

**University of Hartford
Department of Architecture**

**Architecture Program Report for 2017 NAAB Visit for
Continuing Accreditation**

Master of Architecture [pre-professional architecture degree + 64 credits]

**Year of the Previous Visit: 2011
Current Term of Accreditation: 6 years**

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Section 1. Program Description (limit 15 pages)

I.1.1 History and Mission

The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education*
- *A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- *A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.*
- *A summary of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.*

Institution History

The University of Hartford, located in West Hartford, Connecticut, is an independent, comprehensive university with seven schools and colleges providing educational programs in the liberal arts and professional disciplines for undergraduate and graduate students. These units are the Barney School of Business; the College of Arts and Sciences; the College of Education, Nursing and Health Professions; the College of Engineering, Technology, and Architecture; the Hartford Art School; The Hartt School; and Hillyer College.

The University was chartered in 1957, when three long-standing Hartford institutions of higher learning were combined: the Hartford Art School (1877), Hillyer College (1879), and The Hartt School (1920). The College of Arts and Sciences, the College of Engineering, the Barney School of Business; the College of Education, Nursing and Health Professions; and the College of Technology all originated in Hillyer College. In 1966, the College of Basic Studies (now Hillyer College) was founded and it features a carefully structured associate's degree program. In 1971, the Ward Technical College (later S.I. Ward College of Technology) joined the campus. In 2003, the College of Engineering and Ward College of Technology were merged to form the College of Engineering, Technology, and Architecture.

The University of Hartford is accredited by the New England Association of Schools and Colleges (NEASC). It has been continuously accredited since 1965; the next accreditation site visit will be in 2022.

The University's spacious and scenic 340-acre wooded main campus straddles the city of Hartford and the towns of West Hartford and Bloomfield. The picturesque campus features housing for approximately 3,700 students, a modern sports and recreation complex, and a performing arts center. The heart of the campus is the Harry Jack Gray Center, designed by Tai Soo Kim, FAIA, (one of the Department of Architecture's advisory board members) and the home of the Department of Architecture. This cloister-style building also houses the Mortensen Library, the 1877 Club, the School of Communications, classrooms, Wilde Auditorium, the Joseloff Art Gallery, and the University Store. The building is centrally located on campus between the Hartford Art School, The Hartt School and the Integrated Science, Engineering and Technology (ISET) complex.

Enrolled (Fall 2015) in the University are 4,559 full-time undergraduate students, 715 part-time undergraduates, and 1,671 graduate students. The students come from 46 different states and 61 foreign countries.

The University's faculty, 81 percent of whom hold the terminal degree in their field, enjoy world-renowned academic reputations and take a personal interest in helping students reach their goals.

The University's full-time student/full-time faculty ratio is 13 to 1, with the educational experience occurring in small, supportive classroom environments. The average class size at the University is 20-25 students.

At the University of Hartford classes are small with a variety of academic opportunities. Students have the flexibility to combine studies in the various schools and even create individual contract majors. The institution prides itself on responding quickly to the needs of a changing society. Physical therapy, audio engineering technology, and architecture engineering technology have all grown to be among the most popular majors in the University.

University undergraduate programs include an innovative All-University Curriculum (AUC). The AUC is an inter-disciplinary liberal education curriculum that seeks to develop a student's ability to learn, instills the desire to learn, and seeks learning as a lifelong endeavor. All students in the baccalaureate programs are required to take at least four AUC courses over four years. They take one course from four of the five breadth categories for a minimum of 12 AUC credits. By emphasizing the traditional liberal arts and sciences, this curriculum focuses on the core of learning that is essential for the well-educated adult. In this way students develop a sound foundation in important areas outside their majors.

Performing and visual arts at the University continually enrich the cultural life of the Hartford area. Theater, opera, dance, and music ranging from jazz to chamber ensembles, and exhibitions and lectures by contemporary artists make the West Hartford campus an exciting place to visit.

The University of Hartford elevated its athletics program to Division I status – the highest level of intercollegiate competition – in 1984. Athletics continue to be a source of tremendous pride for the institution. Several former University athletes are currently playing professionally.

The University of Hartford benefits from its location equidistant between New York City and Boston. The campus is actually part of three municipalities: Bloomfield, West Hartford, and the City of Hartford--an economically diverse urban/suburban center with new buildings recently constructed, such as the Connecticut Science Center, designed by Cesar Pelli, FAIA. The city has a rich cultural life with Bushnell Theater and the Wadsworth Athenaeum Art Museum. Noted Hartford buildings, such as the Cheney Building by H.H. Richardson, the Connecticut State Capitol by Richard M. Upjohn, the Mark Twain House by Edward Tuckerman Potter, The Mark Twain House Museum by Robert A.M. Stern, FAIA, the Hartford Stage by Robert Venturi, FAIA, and the Hartford Seminary by Richard Meier, FAIA, reflect the region's architectural diversity.

Mission of the University of Hartford

"Dedicated to learning, personal growth, knowledge creation, and the betterment of society, the University engages students in acquiring the knowledge, skills, and values necessary to thrive in and contribute to a pluralistic, complex world."

Some concrete examples of the fulfillment of the University's Mission are as follows:

1. Community Division of the Hartt School (providing performing arts education and training for more than 3,000, from children to adults, every semester);
2. The Micro-Business Incubator on Albany Avenue, where Barney School of Business students provide valuable consulting services for small business owners;
3. Project Horizon, which places nursing students in homeless shelters throughout Hartford;
4. Partnership with the public school system, through which each semester 300 University students provide a wide variety of services to students in nine schools in the City of Hartford through the Educational Main Street program;
5. Two magnet schools on campus, which demonstrates the University's commitment to forging strong connections between K-12 and higher education.

Context of 21st Century Higher Education

The context of higher education in the 21st century is dynamic and evolving. Key issues are demographic shifts, delivery methods, scrutiny of cost, and multi-cultural environments. The University's Mission brings a sharp focus on strategies and issues critical to the success of students, both undergraduate and graduate alike, and responds to these issues facing higher education. Flexible delivery methods, including on-line, hybrid, and low-residency, are available for select graduate programs, recognizing the need to be flexible in content delivery. Credits earned through life experiences and transfer credits from community colleges have helped to reduce the overall costs of programs at the undergraduate and graduate level. Students are "engaged" in academic pursuits through the use of High Impact Practices – teaching and learning practices which better enable them to "acquire the knowledge, skills and values" necessary to thrive. The Mission also recognizes that graduates in the 21st century must have hands-on knowledge through experience of working in multi-cultural environments for these are the everyday environments of the professional world.

Program History

Architectural education at the University of Hartford began with the Architectural Engineering Technology program in 1991-1992. Since then, the pre-professional architecture program grew to more than 200 undergraduate students during the 2009-2010 academic year and is now at 141, while the professional program currently (AY 2016-2017) has 26 graduate students. The enrollment in both the pre-professional BS and the professional MArch programs have been impacted by the Great Recession, but have been rebuilding with the improving economy, the national resurgence of the design profession and construction industry, and the return of improved hiring practices at architecture firms in the region.

With the advantageous location of our program in the Northeast, students and faculty benefit from being part of an independent, comprehensive university with seven schools and colleges providing educational programs in the liberal arts and professional disciplines for undergraduate and graduate students.

The undergraduate program (Bachelor of Science in Architectural Engineering Technology) has traditionally prepared students for positions in a wide assortment of careers in architecture, design, and construction. The undergraduate program is accredited by the Engineering Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (ETAC/ABET), one of only a handful of architecture programs in the U.S. with that distinction.

In May 2000, the architecture faculty and the Dean of the College decided to pursue discussions of a NAAB-accredited Master of Architecture program. During the following academic year this proposed program was developed and presented to the appropriate University administrators, deans, and committees. In May 2001, the University of Hartford approved the Master of Architecture program.

In order to facilitate the NAAB approval process and to assist the faculty in recruiting students, the administrative unit involved with architecture was renamed the Department of Architecture, effective January 1, 2002.

In January 2002, after numerous presentations and reviews by the State of Connecticut Department of Higher Education, the State approved the program. The program submitted an initial Architectural Program Report to the NAAB in March 2002 and was granted a review in October. At the January 2003 meeting of the NAAB, the Board reviewed the Visiting Team Report for the University of Hartford, Department of Architecture. As a result, the professional architecture program, Master of Architecture, was formally granted candidacy effective January 1, 2003.

A national search for a new department chair was conducted in 2004. Kendra Schank Smith was hired as an Associate Professor and joined the department in January 2005.

The NAAB made its first accreditation visit in November 2005. Several shortcomings in the program were noted, and the department responded to the NAAB VTR in writing.

Kendra Smith left the department after the 2005-2006 academic year to assume the position of Department Chair at Ryerson University in Toronto.

Michael J. Crosbie, FAIA, who had taught for four years in the program as an adjunct professor, was appointed Associate Professor and Chair by CETA Dean Lou Manzione in December 2006. Crosbie helped refine the department's mission and vision and improve internal and external communications (including the institution of a new Architecture Department Website). Crosbie worked with the University's Development Office to promote outside financial support to the program. One result of these efforts has been the establishment of a graduate traveling fellowship program made possible through the generosity of Hartford architect Tai Soo Kim, FAIA.

During this time the pool of adjunct professors grew, bringing in new teachers for studio and support courses in efforts to expand the range of architectural experiences and viewpoints available to both graduate and undergraduate students. The Department's existing architecture public lecture series increased the number of internationally recognized practitioners and theorists. Ties to the state AIA chapter, AIA|CT, strengthened. The program has always enjoyed good relations and support from the chapter, dating back to the early discussions of establishing the undergraduate degree program. There have been greater opportunities for chapter programs to take place on campus, for donations of books and materials to come to the Department through the chapter, and to keep the professional community informed about developments and accomplishments in the University of Hartford's architecture program through articles in the chapter newsletter and daily newspapers written by the faculty.

In Fall 2008 the NAAB conducted an Initial Accreditation visit. A three-year accreditation was granted, effective January 2008.

Since the visit, the architecture department has made several refinements to its pre-professional architecture degree program to strengthen the design and theory sequence. The department filled a new full-time term-contract position in Fall 2009 with the appointment of Assistant Professor Dariel Cobb (who was instrumental in expanding the department's architecture lecture series) and a new tenure-track position with Associate Professor Theodore Sawruk in Fall 2010 (Sawruk had been a Visiting Assistant Professor since Fall 2007).

In Spring 2009, the S/L/A/M Collaborative architecture firm helped establish the David LaBau Memorial Graduate Architecture Scholarship, to assist graduate students in their studies at Hartford. A search for a new non-tenure-track position in digital design started in Fall 2010, and a new 30-desk graduate studio was opened on the University's nearby Asylum Avenue campus.

In October 2010 (in another first), the Department of Architecture hosted the ACSA Northeast Regional Conference on its campus. The theme of the conference, "Urban/Suburban Identity," was inspired by the Architecture Department's stated mission and focused on the changing nature of cities and suburbs and the sustainability and livability of future communities. The two-and-a-half-day conference drew architectural educators from the U.S. and abroad, and 45 papers were presented. A proceeding of the conference papers and lectures was disseminated following the conference.

The rapidly changing methods of design modeling and presentations lead the department to seek a faculty line in digital design and fabrication. During the 2010-2011 academic year a Department search committee successfully conducted a national search. Assistant Professor Imdat As was hired, beginning in the fall 2011 semester.

In the Fall 2011 semester the graduate studios moved from the Asylum Avenue campus to rented space in an office park in the adjacent town of Bloomfield, Connecticut. The University was in the process of selling the Asylum Avenue campus, which necessitated the move of the graduate studios. The new location, on Cottage Grove Road, was approximately 2.5 miles from campus.

The Department conducted a national search to hire an additional full-time faculty. The decision was to search for a faculty with expertise and research focus in sustainable design. The successful search resulted in the hiring of Assistant Professor Seth Holmes, AIA LEED AP bd&c, on a tenure track starting in the fall 2012 semester.

Assistant Professor Dariel Cobb left the University prior to the Fall 2013 semester to pursue doctoral studies at MIT.

During the summer of 2014 the University invested significant funds in the renovation and expansion of the Department's space in the Harry Jack Gray Center. The University Bookstore was consolidated onto one level. The Department of Architecture expanded into the space vacated by the Bookstore. As a result, the graduate students were brought back to the main campus and moved into newly renovated space contiguous with the undergraduate studios.

Following the Fall 2014 semester Associate Professor Christian Carloni left the University to return to his native Italy and an expanded teaching and administrative position at the University of Bologna. On of his primary responsibilities is to create academic opportunities for faculty and students to collaborate between the University of Bologna and universities in China. His departure lead to a national search for a new tenure-track faculty with a focus on building structures. The successful search brought Assistant Professor Timothy Adekunle to the University in the Fall 2015 semester.

Associate Professor James E. Fuller, AIA NCARB, was appointed Chair of the Department in January 2016 following the resignation of the previous Chair Michael J. Crosbie. Fuller has extensive experience in the Department of Architecture having taught as an adjunct in the Spring 1994 semester before being offered a tenure-track position in the Spring 1995 semester. Fuller was granted tenure and promotion to Associate Professor in 2002. He was instrumental in assisting with the establishing of the JCJArchitecture Architecture Lecture Series and managed the series from 2003 until 2008. Fuller has extensive ties with the profession in the greater Hartford area and throughout the state having worked for major architectural firms for over 30 years and serving in many positions with AIA Connecticut including President in 1994. His connections at the University of Hartford are many and varied in the Department, the College of Engineering, Technology, and Architecture, and University. He has served the Department as Undergraduate Program Director since 2007, numerous College committees – including Chairing the Promotion, Tenure and Academic Freedom Committee (three times) and at the University level including Chair of the Faculty Senate.

Program Mission

“The Department of Architecture is a diverse community of practitioners, teachers, and students dedicated to educating future architectural professionals and growing the knowledge base of the profession. Our commitment is to engage architecture in its civic, social, and professional realms for the ultimate benefit of the built environment and those who use it.”

The Mission of the Department of Architecture fits within the larger Mission of the University. The University of Hartford was founded in 1957 by a group of community leaders who envisioned an institution of higher learning that would serve the Greater Hartford region. The University's description of itself as “a private university with a public purpose” is seen in the various ways that the University has over the years served the world beyond its campus, producing students for careers as active and productive citizens, sending graduates all over the world to become leaders

in shaping tomorrow. The University philosophy with regard to student engagement centers around the theme of “Challenge. Support. Success.” Challenging students to reach their full potential. Supporting students academically, personally, and emotionally. Having student succeed in their academic pursuits to then be successful in their professional and personal lives. The Department adopted and supports this tripartite theme.

The Department of Architecture views its Mission as part of the University’s commitment as a private institution dedicated to public purpose and influence. It shares the vision expressed in the University of Hartford motto, found on the University seal: *Ad Humanitatem*, “For humanity.”

The Architecture Department’s commitment to the education of architects grew from the initiative of several architects in the Greater Hartford region, with the support of the AIA/Connecticut chapter, who in the mid-1990s met with the University’s president to encourage the institution to establish a professional architectural degree program that would help serve the architectural community—both locally and in the New England region—and offer a choice in architectural education in Connecticut. The AIA/Connecticut chapter has championed the Department of Architecture over the years, as have practitioners throughout the Greater Hartford region. *Building Community*, Ernest Boyer and Lee Mitgang’s landmark report on architectural education, underscored the need for greater connections between the architectural academia and the world beyond the campus. From this history, the Architecture Department views its Mission of “public purpose” in three realms: Civic, Social, and Professional.

The Civic Realm: Located in the City of Hartford, the Department of Architecture sees the city as a “laboratory of opportunity” in the education of future architects. Urban sites are the basis of many studio projects that respond to issues of density, civic life, and the role of the urban environment in creating dynamic settings for the pursuit of public life. Some recent projects have included:

- Design of new urban space at the city’s Wadsworth Athenaeum (one of the oldest art museums in the country);
- Development of a large vacant city block in downtown Hartford to instill new urban life;
- Assessment of under-utilized open spaces (such as the abundance of surface parking lots) in the city for new civic uses in response to the Hartford Mayor’s Office to seek ways to revitalize downtown;
- Reclamation and rebirth of a civic landmark in nearby downtown New Britain;
- Collaboration of graduate students with Park Street neighborhood groups for the design of a demountable art gallery and municipal buildings.

Students benefit from the insights of faculty, architects and developers, visiting critics, and lecturers engaged in civic place-making. Hartford has serious deficiencies (the density of its urban fabric has been decimated over the years) which provide opportunities for students to appraise urban challenges common in many cities, explore design solutions, and present the results in public forums.

The Social Realm: The Department of Architecture’s focus on the Social Realm responds to the role of the architect in serving the public through leadership in design, particularly social groups that have not in the past had access to the benefits of architecture. In *Building Community* Boyer and Mitgang lamented the fact that too often academia is viewed as a “private benefit, not a public good.” Architecture is a social art, and the Department of Architecture seeks to engage the Social Realm. For example:

- A graduate studio project for a mosque for a downtown Hartford site considered the needs of a growing religious population now often marginalized in the U.S. Students met with leaders in the Greater Hartford Islamic community, attended prayer services, and developed designs based on ancient mosque design precedents. Similar mosque projects have been designed for sites in Doha, Qatar, and Montreal, Canada.

- James E. Fuller, a member of the Department of Architecture faculty, has been instrumental in the establishment and management of the University's Center for Integrated Design (CID). The CID brings together University of Hartford faculty from three colleges and five disciplines (engineering, architecture, visual communications, business, and marketing) to respond to the needs of institutions and communities that seek design services. Through the CID, architecture faculty and students have undertaken conceptual designs for the town of Bloomfield Central Business/Community District and is currently in the early stages with the City of Hartford's Upper Albany Town Center project. Additional projects and grants are pending.
- Michael J. Crosbie has been involved in outreach efforts with the University's Magnet Elementary School on campus. Crosbie has visited kindergarten classes to talk about buildings and what architects do. He has also invited kindergarten classes to the Department's architecture studios so that the kindergarteners can see architecture students at work. The exchange has piqued the interest of this very young group of potential clients and future architects.

The Professional Realm: The Department of Architecture's mission in the Professional Realm is part of its history. The Department believes in the value of practicing architects teaching future architects. Five of the eight full-time faculty are licensed architects. Most of the adjunct faculty are licensed architects. The Department continues to engage the state professional architecture society. The AIA/Connecticut chapter was an early proponent of the University's architecture program and continues as a solid supporter. The department and the campus have served as a setting for a number of professional educational events for the region's architects:

- The Department provides a lecture series (underwritten by JCJArchitecture), free and open to the public, which has presented the work of practitioners from throughout the New England region, metropolitan New York, and beyond.
- Practicing architects from Connecticut participate in the architecture program as adjunct faculty, studio critics, review participants, and Advisory Board Members.

For its students, the Department and the region's architects offer examples of leadership within the profession.

The Civic, Social, and Professional realms reinforce the mission of architectural education at the University of Hartford, and help serve the mission of the University itself. The Department views the three realms as the bedrock of the discipline and profession of architecture, reinforcing it as a social art with a civic purpose, created by professionals engaged with the community.

The Department of Architecture Mission is posted on the department website and in studio spaces throughout the department.

Context of 21st Century Architecture Education

The context of 21st century architecture education continues to evolve. Issues around multidisciplinary and interdisciplinary collaboration, the integration of technology, the merging of design and sustainability and respect for the environment, international nature of practice, and social responsibility all are critical for architecture students to be not only aware of but to have the knowledge, technical skills, and personal skills to engage and be successful in the professional environment. The Department's mission and vision create framework and the academic environment for students to address these issues. The civic, social, and professional realms which form the foundation of the undergraduate and graduate programs address these 21st century contextual issues.

Description of the Program

The accredited professional degree program in the Department of Architecture at the University of Hartford is the Master of Architecture program. This degree program qualifies our Master's graduates to take a state professional licensing examination after a required internship period.

The Department of Architecture at the University of Hartford established its undergraduate four-year Bachelor of Science degree program in Architectural Engineering Technology in 1991. The creation of the two-year Master of Architecture degree program fits the "4+2" structure, with the first professional architecture degree awarded at the graduate level. The Master of Architecture degree program is intended to provide our graduates with the requisite educational background to enter the professional practice of architecture. Students are prepared for careers in architecture and a wide assortment of other design, construction, or business-related professions. The professional program balances theoretical, technical, and creative knowledge in the civic, social, and professional realms of architecture. Students are encouraged to round out their education with professional electives offered through the Hartford Art School, CETA Engineering departments, and the Barney School of Business.

Our undergraduate program is ETAC/ABET accredited. Recipients of the four-year pre-professional architectural degree may apply for admission directly into the Master of Architecture program. The graduate curriculum, which requires at least 64 credit hours for completion, is built upon the undergraduate foundation and includes a core of professional course work supported by a liberal arts education.

Holistic Development of Young Professionals through the Integrated Study of the Liberal Arts and the Specific Discipline of Architecture.

The Master of Architecture Program is a 2-year, 64-credit professional degree curriculum. At its core is the design studio however the curriculum integrates the specific discipline of architecture with liberal arts courses through the required electives. Each of the four semesters requires students to take an elective. Students can choose from the full range of graduate course offerings among five of the seven schools and colleges that comprise the University of Hartford. This provides students the opportunity to expend their knowledge and experience into areas in the liberal arts.

Fundamental to the graduate curriculum is the architectural design studio sequence. Informing and enriching the studio experience for students in the Master of Architecture Program are courses in site planning, building systems, building economics, structures, architectural history and theory, professional practice, and urban planning. Great emphasis is placed on the student's ability to integrate and synthesize the information in these courses into appropriate architectural form in the design studio, which ideally engages the civic, social, and professional realms of architecture.

The Master of Architecture Program curriculum is organized as follows:

FIRST YEAR

Fall

ARC 511 Architectural Studio I	6 Credits
ARC 513 Advanced Building Systems	3 Credits
ARC 622 Advanced Urban Issues*	4 Credits
Professional Elective	3 Credits

Spring

ARC 521 Architectural Studio II	6 Credits
ARC 523 Advanced Structures	3 Credits
ARC 612 Advanced Design Theory*	4 Credits
Professional Elective	3 Credits

SECOND YEAR

Fall

ARC 611 Architectural Studio III	6 Credits
ARC 512 Advanced Site Planning*	4 Credits
ARC 613 Thesis Research	3 Credits
Professional Elective	3 Credits

Spring

ARC 621 Master of Architecture Thesis	6 Credits
ARC 522 Advanced Building Economics*	4 Credits
ARC 623 Advanced Professional Practice	3 Credits
Professional Elective	3 Credits

Total for Master of Architecture Program 64 Credits

*In the fall of 2012 the Department revised the sequence of courses for the professional degree program. Since the emphasis of each design studio is the urban context, ARC 622 Advanced Urban Issues was moved to the first semester, first year, providing a more solid base of the urban condition and criteria for subsequent studio work. This led to moving ARC 512 Advanced Site Planning to the first semester, second year. In addition, ARC 612 Advanced Design Theory was moved to the second semester, first year to strengthen the knowledge of architectural theory for students as they prepare for more advanced studio in second year as well as for ARC 613 Thesis Research.

I.1.2 Learning Culture

The APR must include the following:

- *A description and assessment of the learning culture within the program.*
- *A description of the program's Studio Culture Policy including.*
 - *By what means and how frequently the policy is distributed to faculty, students and staff*
 - *An assessment of the level to which faculty, students and staff understand the purposes for which the policy was established.*
 - *A description of the process by which the policy is evaluated and updated, including those involved and the frequency of the review.*

The Department of Architecture is a community of educators, educator-practitioners, professional staff, and students - both undergraduate and graduate - who together form a close-knit learning community that emphasizes open mindedness and a supportive environment. This supportive learning environment permeates not just the Department of Architecture but the College of Engineering, Technology, and Architecture, the other six schools and colleges that make up the academic units of the University of Hartford and continues to the administrative units, creating a learning environment – *a learning culture* – that embodies openness, acceptance, inclusion, and academic rigor. This is clearly stated in the University's "Challenge. Support. Success." theme.

Characteristics of this open and supportive environment include an open-door policy by faculty and staff, studio projects that engage and challenge students to think and experience beyond their own environment, and elective courses that have been created in response to student-stated interest. The Department believes that the core learning environment is the design studio. As such, the learning culture, embodied in all aspects of the University, is particularly practiced, exhibited and supported in the design studio. This is why our Studio Culture Policy is the Learning Culture Policy.

The Department of Architecture has adopted the following Learning Culture Policy, which was revised and updated with student, faculty, and staff involvement and consultation of *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008. The faculty reaffirmed the Learning Culture Policy at the Department Retreat in August 2016. The Learning Culture Policy is publicly posted throughout the department spaces, and on the department website.

Learning Culture Policy

The University of Hartford's Department of Architecture is committed to creating and preserving a learning culture that is conducive to the growth of the relationships needed to help students succeed in their goals, and to fulfill the Mission of the Department of Architecture. The relationships formulated include the relationships between peers, students, and faculty, the studio environment, and the numerous relationships that add up to equal the art of architecture.

Student/Student Relationship

The student/student relationship is a dynamic one that could carry on to a long-term future. In order to create a comfortable atmosphere, students must respect each other's background and culture. Students must support one another and provide constructive criticism while giving positive feedback.

Student/Faculty Relationship

The student must realize that the faculty are members of the architectural community in which the student is striving to be a part. Faculty members should be respected for their knowledge of architecture and their positions within the architectural community. The student must show respect by listening to a professor when she or he is speaking. Students must put their greatest effort into the assignments set by the faculty and will have them done within reasonable time frames. Students and faculty must discuss time-management strategies to complete assignments.

Faculty/Student Relationship

The student has the right to expect the faculty to respect the student's ability as an individual and judge them upon their abilities. The student should also expect the faculty to guide the student towards a higher understanding of architecture and to cultivate the seed of passion for the art and science of architecture. The student should expect the faculty to set fair and obtainable goals in the course with a reasonable amount of time to accomplish said goals. The faculty should remember that the student has many obligations and be sensitive towards the student's life outside of the architecture community.

Student & Faculty/Learning Environment Relationship

The learning environment nurtured by the Department of Architecture that is meant to stimulate the student by promoting positive energy and passion for architecture. It is the place for the faculty to express their ideals to pass on to future generations. The learning environment should be an expression of the creativity, hard work, and passion of the University of Hartford Architecture program. Learning environments should be comfortable, safe, and clean places to work. This could be achieved through a respect for the space from students, faculty, and visitors. The learning environment should be clean and orderly. Personal materials should not be left out and should be placed in designated personal areas. Personal property should be respected. Noise should be kept to a respectable level. Since the Department of Architecture is a second home to the student, its learning environment should be made available at all times and the same degree of respect should be in affect no matter the time. Evidence of this Learning Culture Policy should serve as an example to students and faculty in other University disciplines beyond the walls of the Department of Architecture.”

The University of Hartford Department of Architecture is dedicated to the cultivation of the passion required for a student to be a success in the field of architecture. The experience of the learning environment will stay with the students and grow into their own style of working. The Learning Culture Policy is intended to grow with the Department of Architecture and therefore should not remain static. Once a year a committee of students and faculty should meet and review the policy for possible revisions.

I.1.3 Social Equity

The APR must include the following:

- *A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives.*
- *A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.*
- *A description of the process by which these plans are developed and the individuals involved in the process.*
- *A description of whether and how these initiatives are linked to the program's self-assessment or long-range planning.*

Institutional Diversity and Inclusion

The University of Hartford strives to foster learning and encourages the personal growth of students in an environment that promotes and celebrates diversity. Accordingly, the goals (as stated in the University policy of "Student Conduct" as published in the student handbook, *The Source*) are:

- To become an open, honest, disciplined, and caring community where the unique qualities of each person are fully appreciated;
- To create on the campus a community reasonably reflective of the racial and economic diversity of the larger society – but in which that diversity is managed and supported for the benefit of all;
- To balance the rights of the individual and the concerns of the institution, so that all of our members are treated with respect and the larger goals of the University are fully understood.

Each student, faculty member, and member of the staff deserves the full respect and courteous treatment of other members of the University family, regardless of race, gender, age, religion, national origin, disability, or sexual orientation.

Institutional efforts to promote community imply certain expectations regarding the behavior of members of the community. At the University of Hartford we do not tolerate acts of incivility, bigotry, violence, racial or sexual harassment, or substance abuse. Conduct counter to these expectations is considered to be a serious offense against our community and the rights of its members and will be dealt with severely. The Department of Architecture often alerts students and faculty to the Learning Culture Policy, and calls attention to the need for respect and consideration among the members of the Department of Architecture and within the wider context of the University.

Aspects of social equity are covered in the Learning Culture Policy, which was drafted in collaboration with students, faculty, and staff, giving each an opportunity to have input on the policy. The policy is posted in the architecture studio spaces and computer lab, and was updated through a series of meetings with undergraduate and graduate student representatives.

The location of the Department of Architecture in the Harry Jack Gray Center is easily accessible. An external ramp connects the higher ground level to the front door. There is an elevator to the studios on the lower floor. Although the studios and seminar-type classes meet in the Department of Architecture, Harry Jack Gray Center, some support courses are taught in Dana Hall, United Technologies Hall, or other available campus academic buildings, all of which are accessible.

Equity and Diversity in faculty appointments, re-appointments, compensation, and promotions

The University of Hartford *Faculty Policy Manual*, states in the section on Employment Practices that the University's Equal Employment Opportunity Policy is as follows:

To recruit, hire, train, and promote the most qualified persons in all job classifications without regard to race, color, sex, age, religion, national and ethnic origin, disability, marital

status, sexual orientation or veteran status; to base employment decisions utilizing the principle of equal employment opportunity; to insure that promotion decisions are in accordance with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities; and to insure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University-sponsored training, education tuition assistance, and social and recreational programs will be administered without regard to race, color, sex, age, religion and ethnic origin, disability, marital status, sexual orientation or veteran status. (Faculty Policy Manual G 3.01)

The University Faculty Search Policies and Procedures Manual mandates recruitment efforts and details activates and documentation.

Table I.1.3A Demographics of Enrolled Architecture Graduate Students

	White	AfrAm	Hispanic.	Asian	NoRes	Other	Unknown	Total
2011-12	23	1	2	0	5	0	0	31
2012-13	20	1	3	0	7	0	3	34
2013-14	20	0	6	0	3	0	3	32
2014-15	29	0	4	0	6	0	2	41
2015-16	29	1	4	0	0	8	2	44

Gender of Enrolled Architecture Graduate Students

	Male	Female	Total
2011-12	23	8	31
2012-13	23	11	34
2013-14	17	15	32
2014-15	26	15	41
2015-16	32	12	44

Table I.1.3B Demographics and Gender of University Graduate Students

Female									
	White	AfricAm	Hispanic	Asian	Nat. Am.	Intern'l	Other	Unknown	Total
2011-12	599	78	24	32	0	82	2	157	974
2012-13	601	79	33	32	1	79	5	130	960
2013-14	652	70	49	39	1	89	8	87	995
2014-15	600	72	51	38	0	95	10	56	922
2015-16	596	77	49	33	0	93	19	51	918
Male									
	White	AfricAm	Hispanic	Asian	Nat. Am.	Intern'l	Other	Unknown	Total
2011-12	407	25	34	18	0	75	0	142	701
2012-13	390	31	34	20	0	58	3	116	652
2013-14	407	34	43	21	0	53	5	74	637
2014-15	431	40	50	32	0	107	7	51	718
2015-16	444	41	45	23	0	155	7	38	753

Table I.1.3C Demographics and Gender of all University Students

Female									
	White	AfricAm	Hispanic	Asian	Nat.Am.	Intern'l	Other	Unknown	Total
2011-12	1638	450	216	61	10	60	40	291	2766
2012-13	1607	403	240	68	8	71	48	271	2716
2013-14	1531	400	252	73	12	82	63	211	2624
2014-15	1461	403	294	76	9	71	77	206	2597
2015-16	1444	441	343	78	11	69	87	186	2659
Male									

	White	AfricAm	Hispanic	Asian	Nat.Am.	Intern'l	Other	Unknown	Total
2011-12	1629	300	171	83	9	151	25	245	2613
2012-13	1587	310	208	78	10	199	34	238	2664
2013-14	1506	358	221	86	15	236	54	200	2676
2014-15	1458	350	220	86	7	246	57	205	2629
2015-16	1400	363	253	82	11	268	60	178	2615

Table I.1.3D Percentage of Students who Complete the Accredited Degree Program

	2011-12	2012-13	2013-14	2014-15	2015-16
Normal Time*	0%*	0%*	0%*	0%*	0%*
Within 150% of Normal Time	45%	50%	36%	29%	N/A
Completed by Fall 2016	75%	71%	36%	29%	0%

*Completion of the degree requirements includes the successful submission of the required Master's Thesis book. Since Master's Thesis is done during the spring semester of the second year students do not submit the Master's Thesis until beyond the Normal Time (2 years) of the degree program. Prior to the Spring 2016 semester the University allowed students to take up to seven years to complete their degree. The Department has revised the process for submission of the Thesis book. Beginning with the Spring 2017 semester students in ARC 621 Master's Thesis will be required to submit a draft of their Thesis Book during the Final Exam period. The Thesis Book will be reviewed by their Thesis Advisor and comments sent to the student. The student will then have until August 1 to submit their final Master of Architecture Thesis Book to qualify as completing the degree requirements in the Normal Time.

Table I.1.3E Faculty Demographics (University)

	2011-12	2012-13	2013-14	2014-15	2015-16
Total FT Faculty	345	343	343	351	354
Women	136	138	137	140	143
%Women	39%	40%	40%	40%	40%
Men	209	206	206	211	211
%Men	61%	60%	60%	60%	60%
Black	10	10	11	10	10
Hispanic	7	7	9	8	8
Asian	32	31	31	33	32
Native Am	0	0	0	0	0
Other	1	3	2	10	1
Total Minority	50	51	53	61	51
% Minority	14%	15%	15%	17%	14%

Table I.1.3F Faculty Demographics (Department of Architecture)

	2011-12	2012-13	2013-14	2014-15	2015-16
Total FT Faculty	8	9	8	8	8
Women	2	2	1	1	1
%Women	25%	22%	13%	13%	13%
Men	6	7	7	7	7
%Men	75%	78%	87%	87%	87%
Black	0	0	0	0	1
Hispanic	0	0	0	0	0
Asian	0	0	0	0	0
Native Am	0	0	0	0	0
Other	0	1	0	0	0

Total Minority	0	1	0	0	1
% Minority	0%	13%	0%	0%	13%

Table I.1.3G Faculty Promotion and Tenure (University)

	2011-12	2012-13	2013-14	2014-15	2015-16
Promoted	13	18	21	13	19
Tenured	5	12	12	9	7

Table I.1.3H Faculty Promotion and Tenure (Department of Architecture)

	2011-12	2012-13	2013-14	2014-15	2015-16
Promoted	0	0	0	1	0
Tenured	0	0	0	0	1

Table I.1.3I Faculty Maintaining Professional Licensure (Department of Architecture)

	2011-12	2012-13	2013-14	2014-15	2015-16
Licensed	6	6	6	6	5
Total FT Faculty	8	8	8	8	8
Licensed (%)	75%	75%	75%	75%	63%

Note: Currently 4 are licensed in CT, 1 in NY; 2 faculty are NCARB Certified; 2 are LEED AP BD&C

Of the current 8 full-time faculty, 7 are Caucasian (88%). One of the 8 full-time faculty is female (13%); 3 of the 11 full-time and part-time faculty are women (27%). One of the 8 full-time faculty is Black/African male (13%). The Department's Student Liaison staff person is an African American female. The goal for subsequent hires is to continue to address the need for diversity in an effort to reflect the diversity that exists in our community. Announcements for new faculty searches contain the following statements:

“The University of Hartford is an open and welcoming community, which values diversity in all its forms. In addition, the University aspires to have its faculty and staff reflect the rich diversity of its student body and the Hartford region. Candidates committed to working with diverse populations and conversant in multicultural issues are encouraged to apply.”

“In addition, applicants must demonstrate through their letter of intent and supporting materials a commitment to architecture's social role, their contributions in teaching and/or scholarship in advancing the intercultural awareness of all students, and architecture's service in encouraging and facilitating diverse communities.”

For architecture faculty searches, personal recruitment of women and minorities is pursued through consultation with National Organization of Minority Architects; consulting the Directory of African American Architects to identify potential candidates; consulting the American Institute of Architecture Students Diversity Handbook; phone consultation with the Association of Collegiate Schools of Architecture Women's Leadership Council, the ACSA Diversity Through Design Committee, and the American Institute of Architects' Committee on Diversity.

Since 2007, the Department of Architecture has been in contact with the National Organization of Minority Architects and the AIA Committee on Diversity to alert them to faculty searches at the University of Hartford and to distribute search announcements through their membership networks. Members of under-represented groups are encouraged to apply. The department regularly invites members of under-represented groups to speak in the architecture lecture

series. Architects Dina Griffin, Yolande Daniels, William Stanley, FAIA, and Ivenue Love-Stanley, FAIA were recent guest lectures in our program.

Equity and Diversity in student admissions, advancement, retention, and graduation

Admission publications for the University of Hartford contain the following language: “Consistent with the requirements of Title IX of the Education Amendment of 1972, as amended, the University does not discriminate on the basis of gender in the conduct or operation of its educational programs or activities, including employment therein and admission thereto. The University admits students without regard to race, gender, physical ability, creed, color, age, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It complies with Title VI of the Civil Rights Act of 1964, as amended, and does not discriminate on the basis of race, gender, physical ability, creed, color, age, sexual orientation, national or ethnic origin in the administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other University-administered programs.”

The University attracts the majority of its students from an approximate two-hundred-mile-radius of Hartford. Current graduate architecture enrollment is made up of students living and working in the vicinity of Hartford. In addition to the U.S., architecture graduate students come from Korea, India, Jamaica, the Bahamas, Afghanistan, Iran, Iraq, and Saudi Arabia. Their undergraduate degrees are from a variety of schools: University of Hartford, Keene State College, Roger Williams University, Catholic University of America, New England Institute of Technology, Butler University, University of Massachusetts, Arizona State University, Islamic Azad University in Iran, Myoungji University in Korea, King Fahd University in Saudi Arabia, and Mumbai University in India.

The graduate program in Architecture is currently (AY 2015-2016) composed of 73% male students and 27% female students. Possible approaches to increasing the percentage of women include more aggressive recruiting, scholarships, and work with various professional associations focused on women and minorities. Of our 44 currently enrolled graduate students, there are 32 men and 12 women.

The graduate Architecture program is diverse as to student ethnicity, with approximately 66% of the students Caucasian, 3% African American, 9% Hispanic, 0% Asian, and 18% Foreign National.

Diversity and equity are addressed in the department’s long-range plan, which also sets timeframes for achievement of diversity and equity goals. The Long-range Plan can be found in Section I.1.5 below.

There are two Graduate Open House events each Fall and Spring semester. Each of these events is scheduled to include information sessions for potential students. Included is information on curriculum, program focus, application process, financial aid, and scholarships.

Increased enrollment, retention and degree completion by minority students:

- The establishment in 2014 of a student chapter of NOMA to provide social and professional support for minorities and students of color.
- In addition, there has been a conscious and concerted effort to promote diversity by specifically targeting women and minorities as lecturers in the fall and spring Architecture Lecture Series.

The undergraduate enrollments have seen a significant increase in female and minority students over the last six years. It is anticipated that this will result in additional female and minority students in the graduate program, as these students progress academically.

The University of Hartford opened the University High School of Science and Engineering, a magnet high school located next to the main campus on Mark Twain Boulevard. This school

specializes in science and engineering fields and will help to attract diverse students to the disciplines of Science, Engineering, and Technology. The NAWIC (National Association of Women in Construction) offers scholarships to women students on a national level and these scholarships have been received by students in Engineering and Technology.

The University of Hartford student policy handbook, *The Source*, introduces students to the university organization, initiates them to the college culture, introduces them to academic procedures, helps them acquire study skills, learn ethical decision making and teamwork. This course also discusses the various disciplines in the College of Engineering, Technology, and Architecture. In the handbook are sections concerning students' Academic Responsibility, Academic Honesty Policy, the Code of Student Conduct, and General Classroom Policies. These policies include respect for each other and codes of social behavior. Also included are sections concerning "Statement of Personal Rights and Freedoms" and guidelines for "Student Conduct."

I.1.4 Defining Perspectives

The APR must include the following:

- *A description of the program's approach to each of the five perspectives.*
- *Identification of individual courses, curricular and co-curricular activities, or learning experiences/opportunities available to students to develop the knowledge, skills, or understandings described in each perspective.*
- *A description of how the perspectives inform or support some or all of the following activities (not inclusive):*
 - *Learning culture*
 - *Curriculum design, review, and development*
 - *Specific course review, development, or revision*
 - *Off-campus, extra-curricular, or co-curricular learning experiences (e.g., field trips, service projects, student organizations, or design centers)*
 - *Long-range planning for the program*
 - *Self-assessment activities for the program*

The University of Hartford Architecture Program has a small, close-knit, active faculty, which allows for frequent and fluid communication. This communication happens both informally (over lunch, in the studio, in the copy room, and at after school gatherings) and formally (at monthly faculty meetings and annual department retreats). These meetings are central to our efforts to define learning objectives and develop course action for the program.

Our mission, (again stated, "The Department of Architecture is a diverse community of practitioners, teachers, and students dedicated to educating future architectural professionals and growing the knowledge base of the profession. Our commitment is to engage architecture in its civic, social, and professional realms for the ultimate benefit of the built environment and those who use it.") is central to our approach to each of the five perspectives of Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility.

A. Collaboration and Leadership.

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

Collaboration and leadership has always been an important aspect of our architecture program, architectural students have collaborated with students within our program, within our college and within our university. Graduate architecture students, through required courses and individual electives, collaborate with students from several other colleges/departments in the

University, especially the Barney School of Business, the Hartford Art School, the School of Communication, and the various Engineering departments. Master's degree students have either graduated or are currently enrolled in the University of Hartford program. Students have taken Business School courses, Art School courses, Communication School courses and Engineering School courses for professional electives. A number of our graduates have dual Master's degrees in Architecture and Business Administration. Graduate students have also taken elective courses in Psychology, and in the College of Education, Nursing, and Health Professions.

Each year the University holds a **Graduate Research/Creativity Symposium** on campus, in which graduate students present their scholarly work and artistic accomplishments. The purpose of the symposium is to showcase the wide variety of original scholarship (e.g., research projects, case studies, artistic performances, exhibits) conducted by graduate students at the University of Hartford. The event is open to the entire academic community and the public at large. Every year, architecture graduate students organize and present their creative work at the symposium, engaging with attendees by explaining their studio research, project programs, and design solutions. Architecture graduate students have also been publicly recognized for the quality of their scholarship and design accomplishments with the University of Hartford "Regent's Graduate Honor Award," which is "among the highest recognitions of accomplishment that the University bestows on its graduate students."

Collaboration and leadership have been incorporated into **ARC 523 Advanced Structures** in numerous ways. Students are engaged in collaborative projects with Civil Engineering and Architectural Engineering firms to improve their understanding of the structures. Field trips and site visits provide first hand practical experience and expose students to the collaborative nature of design and construction. We collaborate with the Civil Engineering Department at the University and are provided with access to the Engineering Laboratory where our students can test of materials, architectural and structural models that are designed and built with various materials. Students also participate in a structural design competition where everyone will be allowed to play a major role, thereby preparing them for leadership responsibilities in the future. Various firms (architecture, civil engineering, construction) are involved and participate on reviews.

Faculty initiate design projects to benefit the greater University community and expose our students to disciplines and activities of the University. Past projects include: an Islamic Center adjacent to the State Capitol and Legislative Office Building, a South Asian Studies Center on Trinity College's campus, and a Department-wide design competition for a public banner in the front of the Architecture Department building to raise our profile on campus. In addition, students designed and built a Sukkah on campus, in front of Gengras Student Union, for Hillel. This project served another university organization, expanding the awareness of the department. A Department-wide design competition for a public banner in front of the Department of Architecture entrance has been done to raise our profile on campus.

Architecture faculty and students contribute to the university governance structure. They have served recently on various university committees such as: Provost's Committee for Promotion, Tenure, Academic Freedom, and Reappointment; Graduate Council; Graduate Academic Standards and Policies Committee; President's Commission on Full-time Faculty Compensation; Strategic Planning Committee; Strategic Planning Implementation Teams; Budget Advisory Team; Foundation of the Future Academic Task Force; Academic Strategic Partnership Council; Board of Regents; Board of Regents Financial Committee; Board of Regents Investment Sub-Committee; Board of Regents Architectural Review Board; Physical Plant Subcommittee to the Board of Regents; Board of Regents Strategic Planning Committee; ISET Building Planning Committee; the University Landscape Design Task Force; the College Curriculum Committee; the University Committee for Greenberg Junior Faculty Grants; the Provost Interview Committee; the University General Counsel Search Committee; and the Graduate Academic Standards and Policies Committee. Department faculty have also served on the Faculty Senate, including Faculty Senate Chair, and various sub-committees of the

Faculty Senate including the Executive Committee, Faculty Senate/Deans Joint Committee, Judicial Board, the Diversity Committee, the Sabbatical Committee, and the Environmental and Sustainability Committee.

The faculty also represent the Department of Architecture on various College of Engineering, Technology, and Architecture Committees: the College Promotion, Tenure, and Academic Freedom Committee; Academic Standings Committee; Faculty Workload Committee; Strategic Planning Committee; Promotion, Tenure, and Academic Freedom Committee; Restructure Mission and Vision Committee; Leadership Committee; the College Leadership Committee; the College Academic Standings Committee; and Curriculum Committee.

The Chair of the Department of Architecture sits on the CETA Leadership Committee. This committee is made up of the Chairs of the departments in the College, the Associate Dean, and the Assistant Dean to work with the Dean concerning College issues. Activities of this committee have included: strategic planning for the College, professional and student services staffing issues; distance learning initiatives; strategic alliances with off-campus entities; professional continuing education outreach; and career discovery programs. The Director of the Master of Architecture Program sits on the University's Graduate Council. This committee is made up of the Chairs and Directors of Graduate Programs to work with the Associate Provost and Dean of Graduate Studies concerning Graduate issues.

Architecture faculty and students have taken leadership and participatory roles in non-academic aspects of the University including the Construction Institute and the Center for Integrated Design (CID). The Construction Institute is an affiliate organization to the University and provides continuing education, professional development and collaborative opportunities to architects, engineers, contractors, and owners. The CID provides Hartford and the surrounding communities with resources and solutions that address architectural, engineering, business, and visual communication design issues. It is committed to establishing interdisciplinary and educational dialogues between the community and the University's faculty and students.

The University of Hartford, in addition to various departments on campus, sponsors numerous lectures and seminars during the academic year that are open to all faculty, students, professionals, and the general public. The Department's JCJArchitecture Architecture Lecture series and JCJArchitecture Student Exhibit are supported through an endowment established by a local architecture firm and are free and open to the public.

B. Design.

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

The University of Hartford Architecture program provides multiple opportunities for students to be technically competent, critical thinkers who are capable of pursuing multiple career paths within a changing societal, global context. Core courses develop the skills required in the profession while electives offer students the opportunity to establish their own learning agenda and concentration. The University, with its seven schools and colleges, is an ideal learning environment, emphasizing a well-rounded liberal education. The curriculum encourages professional electives that can be fulfilled with courses in any Department in the College, or courses throughout the University.

The pedagogic approach to architecture education is centered on the studio. The studio provides the appropriate environment for the assimilation and synthesis of knowledge gained throughout the curriculum by incorporating design, technology, sociology and the biological needs of people. The studio courses provide sequentially more challenging projects and are intended to develop the students' skills to acknowledge, analyze, articulate, and synthesize

solutions pertaining to the built environment. The graduate technical courses, along with professional electives, give students the range of curriculum and pedagogical situations to develop the abilities to work effectively in the full range of work settings and with a range of people who have different ideas, beliefs, and cultural heritage. The studio spaces, in Harry Jack Gray Center, are generally available to students 24 hours a day, which fosters this interaction; students can be found working at all hours of the day and night. The result is a more dynamic studio culture guided by University of Hartford's Learning Culture Policy, much of which fosters tolerance and mutual self-respect within the Department.

Tomorrow's architects will need to be comfortable bridging different disciplines. The MArch program offers several combined or dual degree programs in conjunction with other graduate programs at the University including the MBA (Barney School of Business), MFA (Hartford Art School), or ME (College of Engineering, Technology, and Architecture). The possibilities in engineering include Civil Engineering, Electrical and Computer Engineering, Environmental Engineering, and Mechanical Engineering.

Study abroad opportunities are available for students who wish to further expand their global consciousness. Study abroad opportunities for undergraduate students have been taken in Turkey, France, England, Scotland, Greece, Italy, Spain, Denmark, Sweden, and Australia. For short-term study abroad experiences the Department offers an undergraduate and graduate-level course in Architectural Monuments, where students spend 10 days studying the architecture of a foreign city. Recently students in this course studied in Barcelona and Valencia, Spain. Graduate students have participated in structured study-abroad opportunities as part of ARC 521 Architectural Studio II in Istanbul, Turkey, and Florence, Italy.

The proximity of Yale University in New Haven, a 40-minute drive from the University of Hartford campus, provides further opportunities for the architecture students to expand their architecture education.

ARC 511 Architecture Studio I is the first design studio encountered by the new incoming graduate class. One of its primary goals of the semester is to unify the class into a viable cohort, so they can progress through the program with a strong peer support network. We have found that if the students are able to bond in this way, they are more persistent, and will realize higher degree completion. This course is also structured to assess the various skill levels of all the students, as previously developed during their pre-professional education. To this end, it engages the NAAB criteria of communication, design thinking skills, architecture design skills, and ordering systems. One of the over-arching goals of the studio is to introduce a number of assignments, which will bring all the students to the required level of communication, design, and presentation to successfully progress through future courses.

Since the focus of the graduate program addresses architecture in an urban environment, the studio projects coincide with the ARC 622 Advanced Urban Issues course, engaging urbanity at distinct levels of scale. The studio coursework is divided into three primary design projects, preceded by a specific exercise related to design thinking and analysis. The first project is the design of a mixed-use infill building in the mid-size city of Middletown, CT. Located on a streetscape of historic buildings, the project is conceived to explore social equality, codes and regulations, and building materials and assembles. The project is preceded by an exercise related to architectural programming and pre-design. The second project focuses on the design of either a farmers' market or a religious building in a regional CT town, and explores aspects of cultural diversity, ordering systems, and continues employing building materials and assembles. The project is preceded by an exercise related to historic precedents. The final project is the design of a residential high-rise "pencil tower" for downtown Hartford. Intricately connected to the ARC 513 Advanced Building Systems course, this project explores the relationship between building envelope systems and issues of sustainability and renewable energy. It is introduced with a site analysis of the city of Hartford. Finally, while not a formal component of the studio, the course does introduce students to various stakeholders in

architecture, including: clients, community members, urban planners, code officials, structural engineers, interior designers, and various building consultants.

ARC 521 Architectural Studio II continues the study of the urban environment through different contextual paradigms. Urban design is a complex field of study that brings together a wide variety of disciplines – from designers, architects, landscape architects, and city planners, to engineers who design and maintain a complex grid of urban infrastructure. Beyond those primarily concerned with the city’s physical fabric, there are those who study unseen forces. Economists, political scientists, and sociologists probe the organization, growth, and decline of cities – the flow of goods and services, the direction of market forces – and the effect of the urban environment on human behavior – evolving social values, human interaction, and the emigration and exodus of individual groups. These larger picture views reveal patterns that single snap-shots obfuscate. This second architectural design studio for first-year graduate students explores real-world design challenges to broaden and deepen the student’s understanding of processes, theories, and systems that influence the design of our built environment at the urban scale. We introduce urban challenges in two distinct cities, one in the United States and the other in Europe. We focus on the development of livable, sustainable public spaces that deal with issues around distressed neighborhoods. And by moving the studio to Europe, we engage the city through a set of historical circumstances and values distinct from the American context.

With our **ARC 611 Architectural Studio** class we strive to demonstrate that each graduate possesses the knowledge and skills defined by the NAAB criteria “Historical Traditions and Global Studies”, where the students are expected to develop an “understanding of parallel divergent canons and traditions of architecture, landscape and urban design”. We have addressed this criterion with our Fall semester second year graduate design studio, by having the students research, program, and design an Islamic Community Center, which includes amongst other things, a Mosque. This project provides a unique educational opportunity in many ways, requiring the students to understand and appreciate how architecture must reflect not only its place, program, client, budget and time but also the politically and emotionally sensitive issues it can evoke. Hartford is situated half way between Boston and New York, two of the three sites central to 9/11. We attract a diverse student population, which includes native and international students of many faiths and cultures, but typically only a small number of Muslim students. Therefore, almost all of the students have little if any exposure to the Muslim faith and people, so there is a great deal of research to do on this challenging design project. We have used different sites, which all come with different issues, from NYC and the Mosque at Ground Zero, to Hartford, CT, to Montreal, QC. After the reviews the jurors shared their thoughts with the guests and students. And to our surprise, we have learned that architecture and design can indeed successfully deal with political and emotional sensitive issues and change how someone who is very well informed feels about a project if approached properly and that this Mosque project has caused the students to grow, and mature as architectural designers, and to appreciate the power of architecture to address political and sensitive issues.

C. Professional Opportunity.

The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

The proximity of the University of Hartford to the state capitol and legislative bodies provides opportunities for contact with legislators and others concerned with the issues facing the design and construction industry. Among these is the State Licensing Board.

The architecture faculty has an excellent working and professional relationship with professional organizations in Connecticut including the American Institute of Architects/Connecticut Chapter. AIA/Connecticut annually sponsors seminars and workshops on each section of the Architectural Licensing Exam. In addition to most faculty being

professionally registered, several are NCARB certified. One faculty member has served as a juror for the annual NCARB Prize for Creative Integration of Practice and Education in the Academy.

Michael Ayles, AIA, the Architect Licensing Advisor for the State of Connecticut, visits the Department to give informational talks on the IDP/AXP. This annual event, held on the Monday of Thanksgiving week, is open to both undergraduate and graduate students. Mike has also participated in our long-range planning roundtables where the department invites outside representatives of the AEC industry to give their perspectives on how the program should respond to changes in the profession. His expertise, guidance and recommendations for the architecture students on IDP program provided invaluable, current, and relevant information on the requirements for a successful journey toward registration.

The graduate curriculum is designed to include a full complement of required courses to explore the facets of professional practice. In the second semester for the four-semester graduate program, students take the course **ARC 522: Advanced Building Economics**. This course content deals with building economics issues such as pro forma for development, construction, and finance, and economic and social factors affecting real estate values. In their fourth semester, graduate students take **ARC 623 Advanced Professional Practice**, the course content of which examines contemporary architectural practice, developing understanding of the profession including the relationship of the profession to society, as well as the organization, management, and documentation of the process of providing professional services. Undergraduate architecture students can elect to take a Professional Practice course. Both the undergraduate and the graduate courses cover the procedures, requirements, and expectations of IDP and the architectural registration exam.

The Architecture program is taught primarily by practitioners concerned with educating knowledgeable professionals through a balance of theoretical, technical, professional, and creative knowledge. The collaborative multidisciplinary approach provides opportunities for architecture students to broaden their understanding of the profession, develop acute awareness of the interaction and interrelationship of associated disciplines, and develop awareness of the need to further advance their knowledge through a lifetime of practice and research.

The curriculum is based on the belief that design issues, history and context, technology, and professional practice all influence and affect the architect's work, which inhabit the civic, social, and professional realms of architecture. Course work covers the range of topics critical to the understanding of the profession including design, construction materials, technology, and professional practice.

The Southern New England locale of the University of Hartford is ideal for attracting guest critics, lecturers, and adjunct faculty. These professionals, both practitioners and academics, are prepared with a wide range of professional experience and disciplines. Guest critics for student presentations include practicing architects, landscape architects, town planners, historic preservationists, structural engineers, construction professionals, and interior designers. Specific studios have also included guest critics representing client interests including projects for the Wadsworth Athenaeum, a Bushnell Art Space, and Hartford's Latino neighborhood. Each year local architects are included in the lecture series to highlight regional architecture. The Department of Architecture also uses the professional community and architecture projects in the city. One of the motivations for creating a downtown urban graduate studio was to immerse students in the needs of a city such as Hartford and how design professionals have responded.

The qualifications of the adjunct graduate faculty cover a full spectrum as well. Adjunct faculty members include mid-level practicing architects, senior architects, and firm principals. The Department of Architecture also employs interior designers, structural engineers, landscape architects, planners, and construction managers as adjunct faculty. The breadth of expertise

and disciplines represented by both the adjunct faculty and guest critics brings a deeper understanding and appreciation for our students of the diverse and collaborative roles of the architect and a respect for the associated disciplines.

Many of our graduate students work in architecture, interior design, construction, or real estate firms, and many of these firms pursue work abroad. The architecture department's lecture series has invited architects and designers with global practices to share their perspectives on working on projects around the world. Graduate level courses such as architectural theory and urban issues include a global perspectives, and studio courses have included project sites in places such as Montreal, and Florence.

Students working in professional settings while pursuing their graduate degree are able to forge relationships with professionals and gain valuable experience. They are able to bring both office experiences into the school and school experiences to the office, and benefit from the impact of this interaction. This contributes to the positive sense of transition experienced by our students upon entering practice at graduation.

Accessing information about the practice of architecture occurs frequently through course work but also through lectures by practicing professionals, and activities organized by the campus chapter of the American Institute of Architecture Students. The AIAS organizes a highly successful student exhibition each spring. Architects throughout the New England region are invited to the exhibit. The AIAS chapter also sponsors fund-raising efforts, such as Architecture tee shirts and shoulder bags. Members of the AIAS chapter have traveled to various cities and architectural sites, such as New York and Boston. Over the last several years, members of AIAS have attended Northeast Quad gatherings. AIAS members, with Department financial support, have attended AIAS national conference in Los Angeles, Toronto, Pittsburgh, Boston, Chicago, and Montreal. Numerous students in the architecture program have volunteered their time to Freedom By Design, Habitat for Humanity, and Global Architecture Brigades, and Architecture for Humanity.

D. Stewardship of the Environment.

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

A concern for the environment has become an inherent principle integrated into nearly all of the teaching in the architecture program at the University of Hartford. During the first semester alone, students are introduced to environmental topics in all three required architecture courses. **ARC 511 Architectural Studio I** projects focus on building envelope studies that include environmental issues such as daylighting, shading, building volume/massing as it relates to energy efficiency, passive heating/cooling, and smart facades. In 2015 and 2016, the final studio project has been conducted in collaboration with the **ARC 513 Advanced Building Systems** course to integrate building performance modeling software and methods taught in the systems course with the façade and building designs developed in Studio. Similarly, the **ARC 622 Advanced Urban** introduces sustainable urban planning themes such as smart growth and form based code principles while discussing the need for smart land use, appropriate density, walkable neighborhoods, and transit oriented development.

In the second semester, the **ARC 521 Architecture Studio II** course introduces projects that focus primarily on urban design and city-level planning problems that are designed to implement urban environmental and sustainable training learned in the first semester courses. Additionally, the **ARC 523 Advanced Structures** course not only reviews previous structures training, but also introduces sustainable structural systems such as cross-laminated timbers. Furthermore, in the third semester of the program, The **ARC 612 Advanced Design Theory** course introduces topics such as Critical Regionalism and Heterotopia that address environmental issues either directly or indirectly. Critical regionalism focuses design thinking

on developing buildings directly adapted to a place and climate which results in greater passive functionality and less fossil fuel use. Similarly, Heterotopia discussed the idea of adaptive reuse and preservation of place which decreases the extraction of raw materials required for most new construction.

In the third semester, the **ARC 512 Advanced Site Planning** course introduces numerous environmentally driven subjects such as rain and stormwater removal/collection, native planting and habitats, wetland remediation, surface water management and conservation, and climatic design. Furthermore, the **ARC 611 Studio III** course allows students the opportunity to apply all subsequent knowledge through integrative and comprehensive design projects. All studio reviews and critiques throughout this studio and the subsequent thesis project address issues of daylighting, natural ventilation, solar control, material selection, water systems, energy use/generation, etc. even if environmental stewardship is not the primary objective or theme of a given project. The ARC 613 Thesis Research course allows student to develop a design question that explores various design issues with a specific requirement to address environmental sustainability by focusing on achieving LEED Gold in their final thesis project.

In the final semester, ARC 522 Advanced Building Economics course introduces environmental focused topics such as Life Cycle Cost Assessment in regards to building material economic and environmental cost; additionally, LEED is further discussed regarding regulatory and cost requirements within a design project. Similarly, ARC 623 Advanced Professional Practice provides opportunities for students to discuss environmental regulation and LEED requirements with building professionals during architectural firm tours and course lectures. Finally, the ARC 621 MArch Thesis course provides a capstone project for students to develop a building program and design that requires a LEED gold assessment and integration of previous environmental and sustainable course content.

The ARC 513 Advanced Building Systems course garners further attention as its content has a broader sustainable and environmental focus in regards to energy efficiency and passive building design. This course addresses numerous environmentally focused topics through its lectures, exercises and projects; these topics include: appropriate resource use, climate analysis, passive heating and cooling systems, dynamic smart facades, material science, building performance modeling, renewable energy, LEED, and net zero energy design. The related exercises and projects provide students with an opportunity to learn numerous modeling techniques to evaluate energy efficiency and comfort parameters using building performance modeling tools such as: Climate Consultant, THERM, WINDOW, Sefaira, DIVA-for-Rhino, and EnergyPlus. In 2015, the ARC 513 students constructed six 'Environmental Cells' to model, measure, and analyze passive design. Each of these cells was constructed using standard residential building materials; however they each have subtle differences in insulation levels, glazing percentages, vapor barriers, etc. Using environmental monitoring equipment (HOBO data loggers), students were able to compare indoor environmental conditions between cells in order to analyze and evaluate the variety of building envelope construction techniques. In the Fall 2016 class, students will modify the cells and reanalyze the resulting data. Finally, the final project integrates analysis tools with students studio projects as previously described.

Overall, environmental stewardship has become an essential part of our professional culture thought all required courses. As the program progresses each year, faculty strive to update course content to provide the most recent environmental and sustainably focused design techniques to the MArch curriculum at the University of Hartford.

E. Community and Social Responsibility.

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

The Mission and Vision of the Department of Architecture is about making connections with

our region, society, and the profession. Design projects in the curriculum present challenging problems related to urban and suburban environments. The department has had the opportunity to engage numerous institutional facilities in Hartford. The City of Hartford offers a living laboratory to expose students to urban issues as well as challenge them to creatively address design problems that must consider social, political, environmental, as well as artistic issues. Other studio projects present students with opportunities to meet real project requirements through cooperation with area organizations and municipalities, with projects such as the design for the new business incubator building for the non-profit organization Common Ground, representatives of which sat on the student design review.

These projects require students to deal with actual clients and projects that required response to codes, including life-safety and ADA, budgets; design review boards or other town commissions; and schedules. In the graduate course **ARC 623: Advanced Professional Practice**, students understand the professional code of ethics as well as legal and professional responsibilities that guide the practice of architecture.

Professionals in surrounding town agencies, including town planners, and planning and zoning, have addressed students on their expertise, including the challenges of multiple design professionals, agencies, and clients. Such professionals are often guest reviewers in the design studio and provide critiques of student design projects.

ARC 622: Advanced Urban Issues introduces our graduate students to the issue of sprawl, urban blight, and finding sustainable solutions that respond to social needs, and the ethical importance of designing sustainably. Professor Robert Orr, a recognized leader in the New Urbanism movement, covers the tenets of New Urbanism while traveling with students around the New England region to study established urban patterns and to examine newly constructed projects based on New Urbanism design principles. Orr's students proposed New Urbanism schemes for local projects near the University of Hartford campus. The student designs were recently featured in an article in the Hartford Courant article.

Architecture faculty members have a rich history in civic engagement, including professional and public service. Faculty are serving or have served in professional society positions for AIA/Connecticut; ACSA West Regional Director and Member of the Board of Directors; and ACSA National Committees. Faculty also are serving, or have recently served, on Planning and Zoning Commissions; Design Review Boards; Historic Commissions; Building Committees; and Boards of Education Committees. Faculty are regular contributors of articles about architecture and design in the New England region to the *Hartford Courant*.

The commitment of the faculty to serve is communicated to students. Students are encouraged to become involved and to maintain a level of volunteerism throughout their education and professional careers. Architecture students have been active as volunteers for Habitat for Humanity, Architecture for Humanity, Engineers Without Borders, Freedom by Design, and Global Architecture Brigades.

Because the Department of Architecture is part of the College of Engineering, Technology, and Architecture, many of the faculty maintain close ties to engineering and construction societies such as the ASEE (American Society for Engineering Educators), CIEC (Conference for Industry and Education Collaboration) and the ASCE, National Educational Congress besides their AIA and ACSA affiliations. The faculty is continually active in the community, serving on boards and professional organizations such as the AIA/Connecticut Past Presidents Forum, The Brownstone Quorum, and the National Association of Women in Construction (NAWIC).

The Department encourages role models for minorities and women. The percentage of female full-time faculty is 13% (including part-time faculty, it is 27%). Women professionals are often invited as guest lecturers. Minority architects have also been frequent visitors to the program as critics and guest lecturers. The following people have been guests in our architectural lecture

series: Dina Griffin, Yolande Daniels and husband and wife architects William J. Stanley, FAIA and Ivenue Lowe-Stanley, FAIA.

A description of how the Five Perspectives are addressed in the department's Long-Range Plan is found in the section (I.1.5), and how they are addressed in the department's Assessment Plan is found in Section I.1.6.

Over time, Environmental Stewardship has become an implicit and explicit principle behind nearly all of the teaching in the M Arch program at KU. For instance, even in the rare cases in which a studio project did not include a direct environmental stewardship objective, issues of (such as) daylighting, natural ventilation, solar control, envelope performance, water systems, energy use/generation, etc. will be brought up in a review of that project. In short, this has become an important part of our professional culture.

Description of How the Perspectives Inform or Support:

- *Learning culture*
The five perspectives cannot be effectively engaged and addressed without a learning culture that supports learning, professionalism, open dialogue, acceptance, and inclusion. The Department's Learning Culture, described in detail in Section I.1.2, embodies the principles expressed above to create an active, creative, and respectful learning environment. The five perspectives help inform and strengthen the learning culture through their emphasis on the holistic education of future architects. Perspectives A Collaboration and Leadership and E Community and Social Responsibility directly relate to the inclusive learning culture however the remaining perspectives stress the collaborative nature of design, the professional environment, and the natural environment, each of which can only be addressed through an inclusive supportive culture.
- *Curriculum design, review, and development*
The five perspectives inform and support curriculum design, review, and development through assessing the effectiveness of the current curriculum in its ability to address the perspectives. The perspectives provide a well-defined metric for curriculum review and, as appropriate, for new curriculum development. The annual Department Retreat in May will be used as the venue to assess the curriculum and for proposing changes. The requirement to satisfy each of the perspectives encourages the department to consider other curricular needs and refinement. During a graduate faculty meeting in August 2015 the current curriculum was reviewed in light of the new five perspectives. While this did not, at that time, lead to curricular changes, the faculty did review and adjust individual course assignments. Curricular changes can be proposed by any faculty member for consideration by the Graduate Program Director, the Chair, and the Department faculty. See Section I.1.6.B and Chart I.1.6.BA.
- *Specific course review, development, or revision*
Just as with curriculum design, review, and development the five perspectives also provide a metric for assessing specific courses. As stated above, the graduate faculty met in August 2015 to review the new perspectives and made adjustments to specific course assignments for the 2015-2016 academic year. Courses are evaluated annually by the faculty for possible revisions to content and assignments. These changes are shared with other faculty who teach in the graduate degree program as well as at Department Retreats prior to the fall semester and at the end of the spring semester.
- *Off-campus, extra-curricular, or co-curricular learning experiences (e.g., field trips, service projects, student organizations, or design centers)*

Field trips are required for many studio courses at the graduate level. Depending on the project, some of these trips are local: the Yale University campus and museums, or the Fall Semester tour for graduate students to New York or Boston. Recent studio projects have been sited in Washington, D.C., and Montreal. In addition, the Chapter of the American Institute of Architecture Students (AIAS) develops field trips each year to New York and Boston. In recent years the AIAS E-Board has attended the AIAS National Conference in Boston, Los Angeles, New York City, Pittsburgh, and Philadelphia. The Department has provided partial support for these trips to cover lodging. International programs offer significant opportunities for students for off-campus activities. The graduate curriculum includes an elective study-abroad course: ARC 586 Architectural Monuments.

- Long-range planning for the program
A description of how the Five Perspectives are addressed in the department's Long-Range Plan is found in Section I.1.5, and how they are addressed in the department's Assessment Plan is found in Section I.1.6.
- *Self-assessment activities for the program*
The defining perspectives provide a set of vessels to gauge student success, curriculum appropriateness, pedagogy application, and teaching effectiveness through the assessment of student outcomes as applicable to each perspective. Individual assessment activities currently done by the Department (see Section I.1.6.A) provide the platform for assessing these areas.

I.1.5 Long Range Planning

The APR must include the following:

- *A description of the process by which the program identifies its objectives for student learning.*
- *A description of the data and information sources used to inform the development of these objectives.*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

Process

In conjunction with the renewal of the 5-year Strategic Plan for the College of Engineering, Technology, and Architecture (CETA), the department chair formed a committee to update the department's Long-Range Plan. Membership on the committee was Chair and Associate Professor James Fuller, Assistant Professor Seth Holmes, and Assistant Professor Timothy Adekunle. The chair purposely sought the insights of two junior faculty, including one newly appointed member of the faculty, who could approach the plan with new insights. This plan was discussed at length at a department faculty meeting and modified to reflect the faculty's priorities. The entire long-range plan can be found at the end of this section. The long-range plan will be re-evaluated every year, or at the discretion of the Chair of the department.

Data and Information Resources

The long-range plan gathers internal demographic data, university data, and data from the Association of Collegiate Schools of Architecture (ACSA). It also relies on faculty knowledge of regional programs and current professional standards. Informal conversations with students at the graduate and undergraduate level allow faculty to add their students' insights to the formation of the long-range plan.

Role of long-range planning

The role of long-range planning in the Department is to complement, coordinate, support and be supported by College and institutional planning initiatives. Individual department, College, and University plans must be aligned to maximize goal effectiveness, focus resources, expand academic experiences, and stimulate collaboration.

Every five years the University asks each college to revisit its long-range strategic plan as part of its own redevelopment of the University-wide plan. The college-level plan is used as a tool to gauge the progress of its academic programs, identify new directions, pinpoint problems, and propose solutions. CETA Dean Louis Manzione views the long-range plan as a tool to identify fruitful new initiatives to improve and expand the quality of undergraduate and, in particular, graduate education. The Dean will also use the CETA strategic long-range plan as a template to ask the University to increase funding to specific programs for specific targeted initiatives. During the 2015-2016 academic year the CETA formed a Strategic Planning Committee composed of two faculty from each department. Associate Professor Fuller and Associate Professor Petry served on this committee. The Committee presented a draft of the plan at the May CETA faculty meeting and received feedback. At their most recent meeting, in June 2016, the committee finalized the Strategic Plan and it was presented to the entire college faculty in late August. The Plan, entitled "Growing Distinction", expands on and supports the success of the College. The plan has seven goals: defined enrollment targets, faculty development and hiring practice, address space deficiencies, IT infrastructure, reassess course content and program sequencing, communicate CETA success and, strengthen CETA graduate programs. The Department's Long-range Plan addresses these principles through addressing new faculty positions, space needs, technology, and revisions to both undergraduate and graduate curriculum.

The University recently developed a Strategic Plan entitled "Celebrating our Tradition, Engaging our Future". The Strategic Plan has five goals:

- Goal I: Challenge and support students in a vibrant educational environment that integrates disciplinary focus, broad knowledge of the wider world, and exposure to experience that prepare students for career success and personal development;
- Goal II: Position the University as a valued partner with business, industry, government, and non-profit organizations in order to use these partnerships to maximize career, entrepreneurial, and intellectual preparedness of students;
- Goal III: Promote a culture of innovation, creativity, and agility that facilitates responsiveness to evolving demands from internal and external constituents;
- Goal IV: Broaden our reputation as a first-choice university to enhance enrollment, alumni engagement, and philanthropic support;
- Goal V: Develop a sustainable economic model in order to achieve and then maintain a budget that is in equilibrium.

The Department's Long-range Plan dovetails with the University's Strategic Plan in a similar way that it complements the College Strategic Plan, particularly Goals I, II, III and IV.

Role of the five perspectives

In terms of the influence of the five perspectives, the long-range plan takes into account the place of the department within the larger academic community, the expansion of resources for students, and the integrative approach to environmental stewardship. The five perspectives will inform discussion and decisions regarding curriculum, student experience, faculty support, faculty hiring, department outreach, and technology. The curriculum section of the long-range plan notes the annual review of the NAAB student performance criteria matrix as applied to all courses. Students are the primary focus of the plan. Expanding the course offerings by hiring more faculty and the eventual expansion of the graduate program are also student-oriented goals delineated by the long-range plan.

- A. *Collaboration and Leadership*: Curriculum integration by having faculty collaborate across areas of specialty (for example structures and sustainability faculty visiting design studios) builds on the team approach to design. The appointment of studio coordinators will provide incentive to collaborate between studios and provide leadership opportunities for faculty and students.
- B. *Design*: The planned re-focus and improvements to the computer lab, especially new software, will provide additional digital design tools for students. The goal of requiring winter break and/or spring break travel for all graduate students will expose them to design theory, practice, and challenges – all which will improve their design knowledge and skills.
- C. *Professional Opportunity*: The long-range plan expresses continued support for faculty research and participation in conferences. Expanding the fabrication lab recognizes the movement in the profession towards rapid prototyping and direct manufacture, both predicted to become a standard aspect of architectural design in the coming decades. Significant investments in an expanded fabrication lab with additional equipment will prepare our students for this future. The curriculum section states the goal of additional faculty lines to support expanding curriculum, strengthening the academic experience and professional preparation of graduate students. Expanding software available to students through a Department cloud will prepare them for the growing integration of diverse and inventive software in practice.
- D. *Stewardship of the Environment*: Stewardship of the Environment is a consideration in establishing a new Design-Build studio, training students to understand the LEED regulatory standards in a first-hand process. The expansion of software in the Department cloud includes energy modeling and sustainability software. Students will gain a stronger understanding of environmental issues and ways to design for the environment through the use of this software.
- E. *Community and Social Responsibility*: The diversity section notes that the department, together with the American Institute of Architecture Students Hartford Chapter, established a chapter of the National Organization of Minority Architects, further helping to address diversity issues. This section also emphasizes that future faculty searches should weigh diversity alongside other qualifications. Continuing and expanding the use of urban contexts for design projects will bring creative ideas to help solve community problems through engaging with community leaders and residents.

I.1.6.A Program Self-Assessment

The APR must include the following:

- *A description of the program's self-assessment process, specifically with regard to ongoing evaluation of the program's mission and multi-year planning objectives.*
- *A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to the institution.*
- *At a minimum, program self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional and program-level self-assessment, as determined by the institution.*

The Department of Architecture has in place a number of program assessment techniques that allow the collection of information from a number of constituencies as described in the five perspectives (including the university community, students, the local and regional community, the profession and its regulation), opportunities for discussion and interpretation of this information, and mechanisms to make changes in the Department's mission, the curriculum, and long-range planning, based on assessments. Assessment activities and techniques can be found through the following link (see folder 11 Self-Assessment Activities):

<https://drive.google.com/folderview?id=0B0iaaDcVUvJETzFqb0oya1U4dE0&usp=sharing>

Through the above self-assessment activities or instruments the Department learns of issues of clarity, content or pedagogy that need to be addressed. The faculty review these issues with the result that they help inform updates to the curriculum and long-range planning through discussions at the Department Faculty and Staff Retreats as well as sub-group meetings between the graduate faculty or the graduate studio faculty. Reviews of the self-assessments also inform the Department about issues experienced by graduate students outside of the academic environment such as societal pressures, the work environment and the context of higher education in general. These topical issues are assessed by the faculty for consideration in reviewing the department's learning environment and studio culture.

I.1.6.B Curricular Assessment and Development

- *A chart identifying all the parties in the curricular assessment process, their membership (if necessary), and the roles and responsibilities of each.*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context.*
- *A description, if applicable, of institutional requirements for self-assessment.*

The following is the chart identifying the parties in the curricular assessment process:

The faculty in the Department review the curriculum at the individual course level through self-assessment of the syllabus and student course evaluations. The student course evaluations are conducted near the end of each semester and are executed via a digital format in which students login to the assessment instrument and complete their assessment on-line. The results of these student assessments are available to faculty shortly after the deadline for submission of final grades.

Curriculum changes are initiated by the individual faculty member or by the Department Chair. The changes are reviewed by the faculty at Department meetings or at the Department Faculty and Staff Retreats prior to the fall semester and following the spring semester. If curricular changes are approved at these meetings the Department Chair or the Graduate Program Director complete the on-line Curriculum Change Form. The Form is then submitted to the College of Engineering, Technology, and Architecture Curriculum Committee for review and approval. Following their approval it is presented to the full College followed by a review by the Dean. It is then submitted to the Registrar and the Faculty Senate Curriculum Committee, then the full Faculty Senate followed by the Sub-Committee for Academics and Administration (SCAA). Lastly, it is reviewed and final approval is given by the Provost.

The University requires all departments to update annually records of program assessment. This is accomplished through the Trakdat system. Program directors or department chairs are responsible to upload the current assessment criteria and evidence of assessment activity.

Section 2. Progress since the Previous Visit (limit 5 pages)

The last accreditation team visit was in April 2011. The Visiting Team Report referenced three Conditions Not Met and one Causes of Concern.

Conditions Not Met

I.2.3 Physical Resources

Visiting 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.)

Program Activities in Response [Year of previous visit 2011 – Year of APR 2016]: To address the NAAB Visiting Team's finding, during the summer of 2014 the University and the College invested \$1.5M in an extensive renovation to the West Wing of the Harry Jack Gray Center, where the Department of Architecture is located. Previously the Department had requested additional space in order to bring the graduate program back to the main campus from two different off-campus locations. The 2014 renovations consolidated the University Book Store onto one level and created new graduate studio space (2,841 sf), a Wood Shop (749 sf), Fabrication Lab (340 sf), a seminar/classroom ("Crit Room") (550 sf), and a gallery space (741 sf). The total cost of the renovation was \$1.5 million. All this new space was ready for the start of classes for the Fall 2014 semester.

Of particular focus was correcting the Wood Shop. The Wood Shop expanded from approximately 358 sf to approximately 749 sf. A new ventilation system and dust collector were installed, and new tools purchased. The Wood Shop now meets safety requirements. A Wood Shop manager was hired as a G3 (part-time, adjunct faculty) faculty. This person also manages the new Fabrication Lab. The Wood Shop is now located a significant distance from the Computer Lab, alleviating the concern of dust migrating to the computer lab.

II.1.1 B.11 Building Service Systems Integration

Visiting 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.

Program Activities in Response [Year of previous visit 2011 – Year of APR 2016]: In the fall semester 2012 newly hired Assistant Professor Seth Holmes, AIA LEED bd&c reviewed the syllabus for ARC 513 Advanced Building Systems and began to implement changes. Vertical transportation and fire-protection systems were covered in lecture presentations and readings. Beginning in the Fall 2016 semester security systems will be covered in lecture presentations and all three topics will be incorporated into Assignment 8 Building Systems Layout to assure student understanding.

II.4.1 Statement on NAAB-Accredited Degrees

Visiting 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.

Program Activities in Response [Year of previous visit 2011 – Year of APR 2016]: The Statement on NAAB-Accredited Degrees is now posted on the Master of Architecture web

site (<http://www.hartford.edu/ceta/graduate/master-of-architecture/default.aspx>). In addition, new promotional materials for the graduate program include the required statement.

Causes of Concern:

Visiting Team Report [2011]: Woodshop: The woodshop does not have a dedicated staff person to manage the shop and insure the safety of the students. The space is small and poorly maintained. Ventilation of the space continues to be grossly insufficient. Working conditions in the woodshop are unsafe. The dust collection system is inadequate. An electrical conduit, condensate piping, and dust collection “duct” run fully exposed over the floor directly next to the table saw. This is hazardous for all who traverse this area. Moreover, because so few tools are available in the small woodshop, power tools are being used in the studio itself, and their use is not sufficiently monitored. Their presence there is hazardous and a nuisance. Placement of the computer lab adjoining the woodshop is clearly undesirable as dust, noise and traffic compromise computer usage. The college plans to complete an upgrade to the ventilations system over the 2011 Summer Break. Dean Manzione also notes that arrangements could be made so that the architecture students could use the engineering woodshop that is located close by and is fully equipped and staffed.

Program Activities in Response [Year of previous visit 2011 – Year of APR 2016]: During the summer of 2014 the University undertook a major renovation to the West Wing of the Harry Jack Gray Center, where the Department of Architecture is located. Previously the Department had requested additional space in order to bring the graduate program back to the main campus from two different off-campus locations. The 2014 renovations included the construction of a new Wood Shop of approximately 749 sf. All this new space was ready for the start of classes for the Fall 2014 semester.

Of particular focus was correcting the Wood Shop. The Wood Shop expanded from approximately 358 sf to approximately 749 sf. A new ventilation system and dust collector were installed, and new tools purchased. The Wood Shop now meets safety requirements. A Wood Shop manager was hired as a G3 (part-time, adjunct faculty which requires additional teaching and substantial administrative responsibilities) faculty member. This person also manages the new Fabrication Lab. The Wood Shop is now located a significant distance from the Computer Lab, alleviating the concerns of noise intrusion, traffic interruption and of dust migration to the computer lab.

Further, if the 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.

The 2014 Conditions for Accreditation were introduced to the faculty during the spring and summer of 2015. At a graduate faculty meeting in August 2015, the changes to the NAAB criteria were discussed and components were re-distributed across the graduate curriculum. The heightened significance placed on integration led to a re-evaluation of the approach used by faculty to cover individual criteria. Issues related to integration of sustainability and building codes were to be introduced in ARC 511, issues related to integration of building structures were to be introduced in ARC 521, and issues related to integration of building systems were to be introduced into ARC 611. Many criteria are covered at three levels within the curriculum: a) introduced in a support course, b) explored and partially integrated via a design studio assignment, and c) integrated into the Master’s Thesis project. Design studio assignments were maintained and modified to have at least two years of sequential work ready for the 2017 NAAB Visiting Team site visit.

Section 3. Compliance with the Conditions for Accreditation

In this section of the APR, the program must describe how it meets the conditions for accreditation found in Part I.2-Part II.4. These conditions will be assessed and evaluated by the team in advance of and during a visit. The team's findings and assessments will form the core of the Visiting Team Report.

Additional instructions for completing this section of the APR are in the *Guide* (pp. 19-24). Many of the reports, tables, or graphics required in the APR may be provided as links to documents or materials stored in easily accessible digital formats or portals (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

I.2.1 Human Resources and Human Resource Development

The APR must include the following:

- *A resume, using the required template, for each full-time member of the instructional faculty who teaches in the professional degree program.*
- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments.*
 - *In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit must be identified. Also, the matrix must be updated for the current academic year showing the semester during which the visit takes place. This supplemental matrix should be available to the team 30 days in advance of the visit and also placed in the team room.*
- *A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice, and licensure.*
- *A description of the resources (including financial) available to the faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
- *A list of past and projected research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *The name of the Architect Licensing Advisor (formerly the IDP Coordinator) and a summary of his/her recent activities, including professional development, in support of his/her responsibilities.*

Full-time Faculty Resumes: (See following pages)

Name: Timothy O. Adekunle, Ph.D.

Rank: Assistant Professor

Courses Taught (Two academic years prior to current visit):

2015/16

Graduate course - ARC 523: Advanced Structural Systems

Undergraduate courses - AET 355: Engineering Mechanics; AET 364: Strength of Materials and the Design of Wood Structures

Educational Credentials:

National Diploma (ND), Architectural Technology, Ondo State Polytechnic, Owo, Nigeria 1999

Higher National Diploma (HND), Architectural Technology, Ondo State Polytechnic, Owo, Nigeria 2003

Bachelor of Technology, Architecture, Federal University of Technology, Akure, Nigeria 2006

Master of Architecture, University of Nottingham, UK 2008

Post Graduate Certificate (PGCHE), Higher Education, University of Kent, UK 2014

Doctor of Philosophy, Architecture, University of Kent, UK 2014

Teaching Experience:

Graduate Teaching Assistant (GTA), University of Kent, 2010 - 2013

Assistant Lecturer, University of Kent, 2013 - 2014

Assistant Professor of Architecture, University of Hartford, 2015 - present

Professional Experience:

Timparc International Limited, Architects & Planners, Lagos, Nigeria, Intern Architect, 2000-2001

CTA & Partners Limited, Architects & Construction Management Consultants, Abuja, Architectural Assistant, June-December, 2005

CTA & Partners Limited, Architects & Construction Management Consultants, Abuja, Architect, 2007 - 2008

RCCG CRA, Nottingham, UK, Team Lead (Building & Procurement), 2009 - 2010

Energy & Buildings, Recognized Reviewer, Achieved in May 2015

Energy & Buildings, Outstanding Reviewer, September 2015 - present

Recognition:

Fellow of the UK Higher Education Academy, #PR078796

Selected Publications and Recent Research:

Author of an award winning peer-reviewed journal article (the International Award of Excellence for Volume 6- best paper) published in the *International Journal of the Constructed Environment*; co-author of peer-reviewed articles; contributor/reviewer of over 30 journal articles on architecture, technology and building construction, sustainability and the built environment in top-ranking journals such as *Energy and Buildings*; currently in the process of completing four peer-reviewed journal articles and conference proceedings on technology and construction, thermal comfort and summertime temperatures in prefabricated timber structures; an outstanding reviewer of the *Energy and Building*, a quarterly journal on sustainable architecture, thermal comfort and energy usage in buildings, and architecture.

Professional Memberships:

The UK Higher Education Academy (HEA)

The Network for Comfort and Energy Use in Buildings (NCEUB)

The Royal Institute of Building (RIOB)

The Constructed Environment Knowledge Community

The Design Principles & Practices Knowledge Community

Name: Imdat As, Ph.D.

Rank: Assistant Professor

Courses Taught (Two academic years prior to current visit):

AET233: Architectural Design II
AET358: Architectural Computer Modeling & Rendering
AET473: Digital Media
ARC521: Architectural Studio II
ARC585: Rendering & Portfolio Development
ARC585: Seminar on Architectural Topics

Educational Credentials:

Doctor of Design, Architecture, Harvard Graduate School of Design, 2005
Master of Science in Architectural Studies, Architecture, Massachusetts Institute of Technology, 2002
Bachelor of Architecture, Middle East Technical University (METU), 2000

Teaching Experience:

James and Louis Nolan Assistant Professor of Architectural Technologies, University of Notre Dame, 2005-2009. Assistant Professor, University of Hartford, 2011-present

Professional Experience:

Associate at ZNA Architects, Cambridge, Massachusetts, 2009-2011.

Licenses/Registration:

TMMOB (Turkish Chamber of Architects): 34169
NCARB: 123788

Selected Publications and Recent Research:

As, Imdat and Takehiko Nagakura, "Architecture for the crowd by the crowd: A new model for design acquisition," ArchDesign'16, Proceedings of the 3rd International Architectural Design Conference on Design and Nature, June 17-18, 2016.

As, Imdat and Maria Angelico, "Crowdsourcing Architecture: A Disruptive Model in Architectural Practice." ACADIA 12: Synthetic Digital Ecologies [Proceedings of the 32nd Annual Conference of the Association for Computer Aided Design in Architecture (ACADIA), San Francisco, 2012.

As, Imdat and Daniel Schodek, Dynamic Digital Representations in Architecture: Visions in Motion, London: Taylor & Francis Group, 2008.

As, Imdat, "Complex Patterns and Three-Dimensional Geometry in Islamic Architecture," in Cambridge World History of Religious Architecture, Ed. Richard Etlin, Assoc. Ed. Hasan-Uddin Khan and Cynthia Robinson, scheduled for publication by Cambridge University Press. (forthcoming)

As, Imdat, "A Referential Interpretation for the Unbuilt Kocatepe Mosque," in Cambridge World History of Religious Architecture, Ed. Richard Etlin, Assoc. Ed. Hasan-Uddin Khan and Cynthia Robinson, scheduled for publication by Cambridge University Press. (forthcoming)

Online platforms and mobile apps are transforming traditional architectural practices and are opening up unprecedented opportunities for designers. *Can the quality of design improve with design-by-the-crowd approaches? How does such work get evaluated, and what are the criteria for quality judgments? Can online platforms democratize design processes by creating a level playing field?* The research yields collective design intelligence through an online crowdsourcing platform. My work has generated numerous academic and popular articles, interviews and presentations. In 2014, Entrepreneur Magazine featured the platform as one of the Top 100 Most Brilliant Innovations in the world.

Professional Memberships:

TMMOB (Turkish Chamber of Architects)

Name: Michael J. Crosbie, Ph.D., FAIA

Rank: Professor

Courses Taught (Two academic years prior to current visit):

2014/15: AET 455: Writing About Architecture; ARC 555: Writing About Architecture; ARC 586: Architectural Monuments; ARC 613: Thesis Research; ARC 621: Master's Thesis Studio
2015/16: AET 455: Writing About Architecture; ARC 555: Writing About Architecture; ARC 586: Architectural Monuments; ARC 613: Thesis Research; ARC 621: Master's Thesis Studio

Educational Credentials:

Bachelor of Science in Architecture, Catholic University, 1978; Master of Architecture, Catholic University, 1980; Doctor of Philosophy, Architecture, Catholic University, 1983

Teaching Experience:

Adjunct Professor of Architecture, Catholic University, 1982-1985; Adjunct Professor of Architecture, Roger Williams University, 1992-2006; Adjunct Professor of Architecture, University of Hartford, 1994-1995, 2005-2006; Associate Professor of Architecture, University of Hartford, 2007-2014; Professor of Architecture, University of Hartford, 2014-present

Professional Experience:

Architecture: The AIA Journal, Washington, D.C., Senior Editor, 1982-1992; Centerbrook Architects & Planners, Essex, CT, Staff Architect, 1987-1994; Progressive Architecture, Stamford, CT, Senior Editor, 1993-1995; Steven Winter Associates, Norwalk, CT, Senior Associate for Research and Publications, 1995-2007; Faith & Form, Washington, D.C., Editor-in-Chief, 2001-present

Licenses/Registration:

Connecticut, License #4647

Selected Publications and Recent Research:

- [1] "Calling Forth the Numinous in Architecture," in *Transcending Architecture: Contemporary Views on Sacred Space*, Julio Bermudez, Editor; Washington: The Catholic University of America Press, 2015
- [2] "The Role of Editors as Critics," in *Architecture Beyond Criticism*, Wolfgang F.E. Preiser, Aaron T. Davis, Ashraf M. Salama, Andrea Hardy, Editors; New York: Routledge, 2015
- [3] *Eaton: Out of the Land*, Mulgrave: Images Publishing Group, 2014
- [4] Book Review, "James Stewart Polshek: Build, Memory," *Constructs: Yale Architecture* (Fall 2014)
- [5] *Pelli Clarke Pelli Architects*, Berlin: Birkhäuser Verlag AG, 2013
- [6] *Devon: The Story of A Civic Landmark*, Mulgrave: Images Publishing Group, 2013
- [7] "Introduction: Cities and Gods, Then and Now," in *Cities and Gods: Religious Space in Transition*, Ted Kaizer, Anna Leone, Edmund Thomas, and Robert Witcher, Editors; Paris: PEETERS, 2013
- [8] Book Review, "Ezra Stoller: Photographer," *Constructs: Yale Architecture* (Spring 2013), p. 18
- [9] "Diversi linguaggi dell'architettura americana, diversi gradi di appropriatezza," in *Gen(i)us Loci, Chiesa e Dialogo*, Milan: Accademia di Bella Arti di Brera, 2012, pp. 66-93.
- [10] "Gwathmey Siegel: Inspiration and Transformation," *Constructs: Yale Architecture* (Spring 2012)
- [11] "Mosque and State," *Constructs: Yale Architecture* (Fall 2011), p. 11
- [12] *New York Dozen: Gen X Architects*, Mulgrave: Images Publishing Group, 2011
- [13] "The Place of Architecture, The Architecture of Place," Introduction to *The Future of Place: Moore Ruble Yudell*, Singapore: ORO Editions, 2011
- [14] Book Review, "The Judicious Eye, Joseph Rykwert," *Journal of Architectural Education* (Vol. 63, Issue 2, 2010), pp. 176-177

Professional Memberships:

American Institute of Architects; AIA/Connecticut; Connecticut Architecture Foundation; Interfaith Forum on Religion, Art, and Architecture; Forum for Architecture, Culture, and Spirituality

Name: Daniel Davis, AIA, LEED AP

Courses Taught (Two academic years prior to current visit):

2014/15: AET 352, Architectural Design IV; AET 110, Introduction to Architectural Process; AET 367 SIT, Architectural Design V; AET 123, Architectural Design I

2015/16: ARC 611, Architectural Design III; AET 110, Introduction to Architectural Process; AET 244, Architectural Design III; AET 123, Architectural Design I

Educational Credentials:

Bachelor of Science in Architecture, Catholic University, 1979

Bachelor of Architecture (First Professional Degree), Pratt Institute, 1980

Master of Architecture, (Second Professional Degree), Pratt Institute, 1986

Teaching Experience:

Adjunct Professor of Architecture, University of Hartford, 1992-1994

Assistant Professor of Architecture, University of Hartford, 1994-2000

Associate Professor of Architecture, University of Hartford, 2000-2006

Professor of Architecture, University of Hartford, 2006-present

Professional Experience:

Renato Severino Associates, Greenwich, CT; 1980-1986; Design Architect/Partner

Russell Gibson von Dohlen, Architects & engineers, Farmington, CT; 1988-1989; Design Architect

S/L/A/M Collaborative, Architects & Engineers, Glastonbury, CT; 1990-1994; Design Architect

Amenta/Emma, Architects, Hartford, CT; 1996-1997; Design Architect

Fletcher-Thompson, Architects & Engineers, Bridgeport, CT; 1997-1999; Design Architect

Friar Associates, Farmington, CT; 1999-2000; Director of Design

Fletcher-Thompson, Architects & Engineers, Hartford, CT; 2000-2015; Director of Design/Sr. Associate

Street-Works Studio, Architects & Planners, Port Chester, NY; 2015-present; Director of Architecture

Licenses/Registration:

New York, License #15831

Connecticut, License #6388

Florida, License # 94251 (inactive)

Massachusetts, License # 31265 (inactive)

LEED AP BD+C

Selected Publications, Scholarly Activity and Recent Research:

Author of numerous papers & journal articles including:

Why a Mosque?; 3/2015, Faith & Form, The Interfaith Journal on Religion, Art & Architecture

Designed (Fletcher Thompson) numerous K-12, preparatory and specialty schools in CT including:

Regional Firefighters School, Willimantic; Longfellow School, Bridgeport; Francis T. Maloney High

School, Meriden; Southington Middle Schools, Southington; Region 16 Elementary Schools,

Prospect & Beacon Falls; Fairfield College Preparatory School, Fairfield; Connecticut Juvenile

Training Center, Middletown; Achievement First Amistad School, New Haven; Connecticut River

Academy at Goodwin College, East Hartford; Glastonbury/East Hartford Elementary Magnet

School, Glastonbury.

Designing (Street-Works) numerous mixed use communities throughout the US including:

Crystal City, VA; Midtown Dallas, TX; Detroit Entertainment Complex, MI.

Professional Memberships:

American Institute of Architects (AIA)

AIA/Connecticut (AIA/CT)

National Council of Architectural Registration Boards (NCARB)

Association of Collegiate Schools of Architecture (ACSA)

Name: James E. Fuller, AIA NCARB

Courses Taught (Two academic years prior to current visit):

2014/15: AET 233 Architectural Design II; AET 371 Architectural Design V; AET 470 Architectural Programming; AET 470 Independent Study; AET 489 Senior Design Thesis (Course release for Marketing and Promotion work)

2015/16: AET 110 Introduction to Architectural Graphics; AET 233 Architectural Design II; AET 352 Architectural Design IV; AET 470 Architectural Programming; AET 371 Architectural Design V; AET 489 Senior Design Thesis (course release Spring 2016 – Department Chair)

Educational Credentials:

Bachelor of Architecture with University Honors, Carnegie Mellon University, 1979

Master of Education, University of Hartford, 1998

Teaching Experience:

Adjunct Professor of Architecture, University of Hartford, Spring 1994

Assistant Professor of Architecture, University of Hartford, 1995-2002

Associate Professor of Architecture, University of Hartford, 2002-present

Professional Experience:

Taylor-Pohlman Architects, Inc., designer/drafter, 1979

Bank Building and Equipment Corporation, design department head/designer/job captain, 1979 – 1981

AECON, Inc., Architects and Builders, project manager/job captain, 1981 - 1983

Jeter, Cook & Jepson Architects, Inc., project manager/project architect/director of CAD resources, 1983 - 1996

James E. Fuller, AIA Architect, owner/architect, 1985 - 2008

Schoenhardt Architects, Inc., senior architect/designer/project manager, 1996 – 2002

JCJArchitecture, senior architect/researcher, 2002 - 2008

jfA and Associates Architects, principal and architect, 2009 – present

Licenses/Registration:

Connecticut, Architect License #3705

NCARB Certification, 1991, #41,149

Connecticut, Interior Designer Registration

Selected Publications, Scholarly Activity and Recent Research:

“Simulation of the Thermal Performance of the Net-Zero Energy Potential in Performing Arts Buildings - Achieving Net-Zero Conditions in Retrofit”, ASHRAE Transactions (with O’Connor and Yavuzturk);

“Collaborative Integrated Design between Engineering, Architecture and Visual Communication Design: Incorporating Student Engagement to Solve Community Design Issues”, *4th International Conference on Design Principles and Practices*; “Scholarship of Engagement”, *Northeast Educational Research Association*;

Research focus is on the didactic relationship between the vernacular, the vernacular process and the professional practice of architecture with specific applications of sustainable design; subset research on vernacular sources of creativity and inspiration.

Professional Memberships:

American Institute of Architects (AIA)

AIA/Connecticut (AIA/CT)

National Council of Architectural Registration Boards (NCARB)

Association of Collegiate Schools of Architecture (ACSA)

Name: Seth H. Holmes, AIA, NCARB, LEED® bd+c

Courses Taught (Two academic years prior to current visit):

2014/15: AET 241, AET 366, AET 371, ARC 511, ARC 513, ARC 566

2015/16: AET 241, AET 371, ARC 511, ARC 513

Educational Credentials:

Master of Design Studies (MDes) in Sustainable Design, Harvard University, GSD 2011

Bachelor of Architecture (B.Arch), Roger Williams University 2000

Teaching Experience:

Assistant Professor of Architecture, University of Hartford, Department of Architecture, Fall 2012-present

Adjunct Professor of Architecture, Northeastern University, School of Architecture, Fall 2011

Teaching Assistant, Net Zero Energy Development (for Adjunct Prof: Kenneth Kao), Harvard University Graduate School of Design, Fall 2010

Teaching Assistant, Environmental Building Technologies (for Assistant Prof: Christoph Reinhart) Harvard University Graduate School of Design, Spring 2010

Teaching Assistant, Climate Change, Planning and Cities (for Adjunct Prof: Armando Carbonell) Harvard University Graduate School of Design, Fall 2009

Professional Experience:

Architectural Intern, Fontanese, Folts, Aubrecht & Ernst Architects, Orchard Park, NY, Fall 2003, Summers and Winters 1996 and 1997

Architectural Intern, Benefit Street Design, Providence, RI, 2000-2003

Architect, Payette Associates, Boston MA, 2004-2009

Architect, Kao Design Group, Somerville, MA, 2010-2012, summer 2014

Architect / Partner, Benefit Street Design, West Hartford, CT, 2013-Present

Licenses/Registration:

Registered Architect, New York State (License #031699), 2007-Present

NCARB Certified, 2013-Present (#94077)

LEED® Accredited Professional in Building Design + Construction, USGBC, 2005-present (GBCI#75631)

Selected Publications and Recent Research:

Journal Publications

Holmes, S.H and Reinhart, C. F. (2013). "Assessing future climate change and energy price scenarios: institutional building investment." Building Research & Information, March 2013. Taylor & Francis. London, UK.

Holmes, S.H; Phillips, T; and Wilson, A. "Overheating and passive habitability: indoor health and heat indices." Building Research & Information. Building Research & Information, April 2015. Taylor & Francis. London, UK.

Book Chapters

Holmes, S.H. (2016). "A comparative analysis of pro-active disaster mitigation measures in apartment buildings in Boston and Washington DC." Planning for Community-based Disaster Resilience Worldwide by Adenrele Awotona (Ed.). Taylor & Francis. ISBN: 978-1-4724-6815-4 (Publication in process).

Professional Memberships:

American Institute of Architects (AIA), 2007-2011; 2015-present

International Building Performance Simulation Association USA (IBPSA-USA), 2011-present

Association of Collegiate Schools of Architecture (ACSA), 2011-present

New England Sustainable Energy Association (NESEA), 2013 – present

Society for Building Science Educators (SBSE), 2013 – present

Name: Elizabeth Petry, AIA

Courses Taught (Two academic years prior to current visit):

2014/15: ARC 623: Advanced Professional Practice

2015/16: ARC 623: Advanced Professional Practice

Educational Credentials:

Master of Architecture, University of Illinois – Urbana-Champaign, 1984

Bachelor of Science in Architecture Studies, University of Illinois – Urbana-Champaign, 1981

Teaching Experience:

Associate Professor of Architecture, University of Hartford, 1992 – Present

Teaching Assistant, University of Illinois – Urbana-Champaign, 1982 - 1984

Professional Experience:

Project Architect, Petry Architects, West Hartford, CT, 1992 – Present

Architectural Consultant, Fletcher Thompson, Inc., Bridgeport and Hartford, CT, 1999 – 2001

Director of Education, Architecture Resource Center (ARC), New Haven, CT, 1992 – 1999

Project Architect, The S/L/A/M Collaborative, Hartford and Glastonbury, CT, 1986 – 1992

Project Architect, Coordinated Design Associates, Farmington, CT, 1985 - 1986

Design Architect, Handler & Friar Architects, Inc., West Hartford, CT, 1984 – 1985

Licenses/Registration:

Connecticut Architect License #4127 (1987)/Connecticut Interior Design License #0630 (1989)/

Connecticut Real Estate License #0788704 (2008)

Selected Publications and Recent Research:

Project Architect for wide range of projects in housing, education, and health care. Author or co-author of over twenty articles/presentations focused on architecture education, curriculum, education and practice, ethics, and K-12 design education including journal articles in the Journal of Engineering Education and Journal of Engineering Technology.

Professional Memberships:

American Institute of Architects

AIA/Connecticut

Name: Theodore Randall Sawruk, Associate AIA

Courses Taught:

F2014/S15: ARC 511 Architecture Studio I, ARC 585 Special Topic: Preservation, ARC 612 Advanced Architecture Theory, ARC 585 Special Topic: Domus – History of Residential Architecture, AET 352 Design IV **F2015/S16:** ARC 511 Architecture Studio I, ARC 585 Special Topic: Preservation, ARC 613 Thesis Research, ARC 612 Advanced Architecture Theory, ARC 585 Special Topic: Domus – History of Residential Architecture, AET 352 Design IV

Educational Credentials:

Bachelors of Architecture, Carnegie-Mellon University, 1986. Minors: Architectural History & Scene Design. Graduate Diploma, History/Theory Program, Architectural Association School of Architecture, England, 1996. Doctorate of Educational Leadership, University of Hartford, ABD, spring 2017.

Teaching Experience:

Instructor of Architecture - Drury College, Hammons' School Of Architecture, 1985-87.
Visiting Assistant Professor - University of Arkansas, Department of Architecture, 1990-91.
Assistant Professor - Southern Tech (Kennesaw University), Department of Architecture, 1991-94.
Assistant Professor - Hampton University, Department of Architecture, 1995-04.

Professional Experience:

Drewitt & Drewitt, Architects. London, England. Designer, Intern Architect, 1988.
D B J, Inc., Residential Designers. Norfolk, VA, Partner, 2002 – Present.
Upper Landing Associates LLC, East Haddam, CT Principle 2008 to Present.

Licenses/Registration: N/A

Selected Publications and Recent Research:

- [1] (Pending Publication Fall 2016). Mayhem and Merriment: Middle-Class Architecture in Heart, Afghanistan. In Awotona, A., (Ed.). *Rebuilding Afghanistan*. Boston, MA: University of Massachusetts Press. (Draft Chapter Manuscript Accepted –Submitted to Editor for Publication).
- [2] (2014). The Morphing of America's Liberal Arts Colleges. In Weinholtz, D., Dudiak, J., and Smith, D., (Eds.), *Quaker Perspectives in Higher Education* (pp. 207-212.).
(A Friends Association for Higher Education Book: Full Media Services - By Invitation of the Editors)
- [3] (March 2016). Reflection on the Innovative University: Changing the DNA of Liberal Arts Education. *International Journal of Humanities Education*. 14(1), pp. 17-22.
- [4] (Fall 2015). Truth without Action: The Myth of Higher-Education Accountability. *The International Journal for Innovation Education and Research*, 3 (10), pp 93-96.
- [5] (September 2015). How can the America COMPETES ACT Better Support the Academic Success of African American" Women in STEM Degree Programs? *Journal of Civil Engineering and Architecture*, 3(5), 121-127.
- [6] (2013). Reconstructing Afghanistan: An Architecture Curriculum for a New Way of Life. *The International Journal of Islamic Architecture*, 2(2) pp. 371-395., Gharipour, M. (ed.).
- [7] (Spring/April 2013). The Morphing of America's Liberal Arts Colleges. *Quaker Higher Education*, 7(1). pp. 25-30. Weinholtz, D. & Smith, D. (eds.)
(A Friends Association for Higher Education Book, National Audience, by Invitation of the Editors).
- [8] Cobb, D. & Sawruk, T. (2011) Weaving Walls: An Alternate Narrative of the Essence of Architecture In Bahe, L., Hind, P., Kelly, B. (eds.) *Beginning of/In the End: 27th National Conference on the Beginning Design Student*. Lincoln, NB: College of Architecture, University of Nebraska-Lincoln. (A equal effort where I created the student design project and she developed the theoretical underpinnings.)

**Table I.2.1A Matrix for Faculty Credentials
Term/Semester (Fall 2014)**

Faculty member	Summary of expertise, recent research, or experience	ARC 511	ARC 512	ARC 513	ARC 521	ARC 522	ARC 523	ARC 611	ARC 612	ARC 613	ARC 621	ARC 622	ARC 623
Michael Crosbie	Nearly 30 years in architectural research, design criticism, architectural education; recent research on New York design practitioners; architecture of Pelli Clarke Pelli									X			
Daniel Davis	Nearly 30 years in architectural research, architectural design; architectural education; recent work has focused on the design of K-12 school facilities							X					
Seth Holmes	15+ years of architectural design practice and 5 years of architectural education and sustainability research. Expertise on sustainable and resilient design; research focus in climate change adaptation and resilient design.	X		X									
Robert Orr	Architect and planner with a nationally recognized expertise in New Urbanism design, transit-oriented development, and urban studies/analysis											X	
Theodore Sawruk	26 years of research, professional practice, publications; architectural education and curriculum development; recent scholarship on architecture history, architecture education, design-build and student diversity	X											
Kermit Thompson	Firm Principal providing architecture, site engineering, landscape design, and planning services. Also, NCARB ARE Site Design grader multiple years.		X										

**Matrix for Faculty Credentials
Term/Semester (Spring 2015)**

Faculty member	Summary of expertise, recent research, or experience	ARC 511	ARC 512	ARC 513	ARC 521	ARC 522	ARC 523	ARC 611	ARC 612	ARC 613	ARC 621	ARC 622	ARC 623
Imdat As	Experience of almost 10 years in architectural research and education; recent work has focused on digital platforms to crowdsource architecture and innovate on models of architectural design acquisition.				X								
Michael Crosbie	Nearly 30 years in architectural research, design criticism, architectural education; recent research on New York design practitioners; architecture of Pelli Clarke Pelli										X		
Alfonso Lopez	15 years of architectural practice in renowned design offices. Recent work focuses on larger scale hospitality developments around the globe.				X								
Elizabeth Petry	More than 20 years experience in the profession and in professional practice, focused primarily on healthcare, housing, and education.												X
Michael Plickys	Adjunct; licensed Professional Engineer.						X						
Theodore Sawruk	26 years of research, professional practice, publications; architectural education and curriculum development; recent scholarship on architecture history, architecture education, design-build and student diversity								X				
Lynn Temple	More than 24 years in preconstruction and construction management; 12 years in estimating; 4 years as Sr. Estimator working with national and local clients and design teams					X							

**Matrix for Faculty Credentials
Term/Semester (Fall 2015)**

Faculty member	Summary of expertise, recent research, or experience	ARC 511	ARC 512	ARC 513	ARC 521	ARC 522	ARC 523	ARC 611	ARC 612	ARC 613	ARC 621	ARC 622	ARC 623
Ioana Barac	Designer and builder of architectural ornament with background in institutional design, geometry and drawing. Work stands at the crossroads of architecture, art and public place. She is a recipient of the Moulton Andrus Award for Excellence in Art and Architecture.							X					
Michael Crosbie	Nearly 36 years in architectural research, design criticism, architectural education; recent research on New York design practitioners; architecture of Pelli Clarke Pelli									X			
Daniel Davis	Nearly 30 years in architectural research, architectural design; architectural education; recent work has focused on the design of K-12 school facilities							X					
Seth Holmes	15+ years of architectural design practice and 5 years of architectural education and sustainability research. Expertise on sustainable and resilient design; research focus in climate change adaptation and resilient design.	X		X									
Robert Orr	Architect and planner with a nationally recognized expertise in New Urbanism design, transit-oriented development, and urban studies/analysis											X	
Theodore Sawruk	26 years of research, professional practice, publications; architectural education and curriculum development; recent scholarship on architecture history, architecture education, design-build and student diversity	X								X			
Kermit Thompson	Firm Principal providing architecture, site engineering, landscape design, and planning services. Also, NCARB ARE Site Design grader multiple years.		X										

**Matrix for Faculty Credentials
Term/Semester (Spring 2016)**

Faculty member	Summary of expertise, recent research, or experience	ARC 511	ARC 512	ARC 513	ARC 521	ARC 522	ARC 523	ARC 611	ARC 612	ARC 613	ARC 621	ARC 622	ARC 623
Timothy Adekunle	International experience in architecture, planning, and construction management. Structural engineering focus along with energy research. Over 30 articles on architecture, technology and building construction, sustainability. Research on thermal comfort on prefabricated timber structures						X						
Imdat As	Experience of almost 10 years in architectural research and education; recent work has focused on digital platforms to crowdsource architecture and innovate on models of architectural design acquisition.				X								
Leslie Creane	30 years of experience in city planning, form- and use-based zoning regulations and community visioning projects. Recent work is on re-planning brownfield sites, land use processes and public policy.				X								
Michael Crosbie	Nearly 36 years in architectural research, design criticism, architectural education; recent research on New York design practitioners; architecture of Pelli Clarke Pelli										X		
Elizabeth Petry	More than 26 years experience in the profession and in professional practice, focused primarily on healthcare, housing, and education.												X
Craig Saunders	Over 35 years in leadership roles with architecture firms including principal. LEED AP.										X		
Theodore Sawruk	26 years of research, professional practice, publications; architectural education and curriculum development; recent scholarship on architecture history, architecture education, design-build and student diversity								X				

Ioana Barac
David Barbour, AIA
Vincent Bartoli
Leslie Creane
Terri-Ann Hahn, ASLA
Vishnu Khade, PE
Ramiz Khoda
Harvey Leibin, AIA
Alfonso Lopez
Robert Orr, FAIA
Jeffrey Pinheiro, AIA
Michael Plickys, PE
Craig Saunders, AIA
Lynn Temple
Kermit Thompson, AIA

All faculty are evaluated by students through course evaluations each semester for each course. A sample course and instructor evaluation form used by the University and the Department of Architecture is found in Part 4 of this APR. Access to the site where the sample evaluation form is located follows:

<https://drive.google.com/folderview?id=0B0iaaDcVUvJETzFqb0oya1U4dE0&usp=sharing>

Administration

The Chair of the Department of Architecture is entitled to a one-third teaching load reduction in addition to administration and is expected to also continue with a research and service agenda in addition to practice. A description of the duties and responsibilities of the Chair can be found in Section 1.2.5. Administrative Structure and Governance.

The two Program Directors (Graduate Program Director and Undergraduate Program Director), teach a regular faculty load, in addition to their research and practice. A description of the duties and responsibilities of the Program Directors can be found in Section 1.2.5. Administrative Structure and Governance.

Staff

The Department of Architecture shares staff with the other departments in CETA. These highly qualified and dedicated staff provide services to our students and faculty. The Department of Architecture has a professional staff, Ann Lankford, who is dedicated to the two programs, unique among the four departments in the College of Engineering, Technology, and Architecture.

Director of Student Services, Architecture
Ann Lankford

Manager of Student Services and Evaluation, serving all Engineering Technology Majors
Janice Girouard

Development Office, serving CETA
Kate Pendergast – Interim Vice President for Institutional Advancement

Currently the department does not have a full-time or part-time staff located in the physical office area. The reception desk is staffed by part-time work-study students. However, beginning in January 2017 the Department will have a part-time administrative assistant.

Description of How Faculty Remain Current in Their Knowledge of Discipline, Practice and Licensure

Faculty in the Department of Architecture remain current in their fields through active participation in organizations, professional practice and consulting work, community involvement, attendance at professional conferences, and memberships in professional societies. Please see faculty resumes above for additional information.

Visiting Lecturers (JCJArchitecture Lecture Series)

Spring 11

Dina Griffin, AIA NOMA IIDA (Interactive Design Architects)

Fall 11

Robert Orr, FAIA (Robert Orr & Associates Architects)

Michelle Naomi Darling (Yale School of Architecture)

Raphael Pelli, FAIA LEED AP (Pelli Clarke Pelli Architects)

Spring 12

Jeff Jahnke (Jahnke Architects)

Dr. Imdat As (University of Hartford)

Hunter Palmer (The Philip Johnson Glass House)

Martin Finio (Christoff:Finio Architecture)

Taryn Christoff (Christoff:Finio Architecture)

Jonathan Zwick (Tai Soo Kim Traveling Fellowship recipient)

Andres Duany & Elizabeth Plater-Zyberk (Duany Plater-Zyberk & Company)

Fall 12

Seth Holmes, RA (University of Hartford)

Liz Bazazi (Bazazi Design)

Andre Stiles (Alumni Lecture: Newport Preservation Society and Columbia University)

Yolande Daniels (studioSUMO)

Spring 13

James E. Fuller, AIA NCARB (University of Hartford)

Karia Britton (Yale School of Architecture)

Matthew Frederick, AIA, Author (Frederick Design Studio & 101 Things I Learned in Architecture School)

Brian Messana (Messana O'Rorke)

Kaye Brown (Boston University)

Shannon Brown (Tai Soo Kim Traveling Fellowship recipient)

Robert Kliment & Francis Halsband (Kliment Halsband Architects)

Fall 13

Anthony Markese (Pickard Chilton)

Theodore Sawruk, Seth Holmes, Rebecca Tuscano-Moss (University of Hartford)

Andrew Gorlin (Alexander Gorlin Architects)

Michelle Jones (Executive Film Director)

Nina Rappaport (Yale School of Architecture)

Spring 14

David Barbour, AIA (David Barbour Architects)

Ian Shapiro (Taitem Engineering)

Charles Benson (University of Colorado)

Peter Bohlin, FAIA (Bohlin Cywinski Jackson Architects)

Bartek Pocięcha & Derek Zero (Tai Soo Kim Traveling Fellowship recipient)

Craig Dykers & Elaine Molinar (Snøhetta Architects)

Fall 14

Robert Michael Smith (New York Institute of Technology)
Terri Ann Hahn (University of Hartford & LADA, PC – Land Planners)
Jonathan Buckley (The Artesian Network, LLC)
Christopher Ryan (Wentworth University & Brooklyn Boulders, LLC, & Chris Ryan Studio)
Douglas Cooper (Carnegie Mellon University)
Dr. Carmina Sanchez-del-Valle (Hampton University)
Scott Ruff (Tulane University)

Spring 15

Paul Fallon (Fallon Associates)
Joel Sanders (Yale University & Joel Sanders Architect)
Isaac Campbell, AIA NCARB (OFFICE 52)
John Mandyck (United Technologies Building & Industrial Systems)
Chuck Benson (University of Colorado)
Jesse Collin McKay (Tai Soo Kim Traveling Fellowship recipient)
William Stanley, FAIA & Ivenue Love-Stanley, AIA (Stanley, Love-Stanley, PC)

Fall 15

Andrew Padilla Filmmaker/Photographer/Street Reporter. (El Barrio Tours: documentary)
Carolyn Armenta Davis, Hon. AIA (International Architecture Historian)
Stephen Chung, AIA, LEED AP, (Host of *Cool Spaces: The Best of New Architecture -PBS*)
Jeffrey Brown, AIA, NCARB LEED AP (Tai Soo Kim Partners)
Dr. Takehiko Nagakura (Massachusetts Institute of Technology)
Dr. Tammy Gaber (Laurentian University)
Silvia Illia & Paxton Sheldahl (Northeastern University and BOS | UA)
Elizabeth Gray & Alan Organschi (Gray Organschi Architects)

Spring 16

Dr. Julio Bermudez (Catholic University of America)
Dr. Michael Crosbie, FAIA (University of Hartford)
Dr. Derek Ham (North Carolina State University)
Michael Grogan, RA, LEED AP, NCARB, (Northeastern University)
Emily Anderson (Tai Soo Kim Traveling Fellowship recipient)
Brigitte Shim, FRAIC, Hon. FAIA & Howard Sutcliffe, FRAIC, Hon. FAIA (Shim-Sutcliffe Architects)

Fall 2016

Dr. Jill Bambury, RA (Southern University)
Bradford Grant, RA, NCARB (Howard University)
Joseph Kunkel, RA (Sustainable Native Communities Collaborative)
Norma Barbacci, RA, NCARB (Program Director, World Monuments Fund)
Mark Pasnik, RA, NCARB (Wentworth Institute of Technology, Partner: “over, under”)
Dr. Timothy Adekunle (University of Hartford)

Visiting Critics (2011-2016)

Maria Angelico (Point One Architects)
Arturo Arroyo (Svigals + Partners)
Michael Ayles, AIA (Architect Licensing Advisor, State of Connecticut)
Ioana Barac (Kent Bloomer Studios)
David Barkin, AIA (Chief Architect, State of Connecticut, DAS Division of Construction Services)
Michael Berger (Perkins Eastman)

Chris Bockstael (Svigals + Partners)
Lauren Braren (JCJArchitecture)
Jeffrey Brown (Tai Soo Kim Partners)
Shannon Brown (mbH Architecture)
Joseph Buchek (Joseph Buchek Architects)
Mickey Bush (DMI)
Russell Butkiewicz
Angela Cahill, AIA
Tracey Caisse (S/L/A/M Collaborative)
James C. Childress, FAIA (Centerbrook Architects)
Kenneth Cleveland (Centerbrook Architects and Planners)
Dariel Cobb (MIT)
Bruce Coldman, FAIA (Coldman Hartmann Architects)
Carson Collier
William Crosskey, AIA (Crosskey Architects)
Tim Cohen (Dimeo Construction)
Rich Connell (S/L/A/M Collaborative)
Naomi Darling (Yale School of Architecture)
Nick Daveline (NLD Design)
Sheri Dieso, AIA (Bryant Dieso, LLC)
Bart Ducharme (JGR Architects)
Chris Dupris (University of Hartford Facilities)
Beccah Eldridge (MBH Architecture)
Jeffrey Elliot, AIA, LEED AP (JCJ Architecture)
George Fellner, AIA (Fellner Associates Architects)
Joe Ferrucci (Ferrucci)
Sabrina Foulke (Point One Architects)
William Fuller (University of Hartford)
Tammy Gaber (Laurentian University)
Waleed Ghamdi
Glenn Gregg, AIA (Gregg, Weiss)
Russell Guerin, AIA (Russell Guerin Architects)
Terri-Ann Hahn, ASLA (LADA Associates)
Jared Hardell (John R. Schroeder, AIA)
Stephen Harris (Picard Chilton Architects)
Justin Hedde (Centerbrook Architects and Planners)
Elizabeth Hedde (Centerbrook Architects and Planners)
Kevin Herrick (S/L/A/M Collaborative)
James Hoagland, AIA (JCJ Architecture)
Mark Hopper, AIA (Fletcher-Thompson Architecture)
Robert Hurd, AIA (Robert Hurd Architects)
Jeremy Jamilkowski (Gregg Wies & Gardner Architects LLC)
S. Edward Jeter, AIA (Chair, State of Connecticut Licensing Board)
Tai Soo Kim, FAIA (Tai Soo Kim Partners)
Curt Krushinsky (Fairfield U)
Harvey Leibin, AIA (DuBose Associates)
Anne Lissett (Pickard Chilton Architects)
Alfonso Lopez (Solus4, Architecture)
Randall Luther (Tai Soo Kim Partnership)
Kyle Lynes (University of Hartford Libraries)
George McGoldrick George McGoldrick Architect
Reaghan Mangano (S/L/A/M Collaborative)
Mark McCarthy (Perkins Eastman)
Kent McCoy, AIA (Smith Edwards McCoy Architects)
Kevin McFarland (Quisenberry Arcari Architects)

Andrew Mckeen
Jim McManus, FAIA (S/L/A/M Collaborative)
Ben Monroe (Kaestle Boos Associates)
Todd Moss (Turner Construction)
Vikas Nagardeolaker (Arcadis)
Tatyana Nadgor (StudioTAT)
Ernest Nepomuceno (DuBose Associates)
Peter Newman, AIA (Herbert S. Newman and Partners)
Melissa Nolan (S/L/A/M Collaborative)
Dean Ober (SLAM Collaborative)
Patricia O'Brien (AIA|CT)
Roger O'Brien (City of Hartford Planning Division)
Dean Ober (JCJ Architecture)
Mary Jo Olenick, AIA (S/L/A/M Collaborative)
Robert Orr, FAIA (Robert Orr + Associates)
Martha Page (Hartford Food Project)
David Panagore (Director, City of Hartford Development Services)
Rocco Petitto (QA Architects)
Mary Pelletier (Park River Watershed Revitalization Initiative)
George W. Penniman (Penniman Architects)
Michael Periera (AIA|CT Emerging Architects Committee Chair)
Jeffrey Pinheiro (Turner Construction Co)
Bartek Pociecha (Tai Soo Kim Partners)
Bob Powell (WP&G)
Harold Roth, FAIA (Roth & Moore Architects)
Craig Saunders, AIA (DuBose Associates)
Ryan Schicker (Amenta|Emma Architects)
Peter Smith (Dennis Group)
Steve Smith (Silver/Petrucci + Associates)
Tyler Smith, FAIA (Smith Edwards Architects)
Rick Staub (Point One Architects)
Nicholas Stoutt (Pelli Clarke Pelli)
Robert Swain, AIA (Amenta Emma Architects)
Richard Szcypek, AIA (Tai Soo Kim Partners)
Kermit Thompson State of Connecticut
Kimberly Tuttle (NCARB)
Ken Wieber (WP&G)
Susan Wyeth, AIA (Centerbrook Architects and Planners)
Derek Zero (A-Z Construction)

Public Exhibitions

April 2011, 2012, 2013, 2014, 2015, November 2015, April 2016: Exhibit of Student Work
November 2015: Exhibit of Student Work as part of Robert Wilson Exhibit, Hartford Art School

Description of the Resources (including financial) Available to Faculty

Faculty have access to physical and financial resources through the Department, the College and the University. At the Department level six of the eight full-time faculty have private offices while the remaining two share an office. Faculty also have access to the studios, wood shop, fabrication lab, seminar room and computer lab, all located within the West Wing of the Harry Jack Gray Center. Financially the faculty have access to faculty development funds, are reimbursed for half of professional fees (national dues for AIA as well as the state chapter dues for AIA CT) and special project funds are available on an individual case-by-case requested basis.

The College of Engineering, Technology, and Architecture provides additional teaching and research space for architecture faculty in United Technologies Hall and Dana Hall. Each faculty is also provided with a desktop or laptop computer, which are replaced on a 5-year cycle. Financial resources through the college are also available including, on a case-by-case requested basis, additional faculty development funds.

At the University level, faculty have access to additional classroom space as well as the University Libraries facilities. In addition, faculty have complete access to information technology through on-line databases provided through the University libraries and internet access from offices or wirelessly throughout the academic side of campus. Financially faculty receive support at the University level through the office of the Associate Provost and Dean of Graduate Studies Faculty Development website. Standing awards include Educational Technology Grants, Engaged Learning Fellowships, Greenberg Junior Faculty Grants, International Center's Faculty Grants, Summer Stipends, and Vincent B. Coffin Grants. Teaching resources are available through the Faculty Center for Learning Development, the New York University Faculty Resource Network.

In addition, the University has an extensive and growing network of external partners with which faculty can team with for research projects, student engagement and funding. In 2015 the University created a new position, the Director of Strategic Partnerships, to develop, coordinate and support faculty in external projects. (The Department of Architecture Chair sits on the Strategic Partnership Advisory Council).

Past and Projected Faculty Research, Scholarship and Creative Activities

Sabbaticals and Leaves of Absence: The FPM provides for both leaves of absence and sabbatical leaves in order to engage in professional development activities. Leaves of absence are normally unpaid; sabbatical leaves are compensated at 100% salary for a semester and 60% for an academic year.

Department funds generally provide for one professional development conference including registration, transportation, housing, food, and miscellaneous expenses for each full-time faculty member per year.

The following is a list of recent and projected faculty activities:

- Assistant Professor Adekunle: Author of an award winning peer-reviewed journal article (the International Award of Excellence for Volume 6- best paper) published in the *International Journal of the Constructed Environment*;
- Professor Crosbie: currently working on a book on the life work of Cesar Pelli;
- Professor Crosbie: editor-in-chief of *Faith & Form*, a quarterly interfaith journal on religion, art, and architecture;
- Professor Davis: article *Why a Mosque?* Published in March 2015 issue of *Faith & Form*, The Interfaith Journal on Religion, Art & Architecture
- Professor Davis: Designed numerous K-12, preparatory and specialty schools in CT including: Regional Firefighters School, Willimantic; Longfellow School, Bridgeport; Francis T. Maloney High School, Meriden; Southington Middle Schools, Southington; Region 16 Elementary Schools, Prospect & Beacon Falls; Fairfield College Preparatory School, Fairfield; Connecticut Juvenile Training Center, Middletown; Achievement First Amistad School, New Haven; Connecticut River Academy at Goodwin College, East Hartford; Glastonbury/East Hartford Elementary Magnet School, Glastonbury.
- Professor Davis: Designing numerous mixed use communities throughout the US including: Crystal City, VA; Midtown Dallas, TX; Detroit Entertainment Complex, MI.
- Assistant Professor Holmes: "Assessing future climate change and energy price scenarios: institutional building investment." Building Research & Information, March 2013. Taylor & Francis. London, UK.

- Assistant Professor Holmes: “*Overheating and passive habitability: indoor health and heat indices.*” Building Research & Information. Building Research & Information, April 2015. Taylor & Francis. London, UK.
- Assistant Professor Holmes: (book chapter) “*A comparative analysis of pro-active disaster mitigation measures in apartment buildings in Boston and Washington DC.*” Planning for Community-based Disaster Resilience Worldwide by Adenrele Awotona (Ed.). Taylor & Francis. ISBN: 978-1-4724-6815-4 (Publication in process).
- Associate Professor Sawruk: (Pending Publication Fall 2016). Mayhem and Merriment: Middle-Class Architecture in Heart, Afghanistan. In Awotona, A., (Ed.). *Rebuilding Afghanistan*. Boston, MA: University of Massachusetts Press.
- Associate Professor Sawruk: The Morphing of America’s Liberal Arts Colleges. In Weinholtz, D., Dudiak, J., and Smith, D., (Eds.), *Quaker Perspectives in Higher Education* (pp. 207-212.).
- Associate Professor Sawruk: Reflection on the Innovative University: Changing the DNA of Liberal Arts Education. *International Journal of Humanities Education*. 14(1), pp. 17-22.
- Associate Professor Sawruk: Truth without Action: The Myth of Higher-Education Accountability. *The International Journal for Innovation Education and Research*, 3 (10), pp 93-96.
- Associate Professor Sawruk: How can the America COMPETES ACT Better Support the Academic Success of African American” Women in STEM Degree Programs? *Journal of Civil Engineering and Architecture*, 3(5), 121-127.
- Associate Professor Sawruk: Reconstructing Afghanistan: An Architecture Curriculum for a New Way of Life. *The International Journal of Islamic Architecture*, 2(2) pp. 371-395., Gharipour, M. (ed.).
- Associate Professor Sawruk: The Morphing of America’s Liberal Arts Colleges. *Quaker Higher Education*, 7(1). pp. 25-30. Weinholtz, D. & Smith, D. (eds.)
- Associate Professor Sawruk (with former Assistant Professor Cobb): Weaving Walls: An Alternate Narrative of the Essence of Architecture In Bahe, L., Hind, P., Kelly, B. (eds.) *Beginning of/In the End: 27th National Conference on the Beginning Design Student*. Lincoln, NB: College of Architecture, University of Nebraska-Lincoln.

Students

The students in the Department of Architecture are energetic, curious, and talented. The current first- and second-year graduate architecture students have originated from a variety of backgrounds, similar to the history of students admitted to the undergraduate pre-professional Bachelor of Science degree program.

The graduate program attracts students from the undergraduate B.S. degree program, who desire to stay at the University of Hartford to complete their professional degree, and students who have pre-professional degrees from other institutions. These students come directly from their undergraduate institutions, from a brief experience in the profession, and from extensive professional experience where they seek to advance their standing by earning a professional degree. Several of the current graduate students are working for architectural, development, and construction management offices while enrolled in school full-time. This reflects the active professional community in Hartford and the opportunities for graduates to practice in award-winning firms.

Graduate applicants become aware of the Master’s program by word of mouth, the NAAB Website, marketing at ACSA meetings through faculty at other institutions, and through advertising in such venues as GradSchools.com. The Department of Architecture Website is now attracting more students (an online application form can be found on the Department’s Website). In Fall 2007, the Department applied for and received a \$7,500 grant from the University to promote its graduate program. The Department mounted a 3,800-piece solicitation mailing to undergraduates about to graduate from pre-professional architecture degree programs in our catchment area. The

Department developed an online “e-brochure” with the Office of Graduate Studies that can be emailed to prospective graduate students. In 2008, 2009, and 2010 the graduate program received grants of approximately \$4,000 each year from the University’s Dean of Graduate Studies to promote the graduate program through advertising and conference attendance. The Department of Architecture has received inquiries from four-year institutions that wish to prepare their students in accordance with our requirements for admission. We have informal agreements with such pre-professional programs as Alfred University in New York, which directs students to our graduate program. The Center for Graduate and Adult Academic Services holds several “Open Houses” for graduate students in the fall and the spring semesters. Students who inquire about the different University graduate programs are invited to the campus in the early evening to meet with department faculty. Inquiries are usually made through e-mail or calls initially to Graduate Admissions. Specific questions are usually answered by support staff member Ann Lankford or the Department Chair.

To be considered for admission, graduate program applicants must have received a pre-professional architecture Bachelor’s degree (B.S. or B.A. in architecture) or a professional architecture Bachelor’s degree (B. Arch) from an accredited institution. The student’s background and preparation must be such in content and scope as to indicate the ability to complete successfully the curriculum requirements (Section II.3. Evaluation of Preparatory/Pre-professional Education, describes this process in more detail). In some instances, students may be allowed to make up specific deficiencies after admission; however, credits earned through such work will not apply toward completion of graduate program requirements. Applicants to the graduate program must provide a transcript, application form, a personal statement of intent, three letters of recommendation, and a portfolio in 8 1/2” x 11” format.

Applications are accepted at the Office Graduate Admissions and Adult Student Services, missing pieces of information are requested, and then the completed applications are submitted to the Department of Architecture for review. Ann Lankford, Student Liaison Officer, catalogs the submissions and keeps the faculty apprised of their number. Application review sheets are included in the submission materials. The process includes the evaluation of the students’ qualifications and an evaluation form individually completed by the entire full-time design faculty to rate the portfolios. See the Appendix of this report for a complete description of the graduate admission requirements.

To track and assist students, the University of Hartford Office of the Registrar makes available to the faculty and staff advisors an “Academic Progress Report” for each student, each semester. The University also maintains a Counseling and Psychological Services office on campus whose services are available to all students. The faculty who advise students all use degree worksheets to help students complete their required curriculum in a timely way.

Description of Student Support Services

The College provides extensive academic support services and co-curricular opportunities for students in its programs. Graduate students are assigned one faculty member as an advisor. In addition, to ensure that students can discuss class work and academic-related concerns, full-time faculty post and hold a minimum of six office hours (four regular hours and two hours that may include phone or e-mail contact) each week to ensure that they are available to students. Adjunct faculty must post and hold a minimum of one office hour per week for every three credits they teach.

Open Studio and Open Lab Program: The College keeps selected studios and labs open on weekday evenings and weekends in order to give students the opportunity to complete work. Graduate students generally have 24-hour access to studio and the computer lab.

Student Clubs and Organizations: The College supports a variety of student clubs and organizations to provide opportunities for its students to broaden their expertise while developing their leadership skills, expressing their opinions about the College, and contributing to its governance. These organizations include the Graduate Student Council and the American Institute of Architecture Students (AIAS) and the University of Hartford Construction Institute Student Organization. A faculty

and/or staff advisor supports each club or association. The Department of Architecture recently established a chapter of the National Organization of Minority Architecture Students.

Services provided by the University: As a major comprehensive institution, the University of Hartford makes available a full range of academic support and co-curricular support services to its graduate and undergraduate students in architecture. These services include:

- **Counseling and Testing:** The University's Division of Student Affairs provides professional counseling and guidance services for students who need and want help with personal, social, and emotional problems or with academic study difficulties. The University also supports the language and intent of Section 504 of the Rehabilitation Act of 1973 and subsequent regulations and, to this end, employs a Counselor to the disabled who provides direct advice and service to disabled persons. The FPM includes among its inventory of faculty responsibilities the expectation that faculty will make special arrangements, whenever possible, for disabled or linguistically deficient students (FPM 3.2.2r).
- **Student Success Center (SSC):** Located in the lower level of one of the First Year Student dormitories the SSC provides academic and personal services to all University of Hartford students.
- **Job Placement:** The Division of Student Affairs includes the Office of Career Services, which assists students in the preparation of resumes, identification of prospective employers, and the development of job search skills such as interviewing.
- **Career Services:** Coordinates with faculty, helps with student academic and career planning, connects employers with students and alumni seeking jobs or internships, and advises parents how to assist their students with their career planning.
- **Computer Services:** The University's Office of Technology Services Department (OTS) operates e-mail and web services for all students and faculty through a Windows Server Cluster that provides POP3/SMTP, IMAP and Web Browser access. A student-staffed Computer Support Center provides computer help, and full time staff provides telephone support on the Computer Support Hotline. OTS also supports two general-purpose computer labs across campus and the Computer Support Center. Individual schools and colleges provide open computer labs across the campus to bring computer access to all centers of instruction. For example, CETA provides two open computer labs in UT Hall and Dana Hall, each of which have AutoCAD and Revit installed. The Department of Architecture maintains a computer lab adjacent to both the undergraduate studios and graduate studios in the Harry Jack Gray Center.
- **Graduate Housing and Dining:** The University provides access to graduate housing on the Asylum Avenue campus. Meals are available in University Commons and the Gengras Student Union, which provides dining for any student who wishes to purchase meals.
- **Students with Learning Disabilities:** Learning Plus is for students who have documented learning disabilities. Each student may be assigned to a learning specialist for regularly scheduled weekly appointments, where instruction is provided in learning strategies. Classroom accommodations will be provided when the student provides a disclosure letter.
- **College Support Services:** The College supports the job search efforts of its students through both formal and informal means.
 - **Formal –** The College regularly receives calls from area employers seeking full- and part-time employees; on occasion, they will wish to interview at the College. Job announcements are posted and (when appropriate) read in class. The College makes its conference room available to employers who wish to interview. Students in the required senior English course acquire extensive practice in business correspondence and resume writing as well as the oral communication skills associated with interviewing. Additionally, the College hosts workshops on the search process for its students. The Department of Architecture offers a course, which may fulfill a technical elective, entitled Architectural Rendering and Portfolio Development.
 - **Informal –** Faculty and staff of the College become aware of job possibilities that they communicate to students. At the same time, they promote the College programs and

graduates in the business community. Additionally, faculty and staff maintain contact with graduates who have secured placement in business and industry; frequently, these contacts result in placement opportunities.

Architect Licensing Advisor

The Department's Architect Licensing Advisor is Associate Professor Elizabeth Petry, AIA. Professor Petry is very active in the profession particularly in the mentoring of future architects and communicating the requirements for licensure. Annually she organizes an information session for all Department of Architecture students on the licensing process and the AXP, including encouraging students to start a NCARB record as first year students. The information session has guest speakers including the State of Connecticut License Advisor Michael Ayles, AIA NCARB. Occasionally, as available, the Chair of the Connecticut Architect Licensing Board, Edward Jeter, AIA, and a representative from NCARB in Washington. Also, she attends quarterly meetings of the AIA CT Intern Task Force. The Intern Task Force includes the State of Connecticut Licensing Advisor, State of Connecticut Licensing Board Member, AIA CT Emerging Architects Committee Chair (currently an alumni of our undergraduate pre-professional program), AIA CT CEO/Executive Vice President, AIA CT Membership Manager, and Professor Petry as the University of Hartford Licensing Advisor. She receives, reviews, and disseminates as appropriate to students and alumni information from the Coordinators Forum Advisors Forum - Daily Summary and other communication from NCARB. As part of her ARC 623 course she maintains personal relationships with leadership of the AIA, both current and passed. Professor Petry also meets with the State of Connecticut Licensing Advisor as needed to keep up to date changes and updates to AXP and ARE.

I.2.2 Physical Resources

For programs whose pedagogy requires physical resources, the APR must include the following:

- *A general description, together with labeled 8-1/2" x 11" plans or images of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship and public interaction.*
- *A description of any changes to the physical resources either under construction or proposed.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.*
- *A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising.*

The Department of Architecture is headquartered in a portion of the west wing of the Harry Jack Gray Center. This space was the former location of the Museum of American Political Life and museum storage. The west wing also contains the Hartford Art School's Joseloff Gallery and the University Bookstore. Architecture Department courses requiring seminar spaces, classrooms and computer labs are being taught in both United Technologies Hall and Dana Hall.

Department of Architecture Facilities

As the current location of the Department of Architecture headquarters, the West Wing of Harry Jack Gray Center contains six faculty offices and a mail/copy/supply room on the ground floor and studios, a computer lab, a Seminar/Crit room, a woodshop, a fabrication lab, and storage on the lower level. The Department's headquarters in the Harry Jack Gray Center are located in the center of campus surrounded by the Mortensen Library, The Hartford Art School, and the Integrated Science, Engineering, and Technology (ISET) complex. The faculty offices are approximately 135 square feet on average. The entrance, with a skylight, opens to a semi-circular stair to the lower level. A large elevator (once used for moving museum exhibits) serves the lower level studios. The entrance also widens to accommodate a desk for the Department's staff

person.

Faculty Offices

Seven of the eight Department of Architecture full-time faculty members have their offices in the Harry Jack Gray Center. One faculty has an office in United Technologies Hall. All have their own desktop or laptop computer in their office. All faculty offices have wireless internet and network connections to allow for file sharing and access to a variety of output devices including printers and plotters. Each faculty member has a direct telephone line providing private and confidential telephone communications with students.

Studios

Undergraduate studios are on the lower level of the Harry Jack Gray Center and have high ceilings, with network hook-ups and display walls. The South Studio (W101) is approximately 6,440 square feet and has been divided into three sections. The South Studio holds approximately 138 drafting tables for undergraduate students. There is also a permanently installed LCD computer projector for Powerpoint and video presentations with a retractable screen. Adjacent to the South Studio is an adjunct faculty office (W101A) of approximately 150 square feet. It contains flat files for storing student projects and shelves for student work. Two of the three part-time (G3 adjunct) faculty have their office in this room. There is also a Storage Room (W119) of approximately 78 square feet. The studio has wireless internet access and additional electrical power connections are provided for laptop computers. Students regularly use laptops in the studio space, using the provided wireless connections to extend their research, e-mail files, download and upload files to their home computer, and use the output devices in the college computer laboratory. The studio spaces are generally available to students 24 hours a day.

Graduate studios are located in the North Studio on the lower level of the Harry Jack Gray Center. They have high ceilings, tackable wall surfaces, electrical power access, wireless internet access and a combination of general lighting and directed display lighting for presentations. The graduate studio space was built in the summer of 2014 and was first used as graduate studios in the fall 2014 semester. The North Studio (W114) is approximately 2,841 square feet. The graduate studios also have a ceiling-mounted retractable video screen for presentations. In addition, six large digital monitors, mounted on rolling carts, are available for faculty, graduate students, and undergraduate students for course presentations and juries. The Department recently installed three "C-Pods" (Collaboration Pods) in the North Studio. Each C-Pod consists of two large monitors. These will provide digital collaboration opportunities for graduate and undergraduate students. The studios also have phones and first aid kits for safety.

Computer Lab

The Architecture Computer Lab (W106), of approximately 291 square feet, is adjacent to the undergraduate studios and a brief walk from the graduate studios. This facility includes 12 computer work stations with a networked 11x17 laser printer, and a large format color plotter.

Storage

Student projects for use in courses, exhibits and accreditation are stored in this room (W105). Variable sliding storage racks are installed here to organize the student work by studio for easy access. This room is approximately 358 square feet.

Crit Room/Seminar Room

Adjacent to the North Studio is a Crit Room/Seminar Room (W110) of approximately 550 square feet. The room has tackable wall surfaces for class and jury presentations, six tables with movable chairs. The tables are configured depending on the need for various room functions including class lectures, juries, and seminars. General lighting and track lighting provide a balance of light levels with focused spots for juries. There is a portable video projector available. Department meetings, scheduled monthly, meet in this room.

Gallery

A circulation corridor connects the undergraduate studios in the South Studio, the Crit Room/Seminar Room and the graduate studios located in the North Studio. This space, approximately 741 square feet including circulation, is used as a gallery for the display of student work, providing opportunities for students and faculty to see the work of other studios. This also provides visuals for visiting potential students during Preview Days and Department tours. The display cases and panels were designed and built by students in an elective Design/Build course.

Woodshop

The woodshop (W114A) is approximately 749 square feet and includes built-in workbenches for working on projects (architecture students often make use of this facility to make models of their architectural design projects). The woodshop includes a large table saw, an arm saw, a drill press, a band saw, and there is funding for equipment replacement costs, such as blades, drill bits, parts etc. The shop also has an assortment of electric drills, sanders, and saber saws. There are various hand tools such as chisels, hammers, screwdrivers, clamps, etc. There are also shop vacuums and a collection of materials that are available for the student use. There are also safety goggles and first-aid kits. Access to this space is controlled and monitored by the Wood Shop/Fabrication Lab manager who holds a G3 contract, which is a part-time position with added responsibilities and hours of service. In addition, graduate student assistants, trained in the equipment, provide monitoring for evening and weekend hours.

Digital Fabrication Lab

The Digital Fabrication Lab (W114B) is approximately 340 square feet and includes a large format color plotter/scanner, a large zprinter 3-d printer, four Makerbot 3-d printers, a 3d scanner, and a vacuum former. Access to this space is controlled and monitored by the Wood Shop/Fabrication Lab manager who holds a G3 contract. In addition, graduate student assistants, trained in the equipment, provide monitoring for evening and weekend hours.

A location map and floor plans of the Department of Architecture facilities are found on the following pages.

Description of Changes to the Physical Resources

The major renovations completed for the Fall 2014 semester provide significantly improved studio space for the graduate program along with a Seminar/Crit Room, a Wood Shop and a Fabrication Lab. The Department has developed a proposal for renovations to the undergraduate studio space including acoustic treatment, a photography room and additional faculty offices. This proposal is on hold pending further development and funding. The additional faculty offices in the studio space have been submitted as part of the College's capital funding request for this academic year.

The Long-Range Plan developed by the Department in 2016 calls for additional space. See Section I.1.5. This will be explored further as resources become available.

Significant Problems that Impact the Operation or Services

At this time there are no significant problems that impact the operation or service of the graduate spaces.

Description of Space for Faculty to Fulfill all Four of Their Roles: teaching, scholarship, service, and advising.

The Department facilities provide adequate space for faculty to teach the graduate design and seminar courses. The University provides teaching spaces appropriate for more technical courses in other buildings on campus, all within a short walk from the Department offices.

Faculty have a wide range of scholarship interests and directions. Faculty offices provide access to internet resources. The University libraries provide additional resources and digital databases. Several faculty pursue scholarship linked to their continued professional practice in architecture in which case they pursue these activities typically outside the university facilities. For one faculty member, Assistant Professor Holmes, the University provided space on campus for environmental stations and these continue to provide research data.

Faculty perform service through a wide spectrum of activities, most on campus but also off campus. Campus service activities take place in a variety of locations depending on the nature of the service. Faculty offices provide work space for service activities while various spaces around the campus provide specific spaces for service obligations.

With the exception of two full-time faculty each full-time faculty member has a private office in which to conduct advising with students. The two faculty who share an office, by choice, arrange for confidential time should the need arise.

Figure I.2.2A Department Location Map

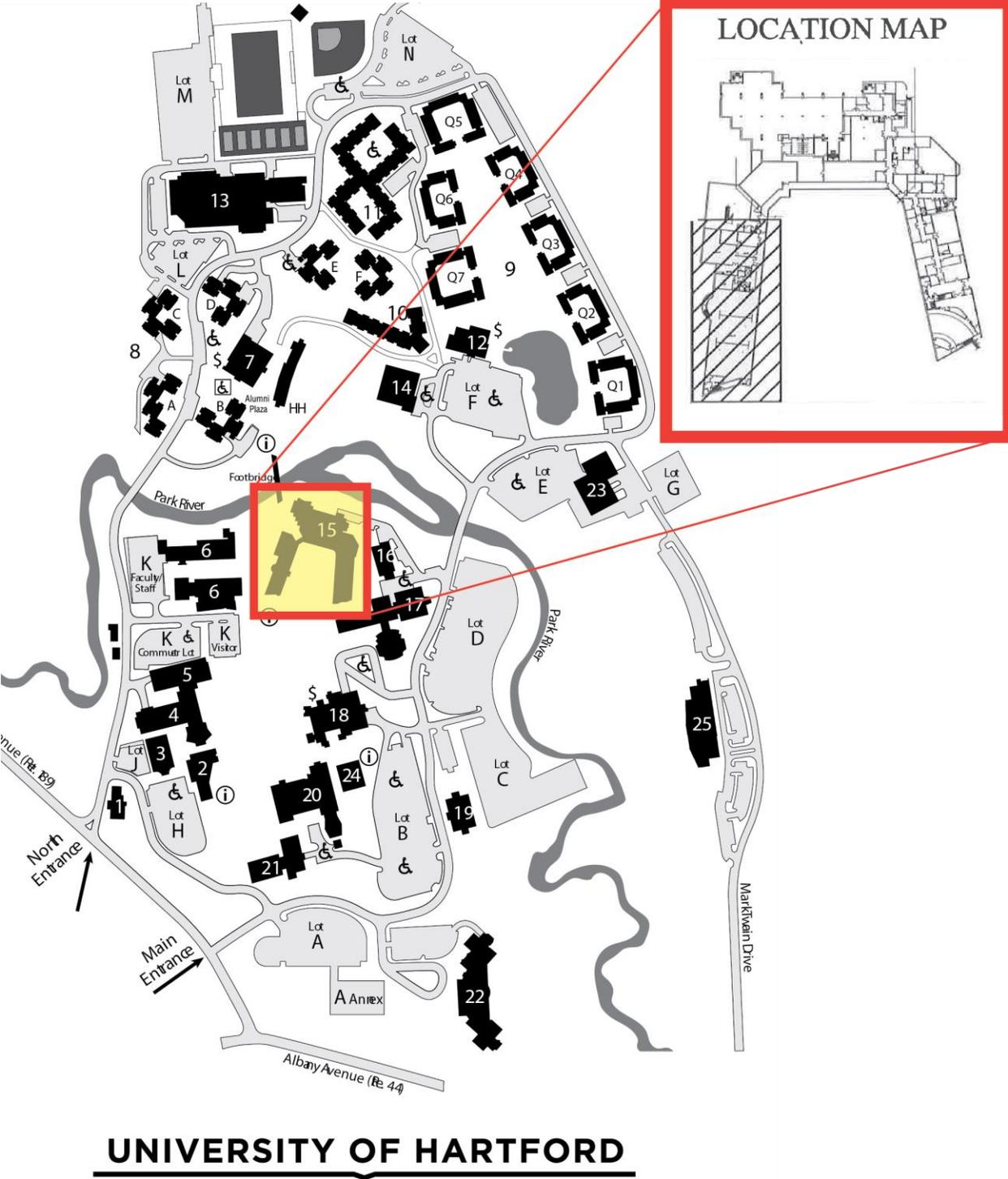


Figure I.2.B Department Floor Plans



I.2.3 Financial Resources

The APR must include the following:

- *A description of the institutional process for allocating financial resources to the professional degree program.*
- *A description of the expense categories over which the program has either control or influence.*
- *A description of the revenue categories over which the program has control or influence.*
- *A description of the scholarship, fellowship and grant funds available for students and faculty use.*
- *A brief summary of the following (limited to 1 page; may be a bulleted list):*
 - *Pending reductions or increases in enrollment and plans for addressing these changes.*
 - *Pending reductions or increases in funding and plans for addressing these changes.*
 - *Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
 - *Planned or in-progress institutional development campaigns that include designation for the program (e.g., capital projects or endowments)*

Institutional Process for Allocating Funds

Financial resource allocation for professional degree programs is part of a broader annual budgeting process that begins each fall with institution-wide revenue and headcount projections, and concludes in late spring with approval of the final budget by the University's oversight body.

Programmatic resource allocation requires collaboration amongst departments, schools and colleges, the Office of the Provost, and Financial Affairs. Deans and Associate Deans meet regularly with the Director of Budgeting and Financial Oversight for Academic Affairs throughout the year to discuss programmatic changes, faculty and other resource needs, timing of changes, etc., and develop a plan to accommodate those changes and needs into the operating budget. These periodic meetings culminate in a series of formal, scheduled meetings in April and May between the Director of Budgeting and Financial Oversight for Academic Affairs and the Institutional Budget Director during which the two offices finalize the full-time, adjunct and non-tenure track contract plan for the coming year. Non-faculty resources are allocated in a similar manner, in that Deans and Associate Deans meet annually with the Provost and Director of Budgeting and Financial Oversight for Academic Affairs to present a formal request for resource needs. In addition, department leadership and Associate Deans regularly communicate resource needs to the Director of Budgeting and Financial Oversight for Academic Affairs. The Provost and Director evaluates said needs along with resource availability and other considerations, and will allocate resources after careful consideration.

Table I.2.3A Revenue Categories with Program Control or Influence
Architecture Program Operating Budget Past (Actual) and Forecast

	2012-13 FY13	2013-14 FY14	2014-15 FY15	2015-16 FY16	2016-17 FY17
Grad assistants	8,600.05	4,079.98	3,180.00	1,000.00	8,011.81
Student PT	0.00	1,020.02	4,868.54	9,139.72	300.00
Postage	190.62	104.45	24.90	77.03	94.00
Telephone	437.33	367.45	7.46	0.00	275.45
Subscr/books/per	398.74	5.69	134.93	6,089.64	510.96
Memberships	10,881.02	10,498.00	12,878.78	4,284.54	4,065.19
Conting. Reserve Funds	4,195.77				3,166.70

Photocopying	8,927.35	433.35	680.70	506.64	491.04
Printing – in-house				120.00	
Printing contractual	207.50	402.50			117.19
Travel	5,128.81	11,161.42	11,416.12	6,611.74	3,602.23
Travel – International	517.28	600.00			
Recruiting		121.30	1,365.82	190.00	461.02
Faculty development	6,779.00	3,510.69	7,369.88	4,370.40	1,852.64
Contracted services	8,500.00	(2,500.00)	1,749.88	452.68	4,165.27
Honorarium	1,641.00	1,275.77	2,079.74		4,430.04
O&M service	37.50	111.37	26.25	32.75	100.23
Special scholarships	8,580.00	8,580.00	0.73		8,833.00
Equipment rent/repair	1,546.43	516.51	397.91	1,872.60	166.51
Special lab fees		5,150.00	7,585.25	14,449.33	8,609.90
Lab supplies			15,687.81	12,030.78	0.00
Computer supplies	30.84	664.16	2,285.06	356.77	147.74
Office supplies	2,235.57	8,321.79	6,111.10	2,074.14	2,269.61
Instructional supplies	581.83	264.94	830.26	850.55	288.45
Special events/projects	95.40	139.96		2,041.70	1,662.57
Research supplies		4,255.60	2,757.85		
Audio/visual	237.23				
Supplies & materials	906.77	2,650.74	2,238.21	1,750.03	2,065.67
Service contracts		229.15	107.88		206.23
Capital expenditures	500.00	3,483.93	3,249.00		173.64
Minor equipment	103.06	5,908.83	3,328.05	137.82	728.32
Minor computer equip	973.44		(3,406.31)		241.38
Computer software	2,495.00	2,100.47	1,555.56	295.00	90.42
Food	2,270.02	1,509.90	13,065.66	3,540.33	1,197.30
Special activities				8.05	
Interfund transfers	360.00	(20,000.00)	1,535.00	19,448.88	
Xfer to fund current ops	(4,029.73)				
Transfer to/from Plant	6,500.00				
Pool budget		16.25			
Transfer from Provost	3,404.00				
Transfer to fund ops	(4,134.67)				
Total	79,097.16	59,484.22	105,062.02	91,731.12	58,324.51

Table I.2.3B Comparative Total Dollars Spent per Student (by College Department)
Operating Budget – without Lab Fee Allocation

	2013-14	2014-15	2015-16	2016-17
	FY14	FY15	FY16	FY17
Architecture	151.02	151.79	128.31	111.81
Civil, Environmental, & Biomedical	68.38	75.41	85.90	95.28
Electrical & Computer	111.64	95.26	84.65	101.88
Mechanical	64.71	72.52	71.74	91.11

Development Activities

The Department of Architecture shares a full-time Director of Development with other departments in the College of Engineering, Technology, and Architecture. The Director of Development works with the Chair of the Department of Architecture to identify, develop, and manage potential donors. Development accounts have been established for informational resources to improve the library's architectural collection and the Department of Architecture's Lecture Series.

Scholarships, Fellowships, Grant Funds and Endowments

The Department, through the generosity of local architects, their families, and architectural firms, has established four scholarships/fellowships to support our graduate students:

- In 2007, The Tai Soo Kim Traveling Fellowship was established. This fellowship, given annually and made possible through the generosity of architect Tai Soo Kim, FAIA, supports the travel of a graduating Master of Architecture student (or student team) to further their independent study of architecture. Students can travel anywhere they wish. The program will support travel expenses of up to \$8,000.
- In 2010 the Department was the recipient of a new scholarship established by the family and the architectural firm of David LaBau, FAIA, who was a long-time supporter of the professional degree program and who served on the Department's Board of Advisors. The David LaBau Memorial Graduate Scholarship is given each year to the graduate student who has earned the highest GPA in the graduate program's first year, first semester.
- In 2012 the Frederick Mahaffey Memorial Scholarship was established by his partner to honor the memory of Fred Mahaffey, a former adjunct professor of architecture in both our undergraduate and graduate degree programs. This scholarship is awarded to a second-year student in the Master of Architecture program who demonstrates outstanding academic work and leadership, has financial need, a minimum 3.0 GPA, and is a member of the LGBT community.
- In 2013 the Architecture Masters Scholarship was established by the generosity of local architect Tai Soo Kim, FAIA. The purpose of the scholarship is to promote and enhance the education of graduate students in the Master of Architecture degree program. It is awarded to a student or students with financial need and a minimum GPA of 3.0.

The Department also offers a range of work-study and teaching assistantship opportunities to graduate students. Typically graduate students are offered teaching assistantships in the first year undergraduate studio courses (AET 110 Introduction to Architectural Graphics, AET 123 Architectural Design I), the history of architecture courses (AET 155 Ancient through Renaissance Architecture, AET 156 19th and 20th Century Architecture), and the structural design courses (AET 355 Engineering Mechanics, AET 364 Strength of Materials/Design of Wood Structures, AET 474 Design of Steel Structures, AET 484 Design of Reinforced Concrete Structures). In addition, graduate assistantships are given for assisting in the Wood Shop and Fabrication Lab to provide supervision during evening and weekend hours.

Separate fund lines in support of the architecture program, and their current balances, are as follows:

Table I.2.3C Restricted Architecture Fund Balances

	2014-15	2015-16	2016-17
Department of Architecture Information Resource Fund	12,254.00	12,254.00	12,254.00
Betty and Irving Sikov Book Fund	23,325.00	24,326.10	24,4326.10
Architecture Lecture Series (JCJ Architecture)	9,488.09	5,226.72	5,226.72
Architecture Student Exhibit (JCJ Architecture)	3,810.94	914.26	914.26
Architecture Fund	10,582.00	12,853.50	12,853.50
Frederick Mahaffey Memorial Scholarship	6,093.33	3,223.95	3,223.95
Architecture Lecture Series Endowment (JCJ Architecture)	200,000.00	200,000.00	200,000.00
Architecture Student Show Endowment (JCJ Architecture)	40,000.00	40,000.00	40,000.00
Dept of Architecture Informational Resources Endowment	12,254.00	12,254.00	12,254.00

Architecture Masters Scholarship	74,181.59	74,181.59	78,310.11
Tai Soo Kim Traveling Fellowship	8,439.51	9,647.63	8,574.94
David LaBau Memorial Graduate Scholarship Fund	43,563.43	43,563.43	44,313.43
Frederick Mahaffey Scholarship Endowment	71,753.93	71,753.93	71,753.93
Hartford Consortium Grant	(0.56)	3,343.22	3,343.22

To support scholarship awards and increase endowment levels the Department teams-up with the state chapter of the AIA (AIA|CT), and the Connecticut Architecture Foundation (CAF) to produce a fundraiser event in the spring. Typically in April, this Gala raises funds for the CAF and the Department's graduate scholarships - Architecture Masters Scholarship, David LaBau Memorial Scholarship, and the Fred Mahaffey Memorial Scholarship. The net proceeds are split evenly between the CAF and the Department of Architecture. The Gala begins with a lecture, open to the public, as part of the JCJArchitecture Architecture Lecture Series and concludes with a formal ticket-only reception and dinner in the University's 1877 Club. This activity is another example of the support the Department receives from the professional community as well as the professional society.

Pending Reductions or Increases in Enrollment and plans for addressing these changes. Enrollment in the professional graduate degree program has historically maintained a consistent upward trend, as show in the following table:

Table I.2.3D Graduate Enrollment – AY 2011-2012 through AY 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ARC 511	14	13	15	21	18
ARC 611	7	14	11	12	20
Total Enrollment	21	27	26	33	38

However, we anticipate a decline in total enrollment during the coming 2016-2017 academic year. Expected first year enrollment of 8 students and 18 returning students in second year yields a projected total enrollment of 26 students. A decline of 10 students for AY 2015-2016 is a significant. The reasons for this decline in first year students is not clear however it may be from a variety of factors including leadership transition, reduced marketing efforts, outdated marketing materials and an improved economy in which employment remains strong and potential graduate students choose not to commit to a full-time program. We have taken initiatives to rectify this dip in enrollments by 1) a new Graduate Program Director, 2) new marketing materials that better reflect our program and speak directly to the benefits, 3) updated Department and Master of Architecture web sites, 4) direct communications including weekly meetings between the Chair (Associate Professor James Fuller), the Graduate Program Director (Professor Daniel Davis) and the Enrollment Manager (Ann Lankford), and 5) plans for the Director to visit undergraduate pre-professional degree programs to market our graduate degree program.

Pending Reductions or Increases in Funding

The University implemented a 10% holdback on operating budgets, except salary lines, across the campus for FY 2017 (AY 2016-2017). This will be re-evaluated during the fall semester and may be adjusted, up or down, depending on final enrollment numbers. The Chair of the Department has reviewed the budget allocated for this year and will be closely scrutinizing all expenses. Accounting lines not directly related to academic purposes - such as postage, telephone, subscriptions, contracted services, honorarium, office supplies, and food – will be minimized in favor of academic lines, including faculty development. Photocopying will be kept to a minimum by encouraging faculty to upload course documents to Blackboard or distributing documents digitally to students.

Changes in Funding Models

Financial Affairs has notified the University community that it has set-aside resources to fund the 4th year of a faculty compensation equity plan that seeks to increase faculty salaries based on a thorough benchmarking review of comparable institutions. On top of the equity plan, the University has also set-aside sufficient resources to fund a salary merit adjustment pool equivalent to 2.25% of prior year salaries. Funding models for non-compensation resources, including instruction and overhead, remain relatively unchanged from prior years; however, the University has begun a more comprehensive space management program that seeks to ensure that all functions – academic and administrative – are utilizing University space to the fullest extent. The University has hired a new space-planning manager, and has purchased a state-of-the-art space management software program, to facilitate the effective allocation of classroom, lab and other critical spaces.

Planned or In-progress Institutional Development Campaigns

The Office of Institutional Advancement works with the University community on a variety of fundraising initiatives with institution-wide benefit, for example an in-progress renovation of the library; however, said initiatives are not specifically designated for the Master of Architecture program. There are currently no planned or in-progress institutional development campaigns specifically designated for the Master of Architecture program.

Institutional Financial Issues

The University's current financial position is stable and protects the institution from the uncertainty of temporary market conditions. In structuring its investment portfolio, the University endeavors to generate an annual return that exceeds the sum of inflation (modeled at 3%) and spending draw downs, which equate to 4% of the lesser of the ending quarterly market value of the respective fund or the twelve-quarter moving market average. As of June 30, 2015, the date of the most recent audited financial statements, 29% of the University's assets are allocated to fixed income assets, 19% to domestic stocks and other short-term investments, 37% to foreign and global securities, 10% to alternative investments, and 5% to real estate. The investment portfolio is continually monitored by University administration and its third-party investment advisor, and is subject to the oversight of the Investment Committee of the Board of Regents.

The University has generated operating surpluses each year for well over a decade, due primarily to continued emphasis on meeting enrollment targets, and adherence to a conservative financial plan. Annual operating budgets are established by Finance based on a variety of financial and operational assumptions – including full-time undergraduate headcount estimates provided by the University's Admissions Office – and are continually monitored and adjusted, as needed, as actual enrollment figures become clearer. The University's information technology system allows Finance to monitor transactional activity on a real-time basis, and helps Finance make well-informed decisions in support of a balanced budget.

I.2.4 Information Resources

The APR must include the following

- *A description of the institutional context for library and information resources.*
- *A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:*
 - *A brief description of the content, extent and formats represented in the current collection including subject areas represented.*
 - *A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.*

Prepared by Dr. Randi L. Ashton-Pritting, Director, University Libraries

University Libraries' Mission Statement (January 2015)

The Libraries support the mission of the University by providing a vital, information-rich environment central to the education of students, faculty and staff, and to the intellectual, personal, and social growth of our community. In partnership with the University community, the Libraries' staff is committed to the promotion of information and critical thinking skills that are essential to teaching, learning, scholarship, research, creative attainment, and professional training.

To achieve these ends, the Libraries foster academic inquiry, scholarly communication and life-long learning by collecting, organizing preserving and disseminating information resources and by providing instruction and guidance in their use.

The Library's mission statement supports the mission of the Department of Architecture:

"The Department of Architecture at the College of Engineering, Technology, and Architecture is a diverse community of practitioners, teachers, and students dedicated to educating future architectural professionals and growing the knowledge base of the profession. Our commitment is to engage architecture in its civic, social, and professional realms for the ultimate benefit of the built environment and those who use it."

Informational Resources

There are two discrete components that comprise the University of Hartford Libraries System. The 47,000 sq. ft. William H. Mortensen Library is located in the Harry Jack Gray Center and it houses the general collection for the entire University of Hartford. The Mildred P. Allen Memorial Library is located adjacent to Mortensen Library; it supports the programs of the Hartt School in music, dance, and the performing arts.

The University Libraries (UL) is an integral part of the Academic Affairs division of the University. As such, UL takes its direction from the Provost. Faculty provide guidance through the University Library Committee, composed of one faculty representative from each of the seven colleges.

UL has been guided since May 1995 by its Strategic Plan with a new strategic direction as of January 2015 that covers areas of collection management, financing, patron service, information technologies, physical plant, and staffing. UL has 12 FTE librarians and other professional staff, 11.5 FTE paraprofessionals, and 29.25 FTE student assistants.

Table I.2.4A Library Staff Expenditures

Types of Positions	Expenditures FY16
Librarians (Professionals)	\$739,515
Paraprofessionals (Full-Time)	\$247,843
Clerks (Part-Time)	\$43,122
Student Assistants	\$72,732
Volunteers	0
Total	\$1,103,212

The general library (W.H. Mortensen Library) collection includes the arts, sciences, humanities, the University Archives, and a special collection in Judaic Studies. The Mortensen Library serves the general University community, offering reference and instructional programs. The Reference is moving to the American Colleges and Research Libraries (ACRL) Standards of *visual literacy* and well as *information literacy* for our art and architecture students.

Interlibrary resource sharing services are supplemented by the libraries of the 10 colleges and universities in the Hartford Consortium for Higher Education, and are open to University of Hartford students and faculty for research and reference. Faculty, staff and students from many of the 45 Connecticut institutions of higher education may also borrow resources for the Council of Connecticut Academic Library Directors (CCALD) participating institutions. Students who obtain a borrowing card from a Connecticut public library (i.e. West Hartford) may borrow from all public libraries in the state.

Services

The resources of the main library are accessible 104 hours each week during the fall and spring terms (7:30a.m. – 1:30am Monday through Thursday; 7:30a.m. to 6:00p.m. Friday; 10:00a.m. to 6:00p.m. Saturday; and noon to 1:30am Sunday). Reference services are available from 7:30a.m. to 9:00p.m. Monday through Thursday; 7:30a.m. to 6:00p.m. Friday; 10:00a.m. to 6:00p.m. on Saturday, and Sunday from noon through 8:00p.m. Allen Library's hours are Monday through Thursday, 8:30a.m. to 11:00p.m.; Friday, 8:30a.m. to 6:00p.m.; Saturday, 10:00a.m. to 5:00p.m., and Sunday noon to 11:00p.m.

Students and faculty have access to hundreds of other library catalogs worldwide through the UL homepages. World Wide Web resources are accessed through a University of Hartford email account in a variety of ways: through their home modem, office, library, or computer user branch connection. Bibliographic Instruction for architecture students is available and offered as class instruction at the request of faculty. The Mortensen Reference Department is responsible for an electronic tutorial, which all students are encouraged to become familiar with. The University community can access that through: <http://library.hartford.edu/TUTORIAL/parta.asp>.

Access to UL online resources is available to anybody with a University of Hartford email account. The electronic library catalog is a component of UL's automated system using the vendor technology of PTFS (open source project from the Westchester Academic Libraries Directors Organization; WALDO). Students can access the Online Public Access Catalog (OPAC) through the Libraries, Campus Computer Center User Branches (one such branch is located in Mortensen Library), or through dorm room or home connectivity.

Search strategies on the OPAC can be directed at books, paper and electronic journals, videotapes, compact discs, periodical abstracts, the campus-wide information system, and databases. Furthermore: the UL home pages (<http://library.hartford.edu>) provide extensive information on library services and access points to Internet resources.

Since 1996, UL staff search for curriculum-centered disciplinary links to the WWW. Students and faculty who access this list will find annotated subject links to paper and electronic resources of special interest. The UL subject pages for Art and Architecture:

<http://library.hartford.edu/guides/guide.asp?subject=Art>

<http://library.hartford.edu/guides/guidecategory.asp?category=Architecture>

The Libraries have recently purchased a subscription to LibGuides which will replace our home-grown subject guides. LibGuides may be incorporated into the students' learning modules.

The electronic databases include indexes, full text, and journal abstracts to resources. The architecture students and faculty make extensive use of EBSCO, Applied Science & Technology Index, Avery, ArtBibliographies Modern, Artstor, Compendex (Engineering Village), ASCE's Civil Engineering database, Art Index, Grove Art (to only name a few), and WorldCat to identify off campus libraries where needed resources can be located. The UL Interlibrary Services will arrange to borrow library materials for the University community.

Facilities

The Anne Bunce Cheney Art Collection is located on the upper level of Mortensen with the bound and current journals located on the lower level interfiled with all other journals. The collection is arranged according to the Library of Congress classification system. Reference services are available through the Reference Department located on the main level of the W. H. Mortensen Library.

The art and architecture collection is intended 1.) to satisfy the present and anticipated curricular demands of the undergraduate and graduate students; 2.) to address the access needs of the faculty; and 3.) to provide the necessary means for patrons to access relevant electronic resources. As with many academic libraries, there are more needs than dollars can provide. To that end, we work increasing hard with faculty to explore options, pilot new and upcoming databases all with the hope of offering the best to our faculty and students.

Historically, building the art and architecture collection to meet the ever-changing curricular offerings has been a part of the mission of the UL. To that end, there are (as of 2016):

Table I.2.4B Art and Architecture Collection

Art items (located on the upper level)		24,406 books and videos, 77 journals
Architecture (LC Class NA)	4312	
Urban Studies (LC Class HT)	963	
School Design (LC Class LB3201-3325)	77	
Hospital Design (LC Class 960- 967)	30	
Landscape Architecture (LC Class SB)	355	
Civil Engineering (LC Class TA)	1,196	
Home Furnishing (LC Class TT)	251	
Houses Dwellings (LC Class GT)	311	
Aesthetics (LC Class BH)	150	
Ethics (LC Class BJ)	685	
Highways (LC Class TE)	32	
Railroads (LC Class TF)	30	
Bridges (LC Class TG)	114	
Total	8,506	
With a grand Total of	12,895	

Table I.2.4C Library Collection Expenditures

Type of Collection	Number of Volumes Included in books	Expenditures This Year FY16
Standing Orders		\$64.998

Periodical Subscriptions Paper/Electronic	36,000	\$421,905
Books		\$70,774
Microfilm Reels	11,171	Included with periodicals
Microfiche	369,787	Included with periodicals
Slides	0	We do not purchase
Videos/DVDs	4,099	Included with books
Drawings	0	We do not purchase
Databases	250	\$425,245.00
Total		\$982,922.00

These statistics are not as meaningful to assessing library functionality as they once were. In recent years many academic libraries have abandoned the notion of comprehensive local holdings; even the more modest goal of self-sufficient local collections has been abandoned by many academic libraries. The ownership paradigm has given way to the access paradigm for evaluating collections. At the University of Hartford there is a continuing institutional commitment to provide undergraduates with locally owned paper and electronic-based resources. Demand for specialized research documents needed by advanced students and faculty are subsequently satisfied primarily through electronic access to more extensive collections housed elsewhere.

UL holdings are supplemented annually by approximately 6,237 titles added to the collections through purchase and donation. Funding lines are dedicated from the annual acquisitions and endowment budget. These expenditures do not include separate funding for relevant reference materials, indexes, electronic databases, or electronic/paper journals subscriptions.

The art/architecture collection has been funded this fiscal year:

FY16 \$12,189.00

The amount allocated will vary year by year since it is based on changing variables. The allocation is determined by the formula that weights credit hour production (enrollment), resource costs, and usage. Also, allowances are made when faculty justify the importance of directing funds to maintain journal subscriptions through redirection of resources from the collection development budget.

Since FY03 the architecture collection has benefited from the Betty and Irving Sikov Book Endowment. In FY07 the architecture collection was awarded another endowment supported by the AIA/CT. These are dedicated endowments strictly for architecture materials. There are other fund lines that help support this collection including but not limited to: art, civil engineering, urban studies, education, and health.

Over the year, many items have been donated to the collection by our faculty, staff and the professional community. The support for the collection has been impressive since the beginning with David LaBau and the entire Connecticut AIA. Our faculty members Michael Crosbie, Daniel Davis, James Fuller, Elizabeth Petry, and Theodore Sawruk are full supporters of the collection with additional items.

Mortensen Library supports a variety of technology needed by the University Community. The University's largest Office Technology Services (OTS) student computer user branch is located on the main level of the library. Support and maintenance of the users branch is through OTS.

There are 100 PCs and 8 dual-platform iMACS that provide public access in an Office of Technology Services (OTS) User Branch housed on the main level of the Mortensen Library. The Library circulates 20 laptops plus iPads for patron use. During the summer 2007, a joint project between the Library and ITS (name changed in 2016) created 2 collaborative pods (cPODS) with 42 inch monitors, one computer, 3 mice and 3 keyboards. The cPODS allow true collaboration between students. The project was a major success and to that end, Mortensen Library has created 8 more cPODS in a variety of sizes to suit multiple needs.

In September 2011, the Mortensen Library converted the reference office into a new state of the art classroom, named the KF Room. Currently, the Library maintains two classrooms for library instruction. Both rooms are available for one-off sessions and may be reserved by faculty. Both rooms are used for library instruction as well as presentations, speakers, faculty training, meetings, and student presentations.

Summer 2015, the Mortensen Library embarked on another major project - the building and renovation of the Starbucks café. The Goodwin Café was a major addition to the Library and has been used heavily for 5 years. The Starbucks renovation was much needed and a facelift. May 2016 began the major addition and renovation of the Mortensen Library, expected completion day of June 2017. The addition will add approximately 8,500 square feet of space. More student space will be added to the Library with more computers, collaborative spaces, areas for quiet study, as well as unknown future opportunities.

I.2.5 Administrative Structure & Governance

The APR must include the following:

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*
- *A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.*
- *A chart or graphic that illustrates the description.*

Description of Administrative Structure

The architecture program is part of the College of Engineering, Technology, and Architecture (CETA), which is organized into four departments headed by four Department Chairs. The four departments are: Architecture; Civil, Environmental, and Biomedical Engineering; Samuel I Ward Electrical and Computer Engineering; and Mechanical Engineering. Departments may appoint program directors for specific areas of curriculum. The CETA is one of seven schools and colleges that comprise the University of Hartford (College of Arts and Science; Barney School of Business; College of Education, Nursing and Health Professions; The Hartford Art School; The Hartt School of Music, Dance and Theater; Hillyer College; and the College of Engineering, Technology, and Architecture.)

The administrative structure of the Department of Architecture consists of a Chair and two Program Directors. The current Chair is Associate Professor James E. Fuller, AIA NCARB. He is also the Undergraduate Program Director. The current Graduate Program Director is Professor Daniel Davis, AIA NCARB LEED AP bd&c. The Chair of the Department of Architecture is a rolling one-year appointment. The responsibilities of a Department Chair, according to the University's Faculty Policy Manual, include:

A Department Chair works under the direction of the Dean of the school within which the department is situated and is responsible for the administration, supervision, and coordination of the personnel and the activities of the department, in accordance with democratic procedures. These duties include: working with the faculty in matters of curricular development; assigning teaching duties within the department; advising the Dean on recruitment of faculty and other department personnel; assisting the Dean in evaluating faculty members for salary increases; initiating promotion and tenure requests and assisting in preparing the budget; conducting Department meetings; assigning responsibility for development of syllabi; recruiting, supervision, assignment, and evaluation of part-time faculty; selecting equipment; preparing written evaluations of faculty; implementation of assessment and continuous improvement plans in the subject matter area of the Department. The Chair teaches a reduced load of 6 credits per semester or 12 credits per academic year.

The responsibilities of the Program Directors in the Departments include:

Setting the tone and direction of the program and act as its champion; assisting the faculty in reviewing content of the program related to courses they teach; advising students in that particular program and serve as decision maker if questions arise from other faculty advisors; assisting the Chair in course scheduling and adjunct faculty hiring; reviewing all program courses taught each term and prepare Blue Sheets and Tracking Sheets as needed; serving as liaison between students and department chair regarding academic issues; coordinating program review board and program faculty meetings; preparing documents regarding program for internal and external use; insuring that staffing of all open house and orientation events takes place.

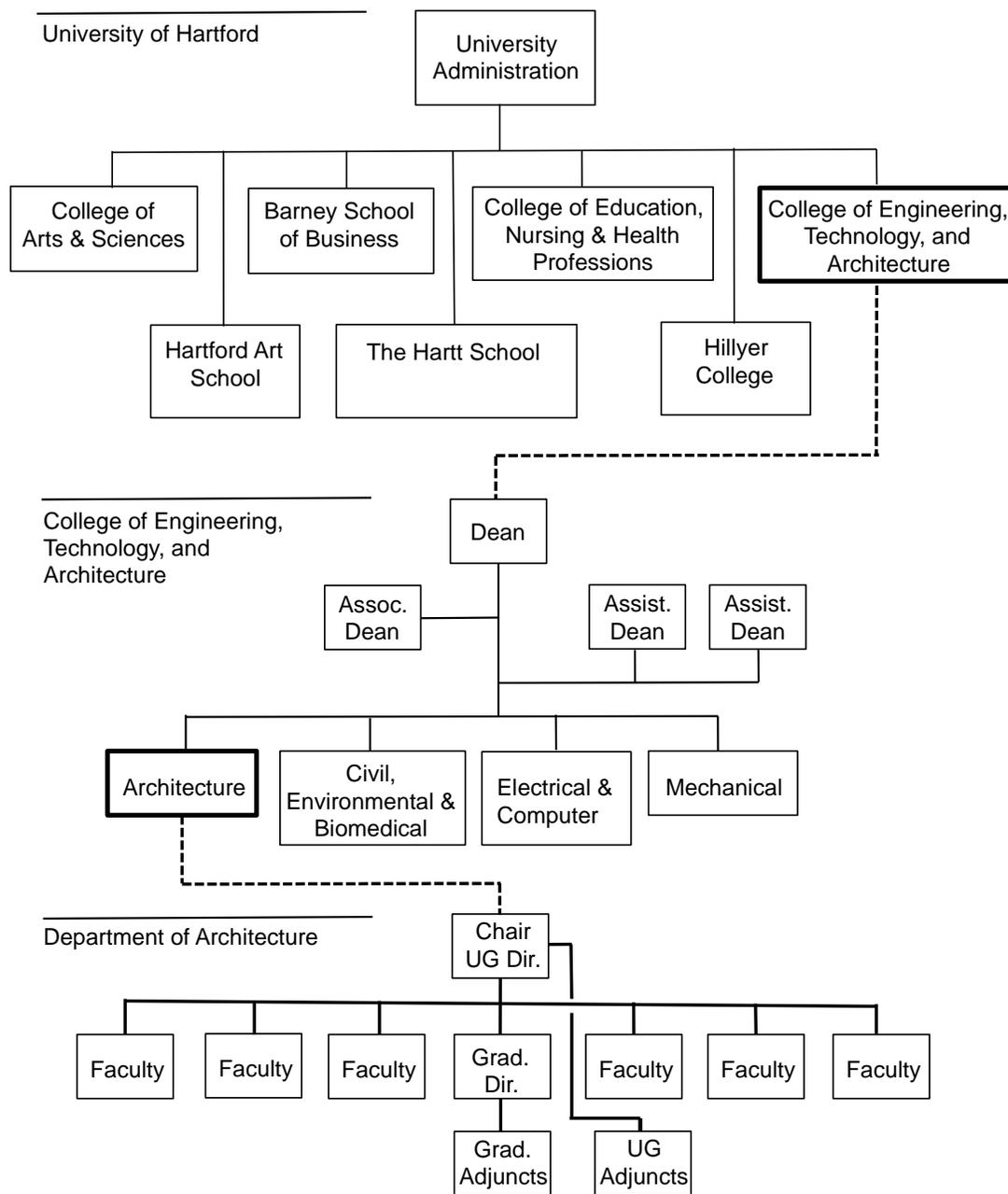
Faculty and staff are engaged in the administration of the department through informal open dialogue with the Chair as well as open discussions on department issues at monthly Department meetings. Students openly express their views to faculty, Program Directors and the Chair who in turn bring issues before the full faculty at Department meetings. Several faculty have served or currently serve on College and University governance bodies including the Dean's Leadership Team at the college level and the Faculty Senate at the University level. The current Department Chair served 8 years on the Faculty Senate including one year as Chair of the Faculty Senate. He also served on the Board of Regents. Associate Professor Elizabeth Petry served on the Faculty Senate including holding an officer position as Senate Secretary. Currently Associate Professor Theodore Sawruk and Assistant Professor Seth Holmes serve on the Faculty Senate.

A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.

There are permanent and ad-hoc committees within the Department and College. These committees provide critical input and direction to the Department. For example, department faculty serve or have served on the CETA Curriculum Committee. In addition, two Department faculty serve on the CETA Strategic Planning Committee. The Department Chair serves on the Dean's Leadership Team. The Leadership Team meets weekly to share information, provide feedback to the Dean and make decisions on issues affecting the College. The Chair and the Program Directors manage the Department of Architecture. This task includes recruiting and admissions responsibilities and assisting in the long- and short-range goal-forming process. Input and collaboration is solicited from full- and part-time faculty, the Department's Board of Advisors, undergraduate and graduate students, and alumni.

A chart or graphic that illustrates the description is found on the following page.

Chart I.2.5A Administrative Structure



II.1.1 Student Performance Criteria

The APR must include:

- *A matrix for each accredited degree program offered and each track for meeting the requirements of the professional degree program, which identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix must indicate those SPCs expected to have been met in preparatory or preprofessional education prior to admission to the NAAB-accredited program (see also Condition II.3).*
 - *The bottom section of the matrix must include only criteria that are demonstrated in the accredited degree program or track.*
In all cases, the program must limit the designations to the 2-3 cells that point to the courses in which the greatest evidence of student achievement is expected to be found. (For a sample matrix, see Appendix 4.)
- *A brief description of the pedagogy and methodology used to address Realm C (see page 15 of the 2014 Conditions).*
- *A brief description of the methodology for assessing student work (i.e. "high" v "low" pass).*

Chart II.1.1A Matrix of Criteria Addressed in Required Master of Architecture Courses

(please see the following page.)

Master of Architecture Program

Matrix showing Criteria addressed in Required Courses
 Bachelor of Science and Master of Architecture

	NAAB Student Performance Criteria								Professional Conduct																			
	Ab A1	Ab A2	Ab A3	Ab A4	Ab A5	Ab A6	Un A7	Un A8	Ab B1	Ab B2	Ab B3	Ab B4	Ab B5	Ab B6	Un B7	Un B8	Un B9	Un B10	Un C1	Ab C2	Ab C3	Un D1	Un D2	Un D3	Un D4	Un 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 355 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	REALM A								REALM B										REALM C			REALM D						
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

Pedagogy and Methodology Used to Address Realm C

During a meeting of graduate program faculty held in August 2015 the new criteria and the four Realms were reviewed and discussed. With regard to Realm C - Integrated Architectural Solutions – it was decided that the best approach to cover the required skills of the integration criteria was to share them across the design studios ARC 511 Architectural Studio I, ARC 521 Architectural Studio II, ARC 611 Architectural Studio III as well as in ARC 613 Thesis Research. According to the matrix in section II.1.1, ARC 621 Master's Thesis is the course in which all three skill areas required in Realm C – Research, Integrated Evaluations and Decision-Making Process, and Integrative Design - are synthesized. As each thesis project is varied and unique, how each student addresses the criteria is also varied.

Methodology for Assessing Student Work (i.e. “high” v “low” pass).

Each faculty member is responsible for providing the documentation of the criteria associated with their course and the expectations for what constitutes “A”, “B”, “C” work. Some faculty have developed rubrics for grading assessment. As academic year 2015-2016 was the first year in which the new criteria and realms were initiated the rubrics based on these new criteria were developed in certain courses. The intent is to evaluate the effectiveness of the rubrics, review them during a faculty meeting, modify them as necessary, and distribute them to the rest of the faculty for use and customization for their course(s). Each faculty member assesses the work from their section and determines the high and low pass work. The evaluation is based on how well the student addresses the criteria identified as weighed against the rubric.

II.2.1 Institutional Accreditation

The most recent letter from the regional accreditation agency, the New England Associate of Schools and Colleges (NEASC) can be found on the following pages.



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

MARY JO MAYDEW, Chair (2012)
Mount Holyoke College

RICHARD L. PATENAUDE, Vice Chair (2013)
University of Maine System

DORIS S. ARRINGTON (2012)
Capital Community College

NEIL G. BUCKLEY (2012)
Emmanuel College

DAVID E.A. CARSON (2012)
Hartford, CT

PETER V. DEKLE (2012)
Roger Williams University

JUDITH S. KAMM (2012)
Bentley University

WILLIAM F. KENNEDY (2012)
Boston, MA

KIRK D. KOLENBRANDER (2012)
Massachusetts Institute of Technology

REV. JEFFREY P. VON ARX, S.J. (2012)
Fairfield University

JEAN A. WYLD (2012)
Springfield College

DAVID F. FINNEY (2013)
Champlain College

TERRENCE A. GOMES (2013)
Rexbury Community College

MARTY W. KRAUSS (2013)
Brandeis University

LINDA S. WELLS (2013)
Boston University

ANDREW S. EVANS (2014)
Wellesley College

DAVID S. GRAVES (2014)
Laureate Hospitality, Art & Design

B. BRUCE HICHHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2014)
Mitchell College

DAVID J. LEVINSON (2014)
Norwalk Community College

BRUCE L. MALLORY (2014)
University of New Hampshire

PATRICIA MAGUIRE MESERVEY (2014)
Salem State University

WALLACE NUTTING (2014)
Saco, Maine

CHRISTOPHER J. SULLIVAN (2014)
Concord, NH

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Associate Director of the Commission
PAULA A. WATBECKE
E-Mail: pawatbecke@neasc.org

Associate Director of the Commission
CAROL L. ANDERSON
E-Mail: canderson@neasc.org

May 8, 2012

Dr. Walter L. Harrison
President
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117

Dear President Harrison:

I am pleased to inform you that at its meeting on March 1, 2012 the Commission on Institutions of Higher Education took the following action with respect to University of Hartford:

- that University of Hartford be continued in accreditation;
- that the University submit a fifth-year interim report for consideration in Fall 2016;
- that, in addition to the information included in all interim reports, the University give emphasis to its success in:
 1. achieving its goals to reduce the discount rate and to redirect funds for improvements in faculty compensation, program growth, and facilities repair and renovation;
 2. aligning the IT strategic plan with the institutional and academic strategic plans;
 3. enhancing the services and support provided by the Faculty Center for Learning and Development, particularly in relation to on-line instruction;
 4. undertaking academic program review, with particular attention to undergraduate programs with low enrollment;
 5. strengthening the integration of graduate education and research activities into University governance and budgeting;

that the next comprehensive evaluation be scheduled for Fall 2021.

The Commission gives the following reasons for its action.

209 BURLINGTON ROAD, SUITE 201, BEDFORD, MA 01730-1433 | 781-271-0022 | FAX 781-271-0950
<http://cihe.neasc.org>

Dr. Walter L. Harrison
May 8, 2012
Page 2

University of Hartford is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We commend University of Hartford for the progress made since the last comprehensive evaluation and concur with the visiting team that, during this period, the institution experienced a "renaissance without parallel in its history." We note with favor the University's well-developed planning and evaluation processes that include specific planning efforts related to academic programs, technology, and facilities. The periodic review of academic programs includes assessment of individual program effectiveness and core learning outcomes that enable improvements in the curriculum. Graduate enrollment has increased by over 80% during the last decade, and the full integration of graduate education continues to evolve. The Faculty Center for Learning Development appears to be reinforcing best practices throughout the academy, and joint efforts with the University libraries also provide considerable support for faculty. The University's new content management system has helped to ensure consistency of information reporting across the campus. We are gratified to learn of the ways in which University of Hartford has infused community-based service learning across the curriculum, with a majority of undergraduate students participating in some form of service. We share the judgment of the visiting team that the University is successfully accomplishing its mission as a "private university with a public purpose" and is well positioned to build upon the achievements of the past ten years.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all fifth-year reports the University is asked, in Fall 2016, to report on five matters related to our standards on *Organization and Governance, The Academic Program, Faculty, Physical and Technological Resources, and Financial Resources*.

The Commission understands that the University has set a goal to reduce its discount rate from 46% to 42% while maintaining enrollment and to redirect these funds to support faculty compensation, program growth, and facilities repair and renovation. We note that deferred maintenance is estimated to be in excess of \$130 million and appreciate the University's candid acknowledgement that it needs to "invest more in updating its physical plant." We look forward, in Fall 2016, to learning of the institution's success in achieving these goals, as informed by our standards on *Physical and Technological Resources and Financial Resources*:

The institution ... determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution (8.4).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students ... (9.3).

The institution and its governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve (9.5).

University of Hartford has taken steps to align its Information Technology Services (ITS) strategic plan with its institutional and academic strategic plans, as exemplified by decisions regarding the purchase and integration of new technology among the units supporting the curriculum and faculty. However, full integration to assure coherent institutional planning and decision-making remains a work in progress, and we concur with the visiting team that the University would benefit from a clearer articulation of how it will use technology to support institutional growth. We are pleased to

Dr. Walter L. Harrison

May 8, 2012

Page 3

learn the University intends to convene a group to undertake integrated technology planning. The Fall 2016 interim report will provide the institution with an opportunity to apprise the Commission of its progress here, as guided by our standards on *Planning and Evaluation* and *Physical and Technological Resources* (cited above and below):

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services (8.7).

As noted in both the self-study and team report, on-line learning at University of Hartford is "growing," and the Faculty Center for Learning and Development intends to enhance its role and resources in relation to supporting faculty in the instructional design of on-line learning courses. We welcome information about this in the next fifth-year report, and our standard on *Faculty* informs us here:

The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners (5.13).

The Commission notes that the proliferation of undergraduate degree programs at the University has resulted in a number of noticeably small-enrollment programs, raising questions about efficacy and efficiency. We concur with the visiting team that the institution would benefit from a systematic review of its undergraduate majors, with particular attention to low-enrollment programs. We are gratified to learn that the University has launched Foundation of the Future, a campus-wide comprehensive program review and prioritization process. We look forward, in Fall 2016, to receiving further information regarding the University's efforts. Our standard on *The Academic Program* is particularly relevant here:

... The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. The institution provides sufficient resources to sustain and improve its academic programs (4.3).

The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives (4.10).

Finally, we are pleased to learn that the University is considering several models to provide effective integration of the oversight of graduate study, sponsored research, and scholarship. We understand that the University expects to finalize a structure during Summer 2012 and to fill positions after that. We anticipate being apprised, through the Fall 2016 report, of the University's success in this endeavor. Our standards on *Organization and Governance* and *Faculty* provide guidance here:

Dr. Walter L. Harrison
May 8, 2012
Page 4

... The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered (3.10).

All faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Scholarship and instruction are integrated and mutually supportive (5.21).

Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices (5.22).

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

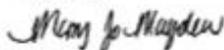
The Commission expressed appreciation for the self-study prepared by University of Hartford and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and, via telephone, Dr. Robert A. Scott, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Thomas J. Groark. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Mary Jo Maydew

MJM/jm
Enclosure

cc: Mr. Thomas J. Groark
Visiting Team

II.2.2 Professional Degrees & Curriculum

The APR must include the following:

- *Title(s) of the degree(s) offered including any prerequisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *For each accredited degree program offered or track for completing the NAAB-accredited degree the program must provide the following:*
 - *A table showing the distribution of general studies, required professional studies, and optional studies.*
 - *A list of minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB-accredited degree.*
 - *A list of the minimum number of semester credit hours or the equivalent number of quarter hours required for each semester or quarter, respectively.*
 - *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*
 - *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially preprofessional degrees in architecture and post-professional degrees.*

The accredited professional degree program in the Department of Architecture at the University of Hartford is the Master of Architecture program. This degree program qualifies our Master of Architecture graduates to take a state professional ARE licensing examination after a required internship period.

The Department of Architecture at the University of Hartford established its undergraduate four-year Bachelor of Science degree program in Architectural Engineering Technology in 1991. The creation of the two-year Master of Architecture degree program fits the “4+2” structure, with the first professional architecture degree awarded at the graduate level after attaining the pre-professional degree. The Master of Architecture degree program is intended to provide our graduates with the requisite educational background to enter the professional practice of architecture. The professional program balances theoretical, technical, and creative knowledge in the civic, social, and professional realms of architecture. Students are encouraged to round out their education with professional electives offered through the Hartford Art School, CETA’s Engineering departments, and the Barney School of Business.

Our undergraduate pre-professional degree program is ETAC/ABET accredited. Recipients of the four-year pre-professional architectural degree may apply for admission directly into the Master of Architecture program. The graduate curriculum, which requires at least 64 credit hours for completion, is built upon the undergraduate pre-professional degree foundation.

Fundamental to the graduate curriculum is the architectural design studio sequence. Informing and enriching the studio experience for students in the Master of Architecture Program are courses in site planning, building systems, building economics, structures, architectural history and theory, professional practice, and urban planning. Great emphasis is placed on the student’s ability to integrate and synthesize the information in these courses into appropriate architectural form in the design studio, which ideally engages the civic, social, and professional realms of architecture.

Table II.2.2A Distribution of Courses – M.Arch (Preprofessional plus)

Area	Credits
General Studies	48
Required Professional Studies	52
Optional Studies	12

Outline of Curriculum for Master of Architecture Degree

The Master of Architecture Program is a 64-credit professional degree curriculum (pre-requisites are listed on Course Description Sheet) organized as follows:

FIRST YEAR

Fall

ARC 511 Architectural Studio I	6 Credits
ARC 513 Advanced Building Systems	3 Credits
ARC 622 Advanced Urban Issues	4 Credits
Professional Elective	3 Credits
<hr/>	
Total Semester Credits:	16 Credits

Spring

ARC 521 Architectural Studio II	6 Credits
ARC 523 Advanced Structures	3 Credits
ARC 612 Advanced Design Theory	4 Credits
Professional Elective	3 Credits
<hr/>	
Total Semester Credits:	16 Credits

SECOND YEAR

Fall

ARC 611 Architectural Studio III	6 Credits
ARC 512 Advanced Site Planning	4 Credits
ARC 613 Thesis Research	3 Credits
Professional Elective	3 Credits
<hr/>	
Total Semester Credits:	16 Credits

Spring

ARC 621 Master of Architecture Thesis	6 Credits
ARC 522 Advanced Building Economics	4 Credits
ARC 623 Advanced Professional Practice	3 Credits
Professional Elective	3 Credits
<hr/>	
Total Semester Credits:	16 Credits

Total for Master of Architecture Program 64 Credits

Examples of Minors or Concentrations for Master of Architecture Degree

The Department of Architecture's elective courses offer the opportunity to study aspects of architecture in greater depth and detail than in the core courses. Graduate students may pursue dual degree options combining a Master of Architecture with a Master of Fine Arts, Master of Engineering, or Master of Business Administration degree programs.

II.3 Evaluation of Preparatory Education

The APR must include the following:

- *A description of the policy or policies regarding admission requirements and admission decisions.*
- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description must include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record.*

Note: If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

The evaluation of Master of Architecture graduate program applications for conformance with the University of Hartford's pre-professional architecture degree program, including previous degree(s) earned by the applicant, is conducted through a systematic and thorough procedure. The evaluation is conducted to ensure that:

- a required pre-professional Bachelor of Science or Bachelor of Arts degree in architecture has been conferred to the candidate and;
- courses required for this degree meet the required minimum expected of a candidate for admission to the Master of Architecture degree program.

In the event that the above are not met, the candidate may still be considered for admission pending a further review of his/her application, particularly the academic transcript. Additional materials may be requested of the candidate as needed to evaluate the content of selected courses. The additional materials may include specific and complete course descriptions, syllabi, descriptions of assignments, examples of completed assignments, and evaluation of specific goals and outcomes of courses. The evaluation is conducted by the Program Director of the University of Hartford undergraduate architecture degree program, who may work with other Hartford architecture professors that oversee undergraduate courses sequences in such areas as structures, or history, or MEP.

In the case of students whose pre-professional architecture degrees are from foreign institutions, the evaluation for acceptance includes a thorough review of the degree and course evaluations as conducted by the World Educational Services (WES).

If it is found that particular course content necessary for admission to the Master of Architecture program has not been met, two actions are possible:

- denial of acceptance
- conditional acceptance

Conditional acceptance may be granted if the course content lacking in the student's undergraduate program is of such a nature that, while required of the graduate program, the Graduate Admissions Committee feels the material could be successfully addressed through a minimum number of undergraduate architecture courses taken at the University of Hartford. The conditional acceptance is always contingent on the student successfully completing these courses. Students with a conditional acceptance to the Master of Architecture program may not take graduate courses until the conditional undergraduate architecture courses are successfully completed, with a grade of at least a B. All other criteria of conditional acceptance must be in compliance with the relevant Immigration and Naturalization Services (INS) guidelines for students applying for student visas to study in the United States.

In the case of conditional acceptance, we have found that there tends to be one or more of four areas of the undergraduate curriculum missing:

- structural analysis/design sequence – The University of Hartford Department of Architecture Pre-Professional Bachelor of Science degree requires successful completion of four structural analysis/design courses including the design of wood, steel and concrete structures, for a total of 16 credits;
- mechanical, electrical, and plumbing systems;
- architectural history – While most applicants have met this requirement it has been found that some have only taken one general survey course in architectural history; the University of Hartford pre-professional degree requires two courses.

- CAD – Most applicants have taken at least one course in CAD, even if it was not required at their undergraduate institution. However, we ensure that the curricular content and necessary skills for CAD/visualization be met by successful applicants. We require CAD/visualization, using Revit, in AET 242 Construction Documents.

The Master of Architecture Matrix showing Criteria addressed in Required Courses shown in Section II.1.1 of this APR indicates those Student Performance Criteria (SPC) expected to be met by undergraduate courses in the Architectural Engineering Technology BS degree program at the University of Hartford.

In the case of applicants from outside the University of Hartford, these same SPCs are expected to have been met. In the case of conditional acceptances, as outlined above, the specific SPCs addressed in the relevant courses must be met through one of two means:

- Enrollment in the University of Hartford's pre-professional Bachelor of Science in AET to take the specific courses required to meet the missing course content and required SPCs, or
- Completion of appropriate courses at another institution to meet the missing course content and required SPCs. In this instance, documentation of the courses, including course description and syllabus, is required to confirm compliance with the admission requirements of the Master of Architecture program related to course content and SPCs.

The following text is taken from Graduate Application Review Documentation. It represent the typical review process and resulting evaluation document when accessing another institution's curriculum and individual applicant's transcript.

MEMO

To: Mike Crosbie
Associate Professor
Chair, Department of Architecture

From: Jim Fuller
Associate Professor
Undergraduate Program Director, Architecture

Date: 4 April 2008

Re: Review of Keene State College curriculum vis-à-vis MArch criteria Mike,

I have reviewed the Keene State College course listings as supplied by three alumni who are candidates to our MArch program. I have the following observations and recommendations:

Structures sequence - only one course is offered on structures (ARCH 375) and it is an elective. It is a general statics course. If students took this course than they would be able to skip our first structures course (AET 355) but would have to take the next three (AET 364, AET 474 and AET 484). If they did not take the Keene State course, they would have to start with our first course (AET 355) and progress through the others as well.

Architectural History – According to the Keene State documents, only the second history course is required (ARCH 355). This covers Baroque – 1960's. There is an elective course which covers pre-historic to Baroque (ARCH 350). If students did not take ARCH 350 they would be required to take our AET 155. From the three students we have

applying for the fall 2008, one (*Candidate 1*) did take both courses. The other two are questionable since we do not have their Spring 2008 semester courses. However, ARCH 350 is only offered in the Fall semester according to the Keene State literature. It does not appear that *Candidate 2* took ARCH 350.

Materials and Methods of Construction – All three applicants took TDS175 at Keene State. This is Construction Materials and Processes. However, there is no description of the course in the Keene State catalogue or on-line. Its content cannot be verified. This course is not listed as a requirement so the caution is that other applicants may not have taken any materials and methods course. If they did not, they would have to take our AET 232 course.

MEP – The Keene State literature states that ARCH 370 Architectural Systems is required. This is an MEP course. However, it appears that it may have been a recent requirement since one current applicant (*Candidate 1*) did not take this course. Students should confirm they have taken the course otherwise they must take AET 241.

CAD – A CAD course is not required. However, there are several CAD courses offered as electives and all three applicants have taken at least an introductory CAD course. Future applicants would have to confirm taking a CAD course otherwise they should take our AET 242.

In summary:

Structures: ALL Keene State students applying for UH MArch. program MUST take AET 364 Strength of Materials for Architects, AET 474 Steel Design and AET 484 Concrete Design. An option to exam out, through the Credit by Exam process, is always available if candidates feel they have the knowledge.

Structures: Some Keene State students MUST take AET 355 Engineering Mechanics in addition to the three courses listed in Item 1 above. This would be required if they did not take ARCH 375 at Keene State.

Architectural History: Some students MUST take our AET 155 History of Architecture I if they did not take ARCH 350 at Keene State.

Materials and Methods: ALL applicants MUST verify that they took TDS 175 or its equivalent. If they did not, they MUST take AET 232 or do Credit by Exam.

MEP – ALL applicants MUST verify that they took ARCH 370 or its equivalent at Keene State or they MUST take AET 241 Mechanical, Electrical and Plumbing Systems at UH. An option is Credit by Exam.

CAD – ALL applicants MUST confirm that they took at least an introductory CAD course. If not, they MUST take AET 242 or do Credit by Exam.

Current applicants:

Candidate 1: Must take: AET 364, AET 474, AET 484, AET 241

Candidate 2: Pending review of Spring 2008 courses, must take: AET 355, AET 364, AET 474, AET 484, AET 155. (He took TDS290 ST: Arch History – Major Buildings but we cannot tell what this is. He could show us text, quizzes and exams if he feels it covered the materials from AET 155.)

Candidate 3: Pending review of Spring 2008 courses, must take: AET 355, AET 364, AET 474, AET 484, AET 156 Arch. History II.

For individual applicant reviews a new form was developed to document the Graduate Application Review when there may be curriculum lacking in the applicant's transcript. The following is a sample of the Prerequisite Evaluation for Graduate Admission form. (Note: the applicant's name has been deleted in this NAAB APR for confidentiality purposes.)

II.4 Public Information

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available.

II.4.1. Statement on NAAB-Accredited Degrees

<http://www.hartford.edu/ceta/graduate/master-of-architecture/default.aspx>

II.4.2. Access to NAAB Conditions and Procedures

http://www.hartford.edu/ceta/files/pdf/architecture/2009_NAAB_Conditions_for_Accreditation.pdf

http://www.hartford.edu/ceta/files/pdf/architecture/2014_NAAB_Conditions_for_Accreditation.pdf

http://www.hartford.edu/ceta/files/pdf/architecture/2015_Procedures.pdf

II.4.3. Access to Career Development Information

<http://www.hartford.edu/career-services/>

II.4.4. Public Access to APRs and VTRs

<http://www.hartford.edu/ceta/files/pdf/architecture/HARTFORD2008APR.pdf>

<http://www.hartford.edu/ceta/files/pdf/architecture/HARTFORD2010APR.pdf>

<http://www.hartford.edu/ceta/files/pdf/architecture/HARTFORD2016APR.pdf>

<http://www.hartford.edu/ceta/files/pdf/architecture/hartford2008vtr.pdf>

<http://www.hartford.edu/ceta/files/pdf/architecture/hartford2011vtr.pdf>

II.4.5. ARE Pass Rates

2011 N/A

2012 N/A

2013 <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2013-v4.aspx#sthash.IVGxLTEI.dpuf>

2014 <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2014-v4.aspx#sthash.0wUn4ogK.dpuf>

2105 <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2015-v4.aspx#sthash.HKFIBQNN.dpuf>

II.4.6. Admissions and Advising

<http://www.hartford.edu/ceta/graduate/admission.aspx>

II.4.7. Student Financial Information

Financial Information

<http://www.hartford.edu/graduate/files/pdf/programs/Architecture/TuitionARCH.pdf>

Financial Assistance

<http://www.hartford.edu/ceta/graduate/financial.aspx>

III.1.1 Annual Statistical Reports

The APR must include a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Signed letter from Nicole Petersen, Executive Director, Office of Institutional Effectiveness, Office of the Provost, is found on the following page.

UNIVERSITY OF HARTFORD

OFFICE OF THE PROVOST

Tuesday, August 16, 2016

The data included in the National Architecture Accrediting Board (NAAB) report was prepared by the University of Hartford's Office of Institutional Effectiveness. The data is accurate and consistent with data submitted to the National Center for Education Statistics though it may not match in instances where data request phrasing varied.



Nichole Petersen
Executive Director, Office of Institutional Effectiveness
University of Hartford

III.1.2 Interim Progress Reports

NAAB will provide directly to the Visiting Team.

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

The documents below are found in Google Drive through the following link:

<https://drive.google.com/folderview?id=0B0iaaDcVUvJETzFqb0oya1U4dE0&usp=sharing>

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Information resources policies including collection development
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
- Department Long-range Plan
- Student Course and Faculty Assessment Instrument
- 2011 Visiting Team Report