University of Maine at Augusta
College of Arts and Sciences
Architecture Program

Architecture Program Report for
2018 NAAB Visit for Initial Accreditation

Bachelor of Architecture [150 semester credits]

Year of the Previous Visit: fall 2017
Current Term of Accreditation: "On behalf of the [National Architectural Accrediting] Board, it gives me great pleasure to inform you that the Bachelor of Architecture degree program was granted continuation of candidacy. The program must achieve initial accreditation by 2019."

- From NAAB Letter of Continued Candidacy, 3/30/18

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Date: May 1, 2018
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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1.</strong> Program Description</td>
<td>4</td>
</tr>
<tr>
<td>I.1.1 History and Mission</td>
<td>4</td>
</tr>
<tr>
<td>I.1.2 Learning Culture</td>
<td>9</td>
</tr>
<tr>
<td>I.1.3 Social Equity</td>
<td>10</td>
</tr>
<tr>
<td>I.1.4 Defining Perspectives</td>
<td>12</td>
</tr>
<tr>
<td>I.1.5 Long Range Planning</td>
<td>18</td>
</tr>
<tr>
<td>I.1.6 Assessment</td>
<td>19</td>
</tr>
<tr>
<td><strong>Section 2.</strong> Progress since the Previous Visit</td>
<td>25</td>
</tr>
<tr>
<td>Program Response to Causes of Concern</td>
<td>25</td>
</tr>
<tr>
<td>Program Response to Conditions Not Met</td>
<td>25</td>
</tr>
<tr>
<td>Program Response to Change in Conditions (if applicable)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Section 3.</strong> Compliance with the Conditions for Accreditation</td>
<td>32</td>
</tr>
<tr>
<td>I.2.1 Human Resources and Human Resource Development</td>
<td>32</td>
</tr>
<tr>
<td>I.2.2 Physical Resources</td>
<td>37</td>
</tr>
<tr>
<td>I.2.3 Financial Resources</td>
<td>46</td>
</tr>
<tr>
<td>I.2.4 Information Resources</td>
<td>50</td>
</tr>
<tr>
<td>I.2.5 Administrative Structure &amp; Governance</td>
<td>51</td>
</tr>
<tr>
<td>II.1.1 Student Performance Criteria</td>
<td>53</td>
</tr>
<tr>
<td>II.2.1 Institutional Accreditation</td>
<td>54</td>
</tr>
<tr>
<td>II.2.2 Professional Degrees &amp; Curriculum</td>
<td>54</td>
</tr>
<tr>
<td>II.3 Evaluation of Preparatory Education</td>
<td>61</td>
</tr>
<tr>
<td>II.4 Public Information</td>
<td>62</td>
</tr>
<tr>
<td>III.1.1 Annual Statistical Reports</td>
<td>63</td>
</tr>
<tr>
<td>III.1.2 Interim Progress Reports</td>
<td>64</td>
</tr>
<tr>
<td><strong>Section 4.</strong> Supplemental Material</td>
<td>64</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>64</td>
</tr>
<tr>
<td>Studio Culture Policy</td>
<td>64</td>
</tr>
<tr>
<td>Self-Assessment Policies and Objectives</td>
<td>64</td>
</tr>
<tr>
<td>Policy on Academic Integrity</td>
<td>64</td>
</tr>
<tr>
<td>Information Resources Policies</td>
<td>64</td>
</tr>
<tr>
<td>EEO/AA Policies</td>
<td>64</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td>65</td>
</tr>
<tr>
<td>Appointment, Promotion, and Tenure</td>
<td>65</td>
</tr>
<tr>
<td>Previous VTRs</td>
<td>65</td>
</tr>
</tbody>
</table>

**Note on this report**

There are a number of places where NAAB conditions ask for information or actions taken “since the last NAAB Team visit.” Given that our last NAAB visit was only held in fall 2017, we have elected to typically share information referring to the past two academic years. We hope in doing so we provide the NAAB Team a clearer understanding of our Architecture program and our progress toward Initial Accreditation.

**Thanks**

The Department of Architecture would like to thank the UMA administration and staff for their efforts and support in helping to create this report.
SECTION 1 – Program Description

I.1.1 History and Mission

Introduction

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.

Design education has been shaped by shifts in society and culture, as well as transformations of technology and ways of making. In some ways, we began this accreditation process limited by our heritage, because that heritage focused almost exclusively on pedagogical drivers that, over the twenty-five years that the school had existed, hadn’t been significantly re-examined. The curriculum changes that we’ve introduced and implemented in the last eight years are part 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 the accreditation process is ongoing, and that the pedagogical drivers will most certainly continue to evolve as the school moves forward. The reflection and transformation of the recent years have yielded incredible growth.

UMA is a small public university, serving regional, non-traditional students. We work in a donated building with limited financial, physical, and human resources. Within the context of these limitations, we have structured a professional degree program that leverages what some may perceive as limitations as our strengths. 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. The integrated nature of our teaching allows our students to understand the collaborative and interdisciplinary nature of architecture. The hands on nature of our commitment to learning through making prepares students for the diverse field of architecture, and teaches them that problem solving is about developing a process for testing, iteration, and reflection. Our location on Water Street in Augusta, Maine’s capital, engages our students in their community, and connects them with the revitalization of a downtown. Our deliberate studio structure, one based on the systematic development of a process for design thinking and problem solving, not only teaching students a specific set of skills and knowledge, but builds a scaffolding for future learning.

For the past five years, as we have worked towards this accreditation, we have engaged in an intensive strengthening of curriculum both in the studio as well as in supporting courses, and have implemented changes across studio, technology, and critical thinking courses, as well as in our physical spaces. 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. It has continued with annual, week-long faculty retreats and assessments, which have strengthened our existing courses, and have revealed the need for new sequences. Perhaps more importantly, the curriculum has been intensified and layered by the integration and connection of courses to one another, structuring critical courses as part of both a sequence and an integration, allowing our students to experience how ideas discussed in one class are essential elements across all of architecture.

One of the most significant changes to our curriculum was a re-examination of teaching loads. The move to the B.Arch required a review of how teaching loads were distributed in the department. Historically, architecture faculty at UMA taught either 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” was created. With the B.Arch, 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 and interdisciplinary 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.

Over the past five years, in response to ongoing internal assessments, feedback from NAAB teams, and retreats with our advisory board, we have restructured, integrated, and invigorated our curriculum, while remaining true to the mission of the school, and to the core elements that define who we are as educators, and what we are as a program. The curriculum has been strengthened with the hiring of both adjunct and full-time faculty with experience and research in building systems and technology, with knowledge of advanced structures and mechanical systems, and with expertise in architectural history and theory. Our teaching methodology, one that uses making and testing that is grounded in learned knowledge, supports transformative growth and engagement. 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. 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, as designers, to make thoughtful, informed choices that will impact the world they will work and live in.

History, Mission, and Founding Principles of the University
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: UMA transforms the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellence in student support, civic engagement, and professional and liberal arts programs.

Redirection of UMA’s educational mission has occurred during the past two decades, illustrated through the increase in offerings from three baccalaureate degree programs prior to 1998 to the current total of twenty baccalaureate degrees. This increase in baccalaureate credit hours and degrees confirms UMA’s current designation as a Carnegie Classification Baccalaureate Colleges: Diverse Fields institution. This continued focused growth of UMA is paralleled by the architecture program’s growth over the past three decades.
History, Mission, and Founding Principles of the Program
Over 30 years ago, Professor Roger Richmond envisioned the architecture program as a two year–plus associate’s degree. At the time, he saw a profound need to educate Maine students in ways of meaningful humanistic design.

In UMA, Professor Richmond found a good match for the goals and aims of an architecture curriculum. With the aid of Professor of Art Robert Katz, the first program coursework was offered in 1987. The 2-year AA degree grew to a 4-year Bachelor of Arts degree in 2003. 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, or immediate employment, and to graduate students 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 Bachelor of Architecture (B.Arch) degree, we again took 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 of and flexible to the demands of the practice and education of architecture, and discuss and review our foundation in light of the world our students practice in.

Having served the needs of northern New England as the only Bachelor of Arts in Architecture degree in Maine, we drew from our thirty 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.

UMA Architecture’s Mission is 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. 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 various community collaborators.

Vision
The vision of the UMA B.Arch program is to instruct our students to understand 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 professional practice 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 of 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.

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 for architectural study at a professional level.

Community Connections. The program’s 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 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. 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.

On the main campus’ Danforth Gallery, our annual Architecture Student Show, typically an exhibit juried by professional architects, displays work from all five years of the B.Arch program. This exhibit brings guests and families to UMA where they can experience the quality and beauty of work done by UMA students. The exhibit increases outsiders knowledge of the institution, and affords them the opportunity to appreciate the skills and talent of UMA students.

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, including courses in art, art history, math, physics, computer technology, the social sciences, and architecture and non-architecture related electives. With the studio culture we create, these
students bring a 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 30+ years of teaching architectural education.

**Downtown Presence.** Since spring 2011, the Department of Architecture has been housed in Handley Hall (formerly 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 B1, first, second, and fourth floors, with certain Art concentrations located 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. In 2014, this space was renamed the “Richmond Gallery” in honor of a gift from the program’s founder Roger Richmond, and his spouse Beverly 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, and hold larger lecture classes on site. Recent exhibits of student work include “Experiencing Aalto: Research, Sketching + Reflection,” “Texas: the Typology of Museums,” “Evolution of Wood Framing Techniques in Northern New England,” and “A Maine Technology Center for Augusta.”

**Facilities.** The fifth floor of the Handley 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 studio and teaching space by almost 33%. A plan of this potential expansion can be found in section I.2.2. Physical Resources.

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

**Experience in Architectural Education.** As stated earlier in this section, 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 current 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.** 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 and oral communication, quantitative skill, natural scientific inquiry, social science, humanities, fine arts, computer literacy, critical thinking, and information literacy. Additionally, and
per the UMA 2017–2018 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 starting on page 12 of the 2017-18 UMA Course Catalog.

Practicum-based Learning. Our three technology sequences – Building Materials and Assemblies, Structures, and Energy and Systems – have been reimagined and significantly changed since their original development in the four-year program, and since they were reviewed by a NAAB accreditation team in 2015. These courses have shifted from traditional “lecture + reading” courses to courses that synthesize learned knowledge with experience, testing, and iteration. Please see more on our curriculum under section II.2.2, Profession Degrees and Curriculum later in this document.

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 who do not always see the architect as part of their solution. In working with non-profits and municipalities – done through our spring Community Design Charrette, as well as the ARC 408, Architectural Design VII studio course dedicated to community-based work – we have seen our students rise in these 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 2015 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 load from 3-credits to 1-credit, and focused primarily 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

Learning Culture
The formation and support of the Learning Culture at UMA is approached with the same intention as our mission.

Our small size allows the faculty and students to form close working relationships. Faculty will often teach the same student over several years, for example in a studio course in first year, then a design principles course in second year, then a building technology course in third year, and as a thesis advisor in the fifth year. Full-time faculty are available for one on one advising and coursework support outside of class, during office hours, as well as during informal studio time. We work hard to make sure students have multiple ways of engaging with the profession in and outside of the classroom: by inviting guest lecturers and critics to the school in both design and technology courses; through field trips to manufacturing facilities, studio sites, and projects under construction; by scholarships to lecture series; through funded international and domestic travel; through AIAS connections with the professional community; and by connecting students with volunteer opportunities. By the time our students graduate, we have taught them in multiple different courses, we have written recommendations for them for their first internships and watched them find success in the industry, we have traveled with them domestically or internationally, and we have seen them grow and mature as thinkers and designers in multiple different ways.

Coursework is integrated across the curriculum at every year, which means full-time as well as adjunct professors, working in collaboration with each other to develop coursework, structure due dates and assessments so that the student work in one course can support and reinforce the parallel studio work.
We have seen that this kind of synthesis and applied integration yields a better understanding of the subject matter, and helps avoid the crisis for students of having four or five assessments in the same week. Our course sequences are intentionally structured so that students can build on the knowledge from one course to the next course in the sequence, cycling back to reinforcing core ideas, and moving forward to extend and apply their understanding. This integration and sequencing allows for a more comprehensive understanding over the course of the five-year program.

Our studio culture, in both studio as well as support classes, is one of collaboration and community. This culture is reinforced in deliberate ways, including intentionally structuring selective projects as group work. To this end, we connect students across years in our community design charrettes, we pair teams together in classes outside of studio, and we encourage a culture of peer review and feedback. We also work to actively engage the studios across years beyond the annual community design charrettes – for example, by structuring our travel courses so that students from multiple cohorts travel together, through school wide events like our “Thesis Proposal Day” where Thesis Students create short video presentations to the entire school at the end of the fall semester, and by offering architecture electives where lower level students take coursework alongside upper level students.

Through periodic presentations to practicing architects, community members, and outside critics, both in formal reviews as well as at guest lectures and desk critiques, we ask students to present their ideas and intentions professionally. Through these methods, we see how students refine their skills, with support from faculty, over the course of their education. Many of our non-traditional students work part-time in architecture firms as well as carry a full course load, and we are acutely aware of the stressors that this combination can produce. But we also believe that for our students who have found a balance between professional work and academic work, working in a professional environment enhances the academic experience, produces an understanding of the value of time management, and focuses their studio efforts in productive ways.

In order to stay abreast of our learning culture, and to ensure open dialog between students and faculty, we started a series of discussions between students and faculty in AY 2015-16. This forum, called “The Meeting,” is held several times over the course of the semester, and allows faculty and program administration to disseminate information in a face-to-face forum, and allows students the opportunity to share questions, ideas, and concerns about the program.

**Studio Culture Policy**

The studio culture policy is distributed to faculty, students, and staff at our welcome back meeting each fall. This meeting gives us an opportunity to welcome everyone after summer, as well as describe what is expected in Studio, and in Handley Hall overall. Each student signs a contract acknowledging the rules and guidelines related to studio, our program, and our shared facility. Our studio culture policy, as well as our Learning Culture, is being assessed in the spring of 2018; and is assessed on a biennial basis (in even years) by all architecture faculty and students. In April, during our end-of-year meeting, we completed the online survey of faculty and students. The Office of Institutional Research is currently collecting the data from this survey so that we can review, analyze, and note action items as necessary. The policy, with any updates, will be distributed again at the start of the fall semester. With this assessment work underway and scheduled for completion this summer, assessment results and our updated policy will be made available at the fall 2018 NAAB Team visit.

Our current Studio Culture Policy is shared publicly through our web pages: [http://www.uma.edu/academics/programs/architecture/mission-philosophy-core-values/](http://www.uma.edu/academics/programs/architecture/mission-philosophy-core-values/). The current policy, along with an example of our policy assessment survey, can be found in the [Dropbox folder “02 - Studio Culture Policy.”](http://www.uma.edu/academics/programs/architecture/mission-philosophy-core-values/)

**I.1.3 Social Equity**

The University of Maine at Augusta is a school that was founded on social equity. In fact, part of the university’s mission is to “transform the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellence in student
support, civic engagement, and professional and liberal arts programs.” Many of the students in the architecture program are non-traditional students. Many are first-generation college students. Many come to UMA Architecture from another university or program, or after being in the work force for several years. Many have family responsibilities, are parents, or run small businesses. We believe strongly that this socioeconomic and age diversity is one of our key strengths, and are proud that we are able to provide an affordable and accessible pathway to education and licensure for our diverse student body.

**Institutional Initiatives for Diversity and Inclusion**

The university engages in a wide range of diverse educational programming with the goal of creating an environment in which many voices and views are represented and support our diverse population. From lunchtime programming to special seminars on topics of diverse subject matter, the campus community is encouraged to engage in a variety of diversity and inclusion activities. Additionally, the university is strongly engaged in the recruitment and support of adult learners and veterans to our student population. The architecture program directly benefits from these actions in that our students and faculty can engage and understand their place within UMA's diverse non-traditional population.

**Plans and Process to Maintain or Increase Diversity**

To develop and assist with maintenance of its affirmative action plans, the University of Maine at Augusta contracts the services of Berkshire Associates, Inc. The affirmative action plans they develop are the formal guide which UMA utilizes for planning in the recruitment of diverse faculty and staff on campus. These are created on an annual basis, and are referenced throughout the year in support of our recruitment efforts.

This process has Berkshire Associates calculate external availability of a diverse pool of candidates. We base our recruitment strategies on these plans, attempting to mirror the pool. At the same time, an analysis of our current organizational profile is created and we analyze the data to determine where our current gaps are, making attempts to ensure our diversity is representative of the labor market. We also conduct a job group analysis to determine the percentage of minorities and women employed in each group to determine our internal availability. These internal and external analyses combined, assist us with determining where we do targeted outreach to specific populations and geographic areas in the recruitment process. UMA sets benchmarks based on the eight percent/whole person utilization rule and measures against these benchmarks when there are openings. The development of these plans is a partnership between Berkshire and the University human resources staff, who then are responsible for execution of the plan in partnership with the campus managers and search committees responsible for hiring.

**The Architecture Program and Diversity**

The Architecture program is committed to a diverse faculty and student body. Being located in Maine, the second whitest state in the US (95.5%), we are challenged to meet national averages. However, as of AY2017-18, our program’s student body make-up in terms of ethnic diversity is ahead of our state average being:

- 80% White
- 10% two or more races
- 5% Asian
- 2.5% Black
- 2.5% Latino

Similarly, our breakdown between female and male students is ahead of the target:

- 54% female
- 46% male

The program also runs its own hiring searches in collaboration with the Office of Dean of the College of Arts and Sciences, and does so with the support of the Office of Human Resources, including the analysis described above. Our current full-time faculty is 33% female, and 33% Asian. We currently use our Annual Statistical Reports as a means of assessing faculty and student diversity. These reports can be found in the Dropbox folder: “06 – UMA ARS Reports.” Given our success to date, and in order to maintain our
diverse faculty and student body, we will continue to recruit and serve all populations across our state and region as we have.

Below are links to UMA’s policies related to Social Equity. These are publicly accessible through UMA’s web site for all faculty, staff, students, and prospective students.

**Diversity**

UMA’s Accessibility Statement, Non-Discrimination Notice and Diversity Statement can be found online here [https://www.uma.edu/compliance/handbook/statements/](https://www.uma.edu/compliance/handbook/statements/). Information on Disability Services and support is found at [https://www.uma.edu/academics/student-support/student-development/disability-services/](https://www.uma.edu/academics/student-support/student-development/disability-services/).

**Harassment and Discrimination Policy**

UMA’s Policy on Harassment can be found here: [https://www.uma.edu/compliance/equal-opportunity/title-ix/policy/](https://www.uma.edu/compliance/equal-opportunity/title-ix/policy/). UMA’s policy on non-discrimination can be found here: [https://www.uma.edu/compliance/non-discrimination/](https://www.uma.edu/compliance/non-discrimination/).

**Academic Integrity**

The UMA Academic Integrity Code, including process for appeal, can be found at [https://www.uma.edu/compliance/handbook/academic-integrity/](https://www.uma.edu/compliance/handbook/academic-integrity/).

### I.1.4 Defining Perspectives

These defining perspectives are integrated throughout the five year sequence of the curriculum. We have worked to implement a systematic way to engage our students in collaborative work with each other, developing leadership skills over the multiple years they are involved in community design projects and team projects. We have designed a studio sequence that systematically teaches a process for problem solving in the pursuit of design solutions. We engage with the profession in multiple and varied ways throughout the curriculum, connecting students with the design and construction community both in the classroom and outside of it. Our responsibility to the environment is grounded in an understanding of the incredible impact design decisions have on the health, environmental and otherwise, of the communities our students will live and work in.

**A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles.

We have worked to develop a culture of collaborative experiences and opportunities through coursework and projects built around a school culture of respect and cooperation. A significant piece of our curriculum and program, the Community Design Charrette, is a focal point of this practice. This project, undertaken at the start of each spring semester, groups second, third, and fourth-year students together in collaborative teams. The teams, typically one student from each of the aforementioned years, work with a community partner and propose design solutions at the end of a two-week charrette. Projects have included a town hall for Chelsea, Maine; a community library for Readfield, Maine; and a Nordic ski center for the Augusta Bond Brook Community Forest. Most recently, in the spring semester of 2018, students worked with the City of Augusta Mayor’s office and the Augusta Downtown Alliance on the design of an interactive Technology Center proposed for the main street of downtown Augusta.

Typically, for this project two fourth-year students are selected to work in the fall semester with the community design partner to collect project, site, and program information, and subsequently write the project brief. The charrette is organized in such a way that each fourth-year student takes a leadership role for his or her team: organizing their approach to the project, the interactions with the community client, and the final presentation. The second and third-year students are exposed to the intellectual and design rigor of the older students, and the fourth-year students are tasked with understanding how to listen to their team members and move the group towards a cohesive solution. During the charrette, design faculty from across the three years rotate through the studios for desk critiques and pin-ups. The charrette culminates in a presentation to a group representative of the community partner, and the models
and drawings produced are typically displayed in community spaces throughout the year. Additional community-based design work is undertaken in the ARC 408, Architectural Design VII studio. Information on that collaborative work can be found under Perspective E.

We bring the same intention to our travel courses, ARC 441, Architectural Travel Experience, where third, fourth, and fifth year students work both individually and in teams to research, analyze, and visually document their travel experiences, culminating in collaborative publications and exhibits of their work. Typically, before travel, students undertake building research and document that both visually and in writing. Upon return, students work in pairs to produce a visual and written essay on specific themes relating to the trip. We have intentionally structured these travel courses so that students can find success in individual research and investigation, as well as achievements in collaborative writing, analysis, and problem solving. The trips also provide opportunities for broadening students' cultural awareness, visiting different cities, states and countries including to date: Detroit, Chicago, Houston, Ft. Worth, Dallas, Finland, and India.

Collaboration is explored in other ways across the program, including in the second, third, and fourth year design studios where students are often working in teams on site, program, and user analysis. More specifically, in our ARC 421, Professional Practice course students work in cooperation to create mock business plans, thereby emulating the collaboration with one's business partners necessary to develop a new practice. In this course, as well as in ARC 350, Mechanical Systems, various allied disciplines are represented through guest lectures, bringing professional colleagues that our students will interact with to the classroom. In addition, our AIAS group periodically runs a 'firm crawl' where students are exposed to a variety of office environments. These connections with the professional community expose our students to the potential application of lessons learned in our community-based design projects.

Our creation of a positive, supportive studio environment, supported by coursework and projects built around respect and collaboration, builds in each student traits and experiences for working with diverse colleagues, communities, and clients, and fosters skills that result in professionals that are prepared for the collaboration of practice, as well as the opportunity for leadership.

B. Design. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

We begin our students’ education with a sequence of studio courses in the first year (ARC 101, Intro to Architectural Design and ARC 102, Architectural Design I) that teach fundamental design skills and processes, and that are run in parallel with foundational representation courses (ARC 110, Intro to Architectural Representation and ARC 120, Intro to Digital Tools). These studios introduce design as a conceptual discipline, and exercises are focused around the analysis, interpretation, organization, and transformation of architectural space and form. The focus of these introductory courses is the establishment of a fundamental understanding of representation and abstraction, involving an iterative investigation of technique, form, and meaning through study, invention, testing, and evaluation. This design process, one that is grounded in iteration, becomes a foundation of making and understanding throughout the remainder of their education.

The second year of the program is about creating and exploring the basis for one’s design work. The studio sequence (ARC 203, Architectural Design II and ARC 204, Architectural Design III) is a broad look at ‘pre-design’ including: precedent research and analysis, site analysis, readings, abstraction of architectural ideas, and designing with intention. Through the diagrammatic study of precedents, the ARC 203 studio is intentionally integrated with ARC 123, Principles of Architecture in order to facilitate this investigation. At some level, second-year students begin to understand that they are responsible for defining the architectural problem, as well as proposing a design solution. And while students grapple with the conceptual in this year, they are also introduced to fundamental ideas found in sustainability and materials. The further integration of digital tools, done through ARC 261, Computer Aided Design, into the design process gives students tools to achieve a different level of iteration and investigation thereby strengthening their design processes, and supplying them more knowledge and skill to grapple with the increased complexity of the given studio projects.
The third year of the program is about integration, not only across coursework, but in supplying students with tools and knowledge in preparation for integrated studio. The ARC 306, Architectural Design V studio actively collaborates with both ARC 332, Construction Techniques and ARC 322, Structures II, the advanced structures coursework, while a greater knowledge of mechanical systems and their necessary consideration is found in ARC 350, Mechanical Systems. The coursework of this year exposes students to technical levels of complexity that they will find in the later years of the program, and fosters the ability to understand and begin to apply this knowledge as they will in professional practice.

The fourth year revolves around engaging our students with the professional world. In fall, students begin with ARC 407, Integrated Design studio paired with ARC 417, Integrated Building Systems which demands they consider the complex collaborations necessary in the design of a functional building. The ARC 408, Architectural Design VII spring studio is focused on community-based design work, typically working with a selected non-profit or municipality. In this way, our students begin their fourth year working on the complexity of the building, and finish the year engaged with the complexity of human interactions as they relate to design. Other coursework in this year, including ARC 421, Professional Practice, ARC 406, Architectural Apprenticeship and ARC 441, Architectural Travel Experience, broadens a student’s view of the many-layered professional world, and asks them to consider their future place in it.

The fifth and final year is about theory and thesis. In the year-long thesis sequence, ARC 509, Pre-Thesis and ARC 510, Thesis, students are tasked with accepting the full responsibility of a design investigation, while putting what they have learned across the curriculum to bear upon their selected project. In AY2017-18, as we approach initial accreditation and get ready to graduate our first cohort who have experienced our full 5-year curriculum, we have moved even further in this direction by asking our fifth year students to select and investigate projects and sites fully of their own choosing. In this way, across the arc of the curriculum, the responsibility of the work has moved from primarily instructor-based to primarily student-based, aligning with our graduates' transition to professional practice.

Across our studio sequence, we have created a curriculum that systematically breaks the essential elements of architectural design into their basic components. By giving students these skills, piece by piece, we help to educate designers that skillfully utilize these tools, clearly understand how they are intrinsically intertwined, and use them to support thoughtful and socially meaningful design intentions. We fundamentally believe that design intelligence is the result of a slow process of assimilation; it takes time, effort, concentration, and a lot of practice.

While our studio pedagogy is rooted in the fundamentals of architectural design, we recognize that architecture is also a complex discipline, with multiple means of making, investigating, and integrating various disciplines throughout the design process. We have intentionally focused our upper level curriculum around integrating coursework across these disciplines; projects in studio are overtly and intentionally influenced by our students' coursework in Analysis, Technology, Materials, Digital Practice, and Sustainability courses. In these studios, we layer the fundamental understandings of the first year with projects about site interventions as well as architectural materiality; projects about the fabric of a city and the assembly of a building; about the design of connections and the search for, and development of, an appropriate tectonic language for building. Please see section II.2.2 Professional Degrees & Curriculum for detailed information on our curricular integration.

Throughout this progression, students continue to develop an individual design process which is generated by exploration and iteration, and continue to practice discussing, defending, and describing design ideas using architectural terms, drawings, models, and diagrams. Most importantly, our students learn that architecture is a problem-solving discipline, and that inherent to their design questions and solutions are opportunities to positively impact their environment, the cities and communities they live in, and the people they design spaces for.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
Like many of these perspectives, our intention and work is integrated throughout the curriculum. We have made it a priority to engage our students with the practice and opportunities of architecture even before they apply to our program. Many of our applicants attend our Info Day open house, which we hold annually in November. In this open house, we discuss the profession of architecture, the various paths towards licensure, and the various job opportunities, both architectural and in related fields, available to our graduates. This discussion is continued and reinforced in our New Architecture Student orientation, held each August, which is mandatory for all incoming new architecture freshman and transfer students, and includes information on enrollment into the AXP, registration requirements for Maine, and how to utilize NCARB to investigate working in other jurisdictions. The responsibilities and associated actions regarding licensure are further reinforced in conversations with faculty advisors throughout students’ time at UMA.

In our B.Arch curriculum, we have developed three significant courses that educate students on the professional practice and responsibilities of architects. The first is ARC 421, Professional Practice which explores both traditional and innovative methods of running a professional practice. Topics include firm structures and business practices, services provided by architecture firms, various methods of project delivery, contracts, and ethics. This foundational understanding is then reinforced with our required ARC 406, Architectural Apprenticeship course, where students are required to apply their understanding and skills in a real world setting. The course, run as a directed study, compels students to work with practitioners and related industry partners to explore the profession, and to expand their knowledge of current practices in the fields. Additionally, these internships provide students with an inside view of the building industry and the chance to develop connections in their professional network. Lastly, in their fifth-year, as our students prepare to secure employment after graduation, they are required to take ARC 361, Portfolio Development which culminates in a presentation of their work, through a digital portfolio, to a panel of practicing architects. This feedback, received directly from design professionals, helps assess a students’ overall preparedness as they ready to enter the workforce full-time.

Currently, our successes are based on our small numbers, and the strong relationships our full-time and adjunct faculty have with the professional community. We are further helped being the only professional architecture degree in Maine, so inquiries regarding employable students come in regularly. We recognize that our current practices may not necessarily be scalable, and our long-range vision, as our student body grows, is to develop a more systematic way of assisting students with internship placement and promoting our apprenticeship program to the professional community.

In addition to these formal and intentional structures, our students and faculty are actively involved with the greater social and professional design community in Maine, through design work with nonprofits, volunteering on various architecture-related organizations, and work with AIA Maine. Furthermore, practicing architects attend our final reviews and thesis presentations, are involved in our program’s advisory board, and form the backbone of our talented adjunct faculty. We fundamentally believe in the integration of practice and education, and our students graduate well informed and prepared for careers as responsible professionals, familiar with the process and requirements of becoming licensed practitioners.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

The idea of stewardship is intentionally ingrained into our curriculum on multiple different levels: in our design studios, in our energy course sequence, in our building assembly sequence, and in our Integrated studio. The idea is first introduced in the final project of the first-year studio, where the culminating project is centered on the idea of environmental and material limitations. In second year, it continues in our Energy and Sustainability Sequence where our ARC 350, Mechanical Systems course starts from an understanding of climate, both regionally and at the level of the building. Thermal comfort and daylighting are thus integrated into the heating, cooling and lighting strategies that the students consider. The other course in this sequence is ARC 251, Sustainable Design Concepts, a combination of both lecture and workshop. The course focuses on architectural methods for achieving visual, thermal and acoustical comfort in buildings using climate, shape, orientation, materials, and structure.
As part of a sequence, we recognize a need to better align these two courses, and to further synchronize with the integration offered by a holistic approach to environmental system design. This work is part of our next phase of curricular review, and will be part of our 2018-19 Long-Range plan.

Our approach is continued in the third year, when ARC 231, *Architectural Materials and Methods* and ARC 332, *Construction Techniques* sequence are taught through the lens of embodied energy, an understanding of fundamental building science principles, and the importance of sustainable choices in the development of high performance building envelopes. This stewardship is integrated in the spring ARC 306, *Architectural Design V* studio, with a final project in the construction techniques course that asks students to develop an efficient building envelope for their studio project. This learning is reinforced in the fourth-year ARC 407, *Integrated Studio*, where projects are typically located in climates different to Maine’s thereby demanding students bring their learning to bear on their design decision making.

It is fundamentally important to us that “Sustainability” is more than merely a stand-alone course; that the foundational ideas of stewardship are integrated throughout the curriculum, and discussed and taught through multiple different lenses, by multiple different instructors, and through multiple modalities. On a fundamental level, our belief, which is evidenced through the intentionality of our curriculum, is that stewardship is at the core of what we teach; stewardship for both the communities our students will practice in, as well as for the environment.

**E. Community and Social Responsibility.** *The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.*

Much of our program is centered on cultivating the architect’s responsibility to his or her community. Our desire is to think beyond the classroom, and even beyond architecture, to empower our students to be good citizens and good stewards of the built environment. We approach this goal in multiple ways.

As mentioned in our response to *Perspective A*, students are introduced to community design work in their second year, as part of a multi-year team. This design exercise teaches them collaboration, and demonstrates first-hand the potential of good design as it relates to real world issues. The fact that students will undertake the Community Design Charrette three times as they move through the program helps to ingrain community work as part of architectural practice. As the students grow in knowledge and ability, they are given more responsibility as it relates to the community project, and so gain understanding of various roles they can play in such work.

In addition to the annual community design charrette, the ARC 408 *Architectural Design VII* studio, taken in the spring semester of the fourth year, focuses on community design work. This dedicated semester-long studio affords students the opportunity to work with a selected community partner over an extended period of time allowing for in-depth research, exploration, and design iteration. Projects to date have included work with the Waterville’s homeless community, various projects in the Greater Portland area, the construction of a demonstration tiny house in a park in downtown Augusta, and most recently with the City of Hallowell on the reuse of an abandoned site on the Kennebec River.

For the project undertaken in spring 2017, the ARC 408 design studio worked with the City of Hallowell, Maine to show the citizenship the potential of an unused brownfield site. The site had been occupied by large oil storage tanks, which had been removed leaving behind a site on the Kennebec river available for future consideration. Mr. Nate Rudy, Hallowell’s City Manager, was an active and vocal client throughout the project who interacted directly with students. Students explored building and site development, all in response to specific client feedback. The studio concluded not only with a final review but with a public forum at a local gallery space where student work was displayed for a week for the benefit and review of Hallowell’s citizenry.

In this studio, and in other community-focused events, our students engage with a variety of constituents, listening to their needs and respective issues. Students are given, and accept, the responsibility of
designing for those in need, and this engagement shows them that they have the power, talent, and responsibility to put their architectural skills to use in improving our collective community.

**UMA B.Arch Core Values and NAAB Five Perspectives**

The chart below indicates where our program’s Core Values align with the five perspectives of NAAB’s 2014 Conditions. We do this in order to consider our values in light of the five perspectives, as well as demonstrate that our program is based on values similar to those esteemed by NAAB and the design profession.

<table>
<thead>
<tr>
<th>Commitment to involvement with the greater social and professional community.</th>
<th>NAAB Five Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to instill in students the importance architectural process as an exploration and investigation, and that this process is a combination of thought and action.</td>
<td>A. Collaboration and Leadership</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Commitment to the investigation and implementation of sustainable ideals.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Commitment 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.</td>
<td></td>
</tr>
<tr>
<td>Commitment 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.</td>
<td>X</td>
</tr>
<tr>
<td>Commitment to the values of mutual respect, cooperation and communication, creativity and innovation, the pursuit of excellence, effective communication, and diversity.</td>
<td>X</td>
</tr>
</tbody>
</table>
I.1.5 Long Range Planning

Long Range Planning
Our long range planning encompasses areas of program development, physical resources, curricular development, student development, human resources (including faculty), and library and information resources. As we continue to move the architecture program forward, both pedagogically and towards initial accreditation, we have three major areas that offer the program a path toward success: increased enrollments, fiscal awareness, and program initiatives. These topics were each addressed and initiatives proposed in our Long Range Planning document of 2015 which can be found in Dropbox folder: "14 – Long Range Planning."

Now in its third year, a scheduled reevaluation will be taking place over summer & fall 2018. This review will be done by full-time architecture faculty in consultation with UMA's Offices of Finance, Admissions, Marketing, and the Dean of the College of Arts & Sciences. A revised and updated long-range plan will be made available at the fall 2018 NAAB Team visit.

Identifying Objectives for Student Learning
As described in section I.1.1, History and Mission, there are three primary attributes that make us who we are: Integrated, Small, and Hands-on. By focusing on, leveraging, and improving these three areas we will improve the program overall. Some of the methods for assessing continuous improvement in these areas are in place, while others are being created.

The primary identification of learning objectives in our B.Arch comes from three sources: our existing and proposed assessment procedures, review of the program in light of UMA's Strategic Plan, and from the UMA B.Arch Advisory Board. From these we believe we are receiving feedback from a good variety of sources: internally, institutionally, and externally.

Internal Review. Program review and improvement is conducted through a variety of assessment processes. Of primary effect on our learning objectives is our annual cohort summary reports. Examples of these reports, which can be found in Dropbox folder: "03 - Assessment Plan, Policies, & Results," help us through a review of what each academic year in our program is about, and how we are progressing towards our goals for each year (first year, second year, etc.). This type of cohort review was formalized in AY2016-17, building on our internal curricular review. More information on this assessment tool can be found in this document under section I.1.6 Assessment.

Institutional Review. We also understand that we are a part of a larger institution, and that our goals are best served when aligned with the current UMA Strategic Plan. The 2016-2020 plan entitled, Transforming Lives: Student Success and Academic Achievement can be accessed online. Our process is one of review and discussion, considering where we align well with UMA's long-term plans, and where we can benefit by better aligning with those plans. Currently, we find alignment in the areas of collaboration and integration, program improvement, better integration of adjunct faculty, civic engagement, increasing the enrollment funnel, and the continued exploration of new student housing. We will be reevaluating alignments with UMA's strategic plan as part of our scheduled long-range plan review.

External Review. The B.Arch Advisory Board, begun in 2017, gives us input from a wide variety of professionals in architecture and fields related to architecture. This group meets annually to review and discuss the architecture program. By keeping this Advisory Board varied in its constituency we ensure that views are vigorously discussed from a variety of viewpoints. As a professional degree, it is part of our responsibility to keep up with ever-changing aspects of the profession, and to use our collaborations outside the university to ensure we do so cognizant of the profession. While meetings have a stated focus, there is time to share the program’s current status, our challenges, and received feedback from the board relating to those challenges. This discussion is captured in meeting notes, and subsequently discussed by full-time faculty to determine what, if anything, should be taken up as an actionable item as it relates to our learning objects, and overall program success. Our next meeting is scheduled for May 23, 2018, with a focus on student portfolios. A list of our current board members and a summary of previous meetings can be found in the Dropbox folder: “12 – B.Arch Advisory Board.”
Institutional Long-Range Planning
In the fall of 2014, UMA embarked on a strategic planning process because UMA's strategic plan, *Transforming Lives: Educating our Students to be Global Citizens*, would expire in 2016. In addition, UMA's Board of Trustees had requested strategic plans from all seven University of Maine system campuses. UMA's Vice President for Finance and Administration, Tim Brokaw, led a steering committee composed of faculty and administration through a nearly academic year-long process to develop a strategic plan for 2016 - 2020. The plan includes refocused and bold mission and vision statements, a set of key UMA values, seven measurable goals, and a set of actions for achieving these goals. This new strategic plan extends UMA's commitment to its statewide mission; it extends UMA's commitment to distance and online education; and it extends UMA's commitment to telling its story how we transform students' lives of all ages and backgrounds throughout Maine and beyond.

The process for developing UMA's 2016 - 2020 strategic plan began in the fall semester of 2014 with the formation of a strategy team made up of faculty and administration. This team hosted a series of discussion forums in Augusta, Bangor, and University College Centers where the entire community was invited to participate. The first discussion forum focused on UMA's vision, mission, and goals while a follow-up workshop developed a comprehensive list of strengths, weaknesses, opportunities, and threats and then identified key strategies and supporting actions that could leverage strengths and opportunities as well as address threats and weaknesses. As a result of these discussions, the strategy team developed seven measurable long-term goals, and three key strategies to achieve them. During the process, the Faculty Senate and UMA's Board of Visitors was kept apprised of progress.

In May 2015, the Board of Trustees approved the University of Maine at Augusta's Strategic Plan for 2016-2020. Titled, *Transforming Lives: Student Success and Academic Achievement*, the full plan and executive summary can be found online by clicking this linked title.

Role of Five Perspectives
In moving to the newer 2014 Conditions, and therefore the revised perspectives, we took the opportunity to review, reconsider, and restate our alignment with the perspectives. The description of each of the five perspectives offers us the opportunity to review and improve our core values as we move our B.Arch degree forward. The results of our work can be seen in our response to section I.1.4 Defining Perspectives.

As shown in the Alignment Matrix at the end of section I.1.4, we believe our program’s core values align well to the ideas represented in the five perspectives. As such, any discussion of long-range planning, which takes place based in our core values, also takes place in light of the perspectives; in this way the perspectives are inevitably a consideration in current and future program development.

Long-Range Goals and Initiatives
A chart indicating our progress toward achieving our multiyear goals and initiatives as set out in 2015 can be found in the Dropbox folder: "14 – Long Range Planning." The file is titled, “UMA ARC Long Range Goals & Initiatives - RESULTS.” To date, we have achieved 28 of 39 initiatives, a success rate of 72%. The development and adoption of new and/or revised objectives is a planned part of our 2018 Long-Range plan review, and will be available at the fall 2018 NAAB Team visit. Please see section I.1.6.A Program Self-Assessment for more on our assessment plans.

I.1.6 Assessment
In our continued response to this condition, the architecture program is working this spring with UMA’s Office of Institutional Research to develop a multi-point assessment plan with a defined schedule, and updated tools. Our goal is to create a regularly scheduled assessment process that addresses aspects of our mission, our program, and our curriculum. That final plan will be shared at the fall 2018 NAAB Team visit. However, certain aspects of the plan are in place or underway, and so we offer an outline of our calendar and the various assessments of our plan. Our current draft outline and documentation on each
I.1.6.A Program Self-Assessment

Progress Toward Mission and Multi-year Objectives

Our mission: Architecture through Engagement expresses our desire to create a school where students, staff, and faculty approach architecture as an encompassing reality; one that literally surrounds us, and influences most of what we do, how we work, and how we interact. On one level, our work over the last 5 years, has been to recognize and envision who we are as a program related to our local and state communities. We believe that our focus on our three core attributes – Small, Integrated, Hands-on – recognizes who we are, and in so doing sets us up to successfully achieve our mission. Our plans and actions over these years continue to move us closer to our vision. To date, we have made great progress in aligning our pedagogy, our faculty, and our facilities with our mission and program vision.

In order to understand, plan for, and achieve our goals, we use our Long-range Planning work to plan and assess our progress as regards our mission and multi-year objectives. This review happens on a three-year cycle, with the next review taking place in summer and fall 2018. In our 2015 Long-Range Plan we put forth 39 initiatives that were aimed at moving us closer to our program's mission; these were broken into six different areas. Of those 39, 28 have been achieved, a success rate of 72%. Another three initiatives are “in progress,” while the remaining eight are either not achieved, or no longer deemed desirable goals by the program. Please see section I.1.5 Long Range Planning for information on current long-range planning initiatives and their current status.

Use of Program Self-Assessment

The results of our self-assessment are used to inform long-range planning, curriculum development, and learning culture in a variety of ways. For each:

- **Long-range planning** – Assessment of this area is done through our Mission and Long-range Planning Assessment. A review of our long range planning initiatives is done on a three-year cycle. This review informs the status of our various long-term initiatives, possible challenges to successfully completing those initiatives, and helps us to plan best ways to achieve these initiatives. As stated earlier, our next scheduled review of our Long-Range planned and associated program goals and initiatives will take place over summer and fall 2018.

- **Curriculum Development** – Assessment in this area is done through our Curriculum and Cohort Assessment. Please see more under section I.1.6.B Curricular Assessment for our processes, and how results from that assessment inform our curricular development.

- **Learning Culture** – Assessment in this area is done in conjunction with our Studio Culture Policy and Learning Culture Assessment. This biennial survey was done this April 2018. The Office of Institutional Research (OIR) is currently collating that data. The review, analysis, and subsequent action items will be determined in early summer, and will help us determine if the culture we espouse is as vibrant and strong as we work towards.

Assessment Plan

The current individual projects of our assessment plan are:

- **Mission and Long-range Planning Assessment** – This is an existing and ongoing assessment. Our 2015 Long-Range Plan is now in its third year, and ready for a scheduled review by full-time and part-time faculty. An update on the status of our 2015 Goals and Initiatives can be found under section I.1.5 Long Range Planning. We will use a series faculty workshop days to review, discuss, and determine the status of current initiatives, as well as determine what our primary goals are for the following three year term, and beyond. Our updated 2018 Long-Range Plan, will be available at the fall 2018 NAAB Team visit.
• **Curricular and Cohort Assessment** – This is an existing assessment where each faculty member reviews each of the courses they have taught. Actionable items are created. A summary of each cohorts’ annual coursework is used to assess broader curricular goals, and review the program’s pedagogical goals as a whole. This cloud-based document tracks cohort goals and initiatives, so that the program understands how well cohort goals are being met, and so that instructors understand how their individually taught courses fit into the larger pedagogy of the program. Please see section 1.1.6.B, Curricular Assessment and Development for more on this plan of curricular assessment.

• **Student Course Evaluations** – This is an existing and ongoing assessment. The University conducts this assessment for every class and section that is offered in a given semester. In 2014, working with the Provost’s office, the Architecture Program led the efforts to move this assessment to an online modality. At the same time, we helped introduce course outcome assessment to this tool. The online tool, along with outcome assessment, is now part of the University-wide course assessment. This assessment can be understood in two parts:
  o Course Assessment – Students respond to a series of questions regarding the course and the instructor.
  o Outcome Assessment – Students indicate their ability or understanding of specific course outcomes.

Examples of this assessment from fall 2016, spring 2017, and fall 2017 can be found in the Dropbox folder: “03 – Assessment Plan, Policies, & Results,” specifically in the folder, “02 – Student Course Evaluations.” Documentation from spring 2018 will be added when available.

• **Instructor Review of Student Course Evaluations** – This will be a new assessment built upon the data gathered from the Student Course Evaluations discussed above. With the introduction of this assessment, we are trying to leverage the data from students already being collected. This assessment will ask full-time and part-time faculty to review and respond to the Student Course Evaluations of their own courses, with an emphasis on course outcomes. In AY 2018-19 we will be working with the OIR, to create a method that will facilitate instructors review and analysis of the student assessment. This analysis will lead to a list of actionable items that an instructor can bring to bear on the next offering of a course based on student feedback, whether they teach the course again or a new teacher leads the class. This Outcome review will become part of an instructor’s Curricular Report. In this way the instructor will review his or her class initially from their own point of view, and then review the course from the point of view of their students.

• **Studio Culture Policy and Learning Culture** – This is a biennial assessment used to review our Studio Culture Policy. We also use this assessment to review elements of our Learning Culture. The survey for this assessment was recently completed in spring 2018, at our end-of-year program-wide meeting. Results from this assessment are being collated by the OIR, will be reviewed over the summer, action items determined, and our studio culture policy revised as deemed necessary. The results of this assessment will be available at the fall 2018 NAAB Team visit. To date we have:
  o Created an online survey with the Office of Institutional Research (OIR)
  o Distributed the survey to architecture students and faculty
  o Data is currently being collected from the survey

• **Graduate Survey.** With our first fifth-year cohort set to graduate this spring 2018, we are discussing how to best assess graduates’ views on the program and its relationship to professional practice. UMA has been administering an institution-wide graduating student survey since 2013. Several academic programs also conduct their own separate graduation survey. The Architecture program plans to review the results of the institution-wide survey and consider developing a program specific survey for our graduates. This survey, while still in early discussion, will likely cover our graduates’ response to their time in the program, their preparedness for professional practice, and their experiences finding and holding employment. Comprehensive results gathered from UMA graduate surveys from 2013 to 2016 can be found in Dropbox folder: “03 – Assessment Plan, Policies, & Results.”
Grade Distribution Analysis – This is an existing assessment conducted by the OIR at the behest of the Office of the Provost. With it UMA analyzes:

- Course Success Rate: Grades A through C- (UMA average around 75%)
- Course Completion Rate: Grades A through D
- Periodically check courses that had a low success rate (e.g., 55 - 60%) which can be derived from:
  - Poor course sequencing
  - Volume of learning content

Upon completion, the Office of Institutional Research creates a report that is shared and reviewed with the Program Coordinator. If any ‘red flags’ are found, discussion with specific faculty members to create a way forward may take place. This assessment was last done University-wide in 2014 in order to find “barrier” courses – those program courses which seemed to be a stumbling block for a large group of students. For Architecture, this assessment led to major changes in our ARC 406, Architectural Apprenticeship course.

The proposed calendar and methodology for each part of our Architecture Assessment Plan can be found in the Dropbox folder: “03 – Assessment Plan, Policies, & Results,” in a file entitled “Proposed Calendar and Methodology for UMA Architecture Assessment Plan.”

Assessment of Deficiencies and Causes of Concern
Please see Section 2 – Progress Since the Previous Visit, for information on our progress in addressing deficiencies and causes of concern raised at our last NAAB Team visit.

I.1.6.B Curricular Assessment and Development

Roles and Responsibilities
The Program Coordinator is responsible for the process, implementation, and oversight of curricular assessment. He may assign certain responsibilities to other full-time faculty members as necessary, including summarizing the annual curricular assessment for each cohort, and will work with the OIR in the collection of data as appropriate. Full-time and part-time faculty are responsible for the review and submission of their individual courses. The Architecture administrative assistant facilitates the process as needed.

Full-time faculty are responsible for the review, discussion, and recommendation of any changes resulting from the assessment process. Part-time faculty are invited, but not required, to offer input as well.

Once changes have been determined, the Program Coordinator, with help from
the administrative assistant, submits University specified paperwork to the College of Arts and Sciences, which has a 10-day review period to offer suggestions, concerns, or edits. Upon college approval, if the change is considered minor (change in course title or description, change in course number, change in prerequisites, approval of an elective course) it goes directly to the Dean for review, and then to the Provost for signature. If the change is considered major (new course, change in credit hours, change in prerequisites involving other colleges, change in degree requirements, new minors, change in program admission requirements) it goes to the UMA Curriculum Committee, representing both the College of Arts and Sciences, and the College of Professional Studies. The committee may ask additional questions or for clarification from the program coordinator. Approved changes are sent to the Dean, and subsequently the Provost for review and approval.

Assessments of the Accredited Degree Program’s Curriculum and Learning Context
While this section is not applicable due to the fact that we are not, as yet, an accredited degree program, we would like to share our current curricular assessment strategies and results to date. Our curricular assessment is conducted in two ways: with our faculty and with our students.

Faculty-based curricular assessment was formalized at the end AY 2016-17 when we implemented a series of end-of-year architecture faculty workshop days. These workshop days are organized and run by the Architecture Program Coordinator. All full-time architecture faculty members are required to attend, while all part-time faculty members are invited to attend. Through these workshops and the review of course summaries, specific actionable items that better the curriculum and program are made. Minor suggestions are recorded, and if necessary added to our UMA Course Charters: University documents that describe each course, its goals and outcomes, and the SPC it is required to address. Should major changes be required, the program submits proper paper work to the College of Arts & Sciences for review by the college, the UMA curriculum committee, the college Dean, and the Provost. (Please see a chart and given responsibilities for this process earlier in this section.) Using the individual course reviews, full-time faculty summarize a cohort’s (first year, second year, third year, fourth year, and fifth year) data to assess overarching topics across each year of study that may prove helpful or require attention. These findings, both individual course assessment and cohort assessment, are recorded in a summary document, and are shared with full-time and part-time faculty.

Student assessment of individual courses is conducted by the University. In 2014, the Architecture program led the transition to online course assessment and the introduction of assessing course outcomes in collaboration with the Offices of the Provost and Institution Research; this system is now followed by the entire University. Students answer a multi-part survey which includes a review of the course, the instructor, course content, course materials, examination, and course outcomes. However, to date we have not asked faculty conduct a formal review of their students’ course surveys. We are now in the process of adding a program-specific review of student course evaluations, especially responses related to course outcomes, to the afore mentioned faculty course assessment.

Our internal curricular plan, process, and summary of AY2016-17 curricular assessment, including results and action items, can be found in Dropbox folder: "03 – Assessment Plan, Policies, & Results." Individual course assessments from AY2017-18 will be included in each Course Binder, and the AY2017-18 assessment and summary documents will be made available to the NAAB Team at the fall 2018 visit.

Questions related to our Learning Culture are asked as part of our biennial Studio Culture Policy assessment. This assessment took place in April 2018. We are now gathering the data, and will analyze and determine action items to update our Learning Culture, as well as our Studio Culture Policy. Results will be available at the fall 2018 NAAB visit.

Institutional Requirements for Self-Assessment
In the former UMA strategic plan for 2011-2016, Key Goal 4 was 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.

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.”

The University of Maine at Augusta conducts comprehensive assessments in both academic affairs and student affairs. Academic coordinators write an academic annual report at the end of each academic year. Currently the Assessment Committee is reviewing the guidelines for these reports. These annual reports culminate in a self-study report for a program review recurring every five years. Academic programs under national accreditations, like our Bachelor of Architecture, write their self-study reports under their specific accreditation guidelines as we do in the APR. An overview of assessment practices at UMA can be read in the document, Assessment Matters, which can be found in the Dropbox folder: “03 – Assessment Plan, Policies, & Results.” This report covers the assessment practices as they relate to academic units, academic support, student services, administration, and across the University of Maine System.

Strengths, Challenges, and Opportunities
As we continue to improve our curriculum and learning opportunities we recognize many factors that support our work, as well as issues we must tackle. Our strengths lie in our small size, our clear mission, and our unwavering commitment to program improvement. We must continue to assess and leverage what makes us unique and build upon those strengths. Our greatest opportunities lie in the fact that we are the only professional degree in Maine, and the only public five-year in Northern New England. That, coupled with our relatively low tuition, should make us attractive to a wide group of new and transfer students. With our proposed assessment planning, we hope to make the most of our strengths and opportunities, while finding ways to overcome our challenges.
SECTION 2 – Progress Since the Previous Visit

Program Response to Causes of Concern
There were no Causes of Concern raised at our fall 2017 Continuation of Candidacy visit. However, the Concern of Critical Thought, first raised at our fall 2015 Continuation of Candidacy visit, was in 2017 deemed “in progress” and “in process.” Therefore we include Team comments from 2017, and our continuing response here.

2017 Visiting Team Assessment: Progress has been made since the previous team visit (2015) in Realm A Critical Thinking & Representation. Within this realm are Student Performance Criteria A.1 Professional Communication Skills; A.3 Investigative Skills; and B.4 Technical Documentation, all of which are now met. Student achievement of an understanding of diverse histories of architecture and cultural norms is still in process (A.7 History and Global Culture). Evidence of theoretical or literature research methodologies, other than precedent studies, is inconsistently found (C.1 Research). The program noted that a new course, ARC 212 Building a Human World, is currently being developed to be taught in spring 2018 to build and strengthen critical thinking skills

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]:
We have responded to this concern in multiple ways and have made a significant effort over the last two years to develop critical thinking skills across the curriculum. As stated in the 2017 Team Assessment, SPC A1, A3, and B4, are now all met. Our continued response to SPC A7. History and Global Culture can be found primarily in the work of ARC 212, Building a Human World; a new class, being taught for the first time in spring 2018. This course examines important historical building forms in a global context, and is a required course to be taken in the spring of second year.

Secondary support of SPC A7 will be found in ARC 431, Architectural Theory, ARC 441, Architecture Travel Experience, and ARC 312, History of Modern Architecture. ARC 312 has undergone major changes since our last visit. In AY 2017-2018, Assistant Professor Sanjit Roy, took over this class which had been traditionally taught by someone from the Art department. He is using the course as a way to develop and refine critical thinking skills and to integrate these skills into the architectural curriculum. Instead of being a “stand alone” history course, Assistant Professor Roy intends to use the course as a bridge between theory, history, and contemporary practice. In addition, ARC 441 students think about, research, and analyze the places visited through both writing and visual means.

Evidence of theoretical and literature research methodologies in support of critical thinking and SPC C1. Research, will be primarily found in our students’ pre-thesis work done in ARC 509, Architectural Design VIII, and secondarily in our students thesis design semester, ARC 510, Architectural Design IX. In review of the work of the ARC 509/510 thesis sequence, you will see that this effort has culminated in fifth year students who are able to propose and substantiate arguments for their theses through investigation, reflective writing, and investigative research, and who are able to apply critical thinking skills in an integrative way.

By integrating critical thinking earlier in the curriculum, by building on foundation skills developed in the General Education curriculum, and by developing new courses and assignments that reinforce investigation, research, and writing, we have strengthened our students’ ability to think critically, write cogently, as well as understand the role of research and investigation in architecture.

Program Response to Conditions Not Met
The following are our responses to the conditions that were deemed Not Met Yet, In Progress, or Not Demonstrated in the 2017 VTR.

Visiting Team Report (2017):
2014 Condition I.1.6 Assessment
A. Program Self-Assessment Procedures:
The program must demonstrate that it regularly assesses the following:
• How well the program is progressing toward its mission and stated objectives.
• Progress against its defined multi-year objectives.
• Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
• Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors

[***X***] Not Demonstrated.

**2017 Visiting Team Assessment:** The program continues to assess its progress toward meeting the NAAB conditions and has initiated annual workshops conducted by the full-time faculty. Input from all instructors, including part-time faculty, is gathered using a one-page assessment report for each course.

The program has also begun to seek input from students through student course surveys, from faculty through peer evaluations of teaching, and the formation of a board of external advisors.

Based on the information available in the APR and from the documentation of the 2017 faculty workshops, the program is making progress in curriculum development, but has yet to demonstrate effective integration of program and curricular assessment. More specific information about what has been assessed, the assessment tools and methods used, assessment findings, and the program’s response to those findings is needed for visiting teams to be able to evaluate this condition.

If the program participates in university or college-wide assessments, such as those charted in UMA’s assessment policy, this work can also be presented as evidence for this condition in future APRs.

**Program Activities in Response** [Year of previous visit, 2017 / Year of APR, 2018]:
In spring 2018, the Architecture Program began work with UMA’s Office of Institutional Research on a multi-part plan for assessment. Our overall goals are to be more specific with our assessment, create a plan for regularly assessing various aspects of our program and curriculum, and to better implement changes based on this assessment. More information on the assessment plan can be found in this document under section 1.1.6 Assessment, and a draft outline of our assessment plan is the shared in the “Dropbox folder: 03 – Assessment Plan & Policies.” Results from this spring’s assessment work, as well as our assessment plan now underway, will be made available at the fall 2018 NAAB Team Visit.

**Visiting Team Report (2017):**

**2014 Condition I.2.2 Physical Resources** - The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:
- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program’s pedagogy does not require some or all of the above physical resources, for example, if
online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] In Progress

2017 Visiting Team Assessment: Space to support studio based-learning and encourage didactic and interactive learning is adequate for the current cohort. With an increased student body, the program has the ability to add additional space by taking over another floor in Handley Hall. The building, through a key card system, is now accessible for students’ use 24 hours a day/seven days a week, except for national holidays. A part-time shop supervisor has been hired. This staff position is dedicated to maintaining the workshop area in the basement of Handley Hall, as well as ensuring the proper use and safety of the equipment and assisting student and faculty in its use. This space will soon be remodeled to house the newly purchased equipment for use in fabrication. The program’s summer 2017 request to add additional digital equipment was successful.

The lack of a policy for aerosol spray control, or a spray control facility, such as a dedicated spray booth to ensure the proper capture and containment of spray particulates and odors, makes it difficult for the program to address the environmental health risks associated with the use of aerosol spray coatings.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]: The Architecture Lab, as we have named our new workshop, is up and running, and located on the B1 level of Handley Hall. Phase I began in September of 2017. With major completion of tool and bench installation now complete, we are working to integrate new kinds of making across the curriculum. That work can be seen in ARC 101, Intro to Architectural Design, ARC 102, Architectural Design I, ARC 231, Materials and Methods, and ARC 332, Construction Techniques. Other courses are examining their curriculum to see how they might make best use of this new resource.

In Phase I, the lab space was established with the purchase of stationary and portable tools, construction of tool stands and carts, and the introduction of four work benches. Based on our Tool and Safety manual, students are trained to use the lab and the available equipment as part of their ARC 101 studio. Stationary tools currently include a SawStop table saw including out-feed table and sled, a compound sliding miter saw with custom built bench, a vertical sanding station, a 17-inch drill press, a band saw, a router table, and a scroll saw. A secure room for a wide selection of hand and portable power tools, as well as supplies and accessories, has been completed. Students can walk into this space to easily find and return tools, each of which has a very specific “home.”

UMA Facilities is in discussion with an engineer regarding the design and implement a dust collection system, as well as perform upgrades to existing lighting and wiring. Please see I.2.2 Physical Resources for current and expansion plans for the UMA Architecture Lab.

The additional digital equipment funded in 2017 is currently being purchased, and should be in place sometime during the fall of 2018.

The issue of aerosol spray control was and is addressed in our Tool and Safety Manual, based on a philosophy of “safety first” and written specifically for the UMA Architecture Lab, and can be accessed in Dropbox folder, “08 – Architecture Lab Safety Manual”. As stated there,

Approval from the Lab Manager MUST be obtained BEFORE using any chemicals, such as spray paint, spray glues, two part epoxies, resins, or other materials that pose a health hazard, so proper safety precautions, can be taken including protective clothing as well as precautions for air quality for everyone in the space and the building at large. Safety Data Sheets must accompany the materials. There will be significant limitations on how and what materials can be safely handled in the Architecture Lab.

This ensures that all students learn about the dangers in the use of aerosol sprays during their shop training, that we do not allow their open use anywhere in the building, and helps to create a safe environment for all at Handley Hall.
Part II, Section 3, Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] IN PROGRESS

2017 Visiting Team Assessment: The process for evaluating the preparatory and preprofessional education of individuals considered for admission to the program includes a multistep process to ensure consistency of communications, evaluation, and documentation of findings. First, one full-time faculty is tasked with the communication and collection of the prospective student’s education transcripts. Course work counting toward general education requirements is evaluated by the UMA registrar; any courses contributing to the fulfillment of Student Performance Criteria are evaluated by the designated full-time faculty member. (This role was performed by Assistant Professor Amy Hinkley in spring 2017 for fall 2017 admission. In the future, the designee will be the program coordinator.) Second, a spreadsheet is developed indicating how the student’s educational experience maps toward the requirements of the B. Arch. program. Any additional information and documentation required is noted (e.g. syllabus, assignments, quizzes, exams). This spreadsheet is shared with the prospective student for his or her action and agreement. Communication templates have been developed for consistency. Third, when additional documentation is received from the student, specific course work is evaluated by the instructor of the equivalent UMA course. Fourth, the student is contacted by the designated faculty member as to the findings. Last, before credit is formally approved the student, academic advisor, and the program coordinator sign a document to demonstrate agreement of the assessment. All documentation is then provided to the registrar digitally as a record of the understanding, and as a reference if there are any future personnel changes. These records are uploaded to the student’s academic file.

Since the application process for transfer students is through the UMA website, the public information on admissions and advising on both the program page and university page lacks explanations for prospective transfer students about how prior course work that contributes to the professional program is evaluated.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]: At the time of the 2017 visit, we were implementing our process for the evaluation of preparatory education into practice. We have now used the process for transfer students in AY2016-17 and AY2017-18. Detailed information on our process, examples of documents, and online links to where prospective students can access this information are provided in II.3, Evaluation of Preparatory Education. Examples of the evaluation process, taken from current transfer students, will be provided in the Team Room at the fall 2018 visit.

Visiting Team Report (2017): II.4.6 Admissions and Advising – The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:
- Application forms and instructions.
• Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
• Forms and process for the evaluation of preprofessional degree content.
• Requirements and forms for applying for financial aid and scholarships.
• Student diversity initiatives.

[X] NOT YET MET

2017 Visiting Team Assessment: Prospective students can access information about applying to the program from UMA’s admissions page as well as the architecture program page, where they can find information about how to contact the admissions office and the program for individual assistance. Application requirements and forms with detailed instructions for portfolios, financial aid, and scholarships are available and well documented.

The public information online for admissions and advising lacks explanations for prospective transfer students about how prior course work that contributes to the professional program is evaluated, and does not include information about student diversity initiatives. There were a few instances where due dates and notification dates seemed inconsistent with messages about rolling admissions.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]: Since the fall 2017 visit, we have updated our web pages to comply with all 2014 Conditions. Please see section II.4 Public Information of this document for information and links to our web pages.

Visiting Team Report (2017):
A.7 History and Culture – Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Not Met Yet

2017 Visiting Team Assessment: Student achievement of an understanding of diverse histories of architecture and cultural norms is still in process. Review of evidence for ARC 431 Architectural Theory and ARC 441 Architectural Travel Experience is seen in manifestos; sketchbooks; precedent analysis through models, diagrams and presentations; and post-travel reflections. Two courses--ARH 312 History of Modern Architecture (currently being taught) and ARC 212 Building a Human World—show promise of enhancing or providing additional evidence for this SPC.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]: We meet this SPC primarily through ARC 212, Building the Human World, and secondarily through ARC 431, Architectural Theory, ARC 441, Architectural Travel Experience, and ARC 312, History of Modern Architecture.

In spring 2018, we offered a new course, ARC 212, Building the Human World. This course is now a degree requirement. This course examines important historical building forms in a global context. It is not intended as a strictly chronological or regional survey but as an exploration of distinctive architectural forms and features found in building traditions around the world. Typologies, elements of design, basic building technologies, architectural iconographies, social functions, and decorative approaches will be considered as students explore major monuments representative of human building, primarily in pre-modern times. Students are asked to conduct basic research, develop and apply critical analysis skills, practice both verbal and written communication skills, and utilize basic architectural design, drawing, and modeling skills on a regular basis. Through this course, students will gain a broad overview of key examples of global architecture, the ability to properly contextualize and compare these works, and a foundation of historical knowledge and cultural approaches with which to inform their own design work.
In fall 2017, ARC 312, History of Modern Architecture, previously taught by the Art department, was taught by architecture faculty for the first time. This course is a general study of modern architecture in the 20th century as a response to important technological, cultural, environmental, aesthetic, and theoretical challenges. The course subsequently reprises the history of architecture through its use of contemporary ideologies, its provenance within administrative and legal structures, the changing conditions of the practice in response to economic conditions and structures of production, and their role in shaping and understanding social and aesthetic processes at large. Evidence from these courses will be presented at the 2018 NAAB Team visit.

Visiting Team Report (2017):
2014 Criterion B.1 Pre-Design – Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] NOT YET MET

2017 Visiting Team Assessment: Achievement at the level of ability has not yet been found in student work. The program is in the process of refining ARC 305 Architectural Design Studio IV where it anticipates showing evidence for all the components of this criterion.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]:
We now meet this SPC primarily through ARC 306, Architectural Design V, and secondarily through ARC 305, Architectural Design IV. Both courses have been refocused on the SPC through review and conversation with instructors. ARC 306 now includes assignments specifically designed to meet parts of this SPC, including work focused on programming, site consideration, zoning and codes, as well as issues of sustainability.

ARC 305, which is in the process of being refocused as a housing studio, will ask students to directly consider client and program through the selection of a unique housing population. From this choice, students will be required to create a comprehensive program including assessment of user needs, and implications of those needs.

Visiting Team Report (2017):
2014 Criterion B.3 Codes and Regulations – Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] NOT MET

2017 Visiting Team Assessment: Evidence of the ability to design with life-safety and accessibility standards is not consistently found. These concepts are referenced in the syllabi of ARC 306 Architectural Design Studio V and ARC 407 Architectural Design Studio VI but are not apparent in the student work. The ability to understand codes and regulations is found in the code report assignment in ARC 417 Integrated Building Systems, but it is unclear how the students apply this knowledge to their design work.

Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]:
We meet this SPC primarily through ARC 306, Architectural Design V, and secondarily through ARC 407, Architectural Design VI which is our Integrated Design Studio. ARC 306 has been refocused to address the elements of this SPC, as well as clearly demonstrate, through evidence, our students abilities. Assignments specific to site, codes, and life-safety and accessibility have been added. In addition, we are working to better integrate ARC 417 into ARC 407, so that the knowledge gained in ARC 417 is clearly brought to bear on the design work of ARC 407.
Visiting Team Report (2017):

**B.9 Building Service Systems** – *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

**[X] NOT MET**

2017 Visiting Team Assessment: *Evidence of the understanding of building service systems is found in ARC 350 Mechanical Systems in Architecture for mechanical (weeks 2-5 quizzes), plumbing (weeks 6-8 quizzes), electrical (weeks 9-11 quizzes), communication (week 12 quizzes), vertical transportation (week 13), and fire protection (week 13 assignment.) Evidence of the understanding of security principles and application is not found in the student work.*

**Program Activities in Response** [Year of previous visit, 2017 / Year of APR, 2018]:

We meet this SPC primarily through ARC 350, *Mechanical Systems*, and secondarily through ARC 417, *Integrated Building Systems*. In response to this NOT MET, a module on the topic of security principles and application has been added to ARC 350.

Visiting Team Report (2017):

**C.1 Research** – *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**[X] NOT MET**

2017 Visiting Team Assessment: *Student achievement at the level of understanding in applied research through observational and correlational methods is consistently found in the ARC 510 Design Studio IX thesis proposals shared with the team. Evidence of theoretical or literature research methodologies, other than precedent studies, is inconsistently found.*

**Program Activities in Response** [Year of previous visit, 2017 / Year of APR, 2018]:

This SPC is primarily met through ARC 509, *Architectural Design VIII*, and secondarily through ARC 510, *Architectural Design IX*; this is our thesis capstone sequence. In ARC 509, an increased focus on using and demonstrating theoretical and literature research methodologies has been implemented. Student work found in the team room should evidence this greater focus.

Visiting Team Report (2017):

**C.3 Integrative Design** – *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**[X] NOT MET**

2017 Visiting Team Assessment: *Evidence of the ability to make integrative design decisions is found primarily in ARC 407 Architectural Design VI and ARC 417 Integrated Building Systems. These abilities include environmental stewardship (ARC 251 Sustainable Design Concepts final project, ARC 408 Architectural Design VII work, and ARC 417 Integrated Building Systems work); technical documentation (ARC 407 Architectural Design VI work, ARC 417 Integrated Building Systems work, and ARC 332 Construction Techniques, construction tectonics assignment); life-safety and environmental systems (ARC 407 Architectural Design VI, assignment 5); structural systems (ARC 407 Architectural Design VI, assignment 3, and ARC 417 Integrated Building Systems, module 2); building envelope systems and assemblies (ARC 407 Architectural Design VI, ARC 417 Integrated Building Systems, and ARC 332 Construction Techniques). The ability to integrate site consideration is found in ARC 305 Architectural Design IV and ARC 510 Architectural Design IX Thesis. Evidence of accessibility design integration is not consistently found.*
Program Activities in Response [Year of previous visit, 2017 / Year of APR, 2018]:
We meet this SPC primarily through ARC 407, Architectural Design VI, and secondarily through ARC 417, Integrated Building Design. These two courses are required to be taken concurrently. Accessibility design integration is now better addressed in ARC 407, and in ARC 306, Architectural Design V, where accessibility design integration is demonstrated through SPC B3. Codes & Regulations.

Program Response to Change in Conditions
With our fall 2017 visit for Continued Candidacy, we moved from the 2009 Conditions to the 2014 Conditions. We have carefully reviewed the new conditions, and made adjustments as required. Selected major changes include:
- Review and realignment of curriculum to new Student Performance Criteria (done)
- Reconsideration and response to the revised five perspectives (done)
- Continued work to align our program's degree requirements with the new credit distribution including Professional Studies, General Studies, and Optional Studies (ongoing)
- Creation of an Architecture Program assessment plan (ongoing)

SECTION 3 – Compliance with the Conditions for Accreditation

I.2.1 Human Resources & Human Resource Development

Over the past five years, we have worked with university administration to offer the appropriate human resources to support student learning and achievement. Today, the program has grown to three full-time faculty members who have been supported by fifteen adjunct professors over the last two years. In AY2017-18 we welcomed two part-time staff members: an administrative assistant and a workshop supervisor. These positions are based at Handley Hall, and offer our students and faculty direct program support in a whole host of areas. We continue to be additionally supported by the two administrative assistants located in the College office. Unfortunately, we did lose the full-time enrollment services representative who was based at Handley Hall, and who has now been moved to the main campus. This has resulted in no full-time administrative staff presence at Handley Hall. We will be working over the summer with administration to rectify the unforeseen issues this change has created.

How Faculty Keeps Current
Given the wide experiences and teaching responsibilities of our faculty, the means to remain current in their knowledge of the changing demands of the discipline, practice, and licensure is varied. Some of the methods include:
- Review and reading of architecture and trade journals
- Attending architecture and related building conferences including Building Energy Boston/NESEA, Conference on the Beginning Design Student, AIA Conferences, and ACSA Conferences.
- Following the thinking of leaders in the industry through blogs, articles, and video.
- Through architectural practice as it affects work and relationships with clients, contractors, and material suppliers.
- Through attendance at lectures, including Portland’s Architalx lecture series
- Being part of webinars on architecture and design, including NCARB webinars
- Through exploration of related fields through discussion, publications, and related groups
- Through sabbatical leave
- Gaining Continuing Education credits as part of the AIA requirements
- Attendance at NCARB Conferences on licensure
- Bringing outside experts to the classroom or being an expert in other’s classrooms
- Being a guest critic at other colleges and universities
- Discussion and work with colleagues, consultants, and other design professionals
• Membership in architecture related groups including AIA Maine, the Portland Society for Architecture, Greater Portland Landmarks, PassivHaus Maine, Green Drinks, and others

Faculty Resources
The University offers a wide variety of support for faculty, both financial and through administrative support. A recent and major financial support is the 32% increase in the Architecture program operating budget, raising it to $24,605. Please see section 1.2.3 Financial Resources for more on this increase.

This level of program support allows faculty to better fund individual class expenses, class field trips, supplies that support alternative projects and learning methodologies, and allows faculty to consider, propose, and develop a wide variety of new and innovative projects in and out of the classroom thereby supporting their research, scholarship, and teaching. Below is a list of specific resources, financial and other, available to Architecture faculty, all of which are available for application by any full-time faculty member.

Financial:
• Professional Development Funds
• Presidential Research Grants
• Strategic Development Funds
• Presidential Mini-grants
• Libra Professorship Awards
• Trustee Professorship Awards
• Technology Fee Grants
• Stipend or Release time for developing a new hybrid or online courses
• Stipend for Blackboard training
• Stipend for traveling to three UMA Videoconferencing sites

Other:
• Faculty Development Center (https://mycampus.maine.edu/web/uc-faculty-portal/home)
• Lunch N' Learn Workshops
• RaP Sessions (Research and Practice)
• Sabbaticals and/or Educational Leave
• Listserv to communicate with all faculty via e-mail
• Teaching Support Services including Blackboard, and Kaltura
• IT Services including support of computer, phone, and other technology needs
• Technical Services including ITV switchers in class
• Testing/Proctoring Services
• University Support Services including Advising, Class stewards, Faculty Assistants, and student workers
• System Support Services including HR, Payroll, Finance
• Administrative Support including the Provost, College Deans, and Administrative Assistants

FT and PT Faculty Research, Scholarship, and Creative Activities
Given the importance of our part-time faculty to the success of our program, we include both full-time and part-time faculty achievements from the past two years below.

Assistant Professor Amy Hinkley
• Professional Practice - As a practicing professional, Professor Hinkley’s research is entangled with her practice. In the past few years, she has been involved in several built projects that utilize new principles in best practice for building envelope design in both new and existing structures including:
  o Fowle Residence (Damariscotta, Maine)
  o Gage Camp (Whitefield, Maine)
  o Ross Farm (Union, Maine)
• Evolution of Wood Framing Techniques in Northern New England. Research done in collaboration with upper-year students, and based on previous research into wood building technologies.

Professor Hinkley’s creative work is centered around the act of landscape drawing, and culminated in three exhibits over the past two years.

- "Architects: On the Inside" - Group Faculty Show at UMA/Danforth Gallery (Augusta, Maine)
- "Landscape" - Solo show at Art:Works on Main (Winthrop, Maine)
- "Process and Product" - Solo show at Popup:265 (Augusta, Maine)

Assistant Professor Sanjit Roy

- Conference Paper: The Khrushchyovkis in Delhi: Hermeneutics of the Soviet Style Prefab Government Housing in Delhi, 71st Annual International Conference of the Society of Architectural Historians, Saint Paul, Minnesota, 2018
- Design Competition: Finalist, School of Craft, Goa. International Design Competition, India, 2017

Associate Professor Eric Stark

- Sabbatical AY 2016-17 – exploration of analog making and teaching. Including:
  - Coursework in North Carolina, Tennessee, and County Cork, Ireland
  - Working with and development of Maker Space at the East End Community School
  - Work in a variety of materials and methods

Professor Stark’s recent creative work is centered around an exploration form, pattern, and structure through basket weaving. This work culminated in four exhibits and three presentations over the past two years.

- "Architects: On the Inside" - Group Faculty Show at UMA/Danforth Gallery (Augusta, Maine) 2015
- "I Weave: Recent Work" - Solo show at Popup:265 (Augusta, Maine) 2017
- “Recent work and Demonstration” – Raw Space, Augusta Art Walk 2017
- “Learning from Master Teachers” – Pecha Kucha Portland 2017 presentation at Portland House of Music 2017
- “Monozukuri” – Invited Group show, Arundel Farm Gallery 2018
- Presentation at Portland Public Library, Makers Event – The Japanese Knot basket, presentation and workshop 2017
- Presentation at Freeport Public Library – The Japanese Knot basket, presentation and workshop 2017

Adjunct Professor Michael Belleau

- Residential renovation addition
- Sketchup plugin for passive house and PHPP software training
- Research into global climate change and sustainable practices for teaching class
- Research into sustainable building envelope details
- Research into architectural theory various topics for teaching
- Research into manufacturing processes

Adjunct Professor Jessie Carroll

- “A House in Its Place” Maine Home & Design January 2018
- “Designing From a Place Of Empathy” Maine Home & Design April 2017
- “The Empathy Effect” Maine Home & Design August 2017
- “All for the Lake” Maine Home & Design March 2017
- “Forever Home” Maine Home & Design July 2016
- Portland Press Herald – Spring Renovation Issue 2017
- “Character & Soul” Old Port Magazine April 2018
- National Award – 2017 Integrity Red Diamond Achiever Award Winner

Adjunct Professor Malcom Collins

Adjunct Professor Chris Delano
- Maine Home + Design AIA Design Theory Article, January 2017 Issue
- AIA Unbuilt Awards – Citation Award for Unbuilt Waterfront Cabin, Dec. 2017
- “Place... In the Making - New England 01 Periodical

Adjunct Professor Luc Demers
One Person / Feature Exhibitions
- 2017 Saturn, Pop Up Gallery, Augusta, ME
- 2016 Luc Demers, Pop Up Gallery, Augusta, ME
- 2016 Moon Drawing, Raw Space Water Street, Augusta, ME

Select Group Exhibitions
- 2017 Fire and Ice, Lewiston Auburn Arts, Auburn, ME
- 2016 Corey Daniels Presents, Corey Daniels Gallery, Wells, ME
- 2016 Wonder, University of New England Portland Art Gallery, Portland, ME

Adjunct Professor Ian Johnson
- Website articles: www.signaturesustainability.com/blog/
- “Passivehaus or Passive House?” - September 2017
- “How Composting Toilets Improve Water Quality, Reduce Municipal Overhead and Why You Shouldn’t Be Afraid of Them” – March 2017
- “Healthy Building Materials Research” – March 2017
- “The Living Building Challenge – Beyond Sustainability and into Regenerative Design” – June 2016

Adjunct Professor Kevin Moquin
- Maine Home + Design, AIA Design Theory, September 2017
- Barn Again, Schiffer Publishing, Author E. Ashley Rooney

Professor of Art, Peter Precourt
One Person / Feature Exhibitions
- 2018 (upcoming) Katrina Chronicles: Volume V, Lincoln Memorial University, Harrogate, TN
- 2018 (upcoming) Katrina Chronicles: Volume V, Fort Lewis College, Durango, CO

Selected Group Exhibitions
- 2017 Space, Manifest Contemporary Drawing Center, Cincinnati, OH
- 2016 Sketchbook West, Las Lagunas Gallery, Laguna Beach, CA

Public Arts Commissions
- 2017 Waterville Downtown Wheat Paste Mural, Wheat Public Library, Waterville ME
- 2017 Seedfolk, Collaborative Graphic Story Project, Alfond Center, Boys & Girls Club, Waterville, ME
- 2016 Augusta Downtown Alliance, Wheat Paste Mural project. Augusta ME
- 2016 Gardiner Water St. Wheat Paste Mural Project, Collaboration with Kerstin Gilg, Gardiner, ME

Architect Licensing Advisor
The current Architect Licensing Advisor (ALA) is Assistant Professor Sanjit Roy. In this role he remains cognizant of his responsibilities by a periodic review of online resources, including previous attendance at meetings of the NCARB ALA summer conference. Activities for AY2017-18 included hosting an event on 9 April 2018 for the students to learn about AXP which featured a presentation by Matthew Friesz, AIA from the NCARB national office, followed by a question and answer session. Professor Roy regularly answers questions our students have about AXP throughout the year. By completing Continuing Education credit for maintenance of his own Architectural Registration, he also remains abreast of long-term professional requirements.
Faculty Resumes
Resumes for full-time and part-time faculty can be found in the Dropbox folder, "05 – Faculty Resumes & Matrix."

Faculty Course Matrix
The Architecture Program faculty matrix covers 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/or 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 upcoming NAAB Team visit are identified. The matrix can be found in the Dropbox folder: "05 - Faculty Resumes & Matrix."

Student Support Services
UMA responds to the needs of its complex student body by offering a wide variety of services at multiple locations via various and flexible delivery modes. Students on the main campus in Augusta are served by a full complement of staff specialists who provide counseling, services for students with disabilities, and Title IX support and resources. UMA students may also access a Math Lab, Writing Lab, tutoring for specific courses, and a Veterans Academic Center. Student Life provides opportunities to participate in campus governance and leadership, a fitness center, intercollegiate athletics, and an assortment of engagement events and activities.

The UMA Office of Admissions provides prospective students with support and assistance through the admission and enrollment processes through an array of activities and various modalities. The application process is individually tailored to new, transfer, and alumni students so admissions personnel place great effort in providing applicants with one-on-one support to ensure admission packets are completed. Due to the Architecture program attracting students from across New England, admissions personnel often counsel prospective students in various modalities including in-person, via phone, or online through technologies such as Zoom and Google Hangout. Recruitment efforts to provide such counseling has also been expanded to include travel throughout the New England states and some Canadian territories. Once prospective students submit an application, an email communication plan continuously informs students of where their application is in the admissions process, so applicants are always aware of any missing items and when to expect an admissions decision.

Admitted students receive one-on-one support through our Enrollment Services division to ensure enrollment requirements are fulfilled in a timely manner. Moreover, the UMA Admissions Office employs a thirty-day communication plan that utilizes email and text messaging to provide these students with "nudges" reminding students to complete enrollment requirements. The admitted student communication plan is also the manner in which admitted students receive specific information necessary for a seamless transition to the UMA Architecture program. Such communications include information regarding housing, financial aid, veterans services, campus clubs and activities, and other student support services such as academic tutoring and counseling.

The Office of Academic Advising works closely with the Bachelor of Architecture Program Coordinator and Architecture program faculty, to bring academic advising services directly to Architecture program students. For example each semester, Architecture-specific program advising sessions and registration events, facilitated by Academic Advising staff and Architecture program faculty, are held at Handley Hall.

In addition, Architecture program students receive an array of academic advising services through in-person meetings, phone consultations, and email exchanges. The services are designed to enhance, facilitate, and promote student success on the path to degree completion and beyond. Academic Advising services include:

- Imparting an understanding of degree program course requirements and UMA academic policies.
- Providing placement testing and credit for prior learning services.
- Guiding students through course selection and registration to facilitate efficient progression to degree.
• Empowering students by explaining how to access and navigate through student-focused software systems such as degree progress report, MaineStreet, and Blackboard.
• Connecting students to helpful institutional resources such as the Office of Student Financials and the Department of Student Success.
• Offering a variety of career advising resources such as assessment tools, workshops, individual appointments, and job search assistance. Computerized resources include CareerLink, UMA’s online job/internship search database, and Big Interview: a virtual platform offering job interview lessons and job interview practice sessions. Career advising services at UMA are designed to help students focus and implement their career goals.

Students are further aided in their search for internships or architecture related job placement by the department’s program coordinator in conjunction with our administrative assistant who fields inquiries about our hiring our students, coordinates with potential employers, and posts open positions at Handley Hall and online.

I.2.2 Physical Resources

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.

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 securing the building’s donation for the University. With that move, the program went from one and one-half classrooms on the main campus to two and one-half floors – the 2nd and 4th floors, and part of the 1st, of Handley – totaling just over 10,000 gross square feet. The move 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 transitioning from a four-year to a five-year professional NAAB accredited degree.

As we approach our initial accreditation visit, we have continued to grow and are now using four floors of Handley Hall. With increased use on the first floor, and new uses on the B1 level, we now occupy almost 15,000 gross square feet of the building. With this expansion, we now hold all architecture coursework, including those requiring computer use, at Handley Hall, while General Education courses are delivered on UMA’s Main campus, located 2.5 miles to the northwest. Shuttle service between our location and the main campus, and free parking at Handley, allows our students to experience both the collegiality of the main campus, as well as the revitalization of the downtown district.

Handley Hall Spaces and Amenities

Handley Hall supports the B.Arch program with:
• Dedicated studio space for all architecture students, equaling 40-65 square feet per student, including circulation & work space but excluding support spaces like restrooms or elevator lobbies.
• Two dedicated critique/teaching spaces used for studio and other courses, hard-wired with internet and projection technology
• Workshop with assorted stationary, hand, and power tools
• Technology lab including printing, laser cutting, and 3D printing technology
• On-site library and lounge
• Photo studio for model and related photography
• A street level multipurpose space used as a classroom, meeting place, gallery, and large presentation space, hard-wired with internet and projection technology
• Private office space for all full-time faculty
- A host of other spaces including: lobby areas for display of student and related work, student lounge and meeting space, printing and plotting specific areas, computer stations, and an overflow/model construction area.

The plans of Handley Hall shown below represent floors actively used by architecture majors and do not show all spaces available at Handley Hall or UMA. Areas shown highlighted are newly renovated or updated. Plans of University spaces on the main campus that are generally available to support architecture students, can be found in the Dropbox Folder, "07 – UMA Building Plans."

In brief, the Architecture program has use of four floors at Handley Hall out of a total of seven floors, with the potential opportunity to expand to the fifth floor as the program grows. These, along with their amenities, include:

- **B1 Floor**
  - Architecture Lab (new space and equipment)
  - Tool Storage (new space and equipment)
  - Photo Shooting Lab
  - NAAB Storage
  - General Storage

- **First Floor**
  - Teaching/Lecture Hall
  - Storefront Gallery (new rolling walls)
  - Digital Lab
  - Administrative Offices
  - Conference Room
  - Office storage and copy room

- **Second Floor**
  - Two dedicated studio spaces for 15 students each
  - Overflow model and making space
  - Dedicated critique and teaching space (new technology)
  - Elevator Lobby – used to display student and other works
  - Two faculty offices
  - Program photocopier
  - Student printers, plotters, flatbed scanner, and computer workstations

- **Fourth Floor**
  - Dedicated studio space for 30 students
  - Dedicated critique and teaching space
  - Student Lounge
  - On-site library (new periodical storage)
  - Printing, plotting, and computer equipment
  - Elevator Lobby – used to display student and other works
  - One faculty office

The third floor of Handley Hall houses the Art program’s painting and print making studios. The fifth floor currently houses New Ventures, a non-profit helping Maine people succeed in the changing economy and achieve economic security for themselves and their families. While there is no current plan to take over the fifth floor, it has been recognized as a potential solution as the program grows and requires more teaching, studio, faculty, and work space. For this reason we include a proposed plan of the fifth floor, showing the potential of adding 48 dedicated studio spaces similar to the ones currently found on the fourth floor. The B2 level of Handley Hall is not used due to the chance of flooding from the Kennebec River.

Improvements to the facilities at Handley Hall, including our new Architecture Lab workshop, are shown colored on the Handley Hall building plans that follow.
University of Maine at Augusta
Architecture Program Report - Initial Candidacy
May 2018

LOUNGE, LIBRARY & PLOTTERS
407B

INDICATES PIN-UP WALL, TYP.

DEDICATED STUDIO
407

UNISEX WC
403

UNISEX WC
405

DEDICATED CRIT SPACE
408

STAIR
401A

DISPLAY LOBBY
401

4TH FLR BOILER ROOM
409

EXITS

FACULTY OFFICE
406

HANDLEY HALL
331 WATER STREET
AUGUSTA, ME 04330

FLR 04

EXISTING LAYOUT
DEDICATED STUDIO SPACE (30 WORKSTATIONS SHOWN)
DEDICATED CRITIQUE & CLASSROOM SPACE
STUDENT LOUNGE & ON-SITE LIBRARY
FACULTY OFFICE
ELEVATOR LOBBY/ STUDENT DISPLAY SPACE

N.T.S.
Facilities Improvement Since Last Visit

Architecture Lab. The major improvement since our last NAAB visit is the completion of our new workshop which we call our Architecture Lab. This space is now up and running, and located on the B1 level of Handley Hall. Phase I began in September of 2017, and major completion of tool and bench installation is now complete. There is a possible Phase II, depending on administration, funds, and increased use of the space.

In Phase I, the lab was established with the building of four workbenches and the purchase of stationary and portable tools. Our Tool and Safety Manual, based on a philosophy of "safety first," was written specifically for the UMA Architecture Lab, and can be accessed in Dropbox folder, "08 – Architecture Lab Safety Manual." Based on the Tool and Safety manual, students are trained to use the lab and the available equipment. Stationary tools currently include a SawStop table saw with out-feed table and sled, a compound sliding miter saw with custom built bench, a vertical sanding station, a 17-inch drill press, a band saw, a router table, and a scroll saw. A secure room for a wide selection of hand and portable power tools, as well as supplies and accessories, has been completed. Students can walk into this space to easily find and return tools, each of which has a very specific “home.” Please see the below plan view of the Architecture Lab, Phase I. Currently, UMA Facilities is working with an engineer to study the design and implementation of a dedicated dust collection system, as well as explore potential upgrades to existing lighting and wiring.
Depending on administrative approval, available funds, and overall student use, Phase II allows for the Architecture Lab to be expanded. This expansion would allow for the purchase and safe use of a stationary planer, and stationary jointer. In addition, the existing band saw could be upgraded for a new and more capable machine. Perhaps most importantly, expansion would allow for greater use by more students during the same hours of operation. Please see the below plan view of the proposed Architecture Lab, Phase II.

Handley Hall Card Access. In support of student work and study, updated card access was added throughout Handley in 2017 so that students have interrupted 24/7 access, except for national holidays. This allows them to fully benefit from their dedicated studio space, and the collaboration and peer connections it offers. Card access has also given us the means to add new technologies and spaces in a systematic and controlled way, while maintaining levels of safety and security for our students as well as our equipment.
Architecture Periodicals. Our existing fourth-floor student lounge and library was recently enhanced with the addition of architecture and architecture-related periodicals. Working with the Katz Library staff, 17 periodicals to which the University subscribes were relocated to give our students unfettered access to these resources.

New Teaching Technology. Through a UMA Technology Grant our 2nd floor dedicated critique space received a major upgrade in AY2016-17. The grant allowed us to wire the space with sound and digital capabilities allowing it to fully function as a teaching space. This flexible room allows for a variety of teaching styles including lecture, seminar, pin-up, and small group discussion. 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 our spaces in multiple, flexible ways to maximize the overall use of Handley Hall.

Gallery Upgrade. Lastly, we secured four rolling presentation walls for use in the Richmond Gallery. In 2014, the gallery was renamed in honor of our founder Roger Richmond and his spouse Beverly Richmond who generously created an endowed scholarship in support of student travel. With the addition of these custom walls, the flexibility of this space for exhibitions, lectures, reviews, and teaching has been increased. The gallery now offers flex-space that can be used for larger critiques, large and small group discussions, lectures seating up to 45+, and is available for wider community use as well. We also use this space as a lecture/teaching classroom as it is equipped with necessary digital technology, and a rolling whiteboard. The gallery’s storefront windows allow student work to be exhibited to the larger community on a regular basis.

Faculty Spaces
With the addition of technology to our 2nd floor critique space, faculty is now supported with a teaching space on each of the architecture floors in Handley Hall. In addition, each full-time faculty member has a private office with the appropriate furniture, equipment, and supplies allowing for university related work, faculty research, advising, and other interactions with students, both in small groups and one-on-one, to take place.

1.2.3 Financial Resources

Institutional Process for Allocating Financial Resources to the Professional Program
UMA’s financial planning processes include both the development of an annual budget and a long-term multi-year projection. Key milestones for the planning calendar are set by the University of Maine System Office. The annual budget process for the next fiscal year begins in July and runs through May when budgets are ultimately approved by the University of Maine System’s Board of Trustees. The multi-year projection is developed in the April/May timeframe (utilizing the budget as the first year of the projection) and is completed at a very high level with much less detail than the annual operating budget.

Academic programs are most heavily involved with the annual operating budgets in the late fall, when each department in the University must submit a proposed budget for review. These budgets are developed with overall objectives from the Chief Business Officer. Proposed budgets are first reviewed in detail by the Finance Office followed by reviews by the Executive Leadership Team, President’s Cabinet, and Board of Visitors. Additional feedback is solicited at campus open forums where the University’s budget is also presented and discussed. UMA’s budget is then reviewed first by the System Office and then subsequently the Board of Trustee’s Facilities, Finance & Technology Committee, and the full Board of Trustees.

UMA’s Architecture program is part of the College of Arts and Sciences. The Academic Coordinator for the Program collaborates with the Dean of the College to develop the proposed annual budget for the program each fall. Enrollment trends and projections help to inform the Coordinator and Dean on the level of resources required to run the program. The program’s budget is reviewed by the Vice-President/Provost and then submitted to the Finance Office. From there, the budget is included in the review process described in the previous paragraph.
Expense Categories over which the Program either has Influence or Control
An academic program's budget covers most direct operating costs including staffing for faculty and direct
support, supplies, travel, accreditation fees, membership dues, postage, copier expense, computer and
other equipment. The Dean of each college also retains funding for professional development which can
be requested by the Academic Programs. An Academic Program can also influence decisions on indirect
costs such as capital investment needed in a facility, special marketing and enrollment efforts, or other
unique expenses.

Revenue Categories over which the Program either has Influence or Control
While tuition and mandatory fees are held in one central Financial Resources department for the
University, each Academic Program can propose program or course fees to cover costs specific to the
program or individual courses.

Scholarship, Fellowship, and Grant Funds available to Students and Faculty
The June 30, 2017 value of UMA's endowed investments is $7.5 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.

Each year UMA awards over a million dollars in scholarships! Scholarships are financial awards which do
not have to be repaid. Full-time and part-time UMA students have an opportunity to apply for a number of
scholarships as a result of funding made available by the University of Maine at Augusta, the University of
Maine System, and generous donations by organizations and individuals to UMA's scholarship fund.

UMA is committed to providing affordable access to a university education and helping students manage
the growing cost of a college education. Beginning with the spring 2018 semester, UMA implemented the
Pine Tree State Pledge. Under this program, eligible full-time and part-time transfers who have earned at
least 30 transferable credits will not pay any out-of-pocket expenses for tuition and mandatory fees. In
academic year 2018-19, this opportunity will also be available to eligible entering full-time first-year
students. This opportunity is for students who are Pell eligible, which is approximately 73% of our student
body.

A list of financial support available to faculty can be found in section I.2.1 Human Resources & Human
Resource Development, under Faculty Resources.

The following endowments and scholarships are specifically focused on supporting the Architecture
Program:

Endowments
AIA Centenary Fund Endowment As of March 2018, $67,801
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 2017 award was $2,600.

Roger & Beverly Richmond Architecture Travel Endowment As of March 2018, $133,529
This endowed scholarship uses its annual interest to fund student travel in connection with the ARC 441
Architectural Travel Experience course. The 2017 award was $1,100.

Scholarships
UMA Architecture Student Support Fund $ Varies
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. The 2017
award was $10,000.
Charles Dana Danforth Scholarship  
Given in alternate years to an architecture student who demonstrates consistent care and excellence in visual representation. This scholarship is rotated annually between the Music, Art, and Architecture programs. An architecture student will receive the award during the 2018-2019 financial aid year.

Dr. Alice Savage Architecture Scholarship  
An annual private donation used to support a first-year student who shows exemplary drive and commitment to the study of architecture. This scholarship is rotated annually between the Biology and Architecture programs. An architecture student will receive the award during the 2018-2019 financial aid year.

Pending Reductions or Increases in Enrollment  
Enrollment information is tracked by the Office of Information Resources, and shared with all degree programs on a weekly basis. Enrollment to the UMA Architecture Program is limited to 30 freshmen students each year. However, since moving to the 5-year degree, we have not had more than 20 in our entering class, and more typically 12 to 15 freshmen students, plus a handful of transfer students. Charts, like that pictured below, showing Architecture enrollment numbers and projections for the past two years and beyond can be found in Dropbox folder: "15 – Enrollment Data."

The UMA Office of Admissions, in collaboration with program faculty, has expanded recruitment outreach efforts throughout the New England states and some Canadian territories to increase current enrollments, but not exceed the current prescribed limit. Previous recruitment efforts were limited to more populous areas such as Boston. Additionally, as the only public undergraduate Architecture program in Northern New England, UMA recognizes the need to implement a more robust marketing campaign to digitally reach potential students outside of Maine. With the addition of a new marketing team in Spring 2018, UMA will be launching in summer 2018 a digital and web-based marketing campaign to begin reaching some of these external areas. In collaboration with UMA's new marketing and admissions teams, the Architecture program plans to reconsider and update its recruitment plan created in 2015-16, but never
fully implemented. The 2015-16 plan can be found in the Dropbox folder: “13 – Marketing and Admissions Plan.” The updated plan, scheduled for revision over summer 2018, will be made available at the fall 2018 NAAB Team visit.

**Pending Reductions or Increases in Funding**

Given the challenging enrollment outlook for Fiscal 2019, UMA is budgeting most expense areas to be flat with its current Fiscal 2018 budget year. The institution will run an operating deficit in Fiscal 2019 (and thus draw on its financial reserves), but is in the process of implementing a multi-year enrollment turnaround. Nevertheless, the Fiscal 2019 Budget includes an across-the-board pay increase assumption of 2% along with moving the full-time benefits rate up from 53.0% to 53.4%.

**Changes in Funding Models**

Since our 2015 accreditation visit, UMA has supported a sabbatical for the program’s academic coordinator, including hiring of a one-year fixed length teaching replacement. Additionally, two half-time positions were added to support the program: an Administrative Specialist CL1 (Administrative Assistant), and a Learning Space Specialist CL1 (Workshop Supervisor).

In FY2016, the Architecture Program’s annual operating budget was increased by 32% over FY2015; to a total of $24,605. The operating budget has since held steady for AY2017, and looks to be steady for FY2018.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>B.Arch Program Operating Budget</th>
<th>% increase or decrease</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$15,987</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>$16,731</td>
<td>+5%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>$16,605</td>
<td>-1%</td>
<td>An additional $8500 has been added to cover ACSA annual dues</td>
</tr>
<tr>
<td>2017</td>
<td>$24,605</td>
<td>+32%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>$24,605</td>
<td>+0%</td>
<td></td>
</tr>
</tbody>
</table>

Two significant facility capital investments are also planned, which will directly support the Architecture Program:

- $30,000 in funding for a shop has been earmarked in the current year Fiscal 2018.
- $450,000 has been earmarked in Fiscal 2019 for new HVAC in Handley Hall depending on approval of a bond by voters in the November 2018 elections.

**Planned or In-progress Institutional Development Campaigns**

Development efforts for the Architecture program include:

- In an effort to raise awareness and money for architecture scholarships, UMA includes the architecture funds as donation options on the Annual Giving Fund list that is distributed to faculty and staff.
- In September 2017, UMA actively campaigned for the AIA Centenary Fund, earning an additional $3,050 for the fund.
- UMA secured a generous donation of $10,000 in January 2018 through the Community Foundation of Sonoma County by an anonymous donor to bolster the Architecture Student Support Fund. To date, the Community Foundation of Sonoma County has donated $40,000 toward architecture student travel.
I.2.4 Information Resources

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 have a strong focus on serving students at a distance while maintaining physical space for the print collection and student needs.

The Katz Library on the Augusta campus serves the library needs of UMA faculty and students and additionally acts as a campus venue frequently hosting student and staff conferences, therapy dog sessions, and informal classes our updated collaborative area. The physical space of the library includes an eighteen-seat computer lab, UMA's Writing Center, collaborative and quiet study space, and two classrooms. The library is open 61 hours per week and offers 25 networked desktop computers, 20 laptops for in-library use, wireless Internet access, a fax machine, a large-format scanner, color photocopying and printing equipment, and a fit-desk. Handley Hall, located approximately 2.5 miles from campus in downtown Augusta, features a collection of books and periodicals located on the fourth floor which is managed by the architecture department.

UMA libraries are currently managed by an interim director who supervises all library staff and reports to the Provost. The Assistant Director of Library Services oversees development of the architecture collection in collaboration with the architecture faculty.

The Katz Library holds more than 3100 titles directly related to the architecture program, including books on architecture (2613), building construction and structural engineering (218), and community planning (304). Additionally more than 7000 e-book titles related to architecture are available to students, faculty, and staff anytime and anywhere. A collection of books is housed at Handley Hall and consists mainly of duplicates titles already held in the library as well as architecture donations which do not meet current collection development policy guidelines.

Recently the library received book donations which focus on historic preservation from the collections of George O Siekkinen Jr., Senior Architect for the National Trust for Historic Preservation in Washington, D.C., and Dr. William J. Murtaugh, First Keeper of the National Register of Historic Places. These volumes are housed at both the Katz Library and Handley Hall.

UMA students have access to current issues of more than 250 periodical titles in print or online including access to 39 titles identified by the Association of Architecture School Librarians as essential and recommended core titles for first degree programs in architecture. The library also 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
- GreenFILE
- DOE Green Energy
- JSTOR
- ScienceDirect
- SpringerLink

In addition to the UMA Libraries web page which features OneSearch, a single-search box discovery service, librarians maintain 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. Library guides are also created for location specific travel courses on request, for example the “ARC 441 Detroit + Chicago - High and Low: Steel Sheds, Steel Towers, and the rise of Modernism” guide.

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 in 3-5 business days, expanding 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. Librarians also perform instruction sessions and 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 research strategies.

There are currently no known problems that might affect the operation or services of the libraries as they related to the B.Arch program. Housing the B.Arch program off-campus was a recognized issue but has been addressed. As mentioned here, a growing collection of books is housed at Handley Hall to serve as a resource and inspiration for architecture students. In addition, all architecture related periodicals were moved from the Katz Library to Handley Hall in AY 2016-17, thereby giving B.Arch students unfettered access to current Architecture and design publications. The library spent more than $8,300 on architectural monographs, databases, and periodicals in fiscal year 2017. The current level of collection funding is sufficient to maintain support for the architecture program.

I.2.5 Administrative Structure & Governance

As part of a University that excels in civic engagement, the Architecture program benefits from a collegial group of faculty and administrators invested in the betterment of our programs, colleges, and University. That the University offers both professional and liberal arts programs mirrors the multifaceted nature of the architectural profession.

Program Structure

The major academic unit at UMA is the college. The Department of Architecture resides in the College of Arts and Sciences (CAS), where the college Dean supervises all full-time and part-time architecture faculty. Each degree program within the college has an appointed Program Coordinator (similar to a departmental chair) who makes recommendations for hiring and scheduling that are given significant weight.

Additionally, the Program Coordinator is the representative upon whom the Dean of the College relays 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 internal program reviews where appropriate.

The architecture program continues to be led by a Program Coordinator. Additional coordinator responsibilities under the B.Arch include 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. Starting in AY2018-19, the program coordinator will supervise one of two new part-time hires, the Architecture Lab Workshop Supervisor. The following chart shows the CAS structure; the Architecture program and its administrative structure are shown highlighted.

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.
UMA College of Arts and Sciences Structure

Governance Opportunities
Curriculum and program development starts at the departmental level. Changes to the curriculum or program are typically championed by a faculty member and brought before the full architecture faculty (full-time and part-time) for consideration and comment at departmental meetings. After discussion and upon agreement by the department, potential curriculum changes are shared with the College for approval. 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, with representatives from both colleges, addresses larger curriculum issues as required.

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. Architecture faculty are free to be elected to this body. At the departmental level, meetings are held for architecture faculty. These meetings are presided over by the Program Coordinator who develops the agenda with input from all.

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 please see: https://www.uma.edu/student-life/sga/.

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 active in creating community among students including events such as a Start-of-the-Year BBQ, a Portland firm crawl, and attendance at AIAS regional and national conferences. The group boasts 124 “followers” through their Facebook page (https://www.facebook.com/maineaias).

Starting in spring 2015, we began holding a periodic event we call “The Meeting.” This is an opportunity for faculty and students to meet, listen, and talk. It gives the department a venue to share important information on such topics as AXP, upcoming field trips, or possible changes in the program. It also offers students a forum to discuss and ask questions of the faculty. To date “The Meeting” has been a success and created a good means of communication in the program.
II.1.1  Student Performance Criteria

The Student Performance Criteria matrix indicates the alignment of our courses with specific NAAB SPC. In the matrix, a course that is the primary evidence is indicated by a solid dot; courses serving as secondary evidence are indicated by an open dot. The matrix can be found in Dropbox folder: “18 - UMA SPC Matrix.” A full size poster of our SPC chart will be made available in the NAAB Team room, as well as a blank SPC chart for Team use.

Pedagogy and Methodology used to Address Realm C

We have responded to the importance of Realm C through several significant steps over the past two years. Beginning in AY2016-17, we moved our two-week Community Design Charrette to the spring semester, allowing an additional two weeks in the fall semester for ARC 407, Architectural Design VI, our Integrated Studio. This additional two weeks has been a significant boon to the improvement in student work and investigation in the ARC 407 coursework.

In order to more fully explore our Integrated Studio pedagogy, we reviewed our overall curriculum, and realigned our degree credits. We eliminated ARC 511, Senior Seminar, a 1-credit senior seminar course, and moved any important learning from that proposed course directly to the ARC 509/ARC 510 thesis sequence. In addition, we reduced the credits of ARC 406, Architectural Apprenticeship, from 3-credits to 1-credit. This last change was done both to aid our Integrated Studio, as well as remove the ARC 406 course as a ‘barrier’ to student graduation. These changes allowed us to realign 3 credits, and introduce a new course ARC 417, Integrated Building Systems which is now a required co-requisite to ARC 407, Architectural Design VI.

ARC 417 is designed to support the integrated design studio process, with an emphasis on the ability to conceptually design and comprehensively document integrated details of systems within a building. A series of modules that parallel ARC 407 studio deadlines consist of lectures, work sessions, and critiques that enable the work of the Integrated Studio to be developed at a greater level of detail than previously possible.

Offered as an “E” (experimental) course in AY 2016-2017, ARC 417 now has full University approval, and will be a degree requirement as of AY2018-19. Thus we now have 7 credits dedicated to integrative design; almost doubling what was assigned previously. The creation of this new ARC 417 class builds on our successful studio/non-studio integrated sequences created elsewhere in the curriculum, and is considered the “technical lecture” parallel for the content of the ARC 407 Integrated Studio.

In addition to credit realignment and the creation of the new course, our newest faculty member, Assistant Professor Sanjit Roy, is now teaching the ARC 407 studio; bringing his experience teaching the comprehensive studio at Morgan State University, Baltimore, MD to the UMA program. By shifting some components of the studio, by focusing the efforts of the students on the specific learning outcomes, and through extensive collaborations and reviews with Maine’s professional architecture community, the ARC 407/417 Integrative Design sequence has been considerably reworked and significantly improved.

Assessment of Student Work

Student work is assessed through demonstration of understanding and/or ability through presentation, quiz, exam, and/or written assignment. Students are evaluated on a grading system of A (high pass) through F (no pass). In addition to assignment assessment and overall course grading, all students are required to submit portfolios of their work at the end of their second and fourth years. These are reviewed by full time faculty, to ensure a student demonstrates the understanding and ability to continue in the studio sequence. Of significant improvement to the portfolio review in AY2017-18, is the introduction of an assessment rubric which is shared with students, and guides our review of their submissions. Specific guidelines and rubric for the portfolio reviews can be found in the Dropbox folder, "09 – Portfolio Review Guidelines." Examples of portfolios as well as assessment, collected at the end of each academic year, will be made available at the 2018 NAAB Team visit.
II.2.1 Institutional Accreditation

Please follow this link for a copy of the University of Maine at Augusta’s most recent accreditation documentation from the New England Association of Schools and Colleges (NEASC): Dropbox folder “16 – UMA Accreditation Letter.”

II.2.2 Professional Degrees and Curriculum

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 in courses outside of studio, strengthening their understanding in multiple ways.

Degree Offered

The University of Maine at Augusta offers the Bachelor of Architecture Degree, a 5-year program requiring a total of 150 semester credits.

Curricular Sequencing

Over the past five years, partially in response to feedback and concerns from our initial NAAB visit, we have restructured, integrated, and invigorated our technology sequences. 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 cannot be static. 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. This idea of sequences in our curriculum has now expanded beyond building technology, and includes architectural representation. In each of these sequences, we are working to reinforce and build our students’ education over multiple semesters, recognizing that the complexity of architectural design must be layered over all five years of our program.

The following represents our five curricular sequences including their title, courses that make up the sequence, status, and description.

<table>
<thead>
<tr>
<th>Sequence Title</th>
<th>Part I (when taken in curriculum)</th>
<th>Part II (when taken in curriculum)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation</td>
<td>ARC 110, Intro to Architectural Representation (Fall, 1st year)</td>
<td>ARC 120, Intro to Digital Tools (Spring, 1st year)</td>
<td>Active</td>
</tr>
</tbody>
</table>

This sequence introduces the skills that students will use as the foundation of representation. In ARC 110 students are taught the fundamentals of drawing architectural subjects by hand, 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. In the second course of the sequence, students are introduced to some of the software that allows them to incorporate a digital praxis into their work including use of the Adobe Suite and laser cutting technologies.

<table>
<thead>
<tr>
<th>Digital Tools</th>
<th>ARC 261, CADD (Fall, 2nd year)</th>
<th>ARC 262, BIM (Spring, 3rd year)</th>
<th>Active</th>
</tr>
</thead>
</table>

This sequence aims to develop strong foundational skills in conceptual computer 3D modeling, image manipulation, diagramming, 3D digital fabrication, and 2D presentational skills for both the printed page as well as the electronic pixel. This development happens through a series of investigations that progress outwards from digital drawings into Rhino 3D modeling, the Adobe Creative Suite, AutoCAD, Revit, and finally into Grasshopper and Paneling Tools. There is a strong focus on how to learn autonomously within software environments. These investigations give students an informed awareness of how different aspects of different software packages can positively fit within their individual design processes.

<table>
<thead>
<tr>
<th>Energy &amp; Systems</th>
<th>ARC 251, Sustainable Design Concepts (Spring, 2nd year)</th>
<th>ARC 350, Mechanical Systems (Spring, 2nd year)</th>
<th>Proposed</th>
</tr>
</thead>
</table>

We see an opportunity to use Sustainable Design Concepts as the introductory technical class in the Energy & Systems sequence. This course aims to give students a wide exposure and understanding of how sustainability issues are addressed in the global and commercial field of architecture. In order for this sequence to be successful, we need to make shifts in the curriculum so that the courses are sequential and can therefore benefit by building one upon the other; currently they are taught in the same semester. This re-alignment is part of our long-range plan.

<table>
<thead>
<tr>
<th>Materials &amp; Assembly</th>
<th>ARC 231, Materials &amp; Methods (Fall, 3rd year)</th>
<th>ARC 332, Construction Techniques (Spring, 3rd year)</th>
<th>Active</th>
</tr>
</thead>
</table>

Materials and Methods 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.

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 manner that systems and details are developed for buildings. Please see more on the integration of this course below.
The Structures 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.

Concepts of 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. In addition, the course is aligned with students' 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 this second course in the structures sequence. Please see more on the integration of this course below.

Curricular Integration
To implement our vision for UMA's B.Arch 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. With this in mind, we have put into action curricula that are truly integrated across a variety of coursework. This 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 first, third, and fourth years. Going forward, we will want to explore a deeper integration in the second year of the studio sequence, especially between the Sustainability, Mechanical Systems, and Studio courses. We strive to strengthen the atmosphere of integration, and remain open to various collaborations across curricula and practice.

The following chart represents our six focused studio to non-studio integration initiatives, including the status, the courses involved, and how integration is demonstrated or proposed.

<table>
<thead>
<tr>
<th>Studio Course (year)</th>
<th>Integrated Course/s</th>
<th>Status</th>
<th>Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 101, Intro to Architectural Design (First year)</td>
<td>ARC 110, Intro to Architectural Representation</td>
<td>Active</td>
<td>Sequencing between instructors allows students to use their ARC 101 design studio projects in exploring new representation techniques in the final weeks of the semester.</td>
</tr>
</tbody>
</table>
Having recently moved to the 2014 Conditions in spring 2017, we are currently in the process of adjusting our program's credit distribution from the 2009 Conditions to the 2014 Conditions.

A table showing our current distribution of required professional studies, general studies, and optional studies is shown below. We are aware that we do not currently meet the General Studies minimum requirements as stated in the 2014 Conditions. As a new guideline of the 2014 Conditions, and given the complexity of the issues presented, we have not had the necessary time to realign our degree requirements to meet these requirements. However, we are actively working to align our degree requirements to meet the new Conditions. Our current plan is to combine ARC 123, Principles & Philosophy of Architecture, which serves as a secondary means to meet SPC A6, Use of Precedents with ARC 241, Architectural Research & Analysis which serves as a secondary means to meet SPC A3, Investigative Skills, and A5, Ordering Systems. This confluence of coursework will require a larger consideration of our first and second year pedagogical objectives, as well as logistical questions that arise from this change. In place of ARC 123, we are considering a 200-level general studies course that would emphasize research and writing in support of our work to improve students’ critical thinking skills.
We would note that Art History I & II are included as part of general studies even though ‘architecture’ is in their titles. Both of these courses are listed by the University as satisfying humanity requirements for all degree programs, are taught by art history faculty, are considered by the University to be part of its general education offerings, and are pre-requisites to our ARC 312, History of Modern Architecture course. For these reasons we believe they are properly listed here as meeting general studies requirements.

Please also note that the NAAB-required credit distribution is not conducive to our University’s semester-based credit structure as our classes typically run for 3 or 4 credits. The current requirements for General Studies (45 credits minimum) and Optional Studies (10 credits minimum) do not allow for simple division by our 3 or 4 credit classes. This likely means creating 1-credit courses, or other options that will include considering changing the overall credit requirements for the degree; a move that would require approval by UMA Administration as well as the University of Maine System Board of Trustees. We would welcome any advice or insight from NAAB as we consider our options.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 101 Introduction to Architectural Design</td>
<td>4</td>
</tr>
<tr>
<td>ARC 102 Architectural Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARC 110 Introduction to Architectural Representation</td>
<td>3</td>
</tr>
<tr>
<td>ARC 120 Introduction to Digital Tools in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 123 The Principles &amp; Philosophy of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 203 Architectural Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARC 204 Architectural Design III</td>
<td>4</td>
</tr>
<tr>
<td>ARC 212 Building a Human World</td>
<td>3</td>
</tr>
<tr>
<td>ARC 221 Concepts of Structure</td>
<td>3</td>
</tr>
<tr>
<td>ARC 231 Architectural Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARC 241 Architectural Research &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ARC 251 Sustainable Design Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ARC 261 Computer Aided Design &amp; Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ARC 262 Building Information Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ARC 305 Architectural Design IV</td>
<td>4</td>
</tr>
<tr>
<td>ARC 306 Architectural Design V</td>
<td>4</td>
</tr>
<tr>
<td>ARC 312 History of Modern Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 322 Concepts of Structure II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 332 Construction Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ARC 350 Mechanical Systems in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 361 Portfolio Development</td>
<td>1</td>
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<tr>
<td>ARC 406 Architectural Apprenticeship</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ARC 407</td>
<td>Architectural Design VI</td>
</tr>
<tr>
<td>ARC 408</td>
<td>Architectural Design VII</td>
</tr>
<tr>
<td>ARC 417</td>
<td>Integrated Building Systems</td>
</tr>
<tr>
<td></td>
<td>(Approved. Will be a degree requirement in AY2018-19)</td>
</tr>
<tr>
<td>ARC 421</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>ARC 431</td>
<td>Architectural Theory</td>
</tr>
<tr>
<td>ARC 441</td>
<td>Architectural Travel Experience</td>
</tr>
<tr>
<td>ARC 509</td>
<td>Architectural Design VIII – Pre Thesis</td>
</tr>
<tr>
<td>ARC 510</td>
<td>Architectural Design IX – Thesis Capstone</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Professional Studies Credits</strong></td>
</tr>
</tbody>
</table>

### General Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 105</td>
<td>History of Art and Arch I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 106</td>
<td>History of Art and Arch II</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete two art electives (6)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Complete any 100-level Communications course (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete one of the following Computer Information Systems electives (3):</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIS 100 Introduction to Computer Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 101 Introduction to Computer Science</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete one of the following English electives (3):</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 102W Introduction to Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 317W Professional Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete one of the following Mathematics electives (3):</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 112 College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 124 Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 125 Calculus I</td>
<td></td>
</tr>
<tr>
<td>PHY 115</td>
<td>General Physics I + lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Complete two of the following Social Science electives (6):</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ANT 1xx any 100-level Anthropology course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 1xx any 100-level Economics course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 201 Macroeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 202 Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JUS 1xx any 100-level Justice Studies course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POS 1xx any 100-level Political Science course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 1xx any 100-level Psychology course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 1xx any 100-level Sociology course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSC 1xx any 100-level Social Science course</td>
<td></td>
</tr>
</tbody>
</table>
Total General Studies Credits | 40 credits

<table>
<thead>
<tr>
<th>Optional Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 6 credits of any 100-level or higher electives (6)</td>
<td>6</td>
</tr>
<tr>
<td>Complete two architecture electives (6)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Optional Studies Credits</strong></td>
<td>12 credits</td>
</tr>
</tbody>
</table>

Total B.Arch Degree Credits | 150 credits

**Available Minors**
The following is a comprehensive list of all minors available to UMA students. Information on specific minor requirements can be found here by clicking on the Minors tab found here: [https://www.uma.edu/academics/checksheets/](https://www.uma.edu/academics/checksheets/).

- Accounting
- Addiction Studies
- Advocacy
- American Studies
- Art
- Behavioral Science
- Biology
- Business Administration
- Computer Information Systems
- Computer Networking
- Cyber Forensics
- Cyber Security
- Early Childhood Education (Birth-Age 5)
- Early Childhood Services
- Early Elementary Education (K-3)
- Elementary Education (K-8)
- English
- Financial Services
- Fraud Examination
- French – Language Track
- French – Language & Culture Track
- Geriatric Human Services
- Grief Loss & Trauma
- History
- Holocaust Genocide & Human Rights Studies
- Human Resource Management
- Human Services
- Information & Library Science
- Justice Studies
- Math
- Music
- Music Business
- Natural Science
- Philosophy
- Photography
- Psychology
- Public Administration
- Secondary Education
- Self-Designed Minor (Students in Baccalaureate programs who wish to create their own minor must meet with an advisor to approve their program and sign the self-designed minor form. Each new minor must have a minimum of 9 upper-level credits.)
- Small Business Management
- Sociology
- Web Applications
- Women & Gender Studies

**Minimum Semester Credit Hours**
There are no stated minimum credit hours per semester that students must maintain to be part of UMA's B.Arch program. There are several classes that are taken concurrently and students are advised of these parallel courses. However, to aid in timely graduation, we have created a semester-by-semester schedule for our students to follow. This is shared with our students to give them a clear path to complete the degree in 5 years. An example of our 5-year course schedule, as well as the University Check Sheet for the B.Arch, can be found in the Dropbox folder, "10 – Curriculum Charts."
Off-Campus Programs
UMA Architecture does not currently offer any off-campus coursework. The required ARC 441, Architectural Travel Experience course does take students to various locations both domestic and international, but all coursework related to this class is done at our primary facility in Augusta.

Other Degree Programs
Below is a list of other degree programs (both 2-year and 4-year) offered in our college. Information on each program offered in the College of Arts and Sciences can be found online at https://www.uma.edu/academics/programs/.

- Bachelor of Arts in Applied Science
- 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

Program Title Changes
UMA Architecture does not currently offer any degree other than our Bachelor of Architecture. Our previous degree, of which there are a few student holdovers, was entitled a “Bachelor of Arts in Architecture” and therefore not in need of a degree title change.

II.3 Evaluation of Preparatory Education
The goal of our application processes is to find creative, enthusiastic, curious, and hardworking individuals ready for the rigors and challenges of architectural study.

Admission Requirements and Decisions
Students applying to UMA Architecture begin by filing out the online UMA application or, starting in AY2018-19, the Common Application found here: http://www.maine.edu/future-students/applying-universities/. In addition, students submit high school or college transcripts, two letters of recommendation, and a portfolio of work or answer our Artistic Review Challenge (ARC), which is an alternative to the portfolio. We developed the ARC to allow those students who may not have the materials for a portfolio to apply, and pursue their goals of studying architecture. In this way, we broaden our potential pool of applicants, and support a greater number of interested candidates. Info and guidelines on our design documents is found: https://www.uma.edu/academics/programs/architecture/apply/design-documents/.

Admissions decisions are made by full-time faculty upon review of the applicant’s submitted materials. Creative ability as garnered from a student’s design document submission, combined with previous school success and outside recommendations, form the basis for acceptance decisions.

Our admissions policies and procedures are outlined in detail online: https://www.uma.edu/academics/programs/architecture/apply/ and specific application criteria for freshmen, transfer students, current UMA students, and UMA architecture alumni (4-year pre-professional degree) can be found here: https://www.uma.edu/academics/programs/architecture/apply/criteria/.

Return to Table of Contents
Preparatory Education Applications
Beginning in AY2016-17, we created a standardized process for evaluating transfer students credits, including aligning previous coursework to SPC. We have formulated a four-step process to facilitate this transfer process. To support students considering our program, the “UMA Transfer Guidelines” are publicly available on our Application Criteria web page under the Transfer (From Another Institution) tab. Examples of the completed transfer student process will be made available for review as part of the Team Room at the fall 2018 visit. The UMA Transfer Guidelines, and examples of forms used in this process, can be found in the Dropbox Folder: “11 – Student Transfer Evaluations.”

The primary steps taken to ensure that Transfer Students coursework satisfies SPC requirements are:

**Step 1:** When a transfer student applies or expresses interest to the B.Arch program his or her transcript is evaluated by the Academic Coordinator to establish a tentative equivalency schedule. This DRAFT evaluation compares course titles and descriptions in order to determine, fairly quickly, a rough equivalency between institutions. This in turn allows potential transfer students to understand their likely placement within our curricular sequence. This DRAFT evaluation chart is uploaded to a commonly accessible folder in a shared Google Drive.

**Step 2:** If a student is accepted into the program, and chooses to attend, the student will work with the Office of Advising, the Architecture Administrative Assistant, and their assigned academic advisor to document the course equivalencies through review of syllabi, and completed coursework. These are compared to UMA course charters in order to establish what SPC have been met. Once this process is complete, the final course equivalency table, the course charters or syllabi that document equivalencies, and a course schedule for the remaining years in the program is placed in the shared folder. This course equivalency table is signed by the student, the advisor, and the program coordinator.

**Step 3:** The advisor notifies the UMA transfer equivalency office of the architecture course substitutions by sending them the final signed course equivalency table. The signed document is then scanned and uploaded to the student’s permanent file.

**Step 4:** The advisor and the student review the student’s Degree Progress Report in MaineStreet (UMA’s online course catalog, course search, and advising portal) to confirm that course substitutions were made according to the signed agreement and chart.

To date, we have found this process assures transfer students understand the requirements of moving credits to UMA, are cognizant of the responsibility they have in facilitating the transfer, and feel generally more comfortable with a clear understanding during and after the process. For the faculty, the formality of the process ensures that the transfer of credits, as well as future advising sessions, are well organized and clear.

II.4 Public Information

**Statement on NAAB-Accredited Degrees**
To read our statement on NAAB-accredited degrees please follow this link http://www.uma.edu/academics/programs/architecture/naab-information/

**Access to NAAB Conditions and Procedures**
To view the NAAB Conditions and Procedures posted on web pages please follow this link http://www.uma.edu/academics/programs/architecture/naab-information/

**Access to Career Development Information**
URLs relating to career development information are listed on our website: http://www.uma.edu/academics/programs/architecture/naab-information/
In addition, students are aided and made aware of career requirements and opportunities through:

- The UMA AIAS chapter
- Work done by our Architect Licensing Advisor
- In our ARC 421, Professional Practice course
- In our ARC 361, Portfolio Development course
- Employment opportunities board at Handley Hall, and posted to our Facebook pages
- Programs created and run by the University through the dedicated Coordinator of Career Connections. A link to these services is on our web site here: http://www.uma.edu/academics/advising/career-connections/ and here https://www.uma.edu/academics/advising/career-connections/job-search-resources/.

Public Access to APRs and VTRs
To view documents pertaining to our NAAB Team visits, including documents from previous visits, please follow this link http://www.uma.edu/academics/programs/architecture/naab-information/.

ARE Pass Rates
UMA Architecture does not currently have any data on pass rates as our first full cohort will graduate in spring 2018. However, our website shares links on How to Pass the ARE, as well as national and other school's pass rates. That information can be found here: https://www.uma.edu/academics/programs/architecture/naab-information/.

Admissions and Advising
Policies and procedures for application to the UMA B.Arch degree can be found here: http://www.uma.edu/academics/programs/architecture/apply/.

Information specific to transfer student applications, as well as guidelines for other candidates, can be found here: https://www.uma.edu/academics/programs/architecture/apply/criteria/

Financial aid information, including costs and aid possibilities, can be found here: http://www.uma.edu/financial/.

Access to this information is linked from our webpages here: https://www.uma.edu/academics/programs/architecture/apply/criteria/

Statements on diversity can be found here, toward bottom of the page: http://www.uma.edu/compliance/handbook/statements.

Access to Diversity information is linked from our webpages here: https://www.uma.edu/academics/programs/architecture/apply/criteria/

Student Financial Information
Student financial aid information can be found here: http://www.uma.edu/financial/.

Information on estimated costs to attend UMA's B.Arch program including tuition, fees, books, general supplies, technology, and specialized materials are publicly listed and found on our website here: https://www.uma.edu/academics/programs/architecture/apply/criteria/. Here is a direct link to that information: https://www.uma.edu/academics/wp-content/uploads/sites/3/2017/03/UMA-BArch-Student-Costs-v3.pdf

III.1.1 Annual Statistical Reports
All statistical reports submitted by the program to NAAB are publicly available on our webpages, and can be found here: http://www.uma.edu/academics/programs/architecture/naab-information/. For the purpose of this accreditation visit, we have also placed them in the Dropbox folder: “06 – UMA ARS Reports.”
A letter from the UMA Office of Institutional Research and Planning, certifying that all statistical data submitted to NAAB has been verified by the institution, can be found here: Dropbox folder “17 – Institutional Research Certification.”

III.1.2 Interim Progress Reports

Since we are in Candidacy status we have yet to submit Interim Progress Reports.

The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:
- All narrative annual or interim reports submitted since the last visit
- All NAAB responses to annual reports submitted between 2008 and 2012
- In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda

Section 4: SUPPLEMENTAL MATERIAL

Course Descriptions
Descriptions of all architecture courses offered within the curriculum of UMA’s B.Arch degree program can be viewed in Dropbox folder: “01 – Course Descriptions.”

Studio Culture Policy
Our studio culture policy is publicly posted on our webpages here: https://www.uma.edu/academics/programs/architecture/mission-philosophy-core-values/. A copy of the policy can be found in the Dropbox folder “02 – Studio Culture Policy.” Biennial assessment of the policy is taking place in spring 2018. Results and actions of that assessment will be completed in early summer, and made available at the fall 2018 NAAB Team Visit.

Self-Assessment Policies and Objectives
Materials related to assessment and our plan for assessment can be found in the Dropbox folder “03 – Self Assessment Policies.” Please also refer to section I.1.6 Assessment, found earlier in this document.

Policy on Academic Integrity
Policies on academic integrity for students (e.g., cheating and plagiarism) can be found in the UMA Student Handbook. Please see the UMA Academic Integrity Code, including process for appeal, at http://www.uma.edu/compliance/handbook/academic-integrity/.

Information Resources Policies
UMA Library’s policies, including their collection development policy, can be found here: http://www.uma.edu/library/policies/. More information on this and related topics can be found in section I.2.4 Information Resources, found earlier in this document.

EEO/AA Policies
University of Maine Systems policies and procedures relative to EEO/AA for faculty, staff, and students 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.

Human Resource Development
Appointment, Promotion, and Tenure
Information on reappointment and tenure 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/.

Previous VTRs
All previous VTRs are posted publicly on our web pages, and can be found here: https://www.uma.edu/academics/programs/architecture/naab-information/.