Architecture Program Report

University of Maine at Augusta
Bachelor of Architecture Degree

September 7, 2021

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Maine at Augusta**
Name of Academic Unit	College of Arts and Sciences
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	X Bachelor of Architecture Track: *150 semester undergraduate credit hours* □ Master of Architecture Track: Track: □ Doctor of Architecture Track: Track:

Application for Accreditation	Continuing Accreditation
Year of Previous Visit	Fall 2018
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)

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Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Previous Team Report (2018): 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, ecological, and technological factors.

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 312 - History of Modern Architecture, which provides a survey of primarily Western Architectural History of the 20th Century. ARC 212 - Building the Human World, which was cited as the primary source of demonstration of this SPC did not sufficiently illustrate coursework that convincingly demonstrated student *understanding* of parallel and divergent histories of architecture. ARC 441 - Architectural Travel Experience and ARC 431 - Architectural Theory also did not demonstrate a foundational understanding of historical themes. The team did not find evidence in the team room or the binders to support this criterion.

Program Response:

In response to this concern, we have reconsidered and strengthened our History, Theory, and Analysis curricular sequence, and met as a faculty cohort several times to discuss how we might address the concerns of the NAAB team within the framework of our coursework. We've introduced new faculty members to both teach, assess, and strengthen this work. We fundamentally revised a course in the sequence, *ARC241 Architectural Research & Analysis*, to specifically address our students' research and analysis skills related to developing a foundational understanding of architectural themes. This revised series of courses develops our students' understanding of multiple theoretical, social, political, economic, cultural, and environmental contexts for architecture. As a result of these courses, through the lens of studying significant themes, buildings, and landscapes in global architectural history, students develop and use a diverse range of skills to think about and convey architectural ideas, both ancient and contemporary.

The first two courses in this sequence are taught by Art department faculty, and satisfy General Education requirements of the University. *ARH105 History of Art & Architecture I* and *ARH106 History of Art & Architecture II*, a two-part survey of the history of global cultural production including both visual art and architecture, provides students with the ability to build a working catalogue of key works, and to discuss their materialities as well as their cultural and historical meanings in context. Students are required to demonstrate their understanding of these works, to gather and assess research they present to their peers and to write about a chosen artwork or site, and to grasp the material presence of historical objects by seeing them in person in museums and galleries. The true subject of these courses is the interwoven histories that cultural products make visible and available to analysis; students learn a history of the world through objects and sites, and gain research and observation skills that render that knowledge applicable.

The first specifically architectural course in this sequence, *ARC212 Building a Human World*, builds on this foundation of critical thinking skills through the study and discourse of architectural history. This course is focused on themes in the pre-modern era; students examine important historical and vernacular building forms within a global and thematic context, not within a strictly chronological or regional survey. This exploration of distinctive architectural forms, features, and archetypes found in building traditions around the world introduces fundamental ideas and themes in architecture. Typologies, elements of design, basic building technologies, architectural iconographies, social functions, and decorative approaches are considered as students explore both major monuments as

well as vernacular spaces representative of human building. Students conduct research, develop and apply visual and written analysis skills, and practice both verbal and written communication skills throughout the semester as they continue to build these foundational skills. By the end of the course students have gained 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.

We scaffold this learning in the next course in the sequence, *ARC241 Architectural Research and Analysis*, by introducing a semester-long research and analysis project grounded in the students' emerging understanding of architectural history and theory. In the first part of the semester, students further develop their analysis skills through a series of class lectures as well as written and visual analysis assignments. These emergent skills are then used to analyze, to diagram, to create understanding, to explore relationships, and to write about a significant architectural building in relationship to five themes: Relationship to Environment, Relationship to Typology & Archetype, Relationship to Material Technology, Relationship to Cultural Context, and Relationship to Aesthetic Ideals. Through in class presentations over the course of the semester, students compare research methodologies and analytical tools, as well as deepen their understanding of the canon of significant buildings in architectural history.

The next course in the sequence, *ARC312 History of Modern Architecture,* 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 reprises the history of architecture through contemporary ideologies, allowing students to understand modern architecture's provenance within administrative and legal structures, the changing conditions of the practice in response to economic conditions and structures of production, as well as its response to social and aesthetic processes at large. Skills and understandings introduced in ARH105 and ARH106, and developed in incremental ways in ARC212 and ARC241, are measured by the submission of a significant research project undertaken as the capstone piece to their architectural history sequence.

The last course in the sequence is *ARC431 Architectural Theory*. Students in their final stage of degree studies are ready to develop theory-creation skills while obtaining a foundation in historical theory milestones. By understanding the deeper roots of architectural theory over time through lectures and seminar discussions, they are properly prepared for a lifetime of picking up important but sometimes misunderstood architectural theory texts and participating in high-level discussions within the profession with confidence. Students practice writing their own theories each week within a specific historical context; this work culminates in creating their own personal theory which guides them into their thesis and careers.

Our goal is that through this sequence of six courses, which stretches from the first-year of study into the fifth, students develop skills relevant not only to understanding architectural history and the context in which to interpret it, but skills also relevant to their careers as architects; gathering and assessing evidence; evaluating and comparing relevant information; breaking down a complex whole into constituent parts, comprehending people, place, and context; recognizing the disparate needs of client, community, and society. Please see PC.4 History and Theory to better understand how these curricular changes further respond to the 2020 NAAB Conditions.

Previous Team Report (2018): I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Not Demonstrated

2018 Team Assessment: A clear process for budget development, review, and approval at the program, college, and university level for each academic year is documented in the APR.

Although there is an observable culture of making available funds go a long way, financial resources are a challenge for the architecture program and for the local region which includes communities well below the poverty line. Approximately 73% of the students are eligible for Pell Grants and beginning with the Spring 2018 semester, UMA implemented a policy, the Pine Street Pledge, by which all eligible students will not pay any out-of-pocket expenses for tuition or mandatory fees. There's also evidence of architecture program endowments, funds and scholarships to support student learning and travel in the APR. These opportunities should positively impact students' abilities to afford an architectural education at UMA.

That said, both students and faculty noted that it was challenging to make ends meet, many students are single parents, support families, and/or have jobs, and the level of compensation for some part-time faculty could amount to faculty donation. The program's operating budget was increased 32% from 2016 to 2017 and 0% from 2017 to 2018 (exclusive of a one-time investment in Shop Funding) and a 0% increase is predicted for 2019. Funds for additional faculty and operating expenses to keep pace with projected enrollment and growth, and general budget increases to keep pace with inflation are not currently indicated. Total fall enrollment numbers for 2016, 2017 and 2018 are 37, 45 and 45 students respectively.

The 2015 plan shared with the college and university was predicated on moving toward cohorts of 30 students per year. In the current 2018 APR the program has declared its intention to focus on quality of applicants and elevating the qualifications of students who matriculate versus expansion of the program size. In support of this goal, university admissions has implemented changes to their recruiting policies including active recruitment for the architecture program which resulted in greater program enrollment and retention of higher quality applicants starting in 2017, however, the team heard mixed levels of understanding from university administrators regarding this revised approach.

Current program enrollment has pushed the teaching capacity of the faculty to or seemingly beyond its limit and working at this current level is not sustainable. An additional full-time faculty member is essential to ameliorating the faculty workload in handling the addition of the 2019 cohort of students. The team observed that holding funding steady until enrollment moves to 30 students per Freshman year (15 freshman enrolled in 2018 and 15 in 2017), particularly a new full-time faculty line, will likely undermine the positive momentum established within the program.

Program Response:
In review of the program, plans for growth have changed, albeit interrupted by the COVID pandemic and resulting need for social distancing. While we had planned to increase our enrollments in the 2020-21 academic year, UMA Architecture now plans to increase our freshman class to 20, rather than 30, starting in AY 2022-23. This measured growth, supported by an already realized increase in overall applications to the program, would allow us to support two sections of first-year studio (10 in each section) while maintaining single sections of 20 students in related first-year architecture coursework. This plan would allow for overall student body growth with a minimum increase to faculty helping to keep us financially stable. We believe we can achieve a good balance financially and in terms of teaching load with this size of growth.

With this level of growth agreed upon, the University stepped up and added a new, fourth full-time faculty line to the BArch program starting in AY 2020-21. The program held a search and hired a fourth FT faculty member, a full year ahead of our long range planning goal for this position (see Section 5.2.1 Long Range Planning). This past year we have seen the benefits of this added position to the program including better coordination of individual program cohorts, oversight of curricular sequences, input of new ideas and initiatives, and a welcomed redistribution of faculty responsibilities all in support of a stronger program that benefits our students, as well as faculty workloads.

Unfortunately, the recent hire has decided not to continue in the full-time role for AY 2021-22. This occurred late in the spring semester, making it infeasible to conduct an adequate search before the

start of the fall 2021 semester. We have gotten confirmation from UMA's Provost that we will conduct a search to fill this position in the AY 2021-22 with the plan to have the new faculty member join the program in AY 2022-23. We believe that the growth in our full-time faculty demonstrates that we have appropriate and adequately funded human resources to support student learning and achievement as required by 5.4 Human Resources and Human Resource Development.

Program Changes as a Result of Changes to the Conditions

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

With UMA's BArch program transition to the NAAB 2020 Conditions, we completed a thorough review of the new language and guidelines, including how our current program structure, resources, and curriculum either met or did not meet these new conditions. While there were multiple incremental adjustments we made to align with the new conditions, our review resulted in four primary reconsiderations, all of which relate to our assessment efforts.

Beginning with AY 2020-21, we began a formal assessment of our curricular sequences (see Section 5.3.1 Course Assessment & Curricular Development). Prior to the 2020 Conditions, we had been assessing individual courses in each semester they were taught, as well as the architecture curriculum of each cohort year to understand what objectives, both our own and as relates to the NAAB SPCs, were being properly met. We have consistently reviewed our coursework in this way, looking for ways to improve an individual course, as well as the education our students receive. With the assessment of our seven curricular sequences, we are now considering coursework as it scaffolds *across* years of the program, reviewing how we are introducing important concepts, how they are advanced through coursework, and finally how those concepts are understood or abilities demonstrated by our students. This first round of sequence assessment has shown us how much progress we have made to date, and also the work to be done in order to achieve the intricacies of interweaving teaching across multiple years of our program. Sequence assessment was a goal of our 2018-2021 Long Range Planning but the NAAB 2020 conditions made the need more evident and immediate.

The second primary consideration spurred by the 2020 Conditions was the introduction of our External Program Assessment. Initially considered for AY 2019-20, we delayed the external review due to COVID. Done at the conclusion of AY 2020-21, this assessment brought three panelists (one each representing the profession, the academy, and our alumni) together via Zoom to focus on a specific sequence of our program. For AY 2020-21, the selected sequence was our Tectonics & Assemblies Sequence. The input received from this external review will help to advance our coursework and in turn, the engagement of our students. Going forward, we plan to hold these external assessment reviews at the end of the fall semester to alleviate the workload found at the end of the academic year. The planned schedule of future External Reviews and other associated topics can be found in section 5.2.5 External Input of this document.

The third primary consideration brought about by the 2020 Conditions was a comprehensive review of how our teaching and outside events support the revised Shared Values, Program Criteria, and Student Criteria. This led to a realignment of coursework to these NAAB areas, and a consideration of how we are best meeting the various criteria. Having realigned our internal and external activities with the new NAAB values and conditions, we can begin to assess how well we are meeting the new criteria going forward. Beginning with the assessment work of AY 2021-22, we will formally include Shared Values and Program Criteria considerations, in addition to Student Criteria (formally SPC) considerations which we have addressed in past assessment work, as part of our individual course assessments, as well as our cohort and sequence curricular assessments. This work will include

updating our UMA course charters, individual course syllabi, and course assessment documentation to cover these areas.

The fourth area of assessment that we are reconsidering is that of 'key performance indicators' in conjunction with course outcomes assessment (see 5.2.2 Key Performance Indicators). While the assessment of course outcomes has been part of our individual course assessment work from the start, that self-assessment work has not made adequate use of *student* responses to course outcomes. As part of the University's Student Course Evaluations, students surveyed indicate how well they understand or are able to demonstrate a course's stated outcomes. We feel this data, in conjunction with teacher feedback collected in our internal course assessment, will give us a fuller picture of how well course outcomes are being met, and what changes may be required to better achieve them. We are reviewing University gathered information on outcomes versus conducting our own outcome assessment internally. To help determine the best path forward, in spring 2021 we conducted our own assessment of course outcomes of the *ARC407 Architectural Design: Integrated Studio* and *ARC417 Integrated Building Systems* courses. These two courses are taught as co-requisites, so we were very interested in their respective outcomes and the assessment of their collaboration. Our initial reaction to this outcome-focused assessment is positive, and looks to give us insight into specific outcomes as well as larger course goals or methodologies. We will use this as a starting point to better our outcome assessment going forward.

Examples of our current assessment work in the above areas, as well as documentation of other program assessment work, will be made available in the Assessment folder, and in individual documentation folders related to Shared Values, Program Criteria, and Student Criteria evidence, 45 days prior to our spring 2022 visit for Continuing Accreditation.

Finally, the formal use of non-curricular activities to meet required Program Criteria or Student Criteria, is a new idea for us. We recognize that our non-curricular activities could be used more systematically and specifically to support our larger pedagogical and program goals. As we move forward under the 2020 Conditions, we will need to review how these non-curricular activities can best support our students and, as importantly, how we might assess their use and success toward the realization of our goals.

1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program. *Programs must specify their delivery format (virtual/on-campus).*

Program Response:

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. Our mission expresses who we are: SMALL… INTEGRATED... HANDS-ON. 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. We believe our goal of engagement is best achieved through on-campus teaching. To this end, all architecture course work is conducted live at Handley Hall with some exceptions made in academic years 2020-21 and 2021-22 in response to the COVID pandemic.

UMA is a small public university, serving regional, non-traditional students of central Maine and beyond. 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, allowing 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 teaches students a specific set of skills and knowledge, but builds a scaffolding for future learning.

The University of Maine at Augusta was founded as a community-based institution offering degrees to central Maine. The University's mission states, "*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-one baccalaureate degrees and three graduate degrees. This continued and focused growth of UMA is paralleled by the architecture program's growth over the past three decades.

Since 2013, in response to ongoing internal assessments and feedback from NAAB teams, we have restructured, integrated, and invigorated our curriculum, while remaining true to the mission of the school, the university, 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 the 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 the 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.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
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 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, and strengthens UMA's place as an engaged partner in the region. Please see PC.6 Leadership and Collaboration for more detailed information on our community work.
- Connections to Professionals. As the only professional architecture degree in Maine, public or private, and 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 built environment.
- Exhibitions and Visiting Lecturers. The creation of the street-level Richmond Gallery on Water Street, gives UMA a downtown presence. Exhibits and presentations in this space (seating 40-50) draw a wide variety of guests, many coming to the University for the first time. Guests holding events here have included: Passivhaus Maine, AIA Maine, the Augusta Colonial Theater Group, and the Kennebec Valley Leadership Conference. In the main campus's Danforth Gallery, our annual Architecture Student Show displays work from the B.Arch program's five years. This exhibit brings guests and families to UMA where they can experience the quality and beauty of work done by UMA students, and increases outsiders' knowledge of the institution. *(NOTE: in response to the COVID pandemic, the Richmond Gallery was temporarily turned into a studio space for AY 2020-21 and AY 2021-22. Once we are fully clear of pandemic restrictions, we plan to return it to its multi-purpose use as described above).*
- Rigorous, committed students. Throughout the degree, architecture students complete General Education requirements, including courses in art, art history, math, physics, computer technology, and the social sciences, as well as 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. 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 has carried over to other degrees, raising the bar as to what is possible at UMA and in central Maine, and was a major stepping stone in starting graduate-level degree programs at UMA.
- Please see 5.1 Structure and Governance for information on faculty involvement in University-wide governance and initiatives.

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. Built in 1875, our building was donated and extensively renovated in 2010. Handley Hall, located at 331 Water Street, downtown Augusta, puts UMA Architecture and our community partnership goals *in* the community where they can best thrive.
- Street Level Gallery. The multi-purpose Richmond gallery is UMA's "face" to the Augusta community allowing the architecture department its first departmental exhibition space. 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." *(NOTE: in response to the COVID pandemic, the Richmond Gallery was temporarily turned into a studio space for AY 2020-21 and 2021-22. Once we are fully clear of pandemic restrictions, we plan to return it to its multi-purpose use as described above).*
- Facilities. As the B.Arch program grows, the fifth-floor of Handley Hall offers possibility for expansion, increasing the architecture program's overall studio and teaching space by almost 33%. A plan of this potential expansion is linked to under section 5.6 Physical Resources.
- A Commuter School. Historically, UMA has been a commuter school, drawing students from a wide variety of economic backgrounds and age groups. This inherently connects UMA to a diversity of communities and supports the program's goals to engage the community.
- Experience in Architectural Education. Architecture at UMA started in 1987. The experience and growth since then, 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.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
As a professional degree, we champion the idea that learning happens both in the classroom and outside through the profession and related activities. Our mission of engagement demands that we support our students and faculty - through encouragement, programs, and finance - to explore learning opportunities on multiple levels. To this end, we support field trips both within the classroom and for the program, taking students to job sites, important architectural precedents, and manufacturing facilities. Our AIAS chapter creates opportunities for students to connect with local professionals, and to give back to the surrounding community including workshops, team building events, firm tours, conference attendance, and student competitions. We employ full-time and part-time faculty that engage their respectives professions in a myriad of ways including educational opportunities, attendance at lecture series, volunteering for architecture-related boards, attendance or presenting at conferences, giving public lectures, and joining local community groups and endeavors. The University supports these various endeavors through sabbatical and professional development support, giving both release time and financial support.

In addition, our most recent long-range plan shared in section 5.2.3 Progression Toward Objectives, included a goal to more systematically connect our students to the professional and construction communities. While we have made some progress, much of that work has been delayed due to COVID restrictions, and we look forward to when we more easily come together in collaboration with our professional community.

NOTE: Required Documentation and additional supporting evidence for this APR will be found in NAAB SP22 Visit Files & Folders. Access will be limited to program administration, NAAB administration, and the NAAB Visiting Team. As required, these folders will be activated and shared 45 days prior to our spring 2022 visit for Continuing Accreditation.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

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. 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 perceive as limitations as our strengths. The small size of our department allows each teaching faculty to 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. There are three meaningfully unique parts that make up our character and pedagogy, engaging 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 learning elements is about a kind of engagement: with making, with designing, and with people.

2—Shared Values of the Discipline and Profession

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

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

NOTE: *Although not specifically required, for each of the Shared Values below we have linked to Documentation folders at the end of each narrative. The links will take the NAAB Visiting Team to supporting evidence of our work in regards to each Shared Value. Separately and to allow for a comprehensive understanding of our curriculum, we have also supplied documentation on all UMA Architecture Coursework in the shared Drive in the Documentation folder. All linked folders will be activated and accessible 45 days before the scheduled spring 2022 visit.*

Program Response:

The six Shared Values are integrated throughout the five-year sequence of our curriculum, and are layered and intensified by the connection of courses to one another as part of fundamental sequences and integrations.

- Our program is built around the idea that design, as a humanistic discipline, can be a tool for creating enriching, safe, equitable, and sustainable built environments.
- We emphasize the responsibilities and opportunities that architects have for both environmental stewardship and public health.
- We see our program's socioeconomic and age diversity as 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.
- We believe that students need foundational knowledge in order to innovate, and that with a foundation of understanding, innovation and new knowledge are made through iteration. We see architecture as fundamentally collaborative and that architects play an essential leading role in the consideration and construction of our shared built environment and that it is incumbent on us to instill these beliefs in our students.
- We recognize that we must educate young designers that are well equipped to respond to the inevitable changes of the profession through thoughtful research and clear design intention.

We develop design thinking skills and the ability to integrate design solutions in a systematic way across our curriculum, from the foundational studio courses of first and second-year, to the building technology courses of the third and fourth-years, to the fall fourth-year Integrated Studio that is the primary evidence for this shared value.

We believe that the best way to train architects is to educate them as creative problem solvers and innovative critical thinkers. This education begins in our foundational first-year studio design exercises, where students are introduced to the design process, learning to test and evaluate conceptual ideas in multiple media, to iterate solutions, and to evaluate intentions. Through a systematic layering of issues and limitations in the development of the foundational studio sequence, our students are prepared for responding to the complex interaction of economics, energy, building science, and human needs of the upper-year studios, and the complex and evolving profession that they will eventually work within. This work culminates in the *ARC407 Architectural Design: Integrated Studio* where students research, iterate, and produce a comprehensive design solution that brings together the many-layered aspects required of a work of architecture.

Our annual assessment of our Studio Sequence encourages a continued discussion of how we both scaffold and spiral design thinking and problem solving skills through introduction and reinforcement over several semesters of studio, increasing the complexity of both problems and context. This assessment, in combination with our long range planning, which prioritizes continuing education for our faculty and integration with the profession for our students, ensures that our student's design thinking skills are simultaneously foundational and innovative.

	Information & Links to Associated Materials
Status of Shared Value	As of our most recent assessment, this shared value is being well covered but we are looking to better understand how we inculcate a design process in a specific and systematic way across our design studios.
Related Evidence & Assessment Documentation	Design Folder
Related APR Information & Additional Detail	PC.2 Design

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

Program Response:
The idea of environmental stewardship and professional responsibility is intentionally ingrained into our curriculum on multiple levels: in our design studios, in our energy course sequence, in our building assembly sequence, and culminating in our integrated studio. We intentionally both scaffold learning and spiral back to it, reinforcing the responsibilities and opportunities that architects have for both environmental stewardship and public health, moving progressively towards a stronger understanding and, ultimately, greater independence in the way our students respond to the contexts that they design in.

In the second-year of the program, our students take two allied energy and sustainability courses. These courses start with an understanding of climate both regionally and at the level of the building, and integrate thermal comfort and daylighting into the heating, cooling, and lighting strategies that the students consider. Students are also exposed to passive sustainable ideas and software to see how these ideas directly influence building design strategies. These courses focus on architectural methods for achieving comfort in a building through passive and active techniques, and build a foundation for further investigation in the upper-level studios. This approach is continued in the third-year building assembly sequence, which is 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-performing building envelopes. The third-year is also where issues of public health, safety, and welfare are introduced. This stewardship is integrated in the third-year Steel Studio with a final project with spaces that acknowledge building code requirements, as well as encourage social interaction and promote occupants' health by introducing daylight and connecting them to the natural environment. Through an integration with their construction techniques course, students learn to develop an efficient building envelope for their studio project, and understand the technical ramifications and considerations of high-performance assemblies. This learning is reinforced in the fourth-year Integrated Studio and Integrated Building Systems courses, where projects are located in sites and climates outside of Maine, thereby demanding students bring

their understanding of both building code research as well as building envelope performance to bear on an unfamiliar environment. These two fourth-year courses are closely integrated to support one another and the student's deeper understanding of Health, Safety and Welfare issues and how to integrate these values into their designs. The synthesis of these courses helps elevate these subjects beyond a requirement to become an integral part of the design process.

Our annual assessment of our Energy & Systems and Studio Sequences encourages a continued discussion of how we inculcate the architect's responsibility to environmental stewardship over several semesters. These assessments look to systematize the teaching of environmental issues, ensuring that our student's understanding and implementation are simultaneously foundational and innovative.

It is fundamentally important to us that the ideas of sustainability and the responsibility of architects for the health of our communities are more than stand-alone courses; that the ideas of environmental stewardship and professional responsibilities are applied throughout the curriculum, discussed and taught through multiple lenses, by different instructors and through multiple modalities. We introduce and teach these concepts not as requirements but as an integral, holistic part of the design process of a responsible professional. This teaching culminates in our fourth-year Community Design Studio, where students, working with community partners, can bring their cumulative learning to bear on issues and projects important to our partners. Through this engagement, our students understand and experience first-hand the ethical responsibilities architects have toward the built environment, and their burgeoning role in addressing those responsibilities.

	Links to Associated Materials
Status of Shared Value	Our recent assessment indicates that we are meeting the outcomes for this shared value but that we need to systematize our teaching of environmental stewardship across the curriculum to ensure our students are receiving the knowledge, tools, and skills to address these issues.
Related Evidence & Assessment Documentation	Environmental Stewardship & Professional Responsibility Folder
Related APR Information & Additional Detail	PC.3 Ecological Knowledge and Responsibility

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

Program Response:
The University of Maine at Augusta is a school that was founded on social equity. In fact, 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 workforce for several years. Many have family responsibilities, are parents, or run small

businesses. We believe strongly that our 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.

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. In addition, we have close working relationships with regional Community Colleges to offer advanced study to those seeking a professional education.

We believe that these ideas start with the atmosphere we create in the studio, which is at the center of our students' learning. How students treat each other and their shared learning environment creates the foundation for how they perceive and treat their work and future clients. The ideas of equity, diversity, and inclusion are shared in our Studio Culture Policy which states our goals of being engaging, supportive, and productive, including topics of work/school/life balance. Our policy states, "Studio culture should promote an environment in which students feel comfortable to freely engage and exchange in learning with each other and faculty." This freedom, coupled with the diverse population we serve, allows our students to engage and learn from one another. This is evidenced as our students learn how to collaborate and engage with others beyond the classroom in our annual Community Design Charrette. Here, students work in cross-year collaborative teams focused on the design issues of a non-profit entity or municipality. Through this work, the students see the application of equity and inclusion in design, and better understand their responsibility to act with this in mind.

Our annual assessment of our Studio Culture Policy, as well as assessment of our Professional Practice Sequence which includes our community-based activities, encourages a continued discussion of how we welcome students of various backgrounds to the program, support them while in the program, and simultaneously ensure they understand the power of architecture for all as they enter their professional lives.

	Links to Associated Materials
Status of Shared Value	Our recent assessment and review of demographics indicates that we are achieving our goals given the population we serve.
Related Evidence & Assessment Documentation	Equity, Diversity, and Inclusion Folder
Related APR Information & Additional Detail	PC.8 Social Equity and Inclusion.

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

Program Response:
Our approach to knowledge and innovation is based on two principles. The first is that students need foundational knowledge in order to innovate. We build this understanding of the fundamental principles involved in the existing paradigms of designing and making buildings, whether those principles are environmental, structural, cultural, material, or tectonic, through a solid foundation of both technical and analytical courses in the foundational years of their studio sequence. Secondly, we believe that upon that foundation of understanding, innovation and new knowledge is made through iteration.

Iteration is practiced in the context of the first-year design studio, and in the analytical research documentation of precedents in second-year, and in the detailing of a wall assembly in the third-year assembly sequence, and in the integration of multiple-layered systems in fourth-year's integrated studio, and in the creation of a research proposal in fifth-year. Whatever the year or the design context, we believe in iteration as a way of innovating, and at a fundamental level, we believe that translating an architectural idea into a constructible reality requires a student to imagine, to hypothesize, to question, and to iterate.

We also believe that without a solid understanding of the current conventions of building assemblies, design paradigms, and cultural and physical contexts, iteration can be meaningless. Our curriculum is intentionally structured to provide a foundation for both working within existing paradigms, as well as developing new ideas about how architecture can be a force for innovation and change. This knowledge and innovation is tested in the "real world" in the context of the fourth-year community design studio, where students work with community groups to bring innovative design solutions to our community partners. Primary evidence for the proposal and research of new knowledge is found in the thesis year through more theoretical frameworks, guided by our students' own investigations and interests.

Our annual assessment of our Analysis, History, and Theory Sequence, as well as assessment of our Studio Sequence, encourages a continued discussion of how we build a foundational knowledge and subsequently, how our students leverage that knowledge in support of their own research investigations. As with all our assessments, they are an integral part of our long-range planning.

	Links to Associated Materials
Status of Shared Value	Our most recent assessments indicate that we are continuing to strengthen our research teachings, while recent results from studio coursework indicate students are able to formulate and conduct focused research agenda.
Related Evidence & Assessment Documentation	Knowledge and Innovation Folder
Related APR Information & Additional Detail	PC.5 Research and Innovation

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

Program Response:
We believe that architecture is fundamentally collaborative, that architects play an essential leading role in the consideration and construction of our shared built environment, and that it is incumbent on

us to instill these beliefs in our students. To this end, 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. Collaboration and community engagement are specifically taught through the community design work that has been integrated at multiple points of our curriculum.

The Community Design Charrette, a significant piece of our curriculum and program, is a focal point of this practice. Each spring, students work in three-person collaborative teams with a selected community partner, typically a municipality or non-profit, to explore a design issue important to that partner. The charrette is organized in such a way that each fourth-year student takes a leadership role for a team: organizing their approach to the project, the interactions with the community client, and the final presentation. They are typically partnered with one second-year and one third-year student, creating a cross-cohort team which itself promotes collaboration and connection. This two-week charrette, one that each student will participate in three different times while in the program, gaining experience and responsibility through each iteration, teaches our students to work with each other, and by extension future professionals. Simultaneously, it requires our students to engage and work with non-designers: people with real design problems requiring insight and innovation. This in turn exposes our students the great responsibility that we, as architects, share and how best to work with and educate our respective clients.

Our community-based collaborative work is explored in greater depth in the upper-years of the program. Starting with our professional practice course, our students work in cooperation to create mock business plans, thereby emulating the collaboration with one's business partners necessary to develop a new practice. And again, as part of their thesis exploration, students are tasked with finding a mentor or professor in a discipline related to their chosen investigation, creating a collaboration that leverages knowledge bases in support of architectural investigation. However, the primary upper-level exploration of community work is accomplished through the *ARC408 Architectural Design: Community Studio* of the fourth-year, where upper-level students work with community partners for an entire semester on a wide-range of projects, most recently grappling with issues related to Maine's need for affordable housing. This curriculum builds upon the Community Design Charrette, and leverages that experience so our more experienced students can share their design skills with a wide variety of clients who do not always believe they deserve, or even see the value in, good design.

The assessment of our Studio Sequence and our Professional Practice Sequence enables a continued discussion of how we instill the tenets of collaboration and inclusivity in our students so they both understand and can act upon the responsibilities that the architecture profession has to the greater good. As with all our assessments, these are an integral part of our long-range planning and review.

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.

	Links to Associated Materials
Status of Shared Value	Based on our recent assessment, we are meeting our desired outcomes related to this shared value. In AY 2021-22, we will be reviewing the Professional Practice sequence to strengthen it, as well as best leverage our community-based teaching in support of that sequence's goals.

Related Evidence & Assessment Documentation	Leadership, Collaboration, and Community Engagement
Related APR Information & Additional Detail	PC.6, Leadership and Collaboration

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

Program Response:
We recognize the architectural profession is constantly changing and evolving. From new building technologies, to innovative ways of living, to the demands of our challenged environment, we believe that we must educate young designers that are well-equipped to respond to these inevitable changes through thoughtful research. In acknowledging this, we integrate self-teaching and guidelines for research in multiple places across our curriculum. Starting with precedent studies, progressing to various forms of architectural-related analysis, supported by visiting lectures and panel discussions that bring design professionals to the school, and culminating in the fifth-year of study with our architectural theory course and independant thesis projects, we grow a student's ability and responsibility for self-guided learning in a specific and determined manner.

Students are initially introduced to research in first-year through coursework on precedent study. This introduces the idea of learning from what has come before, as well as techniques for learning through various resources including drawing analysis. Second-year students are given further responsibility as they conduct various types of analysis including additional study of precedents, site and program analysis, and research papers in their introductory history classes, with much of this work benefiting from the learning gained in our introductory Research and Analysis course. By demanding students research and present subjects early in their education, we are building their confidence in how to undertake research and reinforcing how important it is to start a habit of independent learning.

As students progress through the program, the individual responsibility for learning increases. In the third and fourth years, as the curriculum becomes more technical, students must undertake investigation for architectural detailing including high-performance building envelopes and apply this research to their own design work. This integration of student-led research and design helps students understand the importance and application of research to the architectural design process.

In the Professional Practice course, assignments reflect the practical skills required across many topics including practice, research, and critical thinking. Guest lecturers with a variety of backgrounds and positions provide real-world insights on many of these key topics. A majority of class time is student-run with assignments meant to engage professionals and potential future colleagues. Each week a student leads the presentation of the assigned readings and topic. They lead the class discussion, bringing specific questions as well as one additional relevant article related to that week's topic to be shared in class. Through this structure, students understand the importance of research as it relates to professional practice, and make the connection of the importance of research from studio to practice.

In their fifth-year, students engage in self-reflection and learning in two important ways. The fifth-year Architectural Theory course provides students a solid foundation from which further inquiry and

development of a personal theory can spring forth, working to help students create a set of values with the aim of producing focused quality work. This course overlaps with students' capstone thesis work in which they take on the full responsibility of proposing and conducting research projects including literature review, the research of a selected site, the development of a project's program, as well as determining the research methodologies to be applied leading to their design projects. In these ways, we ensure that as students mature in the program their understanding of the importance of proposing research topics and methods are applied to their final thesis design.

The assessment of our Analysis, History, & Theory Sequence is essential to the continued development of our students' ability for independent thinking through investigation and research. In addition, the planned in-depth review over AY 2021-22 of our Professional Practice Sequence will further address this shared value as it relates to practice. As with all our assessments, these are reviewed and considered as part of our long-range planning and review.

By sharing self-directed learning techniques applied across the curriculum, discussed and taught through multiple lenses by different instructors and through multiple methodologies, we are creating in our students an understanding of the inherent value and requirement of lifelong learning as an integral part of architectural education and the profession.

	Links to Associated Materials
Status of Shared Value	Our recent assessment work indicates that our students grow to be thoughtful and productive lifelong learners. This is also evidenced in our upper-level design work.
Related Evidence & Assessment Documentation	Lifelong Learning Folder
Related APR Information & Additional Detail	PC.7 Learning and Teaching Culture

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

NOTE: For each of the Program Criteria below, we have linked to Documentation folders at the end of each narrative. The links will take the NAAB Visiting Team to course folders where primary evidence in support of the respective PC may be reviewed. Separately and to allow for a comprehensive understanding of our curriculum, we have supplied documentation on all UMA Architecture Coursework in the shared Drive in the Documentation folder. As required, these linked folders will be activated and accessible 45 days before the scheduled spring 2022 visit.

PC.1 Career Paths

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

As a professional degree, the connections between the classroom and professional practice are important aspects of our pedagogy, woven into our classes and program events. We understand that our responsibility as a professionally accredited degree in regards to student long-term success is very different from that under our former pre-professional four-year degree. We work to ensure that our students and prospective students understand the path toward licensure, the intrinsic intertwining of school and practice, and the multiple career paths afforded by an Architectural education.

Like many of these criteria, our work is integrated throughout the curriculum. Indeed, we 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, held annually in November. At this event, we discuss the profession of architecture, the various paths towards licensure (especially as they relate to our state and region), and the various job opportunities, both architectural and in related fields, available to our graduates. We reinforce these topics in our New Architecture Student orientation, held each August, which is mandatory for all incoming 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 annual meetings held by our Architect Licensing Advisor where pathways to licensure are shared and discussed, including any important changes that may affect our students' professional futures.

In our B.Arch curriculum, we have developed three significant courses that educate, expose, and prepare our students for professional practice and responsibilities of architects: *ARC421 Professional Practice, ARC361 Portfolio Development, and ARC406 Architectural Apprenticeship*. These three courses, with the addition of our *ARC408 Community Design Studio* and our annual Community Design Charrettes, form our Professional Practice Sequence. This curricular sequence was most recently assessed in spring 2021. Building on that assessment, we will be exploring the goals and structure of this sequence over AY 2021-22 to ensure it supports our students as they transition from the classroom to the office. Please find additional information on these courses, as well as their current and planned scaffolding, under SC.2 Professional Practice.

Currently, much of our success in the area of students' transitioning from school to practice is based on our small numbers, and the strong relationships our full-time and adjunct faculty have with the professional community. As the only professional architecture degree in Maine, inquiries regarding employable students come in regularly. As our student body grows, we will need to consider developing a more systematic way of assisting students with internship placement and promoting our program to the professional community. We would note that this work was advanced with the creation of an internship database. However, this work was disrupted by the COVID pandemic but will be readdressed in AY 2021-22. 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 with various architecture-related organizations, and work with AIA Maine. Practicing architects act as guest lecturers, attend our design reviews and thesis presentations, serve on 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 being transparent in the path toward professional licensure. We structure our coursework to integrate the complexity of professional practice as students progress through the curriculum with the goal that our students recognize the varied ways their education can come to bear on their professional futures. We work so that our students graduate well-informed and prepared for careers as responsible professionals, familiar with the process and requirements of becoming licensed practitioners, or confident in wherever their career paths may lead.

PC.1	**Links to Associated Materials**
Related Evidence & Assessment Documentation	PC.1 Career Paths Folder
Related APR Information & Additional Detail	SC.2 Professional Practice

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

Program Response:
We begin our students' education with a foundation of introductory courses which establish a fundamental understanding of architectural representation, develop spatial thinking skills, and teach a process for problem solving. In these first two years of student's studio education, we focus on fundamental principles of architecture, involving an iterative investigation into the relationship of form and meaning through research, invention, testing, and evaluation through multiple modalities of making. We scaffold this learning in intentional ways in the studio and supporting curricular sequences, so that students build a layered understanding of the complexity of the design process. That process, one that is grounded in iteration, becomes a foundation of making and understanding throughout their design careers.

In the foundational design studios of first and second-year (*ARC101 Foundation Studio*, *ARC102 Process Studio*, *ARC203 Intention Studio*, and *ARC204 Site Studio*) as well as their supporting courses in representation and analysis, we have created a curriculum that systematically breaks down the essential elements of architectural design into their basic components. By giving students

these skills, through an intentionally scaffolded and integrated curriculum, we help to educate designers that skillfully utilize problem solving tools, clearly understand how they are intrinsically intertwined, and use them to support thoughtful and socially meaningful design intentions at multiple scales and in multiple contexts. These four foundation studios build on simple design exercises that develop spatial acuity and design intelligence in multiple contexts, allowing students to transition from the somewhat prescriptive design process of first-year to the formulation and strengthening of an individual approach by the end of second-year.

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 the third and fourth-year studios (*ARC305 Housing Studio, ARC306 Steel Studio*, *ARC407 Integrated Studio*) are overtly and intentionally influenced by our students' coursework in curricular areas outside of studio including Analysis, Theory, Technology, Materials, Digital Practice, Structures, and Sustainability courses. In these upper-year studios, we layer the fundamental understandings of the first two years 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. Students learn to diagram a site in order to record the complex forces which shape it, they demonstrate an understanding of how to analyze as a means of understanding a complex situation, and they learn to use that analysis as a means of generating design ideas.

In the fourth-year *ARC408 Community Studio*, the last design studio before their thesis, students leverage this understanding for community partners, learning that the foundational academic skills of research, analysis, communication, collaboration, and listening are also fundamental in solving architectural problems. Throughout this process, they continue to develop an individual design process which is generated by integration, exploration and iteration, and continue to practice discussing, defending, and describing design ideas using architectural terms, drawings, models, and diagrams.

By the time our students are preparing for the fifth-year thesis sequence, they have learned that architecture is a problem solving discipline, and that in their solutions are opportunities to positively impact their environment, the cities and communities they live in, and the people they design spaces for. The proposals for their individual thesis projects, while grounded in research and design iteration, are also a chance for them to create their own methodology for research, innovation, and problem solving within a design context. The presentation of these capstone projects to a panel of professors and practitioners allows them a chance to describe and defend their research, their design methodology, and their solutions, and serves as a springboard into a meaningful career where they understand the responsibilities and opportunities that they have, as designers, to shape the built environment.

Assessment of our design process teaching and the review of how we teach the complexities of architectural design are accomplished through our Studio Sequence Assessment work, done at the end of each academic year. This assessment reviews the goals of the sequence and puts forth action items to address how we might better address the topics of this PC, as well as other related studio goals.

We fundamentally believe that design intelligence is the result of a slow process of assimilation; it takes time, effort, and a lot of concentration. Our goal is that the layered and iterative design thinking work that students undertake in our program creates a foundation for problem solving and innovative design thinking throughout our students' professional careers.

PC.2	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.2 Design Folder
Related APR Information & Additional Detail	SC.5 Design Synthesis

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

Program Response:
The idea of ecological knowledge and responsibility is taught in our curriculum on multiple levels: in our foundational design studios, in our Energy & Systems Sequence, in our Tectonics & Assemblies Sequence, and in our fourth-year integrated studio. This scaffolded learning reinforces elemental principles and encourages the integration of technical knowledge in a design context.

Within the foundational studios sequence, second-year students are introduced to the importance of the ecology of a site and how the environment has the potential to influence design in the *ARC204 Site Studio*. This studio is structured so that students develop intentions for two similar programs situated in two very different environments (for example, AY 2018-2019 projects were located in Augusta, Maine and Albuquerque, New Mexico, and AY 2019-2020 were situated in Conway, NH and Maui, Hawaii) In this way, students learn how to react to and design for different environments within a design context, prioritizing the analysis and understanding of site and its influence. This studio is integrated with *ARC251 Sustainable Design Concepts*, a combination of lectures and workshops, where students are exposed to sustainable ideas and how building orientation influences environmental impact, as well as where students are introduced to the software that is used to understand the measurable impact of building design strategies. Through manipulating WUFI software, students study how changes in building envelope, interior loads, on-site power generation, and other variables can influence a building's impact on the environment. These influences and impacts are studied, through these two courses, at an introductory, holistic level.

In their third-year, students study advanced building performance from a more technical point of view. In *ARC332 Construction Techniques*, students are introduced to high performance envelopes, and the issues involved in designing and specifying high-performing and airtight building assemblies. The class starts with principles (the concept of the “Perfect Wall”) and applies these principles using a wide variety of construction techniques, systems, and materials. This knowledge is integrated in the design studio by integrating with the *ARC306 Steel Studio* when, in an integrated final assignment, students design high-performing wall systems for their individual studio proposals.

The curriculum in fourth-year continues to instill an environmental awareness and responsibility in design studio and support classes as students further understand the dynamic between built and natural environments. Our integrated design studio, *ARC407 Integrated Studio*, is intentionally structured to parallel and integrate with *ARC417 Integrated Building Systems*, where students are tasked to study and implement ideas about high-performing building envelopes, energy efficient passive techniques, and site ecology considerations into their design projects. By the time students enroll in *ARC408 Community Studio*, students are ready to work with a local community partner and

site, where they apply their gained knowledge in order to understand a client's perspective and budget as part of the design context. Often, the community project is overtly environmental in focus; in AY 2020-2021, the Community Studio was successfully integrated with *ARC486 High Performance Building Design* (an elective focused on Passive House technology) which allowed students to implement sustainable solutions in ways that their community partners, in this case the Maine Housing Authority, could understand. And while ARC486 was an elective course, we are now considering how we might instill parts of this integration into the design studio to the benefit of all degree candidates.

Important aspects of this PC are assessed through our annual Energy & Systems Sequence Assessment which looks at the integration of passive and active systems within a building and the buildings' context that pertain to mechanical, electrical, plumbing, daylighting, air quality, water use, materials, equipment, and efficiency. Action items, including the development of a more robust connection between our sustainability course and studio, are proposed through this assessment.

We introduce ecological knowledge early in our curriculum, in our foundation studios and their support classes, with a holistic understanding of the dynamic between built and natural environments. We build on this knowledge with an understanding of both the holistic as well as technical responsibilities that architects have for leveraging ecological design, advancing building performance objectives, adapting to new sites and contexts, and building resilience principles into both their studio and supporting curriculum work in the upper level curriculum of third and fourth-years. We ask them to accept and further this responsibility in their community work, understanding that part of their ecological responsibility as architects is advocacy and education.

PC.3	**Links to Associated Materials**
Related Evidence & Assessment Documentation	PC.3 Ecological Knowledge and Responsibility Folder
Related APR Information & Additional Detail	Not applicable

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

Program Response:
The history and theory curriculum sequence develops our student's understanding of multiple theoretical, social, political, economic, cultural, and environmental contexts for architecture. Through the lens of studying significant themes, buildings, and landscapes within a global architectural history, students develop and use a diverse range of skills to think about and convey architectural ideas, both ancient and contemporary.

The first two courses in our Analysis, History, & Theory Sequence are taught by the Fine Arts department faculty, and satisfy General Education requirements of the University. *ARH105 History of Art & Architecture I* and *ARH106 History of Art & Architecture II*, a two-part survey of the history of global cultural production (including both visual art and architecture), provide students with a working catalogue of key works, and discusses their materialities as well as their cultural and historical meanings in context. Students are required to demonstrate their understanding of these works, to

gather and assess research they present to their peers, to write about a chosen artwork or site, and to grasp the material presence of historical objects by seeing them in person (when possible), museums, and galleries. The true subject of these courses are the interwoven histories that cultural products make visible and available to analysis; students learn a history of the world through objects and sites, and gain research and observation skills that render that knowledge applicable.

The first overtly architectural course in this sequence, *ARC212 Building a Human World,* builds on this foundation of critical thinking skills through the study and discourse of a fairly broad architectural history. This course is focused on themes in the pre-modern era; students examine important historical and vernacular building forms within a global and thematic context, not within a strictly chronological or regional survey. This exploration of distinctive architectural forms, features, and archetypes found in building traditions around the world introduces these fundamental ideas and themes in architecture. Typologies, elements of design, basic building technologies, architectural iconographies, social functions, and decorative approaches are considered as students explore both major monuments as well as vernacular spaces representative of human building. Students conduct research, develop and apply visual and written analysis skills, and practice both verbal and written communication skills throughout the semester as they continue to build these foundational skills. By the end of the course students have gained 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.

We scaffold this learning in *ARC241 Architectural Research and Analysis* by introducing a semester-long research and analysis project grounded in the student's emerging understanding of architectural history and theory. In the first part of the semester, students further develop their analysis skills through a series of class lectures, as well as written and visual analysis assignments. These emergent skills are then leveraged to study a significant architectural building in relationship to five themes: Relationship to Environment, Relationship to Typology & Archetype, Relationship to Material Technology, Relationship to Cultural Context, and Relationship to Aesthetic Ideals. Through in-class presentations over the course of the semester, students compare research methodologies and analytical tools, form a foundation for academic research and communication, and deepen their understanding of the canon of significant buildings in architectural history.

The last course in the architectural history sequence, *ARC312 History of Modern Architecture*, 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 reprises the history of architecture through contemporary ideologies, allowing students to understand modern architecture's provenance within administrative and legal structures, the changing conditions of the practice in response to economic conditions and structures of production, as well as its response to social and aesthetic processes at large. Skills and understandings introduced in ARH105 and ARH106, and developed in incremental ways in ARC212 and ARC241, are measured by the submission of a significant research project undertaken as the capstone piece to their architectural history sequence.

The culminating course of the sequence, *ARC431 Architectural Theory*, develops our student's understanding of the fundamental ideas and events throughout history that inspired architectural theories. This fifth-year seminar course asks students to read, understand, and discuss primary theoretical texts through primary source readings. Through seminar discussion and presentation, students continue to develop visual and communication skills relative to researching, substantiating, and arguing for intellectual ideas, and to understand the diverse social, cultural, economic, and political forces that result in architectural movements and theories.

The coursework relating to this PC is assessed through our Analysis, History, & Theory Sequence Assessment. Through that assessment, which covers coursework from the first-year of study into the fifth, we work to ensure that students are developing skills relevant not only to understanding architectural history and the context in which to interpret it, but skills also relevant to their careers as

architects; gathering and assessing evidence; evaluating and comparing relevant information; breaking down a complex whole into constituent parts, comprehending people, place, and context; recognizing the disparate needs of client, community, and society.

PC.4	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.4 History and Theory Folder
Related APR Information & Additional Detail	Progress Since Previous Visit

PC.5 Research and Innovation
How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
We teach research and innovation at multiple moments and through multiple courses throughout our curriculum, scaffolding our student's skills and learning in order to build a solid foundation for the innovation and problem solving of the thesis year and beyond. We see research as existing in the realm of digital technology, building science, material assemblies, design innovation, and cultural understanding; Architecture is an interdisciplinary field.

Research starts at a foundational level in *ARC241 Architectural Research and Analysis*. This course develops our student's ability to understand and interpret architecture as a type of cultural production, through rigorous academic research and analysis. Through this course, students understand that research, and the subsequent analysis of that research, involves not only "fact gathering" – discovering and exploring the characteristics of a specific piece of architecture – but also involves a speculation about the possible meaning of those facts, as well as the lessons that can be learned from them. This act of questioning requires an emphasis on the abstraction, interpretation, and synthesis of ideas. While students develop and use a diverse range of both graphic and written skills to think about and convey architectural ideas, the core of building this understanding is the ability to analyze architecture through multiple means, to conduct academic research in order to reach new conclusions, and to communicate effectively through both written and visual means.

This approach to research continues through the lens of material technology and construction tectonics in the third-year coursework of our Tectonics & Assembly Sequence **(***ARC231 Materials* and *ARC332 Constructions Techniques***),** and the integration of material technology and tectonics into studio projects. In these courses, students are taught foundational paradigms, asked to document and explore innovative precedents, and finally are also asked to innovate new assemblies and systems as they integrate their technical thinking into their studio projects at multiple scales.

In addition to its importance in understanding architecture's cultural significance and material tectonics, we also see research as an important part of the studio sequence – new studio problems intentionally require new understandings and new information, and require new ways of looking at a problem and working through intentions. We intentionally structure the studio to integrate new modalities and ways of fabricating, whether that is through the full-scale fabrication of wood joints in the first-year studio, the introduction of CNC machining in second-year, or the integration of the laser cutter into the workflow of the third-year. We want our students to understand that how you make

and investigate the solutions for a design idea is part of the research process; the studio is simultaneously the place for an understanding of precedent and principles, as well as a place of innovation and iteration.

Our research curriculum culminates in the two-semester thesis sequence, *ARC509 Thesis Foundations* and *ARC510 Thesis*, where students are asked to conduct independent investigative research in an area of special interest. These two semesters intentionally integrate research and design thinking from across the curriculum, whether that is through the lens of culture, construction tectonics, environment, or design innovation. The first part of the thesis year is structured to prepare the student in identifying, researching, and proposing a project of significance, and is organized around the formation of a central research question, the contextualization of that question within contemporary and historical architectural discourse, and the proposal of a research methodology, program, and site for the investigation. The spring thesis studio is focused on how applied research can be part of an architectural problem solving process, and each student's project must demonstrate both a cohesive investigation process as well as a cohesive design solution.

A key to successful research and innovation is a clear, determined process. Helping our students develop a process for working as architectural designers is a fundamental aspect of our studio sequence. Therefore, the assessment of this PC falls under the purview of our Studio Sequence Assessment. In AY 2020-21 we did not have a thesis class, so the consideration of this PC will be evaluated as part of our AY 2021-22 assessment.

Our approach to research and innovation begins with building fundamental skills and ends with independence and integration. Our goal is that by the end of their architecture curricular arc, students have internalized the many research modalities into their own workflow, and have found a way of thinking about architecture that is grounded in iteration, innovation, and testing.

PC.5	**Links to Associated Materials**
Related Primary & Assessment Documentation	PC.5 Research and Innovation Folder
Related APR Information & Additional Detail	Not applicable

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

Program Response:
Much of our program is centered on cultivating the architect's responsibility to their 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, and to be able to work with a variety of constituents to realize those goals. We approach this goal in multiple ways.

As mentioned in our response to the shared value Leadership, Collaboration, and Community Engagement, students are introduced to community design work in their second-year, as part of a multi-year team. The Community Design Charrette work is undertaken at the start of each spring semester by groups of second, third, and fourth-year students, working in collaborative teams. The

teams work with a community partner and propose design solutions at the end of a two-week charrette. Projects have included the design of a volunteer fire station for Rumford, 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 2021, students worked with the Boys & Girls Club of Augusta on the renovation and design of an existing building on Water Street in Augusta, Maine, with the aim of creating a safe and exciting space for the area's underserved youth.

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.

This design exercise teaches students collaboration, and demonstrates first-hand the potential of good design as it relates to real world issues. The fact that students will undertake our 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, resulting in their leadership roles in fourth-year. (*NOTE: the Community Design Charrette will not take place in AY 2021-22 due to a re-organization of the fourth-year student cohort).*

In addition to the annual Community Design Charrette, the *ARC408 Community Studio,* taken in the spring semester of the fourth-year, focuses on community design work. This dedicated semester-long studio gives students the opportunity to work with a selected community partner over an extended period of time allowing for greater in-depth research, exploration, and design iteration. Projects to date have included work with the Waterville's homeless community, the construction of a demonstration tiny house in a park in downtown Augusta, work with the City of Hallowell on the reuse of an brownfield site on the Kennebec River, and most recently working with the Augusta and Maine State Housing Authorities on affordable, high-efficiency housing.

For the project undertaken in AY 2018-2019, the *ARC 408 Community Studio* worked with state and local housing authorities to explore alternative solutions to Maine's affordable housing shortage. The work, done in conjunction with Maine Housing Authority's 50th Anniversary, looked at various housing typologies including small house, row house, and apartment building, on three different sites in the Augusta area. Students met with stakeholders to determine equitable means of design and production. In addition, the students all enrolled in an architecture elective course on Passive House design methods. This high-efficiency model was then applied to the design process of housing. The class concluded with the students producing a bid set of documents for their respective designs, as well as a presentation and exhibit at the 2019 Maine Affordable Housing Conference. A similar partnership was undertaken again in AY 2020-21, with a focus on designing a community of 600 sf small houses in Augusta. That work is being carried forward by the Augusta Housing Authority who is exploring how to leverage the student's design and analysis for 25 new small houses for the elderly in Augusta, Maine. At this writing, we are exploring how we might make our work with local housing authorities the focus of this studio for the foreseeable future, looking to leverage the students' work year over year to the long-term benefit of housing in Maine.

In our Community Studio, and in other community-focused events and curricula, our students engage with a variety of constituents, listening to their needs and respective issues. Students are

given the responsibility of designing for those in need, and this engagement shows them that they have the knowledge, talent, and responsibility to put their architectural skills to use in improving our collective community.

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 *ARC421 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, 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. Additional examples of connections being made with the professional community can be found under GOAL 5 under section 5.2.3 Progression toward Objectives.

The assessment of leadership and collaboration teaching will be found in our Professional Practice Sequence Assessment. This sequence, whose first assessment was undertaken for AY 2020-21, has been selected as a focus of AY 2021-22 as we continue to explore how we can best prepare our students for professional practice, expose students to various aspects of professional practice, and most importantly support their transition from school to the professional world of architecture.

We fundamentally believe in the architect's responsibility to the built environment and their respective communities, and that they can be leaders in these endeavours. Through various classroom and community-based projects, our students gain first-hand experience of what it means to listen, collaborate, and respond to real world issues, as well as see the responsibility and power that they as practitioners may wield. In addition, our community partners realize that their issues are worthy of consideration and of design exploration, and that collaboration with architects may help them realize their respective goals. Together, we strive to create a built environment that better serves all.

PC.6	**Links to Associated Materials**
Related Primary & Assessment Documentation	PC.6 Leadership and Collaboration Folder
Related APR Information & Additional Detail	Leadership, Collaboration, and Community Engagement 5.2.3 Progression toward Objectives

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

Program Response:
The formation and support of the learning and teaching 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 in that faculty may 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. In these ways, we truly get to know each individual student. This allows us in many cases to teach to the student as well as the subject, and often allows us to tailor aspects of an assignment or studio to best serve the learning of the individual.

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 partially-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.

Our learning and teaching culture is exemplified with how we structure and approach the studio, governed by our Studio Culture Policy (SCP). Our SCP is assessed annually by all architecture faculty and students during our end-of-year meeting, through an online survey (*NOTE: while the SCP survey was conducted for AY 2020-21, the end-of-year meeting could not be held due to COVID restrictions*). UMA's Office of Institutional Research distributes the survey, collects and formats the data which we review, analyze, and create action items as necessary. The SCP, with any updates derived through this assessment, is distributed to faculty, students, and staff at our Welcome Back meeting each fall. This meeting gives us an opportunity to welcome everyone back after summer, as well as describe what is expected in Studio, and in the program overall. This meeting and review of the SCP helps to build a positive and respectful learning environment at Handley Hall, and ensures our students understand the policy and its implications. To this end, each student is required to sign a contract acknowledging the rules and guidelines related to studio use, our program, and our shared facility.

In general, 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, and as described under PC.6 Leadership and Collaboration, we connect students across years in our community design charrettes, we often pair students together in classes outside of the 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 ARC509 Thesis Foundations Studio 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 may take coursework alongside upper-level students. 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. This forum, called "The Meeting," is held several times over the course of the academic year, and is a primary means of connecting with our student body. This program-wide gettogether allows faculty and program administration to disseminate information in a face-to-face forum, while allowing students the opportunity to share questions, ideas, and concerns about the program. *(NOTE: due to the pandemic, the "meeting" was greatly curtailed during AY 2020-21)*

In the program, innovation is fostered through coursework integration found across the curriculum for each year. Our integration means that full-time and 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 a crisis for students of having four or five assessments due in the same week. Furthermore, 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, and fosters new and interesting connections in the design studio as well as other coursework. The complexity of our curriculum can be seen through our UMA Architecture Curricular Map which documents the many relationships of our coursework, as well as its integration within and across years.

We believe that the shared studio environment of Handley Hall is at the core of our community. While it is the place where teaching and learning happens, it is also the place where students and faculty meet, converse, challenge each other, and support each other. Since the donation of Handley in 2010, we have worked hard to leverage the space, as well as its equipment and technology, to foster our students' architectural explorations in a positive and respectful environment.

PC.7	**Links to Associated Materials**
Related Primary & Assessment Documentation	PC.7 Learning and Teaching Culture Folder
Related APR Information & Additional Detail	PC.6 Leadership and Collaboration

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

Program Response:
We are admittedly challenged to expose our students to cultural and social diversity given the demographics of Maine. Maine is home to the United States' oldest population, as well as being the whitest state in the US. However, as mentioned under shared value Equity, Diversity and Inclusion, we believe strongly that the socioeconomic and age diversity found in our program 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 region. To combat our lack of cultural diversity, we expose our students to people of different backgrounds through specific curricular goals that give them both an understanding, as well as experiences, of understanding, listening to, and working with others.

Through our curriculum-specific community coursework, UMA purposefully reaches out to the larger Maine community to volunteer design services, thereby bringing students into contact with as diverse a population and social context as the region can supply. As mentioned earlier in section PC.6, Leadership and Collaboration, our curriculum has a required Community Design Charrette each spring involving teams made of second, third, and fourth-year students who work on design solutions for communities, non-profits, or special needs groups in Maine. This engagement exposes students not only to the problems faced by actual clients and real-world sites but to a more diverse social, cultural, and contextual population than they may have experience with. In addition, fourth-year students spend their spring semester in our *ARC408 Community Studio*, which gives them an in-depth exposure to social, economic, and cultural diversity depending on project and community partner. Here, students work collaboratively with each other and with various community organizations, non-profits, and/or municipalities.

Looking beyond Maine, our students take *ARC212 Building a Human World* in their second year of study. This course examines important historical building forms in a global context, as well as distinctive architectural forms and features found in building traditions around the world. In this class students 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. The architectural history sequence continues with *ARC312 History of Modern Architecture* which traces the history of modern architectural design by analyzing the impact of past social, environmental, and technological forces on expression. The course focuses on 19th and particularly 20th century architecture in a global context.

Our curriculum also requires a trip abroad or domestically, but outside of New England, to expose students to different cultures and social contexts. These experiences are connected to design so students gain an understanding of how different social cultures and contexts affect building design. *ARC441 Architectural Travel Experience* is designed to expand the student's knowledge and awareness of the larger world, through site visitation, touring, human and environmental interaction and observation, and written and graphic recording of multiple buildings and landmarks. Begun in 2015, the course alternates yearly from international and domestic travel to allow our financially challenged students alternatives. That said, to date we have received strong external financial support from the Sonoma County Foundation and the Roger and Beverly Richmond Fund, totaling over $60,000 over 5 years, all of which goes directly to students. Course topics and locations change annually, and to date we have traveled with students to Detroit and Chicago to study the rise of modernism in America; to Finland to study the work of Alvar Aalto; to Texas to study museum typology; and to India to explore a radically different urban environment. Our 2020 travel experience, travel to Ireland to study the works of O'Donnell + Tuomey as examples of contemporary design in an ancient landscape, was postponed due to the COVID-19 outbreak. We hope to offer this course in summer of 2022. In general, these course offerings focus on a deeper understanding of architectural principles across place and culture, thus enriching the students' own design processes as a result. Upon their return to Maine, students see their own world with different and more architecturally mature "eyes."

As our coursework supporting this PC can be found in multiple sequences of our curriculum, we will work to include this discussion and assessment of PC.8 Social Equity and Inclusion in both our Studio Sequence and Professional Practice Sequence Assessments.

UMA Architecture believes in and supports the ideas of Social Equity and Inclusion throughout its curriculum by exposing students to global architecture and research in multiple classes, having students directly interface with community services groups, and traveling out into the world to experience different cultures. This creates knowledge gained in the classroom, acceptance of diverse peoples and cultures, and an understanding of how the built environment can affect and should respond to people of different backgrounds, resources, and abilities.

PC.8	**Links to Associated Materials**
Related Primary & Assessment Documentation	PC.8 Social Equity and Inclusion Folder
Related APR Information & Additional Detail	PC.6, Leadership and Collaboration Equity, Diversity and Inclusion

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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

NOTE: For each of the Student Criteria below, we have linked to Documentation folders at the end of each narrative. The links will take the NAAB Visiting Team to course folders where primary evidence in support of the respective SC may be reviewed. We believe that learning is best when it is scaffolded over several courses. To this end, we try to systematically Introduce *a topic, subsequently* Progress *our students' learning on that topic, and finally reach a level of* Understanding *or* Ability*. separately and to allow for a comprehensive understanding of our curriculum, we have supplied documentation on all UMA Architecture Coursework in the shared Drive in the Documentation folder. As required, these linked folders will be activated and accessible 45 days before the scheduled spring 2022 visit*.

SC.1 Health, Safety and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Our program recognizes the importance of instilling in young designers an understanding of how architectural design impacts human health, safety, and welfare. We strive not only to teach on these topics but to integrate them into the design studio so students understand that they are integral to the design process and successful design solutions.

While an understanding of these topics may be found in multiple parts of our curriculum, they are specifically introduced in *ARC350 Mechanical Systems*. This second-year course introduces students to a wide variety of topics related to the health and safety of inhabitants including fire protection systems, natural and forced ventilation, and water supply and waste removal systems. This introduction asks the student to think about these various systems and how they impact both the design of buildings and perhaps more importantly the health of their inhabitants.

Student learning progresses in the third-year, primarily through our studio coursework. In the *ARC305 Housing Studio* students are introduced to building codes and how life safety requirements prescribed in this manner influence design decisions. In the *ARC306 Steel Studio* students learn about and work on projects related to life safety including ideas of code analysis and fire safety, as well as equitable access and local zoning issues. Through this progression, students become more familiar with these requirements, introduce them holistically into their designs, and through the use of analytical diagramming study how to integrate these requirements. The ARC306 studio accomplishes these goals by introducing students to a multi-use program where they are asked to design spaces that not only meet code requirements but encourage social interaction and promote occupants' health by introducing daylight and connecting them to the natural environment.

Student learning on these topics culminates in the fourth-year with the *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems* courses, the primary evidence for this SC. These courses are co-requisites and fully integrated to support one another and the student's deeper understanding of health, safety, and welfare issues, including how to integrate these values into their design studio projects. In ARC417 students have lectures and coursework on subjects including daylighting, egress, accessibility, and other code issues, and are required to independently study and diagram these subjects in detail, as well as explain how they will be integrated into their designs. This helps elevate these subjects beyond simple requirements to become an integral part of the design process. The ability to apply these issues is evidenced in ARC407 studio where students are required to make their understanding manifest in their respective design solutions.

Assessment of how we meet the requirements of SC.1 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

UMA introduces and applies health, safety, and welfare ideas at multiple points in our curriculum where these concepts are discussed and taught through multiple lenses, by different instructors, and through various methodologies. A student's learning progresses from introduction in second-year, to a deeper understanding and beginning application in third-year, and finally a comprehensive understanding and application to design solutions in the fourth-year of their studies. In this way we are teaching students to understand and apply their understanding as it relates to the impact the built environment has on the human experience at many different scales and perspectives, and that a careful consideration of health and safety is not only required by law but can be of real benefit to their design solutions.

SC.1	**Links to Associated Materials**
Related Evidence & Assessment Documentation	SC.1 Health, Safety, and Welfare in the Built Environment Folder

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

Program Response:
In our B.Arch curriculum, we have developed three courses that educate students on professional practice and the responsibilities of architects. The primary course is *ARC421 Professional Practice* which explores both traditional and innovative methods of running a professional practice. Topics include the history of practice and current trends, firm structures and business practices, services provided by architecture firms, various methods of project delivery, contracts and legal responsibilities, as well as ethics and social responsibilities. The full scope of the coursework can be found in the course syllabus. Additionally, this course puts students into small groups and asks them to create a mock "firm" with a business plan, as well as a mock proposal for a real-world project that the professor has sent out to bid. Students create a portfolio of their firm's "work" to show the "client" as a mock interview. This assignment tests the students' understanding of related topics, as well as exposes the students to multiple facets of a design firm, the procurement of design work, and the collaboration necessary to achieve both.

This foundational understanding is reinforced by our required *ARC406 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 design related fields. These internships provide students with an inside view of the design industry and the chance to develop connections in their professional network. As part of our most recent Professional Practice Sequence Assessment, we discussed the possibility of students taking ARC406 *before*

ARC421 so that the experience of working in an office can be leveraged in the ARC421 classroom. A detailed review of the Professional Practice sequence is scheduled for AY 2021-22. Lastly, in their final year in the degree program, as our students prepare to secure employment after graduation, they are required to take *ARC361 Portfolio Development*. This course culminates in a presentation of student work, through a digital portfolio, to a panel of practicing architects. The feedback, received directly from design professionals, helps assess a students' overall preparedness as they prepare to enter the workforce full-time.

Assessment of how we meet the requirements of SC.2 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

We embrace our role as educators of a professional degree. As such, we are responsible for creating understanding and ability as it relates to our students' selected profession. We strive to give them the exposure and the tools to initially understand and to eventually engage the complexities and the various aspects of professional practice.

SC.2	**Links to Associated Materials**
Related Evidence & Assessment Documentation	SC.2 Professional Practice Folder

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

Program Response:
UMA's program introduces students to life safety, building code, zoning and equal accessibility requirements over a four-semester studio sequence that bridges between the foundation studios of second-year to the more technical upper-level studios. In this way, we are consistent with our overall teaching pedagogy, where we both scaffold and spiral learning in order to build skills as well as confidence. We understand the importance regulations play in the architectural profession and introduce regulations in the design studios incrementally (to be better understood), repeatedly (to be ingrained into students' design processes) and holistically (to teach how regulations synthesize into design decisions).

Second-year students start the introduction to the regulatory context in the *ARC204 Site Studio.* This studio asks students to research and respond to very different site contexts with the same program, requiring students to understand the implications of local site regulations and ecological conditions in their design considerations at a fundamental, conceptual level. Their responses to this regulatory context, while fundamental, instills in them an understanding of the multiple factors and contexts that are part of the design process.

We build on this knowledge in both of the third-year design studios, *ARC305 Housing Studio* and *ARC306 Steel Studio*, where students are introduced to a simultaneously deeper and broader

"Pre-Design" process. In ARC305, students are more specifically focused on program development, preparing a comprehensive program for an architectural project that includes an assessment of client and user needs, and an inventory of spaces and their requirements. In both studios, there is a focus on 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. In ARC306, during the site research and documentation phase of their projects, students are required to research and present zoning requirements, as well as building code requirements. As their design progresses, they individually revisit these requirements and building-specific code regulations in a more rigorous way. Students research and determine regulations for building use, height and area limitations, construction type, fire separation requirements relative to building use, fire-rated assembly requirements, research and pass in four U.L rated fire assemblies, egress requirements per occupancy load, and address issues of accessibility. To implement these findings into their designs, students are asked to use the diagram as an analytical tool, and to include diagrams of how they are responding to various elements of the regulatory context in their design solutions.

This information is built upon in the fourth-year in the *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems* courses, the primary evidence for this SC. These two courses are fully integrated, deepening the students' knowledge of these subjects. Students research and integrate into their design solutions local zoning requirements, site accessibility, building use, height/area limitation, construction type, occupancy loads, fire separation requirements relative to building use, fire-rated assembly requirements, egress requirements per occupancy load, and building accessibility. Students diagram the ways these requirements are implemented in their design multiple times during the semester to adapt the requirements to an evolving design solution. Through this process, students determine the regulatory context, diagram how this information is integrated into the design, and revisit this integration throughout the design process. In this way, students understand the regulatory context in which they will practice, and how to respond to that context in their design solutions.

Assessment of how we meet the requirements of SC.3 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

Integrating regulatory content at an early stage in the curriculum and revisiting this content in multiple classes over a four-semester sequence ensures that our students understand the fundamental principles of life safety, land use, and the current laws that apply to buildings and sites, and prepares them for the integration of these principles in their design process.

SC.3	**Links to Associated Materials**
Related Evidence & Assessment Documentation	SC.3 Regulatory Context Folder

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

Program Response:
In their third-year, students often look at each other in the second or third week of the spring semester, and comment, “Wow. Things just got very real!” We are pleased that they are so acutely aware of the trajectory of their education and the way that we scaffold their learning; our curriculum shifts in the spring semester of third-year, where students start integrating their foundational technical knowledge from sustainability, structures, and construction techniques with the design studio. This work prepares them for the 7-credit integrated *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems* courses of the fall semester, which builds upon that technical integration.

The *ARC332 Construction Techniques* and *ARC306 Steel Studio* integration in the spring semester of third-year is intentionally structured so that students have a chance to translate the conceptual ideas from their Design Studio into a constructible material reality by the end of the semester. The specific assignment requires a student to hypothesize, to question, to iterate, and to imagine, working with professors from their Construction Techniques class, their Structures course, and their Studio Course to develop a holistic understanding of the multiple vectors that inform technical design. An understanding of the current conventions of building assemblies in the first ten weeks of the ARC332 semester, as well as a study of precedents and case studies at the start of the final project module, provides a foundation for both working within existing paradigms, as well as developing new ideas about systems and assemblies in their own design work. This ARC306/ARC332/ARC322 integration allows students to examine the issues involved in detailing, specifying, and assembling building systems, building on their fundamental material and system understandings. Special attention is paid to understanding the building envelope and its role in successful design solutions, especially in achieving performance objectives for design projects.

This technical knowledge is expanded in the pairing of *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems*, where students have a full semester to integrate established and emerging systems, technologies, and assemblies of building construction into their own studio work. This course integration is specifically focused on teaching students to make integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation across a wide spectrum of technologies and assemblies, from structural considerations to those of the building envelope.

Assessment of how we meet the requirements of SC.4 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

Like much of our curriculum, we intentionally scaffold learning in the technology sequence, building on core principles. We spiral back to these principles, revisiting concepts from foundational classes in order to integrate abstract concepts into physical solutions, whether those concepts are from structures, mechanical systems, material technologies, sustainability, or building science. Our goal is to have students make the transition from abstract knowledge to applied understanding, and to integrate that learning early and often, in multiple ways, into their design process.

SC.4	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.4 Technical Knowledge Folder

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

Program Response:
We have intentionally structured our curriculum so that students develop the ability to synthesize information in their studio sequence by introducing the underlying ideas of synthesis in the foundational studios, and then returning to the same concepts and content but in a deeper, higher-level of intellectual consideration and investigation in the upper-level studios. Integration and synthesis are the core principles of our program, as we fundamentally believe that understanding and responding to the layered and complex needs of design is a fundamental part of the designer's responsibility. Our curriculum ensures that students develop the ability to make design decisions while synthesizing the many vectors and influences that impact architectural solutions by spiraling their skills, revisiting, over several studios, similar concepts. We introduce, we reinforce, and then we expect proficiency. Our small program gives us the opportunity to integrate and overlap design studios with support classes consecutively, and this class integration makes synthesizing information from many sources a quality inherent in our student's learning, from the first-year foundation studios to the integrated studios of fourth-year.

Part of this responsibility is having an ability to measure the impact of your design solutions and choices. This idea is introduced in the second year, spring semester, as students transition to upper level studios. The second year course, *ARC251 Sustainable Design Concepts*, runs concurrently and integrates with the *ARC204 Site Studio*. In this design studio, students research two very different environments for a building with the same program. This allows students to understand how site conditions and climate can and should influence how a building responds to its environment. In ARC251 students are exposed to sustainable ideas and software to see how these ideas directly influence building design strategies. During the course, there is discussion of how these concepts can be applied to their work in the studio, and the final project in ARC251 asks students to demonstrate how these concepts were applied in their design solutions.

This synthesis is developed further with more complex ideas as they transition to upper-level studios. In the *ARC305 Housing Studio,* students are introduced to some of the fundamental issues of building codes and how life safety requirements will influence design decisions. This studio also has students develop a specific user for their building and model the design requirements for the building to meet this user group's needs. The subsequent *ARC306 Steel Studio* further reinforces these ideas and introduces a student to the requirements of equitable access, local zoning, and more rigorous life safety influences. Students become familiar with these requirements, and they introduce them holistically into their designs and, through the use of diagrams, study how to integrate these requirements.

Design synthesis is continued in fourth-year with the *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems* courses, the primary evidence for this SC. These courses are intended to support one another and the student's deeper understanding of Health, Safety & Welfare issues, users' requirements, regulatory requirements, site and accessibility, and how to integrate these

values into their designs. In ARC417 students continue learning about building code requirements, egress/accessibility, site and accessible site concerns, environmental impacts such as daylighting/passive cooling and they independently study and diagram these subjects in more detail as they integrate these concepts into their design solutions, studying this integration at multiple times throughout the design process. This allows the design to be influenced by these items as they become synthesized into a coherent whole, testing their concepts and ideas through diagraming and modeling at multiple scales and through multiple modalities.

Assessment of how we meet the requirements of SC.5 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

Our program's curriculum incorporates design synthesis through multiple modalities and classes. We integrate design studios with support classes intentionally, and carefully scaffold learning over multiple semesters. Our class integration makes synthesizing information from many sources a quality ingrained in the way our students approach design thinking, and makes testing, through multiple modalities, part of the iterative design process.

SC.5	**Links to Associated Materials**
Related Evidence & Assessment Documentation	SC.5 Design Synthesis Folder

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

Program Response:
We introduce integrated thinking skills within the context of architectural projects in the third-year studio sequence, with the integration of *ARC332 Construction Techniques* and *ARC306 Steel Studio* in the final five weeks of the semester. In ARC332, students learn how materials are assembled into larger, manufactured, and constructed systems. This occurs as they are led through a series of exercises and projects that help them understand how best to test and communicate, through both drawings and specifications, ideas about assemblies and their performance. 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 in a very intentional way in order to facilitate integration with studio: the first ten weeks of the semester are focused on content where the reading is integrated with drawing and model building exercises, and the final five weeks of the semester is focused on integrating student's 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 and learn to integrate technical thinking about building envelope systems, material tectonics, and structures, into their design process.

We continue this effort at a simultaneously broader and deeper scale in the fourth-year fall studio, where, after a solid foundation of technical coursework undertaken during their second and third years, we feel students are best able to synthesize their understanding in a semester-long studio project. Two integrated courses, *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems,* allow students 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. We ask that students consider these decisions within the context of measurable outcomes, and communicate them clearly through both technical and conceptual drawings and analysis.

Assessment of how we meet the requirements of SC.6 can be found in the individual course assessment documents of the primary evidence coursework. All courses are assessed annually at the end of the semester in which they are taught, reviewing multiple topics including: PCs and SCs to be met by the course if any, course outcomes, course integration, course sequencing, and how the course supports hands-on learning. Specific action items are proposed and acted upon in subsequent offerings of that course. With the change from the 2014 Conditions (SPC) to the 2020 Conditions (SC) this AY, our assessment work will more specifically consider and address the related new SCs going forward.

These integrated decisions across multiple systems and variables in the completion of a design project, synthesize many semesters of design and technical problem solving, building on the scaffolding of the second and third-year studios. The process of integration, critical thinking, problem solving, and interdisciplinary thought prepares students well for the challenges and opportunities of architectural practice.

SC.6	**Links to Associated Materials**
Related Evidence & Assessment Documentation	SC.6 Building Integration Folder

4—Curricular Framework

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

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Please follow this link to review a copy of the University of Maine at Augusta's most recent accreditation documentation from the New England Commission of Higher Education (NECHE) formerly known as the New England Association of Schools & Colleges (NEASC), including interim accreditation report: UMA Accreditation Letter & Interim Report.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies

Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses that are required for all students.

Program Response:

The table below shows our current distribution of credits for required professional studies, optional professional studies, general studies, and optional studies. There are no stated minimum credit hours per semester that students must maintain to be part of UMA's B.Arch program, however, there are several classes that students are required to take concurrently and they are advised of these parallel courses. 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 Course Check Sheet for the B.Arch, can be found in Curriculum Charts Folder. This information is available to all current students and prospective students on our webpages under Sample Curriculum.

The professional studies listed below are required for all BArch degree candidates, totalling 98 credits. Optional Professional Studies total 6 credits and allow students choice in their selection. A minimum grade of "C-" is required in all courses applied to the BArch degree for both professional and general education coursework.

Transfer of professional study credits is handled by the program coordinator and includes a draft review of submitted transcripts, requests for additional materials or work examples as needed, discussions held between the coordinator and the transfering student, and draft and final documentation of credits so that all parties are in clear agreement. This process is ideally completed before the transfer student begins taking courses at UMA, time allowing. Specific information on our

transfer student criteria and transfer processes can be found in section 4.3 Evaluation of Preparatory Education.

Course # and Title	Credits
Professional Studies	
ARC 101 Architectural Design: Foundations Studio	4
ARC 102 Architectural Design: Process Studio	4
ARC 110 Introduction to Architectural Representation	3
ARC 120 Introduction to Digital Tools in Architecture	3
ARC 123 Architectural Principles & Precedents	3
ARC 203 Architectural Design: Intention Studio	4
ARC 204 Architectural Design: Site Studio	4
ARC 212 Building a Human World	3
ARC 221 Concepts of Structure	3
ARC 231 Architectural Materials and Methods	3
ARC 241 Architectural Research & Analysis	3
ARC 251 Sustainable Design Concepts	3
ARC 261 Computer Aided Design & Drafting	3
ARC 262 Building Information Modeling	3
ARC 305 Architectural Design: Housing Studio	4
ARC 306 Architectural Design: Steel Studio	4
ARC 312 History of Modern Architecture	3
ARC 322 Concepts of Structure II	3
ARC 332 Construction Techniques	3
ARC 350 Mechanical Systems in Architecture	3
ARC 361 Portfolio Development	1
ARC 406 Architectural Apprenticeship	1
ARC 407 Architectural Design: Integrated Studio	4
ARC 408 Architectural Design: Community Studio	4
ARC 417 Integrated Building Systems	3
ARC 421 Professional Practice	3
ARC 431 Architectural Theory	3
ARC 441 Architectural Travel Experience	3
ARC 509 Architectural Design: Thesis Foundations	4
ARC 510 Architectural Design: Thesis Capstone	6
Total Professional Studies Credits	**98 credits**

Elective Professional Courses	
Complete two architecture electives	6
Total Professional Elective Credits	**6 credits**
General Studies	
ARH 105 History of Art and Architecture I	3
ARH 106 History of Art and Architecture II	3
ART 115 Drawing I	3
Complete two ART electives	6
Complete any 100-level Communications course	3
Complete one of the following Computer Information Systems courses: CIS 100 Introduction to Computer Applications CIS 101 Introduction to Computer Science	3
ENG 101 College Writing	3
Complete one of the following English courses: ENG 102W Introduction to Literature ENG 317W Professional Writing	3
Complete one of the following Mathematics courses: MAT 112 College Algebra MAT 124 Pre-Calculus MAT 125 Calculus I	3
PHY 115 General Physics I + lab	4
Complete two of the following Social Science courses: ANT 1xx any 100-level Anthropology course ECO 1xx any 100-level Economics course ECO 201 Macroeconomics ECO 202 Microeconomics JUS 1xx any 100-level Justice Studies course POS 1xx any 100-level Political Science course PSY 1xx any 100-level Psychology course SOC 1xx any 100-level Sociology course SSC 1xx any 100-level Social Science course	6
Total General Studies Credits	**40 credits**
Optional Studies	
Complete two electives outside architecture	6
Total Optional Studies Credits	**6 credits**
Total B.Arch Degree Credits	**150 credits**

4.2.2 General Studies
An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The table under Section 4.2.1 Professional Studies lists the current distribution of all program required courses, including general education studies. Currently, the University of Maine at Augusta requires 40 general education credits, and our regional accreditor, NECHE, also requires 40 credits. The general education studies listed above are required for all BArch degree candidates, totalling 40 credits, meeting both of these requirements. A minimum grade of "C-" is required in all courses applied to the BArch degree.

General Education credits are obtained either through coursework taken at UMA, or via transfer. The general education credits of transfer students are reviewed by the UMA Transfer Officer who resides in the Registrar's Office. The officer uses past experience, as well as current course information, to determine accepted transfers to the institution. Depending on the transfer, help may be given by the Coordinator of Transfer Experience which may include creating unique requests for transfer credit which are reviewed by the Architecture Program Coordinator, the Dean of the college, and if appropriate, teachers in other disciplines. Specific information on transfer student criteria and processes can be found in section 4.3 Evaluation of Preparatory Education.

4.2.3 Optional Studies
All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The table listed under Section 4.2.1 Professional Studies lists our current distribution of required professional studies, optional professional studies, general studies, and optional studies. 12-credits of optional studies are required for all BArch degree candidates. Optional Professional Studies total 6 credits and general electives total another 6 credits. In both areas, students have choice in their selection. A minimum grade of "C-" is required in all courses applied to the BArch degree.

Architecture electives (optional professional studies) are typically offered in the spring semester, and change annually. These are typically upper level courses (300-400) so that students come to the

elective course with foundational skills and knowledge thus allowing them to engage the course topic in-depth.Some of the previous architecture elective offerings include:

- ARC486 Topic: High-Performance Building Design (fall 2020)
- ARC486 Topic: Digital Craft, CNC Fabrication
- ARC486 Topic: Passive House
- ARC489 Topic: Urban Design at a Maine Scale
- ARC489 Topic: Asia: Building and Design Traditions
- ARC486 Topic: Architecture and the Senses
- ARC486 Topic: Interior Design
- ARC486 Topic: Sustainable Historic Preservation
- ARC486 Topic: Digital Toolbox

For general electives, students may take any course offered by the University. This allows a student the opportunity to take a course of interest, or one related to some other curricular investigation. Should a student choose, this coursework may lead to a minor degree. A list of minors offered through UMA is below.

Available Minors

The following is a comprehensive list of all minors available to UMA students. Information on specific minor requirements can be found here on the UMA website by clicking on the Minors tab found there.

Accounting	Geriatric Human Services
Addiction Studies	Grief Loss & Trauma
Advocacy	History
American Studies	Holocaust Genocide & Human Rights Studies
Art	Human Resource Management
Behavioral Science	Human Services
Biology	Information & Library Science
Business Administration	Justice Studies
Computer Information Systems	Math
Computer Networking	Music
Cyber Forensics	Music Business
Cyber Security	Natural Science
Data Science	Philosophy
Early Childhood Services	Photography
Early Childhood Teacher	Psychology
Early Elementary Education	Public Administration
Education Studies	Secondary Education
Elementary Education	Self-Designed Minor
English	Small Business Management
Financial Services	Sociology
Fraud Examination	Special Education
French – Language Track	Web Applications
French – Language & Culture Track	Women & Gender Studies

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

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
The Bachelor of Architecture is the only architecture degree program currently offered by the University. Our former pre-professional Bachelor of Arts in Architecture (4-year) was closed to new students in 2013.

Other Degree Programs
Below is a list of other degree programs (both 2-year and 4-year) offered in the College of Arts and Sciences. Information on each program offered in the College, as well as those offered through the College of Professional Studies, can be found online on the Majors & Minors webpage.

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
Bachelor of Music
Associate of Arts in Liberal Studies
Associate of Science in Music

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

4.2.4 Bachelor of Architecture
The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
Our program is a **Bachelor of Architecture** degree and consists of 150 credit hours; there are no separate or unique tracks. The breakdown of the credit hours required in professional studies, elective professional studies, required general education studies, and general electives can be seen in the chart under Section 4.2.1 Professional Studies. A list of previous elective professional studies courses can be found in Section 4.2.3 Optional Studies. For reference, the University's current architecture check sheet, a list of all 150 credit hours and used to track a student's progress in the architecture degree program, can be found in the Curriculum Charts Folder.

4.2.5 Master of Architecture
The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
Not Applicable as we do not offer this degree program.

4.2.6 Doctor of Architecture
The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
Not Applicable as we do not offer this degree program.

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:
The goal of our application processes is to find creative, enthusiastic, curious, and hardworking individuals ready for the rigors and challenges of architectural study through a transparent and supportive application process.

Admission Requirements and Decisions
Students applying to UMA Architecture begin by filling out the online UMA application or, starting in AY 2018-19, the Common Application. In addition, students submit high school or college transcripts, two letters of recommendation, and a portfolio of creative work. Info and guidelines on all required documentation, including portfolio guidelines, are shared publicly online on our web pages under Application Process. This page includes information on admission criteria, application forms, and downloadable instructions for all required application materials. Contact information for the UMA Admissions Office and the BArch Program Coordinator are also listed. The same documents can be viewed in the shared Admissions & Transfer Credit Process Folder.

Review of each applicant's submitted materials is conducted in a group meeting attended by all full-time faculty. Offers of acceptances are based on creative ability as garnered from a student's design document submission, combined with previous school success and outside recommendations. Upon acceptance, the Office of Admissions runs a final check on the student and subsequently sends an Offer of Admission. Our admissions policies and procedures are outlined in detail on our Program Details page under Application Process, Step 1: Review the BArch Application

Criteria. This includes specific application criteria for freshmen, transfer students, current UMA students, and UMA architecture alumni (4-year pre-professional degree).

Preparatory Education Applications
Beginning in AY 2016-17, we created a standardized process for evaluating transfer students credits, including aligning previous coursework to Student Criteria. 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 Architecture Program Details web page under Application Process → Step 1: Review the BArch Admission Criteria → Transfer Students. This specific information for transfer students, including guidelines for the evaluation of transfer credits, clearly details how credits are evaluated. A copy of our application materials, as well as the UMA Transfer Guidelines and examples of forms used in the transfer process can be found in Admissions & Student Transfer Evaluations. The primary steps for applying to the program may be found by following the links above and are shared below.

The primary steps taken to ensure that Transfer Student coursework satisfies Student Criteria 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 Program 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 an understanding of their likely placement within our curricular sequence. This DRAFT evaluation chart is uploaded to an online student-specific folder.

Step 2: If a student is accepted into the program, and chooses to attend, the student will work with the Program Coordinator, the Office of Advising, the Architecture Administrative Assistant, and their assigned academic advisor to document the course equivalencies through review of syllabi and previously completed coursework as required. These are compared to UMA course charters in order to establish if SC have been adequately 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 online folder. This course equivalency table is signed by the student, the advisor, and the program coordinator.

Step 3: The advisor or coordinator 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 uploaded to the student's permanent file.

Step 4: At the start of a student's time at UMA, they and their advisor 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 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.

4.3.2 Preparatory Education

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

Program Response:
This section is not applicable as we do not rely on preparatory education experience to meet Student Criteria.

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

Program Response:
As outlined in section 4.3.1 Evaluation of Prior Academic Coursework, transfer of previous degrees follow a similar path to the transfer of individual course credits. The process is handled by the program coordinator and includes a draft review of submitted transcripts, requests for additional materials or work examples as needed, discussions held between the coordinator and the transferring student, and draft and final documentation of credits so that all parties are in clear agreement. This process is typically completed before the transfer student begins taking courses at UMA, time allowing, with the goal of creating a clear and agreed upon path to degree completion for each respective transfer student so that they understand the length of time and specific coursework required to successfully obtain the B.Arch degree.

The process for reviewing transfer student credits as they apply to the BArch degree is outlined above in Section 4.3.1 and is publically available on our website. Click on “Step 1: Review the B.Arch Admission Criteria”, then click on “Transfer Student”, and then click on “UMA Transfer Guidelines”. This will take you to a PDF that outlines the transfer process. You can access that Transfer Guidelines PDF directly through this link. Example documentation of the transfer process and associated documents can be found in Admissions & Student Transfer Evaluations.

Starting in AY 2020-21, the University introduced a policy whereby students with previous baccalaureate degrees from regionally accredited institutions need only take general education courses specifically selected by their respective degree programs; general education courses not specifically outlined by the degree program are now waived. The breakdown of these required credits can be found on the UMA BArch Checksheet online or in the shared Curriculum Charts folder. For the architecture program, students must satisfy the following general education courses either by transfer or by taking the listed course at UMA, regardless of previous degree completion. There is no similar waiver for students holding associate degrees.

- ARH105 History of Art & Architecture I
- ARH106 History of Art & Architecture II
- ART115 Drawing I
- Complete 2 Art electives
- PHY115 General Physics I + lab
- Complete one of the following math courses: MAT112 College Algebra, MAT124 Pre-Calculus, MAT 125 Calculus I

5—Resources

5.1 Structure and Governance

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

5.1.1 Administrative Structure

Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

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

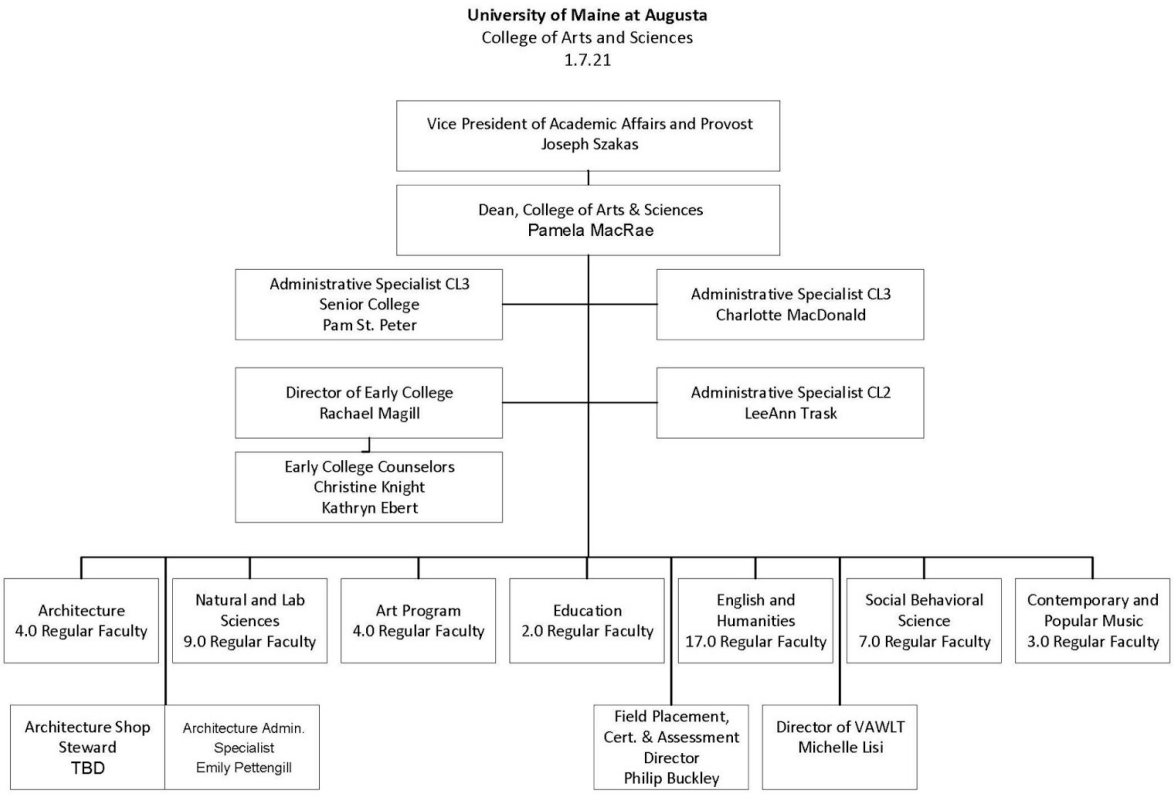
The major academic unit at UMA is the college. The Department of Architecture resides in the College of Arts and Sciences (CAS), where the college Dean supervises all full-time and part-time architecture faculty. As of July 2021, the CAS dean is Dr. Pamala MacRae. Each degree program within the college 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 (currently Professor of Architecture, Eric Stark) is the representative upon whom the Dean of the College relies for information and advice regarding the general conduct of the department, and from whom the Dean receives program requests and recommendations concerning instruction, instructional support, personnel, budget, accreditation, and internal program reviews where appropriate.

The coordinator oversees all full-time and part-time architecture faculty and staff, coordinates their schedules, ensures they have necessary tools for effective teaching and work, and supports their success in and out of the classroom. Additional coordinator responsibilities under the B.Arch include chairing B.Arch Advisory Board meetings, internal and external assessment coordination, and NAAB accreditation oversight. Starting in AY 2018-19, the program coordinator began supervising two part-time staff hires, the Architecture Lab Workshop Supervisor (24 hours/week) and the Architecture Administrative Specialist (24 hours/week). The below chart shows the overall CAS structure.

UMA Administrative Structure

UMA's deans, one for each of its two colleges, report directly to the Provost and Vice President for Academic Affairs (Joseph Szakas). The Provost in turn reports to the President. As of this writing and with the recent departure of President Wyke, Provost Szakas has been named the acting Interim University President for AY 2021-22 while a national search, already approved by the UMaine Chancellor, is conducted.

UMA College of Arts and Sciences Structure



5.1.2 Governance

Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Governance Opportunities and Faculty Representation

UMA's Architecture department strives to be collaborative and collegial. We seek input from faculty through discussion and assessment in order to build a better program with an engaged faculty. At the departmental level, biweekly meetings are held for full-time architecture faculty. These meetings are presided over by the Program Coordinator who develops the agenda with input from faculty. At the University level, the 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.

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 architecture faculty for consideration and comment at departmental meetings. After discussion and upon agreement by the department, major curriculum changes are shared by the college office with the CAS 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. Please see 5.3 Curricular Development for additional information.

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. A student may also hold the position of Student Representative to the UMaine Board of Trustees representing the entire UMA student body; as of this writing, this position is currently held by a fourth-year architecture student, Salvatore Cardinale. For additional information please see UMA Student Government.

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 Welcome Back Events, Design Competitions, Architecture Firm Crawls, School Survival Workshops, Rendering Workshops, Internship Panel Discussions, as well as general group meetings to listen and learn from the student body. The group boasts 127 followers through their Facebook page (UMA AIAS Facebook Page). (*NOTE: many AIAS events have been altered this past AY due to COVID restrictions but given these limitations the group did an excellent job of supporting and fostering our student body community)*

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, ask questions of the faculty, and share thoughts on the program. To date “The Meeting” has been a success and created a good means of communication across the program. (*NOTE: these meetings were greatly curtailed in AY 2020-21 due to COVID restrictions and should be reintroduced, guidelines permitting, in AY 2021-22)*

5.2 Planning and Assessment

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

5.2.1 Long Range Planning

The program’s multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The objective of long-range planning is to plan for change, growth, and improvement over time. We work for and are committed to continuous improvement. Our self-assessment is conducted on an annual basis, and used to advise and encourage changes and adjustments to promote student achievement and success. Our 2018-21 Bachelor of Architecture Long Range Plan can be found in the Long Range Planning folder. In this iteration of our long-range plan, we worked to gain input from a wider variety of invested program stakeholders. For that reason, our goals and initiatives rose from discussions and meetings with full-time and part-time faculty, as well as in meetings with architecture students. Our long-range planning typically happens on a three-year cycle and is a program-level process.

While we would typically be writing a new plan this academic year in preparation for our next long-range planning cycle, due to the COVID pandemic and the resulting delay of our NAAB visit for Continuing Accreditation by a year, we decided to hold off on creating a new plan until after the NAAB visit so that we might consider and incorporate important topics or issues that may be raised by the visit, include initiatives related to the new 2020 Conditions, and create our new plan unencumbered (hopefully) by pandemic interference.

In crafting our 2018-21 plan, we highlighted seven goals across six areas that are at the core of our long-range planning. These areas include Program Development, Physical Resources, Curricular Development, Student Development, Human Resources, and Professional Engagement. This last area was introduced with this plan, and reflected our being, at the time, on the precipice of becoming an accredited professional degree. Having since been granted Initial Accreditation, this area continues to be of importance to our program and the long-term success of our students as burgeoning professionals. The purpose of our stated goals and specific initiatives in our long range planning is to guide the program's path forward as it relates to these six areas. The status of our seven goals are shared in section 5.2.3 Progression toward Objectives. The document found in the Long Range Planning folder includes more detailed information on our goals and the 41 related initiatives, as well as offers updates on their current status. With the move to the 2020 Conditions in this accreditation cycle, we will be reevaluating how we specifically address the revised conditions as part of our next long-range planning cycle.

Of our 2018-2021 long-range goals and initiatives, several relate directly to NAAB conditions. These include:

- *GOAL 1: Program Development, Initiative 3 - Continued improvement of Internal Assessment Procedures.* We have worked hard over recent years to improve and expand our assessment. Our work on both internal and external assessment includes individual course assessment done at the end of each semester; annual assessment of each of our five cohorts; and, as of AY 2020-21, annual assessment of our seven curricular sequences. In addition, we have begun holding an External Assessment focused on one of our seven sequences to gain input from the profession, the academy, and alumni. Detailed information on our assessment procedures can be found in section 5.3.1 Course Assessment & Curricular Development.

- *GOAL 3: Curricular Development – By 2021, course integration will occur in six fundamental semesters.* We have achieved this goal and now have studio and non-studio course integration in six of our ten semesters. Each course integration is led by a full-time faculty member, who is responsible for coordinating the integration over the course of the respective semester. We are now working to strengthen and leverage these integrations to maximize their educational potential. See 5.2.3 Progression toward Objectives for detailed information on this goal.

- *Goal 4: Curricular Development - By 2021, we will create a structure for our course sequences and institutionalize them in order to make them specific and accessible.* We have created a structure for seven sequences across our program. In spring 2021, we conducted our first assessment of the sequences and will be working to improve them accordingly. More on this goal can be found in section 5.3.1 Course Assessment & Curricular Development.

- *GOAL 6: Human Resources – By 2021, increase our faculty to four full-time professors to fully support Goal 3.* We successfully added a fourth full-time faculty member in AY 2019-20, meeting this goal ahead of schedule. However, this hire decided to leave in late spring of 2021, so we will be conducting a search to fill this faculty line in AY 2021-22. Once filled again, this new line answers one of NAAB's concerns from our 2018 Initial Accreditation Visit (see Previous Team Report 1.2.3 Financial Resources and our Response), as well as give us the resources to better manage and assess our integrated and sequential curriculum goals.

UMA Architecture is not required to submit an institutional program review report. As with all externally accredited degrees at UMA, our external NAAB accreditation has been deemed to satisfy this University requirement for institutional program review.

5.2.2 Key Performance Indicators
Key performance indicators used by the unit and the institution

Program Response:
UMA Architecture currently uses Course Success Rates based on student grades from individual courses at our key performance indicators as we have that data readily available. This allows us to see how students are succeeding in specific classes and the program. Considering the University's current available resources, we have not planned to use anything more fine grained at this time.

Tracking course grades allows us to see how students are performing in our classes, and thereby better understand how they are meeting the respective learning objectives. Through spring 2021, our overall success rate across all architecture classes over the past five years is 93%. However, we do see some coursework with historically lower pass raters and will need to review the causes and find appropriate responses to these. In conjunction with course grades, we are reviewing Student Course Evaluations conducted by the University. These evaluations include student responses to how well they feel they are achieving an individual course's stated outcomes. We are working with UMA's Office of Institutional Research to compile up-to-date data in these areas, and will make them available as a report in the shared Assessment Folder 45 days prior to our spring 2022 visit.

5.2.3 Progression toward Objectives
How well the program is progressing toward its mission and stated multi-year objectives.

Program Response:
Our mission is "Architecture through Engagement." Over the past three years, we have continued to strengthen the program as it relates to this mission and as it relates to our three fundamental attributes: Small...Integrated...Hands-on. As mentioned in 5.2.1 Long Range Planning, the Architecture program conducts long-range planning on a three-year cycle. Our most recent plan for 2018-21, including interim information on our progression toward our previously stated goals and initiatives, can be found in its entirety in the Long Range Planning folder.

Below are listed the seven primary goals set out in our 2018-21 Long-Range Plan and their current status. In general, especially in light of severe limitations brought about by the COVID pandemic during AY 2020-21, we believe we have done well in achieving our goals having successfully accomplished 24 of 41 initiatives for a successful percentage of 59%. Of the goals not achieved, 22% of those are underway, and an additional 10% were not possible due to the pandemic. Please refer to Long Range Planning and the document *Current Status of 2018-21 Long Range Planning Goals & Initiatives*, which will be made available prior to our spring 2022 NAAB visit, for detailed updates and status of our current long-range goals and initiatives.

GOAL 1, Program Development – *By 2021, increase freshmen and transfer enrollment so as to require a fourth full-time faculty member.* **ONGOING**
Our current planning is to increase our entering class from 15 to 20. This increase would lead to an increase in the following years of the program and should result in a student body size of 70-75 (we are currently 45-55). While an increase in enrollment was not possible in AY 2020-21, nor will it be for AY 2021-22 due to continued restrictions brought about by the COVID pandemic, we did hire our fourth full-time faculty member for AY 2020-21, a full year ahead of schedule. It is important to note that while we could not increase freshman enrollment, with a focused plan and consistent support from the Office of Admissions, we have increased our applicant pool over the past three years (see chart below). This indicates that we should have a strong applicant pool when we can safely support increasing our enrollments, assuming proper facility support, in the future allowing us to achieve this goal. The most recent Admissions Recruitment Plan can be viewed in the shared Marketing & Recruitment Planning folder.

Year	# of Total Applications	Total Complete Applications	% Increase of Completed Applications Year over Year
2018	44	26	-
2019	74	27	4%
2020	62	35	30%
2021*	91	36*	3%

*While we saw a 47% rise in overall applications in this past admissions cycle, we attribute the smaller increase in completed applications for AY 2021-22, at least in part, to the COVID pandemic.

GOAL 2: Physical Resources – *By 2021, integrate digital making tools across the curriculum.* **ONGOING.**
To support this goal, we have made solid strides in securing additional digital tools including our first CNC machine, a second laser cutter, additional 3D printers, and dedicated high-end rendering stations. In addition, the program received a technology grant from the UMaine Systems of $43,000 that has been spent on a wide variety of items as listed below.

Item	Status	Benefit to the Program
Large Format Plotters	An update to our current 10+ year-old tech. 3 new plotters were put into service. Spring 2021	Faster, better printing for all students, staff and faculty
Color Laser Printers	Two new 11x17 color laser printers were acquired to augment and/or replace existing printing technology. Spring 2021.	Faster, better printing for all students, staff and faculty
Photo Room Modifications	Added 2 ceiling mounted lights and an additional tripod for ready to use flatwork photography. Replaced existing lights with Energy efficient and longer lasting LED lights. Added new dedicated backdrops and set up for photographing flat work.	More access and better equipment for student use.
Rhino Software Licensing	Secured institutional pricing making this software free to all faculty and students	Decreased costs for all BArch students
Laser Projectors	New projection technology for the 2nd and 4th-floor critic spaces	Better technology for students and faculty
New SMART classroom	The 2nd-floor classroom received a $25,000 upgrade with the installation of new projection and video conferencing technology	Our first true teaching classroom, already showing great benefits to classes and studio instruction

FLIR Cameras	Three new cameras added to program equipment	Allows for more in-depth student understanding and investigation
Data Loggers	On order	Will benefit our Energy & Systems sequence allowing greater student investigation and understanding
Dewalt Planer with Stand	On order	Will benefit the woodshop allowing for more precise craftsmanship
Jet Jointer	On order	Will benefit the woodshop allowing for more precise craftsmanship
IPads	3 new IPads and pencils to support faculty teaching and interaction, especially helpful given pandemic restrictions.	Allows for seamless feedback between students and faculty
Material LIbrary	Purchased materials and furniture to create a dedicated material library on the 2nd-floor of Handley Hall. This work is being led by our AIAS chapter.	Will create a dedicated materials library for students to see and feel actual materials
CNC & 3D Lab	Purchased a safety enclosure for the CNC, and dedicated workstations for 3D printing.	Better, safer technology use

To house some of our new equipment, we created a dedicated space adjacent to our workshop to house our CNC machine and to bring our 3D printers into one place. To help integrate digital making into the curriculum, in spring 2020, we created a CNC elective with the plan of using the course as a springboard for greater digital integration. However, that work was interrupted, and subsequently did not achieve the desired results, due to the spring 2020 pandemic shut down.

We did make some strides in CNC instruction with our Shop Lab supervisor creating a detailed instruction sheet on the use of this equipment. As we look toward AY 2021-22 and reduced pandemic restrictions, we will pick up this goal again, and work to make the use of the CNC integral with studio and other coursework. With new equipment in place, we are planning more ways in that we can actively engage digital making in the curriculum including

- *ARC203, Architectural Design: Intention Studio* - use of CNC technology to design/make a piece of furniture related to studio design work
- *ARC261, CADD* - easier access to software and deeper integration of CADD with ARC 203 studio course
- Continued integrated of WUFI, BIM, and other assessment softwares into the curriculum

GOAL 3: Curricular Development – *By 2021, course integration will occur in six fundamental semesters; these integrations will be led by a full-time faculty member, who in turn will be responsible for coordinating the integration over the course of the respective semester.* **DONE**
Overall, our plan to integrate studio and non-studio courses has been greatly improved over the past three years (see below for the coursework involved). The first-year studio integration with both representation (analog and digital) and diagramming coursework has shown strong results. The second-year integration has shown solid success in its integration between studio and CADD, but

requires a greater focus in the spring semester and the integration between studio and sustainability coursework. The third-year of the program, where building technology is integrated with the studio courses, shows success, as well as the scaffolding of learning across this year. And our fourth-year integration of the *ARC407 Integrated Studio* and *ARC417 Integrated Building Systems* has proven especially successful, in part because both courses have been taught by the same full-time faculty member. That work is the primary evidence of SC.5 Design Synthesis and SC.6 Building Integration.

Semester	Studio Course	Non-Studio Course 1	Non-Studio Course 2
First-Year, Fall	ARC101, Foundations STudio	ARC110, Intro to Arch. Representation	
First-Year, Spring	ARC102, Process Studio	ARC123, Architectural Analysis	
Second-Year, Fall	ARC203, Intention Studio	ARC261, CADD	
Second-Year, Spring	ARC204, Site Studio	ARC251, Sustainable Design Concepts	
Third-Year, Spring	ARC306, Steel Studio	ARC332, Construction Techniques	ARC323, Structures II
Fourth-Year, Spring	ARC407, Integrated Studio	ARC417, Integrated Building Systems	

Goal 4: Curricular Development - *By 2021, we will create a structure for our course sequences and institutionalize them to make them specific and accessible.* **DONE**
The success of our sequence planning can be seen in our recently completed Sequence Assessment work done in spring 2021. Not only did we assess the five sequences enumerated in our long-range plan, increasing some to include more related coursework, we introduced two more curricular sequences for a total of seven. To aid in their long-term success, each sequence is led by a full-time faculty member allowing for more consistent oversight, connection to other disciplines, and further strengthening our network of classes. Our seven sequence assessments, as well as the overall 2020-21 Sequence Summary Report, can be found in the shared Assessment folder. A chart of the seven sequences and their respective courses can be found in section 5.3.1 Course Assessment & Curricular Development.

GOAL 5: Student Development – *By 2021, connect students with the professional design and construction communities in a systematic and accessible way.* **ONGOING**
This goal aims to promote excellence in architecture through the building of student community, the offering of educational support, and the creation of strong connections to the professional design community. Initiatives under this goal include: Better Integration of the UMA AIAS Chapter, Architectural Mentor and Apprenticeship Programs, AXP and Licensing Information, Cross Cohort Collaboration, and Connections with 'Real People'. To date, we have made significant progress in each of these initiative areas, especially given the limits imposed by the COVID-19 pandemic, but need to continue to make these connections systematic. Specific accomplishments and events are outlined in the following chart.

Date (month/year)	Event or Initiative Title	Notes, results
Spring 2019 Spring 2021	ARC408, Community Design Studio	For the past two iterations of this studio, students have worked with the Maine State and Augusta Housing Authorities exploring affordable housing for Maine. In the most recent iteration, the course further explored passive house construction as it relates to affordable housing which may lead to a new, local housing project in Augusta.
Various	AXP and Licensing Presentations	Annual presentations by our Architect Licensing Advisor regarding licensure. In AY 2020-21, we hosted a virtual presentation given by NCARB.
Annually, spring semester	Community Design Charrette	Our annual spring 2-week charrette where cross-cohort teams work with 'real people' on real-world design problems.
May 2021	Material Lab Planning	AIAS planning meeting for future material library/lab space at Handley Hall
March 2021	AIAS Gamenight	Held a virtual game night over zoom, including over $100 in prizes.
March 2021	AIAS Internship Panel	Held an event where students talked about their experience having an internship within the architectural/construction field, leveraging past experience to help newer students.
February 2021	AIAS Valentines Day Event	Put together bags of candy for all students and faculty.
February 2021	AIAS T-Shirt Competition	Held a t-shirt competition where students could enter their designs to win.
January 2021	AIAS FORUM	With support from the program, sent 5 students to the virtual forum
October 2020	AIAS Halloween Event	Put together candy and treats for all students to grab on each floor of Handley Hall - encouraging students to visit other floors
October 2020	AIAD Cross-Cohort Mentorship Program	AIAS launched a mentorship program between upperclassmen and underclassmen within the architecture program.
September 2020	Architecture School Survival Guide	AIAS Board members put together a survival guide of UMA Architecture program to hand out to first year students - very successful

August 2020	Material Library/lab prep	Our AIAS chapter started assigning duties and ordering/collecting samples for the future material library. This work is being supported by the program with funding and space at Handley Hall
March 2020	AIAS T-Shirt Competition	Held a t-shirt competition with two winners.
March 2020	AIAS FORUM: Toronto Presentation	Held an event where AIAS shared their experience at FORUM in Toronto
August 2020	Material Library/lab prep	Our AIAS chapter started assigning duties and ordering/collecting samples for the future material library. This work is being supported by the program with funding and space at Handley Hall
March 2020	AIAS Toronto Presentation	Held an event where AIAS talked about their experience at FORUM in Toronto
March - August 2020	EcoMaine Competition	AIAS submitted and won the Ecomaine “Recycling is a Work of Art” design competition.
January 2020	AIAS FORUM: Toronto	With support from the program, sent 5 students to Toronto to attend forum
November 2019	AIAS Firm Crawl	AIAS led a tour to SMRT, Whitten, and Kaplan Thompson to meet professionals, see office space, and learn about projects.
November 2019	AIAS November Potluck	Held a potluck where students brought different foods and all had lunch together.
October 2019	AIAS Supply Store Open	AIAS launched an architectural supply store on Handley’s second floor - allowing students to purchase materials for model making, miscellaneous supplies, and snacks.
October 2019	AIAS Sticker Competition	Held a competition for students to submit a sticker design. One winner was selected.
October 2019	AIAS Halloween Bags	Put together bags for all AIAS members that included candy, halloween themed rubber ducks, etc.
September 2019	AIAS Bake Sale	AIAS held a bake sale at an architecture meeting during lunch.
March 2019	AIAS Rendering Workshop/Bake Sale	AIAS held a rendering workshop where students could learn different rendering techniques and held a bake sale at the same event to raise money
2018 - present	Monthly AIAS meetings	Our AIAS chapter continues to grow in strength, indicated by a growing number of events helping to create an overall stronger student community

GOAL 6: Human Resources – *By 2021, increase our faculty to four full-time professors to fully support Goal 3.* **DONE.**
We accomplished this transformative goal a year ahead of schedule when we hired our fourth full-time faculty member in AY 2020-21. This brought us to a student to FT faculty ratio of 1:11 for this past academic year. This additional faculty line gives us enough full-time faculty so that one can be assigned to oversee each one of the first four years in the degree program, allowing for more consistent attention to the specific needs, assessment, and growth of each cohort. The addition also allows us to have more comprehensive and sustainable oversight over our seven curricular sequences mentioned in GOAL 4 above. As mentioned earlier in this document, our recent full-time hire has unfortunately decided not to return for AY 2021-22, but the UMA administration has confirmed this fourth faculty line, and we will be searching for a replacement next year to subsequently join the program in AY 2022-23.

GOAL 7: Professional Engagement & Development – *By 2021, connect the professional design community with the architecture program in the classroom, the field, and the office.* **ONGOING**
This goal has been hampered over the past academic year due to restrictions brought about by the COVID pandemic. However, we have achieved some success in advancing this goal over the past three years as listed below. As pandemic restrictions lift, we will continue our work on this goal, and specifically work to make these professional connections systematic.

In addition to the below listed events, we have had initial discussions with AIA Maine and passivehausMaine about how we might get our students more involved with those organizations.

Date (month/year)	**Event or Initiative Title**	**Notes, results**
April 2021	OPAL Virtual Firm Tour	AIAS held a firm tour over zoom with OPAL Architects.
April 2021	Passive House - Virtual Earth Day Panel Discussion	We took advantage of the pandemic to host a discussion with professionals from around the country. Students watched in socially distanced viewing rooms together, to have a similar experience to an in-person discussion and engage as a group. With the added benefit of being able to present to the larger community - we had a great turnout (over 60 watching). This panel discussion will likely continue annually and has helped to inform other future events to incorporate a hybrid model of presentation.
March 2021	Bruner/Cott Virtual Firm Tour	AIAS held a firm tour over zoom with two architects from Bruner/Cott including a principal regarding the recently completed Portland Children's Museum
2020 - present	AIA Maine UMA Architecture Fund	This new fund, now holding over $28,000, will be used to support student and faculty initiatives, and better connects us to the professional organization
December 2019, 2021	Portfolio Presentations to Professional Design Community (2 events)	These two events, conducted as part of ARC361 Portfolio Development, had our soon-to-graduate students present digital portfolios to a panel of

		design professionals. Held at SMRT and WBRC Architects offices in Portland, the events fostered connection and understanding between the program, our students, and hiring design professionals. This event typically happens each fall at the conclusion of the course.
October 2019	Guest Lecturer Matthew O'Malia, GO Logic Architects	Students were very engaged and there were some community members that attended.
Fall 2019 - present	ARC421 Professional Practice	Hired Ryan Kanteras, practicing architect and principal of Simons Architect as our ARC421, Professional Practice instructor
2015 - 2020	NESEA Scholarship for annual conference	Starting in 2015, Kaplan Thompson Architects sponsored a scholarship to send one student to the annual NESEA Building Energy Conference. This has evolved into a scholarship directly through the NESEA organization

5.2.4 Strengths, Challenges, and Opportunities
Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
As stated in our 2018-21 Long Range plan, we face a variety of challenges but also see the opportunities these raise. We continue to work to leverage our limitations as opportunities to create a strong and vibrant architecture program for Maine and Northern New England.

Strengths
1. We are the only professional architecture in Maine, and the only public undergraduate professional architecture degree in northern New England
2. Our small size affords us a connection to students, the ability to be nimble, and the flexibility to integrate our coursework through close collaboration between faculty
3. Our integrated coursework, afforded by our small size, offers a curriculum that prepares students for the layered and collaborative nature of the profession
4. 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.
5. Handley Hall gives us a dedicated home for teaching and learning, and the possibility for expansion. The building also fosters a strong sense of community for a largely commuter school.

Challenges/Obstacles
1. Financial challenges of running a financially viable architecture program, including appropriate salaries to secure and keep faculty long-term
2. Need for spatial resources to support the planned growth in the student body
3. Successfully integrating transfer students, from community colleges as well as other programs, into our sequential and integrated curriculum
4. Our location in central Maine, away from the primary design center of the state
5. Other challenges brought about by limits of financial, physical, and human resources
6. The physical divide between Handley Hall and the UMA Main Campus can be challenging for faculty and students.

Opportunities

1. Possible expansion to the 5th-floor of Handley Hall
2. Our location in downtown Augusta which places us in our community thereby supporting our community connections and potential community design work.
3. As the only program in Maine and the only public BArch in northern New England, we can have a strong voice in matters related to the built environment

5.2.5 External Input

Ongoing outside input from others, including practitioners.

Program Response:

The BArch program receives outside input in two major ways. The first and primary is our external assessment review. Our external review is now an annual event, asking a three-member panel from outside the institution to join us in considering one of our curricular sequences. The three panel members include a representative from academia, from the profession, and a UMA Architecture Alumnus. In this way, we receive a variety of viewpoints, each important to our program's long-term growth, and in best support of our students' long-term success.

As the primary purpose of the external review is to get feedback on one of our specific curricular sequences, we select panelists with a relationship to the teaching and practice of the selected sequence. In 2020-21 our focus was our *Tectonics & Assemblies Sequence* that is overseen by Professor Amy Hinkley. The goals of this sequence are to have students explore the material assemblies of buildings from multiple understandings including the expressive, the tectonic, and in terms of building performance. As can be seen from this year's external assessment report, *2020-21 External Assessment - Tectonics & Assemblies* found in the shared Assessment folder, the review will lead to some specific action items that our program can undertake to improve our teaching of these topics, and to the long-term success of our program and students.

The planned review schedule of sequences for external review is shown in the chart below. Note that starting in AY 2021-22, we will be moving the external review process to the end of the fall semester to alleviate some of the assessment workload done typically at the end of the academic year.

Date	Curricular Sequence to be reviewed
Spring 2021	Tectonics & Assemblies
Late Fall 2021	Analysis, History, & Theory
Late Fall 2022	Representation
Late Fall 2023	Structures, and Energy & Systems (2 sequences)
Late Fall 2024	Professional Practice
Late Fall 2025	Studio

The second means of gaining external input is through our BArch Advisory Board. This board, made up of a group of practitioners and others, meets annually at the end of the AY. (*Note: we did not meet at the end of the 2019-20 AY due to COVID restrictions*). At this meeting, we typically share an overview of the school year, have students present related work, and focus on a selected topic. In

2021, we shared with the board the results of our external review discussed above. This allowed us to gain additional input on this curricular sequence, allowing for a more wide-ranging review. The board also strengthens our professional network, connecting us to practitioners and others across the region. Among other topics, we have tapped into their network and knowledge for recommendations on hiring, community work, and employment opportunities for our students. The current board members and their affiliation are listed in the chart below. This list and the summary report from our 2020-21 spring meeting can be found in the shared B.Arch Advisory Board folder.

University of Maine at Augusta, BArch Advisory Board 2020-21		
Name	**Firm/Organization**	**Constituency Represented**
Barba, Nancy	Barba + Wheelock, Principal (Portland)	Architect, historic preservation, taught an elective for UMA/ARC
Boucher, Michael	Michael Boucher Landscape Architecture, Principal (Freeport)	Landscape architect, guest critic, helped create ARC 204 project curriculum
Comeau, Meridith	Southern Maine Community College (South Portland)	Architect, Dept. Chair SMCC architecture
Deabler, Kevin	RODE Architects, Principal (Boston)	Architect, out-of-state, guest critic, interested in employing students
Grotton, Chris	formerly of PHI Builders & Architects (Rockport)	Architect, UMA Architecture Alumnus, design/build
Hall, Michael	Augusta Downtown Alliance, Exec. Dir (Augusta)	Community partner, Augusta representative
Johanning, Michael	WBRC, Principal (Bangor and Portland)	Architect, employer of our students
Nelson, Karen	The Boston Architectural College (Boston)	Dean of Architecture, Architect
O'Malia, Matt	OPaL Architecture, Principal (Belfast)	Architect, Passive House, northern representative, guest lecturer
Pouliot, Matt	Maine State Senator (Augusta)	Maine State rep, real estate professional, community partner
Rudy, Nate	City of Gray, Town Manager (Gray)	City government, community partner, urban background
Vickers, Graham	SMRT Architects & Engineers, Principal (Portland)	Architect, employer of our students
Wise, Katie	L.L. Bean, Mgr of Architectural Services (Freeport)	Architect, Engineer, AIA Maine board president

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

Program Response:
The self-assessment of our curriculum, described below under 5.3.1 Course Assessment & Curricular Development, includes a review of each architecture course taught during any given semester, and includes specific action items to better each course, and by extension, the success of our students' learning and faculty teaching success. These individual courses are further considered in the context of the year in which they are taught through our *Cohort Summary Assessment Report,* as well as their relationship to like-courses through our *Sequence Summary Assessment*. These reviews, which look at the coursework in relation to other courses in the program's curriculum, allow for a more comprehensive understanding of the interconnection between our coursework and how scaffolding through the 5-year program promotes student and faculty success. These summaries propose specific action items related to cohort or sequence that aim to benefit the students in a given year, as well as across their progression through the degree program. The summaries and AY 2020-21 individual Course Assessment documents can be viewed in the shared Assessment folder. Assessments from other academic years can be shared upon request.

We also conduct an annual Studio Culture Policy assessment, gaining input from both students and faculty, which ensures that our teaching environment, one shared by all, actively considers input from various constituencies. The collected responses are reviewed and appropriate changes are made to the policy. The revised policy is re-introduced each fall to the student body at our welcome back meeting held at the start of the academic year. Our current policy and most recent assessment documentation can be viewed in the shared Studio Culture Policy folder.

5.3 Curricular Development

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

Programs must also identify the frequency for assessing all or part of its curriculum.

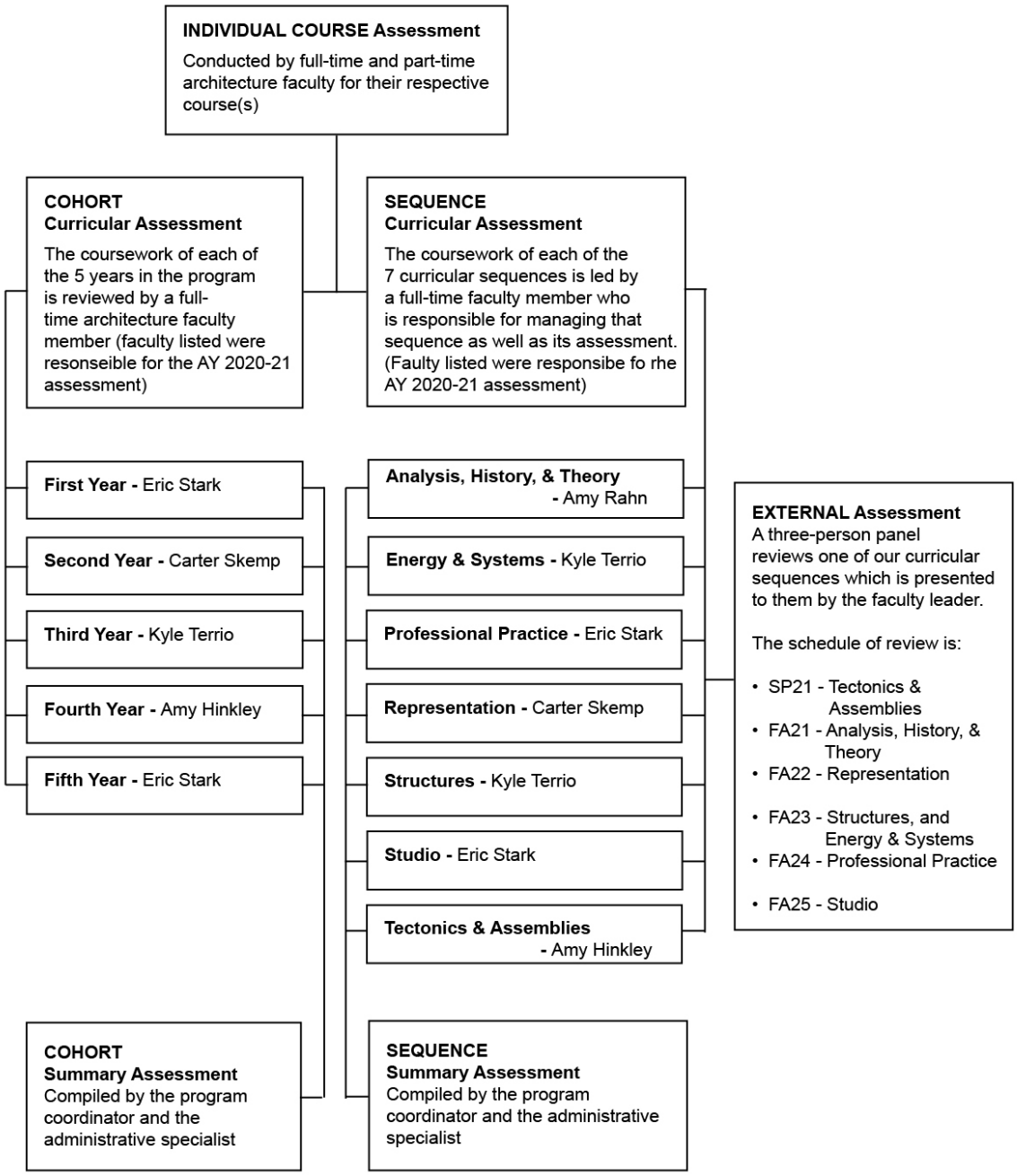
5.3.1 Course Assessment & Curricular Development

The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
Our curricular assessment is conducted in layers starting with faculty annually assessing each architecture course taught at the end of its respective semester, and can be understood graphically through our Curriculum Assessment Process Chart below. As part of these reviews, faculty have traditionally been asked to consider their teaching in light of a course's stated outcomes, as well as related NAAB criteria. With the new 2020 Conditions, we have updated which courses are meant to support which values and criteria, and will continue to review NAAB criteria in this way. In addition, faculty share new or innovative teaching strategies, judge the success of the assignments and coursework as it relates to student outcomes and NAAB criteria (if any), and propose course-specific action items that may be undertaken in the following year to improve their course. These assessments also look at course integration, curricular sequencing (starting in AY 2020-21), and how the course addresses our goal of hands-on teaching. Individual Architecture Course Assessments for the past academic year can be viewed in the Assessment folder; additional previous years can be shared if desired. As described below, full-time architecture faculty consider these individual course assessments through the lenses of two primary relationships.

Curricular Assessment Process Chart

The chart below shares the structure of our annual curricular assessment. The individual architecture courses assessed as part of each cohort or sequence, as well as the AY 2020-21 Faculty Coordinator of each area, are listed following this chart.



The first of these relationships looks at the courses by cohort so that we consider each of the five years in the program. Where individual course assessment considers individual course outcomes, cohort assessment looks at the larger goals of each year of the program. This assessment is done annually at the end of the academic year when a cohort's collective coursework is complete. Each of the five years of the program is assigned to a full-time faculty member who reviews related individual course assessments, and writes a summary narrative of the cohort considering the larger

pedagogical goals of each respective year. Cohort Assessments for the past two academic years can be viewed in the Assessment folder.

Cohort Year	Primary Pedagogical Goal
First	First-year is about Foundations. It is about learning foundations of making, foundations of process, and foundations for communication.
Second	Second-year is about creating and exploring the basis for one's design work. It's a broad look at 'pre-design' including precedent research and analysis, site analysis, readings, and abstraction of architectural ideas and intention.
Third	Third-year is about Integration.
Fourth	Fourth-year is about Engaging the Profession and the Community.
Fifth	Fifth-year is about Theory and Thesis.

The annual cohort assessment puts a focus on our course integration, where studio and non-studio courses work in concert, and reviews how well classes are leveraging each other in support of a more comprehensive and layered learning for our students. The five cohort assessments are summarized by the program coordinator, captured in our *2020-21 Cohort Summary Report,* and shared with all faculty so they can better understand how their teaching aligns with other classes taught in a given year. A chart listing the architecture courses considered as part of each respective cohort is shared below.

Cohort Assessment - Architecture Coursework

Cohort Year	Associated Architecture Coursework
First Year	Fall Semester: ● ARC 101 Foundations Studio ● ARC 110 Intro to Architectural Representation Spring Semester: ● ARC 102 Process Studio ● ARC 120 Intro to Digital Tools for Architects ● ARC 123 Architectural Principles and Precedents
Second Year	Fall Semester: ● ARC 203 Intention Studio ● ARC 212 Building a Human World ● ARC 261 CADD Spring Semester: ● ARC 204 Site Studio ● ARC 251 Sustainable Design Concepts ● ARC 241 Architectural Research and Analysis ● ARC 350 Mechanical Systems in Architecture
Third Year	Fall semester: ● ARC 305 Housing Studio ● ARC 221 Concepts of Structures I

	• ARC 231 Architectural Materials & Methods Spring semester: • ARC 306 Steel Studio • ARC 262 Building Information Modeling • ARC 332 Construction Techniques • ARC 322 Structures II
Fourth Year	Fall Semester: • ARC 408 Community Studio • ARC 406 Architectural Apprenticeship • ARC 421 Professional Practice • ARC 441 Architectural Travel Experience • ARC 486 High Performance Building Enclosures (Topics Course) Spring Semester: • ARC 407 Integrated Studio • ARC 417 Integrated Building Systems *(NOTE: Design studios/integrated courses were flipped due to COVID in AY 2020-21.These will be taught in their "typical" sequence going forward)*
Fifth Year	Fall Semester: • ARC 509 Thesis Foundations • ARC 431 Architectural Theory • ARC 361 Portfolio Development Spring Semester: • ARC 510 Thesis *(NOTE: there was no 5th-year cohort for AY 2020-21)*

The second curricular relationship we consider is one based on course sequencing, reviewing how pedagogy is scaffolded *across* the five years. We have seven curricular sequences in our program which are listed in the chart below along with the current faculty coordinator in parenthesis; a short summary of each sequence is included. More detailed information on each sequence can be found in the Assessment folder, including reports on each sequence and our *2020-21 Sequence Summary Report.*

Curricular Sequence	**Sequence Summary**
Analysis, History, & Theory (Amy Rahn)	Through the Analysis, History, & Theory sequence, which stretches from the first year of study into the fifth, students develop skills relevant not only to understanding architectural history, theory, and the context in which to interpret it, but skills also relevant to their careers as architects including gathering and assessing evidence; evaluating and comparing relevant information; breaking down a complex whole into constituent parts, comprehending people, place, and context; recognizing the disparate needs of client, community, and society, and have the resources to write about those currents.
Energy & Systems	The Energy and Systems sequence is the integration of passive and active systems within a building and the buildings' context that pertain to

(Kyle Terrio)	mechanical, electrical, plumbing, daylighting, air quality, water use, materials, equipment, and efficiency. Coursework introduces the fundamental principles of sustainable design through passive and active strategies, provides research opportunities and references to environmental 'natural' strategies, mechanical strategies, materials, equipment, current technologies, and software design tools.
Professional Practice (Eric Stark)	The Professional Practice sequence is about ensuring that students are prepared for professional practice, exposing students to various aspects of professional practice, and aiding in their transition from school to the professional world of architecture.
Representation (Carter Skemp)	The Representation sequence is seen as a fundamental aspect of architecture; architecture can not happen without representation. One of UMA Architecture's core tenets is that students learn through making; it is fundamental to all aspects of architecture at UMA. This idea applies to the representation sequence as well in that representation is a wide ranging craft that must be participated in to master. Learning representation is not just learning how to use specific tools like a pencil, matte knife, or AutoCAD, but a process of understanding how and WHEN to use the different tools to best suit an individual project; to best develop a project; to best represent a project. It is a learning process that requires hands-on doing over the entirety of the BArch program.
Structures (Kyle Terrio)	The Structural sequence introduces students to the principles of building structure design and analysis within the built environment. The intention of the sequence is to develop purpose and integration of structural system layouts, member sizes, load capacities, load paths, volume and proportion, and material science within the overall building design process.
Studio (Eric Stark)	The fundamental aspect of the Studio Sequence is to help students develop a process for working as architectural designers. We do this by layering multiple aspects of the design process, gaining in complexity as our students advance in the program. The fundamental concepts of integration and sequence, as well as collaboration and iteration, are key to our pedagogy and to our students' acceptance of the responsibility of engaging in a specific and thoughtful design methodology.
Tectonics & Assemblies (Amy Hinkley)	The goals of the Tectonics & Assemblies sequence are to have students understand the material assemblies of buildings from multiple understandings: expressive, tectonic, and performance. These objectives are met over the three semester sequence, with assignments, lessons and projects structured to allow students to explore materials and assemblies through multiple different ways of learning and understanding.

This assessment work reviews how specific curricular sequences are scaffolding learning, starting with an introduction of concept, continuing with a progression through engagement, and finally reaching a level of understanding and/or ability in our upper-level classes. Each of our seven sequences is managed by a full-time faculty member who is responsible for its assessment, as well as its coordination. Each sequence is discussed in a meeting in which the sequence's related faculty discuss the goals, status, and action items for that respective sequence; this may mean that faculty, full-time and part-time, are involved in multiple sequence discussions. Each sequence is then summarized by its respective faculty coordinator, and the seven sequence assessments are finally summarized as a whole by the program coordinator, and captured in our *2020-21 Sequence Summary Report*, including proposed action items. A chart of the architecture coursework that forms each of our curricular sequences is shared below, along with their most recent faculty.

Sequence Assessment - Architecture Coursework

Curricular Sequence	Associated Architecture Coursework / Instructor for AY 2020-21
Analysis, History, and Theory	ARH 105, Hist of Art and Architecture I / Rahn & Stoddard ARH 106, Hist of Art and Architecture / Rahn & Stoddard ARC 241, Research & Analysis / Hinkley ARC 212, Building a Human World / Anderson ARC 312, Hist of Modern Architecture / Anderson ARC 431, Architectural Theory / Belleau
Energy and Systems	ARC 251, Sustainable Design Concepts / Terrio ARC 350, Mechanical Systems / Kalian ARC 417, Integrated Building Systems / Hinkley
Professional Practice	ARC 421, Professional Practice / Kanteras ARC 406, Architectural Internship / Stark ARC 361, Portfolio Development / Stark Consider: ARC 408, Community Studio / Stark Annual Community Design Charrettes / Stark
Representation	ARC 110, Intro to Representation / Skemp ARC 120, Intro to Digital Tools / Demers ARC 261, CADD / Skemp ARC 262, BIM / Skemp ARC 361, Portfolio Development / Stark
Structures	ARC 221, Structures I / Terrio ARC 332, Structures II / Leasure
Studio	ARC 101, Architectural Design: Foundations Studio / Hinkley ARC 102, Architectural Design: Process Studio / Stark ARC 203, Architectural Design: Intention Studio / Terrio ARC 204, Architectural Design: Site Studio / Skemp ARC 305, Architectural Design: Housing Studio / Skemp ARC 306, Architectural Design: Steel Studio / Terrio ARC 407, Architectural Design: Integration Studio / Hinkley ARC 408, Architectural Design: Community Studio / Stark

	ARC 509, Architectural Design: Thesis Foundations / Hinkley & Skemp ARC 510, Architectural Design: Thesis Capstone / Hinkley & Skemp
Tectonics and Assemblies	ARC 231, Materials & Methods / Terrio ARC 332, Construction Techniques / Terrio ARC 417, Integrated Building Systems / Hinkley

Through this multi-layered approach to curricular assessment, we work to ensure that faculty understands the individual responsibilities of their classes, as well as the role their teaching and courses play in the overall trajectory of the curriculum both within a cohort and across the program's five years. To better illustrate these connections, we have created a *UMA Architecture Curricular Map* (see the shared Curriculum Charts folder) that visually documents these relationships so that we can see and better understand the complex and layered relationships found in the program's curriculum. Starting in AY 2021-22 and based on a recommendation from a member of our Advisory Board, this map will be on display at Handley Hall so that students, staff, and faculty are kept aware of the integrated nature of our curriculum, and can understand their place in the curriculum at any given time.

UMA BArch Assessment Layer	**Schedule**
Individual Course Assessment	Annually. Done at the end of a course's respective semester, conducted by individual course instructors
Cohort Assessment	Annually. Done at the end of each academic year, conducted by full-time architecture faculty
Sequence Assessment	Annually. Starting in AY 2021-22, to be done between the fall and spring semesters, conducted by full-time faculty
External Assessment	Annually. This assessment will take place annually between the fall and spring semesters to coincide with our Sequence Assessments. Conducted by full-time architecture faculty with input from a three-member external panel. See 5.2.5 External Input for more info and the proposed schedule of external review of our curricular sequences.

As stated in Program Changes as a Result of Changes to the Conditions, we are working to better consider and incorporate student response to coursework and course outcomes. Our current work in this area is a review of University gathered data, which can be found in our *Learning Outcomes Report* found in the shared Assessment folder. In addition, at the end of AY 2020-21 we conducted an experimental survey focused on two of our upper-level integrated classes, *ARC407 Architectural Design: Integrated Studio* and *ARC417 Integrated Building Systems.* We chose these courses due to their importance in our pedagogy, as well as their being primary evidence for the NAAB SC.5 and SC.6 Student Criteria. Documentation on the ARC407/ARC417 survey can be seen in the above linked assessment folder and will be integral in determining our best way forward to incorporate student feedback in the review of curricular goals and outcomes.

5.3.2 Setting Curricular Agenda
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.

Program Response:
The architecture program's curricular agenda is set by full-time architecture faculty based on review and discussion through curricular assessment as shared in 5.3.1 Course Assessment & Curricular Development, as well as experience in the classroom. We consistently consider how to best leverage any individual class in support of its specific outcomes, but also its potential integration with other coursework in a given program year, as well as how it can best support its given curricular sequence should it be part of one. This consideration happens organically throughout the year, but more specifically during our assessment meetings at the end of fall and spring semesters where action items are created for individual courses, as well as for cohort curriculum and curricular sequences. The process of our program-level curricular assessment process is outlined in the chart above, at the end of section 5.3.1.

Changes to the curriculum or program are typically championed by a faculty member and brought before the architecture faculty for consideration and comment at biweekly departmental meetings. As a small program, the full-time faculty makes up the program's 'curriculum committee.' These internal changes may include updates to course outcomes, scheduling with other integrated architecture coursework, discussion of course-specific assignments, or alignment with NAAB criteria. After discussion and upon agreement by the department, internal curriculum changes are managed by the program coordinator in collaboration with a course's instructor.

Major curriculum changes, as outlined below, are shared by the program with the college faculty via the College of Arts & Sciences office 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 administrative curriculum issues as required.

Changes that require approval outside of the architecture program fall into three categories: Minor, Class B, and Class A changes. Minor changes require approval of the college, Dean, and Provost. Examples of a "minor change" would be changes in course title or description, the course number, and pre- or co-requisites. The proposed changes are agreed upon by the full-time architecture faculty after discussion in a faculty meeting. The program coordinator is responsible to submit paperwork outlining the proposed changes to the College of Arts and Sciences office who in turn shares it with the entire college. Members of the college have 10 days to comment or question the proposed change to which the program coordinator will reply. After this 10-day period and approval by the college, any Minor change is sent for Dean approval, and finally forwarded to the Provost for final approval.

Class B changes follow the same path as Minor changes, with the addition of review and approval required by UMA's Curriculum Committee after the Dean's approval, but before the Provost's. The curriculum committee is made up of faculty from both of UMA's colleges. These types of changes include the introduction of new courses, changes in pre- or co-requisites that involve disciplines other than architecture, changes in degree requirements, and changes in admissions requirements.

Class A changes include the creation of a new degree program or the elimination of an existing program which understandably happen rarely. This process, in addition to the approvals outlined above, requires a vote of the full Faculty Senate.

Steps toward Curricular change at the University level
1. Program gathering of considerations and information through experience and assessment.

2. Full-Time Architecture Faculty - review, discuss, and propose curricular changes in faculty meetings
3. BArch Program Coordinator - submits paperwork of any proposed change to the College of Arts & Sciences (CAS), noting level of change (Minor, Class B, or Class A)
4. College of Arts and Sciences Faculty - reviews and comments
5. UMA Curriculum Committee - reviews and approves (when necessary)
6. CAS Dean - approves changes
7. UMA Provost - approves changes

5.4 Human Resources and Human Resource Development

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

5.4.1 Faculty Workload Balance

Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Current architecture faculty teaching load is 8- or 9-credits per semester. This typically means that a full-time faculty member will typically teach one design studio (4 credits) and two non-studio courses (3 credits each), totalling 10 credits for a 1-credit overload. Sometimes these non-studio courses are integrated with the faculty member's own studio course which allows for an in-depth integration across the classes. At other times, FT faculty are integrating coursework with other faculty, either FT and PT, thereby bringing their experience and knowledge to the multiple integrations and sequences we have developed across our curriculum.

The addition of a fourth full-time faculty member in AY 2020-21 is a primary demonstration of our efforts to balance faculty workload overall. This addition allowed each faculty member to take on specific roles that help to spread out the work required to successfully support our program, our students, and planned growth. These roles include:

- Individual FT faculty assignment to coordination of each cohort year
- Individual FT faculty assignment to manage and assess specific curricular sequences
- Individual FT faculty assignment to the advising of cohort-specific student groups, allowing a faculty member to be with a cohort throughout their time at UMA. This creates a long-term relationship, while allowing a faculty member to be more deeply invested in individual students.

In addition to the specific faculty assignments above, the addition of a fourth faculty line has afforded all full-time faculty more time to consider and explore class content and teaching methods. We have clearly seen evidence of this over the past year through an increase in new ideas brought to the classroom. The fourth faculty member also allows for a more equitable distribution of various program specific tasks such as the Annual Architecture Student Exhibit, Annual Fall Open House, UMA and Regional Recruitment Events, Handley Hall facility support including technology, and New Student Orientation responsibilities among others. The benefit of this new faculty line is clear and we believe we will continue to see more in future years.

Full-time and part-time architecture faculty resumes, as well as a matrix describing recent teaching responsibilities, can be found in folder Faculty Information.

5.4.2 Architecture Licensing Advisor

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

Program Response:

The interim Architect Licensing Advisor (ALA) is Professor Eric Stark, having taken over the role when the previous advisor left the program immediately prior to the start of AY 2020-21. The interim status reprises this role for Prof. Stark, one he held previously from 2013 - 2017. Given his numerous responsibilities as program coordinator, the role will transition to another faculty member once the program is fully staffed.

In the role of ALA, Stark remains cognizant of his responsibilities by a periodic review of online resources, as well as previous attendance at the 2014 and 2015 NCARB ALA summer conferences, as well as partial virtual attendance of the 2021 NCARB ALA Conference. Professor Stark regularly answers questions students have about AXP at open houses, orientations, and throughout the academic year. Activities for AY 2020-21 included hosting NCARB leadership in a Zoom call, open to all students, to share and discuss the path to licensure and related topics. For AY 2021-22 meetings will be held each semester to share information on the path toward licensure, including information on securing internships, as well as alternative career paths.

5.4.3 Faculty Development

Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

The University offers a wide variety of support for faculty, both financial and through administrative support. 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. These resources benefit faculty which in turn contributes to overall program improvement.

Financial:

- Professional Development Funds for conference attendance and presentation
- Presidential Research Grants
- Strategic Development Funds
- Presidential Mini-grants for proposals related to the improvement of UMA
- Libra Professorship Awards
- Trustee Professorship Awards
- Technology Fee Grants
- Stipend or release time for developing a new hybrid or online courses
- Stipend for Brightspace training
- Stipend for traveling to three UMA Video Conferencing sites
- AIA Maine UMA Architecture Fund **-** Established in 2019, this fund's support comes from our local AIA Maine chapter. It was created to support a variety of initiatives associated with the Bachelor of Architecture Program including, but not limited to faculty initiatives and support. Please see section 5.7 Financial Resources for detailed information on this funding available to faculty.

Other:

- Faculty Development Center (Home - Faculty Portal)
- Lunch N' Learn Workshops
- RaP Sessions (Research and Pedagogy)
- Sabbaticals and/or Educational Leave
- Listserv to communicate with all faculty via e-mail
- Teaching Support Services including Brightspace 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

UMA full-time and part-time faculty utilize these and other resources to give back, learn, and otherwise engage their respective professions. This work may include serving on architecture related boards, attending and presenting at building and design conferences, volunteering with AIA Maine, taking classes in various fields to support their own education and their teaching, serving on municipal committees, attending architecture-related lectures, giving public lectures, and sharing their own work in public exhibits, among others. A list of faculty accomplishments achieved since our last NAAB visit, entitled *UMA Architecture Faculty Accomplishments & Education*, can be found in the Faculty Information folder.

5.4.4 Student Support Services

Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

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 have also been expanded to include travel throughout the New England states and some Canadian territories (*NOTE: much of this travel has been curtailed this past year due to COVID restrictions but will restart when allowed*). 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.

Beginning in the fall of 2019, UMA began to offer affordable housing to full-time students attending the Augusta campus. Located in Hallowell, just over the Augusta city line, the historic Stevens Commons is a renovated and preserved mixed-use campus, set high on a hill facing the Kennebec River. Eighty-plus beds are available in furnished rooms, with additional amenities on-site for residential students such as a mail service, lounge, laundry, cafe, and a fitness center. This modern and affordable housing is located within a short 6-minute drive of Handley Hall (20 minutes by bicycle), and within walking distance of local retailers and restaurants.

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 including a dedicated Advising Associate, specifically trained to work with architecture enrollment. In addition, each semester (when allowed) Architecture-specific program advising sessions and registration events, facilitated by Academic Advising staff and Architecture program faculty, are held on-site at Handley Hall.

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 Brightspace.
- 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 of our students, coordinates with potential employers, and posts open positions at Handley Hall and online.

For internship and career guidance, the architecture program requires all students to take *ARC406, Architectural Internship.* This 1-credit course which can be taken in fall, spring, or summer semesters, requires students to work in a professional's office. The program offers meetings that offer advice in resumes, cover letters, and interviewing techniques in preparation for the job search. In addition, *ARC361, Portfolio Development*, is a required course students take in their 5th-year, where they are required to prepare both physical and online portfolios in support of their transition to the professional community. The final work of this class is presented to a panel of design professionals for feedback, and often results in job offers. As an institution, UMA offers Career Services whose goal is to help students and alumni make connections between their academic experience and career paths, and to prepare students for their immediate next destinations and

lifelong professional pursuits. More career related information can be found in section 6.3 Access to Career Development Information.

5.5 Social Equity, Diversity, and Inclusion

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

5.5.1 DEI Resources

Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

UMA has long supported topics related to diversity and inclusion, including racial, cultural, and economic diversity. In response to multiple tragic recent events, the University created the Diversity, Equity, & Inclusion Council whose stated mission is, "UMA is committed to ensuring a productive and inclusive environment for all members of our diverse community, which includes people of all abilities, races, ethnicities, genders, sexual orientations, nationalities, religious traditions, socioeconomic classes, and ages. The Diversity, Equity, and Inclusion (DEI) Council will work to support strategic initiatives, partnerships, advocacy, innovation, and educational programs that will create, sustain, and enrich UMA's institutional commitment to diversity, equity, and inclusion of its entire community. They will also work to identify challenges, propose strategies, and make recommendations for new and ongoing policies that support DEI initiatives." This work has been collaborative, allowing faculty and staff input, and has been fully approved by the UMA Faculty Senate and the President's Cabinet.

In order to put Diversity, Equity, and Inclusion into action, UMA's DEI Council will:

- Promote a long-term and sustained culture of diversity, equity, and inclusion that is flexible, evolving, and open to continual improvement.
- Establish institutional funding for ongoing education and training programs in DEI areas, to include regular professional development opportunities for all members of the community.
- Recognize that inequalities and exclusions are the products of both structural policies and unconscious prejudice, and that DEI initiatives are not possible without both institutional support and healthy self-reflection and openness to learning from all members of our community.
- Organize and promote workshops, activities, professional development, and research in DEI related areas and advocate that these opportunities be supported and rewarded through administrative and institutional support. These development activities should be provided by university professionals as well as initiated by student interests in order to better address structural blind spots and increase attention to diverse students' actual needs.
- Create a shared culture of DEI through deliberate and public expressions of DEI values. This means that we will seek to actively and positively create learning communities that are inclusive of sex, gender identity, race, ethnicity, religion, age, and income differences and actively understand and promote the benefits of DEI across our entire community.
- Intentionally prioritize and support faculty efforts to integrate DEI research, tools, and perspectives into their curriculum and classroom practices.
- Intentionally recruit and retain faculty, students, and staff that reflect multicultural and diverse backgrounds, experiences, and perspectives.

The above mission and action items are fully supported by the BArch program. Additional information on UMA's DEI Council, including faculty and administrative membership, can be found on University Diversity, Equity, & Inclusion Council web page.

Equity and Inclusion Scholarship

As an EDI-specific financial resource, and recognizing diversity as an essential element of academic excellence, the University of Maine at Augusta (UMA) offers Equity and Inclusion scholarships to students whose academic achievement and varied experiences will enhance and enrich the education of all UMA students and the educational mission of UMA. Detailed information on the scholarship can be found here: UMA Equity & Inclusion Scholarship. Awards are up to $3000 per academic year, and are based on a variety of requirements including the submission of an essay.

5.5.2 Faculty & Staff Diversity Planning
Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
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 in collaboration with UMA Human Resources, and are referenced throughout the year in support of recruitment efforts.

This process has Berkshire Associates calculate external availability of a diverse pool of candidates. UMA bases its 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. UMA also conducts 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 University, and by extension the BArch program, plans to continue working with Berkshire Associates, Inc. in a similar manner for the foreseeable future.

The below chart compares the demographics across different University populations including the University of Maine at Augusta, the student body of UMA's BArch program, the seven campuses of the UMaine System, and our faculty and staff.

3 Term Unduplicated Race/Ethnicity and Gender											
Summer 2020, Fall 2020, Spring 2021								**AY 2021-22 Faculty**			
		ALL UMA		**BARC**		**ALL UM System**		**FT & PT Faculty**		**PT Staff**	
		Count	%	Count	%	Count	%	Count	%	Count	%
	Total	**5606**	**100%**	**46**	**100%**	**37875**	**100%**	**11**	**100%**	**2**	**100%**
Race/ Ethnicity	Non Res Alien	35	0.6%	0	0.0%	788	2.1%	0	0.0%	0	0.0%
	Black or African American	137	2.4%	2	4.3%	1158	3.1%	0	0.0%	0	0.0%
	American Indian or Alaska Native	73	1.3%	0	0.0%	344	0.9%	0	0.0%	0	0.0%

	Asian	54	1.0%	0	0.0%	625	1.7%	0	0.0%	0	0.0%
	Hispanic/Latino	179	3.2%	1	2.2%	1341	3.5%	0	0.0%	0	0.0%
	Native Hawaiian or Other Pacific Islander	5	0.1%	0	0.0%	25	0.1%	0	0.0%	0	0.0%
	White	4509	80.4%	39	84.8%	29986	79.2%	10	90.9%	2	100%
	Race and Ethnicity Unknown	415	7.4%	0	0.0%	2421	6.4%	0	0.0%	0	0.0%
	Two or more races	199	3.5%	4	8.7%	1187	3.1%	1	9.1%	0	0.0%
Gender	Male	1701	30.3%	31	67.4%	14650	38.7%	9	81.8%	1	50.0%
	Female	3905	69.7%	15	32.6%	23225	61.3%	2	18.2%	1	50.0%
Source: IPEDS Student 3 Term Unduplicated Report											
Assumptions: Enrollment as of CENSUS for each term											
6/4/21 - UMA OIRA											

The architecture program 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. We currently use our Annual Statistical Reports as a means of assessing faculty and student diversity. Past reports can be found in the UMA ARS Reports folder, as well as shared publicly online on our NAAB Information webpage. Given our relative success to date, and in order to maintain and grow our diverse faculty and student body, we will continue to recruit and serve all populations across our state and region as we have to date but remain vigilant and look for ways to increase diversity when possible.

5.5.3 Student Diversity Plan

Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The Architecture program is committed to a diverse faculty and student body. Being located in Maine, which, based on the most recent data from the U.S. Census Bureau, is the whitest state in the US (94.4%) (Whitest States 2021), we are challenged to meet some national averages of diversity. However, as of AY 2020-21, our program's student body make-up in terms of ethnic diversity is ahead of our state average and close to our University's averages (see chart under 5.5.2 Faculty & Staff Diversity). Please see the chart at the end of this section comparing demographic change since our last NAAB visit.

However, while we see some relative success in ethnicity breakdown, we would note that our breakdown between female and male students has changed dramatically since our 2018 NAAB visit, when female students outnumbered male students 54% to 46%. Today, the percentage of males is more than double our female students (67.4% male to 32.6% female), and essentially the reverse of the overall University population. While our AY 2021-22 entering class is close to a 50:50 ratio of male to female, we are not sure why this dramatic change took place and this is an area that we will

need to consider as part of our next long-range planning cycle in collaboration with UMA's Office of Admissions.

Where we excel in the area of diversity is in terms of economic inequality and age inequality. UMA is especially noted for its experience and success working with adult students, many who enter college after years away from a classroom. These non-traditional age students make up 51% of our University's student population. UMA faculty and staff understand the special challenges of these adult students, who often need to juggle family and work responsibilities while attending college. Similarly, the BArch program works extensively with non-traditional students in relationship to age as well as economic status. We are very proud of the opportunity our affordable and accessible program affords Central Maine and beyond, and have testimony from multiple students that if not for the UMA BArch program they would not be able to pursue their architecture goals due to financial constraints or from being place-bound.

		BARC 2018-19	BARC 2020-21		
		Head Count	Head Count		% change (+/-) since last NAAB visit
		49	**46**		**-6.12%**
Race/Ethnicity	Non Res Alien	0	0		0.00%
	Black or African American	1	2		100.00%
	American Indian or Alaska Native	1	0		-100.00%
	Asian	1	0		-100.00%
	Hispanic/Latino	2	1		-50.00%
	Native Hawaiian or Other Pacific Islander	0	0		0.00%
	White	40	39		-2.50%
	Race and Ethnicity Unknown	1	0		-100.00%
	Two or more races	3	4		33.33%
Gender	Male	23	31		34.78%
	Female	26	15		-42.31%

5.5.4 EEO/AA Policies
Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
Below are links to UMA's policies related to Social Equity and EEO/AA activities. These are publicly accessible through UMA's web site for all faculty, staff, students, and prospective students. Please also refer to 5.5.2 Faculty & Staff Diversity Planning for plans and procedures relating to hiring processes.

EEO/AA
The University of Maine at Augusta is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in

employment, education, and all other programs and activities. Additional information can be found on the Equal Opportunity web page.

Equity Diversity, and Inclusion Council
As described in 5.5.1 DEI Resources, the University is committed to addressing issues of Equity, Diversity, and Inclusion. Additional information can be found on UMA's Diversity, Equity, & Inclusion Council web page.

Diversity
UMA's Accessibility Statement, Non−Discrimination Notice, and Diversity Statements can be found online at Accreditation, Accessibility, Non-discimination & Diversity Statements. Information on Disability Services and support is found at Accessibility Services.

Harassment and Discrimination Policy
UMA's Policy on Harassment can be found here: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation . UMA's policy on non-discrimination can be found here: Notice of Non-Discrimination.

Academic Integrity
The UMA Academic Integrity Code, including process for appeal, can be found at Student Academic Integrity Policy.

5.5.5 Accommodation Resources & Procedures
Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
UMA offers several avenues for accessing support services to guide and enhance the student, staff, and faculty experience.

Academic Support
There are several pathways for students needing academic support. UMA's Student Support and Development (SSD) team offers myriad services including success coaching, academic tutoring, ADA accommodation request services, and mental health counseling. Using a strengths-based approach, the SSD team works with students to identify needs and match the student with relevant internal resources for success. A student may access a single service area or be connected to multiple services, depending on what is needed to facilitate the best overall results.

In cases where students are struggling with various executive skill functions, including time management, planning and prioritization, task initiation, and sustained attention, success tutoring may be a useful place to begin. Success tutoring is offered by professionals on the UMA SSD team, as well as college students who have demonstrated proficiency in these areas and have a desire to help others.

At times a student may encounter a particular subject area weakness or challenge. In cases like this, a student may request subject-area tutoring from a peer. This is typically a synchronous service that is offered by mutual agreement between the SSD team, the peer tutor, and the student. In cases where a student may not have availability during typical tutoring hours, UMA offers access to a national digital tutoring service, called NetTutor. NetTutor offers primarily asynchronous tutoring support, making it possible for students to select a subject area, submit a content-related question, and receive instructional support within 24 hours, in the form of an email. In the area of mathematics, NetTutor offers many more synchronous and live tutoring options.

For scholars who are eligible for our extended support services under our federally funded TRIO SSS program, there are additional tutoring, peer coaching, and technology options available that can assist students in achieving their academic endeavors. TRIO SSS team members are UMA professionals and current TRIO peer coaches.

UMA hosts both in-person and online writing support hubs. Students can request an appointment to meet with a writing coach on campus or they can submit papers, essays, or any other writing assignments to our online writing resource, VAWLT. Students will receive feedback on their submitted writing samples within 24 hours of their request. Tutors for the in-person and online writing centers receive ongoing supervision and training about how to offer support that empowers the student to make choices about the incorporation of ongoing feedback.

ADA Accommodations
Students who qualify for college-level accommodations under the Section 504 ADA regulations may request classroom accommodations from the SSD accommodation specialists. The accommodation process involves three steps whereby a student makes the request, submits qualifying documentation that highlights the presence of a disability and relative functional impact, and attends a brief meeting with the accommodation specialist to outline the accommodations that will be approved and appropriate for the situation. Every situation is different, is handled on a case by case basis, and allows for meaningful collaboration and discussion about what is needed for success.

Mental Health Counseling
UMA offers mental health counseling by master's level, licensed, professional counselors. These are one hour appointments, confidential and free to all UMA students. Some students experience anxiety, depression, trauma, past trauma, life transitions, illnesses, parenting challenges, stress associated with securing basic life necessities and so forth. UMA counselors work alongside students to identify how the internal and external environment can support best outcomes in each circumstance.

It is the policy of the University of Maine System to provide reasonable accommodations for qualified individuals with disabilities. Federal law (the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) and state law (the Maine Human Rights Act) establish the rights of individuals with disabilities. These laws provide that recipients of federal funds, employers, and places of public accommodation shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified person with a disability. Refusal to provide reasonable accommodation constitutes illegal disability discrimination and creates legal liability for the University. Documented procedures to provide appropriate accommodations can be found in the document, *Procedure for Accommodating Individuals with Disabilities*, shared in the Accommodation Resources & Procedures folder.

In addition, online resources regarding accommodations for faculty, staff, and students - including access to Accessibility Services, detailed information on the Accommodation Process, and clearly stated UMS Guidelines for Documentation of a Learning Disability - are publically listed on the University web pages.

5.6 Physical Resources

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

5.6.1 Studio-based Learning

Space to support and encourage studio-based learning.

Program Response:
(Please note that for AY 2020-21 and AY 2021-22, COVID restrictions have had a major effect on the layout of our facilities. We spent much of summer 2020 planning and reorganizing Handley Hall to support social distancing while maintaining support of our pedagogical goals in order to keep the majority of our classes, and all studio courses, live for the duration of this past academic year. The documentation below primarily describes our typical facilities layout).

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 donated Gannett Building, located in downtown Augusta, Maine. 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 and the possibility of dedicated studio space for all degree candidates that gave rise to our transition from our four-year pre-professional degree to the current five-year professional NAAB accredited degree.

As we approach our first continuing accreditation visit, we have continued to expand and are now using five floors of Handley Hall. With increased use on the first floor, and new uses on the B1 and B2 levels, 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 2.2 miles to the northwest. Shuttle service between our location and the main campus, and free parking at Handley and on campus, allows our students to experience both the collegiality of the main campus, as well as the revitalization of the Augusta downtown district.

At Handley Hall, we typically have 59 dedicated studio seats. 29 of these are for first and second year studio classes and have been traditionally located on the second-floor of Handley hall. Another 30 studio seats are for upper-level studio classes and are located on the fourth-floor. Due to COVID, for AY 2020-21 we moved our first-year studio into the first-floor Richmond Gallery to support social distancing.

Our 59 dedicated studio seats are supported by the following amenities, located in close proximity to our studio spaces:

- Second Floor Studio Space
    - Dedicated studio space for 29 students, each approximately 45 square feet per student (reorganized and relocated due to COVID restrictions)
    - Materials Library (new for AY 2021-22)
    - Elevator Lobby Exhibition Space
    - Critique Space with digital projection technology (new technology installed in summer 2021)
    - A student lounge area (removed temporarily due to COVID restrictions) including couches, chairs, and shared table
    - A shared model making area (removed temporarily due to COVID restrictions)
    - A large light table (removed temporarily due to COVID restrictions)
    - A large format color plotter with dedicated computer (new plotter installed spring 2021)
    - A dedicated 11x17 color laser printer (new laser printer expected fall 2021)
    - A flatbed scanner with dedicated computer workstation

- Fourth Floor Studio Space
    - Dedicated studio space for 30 students, each approximately 65 square feet per person
    - On-site reference and inspiration library, including all University-purchased architecture periodicals
    - Elevator Lobby Exhibition Space (repurposed temporarily as a pin-up space in response to COVID restrictions)
    - Critique Space with digital projection technology (new tech installed summer 2021)
    - A student lounge area including couches, chairs, and shared table allowing for impromptu student and faculty collaboration
    - Two large format plotters, each with a dedicated computer (upgraded spring 2021)
    - Two high-end computer rendering stations
    - Two dedicated 11x17 color laser printers (upgraded spring 2021)
    - Large, 75" mounted LCD TV screen for digital display and/or presentation

The third floor of Handley Hall houses UMA's Art program's painting and printmaking studios. The fifth floor currently houses New Ventures Maine, a non-profit helping Maine people succeed in the changing economy, and achieve economic security for themselves and their families. The fifth floor has been recognized as additional space for the program as it grows and requires more teaching, studio, faculty, and work space; we are in discussion with UMA Administration exploring this potential. For this reason we include a proposed plan for the fifth floor, showing the potential of adding dedicated studio spaces similar to the ones currently found on the fourth floor, as well as teaching spaces, additional faculty office space, and appropriate technology to support student exploration.

The shared plans of Handley Hall represent floors actively used by architecture majors and do not show all spaces available at Handley Hall or UMA. Areas in the plans shown highlighted are newly renovated or updated. Plans of University spaces on the main campus that are generally available to support architecture students, can also be found in the UMA & Handley Building Plans folder. Specific spaces and their associated technology or equipment, as well as descriptions of how they support our students' work and learning, are listed in the appropriate sections below.

5.6.2 Teaching Spaces
Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
There are a variety of spaces at Handley Hall specifically designed to support didactic and interactive learning. Please see Handley Hall Building plans for locations and spatial relationships.

These include:

- "Dirty Rooms" - B1 and B2 levels. We have two spaces that are specifically designed to host messy projects and exploration. On the B2 level students pour concrete and lay brick, while on the B1 level we have space that is primarily used for plaster work.
- Architecture Lab and Workshop - B1 level. A hands-on workshop atmosphere where students can use a wide range of hand and machine tools to support exploration. The space also includes a tool crib and individual workbenches available for student sign-up online. The shop safety manual, including a complete list of tools available for student use, can be found in the folder Architecture Lab. This space is typically open 6 days/week, staff and work study students depending, staffing permitting.
- CNC and 3D Digital Lab - B1 levels. This is a newly expanded CNC lab on the B1 level that houses our CNC machine, appropriate ventilation, and 3D printers. For fall 2021, we have added a safety enclosure for the CNC, and three workstations for 3D printing and projects.
- Laser Lab - First Floor. This digital lab on the first-floor, houses our two laser cutters, and is available to trained students 24/7 by card access.

- PhotoShooting Lab - B1 level. This is a dedicated room for photo work that was refurbished with new backdrops and LED lighting in spring 2021, used by students in the documentation of their work.
- Richmond Gallery - First Floor. This first floor gallery was repurposed as a studio space for AY 2020-21 and will continue to be used as a studio for AY 2021-22. Typically, this space is used as a lecture hall, classroom, meeting place, gallery, and large presentation space; it is hard-wired with internet and projection technology. In returning this space to its former use, we are working with UMA Administration to research and plan where to best place our first-year studios.
- Architecture Conference Room - First floor. This room is part of our administrative suite, and allows for meetings of 8-10 people. It is available for faculty and student use through an online sign-up calendar.
- Second Floor Classroom - Second floor. This is a new space (formerly our first-year studio), created in response to COVID restrictions, that has proven invaluable to our teaching. The space allows for 16 students to meet while remaining socially distanced, and includes both whiteboard and pin-up walls. With support from the UMA Administration, the digital technology of the space was completely overhauled during summer 2021 at the cost of approximately $25k, and will be ready by the start of the fall semester. Response to this space for faculty and students has been hugely supportive.
- Critique and Seminar Spaces - Second and fourth floors. We have two dedicated spaces, one on each of our studio floors. Each space is equipped with newly upgraded digital projection technology, whiteboards, pin-up walls, as well as flexible furniture allowing for presentations, seminar meetings, class meetings, club meetings, or other uses by faculty or students.
- Student Lounges - Second and fourth floors. We have two dedicated student lounges, one on each of our studio floors. These spaces allow students and/or faculty to gather both formally and informally to discuss, share, or otherwise explore architectural processes. *(Note: these spaces were removed from Handley for AY 2020-21 due to COVID restrictions. We reinstalled the fourth floor lounge for fall 2021. Reinstall of the second floor lounge is currently under consideration.)*

5.6.3 Faculty Spaces

Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Current full-time faculty members each have dedicated office space where they can conduct meetings, advise students privately, prepare for teaching, and accomplish other teaching and program related activities. Each faculty member has appropriate furniture, as well as storage in their offices to house books and other teaching materials. Part-time faculty have use of our first-floor conference room for any necessary class preparation or to talk with students privately. Faculty offices are located on the second and fourth floors in proximity to our dedicated studio spaces, fostering conversation and collaboration between students and faculty. Plans showing faculty offices can be viewed in the UMA & Handley Building Plans folder.

5.6.4 Learning Support

Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Our stated mission is “Architecture through Engagement” and one of the primary tenets supporting our mission is offering a hands-on learning experience. Given our mission, we teach all of our coursework live at Handley Hall, COVID restrictions notwithstanding. To this end, we have developed and continue to develop myriad spaces that foster hands-on learning and exploration. We want to put the appropriate resources in front of our students so that their various explorations, planned or spontaneous, are well supported.

The Architecture program currently uses five of seven floors at Handley Hall (three above grade and two 'basement' levels), with the potential opportunity to expand to the fifth-floor as the program grows. Even with COVID restrictions, all of our architecture classes but two architectural history courses (taught online in real time) were taught live at Handley Hall in AY 2020-21. We plan to return these two classes to a live, in-class format in the future once restrictions are fully lifted. Listed below are many of the resources available at Handley, broken down by floor, as well as other resources found on UMA's main campus that are available to our students in support of our commitment to live classroom instruction.

- B2 Floor
    - Loading and receiving of materials and equipment
    - Space for 'dirty' making including work with concrete, brick, and other large-scale projects
    - Access to the rear parking lot for painting and other work required to be done outside

- B1 Floor
    - CNC and Digital Lab (this is a newly expanded space) for digital making
        - Axiom CNC Machine with appropriate ventilation
        - (3) dedicated 3D printers
        - (3) newly acquired student work tables and storage
    - Architecture Lab (woodshop space and equipment) for hands-on making in wood using both hand and power tools
    - Tool Storage Crib (hand and power tools)
    - Plaster Area
    - Photo Shooting Lab
    - General Program, material, and building Storage

- First Floor
    - Richmond Gallery and Lecture Hall (*NOTE: for AY 2020-21 this space was repurposed as our first-year studio space due to the social distancing requirements of COVID.This repurposing will continue through AY 2021-22. We are working with the UMA Administration to plan for a reorganization once COVID has passed.*)
    - Storefront Gallery with rolling partition walls, part of the Richmond Gallery *(NOTE: this space was repurposed as our first-year studio space due to the social distancing requirements of COVID. We are working with the UMA Administration to plan for a reorganization once COVID has passed.)*
    - Digital Lab (2 laser cutters), accessible 24/7 with access card
    - Administrative Offices
    - Departmental Conference Room
    - Office storage (ink, paper, supplies)
    - Dedicated NAAB and exhibition Storage

- Second Floor
    - Dedicated studio spaces for first and second year students *(NOTE: As noted above, one of these was moved to the Richmond Gallery for AY 2020-21 to support social distancing)*
    - Overflow model and making space *(NOTE: not available for AY 2020-21 due to COVID restrictions)*
    - Materials Library - currently being curated, designed, and installed by our AIAS students. This new resources should be in place sometime in fall 2021
    - Dedicated critique and teaching/seminar space with digital projector and whiteboard
    - Student Lounge Space *(NOTE: not available for AY 2020-21 due to COVID restrictions)*
    - Elevator Lobby – used to display student projects and other works
    - Two full-time faculty offices
    - Program photocopier

- Student printers, plotters, flatbed scanner, and appropriate computer workstations

- Fourth Floor
  - Dedicated studio space for 30 students
  - Dedicated critique and teaching space with digital projector
  - Student Lounge *(NOTE: this space has been reintroduced for AY 2021-22)*
  - On-site library (all university architecture-related periodicals and some reference books)
  - Printing, plotting, and computer equipment
  - Elevator Lobby – used to display student projects and other works
  - One full-time faculty office

- On-campus spaces that support Architecture Students
  - Randal Student Center - Advising, Finance, Admissions, Office of the Dean of Students, UMA School Store, Cafeteria
  - Materials and supplies store located in the Cafeteria/School Store
  - Mac lab
  - Student lounges
  - Danforth Gallery
  - Katz Library including Makers Lab and Writing Center
  - Jewett Hall Auditorium
  - College of Arts & Sciences administrative offices

The shared plans of Handley Hall 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 recently updated. Plans of Handley and University spaces on the main campus that are generally available to support architecture students can also be found in the UMA & Handley Building Plans. Specific spaces and how they support our students' work and learning are listed in the appropriate sections above.

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

Program Response:
Our current mission and pedagogy demands that all of our classes be taught live, on-site at Handley Hall. In response to COVID restrictions, for AY 2020-21 and 2021-22 we are teaching two of our architectural history courses at a distance synchronously (*ARC212 Building a Human World* and *ARC312 History of Modern Architecture)* to alleviate stress on our shared spaces. When we feel we can do so safely, we plan to return those classes live to Handley, hopefully in AY 2022-23. Even though our coursework is taught live on-site, the program benefits from the robust support of UMA's Faculty Development Center including help with Brightspace, Kaltura, Zoom, and myriad course development tools and one-on-one support.

5.7 Financial Resources

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

Program Response:
Institutional Process for Allocating Financial Resources to the Professional Program
Appropriations to the University of Maine System from the state legislature are allocated on a lump sum basis to the system. Allocations to individual institutions such as UMA are subsequently determined by a recently adopted appropriation model.

Financial planning at UMA focuses on both short-term and long-term considerations. An annual budget, focusing on a twelve-month period of time, is developed based on the projected resources available for that year. Additionally, each year UMA develops a five-year budget plan which is reviewed and approved by the UMS Board of Trustees. Preliminary development of the annual budget begins in the summer months, with much more involvement with the academic units in the fall. The UMS Board of Trustees has an established set of strategic initiatives within which internal priorities are determined by the UMA senior leadership team.

Numerous meetings are held in the fall with both academic and support units with the Chief Business Officer and staff. These meetings provide the opportunity to identify areas of concern and/or need throughout the institution. With additional input from the President's Cabinet, the UMA Board of Visitors, and from the entire campus though a series of Open Forums, an annual budget proposal is developed by the senior leadership team and is forwarded to the Finance, Facilities and Technology Committee of the UMS Board of Trustees for review and action. Ultimately, the budget is approved by the full UMS Board of Trustees.

UMA's Architecture program falls under the purview of the Dean of Arts and Sciences, who meets with the Chief Business Officer as well as the Provost to provide input into the needs of the Architecture program.

Expense Categories over which the Program has either Control or Influence
Upon approval of the annual operating budget, the Architecture program has control of most direct operating costs. Included are expenses for travel, supplies, postage, fees, and equipment. Faculty and support staff salaries are currently reviewed at the senior leadership and system-level whenever vacancies occur and a request is made to fill a vacancy, due to concerns over state funding during the current crisis. No indirect/overhead costs are charged to the program. The Dean of the College of Arts and Sciences may also provide funds for professional development opportunities as warranted, and the Provost also has discretion to assist such activities.

The Architecture program also has the opportunity to influence decisions on overhead/general costs. These costs include such areas as marketing and facilities enhancements.

Revenue Categories over which the Program either has Influence or Control
All tuition and mandatory fee revenue is centralized and is utilized to construct the institutional operating budget. Historically, programmatic and/or course fees designed to cover specific costs have been available to programs for utilization. These additional fees have proven to be confusing to students. Starting in AY 2020-21, a differential tuition is being assessed to Architecture students per credit hour, and course fees for all architecture coursework have been eliminated. The operating budget for the Architecture program has been established at a level that is sufficient to cover all related costs of the program.

Scholarships, Fellowships, and Grant Funds available for Students and Faculty Use
The current value of UMA's endowed investments is $7.7 million. UMA's Office of University Advancement was created to support the institution's instructional, research and public service programs through fundraising, friend raising and alumni activities.

Each year UMA awards millions of dollars in scholarship funds. Full-time and part-time students have the ability to apply for these scholarships as a result of funding made available by UMA, the University of Maine System, and from generous organizations and individuals who donate to the UMA Scholarship Fund. UMA is committed to providing affordable access to a university education and to helping students manage the growing costs of that education. In 2018, UMA implemented the Pine State Pledge. Under this program, eligible full-time first-year students, and full-time and part-time transfers who have earned at least 30 transferable credits, do not pay out-of-pocket

expenses for tuition and mandatory fees. This opportunity is for Pell eligible students, which is approximately 68% of the UMA student body.

Beginning with the fall 2020 semester, UMA implemented the UMA $10K scholarship program to ease the burden for non-Pell eligible students. Under this program, eligible and entering full-time students will receive $10,000 over the course of four years.

The following endowments and scholarships are specifically focused to support the Bachelor of Architectural program (all dollar amounts as of March 2021):

AIA Maine UMA Architecture Fund - $28,579.16
Established in 2019, this fund's support comes from our AIA Maine chapter. The fund was created to support a variety of initiatives associated with the Bachelor of Architecture Program including, but not limited to programming, guest speakers, conference fees, travel, student scholarships, and faculty initiatives and support. To date, these funds have supported additional compensation for faculty work, supplies for architecture staff initiatives, and securing a donation of architecture-related books (1000+ volumes) to the Katz library. In AY 2021-22, we plan to use some of these funds to help support expenses of our adjunct studio professors.

Roger & Beverly Richmond Architecture Scholarship - $172,284.46
Established in 2014, this endowment uses its annual earnings to fund student travel in connection with the *ARC441 Architectural Travel Experience* course. This scholarship has typically awarded $1500-3000 per year, typically divided among 10 to 12 students. However, due to COVID restrictions, travel could not be completed in summer 2020 or summer 2021, so no distributions were made. There is currently $20,520.75 available for student travel rewards when travel is deemed safe and feasible.

UMA Architecture Program Faculty Support Fund - $1.09
This fund, established in 2016, is the pair to the Student Support Fund listed below and was created to support faculty-based research and initiatives. We are now actively using the newer AIA Maine UMA Architecture Fund (see above) to support faculty-led initiatives.

UMA Architecture Program Student Support Fund - $2,292.62
Established in 2015, this fund was established to allow the direct distribution of funds in support of student activities. The last awards were made in 2018 in the amount of $8,962.

AIA Maine Centenary Fund - $90,484.97
Established in 2012 in celebration of its 100th anniversary and in support of the architectural baccalaureate degree at UMA, the Maine chapter of the AIA supplied the initial funding that created this endowment. The interest earned is given annually to a Maine resident B.Arch candidate based on a submitted essay. The 2020-21 awarded amount was $4700 which was split between two upper-level degree candidates.

Architecture Program Gifts Fund - $3,582.21
Established in 2008, this fund is for non-specific gifts to the program and is used to support program-based initiatives with a focus on student success.

Charles Dana Danforth Scholarship
Given alternate years and rotated among the Music, Art, and Architecture programs, the award recognizes an architecture student who demonstrates consistent care and excellence in visual representation. The $300 award for the 2020-2021 academic year was given to a student majoring in Architecture.

Pending Reductions or Increases in Enrollment and Plans for Addressing these Changes
Due to the Pandemic and social distancing requirements, first-year enrollment was capped at 13

students for AY 2020-21 and 14 students for AY 2021-22. As of this writing, we expect to fully return to pre-pandemic enrollment goals in AY 2022-23. No material changes were made to the Architecture operating budget as the institution maintained existing budget lines except for travel. Going forward, it appears that the institution will have increased state appropriation funding, so no budget decreases are anticipated. Additionally, with the lessening of social distancing requirements due to the pandemic, it is hoped that enrollment will soon be able to rise to a desired level.

We would note that before COVID restrictions, discussions about raising the architecture program's freshmen enrollment from 15 to 20 were held. This increase would help grow our upper level cohorts, and so the program student body overall from our typical 45-55 students to 70-75 students over a five year period. There is still a desire by both the program and UMA Administration to increase program enrollment, with an understood recognition that additional space will be needed and could perhaps be found in repurposing Handley Hall's fifth floor. Post pandemic, when appropriate and allowable, we will return to this discussion.

Pending Reductions or Increases in Funding and PLans for Addressing these Changes
State revenues have been negatively impacted by the pandemic, and state funding for higher education was reduced slightly for the FY21 operating budget. UMA is utilizing available reserves to offset this shortfall. All departments are being asked to be prudent with their spending, but there are no plans at this point to reduce the operating budget of the Architecture program except for travel, which has been severely curtailed by the pandemic. For the upcoming FY22 and FY23 fiscal years, the Governor of Maine has proposed increased funding for higher education, and the funding formula will provide additional funds for UMA if the proposal is passed by the state legislature.

Changes in Funding Models for Faculty Compensation, Instruction, Overhead or Facilities since the Last Visit and Plans for Addressing these Changes
Union contracts provided an across-the-board increase in compensation for faculty, and as appropriate, faculty members received additional compensation for tenure, promotion and post-tenure accomplishments. These costs were built into the overall institutional operating budget and were built into respective programmatic budgets, including Architecture. One additional FTE faculty position has been added and totally funded by the institution.

Progress is being made on improvements to the Handley Hall HVAC, where the Architecture program is housed. The project is totally funded by the Higher Education Emergency Relief Fund.

Planned or In-progress Institutional Development Campaigns that include Designation for the Program
No campaign is planned at this time.

5.8 Information Resources

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

Program Response:
The UMA Libraries are the Katz Library on the Augusta campus (primary library for the Architecture program and its students) and the Nottage Library on the Bangor campus. Since almost all UMA students either commute to campus, or 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 meeting students' space, technology, and other in-person needs.

The UMA Libraries serve 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 in the collaborative area. The physical space of Katz Library includes a twelve-seat computer lab, the Writing Center, the Collaboratory, both communal and quiet study space, and a classroom. The Collaboratory, the library's newest habitant, was developed in 2018 as a space for students, staff and faculty to engage in hands-on learning, from concept through to the development of a physical object. Among the equipment is a 3D printer, a desktop CNC machine that mills materials such as metals, wood and plastics, a banner printer, augmented and virtual reality equipment, and more. Library staff are an integral part of these services.

The library is open 61 hours per week and offers 25 networked desktop computers, 10 laptops for in-library use, wireless Internet access, fax machine, color photocopying and printing equipment, and a fit-desk. Handley Hall, located approximately 2 miles from campus in downtown Augusta, features a collection of books located on the fourth-floor which is managed by the architecture department. *(NOTE: in response to the COVID pandemic, physical library hours have fluctuated and continue to be reviewed to best support the needs of the University while maintaining adequate safety protocols)*

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

UMA students have access to current issues of more than 250 periodical titles in print or online including access to 18 fundamental 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 Architectural Periodicals
- Building Green
- GreenFILE
- DOE Green Energy
- JSTOR
- ScienceDirect
- SpringerLink
- Sweets - the construction marketplace

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 (Getting Started - Architecture - LibGuides at University of Maine Augusta), recommending specific research resources in the library collections, and in freely-accessible Web sites. Librarians also create location-specific library guides as new courses involving travel to specific architectural locations are developed.

As of spring 2021, the Katz Library holds more than 3200 titles directly related to the architecture program, including books on architecture (2618), building construction and structural engineering (289), and community planning (324). 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 duplicate titles already held in the library as well as architecture donations which do not meet current collection development policy guidelines. Reference titles and inspirational monographs make up the majority of this off-site resource.

The library's online catalog (URSUS: University of Maine AirPAC) 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, or another convenient location, 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 text and video 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.

The library reviews its current level of collection funding for all programs, and is committed to supporting the architecture program as required. In fiscal year 2020, the library spent more than $10,400 on architectural monographs, databases, and periodicals that were specific to the discipline which is a 25% increase from the $8300 spent in 2017.

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

Program Response:
As noted above, the Assistant Director of Library Services oversees development of the architecture collection in collaboration with the architecture faculty. They along with other librarians and library staff are available on-site and, since almost all UMA students either commute to campus or are taking online or off-site courses, UMA librarians have a strong focus on serving students at a distance while maintaining physical space for other in-person needs. This support can be found online here: Library Home - UMA Library Portal, where the means to email, chat live, or schedule a Zoom Research Appointment with a librarian are all available.

NAAB

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The required language can be found in the UMA Course Catalog and on our website on our NAAB Information page.

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

The above listed NAAB documents can be found on our NAAB Information page under the heading "National Architectural Accrediting Board Documents."

6.3 Access to Career Development Information

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

Program Response:

URLs relating to career development aid and information are listed on our NAAB Information page under "Career Development Information." These include the following:

UMA Career Connections
www.aia.org
www.aiamaine.org
www.aias.org
www.acsa-arch.org
www.NCARB.org
www.archcareers.blogspot.com
The NCARB Handbook for Interns and Architects
Toward and Evolution of Studio Culture
Emerging Professional's Companion PDF

In addition to these resources, students are aided and made aware of career requirements and opportunities multiple times before and during their time in the degree program including:

- Our annual November Info Day (open house for interested and prospective students)
- The annual New Student Orientation for all incoming freshman and transfer students
- Through the UMA AIAS chapter
- Work done by our Architect Licensing Advisor
- In our *ARC421, Professional Practice* course
- In our *ARC361, Portfolio Development* course
- In our *ARC406, Architectural Internship* course
- State-wide employment opportunities board at Handley Hall, and posted to our Facebook and Instagram pages
- Programs created and run by the University through the dedicated Coordinator of Career Connections**.** UMA also supports a Job Search Resources page and appropriate staff.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

a) All of our Program Annual Reports including those submitted since the last NAAB team visit can be found on our NAAB Information page under the heading "Accreditation Reports and Responses." To date, we have not been required to submit any Interim Progress Reports.

b) Because we are working toward our first term of Continuing Accreditation, we have not had to submit a Plan to Correct and so we have not received any NAAB responses to a Plan to Correct. In addition, to date we have not received any NAAB responses to our Program Annual Reports and so none are posted.

c) Our most recent decision letter from the NAAB can be found on our NAAB Information page here under the heading "Accreditation Reports and Responses."

d) The Architecture Program Report submitted for the last visit, as well as previous visits, can be found on our NAAB Information page under the heading "Accreditation Reports and Responses."

e) The final edition of the most recent NAAB Visiting Team Report can be found on our NAAB Information page under the heading "Accreditation Reports and Responses."

f) We did not submit any response to our last VTR

g) Since we are in Initial Accreditation status, we have not been required to submit any Plan to Correct

h) A link to NCARB ARE pass rates can be found on our NAAB Information page under the heading “Architect Registration Examination (ARE) pass rates.”

In addition to the above, links to the additional information related to the ARE are provided on our NAAB Information web page: Learn how to Pass the ARE and New ARE 5.0 Pass Rates

i) Statements and policies on our learning and teaching culture can be found on our Architecture Program Details page under the “Program Policies” tab

j) The University’s statement on diversity, equity, and inclusion, fully supported by the B.Arch program, can be found at Accreditation, Accessibility, Non-Discrimination & Diversity Statements. In addition, the President’s Diversity, Equity, & Inclusion Council shares information on initiatives, resources, and planning in regards to DEI. As of this writing, a direct link to University Diversity Resources can be found on the Architecture Program Details page, under the Helpful Links menu on the right hand side.

6.5 Admissions and Advising

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

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

Program Response:

a) Application Process - Admission to UMA's Architecture program is based on a combination of factors that demonstrate potential for academic success. Due to the pandemic and desire to assemble a diversified Architecture cohort, the UMA Architecture program employs a SAT/ACT test optional policy. Applicants interested in UMA's Architecture program must submit a Design Document, two letters of recommendation, official transcripts, and have earned a minimum 2.5 cumulative GPA. These application documents provide the admission committee with the ability to assess applicant's promise for success in the Architecture program by assessing traits such as creativity, ingenuity, grit/persistence, and academic achievement. Complete applications are reviewed by a committee made up of all full-time architecture faculty who determine, based on the submitted documents, acceptance to the program.

b) Policies and procedures for application to the UMA B.Arch degree, including forms and instructions, can be found on our Architecture Program Details page. On this web page under the Application Process tab, the prospective student will find three important ‘Steps’ regarding our application process.

- Step 1: Review the B.Arch Admission Criteria - Here prospective students will find information for applicants in various categories including True Freshmen, Transfer Student, Current UMA Student, and UMA Architecture Alumni. This section also includes specific transfer guidelines which can be found here: UMA Transfer Guidelines - for Website

- Step 2: Complete the UMA Application Form - Here new students can select applying via the UMA online application form or via the Common App. Students already affiliated with UMA, either alumni or from another discipline, will find information specific to their situation.
- Step 3: Gather and Submit your Documents - This section outlines information on testing, recommendation forms, and portfolio submission including portfolio-specific guidance found here: Design Document Requirements 2021

c) Information specific to transfer student applications, as well as guidelines for other candidates, can be found on our Architecture Program Details page. Students with prior course credit or previous non-accredited degrees are further reviewed by the Program Coordinator via the process outlined under 4.3 Evaluation of Preparatory Education for proper placement in the program.

d) Financial Aid - Financial aid information, including costs and aid possibilities, can be found on the Student Financial Services page. Forms that may be required for Financial Aid are also posted online. Access to this information is also linked from our Architecture Program Details page..

UMA has a simple five step financial aid process for students seeking to access financial aid. As UMA is committed to providing affordable access to a university education, and help students manage the growing costs of a college education, UMA offers eligible students the Pine Tree State Pledge tuition guarantee program and the UMA $10K program for non-Pell eligible students.

UMA also has numerous scholarships and aid programs for students. 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 offers students the opportunity to apply for our numerous scholarships, including our UMA Equity & Inclusion Scholarship, via our UMA General Scholarship application.

e) Diversity - Statements on diversity can be found here, toward the bottom of the page: Accreditation, Accessibility, Non-Discrimination & Diversity Statements. Access to Diversity information is also linked from our web pages here, on the right hand side: Architecture Program Details. As the whitest and oldest state in the nation, our diversity lies primarily in the breadth of socio-economic and age that we find in our applicant pool.

6.6 Student Financial Information

6.6.1 Financial Resources

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

Program Response:

Students can find detailed financial aid resources on UMA's webpages at Financial Aid Basics. This information is also linked to the Architecture webpages here: Architecture Program Details in the right hand menu under Helpful LInks: UMA Financial Aid Information. Financial Aid Basics includes information on types of aid, applying for aid, a net cost calculator, as well as contact information for the Student Financial Services office located on the Augusta Campus.

6.6.2 Estimate of Cost

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

Program Response:

We have posted a detailed 5-year financial outlay plan for in-state, out-of-state, and NEBHE students online here: Architecture Program Details under the Financial Aid Information 2021 tab. The chart breaks down tuition and fee costs per year (each year in the program is slightly different due to Architecture Differential Tuition charged per architecture course credit hour), as well as offers estimates on the costs of books, materials, and computer hardware and software. These estimates are based on data gathered from actual students and their expenditure experiences in our program.