites
ARC 509, Architectural Design VIII, Pre-Thesis

Textbooks/Learning Resources
Varies, depending on student research topic

Offered (semester and year)
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit)
Not taught yet under the B.Arch degree.

PART FOUR (IV): SECTION 3 – FACULTY RESUMES
Following are Faculty Resumes for all full-time and part-time teachers that have taught at our existing B.Arch degree program over the last two years.

Name:
Harold Applin

Courses Taught (Two academic years prior):
ARC 261, Computer Aided Drafting and Design
ARC 262, Building Information Modeling

Educational Credentials:
MS Engineering Technology University of Southern Mississippi, 1995
BS Industrial Technology Southeastern Louisiana University, 1993
Enrolled Green Building Masters San Francisco Institute of Architecture

Teaching Experience:
2015 University of Maine Augusta
2014 -2015 Southern Maine Community College
2010 – 2012 SUNY – Oswego
2004 – 2007 Tompkins Cortland Community College
2003-2004 & 2007 Ithaca College Computer Science/ Business
1995 -2003 University of Southern Mississippi Engineering Technology

Professional Experience:
20 years Automotive Technician Owner/Operator
6 months Peck Architect
6 months High Speed Checkweigher
3 months Cornell Physics
2 years Industrial Technology Technician
2 years Green Building Advisor/Home Inspector

Licenses/Registration:
InterNACHI Certified Thermography
InterNACHI Energy Auditor
Green Building Certificate – SDSU
Green Globes Professional – Green Building Initiative

Selected Publications and Recent Research:
Building Information Modeling
Green Building Design

Professional Memberships:
NA

Plan for Achieving Initial Accreditation

Name:
Nancy Barba, AIA, LEED AP

Courses Taught (Two academic years prior):
ARC 489, Topics: Sustainable Preservation

Educational Credentials:
University of Maryland, Bachelor of Architecture, 1980
LEED (Leadership in Energy and Environmental Design) Accredited Professional

Teaching Experience:
University of Maine at Augusta Architecture Department, Adjunct Professor,
ARC 489 Special Topics in Architecture: Sustainable Preservation, Spring 2015

Professional Experience:
Barba + Wheelock Architecture, Preservation + Design, 2004 to present
Barba Architecture & Preservation, 1995 to 2003
Reed & Barba Architects, 1986 to 1994
Moore, Weinrich & Woodward Architects, Brunswick, Maine, 1982-86
Hartmann & Cox Architects, Washington, DC, 1981-82
Perkins and Will Architects, Washington, DC, 1980-81

Licenses/Registration:
Maine license no. 1288
New Hampshire license no. 5393
NCARB Certificate No. 60,002 University of Maryland

Selected Publications and Recent Research:
"Emerging Architects," Maine Home + Design Magazine, April 2007
"Loft Living," Maine Home + Design Magazine, January-February 2007
"Maine Modern: A Renewed Statement," Maine Home + Design Magazine, Fall 2006
"Doing Less Harm: Building Maine, Responsibly," Living Maine Magazine, May 2006
"Fairview Cemetery: A New Paradigm for Cemetery Design," Maine Olmsted Alliance for Parks and Landscapes Journal, Summer 2005
"My Favorite Cemetery, Hope and Elmwood Cemeteries, Barre, Vermont" Maine Olmsted Alliance for Parks and Landscapes Journal, Summer 2005
"Pizza Hut Deconstruction," Maine Public Radio (MPBN), National Public Radio Affiliate, aired 2003, read by the author
"Siting and Designing Appropriate Garden Structures: The Role of Garden Structures in the Landscape," (with Stephen B. Mohr, ASLA), Maine Olmsted Alliance for Parks and Landscapes Journal, winter 1996

Professional Memberships:
Maine Maritime Museum, Board of Directors, 2011 – present
Association for Preservation Technology International, 2010 – present
Association for Preservation Technology, Northeast Chapter, Board of Directors, 2006 – 2010
Portland Historic Preservation Committee, Board Member, 1990 – 97
Maine Preservation, Board Member, 1986 – 92, Advisory Trustee, 1992 – present

Plan for Achieving Initial Accreditation

Name:
Michael Belleau, R.A., CPHC

Courses Taught (Two academic years prior):
ARC 441, Architectural Theory, scheduled fall 2015

Educational Credentials:
1992-3 Architectural Association, London- Extension Studies
1990 Boston Architectural Center- Bachelor of Architecture
2012 Passive House Academy- Certified Passive House Designer (International Passive House Institute)
Congress for New Urbanism New England chapter Town Planning Workshop 2009
CNU NE chapter Sustainable Urbanism Summit Portsmouth NH 2009
CNU NE chapter Form Based Code Council Lowell MA 2009

Teaching Experience:
2010 Adjunct Prof. of Architecture, First Year Studio University of Maine Augusta
1989-90 Instructor, First Year Design Studio Boston Architectural Center

Professional Experience:
September 2001 to present, Principal, Michael Belleau Architect, Portland ME
2000- 2001 Architect, Winton Scott Architects, Portland ME
1997- 2000 Architect, Harriman Associates, Auburn ME
1996- 1997 Architect, J. Gordon Architect, Bucksport ME
1994- 1997 Architect, Bill Sepe Architect, Camden ME
1994 Job Captain, Roc Caivano Architect, Bar Harbor ME
1991 Designer, Bob Armitage Architect, Portland ME
1989-1990 Draftsman, Eduardo Catalano Arch, Cambridge MA
1985-1988 Draftsman, Cole & Goyette Arch.s, Cambridge MA

Licenses/Registration:
Maine Licensed Architect (R.A.)
Certified Passive House Designer (CPHD)

Selected Publications and Recent Research:
Author of seven urban design articles for Maine Sunday Telegram and other writings accessible here: http://michaelbelleau.com/section/238705_Maine_Articles.html

1992 'Back To The Future'
1992 'Downtown, Mall Can Feed Eachother'
1997 'A Sense Of Place'
2001 'To Jumpstart Livelihoods, Create A True Marketplace'
2003 'Deering Oaks Headed For Dead End'
2008 'Walking Into The Future'
2010 'Portland Piers Are Streets'

Urban design presentations at two international Pecha Kucha nights from Portland ME:
2015 "Powers of Two: Urban Space for All Scales"(video not up yet)
2013"20 Years of Urban Design in Maine": https://www.youtube.com/watch?v=4FDol1wpsoc

ParkingDay installation "Piazza" designed and constructed by myself to show how urban space is constructed and as a pedagogical tool for elementary students (donated to an elementary school for use in their urban design unit): http://michaelbelleau.com/section/375757_Piazza.html
2013
2014

Professional Memberships:
Portland Society for Architecture
PassivhausMaine
PBPAC (Portland Bicycle and Pedestrian Coalition)
Board member of Architalx 2002-2008
Member Portland Green Building Incentive Task Force Portland ME 2011

Name: Rosemary Needham-Curtis

Courses Taught (Two academic years prior):
ARC 203, Architectural Design II
ARC 201E, An Architectural History of Maine
ARC 221, Concepts of Structures
ARC 251, Sustainable Design Concepts
ARC 350, Mechanical Systems in Architecture
ARC 407, Architectural Design VI, Comprehensive Studio
ARC 408, Architectural Design VII Community Studio
ARC 421, Professional Practice

Educational Credentials:
MArch. Lawrence Technological University, Michigan, 2012
BA Architecture. University of Maine at Augusta, 2009
BS Architecture, Building and Environmental Studies. UCL, London, UK, 1993

Teaching Experience:
Assistant Professor of Architecture, University of Maine at Augusta – 2012 – present
Adjunct Professor, University of Maine at Augusta – 2010-12
Teaching Assistant, University of Maine at Augusta – 2009
Communication Skills Instructor, La Leche League of Maine and New Hampshire – 2003-2006

Professional Experience:
Director, Kussinoc Management Services, 2014 - current
Independent Design Consultant 2010-current
Designer/drafter, Winkelman Architecture, 2013
Designer/project manager, Higgins and Merriam Architects, 2011-12
Architectural Coordinator, Phi home Designs, 2010-11
Designer/drafter, Landworks Design, 2008-10
Designer/project manager, Beckstrom Architecture and Planning, 2005-08

Licenses/Registration:

Selected Publications and Recent Research:
Monthly column, 'Design Notes' for online publication, Pen Bay Pilot
Design and prototyping for transitional disaster relief shelters.
Renovation of derelict downtown apartment building for affordable student housing

Professional Memberships:
NA

Name:
Christopher Delano

Courses Taught (Two academic years prior):
ARC 306, Architectural Design V

Educational Credentials:
Master of Architecture, University of Washington, Seattle, WA, 1997
BA in Architecture, Lehigh University, Bethlehem, PA 1993

Teaching Experience:
Adjunct Professor of Architecture, University of Maine at Augusta, 2013-present
Class E Licensed soccer coach. Head coach competitive girls soccer- 2013

Professional Experience:
Christopher Delano, Architect, *Windham, ME. 2003- present. Designing single and multi-family residential spaces.*
Developed, built and currently manage a 4-unit apartment building in Westbrook, Maine.
Kenneth Hobgood Architects- *Raleigh, NC. 1998-2002.*
University of Washington Stage- Seattle, WA. Theatre set construction, 1996
DR Brasher Architects, *Columbia, MD 1993-1995*

Licenses/Registration:
Maine registered Architect #2817 since 2003
NCARB
North Carolina registered Architect- 2001-2003

Selected Publications and Recent Research:
Hired for investigation into developing a prefabricated building system to create repeatable small homes out of concrete.

Published in New American House 4- Innovations in Residential Design and Construction, Trulove, 2003. Listed as *project architect with Kenneth Hobgood Architects for Paletz-Moi House in Durham, NC*

Professional Memberships:
American Institute of Architects
Portland Society for Architecture

Name: Luc Demers

Courses Taught (Two academic years prior):
ART 112, 2D Design
ART 140, Introductions to Digital Imaging
ARC 120, Introductions to Digital Tools for Architecture
ART 307, Colors and Light

Educational Credentials:
MFA 2010 – Visual Art, Vermont College of Fine Arts (Union Institute & University)
BFA 2003 – Art (Photo), University of Southern Maine
AA 1993 – Graphic Arts, University of Maine at Augusta

Teaching Experience:
University of Maine at Augusta, Adjunct Professor, 2004-Present
University of Southern Maine, 2006, Adjunct Lecturer

Professional Experience:
1995 to present, Free Lance Photographer
1999 to 2002, Photojournalist, Casco Bay Weekly

Licenses/Registration:

Selected Publications and Recent Research:
One Person / Feature Exhibitions

2014	Luc Demers,Umpqua Community College, Roseburg, OR
2014	Luc Demers: Artist Intervention, Portland Museum of Art, Portland, ME
2014	Pull, Collaboration with Peter Precourt at Blend Studio, Nashville, TN
2013	Moonlit, Rose Contemporary, Portland, ME
2012	Trace, Maine Museum of Photographic Arts, USM, Portland, ME
2011	Darkened Rooms, Rawls Museum Arts, Courtland, VA
2011	Chalk, Collaboration with Peter Precourt at Harlow Gallery, Hallowell, ME
2011	Luc Demers, University of Maine at Augusta, Augusta, ME
2010	Darkened Rooms, Coleman Burke Gallery, New York, NY
2010	Thesis Exhibition, Vermont College of Fine Arts, Montpelier, VT
2008	Bisbee @ MacDowell, Portland Museum of Art, Portland, ME
2007	Pinhole Ships, Daunis, Portland, ME
2007	Focus, University of Maine at Augusta, Augusta, ME
2005	Pond in the River, Arabica, Portland, ME
2004	Reflection, Lifeworks, Falmouth, ME
2004	Pinhole Ships, Arabica, Portland, ME
2003	Selected Works, Kutz, Portland, ME
1997	Images of Hochstadt, Town Hall, Hochstadt, Germany
1996	Images of Hochstadt, Area Gallery, University of Southern Maine, Portland, ME

Recent Group Exhibitions

2013	Contact Boundary, Umpqua Community College, Roseburg, OR
2012	CMCA Biennial Exhibition, Center for Maine Contemporary Art, Rockport, ME
2012	Light Motion Sound, Ogunquit Museum of American Art, Ogunqunquit, ME
2012	Around the House: 17 Maine Photographers, Center for Maine Contemporary Art

Lewis Gallery, Portland, ME

Solo and Feature Exhibition Reviews

- Vince Aletti, "Goings On About Town: Art Luc Demers," The New Yorker, November 22, 2010, 34.
- Daniel Kany, "Art Review: Luc Demers' show at Rose Contemporary," The Portland Press Herald, November 10, 2013.
- Britta Konau, "Luc Demers on the Edge of Light and Darkness," The Portland Phoenix, November 20, 2012.
- Von Astrid Ludwig, "Hochstadter Winkel in Der University of Portland," Frankfurter Rundschau, November 8, 1997, 6.
- Nicholas Wells, "Luc Demers: Darkened Rooms," City Arts, November 23, 2010.

Select Group Exhibitions Reviews

Stephanie Cardon, "CMCA Biennial in Rockport, Maine," Big Red & Shiny: Our Daily Red. December 01, 2012
Daniel Kany, "Art Review: Biennial Backs Up Good Looks With Visceral Subtext," Portland Press Herald, October 21, 2012.
Philip Isaacson, "Two Maine shows stretch the boundaries of photography books," Portland Press Herald, May 13, 2012.
Philip Isaacson, "Down at Zero Station," Portland Press Herald, February 26, 2010.
Nicholas Schroeder, "Domestic Life Viewed by 17 Maine Photogs," The Portland Phoenix, January 11, 2012.
Nicholas Schroeder, "Sorting Through the CMCA's Biennial," The Portland Phoenix, October 10, 2012.
Chris Thompson, "Making Scenes: Eighty years of local photojournalism at the Saco Museum," The Portland Phoenix, May 31, 2002.

Other Press

Britta Konau, "Double Feature," Maine Home + Design, April 2013, 85.
Susan Grisanti, "Current Work," Maine Home + Design, April 2011, 91.
Aislinn Sarnacki, "Augusta Art Professors Fortify Their Friendship in Chalk," Bangor Daily News, October 23, 2011.

Collections

Portland Museum of Art
University of Maine at Augusta permanent art collection

Professional Memberships:

NA

Name: Tobias M Gabranski

Courses Taught (Two academic years prior):
Arc 305 – Architectural Design IV

Educational Credentials:
1988, BArch – Syracuse University (Werner Seligmann Dean)
Syracuse University, School of Architecture, Semester Abroad, Florence, Italy
1984, AAS in Architectural and Building Engineering Technology – Vermont Technical College

Teaching Experience:
Adjunct Professor, University of Maine, Augusta, School of Architecture, 2014-present

Architecture and Urban Design Studio Critic: University of Maine, Augusta; Northeastern University; Roger Williams College; Massachusetts College of Art; Massachusetts Institute of Technology; Rhode Island School of Design and Syracuse University.

Professional Experience:

2003 to date –	Architect, Tobias Gabranski / Architecture & Design, Bath, Maine
1990 to 2003 –	Design Manager and Real Estate Strategist, Fidelity Investments, Boston, Massachusetts
1992 to 1998 –	Associate Architect and Planner, Graham Gund Architects Cambridge, Massachusetts
1988 to 1992 -	Architectural and Urban Designer, Benjamin Thompson and Associates, Cambridge, Massachusetts

Licenses/Registration:
State of Maine, Licensed Architect since 2006
State of New York, Licensed Architect since 1992

Selected Publications and Recent Research:

Professional Memberships:

Plan for Achieving Initial Accreditation

Name: Amy Hinkley

Courses Taught (Two academic years prior):
Arc 101: Introduction to Visual Communication
Arc 102: Architectural Design I
Arc 231: Materials and Methods
Arc 332: Construction Techniques
Arc 305: Architectural Design IV
Arc 441: Architecture Travel Course

Educational Credentials:
MAIS, University of Maine, Orono, expected Fall 2016
B.Arch., Cornell University, 1994 (Awards for Outstanding Design Work and Outstanding Academic Achievement)

Teaching Experience:
Assistant Professor, University of Maine at Augusta, 2011 – present
Adjunct Professor, University of Maine at Augusta, 2006 – 2012
Architecture Instructor, Deerfield Academy 2001

Professional Experience:
Intern Architect, Media 5 Architecture, Honolulu, HI, 1990
Intern Architect, John Miller Architect, Ithaca, NY, 1992-1993
Intern Architect, Simitch-Warke Architects, Ithaca, NY, 1993-1994
Intern Architect, Architectural Spectrum, Champaign, IL 1994-1996
Project Architect, Margo Jones Architects, Greenfield, MA 1998-2001
Project Architect, Theodore and Theodore Architects, Wiscasset, ME 2002-2005
Architectural Consultant, Spencer Architects, Honolulu, HI 2005-2006
Architect (Principal), Amy Hinkley Architect, Waldoboro, ME 2006-present

Licenses/Registration:
Maine, registered architect since 1998

Selected Publications and Recent Research:
My current research focuses on the evolution of vernacular wood framing systems in Northern New England, and the relationship of vernacular framing systems to forestry practices and lumber distribution. A paper, *The Settlement Landscape*, that examines case studies that evidence themes of this research, was submitted for publication to *Buildings and Landscapes (*the Journal of the Vernacular Architecture forum*)* in spring of 2015.

My professional practice is focused on buildings that are integrated with site and landscape, and that explore innovative ways of achieving high R-value envelopes. My work often draws on forms that have a strong link to Maine's vernacular past. Residing, working, and building in Maine's rural landscape have meant that many of these projects are collaborative processes with local builders and artisans.

Recent Selected built work and research:

Old Penellville Rd:
This new house in Brunswick was done in collaboration with Hemberger & Co, a firm that specializes in custom timber framework. Designed for two scientists retiring to Maine, the intention centered on creating private and public spaces that spatially overlap. Overlapping connections to the wooded site, to the sun, and to work spaces within the home create a small house with multiple readings. SIPS panels

systems were integrated with the timber frame for a high R envelope.

Gage Cottage:
This cottage in Whitefield is sited to take advantage of long views to an oxbow in the Sheepscot River. A simple form responds to the slope, creating a shelter for a flexible, multipurpose space with connections to the sun, the river view, and the sky. A series of porches and decks create multiple, overlapping spaces and ways for the family to enjoy the site.

Farm Studio:
This artist's studio is situated on a historic farm, and its form works within an existing vernacular language and setting. The construction technology is somewhat experimental: An insulated monolithic slab and carefully calibrated windows, in conjunction with careful attention to air sealing and envelope insulation, keep the energy costs, both for lighting and heating, minimal.

Hatchet Cove Farm Pick-UP shed:
This building was designed for a local mixed vegetable farm, that needed a simple structure for their daily CSA pick up. Built with site harvested lumber, and designed around a simple program, large sliding doors on either side of the building allow the flexible space to accommodate tractors and farm equipment in the winter.

Liu Residence, Bar Harbor, Maine:
This renovation to a historic house in Bar Harbor transforms an old "Gardener's Cottage" built in the 1940s into an energy efficient family home with spaces that help connect a series of formal interior rooms to less structured exterior "rooms" for the family to enjoy. Extensive energy analysis and insulation improved performance and comfort.

Chase Point Lane, Damariscotta, Maine:
This house was designed for a local doctor and her aging mother using Passive House standards, and using as many Maine -sourced materials as possible. Spaces were oriented around a series of stepped southwest facing indoor and outdoor rooms that respond to the Damariscotta River, the sun, and the sloping site. Carefully gasketed walls and raised heel trusses created a high R envelop on a budget.

Chewonki Foundation Dining Hall, Wiscasset, Maine:
My involvement with the Chewonki Foundation, a non-profit environmental institution, started with the development of a master plan for a "green campus." Built projects have so far included a composting toilet facility, the renovation and expansion of the existing dining hall and kitchen, and the construction of a new prototype cabin for their summer camp and year round programs.

As an artist, my recent work has focused on the visual investigation of place and landscape. I am interested in nature and structure, pattern and repetition, landscape and our relationship to it. I spend a lot of time outside, in the woods and fields that surround my farm in North Waldoboro, and I spend much of that time chronicling the forested landscape through drawings. Making these drawings is an attempt for me to see and interpret my familiar landscape as pattern and structure, dark and light, mark and erasure, order and disorder.

Professional Memberships:
USGBC, US Green Building Council, Maine Chapter
CSI, Construction Specifications Institute
SAH, Society of Architectural Historians
VAF, Vernacular Architecture Forum
NESEA, North East Sustainable Energy Association

Plan for Achieving Initial Accreditation

Name: Mr. Joseph Leasure, P.E.

Courses Taught (Two academic years prior):
ARC 322, Concepts of Structures II

Educational Credentials:
Bachelor of Science – Civil Engineering, University of Maine, Orono, Magna cum laude

Teaching Experience:
Seminar Speaker

Professional Experience:
Mr. Joseph Leasure has been providing structural engineering services for over thirty years primarily in New England but also in New York Connecticut, Rhode Island and the Virgin Islands. He is the President/Principal of L & L Structural Engineering Services and provides project management and technical design in all aspects of structural engineering. L & L Structural Engineering Services prepares structural design documents for over 200 projects per annum. Joseph is proficient in the analysis and design of structural steel, cold formed light-gauge steel, concrete, masonry, fiber reinforced plastics, and timber framed construction. He has as a wide variety of diversified experience in commercial, municipal, residential and heavy industrial facilities.

Licenses/Registration:
Registered Professional licensures: Maine, New Hampshire, Vermont and Massachusetts

Professional Memberships:
Structural Engineers Association of Maine (SEAM)
American Institute of Steel Construction (AISC)
American Society of Civil Engineers (ASCE)
American Welding Society (AWS)
American Concrete Institute (ACI)
Southern Maine Homebuilders & Remodelers Association (HBRA)
National Association of Homebuilders (NAHB)
National Federation of Business (NFIB)
Portland Chamber of Commerce

Plan for Achieving Initial Accreditation

Name: Roger Richmond

Courses Taught (Two academic years prior):
ARC 123, Philosophy and Theory of Architectural Design
ARC 420, Architectural Design VI (Thesis Advisor)

Educational Credentials:
Bachelor of Architecture, University of Florida, 1968
Master of Fine Arts in Architecture, University of Florida, 1970
PhD study… (ABD) (University of Pennsylvania, 1972)
(Louis Kahn Master Class)

Teaching Experience:
Assistant Professor of Architecture, North Dakota State University, 1977-1980
Instructor in Architecture, University of Southern Maine, 1982-1983
Instructor in Architecture Maine College of Art, 1984-1986
Assistant Professor of Architecture, University of Maine Augusta 1988-1995
Associate Professor of Architecture, University of Maine Augusta 1995-2003
Professor of Architecture, University of Maine Augusta 2003-present
Guest Lecturer—ARCHITECTURE AND DESIGN THEORY
University of Southern Maine
Portland School of Art (Maine College of Art)
Portland Museum of Art
Portland Public Library
Maine Public and Private school lectures on Architecture
Guest Critic Norwich University, BAC

Professional Experience:
Intern, Bower and Fradly, Philadelphia PA 1969-1970
Intern, Bartly, Long, Miranda, and Reynolds, Philadelphia PA 1970-1971
Intern, West and Conyers, Sarasota, FL 1972-'74
Intern, Richmond Construction Corporation, Sarasota, FL , 1974- 1977
Consultant, National Aeronautics and Space Administration (NASA), Houston, TX,1969-1970
Partnership in SpaceTherapy®, Post Occupancy Evaluation Consultation 1980-1982

Licenses/Registration:
Florida # 5928 (Inactive)
New York (Inactive)

Selected Publications and Recent Research:
Interior Design of an Intermediate, Zero Gravity Earth Orbiting Space Station (NASA) Internal Note 68-ET-18)
Manipulating Spaces…(written, designed and reproduced, but unpublished)
The Space Effect…(written, designed and reproduced, but unpublished)
Stereo World Magazine*, "A Different 3-D Mindset"*
Design and Construction of a 490 sf Sustainable "cabin" in Camden Maine

Professional Memberships:
NA

Honors and Awards:
National Design Competition Winner, Maine Viet Nam Veteran's Memorial 1984
Special invitation to teach glass design in Kobe, Japan 1984
Glass Master's Guild National Design Competition 1st Place, 1986
Maine Affordable Housing Design Competition 2nd Place 1992
Annenberg Grant Developing an ITV class on Architecture UMA 1995
UMA Student Choice Award, Teacher of the Year, 2001
Maine Congressional Recognition**,** 2008

Special Outside Interests
Foiled ("stained") Glass Art work 1980- present
150+ 3-D (stereo photography) presentations on art, architecture, and nature
1990-present…Statewide, Regionally, and Internationally.

Name: Eric Stark

Courses Taught (Two academic years prior):
ARC 203, Architectural Design II
ARC 204, Architectural Design III
ARC 241, Architectural Analysis
ARC 261, Computer Aided Design and Drafting
ARC 406, Architecture Apprenticeship
ARC 441, Architecture Travel Experience (summer 2015)

Educational Credentials:
Master of Architecture, Harvard University, 1998 (Letter of Commendation for Outstanding Achievement),
Bachelor of Arts in Interdisciplinary Studies, Magna Cum Laude, Cornell College, Mt. Vernon, IA, 1989 (Theater Design & Shakespearian Literature),

Teaching Experience:
Associate Professor of Architecture, University of Maine at Augusta, 2011 – present
Assistant Professor of Architecture, University of Maine at Augusta, 2005 – 2011
Adjunct Professor of Architecture, Wentworth Institute of Technology, fall 2004
Adjunct Professor of Architecture, Rhode Island School of Design, summers 2003, 2004
Adjunct Professor of Architecture, The Boston Architectural College, 1998 – 2000
Teaching Assistant, Harvard University Graduate School of Design, 1995 - 1998

Professional Experience:
Eric Stark / architecture, Portland, ME 2005 – present
Architectural Designer, Perry Dean Rogers | Partners, Boston, MA 1998 – 2004
Design & Fabrication Assistant, Kimo Griggs Architect, Somerville, MA 1996 – 1997

Licenses/Registration:
Maine #3106

Selected Publications and Recent Research:

Professional Memberships:
Portland Society for Architecture, Board Member
Southern Maine Community College, Advisory Board Member
Greater Portland Landmarks, Member
American Institute of Architects, Member

PART FOUR (IV): SECTION 4 – CATALOG

The UMA course catalog can be found online at: http://www.uma.maine.edu/catalogschedule.html.

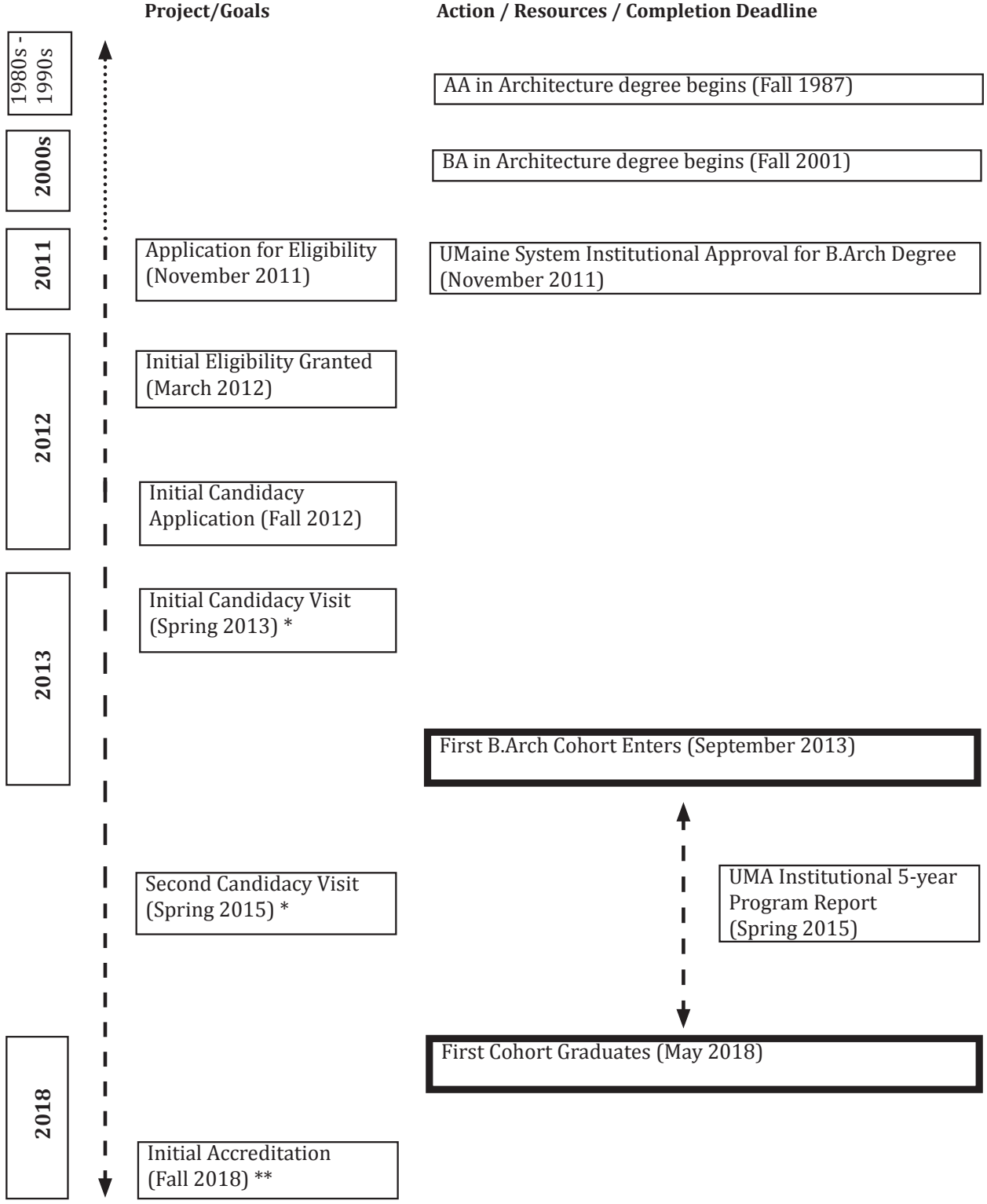
PART FOUR (IV): SECTION 5 – ELIGIBILITY MEMORANDUM

Please see Appendix A for the Eligibility Memorandum dated February 8, 2012.

Part Five (V)– Timeline for Achieving Initial Accreditation

Below are goals and dates in the UMA timeline relating to the accreditation process and to the program's goals in preparation of the start of the professional degree.

MAP: TIMELINE for ACHIEVING INITIAL ACCREDITATION



Plan for Achieving Initial Accreditation

***Failure to achieve Initial Candidacy**
Initial Candidacy was granted in March 2013.

****Failure to achieve Initial Accreditation**
The University of Maine at Augusta, its administration, and the architecture program are fully committed to creating an accredited professional degree in architecture at our university. We do not come to this lightly, and fully accept the responsibilities in the creation and continued improvement of the proposed B.Arch.

If, at the time of consideration, the university is deemed unready or in some way lacking to achieve the status of Initial Accreditation we will listen closely to whatever concerns may exist, specifically discuss and address those concerns, reconsider how we can best serve northern New England, and reapply at a later date hopefully better prepared for the responsibility of a NAAB accredited degree. However, at this time we simply will not contemplate the possibility of failure, and will do what is necessary to achieve success.

Appendix A /
Eligibility Memo

National Architectural Accrediting Board, Inc.

March 5, 2012

Dr. Allyson Handley
President
Robinson Hall
University of Maine at Augusta
46 University Drive
Augusta, ME 04330-9410

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
fax 202.783.2822
email info@naab.org

Dear Dr. Handley:

At the February meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the memorandum prepared by the panel assigned to review the candidacy application submitted by the University of Maine at Augusta. As a result, the professional degree program

Bachelor of Architecture

has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the schedule for a spring 2013 visit. This visit will be conducted under the terms of *The NAAB 2009 Conditions for Accreditation* and Section 3 of *The NAAB Procedures for Accreditation,* 2012 Edition (current available for public comment).

The Architecture Program Report for Initial Candidacy is due on September 7, 2012. A letter with the proposed chair for the visit for initial candidacy will be sent in early August.

If you have other questions, please feel free to contact the office.

Very truly yours,

Keelan P. Kaiser, AIA
President

cc: Eric Stark, Architecture Program Coordinator
Miguel Rodriguez, FAIA
Stephen Parker, FAIA

Enc.

February 8, 2012

MEMORANDUM FOR THE NATIONAL ARCHITECTURAL ACCREDITING BOARD

FROM: MIGUEL A. "MIKE" RODRIGUEZ, FAIA
BOARD REPRESENTATIVE

STEPHEN PARKER, AIA, LEED®AP
BOARD REPRESENTATIVE

ANDREA S. RUTLEDGE, CAE
EXECUTIVE DIRECTOR

SUBJECT: Eligibility for Candidacy – University of Maine at Augusta, B. Arch. (152 credit hours)

NAAB

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel: 202.783.2007

fax: 202.783.2822

email: info@naab.org

On November 17, 2011, the University of Maine at Augusta filed a completed application for candidacy for an accredited Bachelor of Architecture degree program. This application was filed under the terms of the *2011 NAAB Procedures for Accreditation,* Section 3.

The next step is to determine whether the proposed degree program is eligible for candidacy. The application was reviewed by a panel consisting of the executive director, Mike Rodriguez, FAIA, and Stephen Parker, AIA LEED AP.

Because U. Maine at Augusta does not currently offer a NAAB-accredited degree, an eligibility visit was required. The visit was conducted on January 30, 2012 by Miguel A. "Mike" Rodriguez, FAIA.

The purpose of the eligibility visit is three-fold:

- To review the *Conditions* and *Procedures* with the proposed program's administrators, faculty, staff, and students.
- To confirm the institutional commitment to the implementation of the *Plan for Achieving Initial Accreditation*.
- To review the physical, financial, human, and information resources committed to the program.

Upon completing the visit, the reviewer is required to submit a memorandum to the NAAB Directors addressing four areas:

1. A review of the resources committed to the program
2. Commitment of the institution to implementation of the *Plan for Achieving Initial Accreditation*.
3. Assessment of the readiness of the program to complete a visit for initial candidacy.
4. Recommendation to the NAAB Board to accept or not accept the program as eligible for initial candidacy. The recommendation will also identify the length of time that should elapse before scheduling the initial candidacy visit.

General Information

In 1965 the 102nd Maine Legislature established the University of Maine at Augusta as a community---based institution offering associate degrees under the auspices of the University of Maine at Orono. In 1971, soon after moving to its present location in Augusta, UMA became an autonomous institution, the seventh campus of the University of Maine System. In 1975, UMA offered its first baccalaureate degree program and began building an integrated faculty community, with appropriate terminal degrees, to teach both baccalaureate and associate degree courses.

Due to its location and given responsibilities to the state, UMA developed a statewide interactive television system as well as a network of over 100 off-campus centers and regional sites, and coordinated the delivery of university programs, courses, and services at these centers and sites. Now called University College, this statewide alternative delivery teaching method is today still part of UMA. The university is seen as a pioneer of distance education and continues to be a leader in using modern technologies to provide innovative and quality learning environments for faculty and students.

Today as the third largest campus in the University of Maine System, the University of Maine at Augusta offers undergraduate degrees and professional certificates to prepare graduates for the 21st century. Located in Augusta, the state's capital city, and in Bangor, the university leverages its relationships with state government and communities in central Maine to increase opportunities for students in all programs to be civically engaged, both on campus and in the worldwide "community."

The first architecture program was envisioned over 25 years ago by Professor Roger Richmond who remains on faculty and is a valuable resource. At first structured as a two-year associate of arts degree, the program grew to a four-year bachelor of arts, non-professional curriculum in 2001.

Maintaining its core values of Space, Scale, and Light, and the necessity to Design with Intention, the program is committed to the advanced tools and language of architecture, instilling in students an awareness of the importance of architecture in the development of society, and architecture's power to affect the quality of individual lives as they move on to further study or immediate employment after graduation.

Those core ideals are the foundation of the formation of the proposed B. Arch. degree. The program is seen as having three essential elements; a mission to engage community, the desire to work in collaboration within and outside of the university, and fundamental design elements as the tools used to craft our collective built environment.

The program's mission: "We Engage Community" is consciously simple and desires to be universal. Looking to think beyond the classroom and even beyond architecture, it seeks to empower students, some of which may not become practicing architects, to be good citizens and stewards of the built environment.

1. Review of Resources Committed to the Program

Human Resources

Development of the program is led by the architectural program coordinator, Eric Stark, who is an experienced educator and heads the existing non-accredited Bachelor of Arts in Architecture. He leads a faculty consisting of two other full-time members and a cadre of adjunct faculty (currently 7) drawn from the local professional community.

In addition to current faculty, the university is now advertising for a tenure track full-time faculty member, expected to start in the fall of 2012. This timeline will allow the new hire to have a year's time to settle into the program and provide the opportunity for them to contribute in the future development and long-term planning of the B. Arch. program. Another full time faculty member is slated to be added as the program's first cohort of students enters in the fall of 2013.

In separate meetings with the university president, provost, vice president of administration and finance and the interim dean of the College of Arts and Sciences, it was clear that all understand the importance of a strong faculty and indicated their support in providing the wherewithal to accomplish that.

Financial Resources

Despite a faltering economy and stagnant state appropriations levels, UMA's conservative and sound financial practices have allowed them to continue investing in their students through strengthening of academic programs, the creation of new baccalaureate offerings, expansion of student services and enhancement of the physical plant. The university's financial position has remained relatively stable for many years.

Income is largely derived from tuition and related fees though the university strives to keep increases at levels that remain within reach of students. With the recent addition of a dedicated grant writer within the university's advancement office, it is expected that the new B. Arch.'s focus on community engagement, its downtown location and the university's tradition of service will enhance grant and other revenue generating opportunities.

At present the university allocates expenses to core functions, rather than on a per student basis. As a result, the current *Plan for Achieving Initial Accreditation* does not present a clear picture of costs per student by degree program. During my meeting with the vice president of administration and finance, she indicated that they are currently analyzing this data and should have more definitive information upon completion of that work. We also discussed the need for a more direct correlation between the income and expense sides of the financial data presented.

Although enrollment numbers, shown with the income projections, show a decline over the first five years, the *Plan* notes that while actual student 'headcount' is trending downward, an increase in the proportion of full-time students is actually driving an increase in the amount of credit hours taken. This information is not clearly discernible in the financial reporting or its potential effects on income projections. It is important that future reports and/or revisions to the *Plan* present this data in a format that is easier to track and compare.

Physical Resources

In the fall of 2011, the existing architecture program moved to the recently acquired and fully renovated Gannett Building in downtown Augusta. The street-fronting facility provides ample space for the current program and for its planned growth as a professional degree. Its location also affords it a very visible and valuable resource which aligns with the program's mission of community engagement. In its present configuration, the building provides the existing program with comfortable and ample dedicated studio, critique space and offices for both full time and adjunct faculty. A first floor gallery provides the opportunity to exhibit student work, hold symposia and for other community-based, architecture related programming.

At present, the architecture program occupies the second and fourth floors of the building, with shared use of the ground level gallery. The third floor is utilized by the university's art department. The vacant upper (5th) floor is viewed as potential expansion room by the architecture program. As the program develops, there will be a need to identify how that expansion space is best used as well as how it will provide spaces for critical uses such as a materials laboratory or workshop. Program and university leadership are both well aware of these needs and are presently undertaking a needs assessment and studies to identify how best to develop available space. The results will be presented to the President for review and approval, then implementation.

Information Resources

The Bennett D. Katz Library provides library resources for the Augusta campus and houses the Architecture collection. The dean of libraries and distance learning, an assistant dean of libraries and three additional masters-level librarians head the staff of 10. The assistant dean recently joined the Association of Architecture School Librarians and serves as the liaison to the architecture program for collections, reference and instruction matters.

Located on the main campus, it is approximately two miles from the Gannett Building in downtown Augusta. The physical building is open an average of 60 hours/week but considerable online resources are always available. Interviews with current students did not indicate any difficulty in accessing library resources and all indicated that the distance between the Gannett Building and main campus is easily travelled with ample parking at both locations and the availability of a university shuttle between both points. That said, program leaders recognize that the distance between them needs to be addressed and has begun investigating options.

Some solutions being considered include the scheduling of "office hours" during which the librarian liaison would be available to students and faculty, for resource and research questions, within the Gannett Building. Also under investigation is the development of an on-site reference library which would give students access to essential texts during all building hours.

Work continues and assessment is underway to determine the currency, range and quantity within specific subject areas to bring the holdings, physical and virtual, in line with the proposed professional degree. Library staff and architecture faculty are also exploring increasing their eBook holdings as a way of providing 24 hour access and minimizing distance issues. This assessment and other planned work is taking place in spring 2012.

Based on the work underway, the attention being given to this important resource, the level of support available and the commitment to finding creative solutions, this reviewer has every confidence that appropriate resources will be in place by the arrival of the program's first cohort of students.

2. Commitment of the Institution to the Implementation of the *Plan for Achieving Initial Accreditation*

During my visit to UMA, I met with the following key individuals involved in the program's development:

Eric Stark, Associate Professor of Architecture and Architecture Program Coordinator

Dr. Allyson Handley, UMA President

Joe Szakas, Interim VP for Academic Affairs and Provost

Ellen Schneiter, VP of Administration & Finance

Dr. Gillian Jordan, Interim Dean of the College of Arts & Sciences

Joyce Blanchard, Director of University Advancement

Lisa McDaniel, Assistant Dean of Libraries

Lauren DuBois, Director of IT

Roger Richmond, Professor of Architecture

Robert Sherman, AIA, Assistant Professor of Architecture

Amy Hinkley, Adjunct Professor of Architecture

Three current students in the 2nd, 3rd, and 4th years of the BA in Architecture Program

Several local practicing professionals and/or BA alumni

Based on my review of the documents submitted and the visit itself, I believe all involved in the development of this program understand the implications of establishing a new accredited degree program in architecture and the steps necessary to earn initial candidacy.

3. Readiness of the Program to Complete a Visit for Initial Candidacy

The proposed timeline for achieving accreditation, found on page 39 of the *Plan* indicates a realistic timeline that conforms to the *2011 Procedures for Accreditation*. The program plans to enroll its first cohort of undergraduate students into the professional B.Arch. in September of 2013 and is requesting an initial candidacy visit in 2013. Based on initial candidacy on this schedule, a second candidacy visit can be expected in 2015 and an initial Accreditation Visit in the Fall of 2018, immediately after graduation of their first cohort of students. This timeline would meet the 4-years of candidacy rule noted in Section 3 of *The 2011 Procedures for Accreditation*.

A visiting team conducting an initial candidacy visit in Fall 2013 can expect to see a program that is excited about the opportunity of accreditation with its first cohort of students enrolled and in class. While this will be the first accredited program for UMA, the team will witness a mature program that has been offering an non-accredited BA in Architecture for years with an experienced and expanding faculty assisted by practicing adjunct professors and a solid plan and components of accreditation coming into place as that first cohort begins its journey through it.

That team should expect to see a sharper focus for permanent facilities and growing library and media collections. The team room will still be short on student work but all other elements of a professional program should be well developed if not actually in place.

Other Comments From the Review Panel

The level of enthusiasm, excitement and anticipation for the planned B. Arch. program is evident from all involved in the development of this program, starting with university leadership at all levels and across departments, including the current program's existing faculty members and students. Along with that enthusiasm comes a strong understanding of the benefits that will accrue to both the university and the program itself.

This enthusiasm and the support it brings to this endeavor is a critical indicator of what I believe will become an incredibly successful program serving the people of Maine.

The author would like to thank university leadership, current faculty and students, particularly Eric Stark for their hospitality and eagerness to engage in a constructive and informative dialogue making for an effective and very enjoyable visit.

Respectfully submitted,

Miguel A. "Mike" Rodriguez, FAIA

Stephen Parker, AIA, LEED AP

Andrea S. Rutledge, CAE

Attachments

Appendix B /
Office of Institutional Research
Authentication Letter

UNIVERSITY OF MAINE AT AUGUSTA
Augusta • Bangor • Online • Centers Statewide

UMA 50th 2015 Anniversary
Changing lives since '65

April 1, 2015

Ms. Andrea Rutledge, CAE
Executive Director
National Architectural Accrediting Board
1735 New York Avenue NW
Washington, DC 20006

Dear Ms. Rutledge:

With this letter I certify that all student statistical data submitted to NAAB has been reviewed for accuracy by UMA's Office of Institutional Research and Planning.

Sincerely,

Gregory LaPointe

Gregory LaPointe
Executive Director of Institutional Research and Planning
University of Maine at Augusta

Appendix C /
Bachelor of Architecture Check sheet

University of Maine at Augusta
College of Arts & Sciences
Bachelor of Architecture
2015-2016 Catalog

Name: ID#: Date:

BACHELOR OF ARCHITECTURE ADMISSIONS REQUIREMENTS:

- ❑ High School Diploma or General Equivalency Diploma (GED)
- ❑ Verbal SAT scores of 530 or higher, **or**:
  - ❑ ENG 005 Developmental Writing *or course waiver*
  - ❑ REA 008 Reading for Understanding *or course waiver*
- ❑ Math SAT scores of 540 or higher, **or**:
  - ❑ MAT 111 Algebra II *or course waiver*
- ❑ Two Letters of Recommendation and/or Teacher Evaluations
- ❑ Design Document Submission: Portfolio or Artistic Review Challenge (a portfolio may be required for transfer or current UMA students. Please see www.uma.edu/barch for detailed information)
- ❑ Personal Interview
- ❑ Transfer Applicants: Official College Transcripts
- ❑ Transfer, Current & Alumni Applicants: Minimum Cumulative G.P.A.: 3.0

Admission to the Bachelor of Architecture program is selective. Students must complete the above requirements to be eligible for consideration.

BACHELOR OF ARCHITECTURE DEGREE REQUIREMENTS:

- ❑ Minimum 150 Credit Hours
- ❑ Writing Intensive Course
- ❑ Information Literacy to be met
- ❑ Diversity Requirement to be met
- ❑ Minimum Cumulative G.P.A.: 2.50
- ❑ 30 credit hours of Residency courses
- ❑ 9 credits of Major Upper-Level Residency courses
- ❑ Minimum G.P.A. in the Major: 2.50

PROGRAM MAJOR REQUIREMENTS (98 credit hours):

- ❑ ARC 101 Introduction to Architectural Design (4)
- ❑ ARC 102 Architectural Design I (4)
- ❑ ARC 110 Introduction to Architectural Graphics (3)
- ❑ ARC 120 Introduction to Digital Tools for Arch. (3)
- ❑ ARC 123 The Principles & Philosophy of Architecture (3)
- ❑ ARC 203 Architectural Design II (4)
- ❑ ARC 204 Architectural Design III (4)
- ❑ ARC 221 Concepts of Structure (3)
- ❑ ARC 231 Architectural Materials and Methods (3)
- ❑ ARC 241 Architectural Research & Analysis (3)
- ❑ ARC 251 Sustainable Design Concepts (3)
- ❑ ARC 261 Computer Aided Design & Drafting (3)
- ❑ ARC 262 Building Information Modeling (3)
- ❑ ARC 305 Architectural Design IV (4)
- ❑ ARC 306 Architectural Design V (4)
- ❑ ARC 322 Concepts of Structure II (3)
- ❑ ARC 332 Construction Techniques (3)
- ❑ ARC 350 Mechanical Systems in Architecture (3)
- ❑ ARC 361 Portfolio Development (1)
- ❑ ARC 406 Architectural Apprenticeship (1)
- ❑ ARC 407 Architectural Design VI (4)
- ❑ ARC 408 Architectural Design VII (4)
- ❑ ARC 421 Professional Practice (3)
- ❑ ARC 431 Architectural Theory (3)
- ❑ ARC 441 Architectural Travel Experience (3)
- ❑ ARC 509 Architectural Design VIII - Pre Thesis (4)
- ❑ ARC 510 Architectural Design IX - Thesis Capstone (6)
- ❑ _____ ARC 1xx/2xx Architecture Elective (3)
- ❑ _____ ARC 3xx/4xx Architecture Elective (3)
- ❑ _____ ARC 3xx/4xx Architecture Elective (3)

3 elective credits must be technology-centered. Having "technical" in the elective course title denotes this.

PORTFOLIO REVIEW:

- ❑ _____ *at completion of ARC 204. Passing Necessary for advancement to ARC 305*
- ❑ _____ *at completion of ARC 408. Passing Necessary for advancement to ARC 509*

Requirements Continued…

Bachelor of ARCHITECTURE continued Name:

GENERAL EDUCATION REQUIREMENTS (43 credit hours):

- ❑ ARH 105 History of Art and Architecture I (3)
- ❑ ARH 106 History of Art and Architecture II (3)
- ❑ ARH/ARC 312 History of Modern Architecture (3)
- ❑ ART 115 Drawing I (3)
- ❑ _____ _____ ART electives (6)
- ❑ _____ any 100-level Communications (3)
- ❑ _____ one of the following (3):

  CIS 100 Introduction to Computing
  CIS 101 Introduction to Computer Science
- ❑ ENG 101 College Writing (3)
- ❑ _____ one of the following (3)

  ENG 102W Introduction to Literature
  ENG 317W Professional Writing
- ❑ _____ one of the following (3):

  MAT 112 College Algebra
  MAT 124 Pre-Calculus
  MAT 125 Analytical Geometry and Intro to Calculus I
  MAT 126 Analytical Geometry and Calculus II
- ❑ PHY 115 General Physics I + lab (4)
- ❑ _____ Social Science Electives (6):

  ANT 1xx any 100-level Anthropology course
  ECO 1xx any 100-level Economics course
  JUS 1xx any 100-level Justice Studies course
  POS 1xx any 100-level Political Science course
  PSY 1xx any 100-level Psychology course
  SOC 1xx any 100-level Sociology course
  SSC 1xx any 100-level Social Science course

GENERAL ELECTIVES (9 credit hours):

- ❑ _____ _____ _____

Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

Approved to Receive Degree

_____ _____

Enrollment Services Date College Dean Date

Appendix D /
UMA Core and General Education Requirements

Plan for Achieving Initial Accreditation

Following is the descriptive information on Core and Gen Ed requirements appear in the current edition of the course catalog.

Core and General Education Requirements
It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of minimum expectations that students are expected to satisfy. These aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds for the General Education Requirements.

Learning Outcomes for Core Skills, Competencies, and Abilities:

Written Communications: The UMA graduate will demonstrate the skills to write clearly and effectively. Each baccalaureate degree contains a minimum of four writing intensive courses with at least two at the upper level (300-400). Associate degree programs require a minimum of two writing intensive courses. The UMA graduate will be able to:

- write effectively in the following formats: essay, research report, literature review;
- organize and manipulate sentences, paragraphs and documents to achieve coherence and clarity, using correct diction and grammar;
- find, evaluate, integrate, and site sources, using an appropriate citation style;
- evaluate the needs, background, and values of an audience and adapt the writing accordingly;
- revise and edit written documents as well as produce documents in electronic format;
- demonstrate an understanding of the vocabulary used in the academic discipline of rhetoric;
- demonstrate an understanding of and effectively employ the vocabulary of one's major and/or minor when writing discipline-specific documents.

Oral Communications: The UMA graduate will be able to communicate clearly and effectively in a variety of settings and will be able to:

- organize and present complex material at appropriate levels of abstraction and technical detail for the audience;
- communicate clearly, concisely, and effectively with clarity, tone, diction, gesture, affect, volume, and presence suitable to the situation;
- process information with others in a productive manner as well as practice active and appropriate listening skills;
- evaluate the needs, background, and values of an audience and adjust communications as necessary
- make a persuasive and logical case for a plan of action and/or a particular point of view;
- recognize the strengths, weaknesses, and assumptions of oral arguments;
- demonstrate an understanding of the vocabulary used in the academic discipline of oral communications;
- demonstrate an understanding of and effectively employ the vocabulary of one's major and/or minor in oral discourse.

Quantitative Skills: The UMA graduate will possess competence in quantitative reasoning and will be able to:

- demonstrate a variety of problem-solving strategies needed to analyze quantitative problems and determine appropriate solutions;

- evaluate practical quantitative problems and translate them into appropriate mathematical statements and their solutions;
- "use technology appropriately to assist in representation, organization, and data collection" as per the National Council of Teachers of Mathematics Principles and Standards 2000;
- use statistical and numerical data and sound reasoning skills to discuss effectively and write convincing mathematical arguments;
- perform arithmetic operations, develop relationships between abstract variables and concrete applications, recognize mathematical functions, and draw appropriate conclusions from numerical information;
- demonstrate an understanding of and effectively employ the language and vocabulary used in the academic discipline of mathematics.

Natural Scientific Inquiry: The UMA graduate will demonstrate an ability to apply scientific knowledge and methodologies to practical problems and issues related to personal and societal needs and will be able to:

- work effectively with others to analyze scientific problems and apply scientific methodologies;
- articulate the relationships among observed phenomena and the scientific principles those observations inform;
- demonstrate an understanding of natural diversity and of how knowledge about the natural world is organized;
- demonstrate an understanding of laws, theories, models, and the effect of new technologies used in analyzing the natural world;
- demonstrate an understanding of the dynamic nature of scientific inquiry;
- demonstrate an understanding of the unifying concepts and processes that transcend all scientific disciplines; these are: causality and consequence, dynamic equilibrium, scale and proportion, change and evolution, evidence and explanation;
- demonstrate an understanding of the interrelationships of human beings with the natural world;
- demonstrate an understanding of the vocabulary used in at least one of the scientific academic disciplines.

Social Science: The UMA graduate will understand how anthropology, sociology, psychology, political science, geography, and/or economics shape culture and will be able to:

- demonstrate an understanding of basic theories within one or more social science, including anthropology, psychology, political science, sociology, economics, and geography;
- acknowledge the variability and complexity of human societies and cultures;
- demonstrate an understanding of social science information resources available through the library as well as other information sources'
- demonstrate an understanding of social systems, including their biological and psychological determinants;
- demonstrate an understanding of social and cultural value systems;
- demonstrate an understanding of the social institutions that shape our society;
- apply social science perspectives, research, and information to other disciplines and professional studies;
- demonstrate an understanding of the vocabulary used in one of the social science disciplines.

Humanities: The UMA graduate will exhibit an understanding of ideas, events, cultures and languages through which societies have evolved and will be able to:

- evaluate, analyze and compare significant texts, using historical contexts and a variety of cultural perspectives;

- describe and analyze how texts reflect the culture(s) that produced them within a global context;
- analyze and interpret the ideas of "value" and "meaning" from a variety of humanities perspectives;
- articulate and defend a thoughtful assessment of these ideas;
- interpret meaning from a variety of media and construct, as well as appreciate alternative interpretations;
- demonstrate an understanding of the vocabulary used in one or more of the disciplines within the humanities (e.g., literacy or historical terminology).

Fine Arts: The UMA graduate will understand the modes of expression within one or more areas of art (including, but not limited to visual arts, architecture, music, dance, theater, and cinematography) and will be able to do four of the following:

- demonstrate an understanding of the compositional elements within a work of art;
- identify and describe important works of art within a given genre;
- demonstrate an understanding of cultural influences on artworks;
- demonstrate an understanding of the ways in which art influences society;
- provide a cogent interpretation for a chosen work of art;
- demonstrate an understanding of the vocabulary used in one of the disciplines within the arts.

Cultural Diversity: The UMA graduate will be able to identify, discuss, analyze and evaluate issues pertaining to diversity and will be able to:

- demonstrate an understanding of diversities within and among cultures, religions, races, ethnicities, genders, sexual preferences, abilities, ages and/or socioeconomic groups;
- demonstrate an understanding of the scope and limitations of one's own cultural perspective;
- identify issues and problems that people from minority cultures have negotiating the dominant culture;
- engage in critical inquiry into the problems, challenges and possibilities inherent in a diverse society;
- demonstrate an understanding of the vocabulary used in one or more of the interdisciplinary studies of diversity.

Computer Literacy: The UMA graduate will be able to use basic computer technology required to communicate in a technology-based society and will be able to:

- demonstrate the function of computer hardware components required to input, store, and process data, including appropriate peripheral devices;
- perform basic operating systems file maintenance commands;
- use a word processor to create, edit, and save a short research paper;
- manage and comprehend a spreadsheet to organize/summarize/visualize quantitative data;
- build an electronic database to store and use information;
- professionally present information using presentation software;
- use appropriate technology to communicate electronically.

Critical Thinking: The UMA graduate will be able to think critically and to:

- develop well-reasoned arguments;
- demonstrate evaluative skills such as the ability to distinguish fact from opinions, identify central issues and problems, classify data, judge credibility, predict consequences, recognize assumptions and inconsistencies, detect bias, plan alternate strategies, and evaluate arguments and hypotheses;
- demonstrate thinking skills such as flexibility, precision, accuracy and/reflection;
- identify and solve a variety of types of problems;
- demonstrate the use of both inductive and deductive reasoning;

- demonstrate creative thinking.

Information Literacy: The UMA graduate will be able to find, evaluate, and use information from traditional and new technology sources and be able to:

- determine the extent of information needed;
- access the needed information effectively and efficiently;
- evaluate information and its sources critically and constructively;
- retain and integrate selected information into his or her knowledge base;
- use information effectively to accomplish a specific purpose;
- demonstrate the ethical use of information.

Baccalaureate Degree Core and General Education Requirements (40 credits)

A. Core Skills, Competencies, and Abilities (15 credits)

1. Written Communication (6 credits) - ENG101 and 3 credits from ENG102W, 111W, or 317W
2. In addition to ENG101 each student must successfully complete one writing intensive course
3. Oral Communication (3 credits)
4. Mathematics (3 credits) - MAT100 or higher

B. General Education Requirements (25 credits)

1. Fine Arts and Humanities - 9 credits to include: 3 credits fine arts and 3 credits humanities
2. Mathematics, Natural and Computer Sciences - 10 credits to include a natural science with a laboratory
3. Social Science - 6 credits
    - All core and general education courses will address issues of diversity.

Associate Degree Core and General Education Requirements (25 credits)

A. Core Skills, Competencies, and Abilities (12 credits)

1. Written (3 credits) - ENG101, College Writing
2. In addition to ENG101 each student must successfully complete one writing intensive course
3. Oral Communication (3 credits)
4. Mathematics (3 credits) - MAT100 or higher

B. General Education Requirements (13 credits)

1. Scientific Inquiry (4 credits)
2. Social Science (3 credits)
3. Humanities (3 credits)
4. Fine Arts (3 credits)*
    - All core and general education courses will address issues of diversity.

    *In certain professional degree programs this requirement has been waived.

Writing Intensive Course Requirement

All UMA degree programs require students to complete one writing intensive course. This requirement reflects our belief that the ability to write clearly and effectively is a powerful tool for learning, thinking, and reflecting. We recognize that the development of writing skills requires guidance, feedback, and practice. The intent of the writing intensive course is to build upon the skills developed in ENG101, College Writing. Courses currently approved as meeting the writing intensive course requirement are identified in this catalog with a "W" following the course number.

Appendix E /
Long Range Planning Outline

(NOTE: the following Mission, Vision, Core Values & Philosophy statements are <u>all under review</u> as the program has refocused over the last 2 years, and to clarify in response to NAAB concerns.)

*(NOTE: items that respond to specific concerns raised in the last NAAB visit are indicated by "**NAAB-IC-X**" located next to the item, the "X" indicating which concern is being addressed)*

(NOTE: each "Initiative" will be followed by a specific plan of implementation for success, including:
Personnel Responsible
Financial Resources Required (NAAB-IC-H)
Physical Resources Required
Schedule of Implementation
Definition of Successful Implementation and Results)

OUR PROGRAM is rooted in three essential elements. The first is the mission to engage community; this is where our work takes place. The second is the desire to work in collaboration, both within and without the university; this is what allows us to affect positive change. And third is seen in our curriculum, based in the idea of being "grounded in real"; these are the tools we use to affect our collective built environment.

UMA ARCHITECTURE'S MISSION: ***Architecture through Engagement***
Our mission expresses who we are: SMALL…INTEGRATED…HANDS-ON. This fundamentally means we are about people: our students, our faculty, and our community partners. We teach architecture through engagement, educating and empowering students to explore, investigate, and analyze the built environment. Engagement brings students into active contact with each other, their coursework, and our community partners.

Vision
The vision of the UMA B.Arch program is to instruct our students to view architecture as a humanistic and professional discipline, which synthesizes an integrated understanding of various disciplines. We see the education of an architect as an investigation into how the designed environment affects psychological and social behavior.

The UMA B.Arch achieves this through teaching, scholarship, creative work, research, service to the greater community, and an integrated curriculum. The program is committed to the highest ideals of the profession and culture of architecture. In the end, our primary goal is to create lifelong learners and problem solvers, while preparing our graduates for employment or advanced study.

Core Values

- UMA/ARC is committed to involvement with the greater social and professional community.
- UMA/ARC is committed to instill in students the importance architectural process as an exploration and investigation, and that this process is a combination of thought and action.
- UMA/ARC is committed to work-by-hand as a means to understand design solutions, as well as the integration of computer technology in the design and testing process.
- UMA/ARC is committed to the investigation and implementation of sustainable ideals.
- UMA/ARC is committed to a liberal and fine arts base for architectural education in light of today's complex society that demands a well-rounded practitioner with knowledge beyond architecture.
- UMA/ARC is committed to designing with intention, reflecting the awareness that there is a connection between designed space and the quality of the user's experience, and that designed environments affect behavior.
- UMA/ARC is committed to its own academic growth and evolution in maintaining the high standards expected in professional degrees, and to a high standard of student work and faculty instruction toward that end.
- UMA/ARC is committed to the values of mutual respect, cooperation and communication, creativity and innovation, the pursuit of excellence, effective communication and diversity.

Program Philosophy

Because we live and work in designed environments, we must be aware that each space we design influences the experience of activity for which that space was designed. This timeless process goes on with every space we inhabit over time, and even in new spaces that we have just begun to experience. Whether we realize it or not, all spaces affect us socially and psychologically to some extent. The designer must understand that every space he or she designs has that effect on others and design responsibly.

The design of space will affect the quality of "activity satisfaction" (the reason for which the space was designed). Part of the design philosophy in our instruction is to make the student aware of his or her vital responsibility to those for whom they design, and to create the highest and best experience and satisfaction of activity. At UMA/ARC, we strongly believe that space affects life as space affects behavior. With developed skills in designing effectively with Space, Scale, Light and Intention, a student designer can conceive and present spaces that enrich the lives of those who use them.

GOAL 01: Program Development

As the only professional architecture degree in Maine and the only public B.Arch north of New York City, we strive to create a Bachelor of Architecture program that responds to the profession, NAAB requirements for accreditation, our regional community and the global environment.

Initiative 01. Create a B.Arch Advisory Team (NAAB-IC-F)

Initiative 02. Continue to better our B.Arch Admissions Procedures, including:

a. Deferment policy
b. Dates of application/rolling admissions review
c. Review of Main Street systems

Initiative 03. Improvement of Internal Assessment Procedures

a. Course Outcome Assessment – to understand how well specific course outcomes are being met or not met, and what can be done to achieve greater success
b. Student Success Assessment– to understand how well our students are doing in class and upon graduation, and what can be done to achieve greater success
c. Faculty Assessment– to understand how well FT and PT faculty are doing in the classroom

Initiative 04. Continue to improve Transfer Assessment Policies and Procedures in light of NAAB SPCs and curriculum goals

Initiative 05. External Engagement & Influence including:

a. Lecture Series
b. Exhibitions
c. Global Connections
d. Trips and Excursions
e. Skype Lectures or use of other technologies

Initiative 06. To create a Community Design Center in support of our mission and the communities of our region

Initiative 07. B.Arch Marketing Plan – to come up with a specific and focused marketing plan

Initiative 08. Recruitment Plan

Initiative 09. Retention Plan

GOAL 02: Physical Resources
To provide adequate physical resources to support and advance student and faculty exploration, investigation, research and learning.

Initiative 01. Dedicated Studio Space

Initiative 02. Digital Resources (NAAB-IC-C)
a. Laser Cutter
b. 3D printer
c. CNC milling machine
d. Printers, scanners, computer workstations

Initiative 03. Workshop Space (NAAB-IC-C)

Initiative 04. Materials Testing Lab (NAAB-IC-C)

Initiative 05. Library/book/periodical space

Initiative 06. Photo Shooting Lab

Initiative 07. Student Lounge/Collaboration Space

Initiative 08. Additional Faculty Office space as required

Initiative 09. Storage space as required

GOAL 03: Curriculum Development
To continue to review, assess and respond through curriculum development to the needs of our students and the demands of the profession.

Initiative 01. Review and revision of ARC Course Charters (NAAB-IC-D) (NAAB-IC-I)

Initiative 02. Creation of a typical syllabi structure to include all relative information

Initiative 03. Continued review and alignment of NAAB SPCs to UMA/ARC curriculum (NAAB-IC-E) (NAAB-IC-I)

Initiative 04. Review of how to best use the 150 credits hours in the B.Arch degree (NAAB-IC-E) (NAAB-IC-I)

Initiative 05. Review of use, placement and goals of Community-based design work in studio and other coursework (NAAB-IC-B)

Initiative 06. Global Initiatives and Coursework aimed at global understanding, creating diversity, and exposing students to other cultures and ways of designing

Initiative 07. Integration of Digital Media into a wide variety of coursework to ensure that digital tools are seen and used as part of the design process

Initiative 08. Integration of Blackboard and other alternative delivery methods to ensure best learning

Initiative 09. Determine course equivalencies with a number of Maine-based institutions including:

a. The Maine Community Colleges
b. Keene State
c. Canadian Institutions

GOAL 04: Student Development
To promote excellence in architecture through the building of student community, the offering of education support, and the creation of strong connections to the professional design community

Initiative 01. UMA AIAS Chapter must be better supported and integrated with the program

Initiative 02. Review and revise Studio Culture Policy

Initiative 03. Create architectural mentor and apprenticeship programs

Initiative 04. Student Recruitment

Initiative 05. Student Retention

Initiative 06. Formalize UMA/ARC Student awards including types, calendar for conferring, and financial outlays if any. Awards include:

a. Thesis award (Roger Richmond Award for Excellence)
b. Portfolio award (Jay Hoffman Memorial Award)
c. AIA Scholarships
d. Pella Scholarship (?)
e. UMA scholarships

Initiative 07. Student Advising, review and implement a plan for consistence in advising as it relates to the B.Arch degree and a career in architecture

Initiative 08. NCARB and IDP advising and information

GOAL 05: Human Resources
To supply the program with adequate human resources to support faculty efforts and ensure success in the classroom, in professional practice and through architectural research

Initiative 01. Architecture Faculty, to maintain a student/faculty ratio inline with national averages (NAAB-IC-G)

Initiative 02. Improve and coordinate faculty research & scholarship
a. Funds – UMA, grants
b. Schedule
c. Events

Initiative 03. Administrative help, in response to the NAAB-IC report, more specific and better use of administrative help is needed (NAAB-IC-G)

GOAL 06: Library and Information Resources
To continue to provide and grow a wide variety of information resources (physical, virtual, etc.) to support and advance program success

Initiative 01. Architecture Research Portal (ongoing)

Initiative 02. Gannett On-site Resource Collection (ongoing)

Initiative 03. Campus-based physical and digital resources (ongoing)

Initiative 04. Art + ARC online digital database

UMA Architecture
Long Range Planning Costs

AVG Rank	NAAB Concern	Item/Topic	Description	Salary (annul costs)	Fringe @52.4%	QTY.	Total
		Human Resources					
1	**Y**	Dedicated administrative help	Dedicated help required to move program forward successfully.	$35,000.00	$18,340.00	1	$53,340.00
1	**Y**	IT/Printing/Fab Lab/Technology support -Workshop Director	IT is the immediate need and primary need. A worksshop director would be a good alignment in the future creating a "tech" position	$40,000.00	$20,960.00	1	$60,960.00
2	**Y**	Faculty GOAL: one faculty member for each year of studio (5 years = 5 faculty) -Commensurate Salaries across programs	Growth of faculty is tied to growth in student population. Commensurate salaries will be necessary to attract best new faculty (note: last search failed due to low salary)	$50,000.00	$26,200.00	2	$152,400.00
2.5	**Y**	Outside Critics & Peer review members	Funds & organization help to bring outside visitors to engage both students and faculty (NOTE: this is not a salaried position but funds to bring outside reviewers to UMA.)	$5,000.00	NA	NA	$5,000.00
3		Exhibition/Lecture director -Community Outreach, networking, employment director	Position could combine a number of needs including: -Exhibition & Lectures for Richmond Gallery -Fostering connections to non-profits, municipalities and other universities -Coordinating employment possibilities in Maine and beyond	$40,000.00	$20,960.00	1	$60,960.00
			Total				$332,660.00

UMA Architecture
Long Range Planning Costs

AVG Rank	NAAB Concern	Item/Topic	Description	Cost	QTY	Total
		Physical Resources				
1.25	**Y**	GOAL: Handley Hall to house all of UMA/ARC classes & be an active presence in downtown Augusta -Dedicated studio space / have some -Dedicated classroom space / have some -Dedicated seminar space / need -Dedicated Digital Lab space / need -Dedicated Workshop space / need	Questions: Where will 5th years go in fall 2015? Need areas where we could leave things up on the wall/on display. Is the Gallery a permanent classroom? A review of types of studio spaces is underway - exploring individual workstations vs. collaborative environments	NA		
The following is a review & projection of uses for Handley Hall on a floor-by-floor basis.						
		B1 Level - NEW Break Out and Review space #1 for 2/3/4 year during studio - This would put a current storage space to much better use.	Costs: Lights, Painting, Modifications to Kitchen/etc.	$15,000.00	1	$15,000.00
		1st Floor - EXISTING Richmond Gallery (Storefront as gallery, maintain classroom & pin-up space toward river) -Break out+ Review space #2 for 2/3/4 year during studio -Larger Classroom (30 desks/Projector) -ARC 261&262 computer classes -ARC TOPICS electives (2/3/4/5 year) -ARC 123 (30) -ARC 120 (30) -Possible Administrative Office (Currently FAB LAB)	Costs: Shelves for Storefront Display	$5,000.00	1	$5,000.00

UMA Architecture
Long Range Planning Costs

		2nd Floor - CHANGE **Water Street Classroom - CHANGE** ARC Classroom/this would be a CHANGE in use from studio to classroom -16 desks w/ projector/conference table -could doubled as Pin Up/Break Out space #3 for studio -Classes: Fall ARC 221/231/241/350/421/431/511 Spring ARC 251/261/332/322 **River Classroom - CHANGE** **-**ARC Thesis Studio (14 desks) -Pin Up Space for Thesis -Open Conference Space/Printing/Model Building for Thesis - Existing **Offices - EXISTING** -Two ARC Faculty Offices	Costs: New desks for new classroom use	$15,000.00	1	$15,000.00
		3rd Floor - EXISTING ART – Printmaking/Painting Studios – Maybe shared SHOP/Fab Lab with ART in LONG TERM PLAN?	None at this time	$0.00	1	$0.00
		4th Floor - EXISTING **-**ARC 1st year studios (30 seats) -Pin up/teaching space for first year. -ARC Library/Lounge -One ARC Faculty Office	None at this time. Space is working well.	$0.00	1	$0.00

UMA Architecture
Long Range Planning Costs

		5th Floor- NEW -ARC 2/3/4th year studios OPTION A: 40 desks with L configurations (14+14+12) OPTION B: 48 desks with plank configurations + work tables (16+16+16) -Two ARC Faculty Offices	Costs: Demolition + New Build Out + Furnishings ($15,000 + $75,000 + $60,000) Studios: -30” x 80” Plank desks on sawhorses (these could be L shaped, or could be single planks in years with more students) -Taboret and chair for each student -Homasote pin up walls as spatial dividers (NOT FIXED)	$150,000.00		$150,000.00
			Total Building			$185,000.00
The following are use-specific spaces needed in future growth - locations TBD						
1.5	**Y**	**Digital Fabrication Lab** Continued growth of equipment and space; growth will required dedicated staff	Continued growth in space & equipment -CNC router -Better large sheet scanner -more 3d printers (as required) -more laser cutters (as required)	 $12,500.00 $20,000.00 $3,000.00 $25,000.00	 1 1 2 1	 $12,500.00 $20,000.00 $6,000.00 $25,000.00
			Total Fab Lab			$63,500.00
2.25	**Y**	**Workshop space** -Model building shop	See attached break-out of costs -Could be a mobile/trailer vehicle – allowing for flood, as well as on-site engagement			$12,076.80
3		**Seminar Space**	Smaller, conference like space -Video conferencing			$0.00
4		**Next door building expansion**	Next door building renovated as student apartments			$0.00
			Total Handley Hall			$260,576.80

UMA Architecture
Long Range Planning Costs

AVG Rank	NAAB Concern	Item/Topic	Description	Annual Cost	QTY.	Total
		Scholarship Resources				
1		**ACSA** (Association of Collegiate Schools of Architecture)	Fees + Conference attendance These are mandatory fees, part of which goes to NAAB	$10,000.00	1	$10,000.00
1		**NAAB Accreditation** -student work storage/organization	Required upkeep for future accrediation visits includes: -student work collection, orgainization, storage -faculty syllabi & course collection	$2,000.00	1	$2,000.00
1.75		**Conference Funds**	Dedicated money for each faculty member to travel to conferences outside of New England. Flexibility to spend money how needed.	$4,000.00	1	$4,000.00
2		**Student competition support**	Money for students to enter competitions at least 1x a year.	$1,000.00	1	$1,000.00
			Total			$17,000.00

UMA Architecture
Long Range Planning Costs

AVG Rank	NAAB Concern	Item/Topic	Description	Cost (annually)	QTY.	Total
		Outreach – Recruitment & Retention				
1		**INTERNET** Stronger internet presence/internet site	Website that is more architectural/easier to update with projects/current research/current work - blog? Newsletter? Is Facebook enough?	$2,500.00	1	$2,500.00
1		**Marketing/PR**	A plan and support to carry it out This would likely be a 3 year cost	$12,500.00	3	$37,500.00
1.25		**Admissions/Recruiting plan and help**	Part of a realistic goal for number of students and the space/resources we have. How many start, how many drop out at each year, how many will we expect to transfer in after first year, etc....? How many dedicated studio desks do we currently have room for vs. how many are we projecting...	$1,250.00	1	$1,250.00
1.75		**Lectures/exhibits**	A plan for when these happen (for example, we always had an exhibit in the fall, lectures in the spring) & funds/help to make it happen on a regular basis	$5,000.00	1	$5,000.00
1.75		**UMA/ARC Alumni**	Tracking, outreach and connection with ARC alumni Could be accomplished by existing UMA staff	$0.00	1	$0.00
2		**Recruitment Scholarships**	What funds might attract good students this way?	$10,000.00	1	$10,000.00
2.5		**UMA/ARC yearly compendium**	Money for publishing a yearly compendium of student work and mailing it out.	$5,500.00	1	$5,500.00
3.5	**Y**	**Community Design Center**	A dedicated space/person/staff working on community work. Finding partners, organizing projects, coordinating front/back end, follow through on construction & PR, etc.	$100,000.00	1	$100,000.00
			Total			$161,750.00

UMA Architecture
Long Range Planning Costs

UMA ARC WORKSHOP NEEDS Dec-18

QTY	model #	model name	tool name	unit cost	total
1		Craftsman Desk top drill press	small drill press	$200.00	$200.00
1	36370	Jet® 14'' 1HP Band Saw with Closed Stand	band saw	$749.99	$749.99
1	97586	Jet® Benchtop Oscillating Spindle Sander	oscillating drum sander	$489.99	$489.99
1	44995	Jet® HVBS-56M 5'' x 6'' Horizontal/Vertical Bandsaw	table top bandsaw	$529.00	$529.00
1			contractors table saw	$0.00	$0.00
1	60180	DeWalt 20'' VS Scroll Saw (DW788)	scroll saw	$499.99	$499.99
1	53920	Bosch CM10GD 10'' Dual-Bevel Axial-Glide Miter Saw	10" sliding compound mitre saw	$599.99	$599.99
1	52525	Portable Dust Collector	dust collection system on wheels	$249.99	$249.99
1	1013253	Dewalt DW364K Heavy-Duty 7-1/4'' 184mm Circular Saw Kit	right handed skill saw	$194.99	$194.99
1	44682	Stanley® Sweetheart™ 4-Pc. Socket Chisel Set	sets of chisels	$119.99	$119.99
2	99847	Coping Saw	coping saw	$19.99	$39.98
1		Coping Saw Blades		$14.00	$14.00
3	1013132	Dewalt 1/2" 18v Cordless Drill	cordless drill	$99.99	$299.97
2		Craftsman corded drill 6.5a 3/8" chuck	full size corded drill	$60.00	$120.00
2			pull saw	$30.00	$60.00
1	98823	8" Brass Back Gent's Saw	back saw	$38.99	$38.99
3			speed square	$10.00	$30.00
5			hammer	$20.00	$100.00
2	22862	10 Oz. Dead Blow Mallet	rubber mallet	$16.49	$32.98

UMA Architecture
Long Range Planning Costs

5			tape measure	$10.00	$50.00
3	31719	Large Workbench Rockler Workbench Caster Kit 4 Pack	4x8 workbench inc. castors	$646.98	$1,940.94
12			quick clamp	$19.99	$239.88
10	47817	10-Piece Woodworker's Spring Clamp Set	spring clamp	$16.99	$169.90
4	27356	6" Irwin® Quick-Grip® SL300 Clamps	bar clamps	$19.99	$79.96
1	60270	Dewalt DW734 Heavy-Duty 12-1/2'' Thickness Planer with Ti	planer	$399.00	$399.00
1	22481	Mini Combo Miter Saw Set		$21.99	$21.99
1			mitre box	$20.00	$20.00
5			hardware allowance	$100.00	$500.00
30		Crews BK010 BearKat Safety Glasses - Clear Uncoated Lens		$1.49	$44.70
2		Ear Plugs - Uline Earplugs - Uncorded	200 pairs/box	$23.00	$46.00
1			Miscellaneous Hand Tool Allowance	$300.00	$300.00
1		Mobile equipment stands & cabinets would be the most flexible option, allowing the workshop to grow gradually, move locations (avoid flooding) and be taken on-site		$3,000.00	$3,000.00
			TOOL TOTAL		$11,182.22
			S&H 8%		$894.58
			WORKSHOP TOTAL		$12,076.80

Appendix F /
Transfer Guidelines

University of Maine Augusta
Transfer Student Policy
Bachelor of Architecture Program **March 2014**

We want alumni, current and transfer students to succeed in their careers at UMA/ARC, and later in the design profession. This means placing students at an appropriate level in all coursework including studio, satisfying our commitment to the National Architecture Accrediting Board (NAAB) standards, and ensuring skills & knowledge that lead to success in architectural practice.

Technology Classwork
In general, there are three steps for transferring credits for ARC technology (non-studio) classes.

1. Meet with your ARC Advisor to create a list of classes that you have already taken at another University that may meet or exceed the requirements for the UMA classes that you are trying to get credit for.
2. Obtain a syllabus for each class from your former instructor or institution. This syllabus should list learning outcomes as well as specific projects done in the course.
3. Demonstrate, through **documented work** (graded tests, papers, projects), that you have met the Student Performance Criteria (SPC) as set out by NAAB that we have determined for that course. This chart will be shared at your meeting with an ARC advisor (Step #1 above).

We will not let you "place out" of a class if you do not have your work documented. If you have not kept the work (for example: structures exams) please meet with your advisor to discuss but in you will likely have to take the course. In addition, it is not the practice of UMA/ARC to give course credit for workplace experience. We believe that the classroom and the workplace offer different educational experiences and that it is important to experience both.

Design Studio Coursework
UMA Architecture has spent time and energy to put together a specific sequence of studio courses with specific projects to ensure a breadth of design and related knowledge. These are structured so that the knowledge gained in one studio is built upon in the next, all culminating with a Capstone yearlong thesis project. Thus, success in any studio is incumbent on previous knowledge and success. For this reason it is with great care that transfer credit for design studio will be given.

Alumni of UMA Architecture (holding the BA in ARC)
All UMA/ARC alumni will need to meet with faculty and present a portfolio of work done at UMA to determine proper studio placement. As a default, and due to changes in the curriculum as determined by the program and directed by NAAB, returning alumni are required to take the third and fourth year design studio sequences (ARC 305, ARC 306, ARC 407 and ARC 408). Portfolio review may give an alumnus some credit toward these studios but only after review.

Current UMA Architecture Students (having matriculated to the B.Arch program)
All UMA/ARC current students will need to meet with faculty, review past studio work, and subsequently determine the best placement in the studio sequence.

Transfer Students (coming from other institutions)
All transfer students seeking credit for previous design studios must meet with a faculty adviser and review previous coursework. It is strongly suggested that this be done *before* bringing in work so that the student is clear as to what is expected for review. For the first two years of studio classes, please see our ***Transfer Guide ARC 101 & 102*** for a specific guide as to what skills are required for consideration of transfer credit.

Commonly asked Questions (and Answers):

Q: I have taken technology courses at another institution or at UMA under the BA degree, do they all count toward the B.Arch?

A: The transfer of technology courses is approached as follows:

- In general, Structures courses taken at another institution will transfer upon review of the course syllabi and work done in class. Current UMA students having taken this course at UMA are covered. (Note: A grade of "C" or better is required for transfer or existing credit to the B.Arch program)
- In general, Mechanical Systems courses taken at another institution will transfer upon review of the course syllabi and work done in class. Current UMA students having taken this course at UMA are covered. (Note: A grade of "C" or better is required for transfer or existing credit to the B.Arch program)
- In general, coursework related to Materials and Methods taken at another institution will not transfer. Current UMA students having taken this course at UMA are covered. (Note: A grade of "C" or better is required for transfer or existing credit)
- In general, Construction Techniques courses taken at another institution will not transfer unless they have covered a wide variety of building types. Review of course syllabi and work done is required. Due to curricular changes in response to NAAB accreditation standards, UMA students are required to take or retake this course under the B.Arch degree. (Note: A grade of "C" or better is required for transfer or existing credit)
- In general, Building Information Modeling courses taken at another institution will transfer upon review of the course syllabi and work done in class. Due to curricular changes in response to NAAB accreditation standards, UMA students are required to take or retake this ARC 262 course under the B.Arch degree. (Note: A grade of "C" or better is required for transfer or existing credit)

Q: I've worked in an office for 8 years; do I still need to take Professional Practice?

A: Yes. In general, *we do not accept work experience for class credit*. What is addressed in the classroom should support practice; neither is a replacement for the other.

Q: I've traveled extensively. Do I still need to complete the "Foreign Travel Experience"?

A: Yes. Your "Foreign Travel Experience" must be undertaken after your THIRD year of design studio, and needs to meet the specific requirements and SPCs of the course.

Q: I've worked in an office using AutoCAD for the last 10 years. Do I still need to take "Computer Aided Design and Drafting"?

A: In general, Yes. This class introduces you to many different platforms of Computer Modeling Software, including, but not limited to, SketchUp, AutoCAD, and Revit. It teaches you to use the

computer as a tool for *investigation.* If you are technically proficient in multiple programs, bring a portfolio of your digital work for the instructor of the course to review for possible credit.

Q: I've taken an Introductory Architectural History Class. Can I get credit for it?
A: Bring us the syllabus, and samples of your work done in the class. We'll see if it meets the SPC requirements that we have determined for our History of Architecture classes.

Q: Does College Algebra from SMCC meet the requirements of Math 111? How about other general education coursework?
A: The University handles General Education Credits and transfers. Please contact the Registrar's Office @ (207) 621-3145

Q: I already know how to draw and build models. Do I need to take ARC 101 & 102?
A: These core studio courses have a specific set of requirements unique to our program that go far beyond simple drafting or model building. For Studio Transfer Policies, see ***Transfer Guide, ARC 101 & 102****.* If you can demonstrate, with a portfolio of your design work, that you can meet the requirements, please schedule a time to meet with our first year faculty to review.

Appendix G /
UMA Assessment Plan

Assessment Matters

An Overview of Assessment Practices at the University of Maine at Augusta

Prepared by Director of Assessment spring 2013

for the Committee on Assessment Practices

and the UMA Faculty Senate

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Executive Summary

Over the past decade, faculty, administrators and staff at the University of Maine at Augusta (UMA) have embraced the benefits of determining institutional effectiveness and have adopted procedures that measure and document achievement. The University accepted its responsibility to gather and analyze evidence gained from a variety of assessment practices in the academic unit and similarly began to develop assessment protocols to measure the effectiveness of student support services, library and instructional technologies, and administrative responsibilities.

The Academic Unit

The provost initiated serious conversations about academic assessment in 2002. He supported professional development opportunities to encourage faculty to accomplish the following: 1) map associate and baccalaureate degree programs, 2) draft course charters, and 3) write learning outcomes for the courses required in their degree programs. These documents now serve as the foundations for course- and program-level assessment activities in each degree program.

Assessing General Education courses has been more complex. Faculty revisited the courses that had, historically, fulfilled General Education requirements on program check sheets; simultaneously, a General Education committee proposed a cluster of expectations – rather than just a list of course titles -- that all UMA graduates would be required to satisfy. The latter process was challenging yet deliberative, and eventually faculty adopted eleven outcomes that all UMA undergraduates would have to demonstrate, either by passing a required course or by demonstrating satisfactory achievement in some other manner. Link to catalog or add to appendices

UMA prepared its 2007 institutional re-accreditation self-study with much of this academic assessment work "in progress." Faculty understood regional and national expectations for post-secondary institutions to provide evidence of what their students and graduates were accomplishing. They began to identify assessment activities appropriate for their disciplines and to track student progress in satisfactorily achieving program and course outcomes.

Faculty Coordinators of academic programs completed annual program reports that identified which outcomes were being assessed and what the results of those assessment activities were. They also analyzed available enrollment data for their programs in order to comment on

graduation and retention rates and enrollment data for their courses over the previous five years.

Academic programs began a "test run" of program reviews using guidelines that had been adopted in 2008 by the Chief Academic Officers and the University of Maine System, the first revision in over 20 years. http://www.maine.edu/system/asa/adminprocman.php#Review

Their intention for revising the standards was to ensure that the program review process was meeting the needs for continuous improvement rather than creating tension and/or rancor between faculty and the administration. UMA's initial three-year "practice" cycle (add link to calendar) provided faculty, academic deans and other administrators an opportunity to chart progress, identify strengths and weaknesses, and plan for the future.

The second part of the program review process was an external review and site visit organized by campus faculty and conducted the year after the program review document had been completed. These site visits and the reviewers' reports have proved invaluable for program faculty, administrators, students and community partners in weighing the strengths of a program and its ability to respond to future demands and opportunities.

Student Services

During this same period, the Office of Student Services began its process of assessment and in 2007 adopted and administered the National Survey of Student Engagement (NSSE) to "assess first-year and senior students' exposure to and participation in empirically proven effective educational practices. Institutions receive summary reports with customizable comparison groups, benchmark reports, and a student data file." (NILOA, *The Measuring Quality Inventory)* In 2010 UMA administered the NSSE survey for the second time, in what will be an ongoing three-year cycle. In each case staff analyzed the results and developed an action plan to address the findings.

Similarly, the Enrollment Management team developed a comprehensive five-year Enrollment Management Plan (2010-2015) as part of system-wide work contracted with Noel-Levitz.

Advising staff have developed and implemented a campus-wide Retention Plan, with the help of a MELMAC (Maine Educational Loan Marketing Corporation) Foundation grant that has been instrumental in improving and documenting retention activities. As part of that grant, in 2009 and thereafter, faculty developed program-specific retention plans that became integrated into each program's annual report.

Academic Support Areas

Professionals in UMA libraries and personnel responsible for advancing e-Learning and coordinating instructional technology work with full- and part-time faculty and student support personnel to develop annual plans to measure how well they are meeting the needs of both students and faculty.

Administration

In April 2008**,** the president introduced a Baldrige-style continuous quality improvement process at UMA. "The Baldrige criteria and assessment processes help organizations identify, understand, and manage the factors that determine their success." (NILOA, *The Measuring Quality Inventory*) All faculty and staff members were encouraged to complete anonymously an assessment survey designed to evaluate UMA's performance in seven categories: (1) Leadership, (2) Strategic Planning, (3) Student, Stakeholder, and Market Focus, (4) Measurement, Analysis, and Knowledge Management, (5) Workforce Focus, (6)Process Management, and (7) Results.

In 2008 the first Baldrige Improvement Committee was charged to analyze the results and report on "Process Management." In 2010, continuing the two-year cycle, the second Baldrige Improvement Committee was charged to report on "Measurement, Analysis and Knowledge Management." The Baldrige Survey was administered for the third time in the spring of 2011, with a third Baldrige Improvement Committee prepared to report on the category determined most critical by survey results. Verify dates

The president also began a systematic process of assessing the productivity and effectiveness of all administrative functions: Finance, Administrative Services, Institutional Advancement, Public Information, Human Resources.

Accreditation

The University of Maine at Augusta is accredited by the Commission on Institutions of Higher Education (CIHE) within the New England Association of Schools and Colleges. (NEASC) The most recent re-accreditation was awarded in 2007, with an interim report submitted in fall 2011. The next self-study is scheduled for April 2015.

Additionally, national agencies award accreditation to four UMA allied health professional programs (Dental Hygiene and Dental Assisting, Nursing, Medical Laboratory Technology, and

Veterinary Technology) and, effective 2012-13, UMA's Architecture program will be a candidate for accreditation by the National Architecture Accrediting Board.

The University of Maine System

Early in 2009 the chancellor convened a statewide task force to respond to the University of Maine System's growing needs and diminishing public funding. The *New Challenges, New Directions* initiative was "designed to reduce costs, maintain affordability, and address Maine's educational and economic needs." The entire report is available at http://www.maine.edu/pdf/FinalNCNDPlanNov16.pdf.

In November of 2009, the Board of Trustees accepted the report from the task force and its work groups and praised the usefulness of the outcomes for system-wide decision-making:

> The *New Challenges, New Directions* initiative looked closely at both costs and opportunities in three broad arenas: Administrative, Student, and Financial Services; Academic Programs and Services; and Structure and Governance. Stakeholder work groups were formed, with representation from all seven universities and their communities. National consultants and experts were utilized to provide insight on best practices and the experience of other states. The work group reports have been invaluable in providing the UMS Board of Trustees with information, analysis, and recommendations that support this plan.
>
> http://www.maine.edu/pdf/11-16-09NOVBOTMtg.pdf

The current chancellor engaged on another statewide effort in 2012; the *Think Mission Excellence* initiative is intended to underscore the strengths of a system wide structure in Maine public higher education, with a particular focus on collaborative partnerships to meet the needs of a changing environment.

INTRODUCTION

The University of Maine at Augusta (UMA), established by the Legislature in 1965, is one of seven campuses in the University of Maine System. The current mission of the University, approved by the UMS Board of Trustees in 2006, addresses the institution's goals for its graduates:

> *The University of Maine at Augusta, a regional state university, provides baccalaureate and select associate degrees to meet the educational, economic and cultural needs of Central Maine. Based on a common liberal arts core for all degree programs, UMA delivers professional programs to non-traditional, traditional and place-bound students.*

UMA fulfills this mission by providing baccalaureate education for the citizens of central Maine as the region's major public institution of higher education and statewide as the primary provider of distance undergraduate education

UMA offers baccalaureate and associate degree programs in two colleges: the College of Arts and Sciences and the College of Professional Studies. Four of the university's allied health programs are accredited by national accrediting agencies; architecture is accredited by its national professional organization. The University is accredited regionally by the Commission of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC).

The University's academic programs tie learning outcomes to UMA's mission just as academic- and student-support services support the mission by providing services and opportunities that enrich students' experiences both in and outside of the classroom.

The University's Assessment Plan is designed to assess how well outcomes are being met in the academic programs, in student support services, in libraries and technology, and in administration. The analysis of those various results provides an overview of the institution's overall effectiveness.

Section 1

ASSESSMENT PRACTICES IN THE ACADEMIC UNIT

Academic assessment practices at the University of Maine at Augusta have as their focus the demonstration of measurable student learning outcomes. Such practices contribute to quality assurance in programs and promote effectiveness throughout the institution.

Five components make up the assessment plans for each degree program or department:

1. identifying outcomes,
2. establishing methods for assessing these outcomes,
3. gathering and analyzing the evidence,
4. sharing the results of the analysis, and
5. making improvements as needed.

This cycle continues by reaffirming or modifying outcomes whenever faculty deem doing so is appropriate.

1.1 The Basics of Academic Assessment

Over the years assessment has been used to describe either a process toward improvement or a process toward accountability, sometimes both. UMA's goal for assessment is the continual improvement in the quality of the curricular and co-curricular programming offered to its students.

> "Assessment is more than the collection of data. To make assessment work, educators must be purposeful about the information they collect. As a basis for data gathering, they must clarify their goals and objectives for learning and be aware of where these goals and objectives are addressed in the curriculum…What should college graduates know, be able to do, and value? Have the graduates of our institutions acquired this learning? What, in fact, are the contributions of the institution and its programs to student growth? How can student learning be improved? (Palomba and Banta, p. 4)

What are the purposes of assessment? 1) Formative Assessment has as its goal to "gather feedback that can be used by the instructor and students to guide improvements in the ongoing and learning context." 2) Summative Assessment has as its goal to "measure the level of success or proficiency that has been obtained at the end of an instructional unit (e.g. course, general education, or advanced studies.")

(http://www.cmu.edu/teaching/assesment/howto/basics/formative-summative.html)

In the early years of assessment activities at UMA, faculty adopted a common understanding of assessment terminology and then created the University's assessment framework based on the following 6 concepts:

1.1.1 Student Learning Outcomes identify what departmental faculty intend for a student to be able to think, know or do when they've completed a given educational course or program.

1.1.2 Course Charters explain and describe elements essential to every course in a university catalog, including, but not limited to, course objectives, student learning outcomes, and methods of evaluation.

1.1.3 Course Mapping makes it possible to identify where, within the curriculum of an academic program, student learning objectives are addressed.

1.1.4 Capstone experiences are culminating experiences in a baccalaureate degree program designed to give students experience with reading original research, doing original work or presenting a performance. For a list of capstone experiences, please X:\ACADEMIC INTRANET\ACADEMIC ASSESSMENT\Descrip of Capstone Experience.docx

The capstone requirement may be satisfied by a major research paper or project, a senior seminar, an internship – and often includes peer or faculty review.
A list of current capstone experiences is available at X:\ACADEMIC INTRANET\ACADEMIC ASSESSMENT\UMA capstone courses.docx

1.1.5 Program Review is University of Maine System (UMS) Policy that establishes guidelines for reports and external reviews:

"Academic program review must be institution-based and reflect an institution's mission and capacity. Program review should focus on student outcomes and should support a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding how and what students are learning in their academic program."
http://www.maine.edu/system/asa/adminprocman.php#Anchor7

1.1.6 General Education Outcomes are the foundation for baccalaureate degree programs. They are "frequently described in terms of students'

- capabilities for reading writing, speaking, listening, abstract inquiry, critical thinking or logical reasoning;
- understanding of numerical data, scientific inquiry, global issues, historical perspective, and literary or philosophical perspective;
- development of ethical perspective and cultural diversity issues; and
- appreciation of the fine and performing arts."

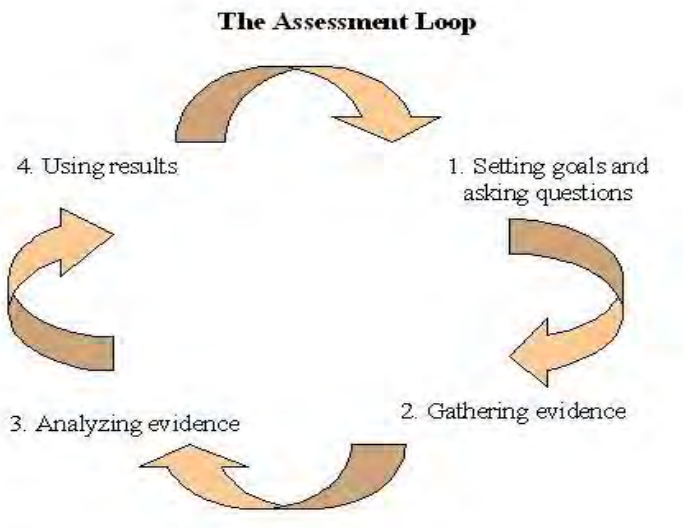
(Nichols and Nichols, *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness, 3rd ed,* p. 65)

UMA's 11 general education outcomes, adopted in January 2009 and effective fall 2010, include the following: written communications, oral communications, quantitative skills, natural scientific inquiry, social science, humanities, fine arts, cultural diversity , computer literacy, information literacy, and critical thinking.

For the complete list please see X:\ACADEMIC INTRANET\General Education\Final Approved Outcomes 9-25-09.doc.

1.2 Annual Reports for Academic Programs and Departments

Effective communication about the results of assessment activities is vital to ensure full participation and quality assurance – to "close the loop." Programs report their findings in annual reports submitted to the college dean and to the Senate Committee on Academic Planning and Priorities (APP.) Academic deans provide written feedback to the program faculty and forward a written summary of their findings to the provost. The APP reviews all reports and prioritizes funding requests in its recommendations to the provost to be incorporated in the academic budget. The provost reviews all written responses from the academic deans and summarizes them for the president.



1.2.1 Forms for Annual Academic Reports

UMA adopted the following forms with permission from Rivier College in Worcester, Massachusetts, and developed by James O. and Karen W. Nichols, for the purpose of providing programmatic data and assessment results annually in a systematic and consistent format throughout all academic units. Coordinators are responsible for managing the reporting process, in collaboration with their peers, and for submitting the reports to their academic deans, the provost and the director of assessment.

Faculty were allowed three years to practice with the forms and to become familiar with the data requests. The forms for these annual reports were designed to create information for the program reviews scheduled every five years:

Form A	*Assessment Record*
Form B	*Linkages to Institutional Mission*
Form C	*Summary of Annual Assessment Activities*
Form I	*Program Learning Outcomes*
Form II	*Curriculum Changes*
Form III-A	*Personnel and Facilities*
Form III-B	*Budgetary Requests (added in 2009)*
Form IV-A	*Program Enrollment*
Form IV-B	*Discipline Enrollment*
Form V	*Retention Summary*

1.2.2 Reports in the College of Professional Studies

The following associate and baccalaureate degree programs and the Department of Mathematics fall within the jurisdiction of the Dean of the College of Professional Studies, to whom coordinators submit annual reports and program reviews:

- Applied Science
- Business Administration
- Computer Information Systems
- Dental Hygiene
- Financial Services
- Information and Library Services
- Justice Studies

- Mathematics
- Medical Laboratory Technology
- Mental Health and Human Services
- Nursing
- Public Administration
- Veterinary Technology

Provide links to annual reports of each program and department in this college?

1.2.3 Reports in the College of Arts and Sciences

The following associate and baccalaureate degree programs fall within the jurisdiction of the Dean of the College of Arts and Sciences, to whom coordinators submit annual reports and program reviews:

- Architecture
- Art
- Biology
- English
- Jazz & Contemporary Music
- Interdisciplinary Studies
- Liberal Studies
- Social Sciences

Provide links to annual reports of each program in this college? Consult with coordinators fall 20xx semester.

1.3 Sharing Results

1.3.1 Faculty Coordinators, in consultation with their colleagues, submit annual program reports to the dean of their college each academic year to document assessment activities and to comment on enrollment trends, describe retention activities and analyze curriculum, personnel, facilities and budgetary issues. Budgetary requests (Form III-B) are also forwarded to the Senate Committee on Academic Planning and Priorities (APP) where they are prioritized for academic budget requests.

1.3.2 Academic Deans review all annual program reports, write responses and forward them to the Provost and the coordinators of each academic year. Because college deans are members of the Provost's Staff, they also contribute to all discussions about assessment practices and results within that administrative unit.

1.3.3 The **Provost** summarizes the responses from the college deans and forwards his or her report to the president.

1.3.4 The **Director of Assessment** serves as a resource to coordinators and deans during the process of drafting the annual reports and ensures that all relevant data are available. The Director reviews completed annual reports and ensures that they are posted on the academic intranet for review by the University community.

1.3.5 The **Executive Director of Institutional Research and Planning** provides institutional leadership and support in applied research and analysis, strategic planning, enrollment management, assessment and accreditation. The Executive Director also has a leadership role in UMA's adoption of the Student Learning Progress Model (SLPM) as a methodology for collecting and analyzing data for the institution's student profile.

1.3.6 **Faculty Senate Committees** have responsibility in three topic areas: academic planning and priorities, assessment practices and general education. In each case the committee is chaired by a member of the Faculty Senate, with the remaining members representing the two colleges proportionately. The committees report directly to the Senate, and the Senate communicates the committee reports and recommendations to the entire faculty.

While originally chartered as a Faculty Senate committee, the Committee on Assessment Practices in AY 2011-2012 became a joint Senate and administrative committee that now reports to the Senate, the Provost and the President.

1.3.7 The **President** receives the provost's report about academic assessment and collates the findings and trends. These results are shared annually with members of the President's Cabinet.

1.4 Regional and National Accrediting Agencies

Institutional accreditation is awarded every 10 years through the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools (NEASC). UMA is scheduled to submit its next decennial self-study in 2015.

Additionally, four national professional accrediting agencies review UMA programs: the National Accrediting Agency for Clinical Laboratory Science (NAACLS); the American Dental Association (ADA); the National League for Nursing Accrediting Commission (NLNAC); and the American Veterinary Medical Association (AVMA).

Effective 2012-13, the UMA Architecture program will be a candidate for professional accreditation by the National Architectural Accrediting Board (NAAB).

1.5 Meeting academic goals and objectives in UMA's Strategic Plan

The 2011-2016 Strategic Plan, *Transforming Lives: Educating our Students to be Global Citizens,* revisits incomplete action items from the 2007-2011 Plan and sets critical new objectives for the University. Seven key goals are intended to guide the work of the institution and to be the overarching framework for all activities, including assessment, at UMA. http://www.uma.edu/assets/docs/stratplan/UMAStrategicPlan.pdf

Key Goal 1 has 7 objectives designed to enhance the primary mission of the University – academic success for its students. The focus of Key Goal 1 is to "provide quality baccalaureate education and select associate degrees built on rigorous learning outcomes to help students reach their aspirations…" Implicit in this goal is the understanding that a variety of strategies will be employed to measure and ultimately improve student success.

Key Goal 4 has as its primary focus to "foster a 'culture of assessment' and data-driven decision-making to measure and improve institutional effectiveness." **Objective 4.2.2**, in particular, encourages UMA faculty to employ a variety of assessment protocols to evaluate student learning.

Section 2

ASSESSMENT PRACTICES IN ACADEMIC SUPPORT AREAS

Also important to evaluating the effectiveness of the institution is the assessment of academic support services: library, technology, and instructional support. At UMA, these activities are fully integrated with the academic units and the governance structure and are considered vital to the success of the academic units. Each area of academic support services has developed methods of assessing effectiveness and success.

2.1 Library

The Katz Library staff currently are focused on resetting benchmarks for service, with special attention on how the library supports retention, success and graduation rates of UMA students. This ongoing process of analysis and recalibration reflect how the staff are adjusting library services to meet the fluctuating needs of students and the community.

2.2 Distance Learning/e-Learning

A joint administrative and faculty committee, now called the Joint e-Learning Committee, has been reconfigured from what was once the Distance Learning Council.

The 2012-2016 Distance Learning/e-Learning Strategic Plan has been drafted to develop more fully the elements in the UMA Strategic Plan that relate to e-Learning at UMA and to complement the Technology Plan described below. The integration of these strategic goals and objectives help to make specific the particular actions and financial resources necessary to fulfill the institution's mission in these important areas.

Among the data collected for distance learning are the enrollment trends in web-based and ITV courses and student success rates in those courses since 2008. This information already has served to inform college deans and faculty into expanding course development and improving course scheduling.

An instructional designer and an instructional technologist help support all faculty who teach with technology. A grant from the Strategic Investment Fund (SIF), "Reconfiguring Services and Support for the Online Environment," provided financial assistance to support faculty development for teaching in the "virtual" environment and for adapting traditional courses to online teaching.

Additionally, the Committee on Assessment Practices has proposed to the Senate a revised online student course evaluation. Such an online tool eventually will provide student feedback on the nature of the academic experience as well as the success of the technology in the

course. Once this evaluation form has been finally approved, the results will provide decision-makers with important information about the e-Learning experience for UMA students.

2.3 Technology

The UMA Technology Plan complements the UMA Strategic Plan, supports the UMS IT Plan and provides an important framework for technological support for faculty, students and staff. To view the entire plan, go to http://www.uma.edu/umatechplan.html.

The current Technology Plan has a series of 6 recommendations for future technology and e-learning needs at UMA – and each of these goals will be measured and analyzed to determine the extent to which these goals have been met and how, if at all, the plan should be altered:

1. Programming needs and access to System data for decision making especially in the area of cost effectiveness, quality assurance and student satisfaction is essential.
2. Creation of a research function and user-friendly reporting/access system for all users at UMA.
3. Increases in operational/technical staff and ongoing training for IT department.
4. Creation of an instructional development support team and system for faculty in traditional classrooms and for those teaching at a distance is essential if UMA is to move ahead with expanded distance education efforts.
5. Enhanced development of asynchronous courses and distance programming should be supported by UMA as potential new revenue streams.
6. Additional base funding for UMA's Library collection to respond to the addition of new academic programs.

2.4 Sharing Results

The **Dean of Libraries and Distance Learning** and the **Director of Computer Services** are part of UMA's senior management. On a monthly basis, they submit written reports to the provost and to the president and serve on the President's Cabinet and Provost's Staff. Also, they are available, as needed, to the Faculty Senate and the Board of Visitors.

2.5 Meeting e-Learning goals and objectives in UMA's Strategic Plan.

In UMA's 2011-2016 Strategic Plan **Key Goal 3** stresses the importance of expanding UMA's online programs and providing exceptional support services. The Technology Plan previously mentioned was developed in concert with the strategic planning process, so the two plans can be seen as interrelated. In particular, **Objective 3.1** in the Plan re-establishes the Distance Learning Council as a joint Senate and administrative committee, with goals of defining best practices in e-Learning and assisting both faculty and students to thrive in the online environment.

Additionally**, Objective 7.3** identifies the importance of updating the technology plan and upgrading computer technology and teaching equipment both on campus and at University College centers.

Section 3

ASSESSMENT PRACTICES IN STUDENT SERVICES

The University of Maine at Augusta adopted the NSSE in 2006 as a standardized instrument to measure student engagement. In addition, an Enrollment Management Plan and annual program retention plans focus awareness and activities on these two critical areas of institutional development. The Division of Enrollment Services routinely produces quantitative data that tracks enrollment health and efficiency of service. The Division of Student Development established learning outcomes for each functional area and tracks success in meeting those outcomes, as well as student satisfaction with activities and services.

3.1 National Survey of Student Engagement (NSSE)

Beginning in 2007, UMA has participated in the NSSE every three years. The results are widely distributed on campus and incorporated into institutional research projects and strategic planning. NSSE results have influenced decisions to: expand opportunities for civic engagement; encourage service learning throughout the UMA curriculum; advance undergraduate student research; increase internships; and multiply co-curricular opportunities for student interaction with faculty. A brief summary of results is posted on UMA's website at: http://www.uma.edu/assets/docs/DeanOfStudents/TheStudentExperienceInBrief.pdf

For more information on NSSE, please refer to **http://nsse.iub.edu/html/about.cfm,** from which the following information was taken:

> ***WHAT IS STUDENT ENGAGEMENT?*** *"STUDENT ENGAGEMENT REPRESENTS TWO CRITICAL FEATURES OF COLLEGIATE QUALITY. THE FIRST IS THE AMOUNT OF TIME AND EFFORT STUDENTS PUT INTO THEIR STUDIES AND OTHER EDUCATIONALLY PURPOSEFUL ACTIVITIES. THE SECOND IS HOW THE INSTITUTION DEPLOYS ITS RESOURCES AND ORGANIZES THE CURRICULUM AND OTHER LEARNING OPPORTUNITIES TO GET STUDENTS TO PARTICIPATE IN ACTIVITIES THAT DECADES OF RESEARCH STUDIES SHOW ARE LINKED TO STUDENT LEARNING."*
>
> ***WHAT DOES NSSE DO?*** *"THROUGH ITS STUDENT SURVEY,* ***THE COLLEGE STUDENT REPORT****, NSSE ANNUALLY COLLECTS INFORMATION AT HUNDREDS OF FOUR-YEAR COLLEGES AND UNIVERSITIES ABOUT STUDENT PARTICIPATION IN PROGRAMS AND ACTIVITIES THAT INSTITUTIONS PROVIDE FOR THEIR LEARNING AND PERSONAL DEVELOPMENT. THE RESULTS PROVIDE AN ESTIMATE OF HOW UNDERGRADUATES SPEND THEIR TIME AND WHAT THEY GAIN FROM ATTENDING COLLEGE."*

3.2 Graduate Surveys

The Academic & Career Advising staff conducts an annual survey of recent graduates to gather information about their employment and/or continuing education. Surveys are administered via e-mail approximately 6 months after graduation. The results are used to better understand how UMA graduates apply their education in the world of work, and to determine the impact of campus services and resources. Results are available on the SurveyMonkey web site and are shared with Institutional Research, Alumni development, Student Development and the Provost's staff.

3.3 Retention Plans and Results (MELMAC)

During the 2008-09 year, MELMAC grant awards helped initiate and support the UMA Program Retention Plans. Each Program Coordinator designed a Program Retention Matrix, each matrix identifying activities and initiatives designed to establish, monitor and maintain faculty connections with students at key times throughout their college careers. The template was revised into a Program Success Matrix in 2011and is now included in the Annual Reports completed by Academic Program Coordinators.

As part of the reporting requirements for the MELMAC grant, UMA monitors persistence and completion rates for its baccalaureate students. Aggregate data is reported as well as by sub-categories including first-time, full-time, first-time, part-time and transfer students. Data is also tracked by gender, traditional/non-traditional and in-state/out-of-state status. Data tracking began with the Fall 2002cohort and will continue through 2014.

3.4 Enrollment Management Plan

In 2011, UMA released an Enrollment Management Plan to guide the institution's recruitment and retention efforts through the five year period of 2011-15. The document was created by key stakeholders at UMA with assistance from Noel-Levitz, a national consulting firm engaged by the University of Maine System. The plan included goals for recruitment and retention and specific action plans were developed. UMA has implemented many of the identified actions and the overall plan was reviewed and updated in December 2012. The original plan and the December 2012 update are available in the Enrollment Management Plan folder on the X drive. It is expected that a new Enrollment Management Plan will be developed in 2014.

3.5 Advising Survey

In January 2012, UMA surveyed 4,435 matriculated students who were actively registered for fall 2011 regarding their experience with academic advising. The survey was administered electronically via SurveyMonkey and was delivered to the students' maine.edu e-mail addresses. Staff sent two follow-up messages after the initial invitation to participate. The survey results are available on the SurveyMonkey web site.

3.6 Sharing Results

The Dean of Students and the Dean of Enrollment Services sit with the Provost's staff and the President's cabinet where they share information, seek consensus and work collaboratively with their academic counterparts. Monthly enrollment reports keep administrators, faculty and staff apprised of current data and trends.

3.7 Meeting student services goals and objectives in UMA's Strategic Plan

Key Goal 2 has as its focus the development of UMA's student-centered philosophy and the institution's priority on increased retention through effective enrollment strategies, civic engagement and advising. **Objective 1.1.2** similarly supports UMA's commitment to civic engagement in the academic unit, and **Objective 1.1.3** encourages students to be aware of diverse perspectives, another aspect of the NSSE findings. **Objectives 1.5.2 and 1.6.3** stress the importance of student success in the work force and/or continuing educational endeavors.

Section 4

ASSESSMENT PRACTICES IN UMA ADMINISTRATION

In the past five years the President has reinforced campus-wide assessment activity and has shared the results widely, through existing administrative structures. In particular, the Baldrige Survey has become a predictable tool to evaluate various aspects of the institution. The follow-up report serves as a comprehensive analysis of the area targeted for that year and as an ongoing guide for improvement. The President also initiated the compilation of program matrices to help inform decision-making for academic program development; the Office of Institutional Research and Planning now has the responsibility of compiling and sharing this information internally with each academic program coordinator.

4.1 Baldrige Improvement Survey

After the first Baldrige Improvement Survey was conducted in 2008, faculty and staff were asked to vote on which one of the top three in the survey results – Measurement, Analysis or Knowledge Management/Process Management/Results – should be the focus for that academic year. As a result of that vote, the first Baldrige Improvement Committee analyzed and reported in 2009 its findings on Baldrige *Category #6: Process Management*. In 2010, the second Baldrige Improvement Committee analyzed and reported its findings on *Category # 4: Measurement, Analysis and Knowledge Management*. In 2011, the third Baldrige Improvement Committee reported on *Category #5: Workforce Focus*.

4.2 Sharing Results

Ample opportunities exist for information to be shared and/or documented regularly. The UMA Board of Visitors meets quarterly, and its meetings have become a valued method of communicating institutional priorities and reporting on the status of university initiatives to external stakeholders. Additionally, the President's Advisory Council meets quarterly to provide a summary of administrative and departmental activities among internal stakeholders. In both cases, much of the information may be archived on the UMA website and/or referenced in the president's "State of the University" address. The president also chairs monthly cabinet meetings, which are a vital element of UMA governance and budget building.

The Baldrige Improvement Committee reports are shared with the entire UMA community and the recommendations and action plans serve as benchmarks for ongoing improvement throughout the institution. The reports are available on the academic intranet at X:\Baldrige.

4.3 Meeting administrative goals and objectives in UMA's Strategic Plan

The 2011-2016 Strategic Plan includes various references to what can be described as administrative initiatives. Among them is **Objective 2.4** to assess the feasibility of various student housing options. To ensure evidence-based decision-making, **Objective 4.1** seeks to hire appropriate personnel to develop an institutional research function. **Goal 7** has the most comprehensive view of what elements are needed to guarantee that policies and procedures are in place "that are transparent and available to all members of the University community."

Section 5

ASSESSMENT IN THE UNIVERSITY OF MAINE SYSTEM

Various assessment activities that campuses conduct also contribute to system-wide assessment initiatives, the results of which are important to a wide audience: the higher education community, Maine residents, and political leaders. Ideally, out of these efforts, budget and policy priorities emerge that are compatible with the mission and values of public higher education in Maine.

5.1 *New Challenges, New Directions*

In 2009 the chancellor, with the support and engagement of the sixteen-member Board of Trustees, initiated a System-wide planning and assessment process, *N*ew *Challenges, New Directions.* The goal of the six-month inquiry was to conduct "a rigorous and public assessment of its finances, its current performance, and its ability to meet the changing needs of Maine people as it faces an unprecedented financial challenge."
http://www.maine.edu/pdf/FinalNCNDPlanNov16.pdf

Three task forces (comprised of representatives from the seven universities and community leaders) had as their focus three broad topics: Administrative, Student, and Financial Services; Academic Programs and Services; and Structure and Governance. The final report and recommendations, short- and long-term action plans, and subsequent annual reviews created the foundation for the UMS Board of Trustees' public agenda for 2010-11.

5.2 *Think Mission Excellence*

When the new chancellor began his tenure in 2012, he worked with the Board of Trustees and campus administrators to identify a series of priorities that would frame the initiative, *Think Mission Excellence*. Its goal was to underscore the strengths of the system wide organization in Maine public higher education, with a particular focus on collaborative partnerships to meet the needs of a changing environment. The initiative had three priority initiatives: outcomes-based funding, credit transfer, and adult baccalaureate completion distance education (ABCDE); also, it included four administrative reviews: human resources, information technology, strategic procurement and administrative function. The website outlines the process as follows: "The review teams overseeing the priority initiatives will gather data and feedback through focus groups, targeted audience discussions, and other mechanisms" and post their findings on the UMS website designed for that purpose at http://thinkmissionexcellence.maine.edu/about-thinkme/.

5.3 Sharing Results

The Chancellor reports to the Board of Trustees and to the Governor of Maine and gives a "State of the University" speech every session to the Mane State Legislature. The Committee of Education and Cultural Affairs and the Committee on Appropriations and Financial Affairs both have statutory jurisdiction over Maine's system of public higher education and, to that end, work with the Chancellor and his staff to perform their legislative duties. Presumably, the results of priority-setting initiatives are part of the Chancellor's messages to elected officials and the citizens of Maine. Because these responsibilities are obviously outside of the scope of UMA's jurisdiction, there is no reference to them in the 2011-2016 Strategic Plan.

APPENDIX

Assessment Initiatives

Campus-Wide Assessment Initiatives *(Current)*

- *Baldrige*
- *NSSE*
- *Portfolio development for Applied Science and Liberal Studies degrees*
- *Capstone course development*
- *Graduate surveys*
- *Alumni surveys*

Assessment Initiatives (*in development)*

- *Writing Project for ENG 101*
- *Employer surveys for professional degree programs*
- *Distance learning surveys by University College*
- *Advising survey*

Additional Centrally Administered Assessment Activities *(proposed)*

- *General Education*
- *Smart classroom/online survey projects*
- *Instructional Design for online instruction*
- *University Libraries*

Calendar of Regularly Scheduled Assessment Activities

September -Program faculty identify learning outcome(s) to assess during AY	**October** **-Baldrige Committee assembles information for report** *-NEASC interim report Oct.2011*	**November** -NSSE administered every third year: 2007, 2010, 2013, 2016…
December	**January**	**February**
March -External reviews conducted for scheduled programs	**April** -Baldrige Survey administered every two years:: 2007, 2009, 2011, 2013… *--NEASC Self-Study spring 2015*	**May**
June -Annual reports due for academic programs and departments -Coordinators submit Program Reviews for scheduled programs -Coordinators submit External Review Reports for scheduled programs	**July** -Academic Deans submit responses to annual reports, program reviews and external reviews to provost	**August** -Provost submits summary of annual reports, program reviews and external reviews to president

TIME TABLE FOR IMPLEMENTING REVISED PROGRAM REVIEW PROCESS

The following schedule does not include Nursing, Dental, Med. Lab Tech. or Vet. Tech, which will comply with external accreditation requirements and expectations.

Spring 2009
AS & BS in MHHS
BA in ENG
AS & BS in Public Administration
AS & BM in Jazz

Spring 2010
AS & BS in BUA
BA in Social Science
BA in ARC
AS & BS in Info. & Library Services
AS & BS in CIS

Spring 2011
AA PHO & BA in ART
AA & BA in Liberal Studies
BA in Biology
AS & BS in JUS
Bachelor of Applied Science

Spring 2012
AA & BA in ENG
AS & BS in CIS
AS & BS in Public Administration
BA in Interdisciplinary Studies

Spring 2013
AS & BS in MHHS
AS & BM in Jazz
AS & BS in Info. & Library Services

Spring 2014
BA in Social Science
BA in ARC
AA & BA in Liberal Studies

Spring 2015
AS & BS in BUA
BA in Biology
AS & BS in JUS

Spring 2016
Bachelor of Applied Science
AA PHO & BA in ART
AS & BS in CIS

USE INSTEAD THE PROGRAM REVIEW SCHEDULE (NOVEMBER 2010) TO UMS THAT INCLUDES ALL PROGRAMS FROM 2011-12 TO 2020-21 THAT FOLLOWS.

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

UNIVERSITY OF MAINE AT AUGUSTA

COLL	DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Arts and Sciences												
	Architecture	Architecture BA			X					X		
	Art	Art AA/BA					X					X
		Photography AA					X					X
	Biology	Biology BA				X					X	
	English	English BA	X					X				
	Liberal Studies	Liberal Studies AA/BA			X					X		
		Interdisciplinary Studies BA	X					X				
	Music	Jazz AS/BM		X					X			
	Social Science	Social Science BA			X					X		

COLL	DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Professional Studies												
	Business Administration	BUA AS/BS			X					X		
		Financial Services BS			X					X		
		Applied Science BS					X					X
	Computer Info Systems	CIS AS/BS	X					X				

Dental Hygiene	DHY AS/BS			CODA							
	Dental Assisting Certif.					CODA					
Justice Studies	JUS AS/BS				X					X	
Library and Information Services	ILS AS/BS		X					X			
Med. Lab. Technology	MLT AS						NAACLS				
Mental Health and Human Services	Mental Health and Human Services AS/BS		X					X			
Nursing	NUR AS/BS			NLNAC							
Public Administration	Public Administration AS/BS	X					X				
Veterinary Technology	VET AS			AVMA							

Green - 5 Year Cycle

Red - Certif (varies by program)

UMA's ASSESSMENT FRAMEWORK

THE CIPP MODEL:

Context, Input, Process and Product

The University of Maine at Augusta's Assessment Plan (the Plan) has been developed within the context of the UMA mission. It includes activities for assessing 1) undergraduate degree programs, 2) general education, 3) departments within the academic unit, and 4) academic and student support services. The plan is coordinated through the provost's office by the Director of Assessment.

The Plan was formally introduced to the faculty in October 2010 and refined further by the Senate's Committee on Assessment Practices. It was submitted to the Faculty Senate and approved with amendments in May 2011 and then forwarded to the provost and the president.

In the Plan, the primary focus of assessment activities is at the program level where faculty are the experts who determine the learning outcomes for students, design discipline-specific curricula, determine how well students have achieved the learning outcomes and report on their findings. Assessment activities in academic and student support services are coordinated by the staff in the various units, i.e. student services, libraries, enrollment services, technology resources.

Evidence gathered through the assessment processes identified in the Plan is used in a variety of ways to ensure continuous improvement:

- Faculty use the evidence to update, refine and/or alter curricula.
- Degree programs use data in program reviews and ongoing curriculum development.
- Colleges use the data to set priorities for resource allocations and to monitor the contribution of degree programs to the university's mission and goals.
- Professional staff use the evidence to improve or modify existing services or to develop new ways to deliver services.
- Administrators use the information to assess the quality of the degree programs and support services in place for the university to carry out its mission.

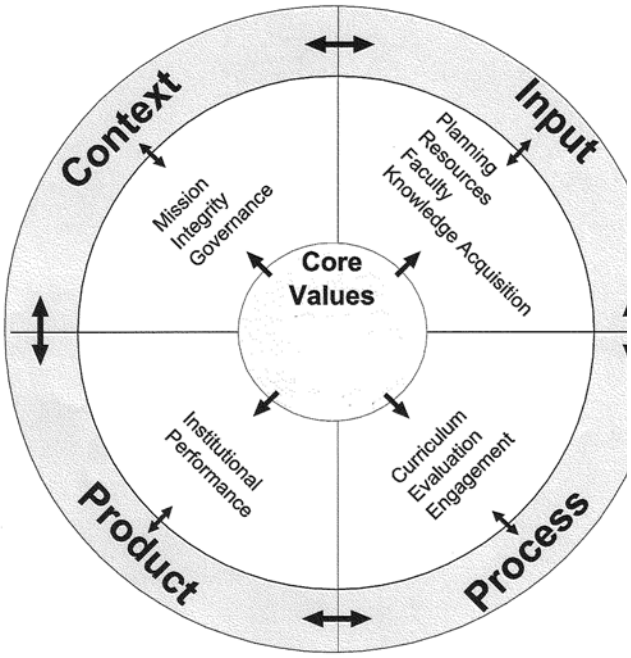
THE UNIVERSITY OF MAINE AT AUGUSTA'S ASSESSMENT PLAN

Introduction

What is assessment? "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development." (Palomba, C.A. & Banta, T.W., p 4) Formative assessment guides effort. It is often done at the beginning and during a program evaluation. At the beginning of program evaluation it is used to decide what needs to be done, and how it should be done. During program evaluation it is used to assist in deciding if it is being done and if it is succeeding. Summative assessment is done at the end to determine if important needs were met, and if the effort was well-designed and well-executed and did it succeed.

The University of Maine at Augusta (UMA)'s assessment plan is based upon the CIPP (Context, Input, Process and Product) model developed by Daniel Stufflebeam (2003). This comprehensive assessment model encompasses the entire institution. The intent of this model is to link evaluation with decision making to improve both programs and policies. There are four aspects to the CIPP model:

1. Context evaluation assesses needs and opportunities and assists in setting and assessing goals.
2. Input evaluation determines how to use resources, and guides and assesses planning.
3. Process evaluation assesses the implementation of strategies
4. Product evaluations identify and assess out comes and assists in documenting success.



The CIPP model is currently being used by several institutions of higher education, including: The University of Wisconsin – Stevens Point, Western Michigan University, and Rush University. The following tables were adapted from the Rush University's Assessment Plan.

THE UNIVERSITY OF MAINE AT AUGUSTA'S ASSESSMENT PLAN

	ASSESMENT CRITERIA	DATA SOURCES	ASSIGNED RESPONSIBILITY	TIMELINE
MISSION and INTEGRITY	-Mission documents of each program are linked to the mission of the university, are accurate and accessible. -Faculty, staff and students indicate familiarity and understanding of the mission, vision, values and goals of their program, college and university. -Assessment plans for each program are linked to their mission, goals and objectives for student learning and academic achievement. -University promotional materials accurately reflect program offerings, outcomes, accreditation/approval status, academic calendar, admission and progression policies, degree requirements, tuition and fees.	-Mission statement and the UMA Website -Minutes of the Faculty Senate/Assemblies and Committees -Student and faculty surveys -Program assessment plans	-College faculty and leadership groups -Assessment Committee -Coordinators	
GOVERNANCE	-Faculty, students and staff are informed of and given opportunity to participate in and influence decisions and policies that impact the university and its impact on educational programs.	-Minutes of the Faculty Senate/Assemblies and Committees -Student and faculty surveys	-College faculty and leadership groups -University administrators	

	ASSESMENT CRITERIA	DATA SOURCES	ASSIGNED RESPONSIBILITY	TIMELINE
PLANNING	-Strategic initiatives at the program level align with the university's mission, are approved through designated channels and give consideration to the resource demands of the university. -Evaluation of strategic initiatives is reflected in the university and program documents. -Faculty are given an opportunity to participate in programmatic and resource planning, whether for on-site or distance offerings.	-University and program level strategic plans and budgeting. -Minutes of faculty senate, assemblies, committee meetings and Provost's staff.	-College faculty and leadership groups -APP Committee -Distance Learning Council	
RESOURCES	-Quality, availability, functionality, and adequacy of learning labs, equipment, educational technologies, practice sites and academic support services for both on-site and distance offerings are assessed.	-Annual capacity analysis of university resources and services (library, academic support services and student counseling). -Student and faculty surveys	-Dean of Libraries and library staff -Dean of Students and Academic Support Services -Faculty	
FACULTY and FACULTY DEVELOPMENT	-Faculty, including adjunct faculty, receive an orientation to the university and its educational programs. -Faculty involved in clinical and/or didactic teaching of students, whether on-site or through electronic format, meet the degree, credential and/or licensing requirement. -Faculty development programs are responsive to faculty needs and designed to facilitate improved teaching and evaluation strategies with diverse student bodies, and varied learning environments, including online and clinical teaching. -Faculty development programs are responsive to the scholarship and research development needs of the faculty.	-Faculty orientation program -Faculty vitae -Minutes of the faculty development committee. -Faculty surveys	-Provost -Academic Deans -Coordinators -Instructional designers	

	ASSESMENT CRITERIA	DATA SOURCES	ASSIGNED RESPONSIBILITY	TIMELINE
Curriculum and Evaluation	-Each degree program has clearly stated learning outcomes to guide assessment of student learning. -Faculty use direct and indirect measures that align with course and program objectives to assess student learning and teaching effectiveness. -Each program maintains a system of quality assurance, which includes regular review of the curriculum, course offerings, teaching effectiveness, and student learning. -Each program provides evidence of how assessment data are used for program improvement and enhanced student learning.	- Curriculum review policies and procedures -Program review reports	-Coordinators -Program faculty	
Engagement	-The university's outreach programs and co-curricular activities support the education of its students.	-Number and description of community outreach programs in which students, staff and faculty participate.	-Coordinators -Program faculty -Dean of Students	

	ASSESMENT CRITERIA	DATA SOURCES	ASSIGNED RESPONSIBILITY	TIMELINE
Institutional Performance	Programs of the university meet or exceed their benchmarks relative to: -Student and faculty diversity -Enrollment, graduation and attrition rates -Certification and licensure rates of graduates -Job placement rates -Faculty, student and alumni scholarship, research, professional accomplishments and community service -Satisfaction rates of faculty, students, staff and employers of UMA graduates	-Faculty, student and alumni surveys -Reports of review and outcomes assessment	-University and college administrators -Director of Assessment	

References

Palomba, C.A. & Banta, T.W. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass.

Stufflebeam, D. (2003). The CIPP Model for Evaluation: An update, a review of the model's development, a checklist to guide implementation. Paper presented at Oregon Program Evaluators Network Conference, a t Portland, OR. http://www.wmich.edu/evalctr/pubs/CIPP-ModelOregon10-03.pdf.

Suhayada, R. (2008). Rush University Assessment Plan, http://www.rushu.rush.edu/servlet/Satellite?c=RushUnivLevel3Page&cid=1246878846972&pagename=Rush%2FRushUnivLevel3Page%2FLevel_3_Audience_Portal_Page.

Approved by the Faculty Senate 5/20/2011

National Survey of Student Engagement (NSSE) 2013
Preliminary Analysis for the Architecture Program

March 27th, 2015
Hirosuke Honda, Ph.D.
Associate Director of Assessment

Survey Respondent Demographics

- A total of 17 students responded to NSSE in Spring 2013.
- Gender: About 60% were male and 40% were female
- Ethnicity: Three-quarters were Caucasian
- Class: 65% were Senior and 35% were Freshman
- Enrollment Status: 65% were full-time and 35% were part-time
- Age: Ranging from 18 to 50 year-old, the average age was 28.2
- First-time first-year student: About one-third was in this category

NSSE Indicators

The indicators are representing different themes of student learning experiences by aggregating related survey questions. Further analysis the indicators will be conducted this fall, and faculty members will have opportunities to review findings and identify areas of improvement.

- Two highest performing indicators were Quality of Interactions and Effective Teaching Practices.
- Two lowest performing indicators were Quantitative Reasoning and Student-Faculty Interaction.

Reference: http://nsse.iub.edu/html/engagement_indicators.cfm

Hours spent on various activities per week

Overall, a large majority of the students managed study time while working off-campus, doing community service, and providing care for dependents.

- Over 80% of the students spent from 11 to more than 30 hours per week in preparing for class (reading, writing, doing homework, etc.).
- A large majority (70%) spent from 11 to more than 30 hours in working for pay off-campus.
- Almost 30% spent from 1 to 10 hours per week in doing community service or volunteer work.
- More than one-third (35%) spent from 11 to more than 30 hours in providing care for dependents.

Student Perceived Gains

Overall, students reported more gains in academic skills, but less in personal development.

- Two highest performing items were: “Thinking critically and analytically” and “Working effectively with others.”
- Two lowest performing items were: “Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)” and “Being an informed and active citizen.”

NSSE13 ARC Descriptive Stats

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Higher-Order Learning	16	20	60	43.1	13.52
Reflective and Integrative Learning	17	14	51	35.3	11.47
Learning Strategies	16	7	60	36.7	13.55
Quantitative Reasoning	17	0	47	20.4	15.18
Collaborative Learning	17	10	50	27.6	12.64
Discussions with Diverse Others	16	0	60	30.6	15.15
Student-Faculty Interaction	17	0	40	24.1	11.49
Effective Teaching Practices	17	24	60	48.5	11.48
Quality of Interactions	15	40	60	49.6	5.44
Supportive Environment	16	10	50	30.3	11.29
Valid N (listwise)	14				

Frequencies

Statistics

	Hours per week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	Hours per week: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	Hours per week: Working for pay on campus	Hours per week: Working for pay off campus	Hours per week: Doing community service or volunteer work	Hours per week: Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	Hours per week: Providing care for dependents (children, parents, etc.)	Hours per week: Commuting to campus (driving, walking, etc.)
Valid	16	16	16	16	16	16	16	16
Missing	1	1	1	1	1	1	1	1

Frequency Table

Hours per week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	1	5.9	6.3	6.3
	6-10	1	5.9	6.3	12.5
	11-15	7	41.2	43.8	56.3
	21-25	3	17.6	18.8	75.0
	26-30	2	11.8	12.5	87.5
	More than 30	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	8	47.1	50.0	50.0
	1-5	6	35.3	37.5	87.5
	6-10	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Working for pay on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	15	88.2	93.8	93.8
	6-10	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Working for pay off campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	3	17.6	18.8	18.8
	6-10	1	5.9	6.3	25.0
	11-15	2	11.8	12.5	37.5
	16-20	4	23.5	25.0	62.5
	21-25	2	11.8	12.5	75.0
	26-30	2	11.8	12.5	87.5
	More than 30	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Doing community service or volunteer work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	11	64.7	68.8	68.8
	1-5	3	17.6	18.8	87.5
	6-10	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	5	29.4	31.3	31.3
	6-10	5	29.4	31.3	62.5
	11-15	2	11.8	12.5	75.0
	16-20	2	11.8	12.5	87.5
	21-25	1	5.9	6.3	93.8
	26-30	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Providing care for dependents (children, parents, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	9	52.9	56.3	56.3
	1-5	1	5.9	6.3	62.5
	11-15	1	5.9	6.3	68.8
	26-30	3	17.6	18.8	87.5
	More than 30	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Hours per week: Commuting to campus (driving, walking, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Hours per week	1	5.9	6.3	6.3
	1-5	10	58.8	62.5	68.8
	6-10	4	23.5	25.0	93.8
	More than 30	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Perceived gains: Writing clearly and effectively	16	1	4	2.75	.931
Perceived gains: Speaking clearly and effectively	16	2	4	2.81	.834
Perceived gains: Thinking critically and analytically	16	1	4	3.25	1.000
Perceived gains: Analyzing numerical and statistical information	16	1	4	2.44	.727
Perceived gains: Acquiring job- or work-related knowledge and skills	16	2	4	2.81	.834
Perceived gains: Working effectively with others	16	2	4	2.94	.680
Perceived gains: Developing or clarifying a personal code of values and ethics	16	1	4	2.44	.892
Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	16	1	4	2.06	.854
Perceived gains: Solving complex real-world problems	16	1	4	2.63	1.147
Perceived gains: Being an informed and active citizen	16	1	4	2.38	.719
Valid N (listwise)	16				

Frequencies

Statistics

	Estimated hours: tmprep recoded by NSSE using response range midpoints	Estimated hours: tmcocurr recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmworkon recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmworkoff recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmservice recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmrelax recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmcare recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options	Estimated hours: tmcommute recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options
Valid	16	16	16	16	16	16	16	16
Missing	1	1	1	1	1	1	1	1

Frequency Table

Estimated hours: tmprep recoded by NSSE using response range midpoints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 hrs	1	5.9	6.3	6.3
	6-10 hrs	1	5.9	6.3	12.5
	11-15 hrs	7	41.2	43.8	56.3
	21-25 hrs	3	17.6	18.8	75.0
	26-30 hrs	2	11.8	12.5	87.5
	More than 30 hrs	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmcocurr recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	8	47.1	50.0	50.0
	1-5 hrs	6	35.3	37.5	87.5
	6-10 hrs	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmworkon recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	15	88.2	93.8	93.8
	6-10 hrs	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmworkoff recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	3	17.6	18.8	18.8
	6-10 hrs	1	5.9	6.3	25.0
	11-15 hrs	2	11.8	12.5	37.5
	16-20 hrs	4	23.5	25.0	62.5
	21-25 hrs	2	11.8	12.5	75.0
	26-30 hrs	2	11.8	12.5	87.5
	More than 30 hrs	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmservice recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	11	64.7	68.8	68.8
	1-5 hrs	3	17.6	18.8	87.5
	6-10 hrs	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmrelax recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 hrs	5	29.4	31.3	31.3
	6-10 hrs	5	29.4	31.3	62.5
	11-15 hrs	2	11.8	12.5	75.0
	16-20 hrs	2	11.8	12.5	87.5
	21-25 hrs	1	5.9	6.3	93.8
	26-30 hrs	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmcare recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	9	52.9	56.3	56.3
	1-5 hrs	1	5.9	6.3	62.5
	11-15 hrs	1	5.9	6.3	68.8
	26-30 hrs	3	17.6	18.8	87.5
	More than 30 hrs	2	11.8	12.5	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Estimated hours: tmcommute recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hrs	1	5.9	6.3	6.3
	1-5 hrs	10	58.8	62.5	68.8
	6-10 hrs	4	23.5	25.0	93.8
	More than 30 hrs	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Appendix H /
Fabrication Lab Training & Testing Documents

UMA Architecture: Laser Cutter Check Sheet

Name _____ Date _____

Class_____ Project _____

Start Time _____:_____ Finish Time_____:_____

Check off each box as you complete the required step

✔	**ACTION**
	1. Perform a visual inspection of the room; take note of what is in the room and its location
	2. Open the laser cutter lid and inspect the laser bed for any large scraps of material. If there is an excessive amount of scrap pieces use the shop-vac to remove debris.
	3. Check Laser Optic Mirror #3 - Remove 3 finger screws and inspect mirror and lens. If dirty, clean using special cleaning supplies provided (NOT YOUR SHIRT)
	4. Replace mirrors and **all three** finger screws
	5. Check Laser Optic Mirror #2 - the mirror to the far left. If the lens is dirty, clean using special cloth provided
	6. Turn Power Strip ON. Make sure the "baby" compressor in running (verify by feeling for vibration of unit)
	7. On the laser computer, open the UCP control panel and click the power button next to the play button. This should turn on the laser cutter .
	8. Ensure the laser cutter unit is on – you should notice the fan blowing
	9. Load your first piece onto the bed and position the laser head over your work piece
	10. **FOCUS BEFORE <u>EACH</u> PIECE** as thickness changes
	11. Before powering laser cutter off, make sure all smoke has been exhausted
	12. After cutting is complete, remove your work and **vacuum any small pieces** that may be left in the bed. Check below the bed by opening the front door and sliding the bed forward enough to get the shop-vac in.
	13. Sight straight down through the honeycomb and look for any pieces that could catch fire (e.g. paper scraps). As required, open front door, slide out the base unit, and vacuum out from the rear.
	14. Slide the base-unit back in *slowly*; making sure the rectangular collar on the back of the base is fully extended. Slide it all the way back until it stops and then to the left until it hits the stops
	15. Switch off the power strip and clean the surrounding area
	16. Give the room a last visual inspection. Put things away as necessary
	17. Sign this sheet, and record your Finish Time at the top of this sheet

Sign Here When Complete_____

Make sure the door is LOCKED on your way out;
you do not want to be responsible for someone else making a mess on your time

UMA Architecture: Laser Cutter TEST Project

The TEST

As a final test of your proficiency using the laser cutter you must make a project of *your own design.*

The project can be simple in nature, real or abstract; your only limitation is your imagination, the materials you use, and the size of the laser cutting bed.

YOU are responsible for ALL work related to this test. You must make all the files, bring your own materials, run the laser cutter per the checksheet, and complete the project to the satisfaction of an appointed Laser Club Monitor.

Project Guidelines

Make something using the following:

- ☐ 3 different materials, minimum
- ☐ 3 different thicknesses, minimum
- ☐ Cut elements must be <u>interconnected</u> (materials connecting to other materials) – no other fasteners or glue or tape may be used
- ☐ Final project must show some etching
- ☐ Final project must show some scoring

Appendix I /
Internal Review Documents

Broadening the Classroom Reach

We recognize that broadening the reach of our classrooms is a benefit to our students and to us as instructors. Experience "outside" the typical classroom setting or structure expands the vision of our students by exposing them to new ideas, people and places.

Class _____ Semester/Year _____

Instructor _____

To these aims, we propose that each architecture class at UMA will do some or all of the following. Include date, person/s involved and narrative of what was done and how it might affect the classroom or students going forward.

- ☐ Bring one or more outside guests to class – (bringing the outside world *in*)
  - Exposure to new ideas and ways of thinking is key to the growth of our students
  - Activities might include: guest lecture, group discussion, desk critiques, final critiques
  - Write a narrative of how this was accomplished in your class and its affect.

Narrative:

☐ Field Trip outside of classroom setting – (moving from the inside world *out*)

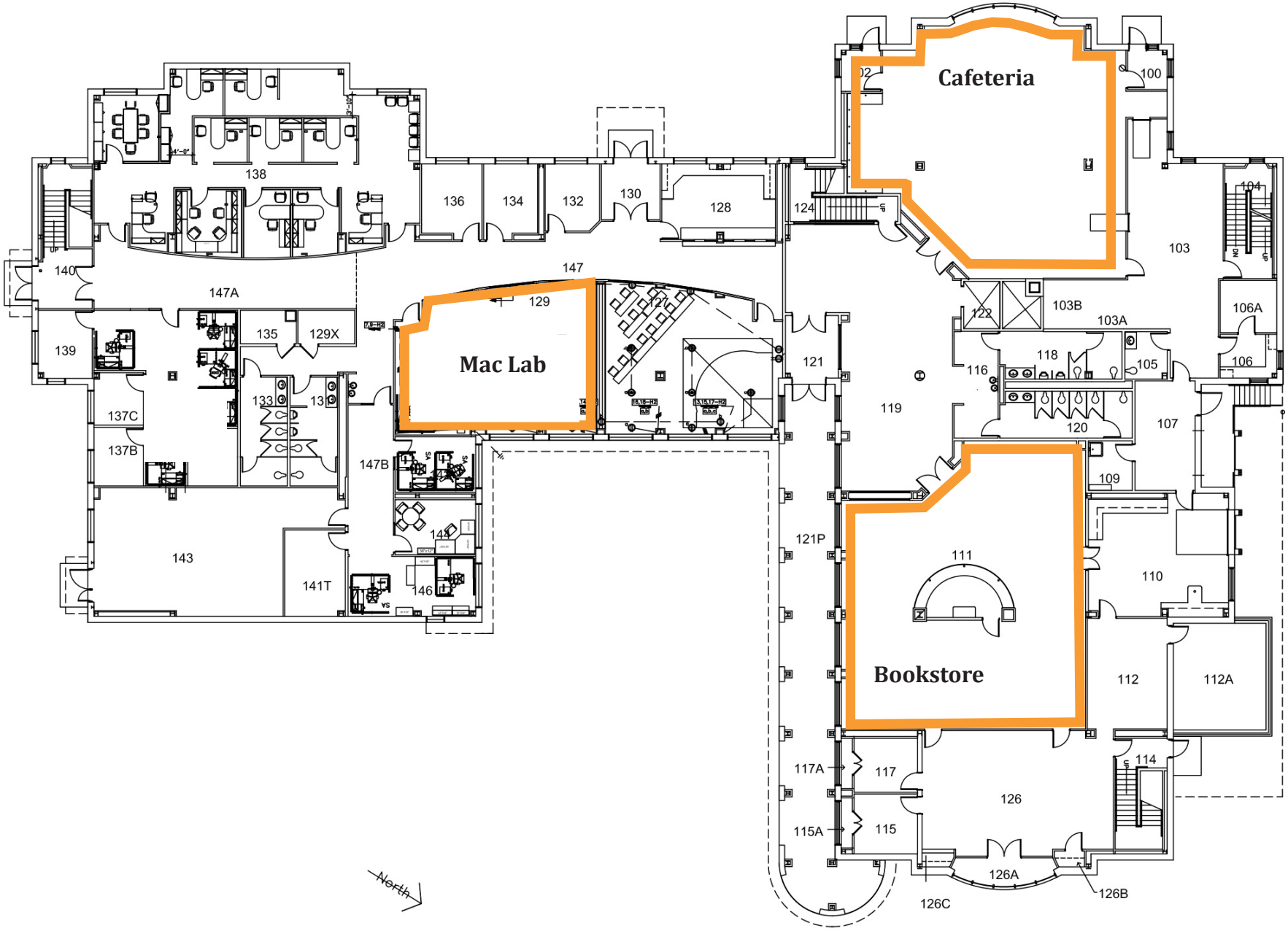
- Exposure to new settings and environments is key to the growth of our students. Field trips may happen during or outside of class time.
- Possible activities: Site visits for studio projects, Construction site visits, Office visits, Lectures or events at other institutions, etc.
- Write a narrative of how this was accomplished in your class and its affects.

Narrative:

- ☐ Instructor Review – to gain feedback on our individual teaching effectiveness, we invite fellow faculty members to a class session to sit in, take notes, and give feedback
    - For non-studio classes, at least one UMA Architecture faculty member should visit your class in any semester
    - Write a narrative of how this was accomplished in your class, feedback you received and its affects:

Narrative:

Appendix J /
UMA Building Plans, Student Support Spaces

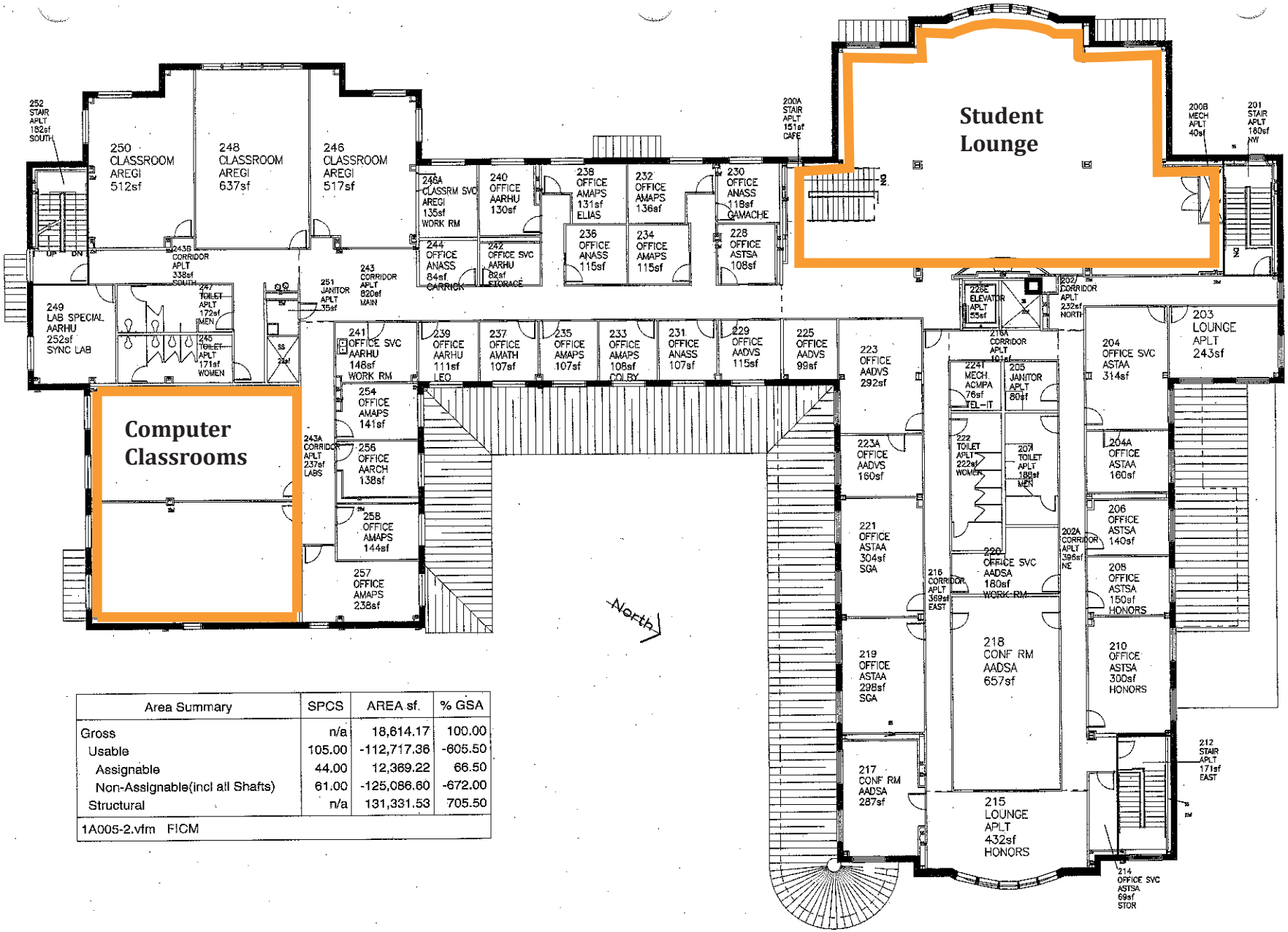


1A005

FIRST FLOOR PLAN

STUDENT TECHNOLOGY CENTER

UNIVERSITY OF MAINE AT AUGUSTA



Area Summary	SPCS	AREA sf.	% GSA
Gross	n/a	18,614.17	100.00
Usable	105.00	-112,717.36	-605.50
Assignable	44.00	12,369.22	66.50
Non-Assignable(incl all Shafts)	61.00	-125,086.60	-672.00
Structural	n/a	131,331.53	705.50
1A005-2.vfm FICM			

1" = 25'

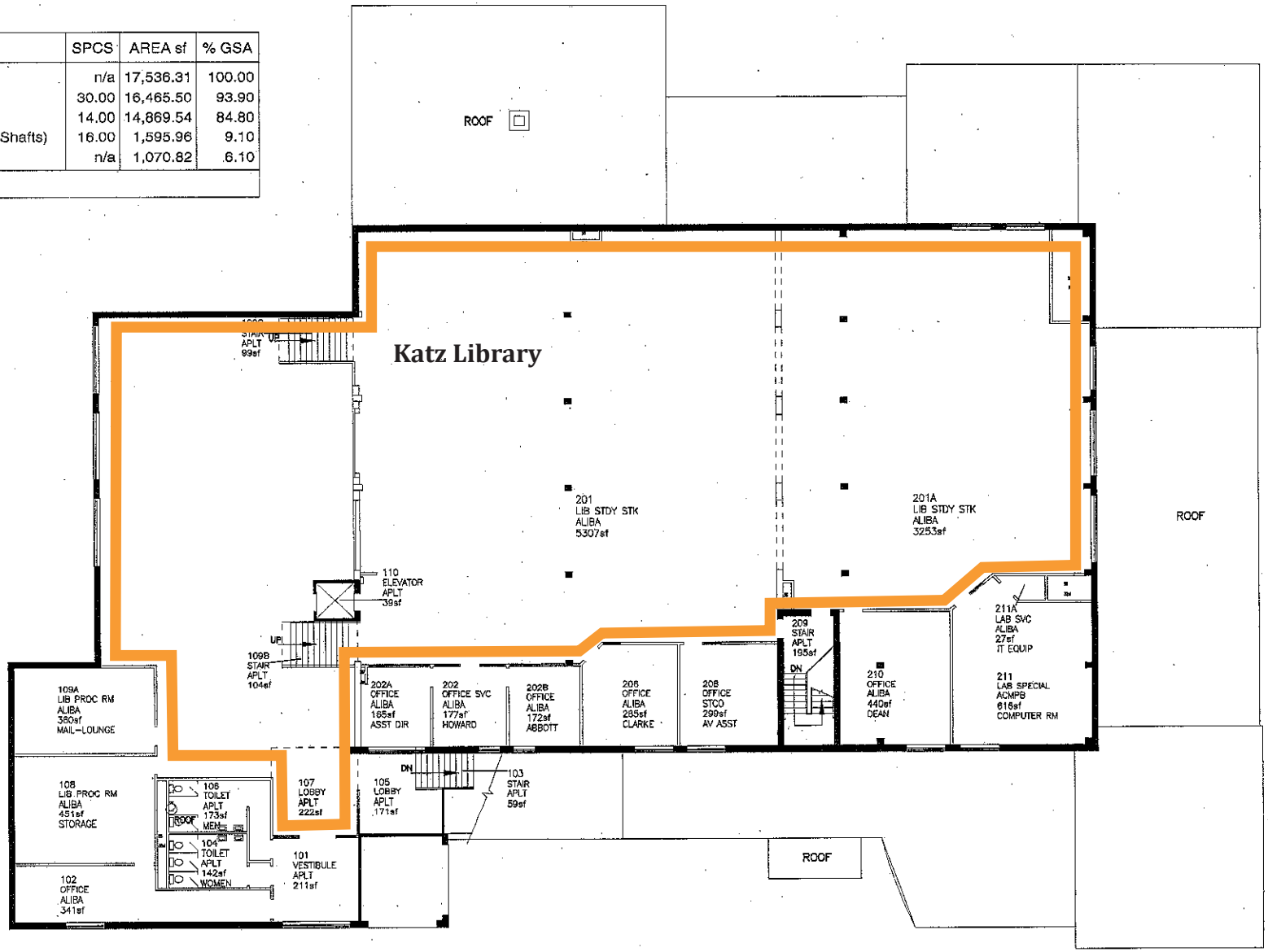
0 8'

acyr/UMS 12-14-06

1A005

SECOND FLOOR PLAN
STUDENT TECHNOLOGY CENTER
UNIVERSITY OF MAINE AT AUGUSTA

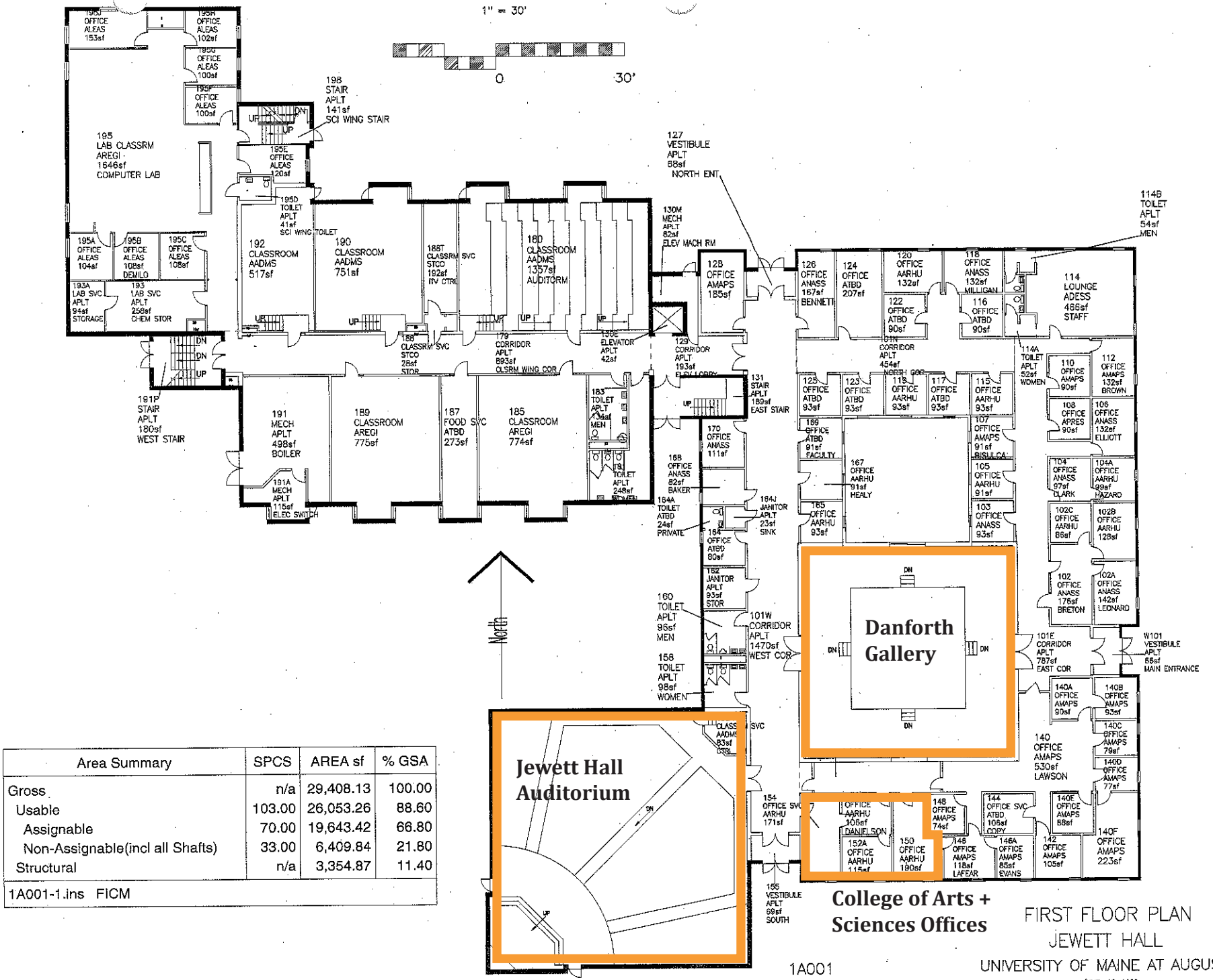
Area Summary	SPCS	AREA sf	% GSA
Gross	n/a	17,536.31	100.00
Usable	30.00	16,465.50	93.90
Assignable	14.00	14,869.54	84.80
Non-Assignable(incl all Shafts)	16.00	1,595.96	9.10
Structural	n/a	1,070.82	6.10
1A006-2.ins FICM			



SECOND FLOOR PLAN
B.D. KATZ LIBRARY
UNIVERSITY OF MAINE AT AUGUSTA

1A006

INSITE Visual-FM 4.0



Area Summary	SPCS	AREA sf	% GSA
Gross	n/a	29,408.13	100.00
Usable	103.00	26,053.26	88.60
Assignable	70.00	19,643.42	66.80
Non-Assignable(incl all Shafts)	33.00	6,409.84	21.80
Structural	n/a	3,354.87	11.40
1A001-1.ins FICM			

DRAWING: 1A001-1.ins PLOTTED: 12/11/2006

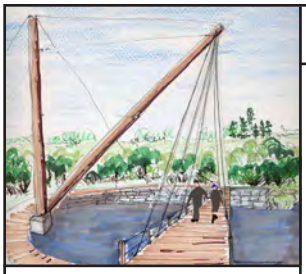
Appendix K /
Architecture Program
Community Projects

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

spring 2007

Gateway to Downtown	Biddeford, Maine / Heart of Biddeford, partner

The project partnered my ARC 305 studio with the Town of Biddeford, and the non-profit business support group The Heart of Biddeford. The project asked the students to consider a key "gateway to the downtown". This abandoned property was at a major intersection and as such offered more than simple development land. The students worked with the town and non-profit group, and eventually presented their design ideas to a meeting of the full Biddeford City Council. Led by Assistant Professor Eric Stark.



fall 2007

Hallowell Waterfront	Hallowell, Maine / Waterfront Advisory Committee

Hallowell's Waterfront Advisory Committee approached our program to generate ideas that might further the potential visions of their slowly developing waterfront. While they perceived a very active downtown Main Street, the are toward the Kennebec was underutilized. Our students spent 8 weeks researching, analyzing and designing, culminating in a presentation at the town City Hall to over 200 residents and city officials. Led by Assistant Professor Eric Stark.

spring 2008

Addition to Jewett Hall	Augusta, Maine / University of Maine at Augusta

For this project my third year design students work hand-in-hand with their own institution - UMA. At the request of the administration, the students researched and analyzed the potential of adding additional classroom and studio space to Jewett Hall - the first building on UMA's campus. At the time the project was "real" in so much as their was funding slated for construction. Unfortunately, the economic downturn removed any chance for the realization of the student's work. Led by Assistant Professor Eric Stark.

fall 2008

Danforth Gallery	Augusta, Maine / UMA, Department of Art

The project partnered my ARC 305 studio with art professor and gallery director Peter Precourt. At his request, the studio explored the potential redesign and re-conceptualization of UMA's only formal gallery space. A primary goal was to make an under-utilized outdoor courtyard available and desirable to visiting artists as a potential display space. Led by Assistant Professor Eric Stark.

spring 2009

Renovation to Dyer Public Library	Saco, Maine / Town of Saco, Maine

The project partnered our ARC 306 Advanced studio with the Town of Saco, and the head librarian of their public library. Built in what was once an important mansion in the city, the library needed major reorganization and rethinking as it continued to grow. Our students worked with city and library representatives to diagram and design new potential for this historic building. Led by Adjunct Professor Will Gatchell.

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

spring 2009

Water Street Traffic Study	Augusta, Maine / Office of Economic Development

This one-day charette was conducted at the request of the City's Office of Economic Development. The students gathered for this all-day event, studying traffic and pedestrian patterns along Water Street - the historic downtown "Main Street" of Augusta. The work concluded with designs of potential "bump-outs" and other traffic calming devices, designed to make the downtown more walking friendly. Led by Assistant Professor Eric Stark.

fall 2009

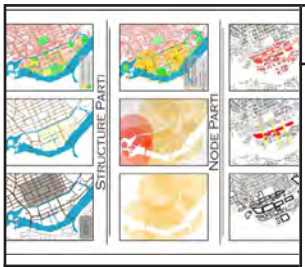
East Bayside Neighborhood Study	Portland, Maine / East Bayside Neighborhood Org.

This project built upon work done by Adjunct Professor Alan Holt and his Muskie graduate students. East Bayside is the single most diverse area in Maine - representing 22 nationalities. The students researched and analyzed immense amounts of data including traffic, economic, historic, climate, and transportation. Their worked with and presented to the East Bayside Neighborhood Organization, along with Portland City Officials. This work led to an AIA Sustainable Design Assessment Team grant. Led by Assistant Professor Eric Stark.

fall 2009

Gateway to Franklin Arterial	Portland, Maine / Muskie School of Public Policy

This project grew out of the work done on the East Bayside neighborhood. Taking the lessons learned through research and analysis, the students applied their understanding of the area to the very difficult task of "humanizing" the Franklin Arterial, specifically at the I-295 interchange. This new "gateway" to the city attempted to create a pedestrian friendly face and experience, while answering many of the issues facing all of Bayside. Led by Assistant Professor Eric Stark.



fall 2009

Master Plan for Mill Island	Lewiston, Maine / Office of the City Administrator

For this project my fourth year thesis students tackled a large area of Lewiston located below the canals once used to power the mill infrastructure. Working closely with Ian Houseal, Special Assistant to the City Administrator, the students worked in small groups on this challenging project. Their final recommendations were given in the City Council Chambers, and were the lead story on the WCSH Channel 6 evening news. Led by Assistant Professor Eric Stark.

spring 2010

Bread of Life Projects	Augusta, Maine / Bread of Life Ministries

This was actually *three projects*, all undertaken by UMA's first "cluster course" - a new type of community-based learning, bringing together the disciplines of Art, Architecture and Philosophy. The projects were:

A redesign of the Soup Kitchen as Art Gallery (construction complete)
A new Child's Play Space for the Homeless Shelter (design complete)
The design and renovation of a New Life Skills Center (under construction)

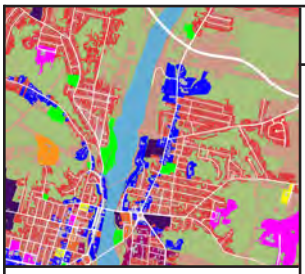
Led by Professors Greg Fahy, Peter Precourt, and Eric Stark

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

fall 2010

Heritage Center at Mill Park	Augusta, Maine / Friends of the Heritage Center

We were put in contact with this non-profit by the Economic Development office of the City of Augusta. The existing "carpenter's shop" is the last remaining mill building on either side of the Kennebec in Augusta. This once thriving area is trying to revitalize itself using its history and wonderful outdoor spaces as a catalyst. The students spent 7-weeks on this project, presenting their final designs to a very impressed group of volunteers. Led by Assistant Professor Eric Stark.



fall 2010

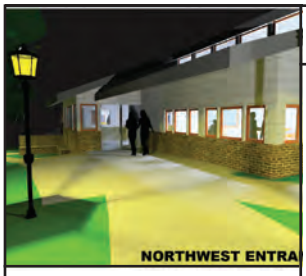
Master Plan for Tissue Mill Site	Augusta, Maine / Office of the Economic Development

Working with the Augusta Office of Economic Development, my fourth year thesis class designed a master plan for the now vacant Statler Tissue Mill site, located on the east side of the Kennebec River. As all structures, save for a one foundation, have been removed from the site, the students faced the daunting task of creating a new "neighborhood" from scratch. The "3-node" scheme puts housing, arts, and retail in close proximity to each other thereby creating a new draw to the surrounding region. Led by Assistant Professor Eric Stark.

spring 2011

A New Synagogue	Augusta, Maine / Temple Beth El

This project paired third year design students and Rabbi Susan Carvutto together to work on the potential designs for a new Temple in Augusta. The existing temple is in a residential area, and lacks both space and amenities required by the congregation. In all, the students created eleven dramatically different designs all of which captured the light and essence of spirituality. The two best projects were additionally presented to the Temple's Board. Led by Assistant Professor Eric Stark.



spring 2011

Richmond Public Library	Richmond, Maine / Public Library

This most recent project put my third year design students and Rabbi Susan Carvutto together to work on the potential designs for a new Temple in Augusta. The existing temple is in a residential area, and lacks both space and amenities required by the congregation. In all, the students created eleven dramatically different designs all of which captured the light and essence of spirituality. The two best projects were additionally presented to the Temple's Board. Led by Assistant Professor Eric Stark.

fall 2011

Design Charette for Expansion	Fairfield, Maine / Kennebec Montessori

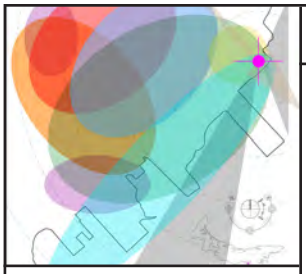
This project grows out of a 4 year relationship with Rebecca Green, Director of the Kennebec Montessori School. She has opened her classrooms to our students to explore the Montessori education as it happens. This project allowed UMA/ARC to give back. The students, working in groups of four, conducted a 3 hour program exercise, leading to a one-week design charette. The projects were presented to the School's board of directors and faculty to wonderful response. Led by Assistant Professor Eric Stark.

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

fall 2011

Town Offices + Community Center	Livermore, ME / Town of Livermore

This project was the students' first renovation/addition project. For this reason, they needed to need to remain cognizant of the context – physical, social and historic – of the place in which they were working. Programmatically the project asked them to work on two separate but connected issues: a lack of adequate space for Town Offices –the place of connection between town officials and community members; and an existing historic school that had functioned as a community meeting place until lack of ADA accessibility made it unusable. Led by Assistant Professor Eric Stark.



fall 2011

Place: Investigation + Analysis	Rockland, ME / Town of Rockland

The senior class worked with and within the City of Rockland for the 2011-2012 school year. They worked both individually and as a class to research and present an urban and architectural analysis for the downtown district. The intent of the analysis was to break down a large, complex entity into component pieces in order to gain a greater understanding of place. These multiple understandings were overlaid to create a new comprehensive understanding, and formed the basis for a vision for the city. Led by Adjunct Professor Amy Hinkley.

fall 2011

Synagogue: a New Birth	Augusta, Maine / Temple Beth El

This 1 + 1/2 week design charette focused the senior students to clarify their intention for design very quickly. These students had previously met with Temple members while work on designs for a theoretical synagogue on the same site. UMA/ARC was asked to return and engage in a real world project: to design potential renovations and additions to the existing Temple Beth El, a religious space in need of rethinking in response to a growing congregation. Final projects to the Temples's Board as well as the entire Temple congregation. Led by Adjunct Professor Amy Hinkley.

fall 2011

A Park for Water Street	Augusta, ME / City of Augusta

The park project started in our second year design studio as a study of scale: how do you make scaled spaces for individuals and small groups in an Urban setting? The class of 25 worked with City of Augusta officials in developing parameters for the project, and then presented the work. Due to the quality of the student work, Augusta secured funds to realize a version of park. One of our UMA/ARC upper level students is leading that design work. Led by Adjunct Professors Rosie Curtis and Dealynn Elizabeth

spring 2012

Child Care + Meeting Space	Augusta, ME / Bread of Life Ministries

Bread of Life Ministries is a non-profit, faith based organization located in Augusta, Maine. They are committed to serving the poorest of the poor in the community through a variety of services designed to aid people in developing self-sufficiency. One of the pluses in working with BoL was that we had worked with them in the past. This project asked students to look at converting an existing, under utilized garage into a child day care and adult evening meeting space. This project was built and has had a great affect on the community BoL serves. Led by Assistant Professor Eric Stark.

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

spring 2012

Office + Welcoming Space	Augusta, ME / Bread of Life Ministries

The second project of the semester undertaken with BoL was the Office Renovation of existing Bread of Life offices. These space serve as the nerve center for their community operations. Here day-to-day business is done, and also those in need come for help. It is a meeting place in every sense of the work. The students worked with the BoL staff on a reorganization of space to improve working conditions and client contact. This project is planned for construction. Led by Assistant Professor Eric Stark.

spring 2012

A War Memorial	Clinton, ME / Town of Clinton

Clinton, Maine contacted UMA/ARC to help design a memorial to their fallen townspeople. The idea of erecting a war memorial to the fallen soldier as opposed to a war victory is a relatively modern one, and can be traced to World War I. Today indeed, it is the soldier and human being that is honored and not the war, victory or otherwise, putting a face and name on the real losses suffered across any military campaign. The first part of the assignment focused on a precedent study of the memorial as a type. Led by Assistant Professor Eric Stark.

spring 2012

School Reuse Ballot Measure	Burnham, ME / Town of Burnham

UMA/ARC was contacted by Burnham, Maine to help collect and share information related to a pending ballot measure. The town was voting on whether or not to move the existing town hall into a school recently shutdown due to consolidation. The Town Hall needed more space, and specifically more secure storage, to properly operate. This project asked students to help research and analyze issues in hopes of helping the town's constituents make a more informed decision as to how to use limited resources. Led by Assistant Professor Eric Stark.

spring 2012

Downtown Revitalization	Augusta, ME / 275 Water Street

Water Street is on the brink of a resurgence marked by new restaurants, new developers, city involvement and beautification. 275 Water Street is a 33,000 square foot building whose upper floors, now empty, once were full with active non-profit tenants. The project asked students: What could this corner building become? What is the right use for the ground floor as well as the upper floors? Something the city lost or maybe something always lacking? The work investigated and argue for a specific use, and subsequently designed that use into the building. Led by Assistant Professor Eric Stark.

fall 2012

Bond Brook Ski Lodge	Augusta, ME / Augusta Trails & Kennebec Woodland

This project was unique as it offered UMA Architecture students their first opportunity to collaborate across 2nd, 3rd, and 4th years. Located in the heart of Augusta, the Bond Brook Recreation Area is representative of the many ways Maine utilizes its forestland--as an economic resource, for recreation, as well as for conservation. Students designed a facility that could be used to host world--class Nordic ski competitions, as well as be used year round for other outdoor activities. The largest events could have upwards of 500 attendees, but much smaller groups will also use the facility. Multiple teachers.

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

fall 2012

Place: Investigation + Analysis	Bath, ME / City of Bath

This annual project, of looking at a specific town in Maine, focuses on Bath. The project has the students investigate the idea of "place," how its works and is made, by in-depth study of an existing town. Working closely with the City's Planning department, the students found where Bath works well and where it could use focus. These investigations in turn lead to individual architectural thesis projects (9 for AY2012-13) leading to a more in-depth investigation of Bath as a living place. Led by Assistant Professor Amy Hinkley.

fall 2012

Maple Tree Community School	Readfield, ME / School Director & Community

A former teacher in the Winthrop School System approached UMA/ARC to investigate the siting and design of a new private, experientially-based elementary school that she had started. Currently teaching out of rented space, the teacher/executive director of Maple Tree had secured land to build a new one-room school house. The students did an in-depth study comparing various possible building sites, then proposed new school buildings on four of those sites. The work should prove informative as the school moves forward towards its goals. Led by Associate Professor Eric Stark

fall 2012

Seagle Lot: Pocket Park	Augusta, ME / City of Augusta

The Seagle lot is the one empty spot along Water Street in downtown Augusta. Victim of a fire, the lot has been open for decades, but now affords wonderful views of the Kennebec River and Old Ft. Western. The City of Augusta has contemplated using the site as a public park and approached UMA/ARC to explore the possibilities. The project resulted in 20+ scaled models showing a wide variety of public spaces and uses, all reconnecting Water Street to the river thereby giving the public a long lost amenity of city life. Led by Rosie Curtis and Daelynn Elizabeth.

fall 2012

Readfield Community Library	Readfield, ME / Library Board of Trustees

UMA/ARC was approached by the Readfield Library Board of Trustees to explore the potential renvation and/or expansion of their existing library building. The building, a 19th century residence, is not up to date with recent electronic or structural technology. The students, working closely with the Board and town librarian, presented 11 projects showing a wide variety of possibilities for the site and town. This project will continue forward in a second phase in fall 2013. Led by Associate Professor Eric Stark

spring 2013

A Greenhouse for UMA	Augusta, ME / UMA Office of Civic Engagement

The UMA Office of Civic Engagement started a Community Garden in 2010. Last season they harvested over 1200 pounds of food that went to support local food kitchens. UMA/ARC was approached to design a greenhouse to help extend the growing season and so the overall bounty of food. Three projects were presented, one selected as most responsive to client need, and fund raising is now underway. The goal is to construction the greenhouse over the summer 2013. Led by Associate Professor Eric Stark

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

	Readfield Library Addition	Readfield, ME / Library Board of Trustees
fall 2013	This was the second investigation for the Readfield Library Board of Trustees to explore the potential addition to their existing library building. The project was used for the 2nd annual Fall Design Charette, where teams of 2nd, 3rd & 4th year design students work in collaboration. Projects were juried by the Library Board with two students awards being given to projects deemed most responsive to Library needs. Led by Associate Professor Eric Stark with students Karl Schadlich and Jesse Patkus.	

	ARC 241 Community Analysis	Various Municipalities & Non-profits in Maine
Spring 2014	Community Analysis – As a final project for the Architectural Analysis class, I partnered all 20 enrolled students with a variety community partner on 19 different projects in need of analysis. Projects varied from program analysis to walking trails to skate park location finding. Projects included: The Augusta Food Bank, The Green Street Church, The Children's Center, Special Children's Friends, Kennebec Valley Chamber of Commerce, City of Bath, Maine, City of Gardiner, Maine, Augusta Downtown Alliance , and the KV Camp for Kids/YMCA. Led by Associate Professor Eric Stark.	

	Chamber of Commerce Redesign	Augusta, ME / Kennebec Valley Chamber
Spring 2014	This was our first one-day design charette. It for a conceptual design for a new home for the KVCC on the existing site. The design was to be a single story structure for ease of public access and to keep costs down. Besides housing existing program elements, special attention was placed on the building's relationship to the site, and to the addition of a large conference or community room, capable of seating up to 30 people but hosting as many as 40-50. Currently, the 21- member KVCC board must meet off site due to spatial constraints. Led by Associate Professor Eric Stark.	

	Hidden Valley Nature Center	Jefferson, ME / HVNC Building Committee
Spring 2014	HVNC had some large-scale steel bents that they were interested in using to create a pavilion for their Center. The larger, multipurpose building will be mostly an open-air, pavilion-style classroom protected by an overhanging roof with only a third of the building contained and closed in. Students worked with members of the HVNC group on programming, design, siting and layout, sharing a number of possible design solutions. Led by Adjunct Professor Chris Delano	

	Garry Owen Veterans Shelter	Montville, ME / Garry Owen Motorcycle Club
Spring 2014 - present	Three Veterans who are also UMA architecture students have been volunteering their time with a Waldo County group of Veterans who are currently raising money to build a shelter and temporary housing facility for homeless veterans. The homeless shelter is intended to be a one-story, 24-bed unit, and will be the only shelter of its kind in the state. Alex Allmayer-Beck, the president of the Garry Owen House, hopes that ideally the work on the new building will begin by summer of 2015. Let by Assistant Professor Amy Hinkley.	

Community-based Design Work
Undertaken by the UMA/ARC Design Studios
University of Maine at Augusta, Department of Architecture

	Randolph Fire House	Randolph, ME / Randolph Town Council
Fall 2014	The town of Randolph is the smallest town in Maine by area, with about two square miles in size and a population of just under 2,000 residents. The Randolph Fire Department provides protection to Randolph and has mutual aid agreements with Gardiner, Pittston, Farmingdale, Chelsea, and Togus VA. The existing building has deficiencies including sitting in the floodplain. There are approximately 17 volunteer fire fighters, including the Chief. Students worked in collaborative teams of 3-4, sharing eight designs with the town council. Work was displayed at the town offices. Led by Associate Prof. Eric Stark	

	Waterville Homeless Housing	Waterville, ME / Mid-Maine Homeless Shelter
Spring 2015	This semester the ARC 408 Community Design Studio is investigating homelessness and affordable housing. Our client educators are the staff and citizens of the Mid-Maine Homeless Shelter in Waterville. In addition, the class is collaborating with both a social work class and an art class at USM, culminating with a pop-up installation, display of work and community event at the first Friday Artwalk in Portland on May 1, 2015. Let by Assistant Professor Rosie Curtis.	

Appendix L /
Comparative Research
of United States B.Arch Programs

B.Arch Comparison
June 2012

Student:Faculty Numbers

TYPE	School Name	# of B.Arch Students Total	# of FT B.Arch Students	# of PT B.Arch Students	# of B.Arch Degrees	No. FT Faculty	No. PT Faculty	No. FT Students*	No. PT Students*	FT + 1/3PT Students per FT Faculty	Ft + 1/3PT Students per FT +1/3PT Faculty	Student/Faculty Ratio FT	Student/Faculty Ratio FT & PT	# Degrees/ # Students (B.Arch)
PU-US	University of Maine at Augusta	na	na	na	na	3	6	65	30	25	15	22	11	na
NE Private B.Arch Programs														
PR-NE	Boston Architectural College	423	423	0	40	27	320	1171	350	48	10	43	4	9%
PR-NE	Carnegie Mellon University	264	262	2	55	17	44	329	5	19	10	19	5	21%
PR-NE	The Cooper Union	140	140	0	21	4	40	140	0	35	8	35	3	15%
PR-NE	Cornell University	300	300	0	45	39	8	281	5	7	7	7	6	15%
PR-NE	Drexel University	380	50	330	55	5	60	50	330	32	6	10	6	14%
PR-NE	New York Institute of Technology	161	110	51	64	28	79	853	162	32	17	30	9	40%
PR-NE	Pratt Institute	555	550	5	85	20	160	655	150	35	10	33	4	15%
PR-NE	Rensselaer Polythecnic Institute	292	292	0	37	28	11	357	6	13	11	13	9	13%
PR-NE	Rhode Island School of Design	150	150	0	55	12	35	235	0	20	10	20	5	37%
PR-NE	Syracuse University	444	444	0	75	30	15	444	0	15	13	15	10	17%
	*UMA numbers based on fall 2010, PT = 1/3FTE							Average		26	10	23	6	
Eastern Public B.Arch Programs														
PU-EC	City College of New York	293	264	29	42	25	30	360	30	15	11	14	7	14%
PU-EC	New Jersey Institute of Technology	829	714	115	64	30	58	800	80	28	17	27	10	8%
PU-EC	Temple University	117	107	10	35	12	21	290	23	25	16	24	9	30%
								Average		22	14	22	9	

B.Arch Comparison
June 2012

Student:Faculty Numbers

TYPE	School Name	# of B.Arch Students Total	# of FT B.Arch Students	# of PT B.Arch Students	# of B.Arch Degrees	No. FT Faculty	No. PT Faculty	No. FT Students*	No. PT Students*	FT + 1/3PT Students per FT Faculty	Ft + 1/3PT Students per FT +1/3PT Faculty	Student/Faculty Ratio FT	Student/Faculty Ratio FT & PT	# Degrees/ # Students (B.Arch)
US Public B.Arch Programs														
PU-US	Auburn University	350	320	30	60	29	5	578	0	20	19	20	17	17%
PU-US	California Polytechnic State University, San Luis Obispo	742	742	0	104	34	13	800	0	24	21	24	17	14%
PU-US	California State Polytechnic University, Pomona	469	418	51	68	16	16	498	0	31	23	31	16	14%
PU-US	Florida Agricultural and Mechanical University	27	14	13	18	25	5	239	60	10	10	10	10	67%
PU-US	Florida Atlantic University	406	232	174	75	10	21	232	174	29	17	23	13	18%
PU-US	Iowa State University	617	613	4	64	27	8	653	8	24	22	24	19	10%
PU-US	Louisiana State University	251	235	16	24	14	8	289	16	21	18	21	14	10%
PU-US	Mississippi State University	216	200	16	30	15	9	199	16	14	11	13	9	14%
PU-US	North Carolina State University	22	22	0	19	14	23	221	9	16	10	16	6	86%
PU-US	Oklahoma State University	263	261	2	30	17	0	326	2	19	19	19	19	11%
PU-US	Southern Polytechnic State University	288	276	12	21	18	14	471	138	29	23	26	19	7%
PU-US	Southern University and A&M College	85	85	0	12	10	5	94	0	9	8	9	6	14%
PU-US	University of Arizona	379	348	31	38	19	17	378	31	20	16	20	11	10%
PU-US	University of Arkansas	276	261	15	31	16	7	292	23	19	16	18	14	11%
PU-US	University of Houston	641	428	213	74	28	48	505	178	20	13	18	9	12%
PU-US	University of Kentucky	323	310	13	59	20	12	492	46	25	21	25	17	18%
PU-US	University of Oklahoma	279	237	42	38	40	4	617	71	16	15	15	16	14%
PU-US	University of Oregon	340	340	0	73	32	45	663	0	21	14	21	9	21%
PU-US	University of Tennesssee-Knoxville	347	332	15	78	22	8	371	17	17	15	17	13	22%
PU-US	University of Texas at Austin	238	238	0	50	45	12	605	49	14	13	13	11	21%
PU-US	Virginia Polytechnic Institute & State University	554	544	10	97	42	14	694	19	17	15	17	13	18%
									Average Public Non-Eastern	20	16	19	13	
									Average Public B.Arch	22	17	21	13	
									Average All US B.Arch	22	14	20	11	

B.Arch Comparison
June 2012

TYPE	School Name	Physical Resources: Dedicated Studio?	Dedicated Studio post-1st	Arch Library	Arch Computer Lab	Material Resource Center	Model Shop	Laser Cutter	CNC Machine	Photo Lab	Gallery	Annual Tuition Resident	Annual Tuition Non-Resident
PU-US	University of Maine at Augusta	0	0	1	0	0	0	0	0	1	1	$6,240.00	$15,120.00
NE Private B.Arch Programs													
PR-NE	Boston Architectural College	0	0	1	1	0	1	1	0	0	1		
PR-NE	Carnegie Mellon University	1	1	1	1	1	1	1	1	1	1		
PR-NE	The Cooper Union	1	1	1	1	0	1	0	0	0	1		
PR-NE	Cornell University	1	1	0	1	0	1	1	1	0	1		
PR-NE	Drexel University	1	1	0	1	0	1	1	0	0	0		
PR-NE	New York Institute of Technology	0	1										
PR-NE	Pratt Institute	1	1	0	0	1	1	1	1	0	1		
PR-NE	Rensselaer Polythecnic Institute	1	1	1	1	1	1	1	1	0	0		
PR-NE	Rhode Island School of Design	1	1	0	1	0	1	1	1	0	0		
PR-NE	Syracuse University	1	1	1	1	1	1	1	1	1	1		
		80%	90%	50%	80%	40%	90%	80%	60%	20%	60%		
Eastern Public B.Arch Programs													
PU-EC	City College of New York	1	1	1	1	1	1	1	1	0	0	$4,000.00	$12,960.00
PU-EC	New Jersey Institute of Technology	1	1	1	1	1	0	0	0	0	0	$5,675.00	$10,041.00
PU-EC	Temple University	1	1	1	1	1	1	1	1	0	1	$10,784.00	$19,660.00
		100%	100%	100%	100%	100%	67%	67%	67%	0%	33%		

B.Arch Comparison
June 2012

TYPE	School Name	Physical Resources: Dedicated Studio?	Dedicated Studio post-1st	Arch Library	Arch Computer Lab	Material Resource Center	Model Shop	Laser Cutter	CNC Machine	Photo Lab	Gallery	Annual Tuition Resident	Annual Tuition Non-Resident
PU-US	Auburn University	1	1	1	1	1	1	1	1	1	0	$2,625.00	$7,875.00
PU-US	California Polytechnic State University, San Luis Obispo	1	1	1	1	1	1	0	1	1	1	$4,689.00	$14,859.00
PU-US	California State Polytechnic University, Pomona	1	1	1	0	0	0	0	0	0	0	$2,772.00	
PU-US	Florida Agricultural and Mechanical University	1	1	1	1	1	1	0	0	0	1	$3,150.00	$15,090.00
PU-US	Florida Atlantic University	1	1	0	0	1	1	0	1	0	1	$3,689.00	$17,417.00
PU-US	Iowa State University	1	1	0	1	0	1	1	0	0	1	$6,360.00	$17,350.00
PU-US	Louisiana State University	1	1	1	1	1	1	1	1	0	1	$5,000.00	$14,000.00
PU-US	Mississippi State University	1	1	1	1	1	1	0	0	1	1	$4,978.00	$11,469.00
PU-US	North Carolina State University	1	1	1	1	1	1	1	1	0	1	$5,118.00	$17,316.00
PU-US	Oklahoma State University	1	1	1	1	0	1	1	1	0	1	$6,201.00	$16,556.00
PU-US	Southern Polytechnic State University	1	1	0	1	1	1	1	1	1	1	$4,232.00	$13,220.00
PU-US	Southern University and A&M College	1	1	1	1	1	1	0	0	0	0		
PU-US	University of Arizona	1	1	0	1	1	1	1	1	0	1	$6,142.00	$19,276.00
PU-US	University of Arkansas	1	1	1	1	0	1	1	1	1	1	$8,100.00	$16,600.00
PU-US	University of Houston	1	1	1	1	1	1	1	1	0	1	$8,834.00	$17,826.00
PU-US	University of Kentucky	1	1	1	1	0	1	1	1	0	1		
PU-US	University of Oklahoma	0	1	1	1	1	1	1	1	0	1	$7,423.00	$17,404.00
PU-US	University of Oregon	1	1	1	1	1	1	1	1	1	1	$6,321.00	$19,530.00
PU-US	University of Tennesssee-Knoxville	1	1	0	1	1	1	1	1	1	1	$5,972.00	$18,174.00
PU-US	University of Texas at Austin	1	1	1	1	1	1	1	1	1	0	$3,945.00	$12,624.00
PU-US	Virginia Polytechnic Institute & State University	1	1	1	0	1	1	1	0	1	0	$8,189.00	$20,825.00
	% Public Non-Eastern	95%	100%	76%	86%	76%	95%	71%	71%	43%	76%		
	% Public B.Arch	96%	100%	85%	95%	85%	98%	77%	76%	38%	75%		
	% All US B.Arch	91%	97%	71%	85%	68%	91%	74%	68%	32%	68%		

Appendix M /
Regional Accreditation

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

MARY JO MAYDEW, Chair (2012)
Mount Holyoke College

RICHARD L. PATTENAUDE, Vice Chair (2013)
University of Maine System

DORIS B. ARRINGTON (2012)
Capital Community College

NEIL G. BUCKLEY (2012)
Emmanuel College

DAVID E.A. CARSON (2012)
Hartford, CT

PETER V. DEEKLE (2012)
Roger Williams University

JUDITH B. KAMM (2012)
Bentley University

WILLIAM F. KENNEDY (2012)
Boston, MA

KIRK D. KOLENBRANDER (2012)
Massachusetts Institute of Technology

REV. JEFFREY P. VON ARX, S.J. (2012)
Fairfield University

JEAN A. WYLD (2012)
Springfield College

DAVID F. FINNEY (2013)
Champlain College

TERRENCE A. GOMES (2013)
Roxbury Community College

MARTY W. KRAUSS (2013)
Brandeis University

LINDA S. WELLS (2013)
Boston University

DAVID S. GRAVES (2014)
Laureate Hospitality, Art & Design

R. BRUCE HITCHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2014)
Mitchell College

DAVID L. LEVINSON (2014)
Norwalk Community College

BRUCE L. MALLORY (2014)
University of New Hampshire

PATRICIA MAGUIRE MESERVEY (2014)
Salem State University

WALLACE NUTTING (2014)
Saco, Maine

CHRISTOPHER J. SULLIVAN (2014)
Concord, NH

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February 13, 2012

Dr. Allyson Hughes Handley
President
University of Maine at Augusta
46 University Drive
Augusta, ME 04330

Dear President Handley:

I am pleased to inform you that at its meeting on November 17, 2011, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by University of Maine at Augusta and voted to take the following action:

that the fifth-year interim report submitted by University of Maine at Augusta be accepted;

that the comprehensive evaluation scheduled for Spring 2015 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2015 comprehensive evaluation give emphasis to the institution's success in:

1. completing one cycle of program review and using the results to inform curricular planning and improvements;

2. establishing the new Office of Institutional Research and Planning to support assessment and continuous improvement;

3. finalizing the process for the assessment of learning outcomes in general education and completing one review cycle.

The Commission gives the following reasons for its action.

The fifth-year interim report submitted by University of Maine at Augusta was accepted because it responded to the concerns raised by the Commission in its letter of October 29, 2007, and it also addressed each of the eleven standards.

We commend University of Maine at Augusta (UMA) for its skill in budget management and increasing its financial reserves. From FY2009 to FY2011, the University's net assets increased from $41.3 to $50.4 million.

This was accomplished while UMA maintained the lowest per credit hour tuition rate in the System; additionally, the institution has posted the lowest tuition increase in the University of Maine System at 4.3% for FY2012. The University has made considerable progress in utilizing data to assess academic programs and beta-testing the new five-year program review process. We are pleased to learn that the institution has hired its first data analyst and anticipates that a new director will establish the Office of Institutional Research and Planning. We also find laudable the significant savings made with energy costs, and the use of institution resources as well as federal and state earmarks to make investments to enhance its facilities on both the Augusta and Bangor campuses.

UMA's response to Student Achievement (E series) data forms is in substantial compliance with Commission expectations for the narrative of the fifth-year report; however, we would welcome a fuller presentation and discussion of the Data First and Student Success (S-series) data forms in the self-study prepared in advance of the next comprehensive evaluation.

The scheduling of a comprehensive evaluation in Spring 2015 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *Planning and Evaluation*, *The Academic Program*, and *Faculty*.

We understand that the University will complete a full cycle of program reviews by 2016. We look forward to learning how the results of the academic program reviews were used to inform curricular planning and improvements, with special emphasis on how programs assessed "progress made in relation to the recommendations of previous program reviews." The self-study prepared for the Spring 2015 comprehensive evaluation will enable the institution to provide evidence that its academic program review process fosters improvement, as guided by our standards on *Planning and Evaluation* and *The Academic Program*:

> The institution has a system of periodic review of academic and other programs that includes the use of external perspectives (2.6).
>
> The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters (4.9).
>
> The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.52).

We note with approval that UMA has made considerable progress in developing structures to support "organizing, retrieving and analyzing data at all levels of the institution." The recent hire of the Academic Data Analyst and the pending hire of a Director of Institutional Research and Planning as part of a new office should enable UMA to make continued progress in "realizing a culture of assessment and continuous improvement strategies." In the next self-study, we look forward to learning about the institution's success in this regard, in keeping with our standard on *Planning and Evaluation*:

> Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness (2.2).

The Commission understands that one key goal of UMA's 2011-2016 Strategic Plan focuses on program development, core and general education, pedagogy, faculty and student scholarship,

new program opportunities, and greater student success. In support of this goal, finalizing the process for the assessment of learning outcomes in general education will be central. We are pleased to learn that recommendations for assessment activities will be considered by the Faculty Senate and that faculty will continue to be presented with additional assessment strategies so "they can refresh what they are currently doing and integrate more activities" into their teaching. We welcome further information pertaining to the University's success with these initiatives as informed by our standard on *The Academic Program* (cited above and below):

> The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).
>
> The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, and includes external perspectives. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students (4.54).

The Commission expressed appreciation for the report submitted by University of Maine at Augusta and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. M. Michelle Hood. The institution is free to release information about the report and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

Mary Jo Maydew

Mary Jo Maydew

MJM/jm

Enclosure

cc: Ms. M. Michelle Hood