NAAB®

University of Hartford
Department of Architecture

2017 Visiting Team Report

Master of Architecture
(preprofessional architecture degree + 64 credits)

The National Architectural Accrediting Board
March 15, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. **Summary of Visit**

   a. **Acknowledgements and Observations**

The University of Hartford NAAB Continuing Accreditation Visiting Team was heartened to learn about the shared invested interest in the 10-year evolution of the nascent Master of Architecture program from President Walter Harrison, Interim Provost H. Frederick Sweitzer, and Dean of the College of Engineering, Technology, and Architecture (CETA) Louis Manzione. The team thanks them for their goodwill. Furthermore, the team would like to thank Department of Architecture Chair James Fuller, Graduate Program Director Daniel Davis, and the program faculty and students for their diligence, hospitality, responsiveness, and flexibility during the team's stay on campus. Everyone should be congratulated for their open, frank, attentive engagement with the team as it executed this visit with significant weather challenges. Despite conditions that led to a campus closing and several meeting adjustments, the team was able to complete a thorough and extensive visit.

The continued support for the architecture program afforded by the professional architecture community, university upper administration, and core faculty has allowed the program to develop a solid core professional curriculum. Many who are involved in the program told the team that a commitment to urbanism, collaboration, practice-based education, and interaction with the metropolitan area of Harford is helping the program define its uniqueness. The president, interim provost, and dean voiced clear and continued support for the health of the program.

   b. **Conditions Not Achieved**

      B.5   Structural Systems

      C.3   Integrative Design

II. **Progress Since the Previous Site Visit**

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Previous Team Report (2011): The woodshop is too small for the number of students it serves. (See additional comments about the woodshop under Causes of Concern, page 1.) Other than the woodshop, there are adequate spaces to support the program. (See additional comments under Progress since the Previous Visit, Condition 8, page 2).

2017 Visiting Team Assessment: Modifications to the physical resources are described in the APR (p. 32) and were confirmed during the site visit. They include increasing the size of the wood shop, which has proper ventilation and dust collection systems.

2009 II.4.1, Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and*

the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

Previous Team Report (2011): Evidence of this statement is on the home web page for the graduate program in architecture and in the graduate program's catalog. However, it is not present in the e-brochure that is downloadable from the website. It is also not present on the web page for graduate programs that are accessible through the graduate studies website. The department is currently revising its promotional materials, where this statement should be located.

> **2017 Visiting Team Assessment:** The NAAB statement was found in the "Graduate M. Arch" section of the university website. It was also found in the graduate bulletin for CETA and in the e-brochure that was linked directly from the "Graduate Programs" webpage.

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

Previous Team Report (2011): There is little evidence of the integration of building service systems in ARC 513 – Advanced Building Systems. There is also no evidence of vertical transportation, security, or fire-protection systems in the student course work.

> **2017 Visiting Team Assessment:** Evidence of student achievement for this criterion at the understanding level was found in ARC 513 Advanced Building Systems for SPC B.9 Building Service Systems, which is the 2014 equivalent of 2009 Criterion B.11.

III.   Compliance with the 2014 Conditions for Accreditation

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

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

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

I.1.1 History and Mission: [The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: Chartered in 1957, the University of Hartford is a comprehensive independent university with seven academic units. CETA, which houses the Department of Architecture and the Master of Architecture program, is one of these units. Since 1965, the New England Association of Schools and Colleges (NEASC) has regionally accredited the university. The next site visit for accreditation by NEASC is scheduled for 2022. The university is located on a spacious 340-acre wooded campus adjacent to Hartford, West Hartford, and the Town of Bloomfield. The student-faculty ratio is 13 to 1, and the class sizes are small. The university has an innovative inter-disciplinary liberal education curriculum, with an undergraduate population of about 4,600 and a graduate population of about 1,700 (2015). It has had increasingly elevated profiles in athletics and the performing arts, and being well placed between New York and Boston, it takes advantage of local and regional architecturally significant buildings as teaching subjects.

As an institution conceived in the latter half of the 20th century, the university's mission is focused on a dynamic student body with differing demographic, cost, and impact expectations. In this environment, an architecture curriculum emerged with an undergraduate Architectural Engineering Technology program that began in the early 1990s. It has grown to its present enrollment of approximately 150 undergraduate students and 26 graduate students. The discussions with the NAAB for a Master of Architecture program began in 2000 and were soon followed by university and state approvals. Initial candidacy was granted in 2003, followed by an initial 3-year accreditation in 2008 and continuing accreditation in 2011. The present continuing accreditation evaluation is being carried out during this team visit.

As the initial accreditation process unfolded, the program's faculty, students, instruction space, and mission have evolved significantly to align with its geographic and institutional context. The university is characterized as a private university with a public purpose, and the architecture program has followed the university's lead, with its own self-defined civic, social, and professional realms, and its collaboration with Hartford and its surrounding contexts.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above,

the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: The Department of Architecture is a community of educators, practitioners, professional staff, and undergraduate and graduate students. The undergraduate and graduate studios are adjacent to each other on the same floor of the architecture building, which allows for integration between the two. Students mentioned that a mentorship type of relationship exists between the undergraduate and graduate studios. Since the wood shop and digital fabrication lab are in the graduate studio space, this allows for constant visits to the space by the undergraduate students. Undergraduate students said that, because of this, they are exposed to graduate-level work and, at times, are invited to graduate reviews.

The department faculty and staff have an open-door policy, which gives students access to them to communicate any concerns, or to find out information about initiatives and elective courses. The department strongly encourages a trip abroad for the students (ARC 521 Architectural Studio II and ARC 611 Architectural Studio III), which provides learning opportunities outside the classroom. The architecture students, with help from faculty members, have created chapters of organizations such as the National Organization of Minority Architecture Students (NOMAS) and the American Institute of Architecture Students (AIAS), which engage students with different interests in activities outside the classroom.

The Studio Culture Policy (APR, p. 10)—which encompasses student-to-student, student-to-faculty, and faculty-to-student relationships—is posted around the studio spaces and included in the course syllabi. The policy also covers student time management, respect between students and faculty, and student and faculty expectations. Students stated that they were not aware of the Studio Culture Policy and were not currently included in the consultations regarding the revision of the policy. During the week prior to the team visit, appointed student representatives from each studio met for the first time. Prior to this meeting, there was no indication that collective student-organized meetings had taken place.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The Department of Architecture follows the university's Student Conduct Policy, which strives to create a diverse campus that is reasonably reflective of the racial and economic diversity of the larger society.

The university has a strategic plan that is revisited every 5 years. Each academic unit, including CETA, is requested to provide a planning update at the same time. In June 2016, a 5-year plan for CETA was accepted, which requires the establishment of defined enrollment targets and faculty development and hiring practices. The CETA plan suggested that, within 6 months, a study would be completed to identify why women students lag behind in architecture program enrollment and also when compared to the

university enrollment (27% of the Department of Architecture graduate students are female compared to 55% of all graduate students in the university).

The university has a *Faculty Policy Manual,* which establishes its EEO/AA Policy and Sexual Harassment Policy.

The program has laudatory intentions concerning the diversity of the faculty, staff, and students. The relevant data is available but has not been examined to formulate a baseline and planned diversity directives. The APR outlines where appropriate EEO/AA initiatives are in place, but specific details regarding a program-level Diversity Plan remain unclear.

While the department does not have a formal Diversity Plan, it has components of a plan and intends to raise the development of a plan as a priority during the next academic year. The department's goal is to develop a student population that is one-third local, one-third working professional, and one-third international, which will support global diversity among the students.

The architecture program has an active NOMAS chapter. In addition, the department's lecture series includes very diverse speakers, thereby exposing undergraduate and graduate students to a broad range of backgrounds and demographics with regard to architects, artists, writers, and others related to the architecture profession, the arts, and urbanism.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders

2017 Analysis/Review: This perspective is **Met with Distinction.** Faculty and students voiced a commitment to collaboration, which is occurring with the larger professional community and governmental actors who have become partners in studio exercises and ongoing planning studies. The university president and local practitioners have shown distinctive leadership in the stewardship of the program in this regard. There are leadership opportunities for students in NOMAS and AIAS.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2017 Analysis/Review: This perspective is **Met with Distinction.** The program's approach to design is using the core courses to develop the skills required for the architecture profession. Students are allowed to have one elective each semester, and it is not mandatory that the course be an architecture-related course. Students are encouraged to take courses beyond the architecture realm, such as engineering and business.

The approach is centered on the studios, which focus on design, technology, sociology, and the biological needs of people. Studio projects are integrated with courses on structures and environmental issues to engage design as a multi-stage process. Study abroad opportunities offered in the studios have included those in Turkey, France, England, Spain, Scotland, and Cuba. The change in the scale and context of the study-abroad studios provides students

with knowledge of historical circumstances and values that are distinct from those in the United States, which broadens the student's perspective. There is no financial assistance for in-semester studio travel, and some students are not participating in this travel due to cost. A scholarship is available for summer travel.

The broad range of projects arrayed on the team room walls indicated that the urban planning focus is very well presented, including travel to foreign cities. Difficult sites are articulated well, and large models of cities are very impressive.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities

2017 Analysis/Review: In the M. Arch program, students are visited by a representative of the State of Connecticut Licensing Board once during the semester in order for them to learn about AXP/IDP and the path to licensure. Graduate faculty are composed primarily of practitioners, who informally share information on career paths and professional opportunities with the students, including information on the AIA. Diverse guest lecturers introduce additional opportunities for non-traditional career paths through their talks, including those in landscaping, planning, preservation, engineering, construction, and interior design. These lecturers include those working on global projects as well as those who are local.

The majority of the graduate students have part-time jobs with architecture firms. Students requested additional access to architecture professionals, specifically the inclusion of more architecture firms in job fairs, a greater variety of visiting faculty, and opportunities for informal interaction with design professionals in the broader region. Faculty, staff, and students appreciate the program's practice-based component.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements

2017 Analysis/Review: The curriculum and pedagogy of the architecture program is deeply invested in the stewardship of the environment. Environmental issues—in detail and praxis—have been included strategically in specific coursework and studios, as well as in learning outcomes, to ensure comprehensive understanding of these issues by students. The vertical sequentially placed environmental content—from introductory to advanced—is included in instruction in technology (passive/active), planning (regulatory/social), theory (regionalism/urbanism), and systems (envelopes/structures) to support this commitment. For example, day-lighting and shading assignments, which are introduced in the early studios, create a foundation for LEED and advanced energy modeling in later building systems coursework. This strategy repeats itself throughout the curriculum to provide a significant presence of environmental imperatives in a way that exposes students to the best professional practices of sustainability.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2017 Analysis/Review: The program, in line with its mission, focuses a number of student projects on surrounding communities. ARC 622 Advanced Urban Issues uses Hartford and other nearby areas as a learning lab that forms the basis for the projects. Through this

course, students learn about social needs and the responsibility that the architecture professional has in shaping and enhancing local communities. The course engages local planners and/or agencies so that the coursework is aligned with the direction of the communities. In addition, ARC 623 Advanced Professional Practice introduces students to the practice of architecture, and exposes them to the roles and responsibilities of an architect. As part of the program, a number of practicing professionals volunteer as adjunct professionals. This interaction between students and practitioners allows for continuous conversation beyond the classroom setting.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: The university has developed a strategic plan entitled "Celebrating our Tradition, Engaging our Tradition." This plan contains five major goals that are supported by the CETA and department plans. In addition, the university has formulated a Facilities Masterplan, which has been started by the current administration and will be finalized by the new incoming administration. This plan is intended to look at current and future space needs. CETA has established a strategic plan entitled "Growing Distinction," which contains seven goals and is revised every 5 years. Many of these goals dovetail with the department's Long-Range Plan. Data for the Long-Range Plan is collected from Association of Collegiate Schools of Architecture (ACSA) data, internal demographic data, and university data. This plan is generally driven by the requirements that are defined by the NAAB criteria. It contains five major initiatives that support both the CETA and university strategic plans. A timeline is provided indicating milestones for the initiatives. A goal of the program is to facilitate collaboration across the university by establishing dual-degree programs.

While planning on the program level exists as outlined above, there does not appear to be a formal review process for the planning. It is not clear how the program is tracking its progress toward its mission and stated objectives.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2017 Analysis/Review: The department has established a number of assessment instruments to collect feedback from the students and faculty. Once a month, the department holds a faculty meeting that serves as a forum to discuss concerns, student progress, and potential new initiatives. The meeting allows the staff to address items that come up in the short term. At the beginning and end of the year, the department holds a retreat, which is seen as an enhanced department meeting. At the retreat, the department addresses any curriculum changes and provides faculty with feedback. Students can provide feedback through a suggestion box. However, they generally take their feedback directly to the department faculty and staff, who make themselves available to students on an ad hoc basis. This system has been working well for the department. On a formal level, students complete a course evaluation at the end of each semester. Students said that they feel comfortable addressing their concerns to the faculty and staff.

What the team did not observe was how the department is aligning its assessments with its long-range goals and how these assessments are impacting the goals. There has been progress in this regard since the 2011 team visit; however, there is no documentation on how the progress is measured. Despite this concern, the student output remains strong, and students are graduating and successfully transitioning into employment.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: As evidenced by the APR and confirmed by program personnel and direct observation by the team, the faculty have balanced teaching, service, and scholarly expectations well. They have opportunities for active professional development and can contribute to program improvement. There is also an ALA in place.

Since the 2011 NAAB visit, four new full-time faculty positions have been filled, and the department is searching for a candidate to assume a split-appointment with the civil engineering department for a structural specialist. However, one of the recent hires has left the department to pursue a Ph.D. That position has not been filled, and the dean expressed the intention to fill the position with a faculty line to support the M. Arch program and an expanded interest in urbanism in the near future. The program has expanded the use of adjunct faculty members to create positions such as the full-time position that is split between teaching and the management of the wood shop and the digital fabrication lab. While efficiencies have been achieved, there is an indication that scheduling conflicts concerning this adjunct faculty member have limited the number of hours that the wood shop and lab are open. There is no designated administrative staff position in the architecture program. The existing position is split between CETA and the M. Arch program in an adjacent building. The person in this position is leaving for another opportunity, and a new staff member has not yet been identified.

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

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

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

- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Described

2017 Team Assessment: Modifications to the physical resources are described in the APR (p. 32) and were confirmed during the site visit. Confirmed changes include increasing the size of the wood shop, providing a digital fabrication lab, relocating the graduate program so that it is now directly adjacent to the undergraduate program, and providing a shared seminar/classroom between the undergraduate and graduate student areas. The wood shop has proper ventilation and dust collection systems, and has a part-time manager (an adjunct position), who is also managing the fabrication lab.

The Department of Architecture is located in the basement of the Harry Jack Gray Center, and is centrally positioned on the campus. The studio spaces are located below a gallery space and the student bookstore. They are well lit and are adequate for the program. The program has room to make changes in the allocation of space if deemed appropriate. There is a computer lab in the department that students use for printing and other work.

The existing eight full-time architecture faculty members share seven offices. There are no offices for adjunct faculty and no shared space for them to use. Student organizations do not have offices. The possibility of creating three additional offices on the studio level for possible adjunct use was mentioned during the visit.

Students mentioned that printing on the plotter is a cumbersome process that involves filling out paperwork within the department, requesting department approval, requesting approval from the Dean's Office (in a different building), and then plotting from a dedicated student financial account once approval is granted. The campus bookstore does not sell architectural supplies. Students who have cars drive approximately 10 minutes to purchase supplies, and students without cars take a bus for approximately 1 hour in each direction.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: The program has demonstrated that it has appropriate financial resources to support student learning and achievement. Historically, the program has benefited from annual budgeting reviews and has received funding based on needs identified during the 2011 NAAB visit. These needs included four new full-time faculty positions (one position since vacated), graduate studio expansion, expansion of the wood shop, and the creation of a digital fabrication lab. Currently, the program has experienced a dip in enrollment and has implemented a series of initiatives to rectify this occurrence. While the vacated faculty line has not been filled, the dean maintains that the position will be filled once the enrollment has stabilized. Needs assessment and budgeting in the architecture program are sensitive to the size of the enrollment population. An analysis of past student yield and new recruitment processes shows that department leadership is attentive and monitoring the situation.

In the larger context, the university has sustained operating surpluses for over a decade; however, currently, the university has implemented a 10% holdback based on enrollment targeting and dynamic budgeting. Simultaneously, the institution has continued a faculty compensation equity plan that, through benchmarking and incremental salary increases, addresses salary compression issues for full-time faculty.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2017 Team Assessment: The Department of Architecture is adjacent to the university library (information resource center). This library has an architecture section that is accessible to all students. The university works with local libraries to provide additional resources. Alternatively, the university has an online portal that allows student access to catalogs, journals, and periodicals that are relevant to architecture. The architecture collection contains over 8,000 books, videos, and journals. Half of the resources in the collection are on architecture, while the other half consists of resources on subjects that are related to architecture, such as urban design, ethics, and landscape architecture. Due to the weather conditions, the team was not able to meet with the library staff.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: As described in the APR and confirmed during the visit, the program provided a clear description of its administrative structure. The governance operations of the M. Arch program, the Department of Architecture, CETA, and the university were outlined and confirmed as well. The team found some confusion concerning core responsibility for the M. Arch program in that the department chair is the undergraduate program director and the graduate program director manages the day-to-day operations of the program. The implied job sharing did not emerge as a significant problem; however, it is unclear who the sole individual responsible for the management and reporting of the M. Arch program is.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 521 Architectural Studio II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 621 Master's Thesis.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 613 Thesis Research.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 511 Architectural Studio I.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 511 Architectural Studio I.

A.6   **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 613 Thesis Research.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AET 155 Ancient through Renaissance Architecture and AET 156 19th and 20th Century Architecture.

A.8   **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 521 Architectural Studio II.

Realm A. General Team Commentary: In general, design process documentation in the low-pass student work presented in this realm was underrepresented. The visiting team found that all of the criteria in this realm were met in the courses mentioned above.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 511 Architectural Studio I.

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 621 Master's Thesis.

B.3   **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 511 Architectural Studio I and ARC 621 Master's Thesis.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 513 Advanced Building Systems and ARC 621 Master's Thesis.

B.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Not Met

2017 Team Assessment: Evidence of student achievement at the ability level was not demonstrated in ARC 621 Master's Thesis or elsewhere. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

B.6 **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 513 Advanced Building Systems.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 611 Architectural Studio III.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 511 Architectural Studio I.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 513 Advanced Building Systems.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2017 Team Assessment: Evidence of construction cost estimating, scheduling, and operational costs was found in ARC 522 Advanced Building Economics. Life-cycle cost information was found in ARC 623 Advanced Professional Practice.

Realm B. General Team Commentary: Students illustrated an ability to comprehend technical aspects of design systems and materials through impressive and interesting projects displayed in the team room. Student work covering accessibility standards and other codes and regulations was found in ARC 511 Architectural Studio I and ARC 621 Master's Thesis. Accessibility was well documented. Principles of life

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safety were discussed in ARC 513 Advanced Building Systems when a visiting life-safety consultant was brought in twice for studio reviews.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 613 Thesis Research.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making 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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 611 Architectural Studio III.

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

[X] Not Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was insufficient in student work prepared for ARC 611 Architectural Studio III and ARC 621 Master's Thesis. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Realm C. General Team Commentary: While ARC 611 Architectural Studio III appropriately explores evaluation and decision making (C.2), the scope of this course is not detailed enough to meet the integrative design requirement (C.3). Since the projects in ARC 621 Master's Thesis vary from student to student and emerge from ARC 613 Thesis Research, they often conflict with the comprehensive expectations of integrative design in C.3. Therefore, complex integration involving environmental, technical, life-safety, and structural systems is compromised in the examples of low-pass work.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC 623 Advanced Professional Practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC 623 Advanced Professional Practice.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC 623 Advanced Professional Practice.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC623 Advanced Professional Practice.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC 623 Advanced Professional Practice.

Realm D. General Team Commentary: The student work in ARC 623 Advanced Professional Practice is distinctive. The course is well organized, thorough, and well regarded by the students, and is taught in a manner that is engaging and effective. It is currently taught in the second semester of the second year. Students expressed a desire for it to be moved to a semester earlier in the curriculum since the majority of the graduate students work part time, and they believe that it could be of greater benefit to them earlier. Undergraduate students said that they would like to have access to this course or similar courses.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

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

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: The APR provides the May 2012 letter from the New England Association of School and Colleges Commission on Institutions of Higher Education stating that the University of Hartford continues its accreditation. The university will have its next accreditation site visit in fall 2021.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation.* Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: The program provided sample advising files and matriculation information to support this condition. The team found thorough documentation in the APR and on site to indicate that professional studies, general studies, and optional studies meet the minimum credit-hour requirements. The M. Arch program only admits students with a preprofessional degree in architecture.

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

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

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The program provided files and matriculation information indicating that this condition has been **Met**. Credit hours for professional studies, general studies, and optional studies meet the minimum requirements as indicated in the APR and through information found on site by the team.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees: [Kenneth | non-voting (?)]

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2017 Team Assessment: The exact language required was found on the following website:
http://www.hartford.edu/ceta/graduate/architecture/default.aspx

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The documents were found in the "Graduate M. Arch" section of the university website, in the graduate bulletin for CETA, and in the e-brochure, which was linked directly from the graduate programs webpage.

http://www.hartford.edu/ceta/graduate/architecture/default.aspx

http://www.hartford.edu/ceta/graduate/files/pdf/architecture/march-ebrochure.pdf

http://catalog.hartford.edu/content.php?catoid=16&navoid=1428

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: The link to the Career Services department website is www.hartford.edu/career-services/. The faculty provide assistance to students in developing and evaluating employment plans. Students stated that they have obtained their jobs through faculty recommendations, and they receive job postings from the Career Services department via email. Students are also able to contact the AXP/IDP Coordinator if they have questions about licensure.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: These documents are available on the following website:
http://www.hartford.edu/ceta/graduate/architecture/naab-reports.aspx.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2017 Team Assessment: The ARE Pass Rates can be found at http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2016-v4.aspx.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

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

[X] Met

2017 Team Assessment: Information on admissions requirements is found at:
http://www.hartford.edu/ceta/graduate/admission.aspx.

Information on application fees is found at http://www.hartford.edu/graduate/tuition.aspx.

Information on the evaluation of portfolios is found in the department's e-brochure at
http://www.hartford.edu/ceta/graduate/files/pdf/architecture/march-ebrochure.pdf.

Information on scholarships is found at http://www.hartford.edu/ceta/graduate/architecture/scholarships-assistantships.aspx.

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[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

Information on requirements for transfer students is found at
http://admission.hartford.edu/applying/transfer.html.

The team was unable to find a specific link to student diversity initiatives.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

- 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.

[X] Met

2017 Team Assessment: The links to student financial Information are:
https://www.Hartford.edu/graduate/files/pdf/programs/Architecture/TuitionARCH.pdf
https://www.hartford.edu/ceta/graduate/financial.aspx

PART THREE (III): ANNUAL AND INTERIM REPORTS
III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

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

[X] Met

2017 Team Assessment: The Annual Statistical Reports were provided by the NAAB.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Met

2017 Team Assessment: The Interim Progress Reports were provided by the NAAB.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

I.1.4 Defining Perspectives:

   A. Collaboration and Leadership

   B. Design

II.1.1 Student Performance Criteria

   D.1 through D.5

Appendix 2. Team SPC Matrix (TEAM)

	NAAB Student Performance Criteria	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Un	Un	Un	Ab	Ab	Un	Un	Un	Un	Un
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Required Undergraduate Architecture Courses	REALM A									REALM B										REALM C			REALM D				
AET 110	Introduction to Architectural Graphics																										
AET 123	Architectural Design I																										
AET 155	Ancient through Renaissance Architecture							●																			
AET 156	19th & 20th Century Architecture							●																			
AET 232	Materials & Methods of Construction and Documentation																										
AET 233	Architectural Design II																										
AET 241	Environmental Systems for Architecture																										
AET 242	Construction Documents																										
AET 244	Architectural Design III																										
AET 352	Architectural Design IV																										
AET 365	Engineering Mechanics																										
AET 364	Strength of Materials/Design of Wood Structures																										
AET 371	Architectural Design V																										
AET 474	Design of Steel Structures																										
AET 484	Design of Reinforced Concrete Structures																										
Required Graduate Architecture Courses																											
ARC 511	Architectural Studio I			●	●				●								●										
ARC 512	Advanced Site Planning														●		●										
ARC 513	Advanced Building Systems														●		●										
ARC 521	Architectural Studio II	●						●																			
ARC 522	Advanced Building Economics																	●									
ARC 523	Advanced Structures												●														
ARC 611	Architectural Studio III																				●	●					
ARC 612	Advanced Design Theory																										
ARC 613	Thesis Research			●	●		●													●	●						
ARC 621	Master's Thesis		●							●	●	●	●	●	●						●						
ARC 622	Advanced Urban Issues																						●				
ARC 623	Advanced Professional Practice																							●	●	●	●	●

Legend
REALM A: CRITICAL THINKING AND REPRESENTATION
REALM B: BUILDING PRACTICES, TECHNICAL SKILLS, AND KNOWLEDGE
REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS
REALM D: PROFESSIONAL PRACTICE
Ab: Ability
Un: Understanding
● Student Performance Criteria Addressed - Primary Courses
○ Student Performance Criteria Addressed - Secondary Courses

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA
Nathaniel Quincy Belcher, AIA, Professor
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V.   Report Signatures

Respectfully Submitted,

_____   **Representing the ACSA**
Nathaniel Quincy Belcher, AIA
Team Chair

_____   **Representing the AIA**
Barbara J. Felix
Team Member
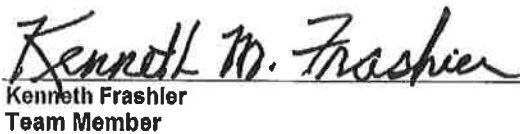
_____   **Representing the AIAS**
Joseph Ortiz
Team Member

_____   **Representing the NCARB**
Kenneth Frashier
Team Member

_____   **Non-voting member**
Arturo Arroyo
Team Member

Confidential Recommendation – Continuing Accreditation

Upon consideration of the terms of accreditation in Section 3 of the *2015 NAAB Procedures for Accreditation* and an assessment of compliance with the *2014 NAAB Conditions for Accreditation*, the team unanimously recommends to the NAAB Board:

Institution, Academic/Administrative Unit: **University of Hartford Department of Architecture**

Degree Title: **Master of Architecture (preprofessional architecture degree + 64 credits)**

The team finds (choose one of the following)

☐ That deficiencies, if any, are minor, the intent to correct them is ensured

OR

☐ That major deficiencies are present in at least three areas listed in Section 3.4.b of the 2015 *Procedures for Accreditation,* and the intent to correct them is ensured or in progress;

OR

☐ That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is ensured or in progress;

The team recommends:

☒ Eight-year term of accreditation

The team finds (choose one of the following)

☐ That major deficiencies are present in at least three areas listed in Section 3.4.b of the 2015 *Procedures for Accreditation,* and may also have been present at the time of the previous visit, and the intent to correct them is not ensured or in progress;

OR

☐ That the following SPC (list by number and title) has/have been identified as not met for a second, consecutive accreditation visit, and the intent to correct them is not ensured or in progress;

The team recommends:

☐ Four-year term of accreditation

By signing below, the team affirms that is has been thorough in its assessment of the SPC

The team finds that the deficiencies are severe enough to have eroded the quality of the program and that the intent or capability to correct these deficiencies is not evident; the team recommends:

☐ Two-year probationary term of accreditation

The team finds (choose one of the following)

☐ That insufficient progress was made during a two-year probationary term to warrant a four-year term;

OR

☐ Substantial and uncorrectable noncompliance with the *NAAB Conditions for Accreditation* during any site visit;

The team recommends:

_____

Nathaniel Quincy Belcher, AIA
Team Chair

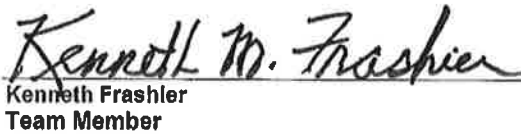**Representing the ACSA**

_____

Barbara J. Felix
Team Member

Representing the AIA

_____

Joseph Ortiz
Team Member

Representing the AIAS

_____

Kenneth Frashler
Team Member

Representing the NCARB

Program Response to the Final Draft Visiting Team Report

UNIVERSITY OF HARTFORD

COLLEGE OF ENGINEERING,
TECHNOLOGY, AND ARCHITECTURE

Department of Architecture

Response to Final Draft Visiting Team Report
June 30, 2017

Cassandra Pair
Director, Accreditation
National Architectural Accrediting Board

Cassandra,

The following constitutes our response following the review of the Final Draft Visiting
Team Report provided on June 28, 2017.

First, we would like to thank the Visiting Team for their hard work, attention to detail, and
thoroughness. In addition, we thank the Team for their collegial manor, professionalism,
and flexibility, especially during the major winter storm that struck Connecticut the week
they were here. The entire Team – Nat, Barbara, Kenneth, Joseph, and Arturo – was a
pleasure to interact with and get to know.

The following comments reference specific areas of the VTR, shown in the original blue
text, with comments or additions in *black italic* text.

1. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.2 LEARNING CULTURE,
PAGE 4, 2ND PARAGRAPH UNDER **2017 ANALYSIS/REVIEW**:

> The department faculty and staff have an open-door policy, which gives students
> access to them to communicate any concerns, or to find out information about
> initiatives and elective courses. The department strongly encourages a trip abroad
> for the students (ARC 521 Architectural Studio II and ARC 611 Architectural Studio
> III), which provides learning opportunities outside the classroom. The architecture
> students, with help from faculty members, have created chapters of organizations
> such as the National Organization of Minority Architecture Students (NOMAS) and
> the American Institute of Architecture Students (AIAS), which engage students with
> different interests in activities outside the classroom. *In addition, students, with the*
> *help of faculty members and the staff of the Construction Institute, created the*
> *Construction Institute Student Organization (CISO). The Construction Institute, part*
> *of the University of Hartford, is a non-profit, non-partisan association of diverse*
> *professionals working to improve the industry by sharing experiences and*
> *knowledge, advancing relationships, and developing business leaders. More*
> *information can be found at construction.org. Students are engaged in multiple*
> *aspects of the Institute including workshops, seminars, and social events, all of*
> *which provide opportunities to network and connect with practicing professionals in*
> *architecture, engineering, construction, and others involved with the design,*
> *management, and construction of the built environment.*

2. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.2 LEARNING CULTURE, PAGE 4, 3RD PARAGRAPH UNDER **2017 ANALYSIS/REVIEW**:

The Studio Culture Policy (APR, p. 10)—which encompasses student-to-student, student-to-faculty, and faculty-to-student relationships—is posted around the studio spaces and included in the course syllabi. The policy also covers student time management, respect between students and faculty, and student and faculty expectations. Students stated that they were not aware of the Studio Culture Policy and were not currently included in the consultations regarding the revision of the policy. During the week prior to the team visit, appointed student representatives from each studio met for the first time. Prior to this meeting, there was no indication that collective student-organized meetings had taken place.

Note: A second meeting between the Department Chair and Studio Representatives was held following the NAAB Visiting Team visit to review the visit and discuss items from students. The Chair and Studio Representatives, chosen by students in each section of each undergraduate and graduate design studio, will continue with regular monthly meetings beginning in September.

3. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.4 DEFINING PERSPECTIVES, A. COLLABORATION AND LEADERSHIP, PAGE 5, PARAGRAPH UNDER **2017 ANALYSIS/REVIEW**:

2017 Analysis/Review: This perspective is Met with Distinction. Faculty and students voiced a commitment to collaboration, which is occurring with the larger professional community and governmental actors who have become partners in studio exercises and ongoing planning studies. The university president and local practitioners have shown distinctive leadership in the stewardship of the program in this regard. T h e re are leadership opportunities for students in NOMAS, AIAS, *and CISO.*

4. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.4 DEFINING PERSPECTIVES, E. COMMUNITY AND SOCIAL RESPONSIBILITY, PAGE 7, TOP OF PAGE:

…As part of the program, a number of practicing professionals volunteer as adjunct professionals. This interaction between students and practitioners allows for continuous conversation beyond the classroom setting.

Note: Practicing professionals do not volunteer as adjuncts. We have many practicing professionals who teach selective course in their expertise however, they are compensated at the standard adjunct rate. Practicing professionals do volunteer as jurors or guest critics, however.

5. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.5 LONG-RANGE PLANNING, PAGE 7: 1ST SENTENCE UNDER 2017 ANALYSIS/REVIEW:

The university has developed a strategic plan entitled "Celebrating our Tradition, Engaging our Tradition."

Note: The correct title of the University's current Strategic Plan is "Celebrating our Tradition, Engaging our Future".

6. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.5 LONG-RANGE PLANNING, PAGE 7: 2ND PARAGRAPH UNDER 2017 ANALYSIS/REVIEW:

While planning on the program level exists as outlined above, there does not appear to be a formal review process for the planning. It is not clear how the program is tracking its progress toward its mission and stated objectives.

Note: The Department will re-convene the Long-Range Task Force in the Fall 2017 semester to review progress and continually access progress towards our Mission and objectives. The Task Force will also report to and solicit feedback from faculty at Department meetings/retreats.

7. PART ONE (I): SECTION 1 - IDENTITY AND SELF-ASSESSMENT, I.1.6 ASSESSMENT, PAGE 8: 2nd paragraph under **2017 Analysis/Review**:

What the team did not observe was how the department is aligning its assessments with its long-range goals and how these assessments are impacting the goals. There has been progress in this regard since the 2011 team visit; however, there is no documentation on how the progress is measured. Despite this concern, the student output remains strong, and students are graduating and successfully transitioning into employment.

Note: The Department will re-convene the Long-Range Task Force in the Fall 2017 semester to review assessments in relation to long-range goals.

8. PART ONE (I): SECTION 2 - RESOURCES, I.2.2 PHYSICAL RESOURCES, PAGE 10: 4TH PARAGRAPH UNDER **2017 TEAM ASSESSMENT**:

Students mentioned that printing on the plotter is a cumbersome process that involves filling paperwork within the department, requesting department approval, requesting approval from the Dean's Office (in a different building), and then plotting from a dedicated student financial account once approval is granted. The campus bookstore does not sell architectural supplies. Students who have cars drive approximately 10 minutes to purchase supplies, and students without cars take a bus for approximately 1 hour in each direction.

Note: Students are granted 150 pages (8 1/2 x 11 or equivalent large format sheets) of printing at the beginning of each semester. Students do not need Department approval to add additional printing. However, the process is still too cumbersome and unacceptable. The Department Chair has met with the CETA Technology staff to

revise this procedure. Options being explored are direct debit swipe access, and print purchase codes from the Book Store (adjacent to the Department of Architecture).

9. PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA, II.1.1 STUDENT PERFORMANCE CRITERIA, REALM B, B.5 STRUCTURAL SYSTEMS, PAGE 14:

2017 Team Assessment: Evidence of student achievement at the ability level was not demonstrated in ARC 621 Master's Thesis or elsewhere. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Note: This was discussed at the April Department meeting and the Department Retreat in May. New procedures are being developed to ensure the collection of student work from structures courses taught by adjuncts. In addition, discussions were held regarding revisions to ARC 621 and/or ARC 611 Architectural Studio III to strengthen the structural integration.
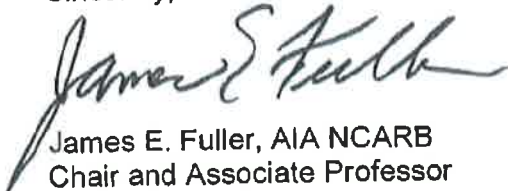
10. PART ONE (II): SECTION 1 - STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA, II.1.1 STUDENT PERFORMANCE CRITERIA, REALM C, C.3 INTEGRATIVE DESIGN, PAGE 16:

2017 Team Assessment: Evidence of student achievement at the prescribed level was insufficient in student work prepared for ARC 611 Architectural Studio III and ARC 621 Master's Thesis. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

Note: This was discussed at the April Department meeting and the Department Retreat in May regarding possible revisions to ARC 611 Architectural Studio III to cover Integrated Design and not rely solely on ARC 621 Master's Thesis. Further discussions will occur at the Department Retreat in August and implementation of revisions will begin as soon as the Fall 2017 semester.

Thank you.

Sincerely,

James E. Fuller, AIA NCARB
Chair and Associate Professor