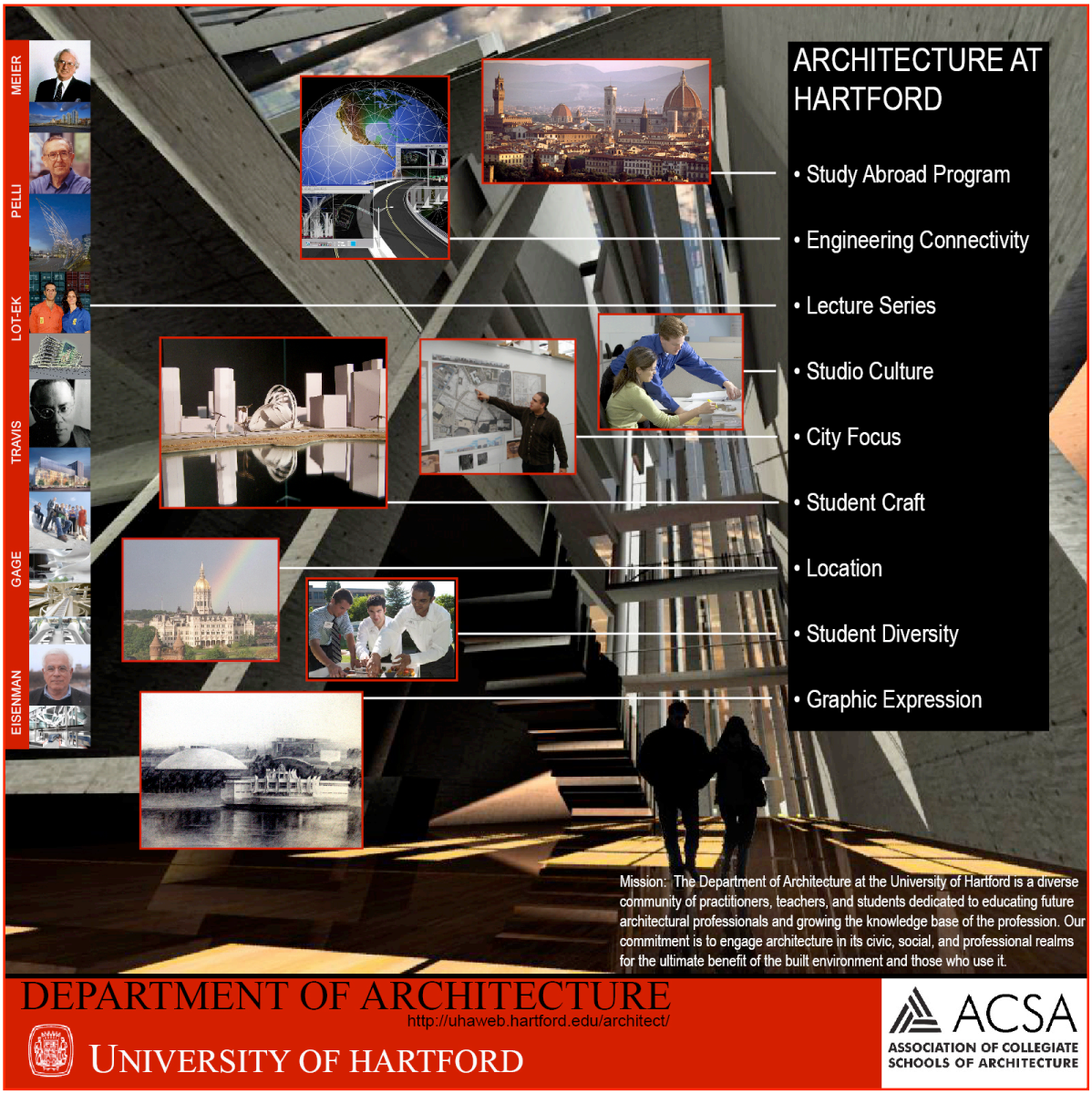

ARCHITECTURE PROGRAM REPORT

Submitted to the:

NATIONAL ARCHITECTURAL ACCREDITING BOARD

March 2008

University of Hartford
College of Engineering, Technology, and Architecture

Department of Architecture

Architecture Program Report

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1. Introduction to the Program

1.1 History and Description of the Institution

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 of Music; 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 of Music (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. 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 2010**.**

Chief Executive Officers
University President: Walter Harrison
University Interim Provost: Joseph Voelker
College of Engineering, Technology, and Architecture Dean: Lou Manzione

Description
The University's spacious and scenic 340-acre wooded main campus in suburban West Hartford 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'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 Bookstore. The building is centrally located on campus between the Hartford School of Art and the Integrated Science, Engineering and Technology (ISET) complex.

Enrolled (Fall 2007) in the University are 4,796 full-time undergraduate students, 841 part-time undergraduates, and 1,653 graduate students. The students come from 45 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 14 to 1, with the educational experience occurring in small, supportive classroom environments.

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, In fact, three programs that did not exist at the start of the last decade: physical therapy, audio engineering technology, and architecture engineering technology have all grown to be among the most popular majors in the University.

All programs of study at the University are based, in large part, on the innovative All-University Curriculum (AUC). The AUC features the essential balance of interdisciplinary studies and professional training. The AUC is a 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 their 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, in baseball, basketball and golf.

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 growing urban center with new buildings under construction 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. Hartford's historic buildings, such as the Cheney Building by H.H. Richardson and the Mark Twain House, reflect the region's architectural diversity.

1.2 Institutional Mission

Mission of the University of Hartford –Adopted 2002
At the University of Hartford we provide a learning environment in which students may transform themselves intellectually, personally, and socially. We provide students with distinctive educational experiences that blend the feel of a small residential college with an array of academic programs and opportunities characteristic of a large university. Through relationships with faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement, every student may prepare for a lifetime of learning and for personal and professional success.

Strategic Plan of the University of Hartford, Adopted May, 2002

1. To offer a high quality and stimulating learning environment for students. Students benefit from an environment characterized by small classes and strong support programs.

2. To add substantial value to each student's education by offering a breadth of academic, artistic, leadership, civic, athletic, cultural, and social opportunities.
3. To offer a strong traditional collegiate experience for students on a safe, well-designed and well-maintained campus. While we view the experience of a residential campus as one that contributes significantly to a student's education, we also recognize the distinctive needs of part-time, nontraditional and graduate students and therefore provide an attractive learning environment and facilities to serve all of our students.
4. To be recognized primarily for the quality of our undergraduate programs. We will offer liberal arts programs, as well as professional and artistic preparation programs with a solid base in the liberal arts to ensure our students develop an understanding and appreciation for the liberal arts.
5. To be recognized for a carefully chosen group of distinctive graduate programs. These programs will be selected based on the existing academic strengths of the University, their ability to add depth and breadth to our undergraduate programs, and their ability to respond to the needs of and enhance linkages to the Greater Hartford region.
6. To achieve national distinction for our academic programs in several carefully selected areas. To ensure that our programs continue to meet the needs and interests of students and provide them with a high quality education, we will continuously review our academic programs, add or eliminate academic programs as needed, encourage the development of interdisciplinary programs, and invest and reinvest in our priority areas.
7. To integrate fully technology and instruction. We are committed to exploring the potential of technology for transforming teaching and scholarship, enhancing outreach opportunities, and improving our daily operations.
8. To create an environment that values and celebrates diversity. We value gender equity, and cultural, ethnic, racial, sexual and religious diversity students, faculty and staff. We encourage a wide array of cultural experiences for our students and seek to recruit and retain a diverse student, staff and faculty body.
9. To create an environment that values innovation and creativity across the University, including the curriculum, our pedagogy, the delivery of services to students, and our operation as an institution. To stimulate innovation and creativity, we encourage the faculty to pursue scholarship, research, and the arts throughout their professional careers.
10. To encourage community partnerships in the Greater Hartford region that add substantial value to students' educational experience and demonstrate our commitment to the educational, economic, social and cultural development of the larger community.
11. To recognize and value the contributions of faculty and staff, who are highly dedicated, capable, and committed to helping students realize their potential. We seek to develop strategies and programs to attract, develop, and retain these vital human resources.

1.3 Program History

Architectural education at the University of Hartford began with the Architectural Engineering Technology program in 1991-1992. Since then, the architecture program has grown to nearly 200 undergraduate students (the largest enrollment to date). The objective of the undergraduate program was "to prepare students for a variety of professional careers in the design and building industries."

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 careers in a wide assortment of careers in architecture, design, and construction. It has been estimated by the faculty that approximately one third of the graduates each year successfully enter professional graduate programs in architecture. The undergraduate program is accredited by the Technology Accreditation Commission/ Accreditation Board for Engineering and Technology (TAC/ABET), one of only a handful of architecture programs in the U.S. with that distinction.

Having been granted Candidacy status by the National Architectural Accrediting Board (NAAB) effective January 1, 2003, faculty, students, and administrators have been working toward NAAB accreditation of the Master of Architecture program. The architecture program supports the mission of the University while responding to the needs of the state's architectural profession, the region, and the city. With the undergraduate program offering a pre-professional degree in architecture, the graduate professional-degree program balances theoretical, technical, professional, and creative knowledge. 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.

1991-1999

In September 1991, Allen Bernholtz was hired by the University as a Full Professor on a Tenure Track to Chair the newly established Architectural Engineering Technology program. During the second year of operation (1992-1993), Elizabeth Petry, AIA, was appointed Assistant Professor on an Extended Temporary Contract that was later changed to a Tenure-Track Position.

It became apparent that many of our undergraduate students were intending to attend graduate schools in architecture after completing the Bachelor of Science (B.S.). Simultaneously, a group of architects from the AIA/Connecticut chapter approached the University of Hartford leadership to support the establishment of a professional-degree program (the only other professional-degree program in Connecticut is at Yale University). In Connecticut, as in most states, a professional NAAB degree is required as a prerequisite for licensure. For our students, the four-year pre-profession B.S. degree can be followed by a two-year Master's degree in Architecture. The two-year Master of Architecture is a professional degree and meets the licensing requirements in many states, including Connecticut.

Considering our students' academic goals and the enthusiastic support and interest of the state's professional architectural community, we formally contacted graduate schools of architecture and in general received favorable comments on our program as a prerequisite for graduate education. However, it was suggested that we increase our offerings in architectural history, theory, and design studio courses. To accomplish this, a first course in two- and three-dimensional architectural design (AET 123) was added to the first semester. Appropriate adjustments were made to maintain the credit level at a constant figure. An architectural history elective became a required course in the second semester.

The first required architectural history course was moved from the second to the first semester. A fifth-semester architectural design course was shifted to the third semester providing a studio course in each of the first two years, thereby adding one required design course to the four that already existed.

To facilitate entry into graduate architectural programs, students pursuing that path were advised to take a studio course in each of the final four semesters that composed the junior and senior years, including the eighth-semester Senior Design Thesis.

During the following years, faculty positions were filled. In September 1993, Gary Gerlach was named an Assistant Professor on an Extended Temporary Contract. Unfortunately, Gary passed away in March 1994. In September 1994, Daniel Davis, AIA, was appointed as an Assistant Professor on a tenure track. James Fuller, AIA, was appointed as an Assistant Professor on a tenure track in January 1995.

Following the 1996 TAC/ABET visit for our initial undergraduate accreditation, the entire structures sequence was revised and strengthened. Our construction documentation courses were revised to include computer programming and computer-aided design and these courses helped to educate students for the needs of industry.

2000-2002: Accreditation Efforts Begin
In February 2000, Daniel Davis was appointed Chair of the undergraduate program. Later that year (September 2000), Daniel Davis was promoted to Associate Professor and granted tenure. In September 2000, Pyo-Yoon Hong was appointed by the University as an Assistant Professor on a tenure track. The following year (September 2001) Elizabeth Petry was awarded tenure. In September 2002, James Fuller was granted tenure and promoted to Associate Professor.

As a result of the curricular changes the graduation requirements are now 130 credit hours with increased offerings in architectural design and history. Students seeking to minor in other disciplines are advised to take six courses in an area of interest to them, e.g. business, fine arts (including studio and art history), or engineering. Our undergraduate students continue to have many choices available upon graduation. Some of our alumni have gone on to several of the best graduate schools of architecture in the country (Columbia University, University of Pennsylvania, and Yale University). Many move into positions with architectural and/or engineering firms (such as The S/L/A/M Collaborative, Fletcher Thompson, and SOM). Others prefer the construction industry and work with construction managers, general contractors, or subcontractors (such as Konover and Whiting-Turner). Still others seek out positions with real estate development firms.

During these years the architecture faculty became very active in professional organizations, with Daniel Davis, James Fuller, and Elizabeth Petry all serving as program chair and division chairs for the architectural engineering division of the American Society for Engineering Education. The faculty were also active in publishing and presenting at national conferences. In Spring 2001, Daniel Davis, James Fuller, and Elizabeth Petry published an invited paper in the Journal of Engineering Technology, a first for the University of Hartford. In January 2002, Daniel Davis and Elizabeth Petry published another paper in the Journal of Engineering Education, another first for the University of Hartford.

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 February 2001, a new Architecture Program Advisory Board was formed with prominent architecture, engineering, construction, and education professionals. This Advisory Board supported the efforts to develop a Master of Architecture program at the University of Hartford and had its first meeting in April 2001. This group met annually to guide and advise the program. Subcommittees of the Advisory Board were formed and continued to meet to discuss more focused issues on a frequent and regular basis.

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 March 2002, a new administrative structure was established. Daniel Davis was named Director of the Department of Architecture and reported to the Dean of the College of Engineering and the S.I. Ward College of Technology, who in turn reports to the Provost. Under the Director, Elizabeth Petry served as Master of Architecture Program Coordinator and James Fuller as Bachelor of Science Program Coordinator.

In January 2002, after numerous presentations and reviews by the State of Connecticut Department of Higher Education, the State also 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.

2003-2008
In the fall of 2003, a search for a new Chair was approved by the Dean of the College of Engineering, Technology and Architecture (CETA) and the Provost. A search was initiated and the vacancy was advertised in publications such as the ACSA Newsletter and the Chronicle of Higher Education. With the progression of the search, candidates were invited to the campus for interviews in the Spring of 2004.

During the summer of 2004, the Museum of Political Life was closed in the Harry Jack Gray Center. After renovation of the space for studios and faculty offices, the Department of Architecture moved into the new space before school started in the fall. Kendra Schank Smith, Assoc. AIA (formerly teaching at the University of Utah), was offered the position as the new Chair of the Department during the summer of 2004. She was contracted to arrive effective January 1, 2005. At the same time, Albert C. Smith was contracted to teach in a renewable position teaching 11 credits per semester (a position titled by the University as G-3, Regular Part-time Faculty).

In the fall of 2004 after 16 years as Dean, Alan Hadad announced he would step down to concentrate on teaching and to focus on the development of the University High School of Science and Engineering, to be constructed on

campus, effective July 2005. The University assembled a search committee chaired by then-Dean Joseph Voelker of the College of Arts and Sciences. Professor Daniel Davis was appointed to represent the Department of Architecture on the search committee. In late 2005 the University selected Lou Manzione at the new Dean of the College of Engineering, Technology and Architecture.

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 (a copy of the VTR is found in Part 4 of this APR).

In 2006 Professor Kendra Schank Smith stepped down as Department Chair. (In May 2007 Kendra Smith and Albert Smith announced that they had both accepted positions at Ryerson University in Toronto, which would allow each to expand their teaching and research interests in a larger architecture program.) Following Kendra Smith's resignation as Chair, C. James Lawler, FAIA, was appointed by Dean Manzione as Interim Chair. Lawler had served as an observer on the 2005 NAAB Visiting Team and brought his experience as a long-time practitioner, AIA Chapter President, and National AIA President to the program.

In response to the 2005 visiting team's concerns about the amount of students' exposure to design studio, a new track in the curriculum was instituted in January 2007. The Studio Intensive Track (SIT) allows undergraduates in the second and third years of the program to apply for studios that meet three days a week instead of two. Admission to the SIT program is based on merit and a portfolio review. Students wishing to be admitted to the SIT program must have a 3.0 average in design studio courses and submit previous studio work for review by the entire department faculty. SIT studios meet MWF afternoons, and have been taught by full-time faculty and by architects and visiting professors from outside the program. This approach widens the exposure to views outside of the department's existing faculty.

Lawler was instrumental in instituting the SIT program and helped to expand the studio facilities by convincing the University to move an art collection stored next to existing studio space to an off-campus location. The Master's program and the SIT program benefited from the purchase of 36 new drawing boards as dedicated desks, with optional storage trunks available to the students.

The demands of an award-winning architectural practice caused Lawler to step down as Interim Chair in December 2006. Michael J. Crosbie, AIA, who had taught for a number of years in the program as an adjunct professor, was appointed Associate Professor and Chair by Dean Manzione in December 2006. Crosbie's focus has been to refine the department's mission and vision, to improve internal and external communications (including the institution of a new Architecture Department Website), and to move the curriculum in the direction of a two-track program that will have an "architectural design" track and a "construction management" track. Crosbie has 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. Crosbie has also focused on increasing the number of full-time, tenure-track faculty. With the support of Dean Manzione, the program is now conducting searches for three full-time tenure-track positions, among them a design professor and a structures professor.

As Chair, Crosbie has expanded the pool of adjunct professors, 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. He has assisted the Department's existing architecture public lecture program by inviting internationally recognized practitioners and theorists. Crosbie has also strengthened ties to the AIA/Connecticut Chapter. The program has always enjoyed good relations and support from the chapter. 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.

1.4 Program Mission

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.

Vision
The Mission of the University of Hartford's 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. 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.

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 of 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:

1. Design of new urban space at the city's Wadsworth Athenaeum (one of the oldest art museums in the country);
2. Development of a large vacant city block in downtown Hartford to instill new urban life;
3. 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;
4. Reclamation and rebirth of a civic landmark in nearby downtown New Britain;
5. Design by first-year students of a community gateway for Hartford's Latino Park Street neighborhood;
6. 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 provides 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:

1. 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.
2. James 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.

3. 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. Six of the seven part- and full-time faculty are licensed architects, as are most of the adjunct faculty. 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:

1. The Department hosted an architectural education conference by the AIA Committee on Architecture for Education in the fall of 2005. James LaPosta, AIA, and James Hoagland, AIA, of the Hartford firm JCJArchitecture were the local hosts.
2. A day-long session on green design and construction was presented through the AIA/Connecticut by Steven Winter Associates.
3. Through the Department, the AIA/Connecticut chapter was able to host an on-campus screening of Al Gore's "An Inconvenient Truth" for practitioners and students.
4. Each semester the Department provides a lecture series (underwritten by JCJ Architecture), free and open to the public, which has presented the work of practitioners from throughout the New England region, metropolitan New York, and beyond.
5. 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.

1.5 Program Self-Assessment

We have structured the Program Self-Assessment according to our program's Strategic Plan, which was adopted in 2002 and revised in 2005. The six elements of the Strategic Plan are:

1. Develop and implement a responsive curriculum based on the demands and opportunities of our University, city, and state
2. Recruit and retain outstanding students, faculty staff and board members

3. Continue to achieve financial sustainability, and generate endowment funds
4. Secure additional space as an extension of our permanent home
5. Establish the program as a regional center for architectural education, information, and discourse
6. Strengthen our commitment to Interdisciplinary Education.

1. ***Continue to develop and implement a responsive curriculum based on the demands and opportunities of our University, City, and State.***

Strength: We believe the curriculum to be responsive in the way that it covers the full range of a practicing architect's responsibilities while also meeting the Department's Mission and Vision. Non-studio courses are offered in Advanced Architectural Theory (taught by a new adjunct faculty member that is a recent graduate of the Yale School of Architecture); Advanced Site Panning (taught by a licensed architect who works for the State of Connecticut); Advanced Building Systems (taught by a mechanical engineer who works for the State of Connecticut); Advanced Structures (taught by a senior member of the College's Engineering faculty); Advance Building Economics (taught by a seasoned cost estimator); Advanced Professional Practice (taught by tenured faculty member who has years of experience in her own practice); Advanced Urban Issues (taught by a New Haven-based architect and urban planner who is a leader in the New Urbanism movement).
Challenge: Evaluations of the curriculum and the sequence of courses reveals that graduate students should take the Advanced Design Theory course earlier, so that they can better digest, reflect, and implement the material in the Thesis Research and Thesis Studio course. We will sequence the courses to take Theory in the first year, swapping it with Advanced Building Economics in second year of graduate study.

Strength: The first two graduate studio courses have different foci. Fall semester emphasizes small community-based buildings and site planning. Spring semester focuses infill projects and other urban settings. Studio heads are drawn from full-time faculty and practicing architects in the Connecticut region. Second year graduate studio work targets such projects and downtown urban development, non-Western building types, and environmentally responsible architecture. Many of these projects are sited in the Hartford region make connections with neighborhood groups.
Challenge: Graduate studio projects could be better focused, and we should draw more outside architects as studio critics to broaden the viewpoints that students are exposed to. With a reliance on more outside critics, the foci of the various studios needs to be better defined and adhered to. This weakness can be overcome by the appointment of a graduate program director. New tenure-track faculty searches are currently underway, and the Department anticipates appointing a full-time Graduate Program Coordinator from these searches.

Strength: Second semester graduate studio (ARC 621) in the second graduate year is a thesis studio where student pursue comprehensive design projects that have been researched, defined, and programmed in the previous semester's Thesis Research course (ARC 613). All thesis proposals are reviewed and approved by the Department's full-time faculty. Because our full-time faculty is small, we have devised strategies to expand the range of viewpoints and critiques that our graduate students can take advantage of while also helping to fulfill our Mission and Vision. For example, for Thesis Studio we have enlisted one of Hartford's leading architecture firms, DuBose Associates, to act as studio

critics, in addition to the full-time faculty. The scheduling and organization of the day-to-day Thesis Studio is coordinated by a full-time faculty member. Teams of two students work with a DuBose principal, who offers project critiques. Outside professional experts in acoustics, site planning, structures, HVAC, lighting, interior design, sustainable design, presentation media, and other areas visit the Thesis Studio on an on-going basis to provide design input critique the projects. We find that this strategy helps the thesis students and also helps to strengthen our program's connections with the professional community.
Challenge: The experience with DuBose Associates has taught us that it is a good model that can be improved by widening the number of architectural firms that can be involved in the process (especially with anticipated growth in the number of graduate students). We anticipate that other firms will be approached to be involved in the Thesis Studio critiques.

Strength: For electives, graduate students have been enrolling in courses offered by the Department of Architecture and other programs on campus. Some of the most popular are business and art courses, which takes advantage of the offerings from the University's Barney School of Business and the Hartford Art School. Graduate students sometimes design independent study courses, which allow them to combine elements of different disciplines, such as architecture and art, or architecture and engineering. We encourage such interdisciplinary coursework.
Challenge: We need to develop more architectural electives for graduate students to round out their education. For example, electives in sustainability, landscaping, theory, architectural history, community-based design, design-build, municipal governance, planning, real estate development, construction management, or careers in the architectural profession would expand the worldview of our graduates. One approach is to encourage outside studio critics to develop elective courses in personal areas of expertise. At the undergraduate level, with curriculum revisions we anticipate adding a required study-abroad component that will widen education in urban issues and expand the students' exposure to global and non-Western traditions.

Strength: Changes in the undergraduate curriculum and teaching have put a greater emphasis on improving design skills and also strengthening the studio culture. The primary change here has been the establishment of the SIT program. After the 2005 visit, the Department leadership approached the Hartford Art School to teach 2D & 3D instruction. The effort was abandoned because the Art School could not commit the faculty, time, and resources necessary to accommodate our growing enrollment. The Spring 2007 semester introduced a structural change in the architecture program: a separate studio track (known as SIT: "Studio Intensive Track") was instituted in years 2-4. This was done for two reasons: to give students interested in pursuing a stronger design focus with more design studio exposure (meeting three afternoons instead of two); and to provide these students with dedicated desks (to encourage the formation of a studio culture and to encourage more studio interaction and collaboration among students). At the end of Fall 2006 students in these years were invited to submit portfolios for review to be admitted into the SIT studios, which offer a more intensive exposure to architectural design. Previously, only 8 hours of studio were required per week, for two days. The SIT studios offer more studio time, since they meet three times a week, for a total of 12 studio hours. SIT students have also been assigned "cold" dedicated desks, which they alone occupy for the entire semester, and have been provided access to lockers for storing personal studio equipment. A stronger studio culture and work ethic has formed, as students are spending more time in studio and helping each other as mentors. SIT studios are coordinated by full-time faculty members.

Emphasis is being placed on 2D & 3D design, including such techniques as formal ordering systems, visual perception, form-making, precedent studies, and fundamental design skills. SIT students are required to maintain sketchbooks as part of their studio grade and there is a greater emphasis on model making.
Challenge: The SIT program is a temporary measure. Students in the SIT program have risen to the challenge of more design work and longer studio hours, but they are free to move back and forth between SIT and non-SIT studios. What is needed is a more structured curriculum without the porosity of the current situation. Over the past year the Department has drafted and refined a new curriculum structure that will offer two tracks: one with more architectural design studio (the track for the NAAB-accredited 4+2 program), and a second track that is more focused on careers in construction management (which would be pursued in collaboration with the College's Civil Engineering Department). Both tracks would maintain ABET accreditation. The Department will have a finished version of the curriculum available for discussion and critique by the NAAB accreditation team during the Fall 2008 accreditation visit.

2. Continue to actively recruit and retain outstanding students, faculty, staff, and board members.

Strength: The graduate program admitted its first cohort of 10 students in the Fall of 2004. The second year saw a cohort of 12 students, (Fall 2005); the third year a cohort of seven students (Fall 2006); and the fourth year, three students (Fall 2007). In May of 2007, the program graduated its first two classes (so that they would be covered by the two-year grandfather clause of NAAB accreditation if granted in 2009). The class of students currently enrolled in the Master's program is a healthy mix of graduates from our own Bachelor's program and others from East Coast and international schools. Some are recently graduated from pre-professional architecture programs, while others have been out of school for a number of years and work in architecture firms in the region.
Challenge: The decline in graduate program enrollment is an expected outcome of delayed accreditation. However, we have taken steps to raise the program's profile and reach out to prospective students. During the academic year we participate in several Graduate Open Houses on campus, coordinated by the Office of Graduate Studies. We have prepared updated materials for distribution at these open houses. For the past several years we have sent a group of our undergraduate students to the National AIAS meeting, where they have distributed informational materials on our graduate program to students from pre-professional programs around the U.S. The Department designed and instituted its own Website in 2007, which contains information on the graduate program, an online application, images of student work, and profiles of student success stories (along with pertinent information on the NAAB accreditation process). 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. We also developed an online "e-brochure" with the Office of Graduate Studies that can be emailed to prospective graduate students. We have conducted "information sessions" for our own undergraduates to inform them about graduate education in architecture in general, and about our program in particular. The Chair has written a series of articles about the graduate program and the work of our graduate students for the AIA/Connecticut newsletter to further raise the program's profile. Future strategies include better positioning of our Website for Google searches and establishing better pipelines to the graduate program through pre-professional programs that we have already identified.

Strength: The undergraduate enrollment in the Department of Architecture has currently reached 197 students, a 35 percent increase since the last NAAB accreditation visit in 2005. We are now the third largest degree program at the University of Hartford, and the largest undergraduate program in College of Engineering, Technology, and Architecture. The quality of the students is also increasing with average SAT scores on the rise. The SAT scores of undergraduates in the undergraduate program compare favorably with the average in the entire College of Engineering, Technology, and Architecture (SAT statistics are found in Part 3 of this APR). Graduating senior surveys show that a majority of graduates are choosing to apply to architecture professional-degree programs. This is also reflected in the number and quality of students that are now registering for the non-required Senior Design Thesis.
Challenge: At more than 200 students, we have hit capacity in terms of space, and we are more than over-extended in terms of the number of faculty. With five full-time faculty and two part-time faculty, we have resorted to relying more on adjunct faculty, which presents its own challenges in terms of instructional coordination and consistency. One approach would be to limit the number of incoming freshman, which the Department currently has no control over (this is determined by the University). The Department should work to gain some control over incoming class size, which would allow us simultaneously to increase student quality.

Strength: We have a committed full-time and part-time faculty. The full-time faculty is active outside the classroom, some in practice and others in academic research (please see the faculty resumes in the Supplemental Materials for participation in conferences, service, research and practice activities). We rely on a dedicated cadre of adjunct faculty, drawn from professionals around the state, who also serve as effective professional role models for our students. The adjunct faculty, although primarily devoted to their full-time positions in professional firms, are good and energetic teachers. Connecticut has an active architectural community, many of whom willingly serve as guest critics.
Challenge: In the Spring 2006 the Department undertook a benchmarking study to determine how the number of full-time faculty compares to other schools. The study revealed that the number of full-time faculty at the University of Hartford was less than at peer architecture programs. Our faculty size is too small for the number of students in the program. Advising burdens are high. The Department typically hires about 10-12 adjuncts per semester. Students would benefit from a wider diversity of architectural viewpoints, experiences, and credentials. The Department is currently conducting searches for three full-time tenure-track positions, but filling these three positions will net only one full-time position (two current contract-basis positions will be converted to tenure-track positions; there are currently no plans on the part of the University to extend the contract positions). The Department has made the University and College leadership aware of the benchmarking study; that the small number of faculty has been previously cited by NAAB; that the number of full-time faculty members needs to be increased. The Department and its Advisory Board continues to lobby the Institution for more faculty.

Strength: The Board of Advisors (a list of current members is found in Part 4 of this APR) has assisted in the development of the professional program in architecture. Board members have been active in promoting the program through their time, monetary gifts, and support of our graduates with employment. This group has been and will continue to be utilized to raise support for the program and critique curriculum.
Challenge: Advisory board meetings routinely draw about 30 percent of the board's membership. While this is on par with other advisory board participation

in other disciplines (according to the University's Office of Institutional Advancement) greater participation is sought. The Chair has been in consultation with the Development Office on ways to recast the board. One strategy is to retire members who have missed a number of meetings to make room for new members who exhibit greater commitment to the program.

Strength: The Department received funding from the College to hire a one-half time staff person dedicated to the Department of Architecture. This person, Ann Lankford, came on-board in Fall 2006 to track the matriculation progress of students and to help promote the graduate program. Lankford has proved to be a valuable asset for the Department. The Department also has funding for a part-time person to serve as the Department's receptionist, office assistant, and assistant to the Chair.
Challenge: The Department can use additional staff support to assist the already burdened faculty. As the program grows, the need for part-time staff in the computer lab and the woodshop will also grow. Both of these resources are currently under-utilized.

3. Continue to achieve financial sustainability and generate endowment funds

Strength: The Department of Architecture is fortunate to have friends such as the architecture firm of JCJ Architecture, which has funded the Department's popular architecture lecture series. This funding has supported a remarkable series of lecturers, among them Cesar Pelli, FAIA; Richard Meier, FAIA; Peter Eisenman, FAIA; Stephen Kieran, FAIA; and Kent Bloomer. This endowment also funds an exhibit of student work organized and mounted by the students themselves each Spring semester. Architect Tai Soo Kim, FAIA, who also serves on the Department's Board of Advisors and is a University Regent, has also made generous gifts to the Department. In Spring 2007 Kim instituted a $6,000 annual gift to the Department to support the travel of a Master's degree graduate anywhere in the world to pursue his or her independent study of architecture. To further support the Department's Mission and Vision, the winners of the Tai Soo Kim Traveling Fellowship must include a service component (study of history, design, construction, techniques, or methods that result in service to the community or the profession). In Spring 2008 the Department was the recipient of a $2,000 gift from architect James C. Childress, FAIA, of Centerbrook Architects & Planners. The Department has been able to fund two partial graduate scholarships, and two graduate students for work study as teaching and research assistants. These assistantships were initiated to recruit high quality students to the program.
Challenge: With an operating budget fixed by the University, the Department needs to generate additional support through donations and endowments. To help defray operating costs, in Spring 2007 lab fees were increased across the board, which should realize an approximate gain of $10,000. The Department of Architecture shares a University Development staff person with other departments in the College and she has enthusiastically worked with the Chair to reach out to the professional community. For example, a pre-lecture reception was held before the Eisenman lecture to raise the profile of the Department among potential donors. Master's Thesis projects were displayed at the reception. The Department will pursue more funding, grants, and partnerships.

Strength: The University library has been the recipient of book gifts over the past several years. The Director of Libraries, Randi Ashton-Pritting, has a special interest in architecture and has been able to expand the collection (please the report from the Director of Libraries in Part 3 of this APR). One active Advisory

Board member, David LaBau, FAIA, and his former firm, The S/L/A/M Collaborative, have been active in soliciting books for the Library.
Challenge: More outreach is needed to add to the University's architecture book collection. The AIA/Connecticut Chapter newsletter has been helpful in communicating with its members by publishing an architecture book "wish list" for AIA members who might wish to donate to the library. The Department should more actively pursue grant writing for books and equipment (more computers, plotters, etc.).

4. *Continue to seek additional space as extension of permanent home.*

Strength: The University's support of the renovation of the Harry Jack Gray Center as the home for the Department of Architecture has been extended, After the accreditation visit in Fall 2005, a dedicated wood-working shop adjacent to the design studio and an additional computer lab were made available. In Fall 2006, the program took major strides in the provision of better physical resources for the Department and its students. Working closely with the College and University administrations, the Department acquired a 1,575-square-foot space in the same building adjacent to the existing design studios, which allows greater expansion of the program. Included in this area is a conference room that can be used for project reviews, offering a quieter, less distracting environment than in the main studio pin-up area. This review space is now used by all the design studio classes. The new studio space has compact storage for saving projects for accreditation visits and exhibits. The area of the new studio space (1,575 square feet) increases the overall size of the Department's dedicated studio space by 25 percent. Its location between the computer lab and the woodshop is perfect for accommodating students. The space is currently being prepared as a Team Room for the NAAB Team's visit in Fall 2008, and will be dedicated to studio/review use afterward. Expenditures for turning this space over to the Department (including the cost of cataloging, packing, removing, and storing the art collection previously housed there) were $40,533.
Challenge: The Department continues to feel the space pinch. This limits program resources that can be offered, both in studio space and support space (larger shop, bigger computer lab, more storage, expanded offices if the faculty is to expand). The most likely solution is for the Department to take over the University Bookstore space in the same building, adjacent to existing studio spaces. Relocation of the bookstore has been stalled, but the Department needs to keep its space needs as a priority of the College and University administration.

5. Further establish the program as a regional center for architectural education, information, and discourse

Strength: The Department's architecture lecture series has made an impact on the local architectural community, with healthy attendance. The lecture series is advertised on the Department Website and is listed on the AIA/Connecticut Website. We have been able to attract more attendees from the architectural community, who have come to see more lecturers of a national standing.
Challenge: At only four lectures a semester, this program would be strengthened with more events. Additional outside funding would assist this effort. A recent gift by architect James C. Childress, FAIA, of Centerbrook Architects was directed toward the lecture program.

Strength: The annual student exhibit each Spring semester is organized by the AIAS Chapter and is supported by lecture funds. This exhibit not only raises the Department's profile in the Academic Context, but also makes the regional architectural community aware of the quality of our student work.

Challenge: The student exhibit is on display for a relatively short period (four days). The exhibit should have a longer life, which would attract more visitors from the region. It is possible that the student exhibit could be on display for several weeks if it is in a space that the Department controls (such as the North Studio, which has been temporarily dedicated to project storage and review space). AIAS members, who help organize and mount the exhibit, have been in communication with the Director of Libraries on campus to have the exhibit in some of the main library spaces. It might also be possible to install the exhibit at the new AIA/Connecticut headquarters, which would increase its exposure to the region's practitioners.

Strength: Faculty have been publishing and winning design awards. Professor Daniel Davis participated on the AIA/Connecticut Design Commission. Prior to their departure, Adjunct Professor Albert C. Smith and Associate Professor Kendra Schank Smith both had books published. Kendra Smith also served on the ACSA Architectural Education Task Force and was a member of the Journal of Architectural Education Board. Associate Professor James Fuller has been active promoting the Construction Institute, located on the campus of the University of Hartford. Chair and Associate Professor Michael J. Crosbie writes a monthly column on sustainability for the national AIA's electronic newsletter, which is read by 100,000 architects nationwide. Crosbie edits an international journal on religious art and architecture, and is a member of the *Hartford Courant*'s Board of Contributors. He writes often in the *Courant* about architecture and design in the New England region, is a regular contributor to *Architectural Record*, and has several book projects underway. Visiting Professor Theodore Sawruk has a national reputation in K-12 educational outreach, developed with previous HUD funding totally $700,000. Other community work includes numerous urban revitalization efforts and Fair Housing initiatives. He recently submitted a grant proposal to develop an "architecture camp" in partnership with Capital Community College. The faculty continues to attend conferences and present papers on a range of subjects. Community-based projects by studios have forged relationships between community groups, the City of Hartford, and the Department of Architecture, increasing visibility of the programs. Student work has also been published in the *Hartford Courant*, with articles appearing on several studio projects and their potential impact on future development (examples are found in Part 4 of this APR).
Challenge: More exposure of our students' work is needed. This might be achieved through a University of Hartford architecture student journal. A low-cost solution would be an online journal of student work and writing that could be accessed internationally.

6. Strengthen our commitment to Interdisciplinary education.

Strength: Architecture students are required to take four 3-credit-hour courses in the All-University Curriculum. As part of an Engineering and Technology College our students take Math and English with other Technology students and are required to take ET 111, a course devoted to an introduction to academic life. There are a number of architecture students enrolled in double majors and also completing minors in other disciplines. Studio projects have offered opportunities for architecture and other University students on the campus to interact. Examples include a Dynamic Learning Environment project that involved a full-scale room, made entirely of recycled materials, that was constructed in the Gengras Student Union. The learning environment was displayed, and could be experienced, for more than four weeks. Other projects include a bridge over the Park River on campus that required architecture students to interview other students on campus to write the project program. Final Project students in

Acoustical Engineering participated in the design of a studio project for a Performing Arts Center. Other studio projects such as a new Bookstore have been proposed for the University of Hartford Campus and help to create these rich interactions. Several Graduate students in the Department of Architecture have submitted research projects for the all-campus Graduate Research / Creativity Symposium and have been selected for display. Architecture students regularly register for seminars through the Construction Institute. These courses include a mixture of engineering and architecture students.

Challenge: This goal should be pursued more vigorously. The revised undergraduate curriculum might offer more opportunities for interdisciplinary education. At the graduate level, courses in business, art, and engineering could be promoted more aggressively.

Part 2. Progress Since the Previous Site Visit

2. Progress Since the Previous Site Visit

2.1 Summary of Responses to the Team's Findings

A complete copy of the VTR for the last NAAB Accreditation Visit (November 2005) is found in Part 4 of this APR. This Summary of Responses to the Team's Findings is organized according to the 2005 VTR's "Conditions Not Yet Met" and "Causes of Concern."

1.1 Architecture Education and the Academic Context

Team Finding:
In its mission statement, the Department states that it "…strives to emphasize an integration of artistic principles, engineering fundamentals and business understanding…" and that it "…provides professional education integrated with the Hartford Art School, the Department of Civil and Environmental Engineering and the Barney School of Business." The team has assessed that this emphasis has not materialized. The directions and opportunities stated by the President, Provost, Dean and Department are different. The faculty needs to caucus and consult with the higher administration to determine and clearly define the mission/vision of the program. The architecture program exists in a multidisciplinary university with many undergraduate and graduate programs. The academic context provides great opportunities for students and faculty to participate in the intellectual and social life of the institution. Students take electives (all campus electives) in other disciplines. Many undergraduate students live on campus and are involved in campus activities and student government. The program is well known and respected by other disciplines and the college administration. The Architecture Lecture Series is open to the University and the community. In Fall of 2005, an exhibit on The Rural Studio was co-sponsored by the architecture program.

Summary Response:
The Department approached the Art School to provide leadership and programming for the first-year foundation course, including two- and three-dimensional design. Despite good-will efforts on both sides, the Hartford School of Art did not feel able to participate (the growing enrollment in the Architecture program would have been hard for the Art School to accommodate). Since then, the Department has focused on refining the first-year foundation course (AET 110) with more emphasis on freehand drawing and two- and three-dimensional design. The Dean of the College of Engineering, Technology, and Architecture fully supports an engineering partnership with the Architecture program, and continued involvement with the Construction Institute. Several Architecture students have pursued minors in Engineering or double-majors in Architecture and Engineering and Architecture and Business. There is strong evidence that graduate Architecture students are choosing Business courses for professional electives, along with courses in Art and Engineering (a further discussion is found in Part 3 of this APR). The Department's Mission and Vision has been brought into alignment with that of the University (this is discussed at length in Part 1 of this APR).

The Department has continued to engage the academic context. Students are encouraged to fulfill requirements for elective courses in the many colleges across campus and become involved with campus life. Examples are as follows:

- Undergraduate architecture students are required to take four 3-credit-hour courses in the All-University Curriculum. The architecture students enroll in these liberal arts courses along side other students in the University.
- Undergraduate architecture students are required to take humanities and social science electives, as well as 4 credits in a lab science, which mixes architecture students and those of other disciplines together.
- As part of an Engineering and Technology College undergraduate architecture students take Math and English with other Technology students and are required to take ET 111, a course devoted to an introduction to academic life.
- There are a number of undergraduate and graduate architecture students enrolled in double majors and also completing minors in other disciplines. Conversely students across campus are taking architecture courses for a minor in Architectural Engineering Technology.
- Historically and currently, architecture students are involved in the various College of Engineering, Technology, and Architecture student organizations. They are also involved in University of Hartford student organizations, especially the campus chapter of Habitat for Humanity and other service groups.
- The central location of the architectural studios in the Harry Jack Gray Center facilitates interaction and presence with the entire University community.
- Studio projects have offered opportunities for architecture and other University students on the campus to interact. Examples include a Dynamic Learning Environment project that involved a full-scale room, made entirely of recycled materials, that was constructed in the Gengras Student Union. The learning environment was displayed, and could be experienced, for more than four weeks. Other projects include a bridge over the Park River on campus that required architecture students to interview other students on campus to write the project program. Architecture students collaborated with Acoustical Engineering students in the design of a studio project for a Performing Arts Center. Other studio projects such as a new bookstore have been proposed for the University of Hartford Campus and help to create these rich interactions.
- Several Graduate students in the Department of Architecture have submitted research projects for the all-campus Graduate Research / Creativity Symposium and have been selected to present their work.
- Undergraduate architecture students regularly register for seminars through the Construction Institute. These courses include a mixture of engineering and architecture students.
- The course ES 210: Construction Issues brings together students from different disciplines for construction-site visits and lectures from owners, designers, and contractors who are leaders in the Connecticut construction industry. Students learn about the diverse range of issues facing the successful completion of a project and see firsthand the application of the concepts they are learning in their architecture and engineering courses.
- The Department is involved in and helps to run the University's Center for Integrated Design (CID). The CID brings together University of Hartford faculty and students 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.
- University students, faculty, administrators, and staff from across the campus interact with architecture students through campus-wide publicity for the Department's Lecture Series, and the annual Student Show.
- The architecture section of the library is housed in the main library, Mortenson Library, which encourages extensive interaction between students.

This NAAB Condition was appraised during the 2007 Focused Visit team, which

found that progress was being made in this area (a copy of the Focused Visit team letter report is found in Part 4 of this APR). Further discussion of this issue is found in Part 3 of this APR.

1.5 Architecture Education and Society

Team Finding:
Some design projects present students the opportunity to be involved with real projects and/or sites in the community. The course (ARC 622) that will cover this information will be taught in Spring 2006.

Summary Response:
In 2007, the Department of Architecture adopted a new Mission and Vision statement, which places involvement the Social Realm as a key component of Department's focus. In their study of architectural education, *Building Community*, Ernest Boyer and Lee 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.
- The graduate course ARC 622: Advanced Urban Issues focuses on the role of human settlements as generators of civilization and setting for social interaction. The course is taught by Adjunct Professor Robert Orr, FAIA, one of the leaders in the New Urbanism movement in the U.S. The emphasis of the course has been the creation of well-scaled, sustainable, vibrant communities. Orr takes his class to examples of well-designed communities and city precincts and the student conduct analyses of the sites. The course also contains a design component so that students can apply the knowledge learned in a real-life setting. Last year, the class chose to redesign a section of Hartford known as Westbrook Village, which is a blighted public housing project. The designs were later featured in a *Hartford Courant* article about how the designs were socially relevant (a copy of the article is found on the Department of Architecture website, and in Part 4 of this APR).
- Professor James Fuller 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.
- Graduate students designed a new urban space at the city's Wadsworth Athenaeum (one of the oldest art museums in the country). The project involved students in interviewing staff and visitors of the Wadsworth (including the museum's director) about changes in the layout of the building and the creation of outdoor public spaces. The resulting designs were publicly displayed at the Wadsworth Museum, and the *Hartford Courant* featured an article about the student work.

- A second-year graduate studio, working with the City of Hartford's Planning Office, proposed developments for a large vacant city block in downtown Hartford to instill new urban life;
- A first-year graduate studio assessed 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. An article about the studio project (found in Part 4 of this APR) was written by Studio Professor Daniel Davis for the *Hartford Courant*, and the students and their professor made a presentation at the Mayor's Office;
- The reclamation and rebirth of a civic landmark in nearby downtown New Britain involved graduate students in proposals for resurrecting Trinity Church on New Britain's Main Street. The designs were exhibited at the church and at the New Britain City Hall;
- Design by first-year undergraduate students of a community gateway for Hartford's Latino Park Street neighborhood;
- Collaboration of second-year graduate students with Park Street neighborhood groups for the design of a demountable art gallery and municipal buildings.

2. Program Self-Assessment Procedures

Team Finding:
Progress has been made since the last visit. The faculty now meets every month and faculty retreats have taken place. Beginning January 2005 graduating seniors have filled out surveys. The Department encourages faculty to implement course and teaching evaluations. The Advisory Committee has met occasionally. The Visiting Team feels that the program self-assessment processes are not well established as of yet. The program needs to focus on this issue and ensure that all processes are clear, well documented and cyclical.

Summary Response:
Regularly scheduled faculty meetings now take place twice a month. They are structured as short duration (1.5 hours) and long duration (3.5 hours). The two formats have proved helpful in continuing assessments and discussing curricular issues. The short meetings tend to focus on day-to-day operations, upcoming events, and opportunities. The longer meetings are an opportunity for extended discussion on larger issues such as program direction, teaching strategies, curriculum changes, etc. Meeting minutes are recorded and distributed.

The Department has improved internal communications to strengthen the self-assessment process and to solicit feedback, which can then be discussed within the Department and action plans formulated. Actions taken include more frequent department meetings (described above); the appointment of student representatives from each year to attend regular meetings with the Chair and Dean; Chair meetings with American Institute of Architecture Students representatives; meetings with the Architecture Department's Board of Advisors once a semester; email updates to the Board of Advisors by the Chair; a newsletter to keep faculty, students, and staff apprised of events in the department and to solicit feedback; a suggestion box to gather anonymous comments and concerns by the students; a weekly lunch with students in the design studio where they can speak frankly about their concerns and the curriculum; an external advisory board of academicians from around the country for advice on the NAAB accreditation process. Each of these efforts and results are explained in more detail in Part 3 of this APR.

Self-assessment is now taking place on a regularly scheduled basis. Among the techniques that have been instituted:

- Course Evaluation forms are provided by the University to provide faculty with feedback on teaching techniques, course materials, teaching effectiveness, etc. Evaluations are completed within a month before the end of the semester; professors are provided with a tabulation of the results and individual comments after the semester ends.
- Studio Assessment Form: Intended to collect relevant information from students regarding the conduct of studio design problems, the amount of time allotted for the assignment, the opportunities to collaborative work, and whether the goals of the assignment were met in the estimation of the students. Based on assessments, changes in studio may be made.
- Graduating Student Surveys: Completed by candidates for undergraduate degrees in the last semester of the senior year. They are distributed at the time seniors apply for a degree audit (students cannot apply for graduation without submission of the form). Students complete questions about the quality of education. The form also allows written responses from students.
- Graduate Employee Evaluations: Completed by employers of graduates from the architecture program. Employers are asked if, in their estimation, graduates have been effectively educated to contribute to the architecture and construction industry.

This NAAB Condition was appraised during the 2007 Focused Visit team, which found that progress was being made in this area (a copy of the Focused Visit team letter report is found in Part 4 of this APR). Further discussion of this issue is found in Part 3 of this APR.

6. Human Resources

Team Finding:
The Department has hired a new department head and one additional full-time faculty. The visiting team is concerned that even after these hires, the number of full time faculty is low and that the student to full time faculty ratio is too high. The program depends heavily on hiring adjuncts. The quality of a large part of the curriculum depends on adjunct teaching and therefore is vulnerable. Academic advising, career counseling, admissions, and curriculum development fall on the few full-time faculty. Professional support staff (career counselor, registrar) are not available within the department. The concern that faculty "burn-out" could appear within the next few years, noted by the previous visiting team, is still an issue.

Summary Response:
The program is still experiencing growth pains and is in need of additional full-time faculty. The Department now has a total of five full-time faculty and two part-time (G-3) faculty (G-3 faculty are part-time and teach 12 credit hours per academic year). Three searches for full-time tenure-track faculty are underway. Two of these searches will replace full-time faculty on temporary contracts, so the net gain to the Department faculty will be one full-time position. With these positions filled, the Department will have six full-time faculty (three tenured, three tenure-track), and two part-time G-3 adjunct faculty. At the time of the last accreditation visit, the Department had five full-time faculty members and two part-time adjunct G-3 adjunct. Thus, the net gain to the Department since the 2005 visit is one full-time faculty position.

The Department has worked closely with the AIA/Connecticut to solicit architects in the state who might be interested in teaching as adjunct faculty. This outreach effort has produced a dozen or more prospects, several of which have been hired to further diversify the faculty. In AY 2007-08, six new adjuncts were hired in the program. It is felt that a better opportunity to recruit more full-time faculty will occur when the program is accredited, if additional lines are granted by the University. The Department has a dedicated part-time Liaison Manager for Student Services in Architecture, who works directly with architecture students and faculty as coordinator of academic services for the Department. There is also a part-time secretary/receptionist.

Department discussions continue with the CETA Dean, the Dean of Graduate Studies, the Provost, and the President to secure more full-time faculty positions.

8. Physical Resources

Team Finding:
The new studio space and its location are an enormous step in building the program. However, there are still some students without dedicated desk space and additional printers and plotters are necessary for the students to properly prepare their projects. The students have also expressed a need for secure space to store their computers and personal materials. The shop, adjacent to the studio, must be expanded and made available to the program. Additional classroom space must be made available as the studio is inappropriately used for classroom functions.

Summary Response:
The program has taken major strides in the provision of better physical resources for the Department and its students. Working closely with the College and University administrations, in AY 2006-07 the Department acquired a 2,400-square-foot suite of spaces in the same building adjacent to the existing design studios, which allows greater expansion of the program. Included in this area is a room that can be used for project reviews, offering a quieter, less distracting environment than in the main studio pin-up area. This review space is now used by all the design studio classes. The new North Studio space has compact storage for saving projects for accreditation visits and exhibits. The area of the new studio space (1,575 square feet) increases the overall size of the Department's dedicated studio space by 25 percent. Its location next to the Department's computer lab is perfect for accommodating students. The space is currently being prepared as a Team Room for the NAAB accreditation visit, and will be dedicated to studio/review use afterward. Adjacent to the North Studio is a woodshop space acquired at the same time that has now been outfitted with tools and materials, purchased by the Department. A small storage room next to it will likely be used to expand the size of the woodshop.

In November 2006, 36 new work desks and adjustable chairs were purchased by the University and installed in the South Studio to accommodate all of the graduate students and all of the SIT students (at a cost to the University of $25,000). This means that all undergraduate SIT and graduate students have dedicated desks for their personal use. The Department makes lockable storage boxes available so that students have a secure place to store their studio equipment.

In AY 2007-08, RAM upgrades were made to all of the computers in the Department's computer lab and computer labs in the United Technologies

building that serve architecture students. All of these computers have been upgraded with Adobe Photoshop, In-Design, and Sketch-Up, beyond the CAD and 3-D modeling programs. In Summer 2007 additional desk-top computers and printers were acquired and placed in the South Studio. This space now includes five computer work stations with CAD software, a networked 11x17 laser printer, two plotters, a large sheet printer, and a large sheet Xerox machine. There is also a permanently installed LCD computer projector for Powerpoint and video presentations. A retractable screen is now being installed in the North Studio.

The College and the University make available classrooms on campus for regularly scheduled classes that do not need a studio setting.

13.4 Research Skills

Team Finding:
Program not sufficiently completed to fully exhibit research capabilities. However, it is anticipated to be incorporated into future coursework.

Summary Response:
Research has been accented in both the graduate and undergraduate. For example, in AY 2006-07 the second-year graduate studio designed a Sustainable Resource Center. This included an extensive research effort on the part of the entire class, working in teams, to understand the U.S. Green Building Council's LEED program and how sustainable design strategies can translate into LEED points. In preparation for the design of a mosque for a site in downtown Hartford, graduate students consulted with scholars at the Islamic Studies Center at the Hartford Seminary, attended services at the Greater Hartford Mosque, and interviewed congregants on the mosque's function. The class was divided into groups that conducted research on the Islamic community in the U.S., in Hartford, cultural and religious traditions, Islamic art and architecture, and precedents in Islamic mosque design. Research for both the sustainability center and the mosque was presented to the entire class and then pinned up in the studio so that the research findings could be consulted during the course of each design problem.

The ARC 613: Thesis Research course has been offered three times, in AY 2005-06, 2006-07, and 2007-08. This course prepares graduate students for their Thesis projects and includes extensive and intensive research efforts in the realm of Precedent Research (technical precedents and design precedents); Site Research; and a Position Paper that includes research into context, building types, and the theoretical approach to design. Students are also required to formulate a program based on research into the thesis topic. All of these research efforts are documented in a Thesis Research book produced by each student, which will also contain the results of the Design Thesis Studio. The ARC 612: Advanced Design Theory has been offered three times, in AY 2005-06, 2006-07, and 2007-08. This course includes extensive theoretical readings and research to produce position papers reflecting on the theories studied. The ARC 622: Advanced Urban Issues has been offered three times, in AY 2005-06, 2006-07, and 2007-08. This course includes extensive readings in urban design and city planning. Students are required to research urban issues, write about them, and later incorporate their findings in a group design project.

Undergraduate studio courses in the SIT program have required first-hand research into program, site, precedent, analysis, social issues, clients, and urban context. AET 367: Architectural Design V is a comprehensive design studio

where students are required to research various aspects of the building's design, HVAC systems, materials and methods, codes, and accessibility and incorporate their findings in the design. Proposed changes to the undergraduate curriculum will make AET 489: Senior Design Thesis a required course (it is now optional). This course requires research into student-selected building type, site, construction technology, enclosure system, and building systems.

13.5 Formal Ordering Systems

Team Finding:
Not enough evidence of work that incorporates sufficient sophistication or maturity. The exhibited work is not competitive with comparable work seen in other programs.

Summary Response:
See Criterion 13.6, below.

13.6 Fundamental Design Skills

Team Finding:
Consistent evidence at many levels of a lack of thorough comprehension of basic conceptual design skills.

Summary Response:
Criteria 13.5 and 13.6 have been strengthened through the SIT studio program, which offers a more intensive studio experience than was previously available in the architecture program (see SIT studio description in Part 1 of this APR). Formal Ordering Skills and Fundamental Design Skills are being emphasized in the SIT studio work, as students are exposed to elements of proportion, line, plane, composition, pattern, scale, mass, figure/ground, narrative, and historical precedent in architectural design. Visiting Professor Theodore Sawruk, hired in AY 2007-08, comes to the program with extensive experience at a variety of architecture programs around the country teaching beginning design, and has been part of the cadre of studio professors teaching fundamentals courses AET 110 and AET 123. Evidence of this progress will be demonstrated in student work.

This NAAB Condition was appraised during the 2007 Focused Visit team, which found that progress was being made in this area (a copy of the Focused Visit team letter report is found in Part 4 of this APR).

13.9 Non-Western Traditions

Team Finding:
Not enough evidence that this has been incorporated into the program. However, the history courses taught this year are expected to be strengthened in non-Western traditions.

Summary Response:
The existing history courses (AET 155 and AET 156) have incorporated more non-Western content. The faculty member teaching the two-semester History of Architecture sequence has increased the sections concerning Non-Western culture and architecture, and evaluates what has been learned with exams. The

history sequence now offers an elective course on the architectural history of non-Western cultures, focusing on China and Japan.

The graduate course ARC 612: Advanced Design Theory has integrated a world-view of design and archetypes. Two of the 15 weeks have been devoted to non-Western topics (Japanese, Chinese, Indian, and Islamic), discussions and readings. Assignments include theoretical investigations in non-Western examples, and students must write papers and reports exploring the topic. Several graduate studio assignments (such as the mosque project described under Criterion 13.4 above) have stressed working with non-Western clients, using non-Western precedents, and promoting research in non-Western cultures and societies. Several undergraduate courses (such as AET 110) have used non-Western examples of architecture for the purposes of drawing exercises and the study of proportion and formal ordering.

A portion of the graduate course ARC 611: Architectural Studio III is dedicated to the design of a non-Western building. Last year, students designed a mosque for a downtown Hartford site. The students 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, conducted research at the Hartford Seminary's Duncan Black Macdonald Center for the Study of Islam and Christian-Muslim Relations, researched and made presentations on Islamic religion, art, architecture, and decoration, and developed designs based on mosque design precedents. The designs were featured in an issue of *Faith & Form* magazine (a copy of the article is found in Part 4 of this APR). This year, the graduate students designed a mosque for a site in Doha, the capital of Qatar. They were assisted by Architecture Professor Ashraf Salama of Qatar University, who provided the site and gave critiques online of student designs.

The Department of Architecture is currently involved in the formulation of an architecture and engineering program for Herat University in Afghanistan—work being done under a $1.3 million grant from the Afghanistan Ministry of Higher Education to CETA. Professors from Herat will come to study at the University of Hartford Architecture program, and we are hoping for more non-Western exchanges under the program.

Proposed changes to the undergraduate curriculum would include a semester abroad in an optional non-Western culture.

13.13 Human Diversity

Team Finding:
Although there is some evidence that students are considering these factors in some work, it is not sufficient to indicate in-depth understanding.

Summary Response:
In AY 2007-08, the AET 233 Design Studio was partially devoted to the inventive design of ramps and stairs that would highlight accessibility. For one design problem, students were to design a retreat house for a famous person with a physical disability. Human diversity was also highlighted in the mosque design assignment in the second-year graduate studio in Fall 2006. During the Spring 2007 semester, students in the AET 110 course designed a project that broaden their awareness of human diversity: the design of a celebratory gateway onto Park Street, a center of Latino culture in Hartford. AET 367: Architectural Design

V is built around a comprehensive studio project that includes accessibility as a feature of the design. ARC 621: Master Thesis is a comprehensive design project that requires accessibility as part of the student's design exploration.

A portion of ARC 611: Architectural Studio III is dedicated to exploring human diversity. This year, Studio Professor Hermann-Cortes Barrio focused on a number of projects for Hartford's Park Street neighborhood—the vibrant center of the city's Latino culture. Students worked with neighborhood groups, developers, artists, and officials.

In AY 2006-07 the department introduced a new Technical Specialty elective course, STW 390: Sustainable and Accessible Interior Design. In addition to introducing students to the principles of sustainable materials and systems, the techniques of accessible design are included. Students cover both regulatory accessibility as stipulated by ADA, FHA, 504, and other programs, but also the principles of Universal Design. This class also includes a design component, where students are asked to apply the accessibility strategies in the design of an interior space.

13.16 Program Preparation

Team Finding:
Limited evidence of program preparation was found in any required course as yet. However, it is expected to be part of ARC 613 (Thesis Research).

Summary Response:
The ARC 613: Thesis Research course has been offered three times, in AY 2005-06, 2006-07, and 2007-08. This course prepares graduate students for their thesis projects and includes extensive program formulation and detailed development. Students are required to document the preparation of the program in a Thesis Research book produced by each student, which will also contain the results of the Design Thesis Studio. Examples of Thesis Research books containing programs prepared by the students will be on display for the visiting team's inspection.

In ARC 611: Architectural Studio III, graduate students were assigned a project for the re-development of a large inner-city block in Hartford's central business district (currently used for surface parking). The program required that the students analyze existing codes, permitted uses, existing uses, transportation systems, the city's real estate tax structure, business and residential mix, existing building stock, etc. Research on various aspects of the site was conducted and presented by different teams in the studio. Students then generated a program for re-development of the entire site based on the research and permitted uses, FAR limits, setbacks, current rents in the neighborhood, construction costs, etc. The goal of the project was to achieve a mix of uses, tied to allowable development that would improve the civic life of downtown Hartford. AET 367: Architectural Design V is a comprehensive studio that covers an analysis of the architectural program of a building.

13.7 Site Conditions

Team Finding:
Insufficient evidence was found in studio work of an ability to analyze and respond to site conditions.

Summary Response:
In AY 2006-07 and AY 2007-08, AET 233: Architectural Design II, required students to explore site design in a variety of ways. One project required students to design a small retreat house on a steeply sloped coastal site for a client with disabilities. A second project semester required students to excavate next to the existing Harry Jack Gray Center and to design a new entrance to the lower-level studio space for the Department of Architecture. AET 352: Architecture Design IV explored the use of different contours and other site conditions. Students did an analysis of various campus sites to select an appropriate location for a meditation center. Students also did contour design proposals to suggest appropriate settings for meditation. AET 367: Architecture Design V is a comprehensive design studio that includes site design as an element.

The graduate course ARC 512: Advanced Site Planning has been offered since AY 2005-06. This course emphasizes the nature of landscape as a built environment. Course work ranges in scale from the national landscape to the specific site and includes a broad investigation of the built landscape, from physical landform and technical issues to the case studies of typological and prototypical examples of site design. Large real-world site planning projects are assigned to challenge the students to display their knowledge of land planning and site design problem-solving skills. Projects incorporate artistic, creative, and technological concepts, and are evaluated by visiting professionals and clients with expertise in the assigned project type. Students in this course linked their work to their design projects in ARC 511: Architectural Studio I. Professors for both courses provided critiques of studio projects based on what the students were learning in the Advanced Site Planning course.

Site analysis and planning is also part of the ARC 621 Master's Thesis project. Students are required to present site-planning strategies as part of their thesis work.

13.21 Building Envelope Systems

Team Finding:
Although responded to in several areas of studio work, not indicative of in-depth understanding of sophisticated envelope systems. Not exhibited in low-pass work, but can be found in higher quality projects.

Summary Response:
Material on building envelope systems are covered in a number of courses: AET 242: Construction Documents; AET 367: Architecture Design V; ARC 513: Advanced Building Systems; and ARC 621: Master's Thesis. AET 242 explores the performance of different envelope systems, how their various components interact and work together, and how they are communicated graphically. Incorporating this knowledge in design, AET 367 is a comprehensive design project that considers the design of the building envelope. Students are required to show wall, roof, and foundation sections and their components. The graduate course ARC 513 focuses on building systems and how they are integrated within the envelope and interface with the envelope. For their thesis projects, graduate students are required to show full wall sections with the envelope system labeled.

13.23 Building Systems Integration

Team Finding:
In evidence in higher-level studio work, but not in low pass work.

Summary Response:
Material on building envelope systems is introduced and studied in a number of courses: AET 241: Mechanical, Electrical, and Plumbing Systems; AET 367: Architecture Design V; ARC 513: Advanced Building Systems; and ARC 621: Master's Thesis. AET 241 explores the integration of environmental systems (HVAC, electrical systems, lighting, water supply, plumbing, drainage, and acoustics) and how their various components interact and work together. Applicable code requirements and energy conservation measures are also covered. Incorporating this knowledge in design, AET 367 is a comprehensive design project that considers the integration of building systems, documented in the final design. ARC 513 focuses on building systems and how they are integrated. For their thesis projects in ARC 621 graduate students are required to show the integration of building systems within their final designs.

13.28 Comprehensive Design

Team Finding:
Not consistently demonstrated in studio work, especially low pass work.

Summary Response:
AET 367: Architecture Design V and ARC 621: Master's Thesis are the two primary studios that are focused on the comprehensive design (ARC 621 had yet to be offered in the program at the time of the last accreditation visit in 2005). In each of these courses, students are required to produce a design that encompasses all of architecture's elements. Currently under discussion by the faculty is a curriculum revision that would make AET 489: Senior Thesis a required course, and require undergraduate students to produce a comprehensive design.

13.29 Architect's Administrative Roles
13.30 Architectural Practice
13.32 Leadership
13.33 Legal Responsibilities
13.34 Ethics and Professional Judgment

Team Findings:
Not yet taught. To be covered in ARC 623.

Summary Response:
At the time of the 2005 accreditation visit, ARC 623: Advanced Professional Practice had not yet been offered in the graduate curriculum. It has been taught in AY 2005-06, AY 2006-07, and AY 2007-08. The syllabus for ARC 623 is comprehensive and covers eight of the Student Performance Criteria, including the five criteria listed above that were not met. The syllabus for this course is found in Part 4 of this APR.

Causes of Concern

VISION

Team Finding:
Across the board, there is an enormous amount of enthusiasm for this program. Our meetings with the President, Provost, Dean, Chair, faculty, students, staff and Advisory Board revealed consistent support for the Architecture program. However, there was less consistency in descriptions of the basic, fundamental character of the program. The Provost made it abundantly clear that she and the University are looking for distinction in every program they support. She further indicated that such distinction must be borne of a clear vision defined to include a measurable return that is consistent with the mission of the University. Her expectation is that the leadership responsibility for defining that vision resides with the program.

Comments regarding a vision for the program from the President, Dean, Chair and faculty were, however, at odds with each other. President Harrison and Dean Manzione spoke at length about the unique opportunities afforded by bringing business, art, technology and architecture together. Each seemed to support the merits of constructing the program around an incomparable integration of these disciplines. Such integration could create a unique approach to nurturing a new generation of architectural practitioners equipped to address a wide range of design and technologically driven issues. Dean Manzione cited solar energy, "digital health," mining "low-grade heat" and "remote sensing" as some examples that could be pursued more effectively by this new multidisciplinary, synergistic approach.

The bias of the faculty appears to be directed toward grounding the program in a "practice-based" curriculum, while the Chair seems more interested in moving the program toward a stronger theoretical foundation.

It is not within the scope of this report to resolve these inconsistencies, but it is important to highlight the need for consensus. Without consensus, the defining vision will remain elusive. Without vision, the University's much needed continuing support will be jeopardized and the program will fail to achieve its full potential.

Summary Response:
In AY 2006-07, the faculty attended a retreat to focus on NAAB accreditation. One of the issues raised at the retreat was the lack of a cogent Mission and Vision statement. As the new Chair, Associate Professor Crosbie made the formulation of a Mission/Vision statement a priority in the first weeks of his tenure. In consultation with faculty and staff members, students, the Dean, the Provost, and the President, the Chair drafted a Mission and Vision statement for the architecture program (it is included in Part 1 of this APR). The Mission and Vision statement reflects the history of the University of Hartford and the place of the Department of Architecture within that history. It emphasizes the roots of the program in Connecticut's professional architectural culture. The Mission and Vision statement was distributed to the Dean, faculty, and staff and a special meeting to discuss and refine it was held January 19, 2007, attended by the entire faculty, staff, and Dean. The consensus was that the Mission and Vision statement was an accurate reflection of how the Department of Architecture views itself, and the statement was adopted, with refinements. The Mission and Vision statement has been distributed to the students, faculty, staff, and Advisory Board members. It is also posted on the Department's Website so that prospective students and visitors can understand who we are, what is important to us, and what we are trying to achieve.

LEADERSHIP

Team Finding:
Achieving consensus will be the result of leadership. It is clear from the comments of Provost Randell, "…the leadership for the architectural program must come from the Chair with support from the Dean and faculty." We encourage the Chair, faculty, and the Dean to work together to establish the leadership needed to define the vision for this program. All future decisions (faculty recruitment, growth in physical resources, curriculum, financial support, reputation and student enrollment) are critically linked to establishing the vision for this program.

Summary Response:
The Interim Chair's term ended at the close of 2006 and a new, full-time Chair was appointed by the Dean with the faculty's full support. The new Chair is a nationally recognized leader in the profession who has helped to raise the Department's profile. A newly drafted and adopted Mission and Vision statement provided the Department with a renewed sense of itself and its service to the students and the profession, and a direction for future action and resource commitment. A new staff person was appointed by the Dean with the Chair's support to assist with student liaison and graduate program promotion. The Chair appointed a full-time faculty member as the Graduate Program Director and a full-time faculty member as the Undergraduate Program Director. The Chair is a full-time faculty member who also teaches in the undergraduate and graduate programs, serving as a thesis advisor, and who maintains an open-door policy of leadership for the Department. Students and faculty have responded positively to a full-time Chair with a presence in the Department that an Interim Chair could not provide. The Chair attends regular meetings of the College's Leadership Committee (all College department heads and the Dean meet weekly). The Chair attended a leadership workshop for department chairs offered by the Council of Independent Colleges in May 2007 and has represented the program at various ACSA meetings.

AUTHORITY AND COMMUNICATION

Team Finding:
The team noted confusion regarding the authority of and communication from the Chair. The role of senior faculty in the hiring of new faculty was noted as one source of confusion and should be clarified.

Summary Response:
Since assuming the position of Chair in Spring 2007, Crosbie has improved communications within the department though the following actions:

- Scheduled more frequent department meetings, with minutes recorded and distributed;
- Instituted regular meetings with the Dean and student representatives;
- Talks frequently with American Institute of Architecture Students representatives;
- Instituted more regular communications with the Architecture Department's Board of Advisors;
- Started an email newsletter to keep faculty, students, staff, and the architectural community apprised of events in the Department and to solicit feedback from all parties;

- Installed a suggestion box to gather anonymous comments and concerns by the students;
- Instituted a weekly lunch with students in the design studio where they can speak frankly about their concerns;
- Developed and implemented an assessment form for Department meetings (to gauge the effectiveness of meetings and additional information that meeting participants require);
- Appointed an external NAAB Accreditation Advisory Group of academicians from around the country to advise the Department on the accreditation process (a list of the NAAB Accreditation Advisory Group members is found in the Appendix to this report);
- Strengthened communications between the Department and the architectural profession by writing a guest column in the AIA/Connecticut chapter newsletter.

In terms of the on-going faculty searches, the Department Chair also Chairs the on-going search committees.

FACULTY GROWTH

Team Finding:
Without a clear and comprehensively supported vision for the program, it will be impossible to recruit and retain appropriate faculty. However, it is important to note that the number of full-time faculty appears quite low for a program of this size. We encourage leadership to benchmark other comparable programs and take steps to better define the appropriate balance between full-time and adjunct faculty.

Summary Response:
It is clear that quality full-time faculty will be difficult to attract until the program is accredited. Since the last accreditation visit in 2005, the University has granted the architecture program a net gain of one full-time tenure-track position. The Chair has taken steps to bring in new and more adjunct faculty members to broaden the diversity of viewpoints and talents within the Department.

In the Spring 2006 the Department undertook a benchmarking process to determine how the number of full-time faculty compares to other schools. The benchmarking process revealed that the ratio of full-time architecture faculty to architecture students at the University of Hartford was higher than at the peer architecture programs. In lieu of an immediate growth of the number of full-time faculty, the department will need to utilize adjunct faculty. Fortunately, the department is located in a region of the country rich with accomplished architectural professionals who have served as adjunct faculty (rosters of adjunct faculty and visiting critics are found in Part 3 of this APR).

2.2 Summary of Responses to Changes in the NAAB Conditions

Not applicable.

Part 3. The Thirteen Conditions of Accreditation

3. The Thirteen Conditions of Accreditation

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the Architecture Program Report the accredited degree program may explain such issues as its academic and professional standards for faculty and students; the interaction with other programs in the institution, the contribution of the students, faculty and administrators to the governance and the intellectual and social life of the institution, and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

The University of Hartford straddles three interrelated communities: Hartford, West Hartford, and Bloomfield. Each of these communities has a rich history, and together they complement each other. The University benefits from the diversity, cultural heritage and energy of each municipality as well as other communities in the greater Hartford region, the State of Connecticut and Southern New England. Hartford, Connecticut's capital city, is centrally located between Boston and New York in the heart of Connecticut. The greater Hartford region includes cultural institutions such as the Wadsworth Athenaeum (one of the oldest art museums in America), the Connecticut Science Museum, the Mark Twain House, the Hill-Stead Museum, and other significant attractions.

Graduate architecture students, through required courses and individual electives, take full advantage of 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. To date, 33 Master's degree students have either graduated or are currently enrolled in the University of Hartford program. Of that number, 8 students have taken Art School courses for professional electives; 22 have taken Business School courses; 8 students have taken Communication School courses; and 8 have taken Engineering courses. One of our graduates has dual Master's degrees in Architecture and Business Administration. Graduate students have also taken courses in the Psychology Department and the College of Education, Nursing, and Health Professions.

Undergraduate architecture students have successfully completed programs of study in architecture with minors in Business and Graphic Design and dual degrees with Engineering. A minor in architecture has been established in the undergraduate program for those students from the other programs in the University to explore the field of architecture. Non-matriculated undergraduate students are allowed to enroll in a maximum of three courses (or 9 credits) to experience a different field of study. Non-matriculated graduate students are allowed to take courses for one semester while their applications to the graduate program are being reviewed.

Undergraduate architecture students are required to take four courses, a total of 12 credits, in the All-University Curriculum. This University-wide program of liberal arts courses provides shared learning experiences for students across the majors. The courses are taught by faculty from multiple disciplines and are intended to show the clear relationships among multiple disciplinary areas of knowledge.

Faculty initiate design projects to benefit the greater University community and expose our students to disciplines and activities of the University. Past projects include student designs for the proposed relocation of the University Bookstore, a new complex of Residence Halls, a new entrance to the Architecture Department, and a Department-wide design competition for a public banner in the front of the Architecture Department building to raise our profile on campus.

Architecture faculty and students contribute to the college and university governance structure. They have served recently on committees such as: the Graduate Council (University) and the College Promotion and Tenure Committee (Associate Professor Elizabeth Petry); the Board of Regents Architectural Review Board, Physical Plant Subcommittee to the Board of Regents, ISET Building Planning Committee, and the University of Hartford Landscape Design Task Force (Professor Daniel Davis); the College Curriculum Committee, the University committee for Greenberg Junior Faculty Grants, the College Promotion and Tenure Committee, Academic Freedom Committee, and the Provost Interview Committee (Associate Professor James Fuller) and the College Leadership Committee, College Academic Standings Committed, Graduate Academic Standings Committee, and the Curriculum Committee (Associate Professor Michael J. Crosbie). Over the last several years members of the faculty have served on University committees such as the Faculty Senate and the Judicial Board. An undergraduate architecture student is the College's representative on the University's Student Government Association.

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

The Chair of the Department of Architecture sits on the CETA Leadership Committee, as did the previous Director. This committee is made up of the Chairs of the departments in the College to work with the Dean concerning College issues. Activities of this committee for the academic year 2007-08 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.

Faculty take leadership and participatory roles in non-academic aspects of the University including committee roles in 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 lecture series and Student Exhibit are supported by a local architecture firm and are free and open to the public.

The location of the Department of Architecture in the Harry Jack Gray Center places it in a central location on campus. Situated between the Hartford School of Art and the ISET (Integrated Science Engineering and Technology) Building, it fronts the open lawn that is the core of the campus. Various faculty have made use of this high profile location. For example, site planning courses measure and analyze the topography of the lawn, and it is often a site for the design of campus additions.

3.1.2 Architectural Education and the Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an environment that embraces cultural differences. Given its mission, the Architecture Program Report may cover such issues as: how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the critical information needed to shape their futures, their exposure to the national and international context of practice and work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

The University of Hartford Architecture program provides opportunities for students to develop their individual skill and direction in a strong liberal education in architecture through interdisciplinary studies and dynamic core courses. The course requirements ensure that graduates will be technically competent, critical thinkers who are capable of pursuing multiple career paths within a changing societal 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 studio technical courses, along with multidisciplinary courses, 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 expanded dedicated studio space in Harry Jack Gray Center is currently available to students 24 hours a day, which fosters this interaction. With the

institution of dedicated desks in the graduate program and in the SIT studios, a studio culture has formed and students can be found working at all hours of the day and night. Students have moved in with refrigerators, couches, and stereo equipment to make the studio their home. The result is a more dynamic studio culture than in previous years. A copy of the University of Hartford's Studio Culture Policy, much of which fosters tolerance and mutual self-respect within the Department, is found in section 3.5 of this chapter.

For those students who want to broaden their education at the graduate level, the M.Arch 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 M Engr (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. The one-semester program, traditionally occurring during semester six of the undergraduate curriculum, has been successful in giving students outreach opportunities. Students in the Department of Architecture have chosen to study in England, Scotland, Greece, Italy, and Australia. In Summer 07, the Department offered for the first time a course in Architectural Monuments. Professor Daniel Davis traveled to Italy with approximately nine students, spending 18 days studying the architecture of Rome, Florence, and Venice.

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. The event attracts more than 100 visitors to the opening reception. 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 Fallingwater. Over the last several years, members of AIAS have attended Northeast Quad gatherings, the most recent in 2007, when the Quad President met with the AIAS chapter at the University of Hartford. Our AIAS members attended AIAS national conference in Los Angeles, Toronto, Pittsburgh, Boston, and Chicago. Numerous students in the architecture program volunteer with the campus organization Habitat for Humanity.

The Department encourages role models for minorities and women. The percentage of female full-time faculty is 20%. Women professionals are often invited as guest critics, lecturers, and adjunct faculty. Minority architects have been frequent visitors to the program as critics and adjunct faculty. This semester, architect and author Jack Travis, FAIA, a leader in the National Organization of Minority Architects, was a guest in our lecture program. The Department of Architecture is now working to establish a chapter of the National Organization of Minority Architecture Students.

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. Students have taken advantage of the significant Yale School of Architecture lecture series, open juries, and general interaction with the Yale graduate students. Our program has also invited several studio critics and faculty at Yale as studio project reviewers and lecturers, most recently Peter Eisenman, who visited in Fall 07. Long-time Yale faculty member Kent Bloomer gave a lecture at the University of Hartford in Spring 07.

Undergraduate students are engaged with the community, with field trips to the Hartford Seminary, the University of Hartford Elementary Magnet School, The Learning Corridor Schools, and the architecture of Hartford and New Haven.

Students are encouraged to voice their concerns to faculty and administration. The Chair has an open-door policy, and often meets with students (such as during a weekly brown-bag studio lunch). Student meetings with the Chair and Dean occur several times a semester. A Suggestion Box invites students to express themselves anonymously.

3.1.3 Architectural Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. In this category, the program may choose to explain in the Architecture Program Report such issues as: the accredited degree program's relationship with the state registration board, the exposure of students to internship requirements and continuing education beyond graduation, students' understanding of their responsibility for professional conduct, and the proportion of alumni who have sought and achieved licensure since the previous visit.

This 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 a good 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 Professional Intern Development Program (IDP) coordinator for the State of Connecticut, has been a returning guest speaker in the Advanced Professional Practice course and has visited the Department to give informational talks to undergraduate and graduate students. 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.

3.1.4 Architectural Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given its particular mission, the Architecture Program Report may include an explanation of such issues as: how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how students develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how students learn to reconcile the conflicts between architects' obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

The Architecture program is taught primarily by practitioners concerned with educating knowledgeable professionals through a balance of theoretical, technical, professional, and creative knowledge. Students are prepared for careers in architecture and a wide assortment of other design, construction, or business-related professions. 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, 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 construction projects in the city as a laboratory for construction education. Professors James Fuller, Joseph Buchek, and Eric Warnagiris regularly take students in Construction Documents and Materials and Methods courses to construction sites such as the Connecticut Science Museum by Cesar Pelli, FAIA in downtown Hartford, and the University High School of Science and Engineering on campus.

The qualifications of the adjunct faculty cover a full spectrum as well. Current adjunct faculty members include mid-level practicing architects, senior architects, and firm principals. The Department of Architecture also employs interior designers, mechanical engineers, structural engineers, landscape architects, and project 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.

Some of our undergraduate students and most of our graduate students work in architecture, interior design, construction, or real estate firms. These students 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. We have also begun a series of visitors to the program who, as long-time members of the profession, share their perspectives with Senior undergraduates. Relationships with the Construction Institute on the University of Hartford campus also contribute to this understanding of the industry.

Because of the history of the Department of Architecture and its beginnings emerging out of the Ward School of Technology, 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 Board of Directors, the AIA/Connecticut Past Presidents Forum, The Brownstone Quorum, Board of Directors of the ARK Mentoring Program, and a panelist at the National Association of Women in Construction (NAWIC).

3.1.5 Architectural Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the Architecture Program Report the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of built environment decisions; and how a climate of civic engagement is nurtured, including a commitment to professional and public service.

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 West Hartford Middle School and the Wadsworth Athenaeum. Local community projects and sites are often the subject of our undergraduate students' Senior Design Theses. A recent graduate studio project responded to Hartford Mayor Eddie Perez's 2008 inaugural address to find solutions for Hartford's North End. The graduate studio addressed redevelopment strategies for this part of the city. Professor Daniel Davis wrote about the graduate student design solutions in the *Hartford Courant*. The article (a copy of which is found in Part 4 of this APR) prompted the Hartford Mayor's office and members of the Hartford City Council to contact Davis and his students for a presentation of the designs to the Mayor and Council members to study possible solutions.

All of these projects required the 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.

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. 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. In Spring 07, Orr's students proposed New Urbanism schemes for Westbrook Village, a dilapidated Section 8 housing project next to the University of Hartford

campus. The student designs were featured in a recent Hartford Courant article (a copy of which is found in Part 4 of this APR) about how the housing project could be revitalized to include mixed-use and mixed income development. This semester, Orr's students will study a local strip-mall development, Bishop's Corner, and propose schemes for its rehabilitation.

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 including AIA/Connecticut State Chapter President; AIA/Connecticut Vice President; AIA/Connecticut Commissioner of Design; Construction Institute Executive Committee; Construction Institute Education Committee; Director of Education/Architecture Resource Center; ASEE Division Chair; ASEE Program Chair; ASEE Awards Chair; 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.

3.2 Program Self-Assessment Procedures

The Department of Architecture has in place a number of program assessment techniques that allow the collection of information from a number of constituencies, opportunities for discussion and interpretation of this information, and mechanisms to make changes in the Department and the curriculum based on assessments. Assessment techniques are described below.

Assessment Technique: Student Representative Meetings with Dean and Chair
Responsible Assessment Parties: College and Department heads
Program Constituencies Served: Students
Assessment Frequency: Approximately twice a semester
Description of Assessment Technique: A board of approximately 6-8 student representatives elected from within the Architecture student body from both undergraduate and graduate levels meets on a regular basis with the Dean and Chair to discuss issues, problems, complaints, and opportunities that have been communicated to the representatives by student body members. The meetings are scheduled by mutual agreement between the students and the Dean and Chair. The agenda for the meeting is set by the student representatives. Minutes are recorded and later distributed. Items are discussed in an open forum, and solutions and responses are worked out by all the participants. Action plans are discussed and agreed upon. Certain issues are tabled or are brought by the Chair to be discussed at future Department Meetings. The student representatives then communicate back to the student body the action to be taken to respond to the situation.

Assessment Technique: Suggestion Box
Responsible Assessment Parties: Department Chair

Program Constituencies Served: Students
Assessment Frequency: Check for suggestions 2 times per week.
Description of Assessment Technique: It was determined in Spring ’07 that there should be a technique for gathering students’ assessments that would allow the students to remain anonymous. It was felt that more candid assessments might be possible with this technique. A suggestion box installed in the department office has allowed anonymous suggestions to be submitted by students. The Chair checks the box for suggestions twice a week and reviews the suggestions. Sometimes the suggestions are communicated by the Chair to the Department for discussion at Department meetings. Simple suggestions are considered by the Chair or in consultation with a faculty or staff member, and an action plan is formulated and implemented.

Assessment Technique: Course Evaluations
Responsible Assessment Parties: Evaluation forms are provided by the University, distributed by the faculty to students, completed and returned by students
Program Constituencies Served: Students and faculty
Assessment Frequency: End of each semester
Description of Assessment Technique: Course evaluations are implemented university-wide to provide faculty with feedback on teaching techniques, course materials, teaching effectiveness, etc. Evaluations are completed within a month before the end of the semester; professors are provided with a tabulation of the results and individual comments after the semester ends. A course evaluation form is included in Part 4 of this APR. Based on results, changes can be made to course content and instruction technique.

Assessment Technique: Department Meetings
Responsible Assessment Parties: Faculty and staff
Program Constituencies Served: Students, faculty, and staff
Assessment Frequency: Semi-monthly
Description of Assessment Technique: Department of Architecture meetings are attended by all full-time and part-time (G-3) faculty members, and staff. Department meetings are opportunities to air concerns among faculty, to discuss student concerns, to develop action plans in response to issues, problems, and opportunities, and to assess outcomes based on previous decisions. These meetings provide a forum for sharing ideas, disseminating information, reviewing student progress, reviewing teaching techniques, presenting new initiatives, assessing curriculum, and evaluating progress toward strategic planning initiatives. A Department meeting agenda is circulated a few days before the meeting, the Chair presides at the meeting, and minutes are recorded and later distributed.

Assessment Technique: Studio Assessment Form
Responsible Assessment Parties: Studio Professors
Program Constituencies Served: Students and faculty
Assessment Frequency: At the end of each studio project
Description of Assessment Technique: The two-page Studio Assessment Form (a copy is included in Part 4 of this APR) is intended to collect relevant information from students regarding the conduct of studio design problems, the amount of time allotted for the assignment, the opportunities to collaborative work, and whether the goals of the assignment were met in the estimation of the students. The form contains a combination of circled responses to questions and room for written suggestions. Based on assessments, changes in studio may be made.

Assessment Technique: Meetings with Architecture Department Advisory Board
Responsible Assessment Parties: Dean and the Chair
Program Constituencies Served: Students, faculty, and industry professionals
Assessment Frequency: Once a semester
Description of Assessment Technique: The Dean and Chair meet with the Architecture Department Advisory Board at the end of each semester to report on progress in the department, challenges met, new challenges on the horizon, and opportunities for improvement. The board consists of approximately two dozen members from the professional fields of architecture, design, construction, and education. Reports from faculty members are often presented at the meetings, and minutes are recorded and later distributed. The Chair reports back to the Advisory Board on actions taken.

Assessment Technique: Graduating Student Survey Forms
Responsible Assessment Parties: Graduating students
Program Constituencies Served: Students and faculty
Assessment Frequency: At the end of each academic year
Description of Assessment Technique: Graduating Student Survey Forms are completed by candidates for undergraduate degrees in the last semester of the senior year. They are distributed at the time seniors apply for a degree audit by Janice Girouard, the Director of Student Services for CETA. The students cannot apply for graduation without submission of the form. Students complete questions about the quality of education. The form also allows written responses from students. Results are discussed at faculty meetings and action plans are formulated around the results.

Assessment Technique: Graduate Employee Evaluations
Responsible Assessment Parties: Faculty and employers
Program Constituencies Served: Students, faculty, and industry professionals
Assessment Frequency: At the end of each academic year
Description of Assessment Technique: This evaluation is completed by employers of graduates from the architecture program. Employers are asked if, in their estimation, graduates have been effectively educated to contribute to the architecture and construction industry.

Assessment Technique: Studio Lunch
Responsible Assessment Parties: Department Chair
Program Constituencies Served: Students and faculty
Assessment Frequency: Weekly
Description of Assessment Technique: Each week the Department Chair has a brownbag lunch with the students in the studio, allowing an informal exchange of information between the parties. Some weeks the Chair eats alone, but often students are present and air concerns about the program. The Chair can then take action on issues discussed.

Examples of Improvements in the Program Made in Response to Various Assessments

The narrative above explains the various techniques for assessment currently employed by the Department of Architecture in improving its program. Below are examples of changes to the program and its curriculum that were prompted by the assessment techniques.

Assignation of New Adjunct for AET 244
This change was a direct result of the Student Representative Meetings with

Dean and Chair. During the March 28, 2007 Student Representative meeting, several students voiced their concerns that the Studio Intensive Track (SIT) courses were being taught by the same professors who were rotating through these studios every other semester; as a result the students were not getting diverse approaches to design. Following the meeting, the Chair evaluated teaching assignments for SIT studios. An examination of studio professor assignments led to the assignation of a new adjunct professor to teach the AET 244 design studio during the 2007-8 academic year, who had not previously taught in a SIT studio. The new assignment was reported at the meeting of the Board of Advisors in June 2007, with the request on behalf of the department that other possible adjunct studio professors be identified by board members for future consideration.

Extension of Woodshop Hours
This change in Architecture Department policy was a result of input to the Suggestion Box. During the Spring '07 semester, there were several suggestions submitted that the Architecture Department woodshop extend its operating hours. The woodshop has become an important program tool in model making. The woodshop had been scheduled to be open on MWF, from 2:00 to 5:00 PM. This would allow it to serve students taking the following studios, which meet on these days: AET 367, AET 489, ARC 521, and ARC 621. Opening the woodshop on Tuesdays and Thursdays would allow students of AET 244 to also use the shop. The response to this suggestion was to hire a second shop monitor for the two additional days, with safety training, which would allow the wood shop to be accessible more hours per week, better serving the students of all the design studios.

Articulation of Grading Policy in ARC 585
This change in course content was the result of course evaluations completed by the students. In this case, the suggestion on course evaluations was made for ARC 585: Writing About Architecture course in Spring '06 that the grading policy for student work should be more explicitly stated. In response to these evaluations, the professor for the course provided a description of how coursework is graded and the weighting of the grades for various assignments in determining a final grade. It also included an example of the breakdown of weighting for each assignment and the mathematical formula used to determine grades.

Development of a Studio Assessment Form
This activity was a direct result of discussions conducted during an AET departmental meeting. During the Departmental meeting on February 8, 2007, the Chair distributed a draft of a Studio Assessment Form developed so that more assessments of studio teaching and course content could be gathered during the course of the semester. The intent was for the Studio Assessment Form to be distributed to students at the end of each design studio assignment in the following courses: AET 110, AET 123, AET 233, AET 244, AET 352, AET 367, ARC 511, ARC 521, and ARC 611. The assessment form questions would target student perceptions of the design problem's usefulness, opportunities for collaborative work, and the responsiveness of studio faculty. The sample assessment form was discussed, suggestions were made for rewording to improve it, additional questions were added, some questions were deleted, and the form was adopted for use.

Assignation of Studio Group Projects
This course improvement was the result of the recently adopted Studio Assessment Form. The form was distributed to first-year students taking AET

110: Introduction to the Architectural Process. Their assessment of the last design studio assignment was that they believed that more could have been learned by working in teams, in addition to working individually. In the next studio assignment (the last for the semester) the class was divided into several 3-person teams to survey the site and to build a site model. The students worked closely together, were responsible for developing site drawings, and translating site drawings into a site model, which underlined the importance of teamwork in architectural practice.

Stronger Departmental Ties with Professional Architects Society
This change in departmental policy was a direct result of the semi-annual meetings with the Department of Architecture Advisory Board. At the January 23, 2007 meeting with the Advisory Board, board members strong advised the new Chair of the Department of Architecture to make stronger connections with the Connecticut AIA Chapter, and that the Chair should offer to write a column for the chapter newsletter on changes in the Department of Architecture. The Chair has followed up on these suggestions, contacted the editor of the AIA/Connecticut chapter newsletter, and wrote an article published in the chapter newsletter in the Spring 07 issue (outlining recent changes in the program), the Fall 07 issue (featuring an article on recent student work), the Winter 07 issue (on the New Urbanism work in Hartford by graduate students), and Spring 08 (which will be on the outreach work being done under the Department's traveling fellowship). The AIA Chapter and the Department have been collaborating more on offering programs on campus to draw in professionals, and to make them available to our students.

Upgrades to Architecture Department Computers
This change in the resources and facilities of the Architecture Department was an outcome of suggestions made by Graduating Student Survey Form. The form allows students graduating in the architecture program to gauge the quality of their education, and to make suggestions for improvements. Several of the forms completed by the 2006 graduating class included comments expressing the need for more powerful computers in the department's computer lab to run more sophisticated CAD software. In a direct response to these suggestions, in the Spring '07 semester the RAM on 11 computers in the department's computer lab was upgraded to 2 GB. Other suggestions included installing Adobe Photoshop to aid in the use of computers for final design presentations, and to also allow the machines to be used in the teaching of AET 473: Architectural Rendering and Portfolio Development. As a result, all of the computers were installed with the latest version of Adobe Photoshop.

Hiring of Teaching Assistant for AET 244
This change in studio Teaching Assistantship was made in response to suggestions forwarded by students during the weekly studio lunch conducted by the Department Chair. During a studio lunch early in the Spring 07 semester, several students spoke with the Chair about their concerns regarding a large studio class section for AET 244 of nearly 20 students. The students in the class desired additional studio critiques from someone who might assist the studio professor and to provide alternative approaches on design. This discussion led directly to the hiring of a graduate Teaching Assistant for this studio course, and will result in the hiring of future TAs to assist other professors and to provide a greater diversity of opinion in the design studio.

3.3 Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

The current University of Hartford Undergraduate Bulletin 2007-2008, contains a description of the Bachelor of Science in Architectural Engineering Technology Program (see Appendix). The University of Hartford Graduate Bulletin 2007-2008, contains a description of the Master of Architecture Program (see Appendix). Both descriptions contain this text, which is also found on the Department of Architecture website:

> *The following is a statement promulgated by the NAAB: "In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented."*

The NAAB Conditions for Accreditation are referenced on the Department of Architecture website, and a link is provided to the NAAB website to access this document. Freshman and first-year graduate students are informed of the document and how to access it through the Department website.

3.4 Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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") 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. 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.

These aspects of social equity are covered in the Studio Culture Policy, which was drafted in collaboration with students, faculty, and staff, giving each an opportunity to have input on the policy.

The location of the Department of Architecture in the Harry Jack Gray Center is easily accessible. A 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 East Hall, the United Technologies, 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 Policy Manual also provides statements concerning Recruitment Advertising and the Documentation of Recruitment Activity.

Of the current full-time faculty five are Caucasian. One of the five faculty is

female. The part-time faculty is a diverse mixture of Hispanic, Caucasian, Arabic, Indian, and Asian women and men. 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.

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. The undergraduate student body in the Department of Architecture reflects these statistics with Connecticut (45% students) well represented followed by New York (21%), Massachusetts (15%), and New Jersey (8%). Twelve states are currently represented with a small percentage of International students from Canada, Japan, and the West Indies. Current graduate enrollment is made up of students living and working in the vicinity of Hartford. Their undergraduate degrees are from a variety of schools; six from the University of Hartford B.S. undergraduate program, and one each from SUNY at Buffalo, Roger Williams University, Alfred University, and Mumbai University in India.

The undergraduate program in Architecture is made up of 66% male students and 34% female students. This is a marked improvement from three years ago, when the ratio was 76% male and 24% female. 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 10 currently enrolled graduate students, there are 8 men and 2 women.

The undergraduate Architecture program is diverse as to ethnicity, with approximately 67.5% of the students Caucasian, 10.7% African American, 6.6% Hispanic, 1.5% Asian-Pacific, and 1.5% Foreign National (4.5% Other and 7.6% No Reply). The graduate students are a diverse mix. Four are Caucasian, two are African American, three are Hispanic, and one is Indian. Two students are foreign nationals.

The largest classes of the undergraduates are first- and second-year students, while the numbers are fairly evenly distributed in the third and fourth years. This reflects some attrition but also displays the increase in enrollment over the past several years. Full-time undergraduate student enrollment for 2003 was 111, where Census Day in the Fall of 2004 showed 134 undergraduate students majoring in the pre-professional Architecture program. In 2005 there were 148

undergraduate students. In 2008 we have 197 undergraduates.

The majority of undergraduate students matriculating at the University of Hartford come from public high schools. There are four Open House events every Fall semester. Each of these day-long events is scheduled to include activities for potential students and their parents. The day includes a Financial Aid Workshop, presentations by University Administration, student panel discussions, and campus tours. There is also a Spring Open House Luncheon for students accepted to the University.

The University of Hartford has a Magnet High School located on the Asylum Avenue campus. 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.

Full-time first-year undergraduate students in Engineering Technology are required to take a 1 credit hour class (ET 111) that introduces them 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 ET 111 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. The student handbook, *The Source*, includes sections concerning "Statement of Personal Rights and Freedoms" and guidelines for "Student Conduct."

A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and development.

The entire full-time faculty of the Department of Architecture serve on the department's Curriculum Committee. Being a small department, the input of the entire faculty is necessary for a well-considered curriculum. The adjunct faculty are consulted on curriculum issues and work with the full-time faculty to refine course content and scheduling. The department regularly has a representative from architecture on the College (CETA) Curriculum Committee. As mentioned above, the faculty serve on numerous College and University committees, giving them access to the formulation of policies and procedures. These committees include: Promotion and Appeals Committee, Graduate Council, Tenure and Promotion, Board of Regents, Architectural Review Board, CETA Committee on Teaching Loads, Leadership Committee and the Judicial Committee. Several faculty from the Department of Architecture have served on the University Faculty Senate over the last five years. Each new hire is provided with a copy of the Manual of Academic Policies and Procedures and the Faculty Policy Manual. The University website also makes all of these documents easily available. The faculty Senate e-mails the minutes of their meetings to each faculty member. The University distributes an Adjunct Faculty Handbook to new part-time faculty.

Students in the Department of Architecture are given access to formulation of curriculum review and program development through completion of course evaluations every semester and regularly scheduled student representative meetings with the Dean and the Chair. They also have input through their

participation in the AIAS chapter. The Chair meet with the AIAS representatives and Associate Professor James Fuller has played an active role as their advisor. As mentioned in section 1.2 (Architecture Education and the Students) undergraduate architecture students are involved in College (CETA) Student Council and the University of Hartford Student Government Association. The University annually prints The *Source* (the student handbook), the Graduate Bulletin, and the Undergraduate Bulletin. ET 111, the course required of every first year undergraduate student in the College of Engineering, Technology, and Architecture (ET 111) is designed to inform students of resources available to them on campus.

In Spring 07 the Department of Architecture instituted its own Website (www.hartford.edu/architect), which is also accessible through the CETA Website. The site has proved to be a valuable tool to communicate Department events, provide information to the public about the Department, and to recruit new students. The site contains information on the undergraduate and graduate degree programs, examples of student work, student success stories, faculty profiles, information on Department events, and the Department's *ARCH Update* newsletter (a copy of which is found in Part 4 of this APR). Students regularly communicate with their advisors, and everyone is connected by e-mail. The University of Hartford hosts a course management system between faculty and students registered for their courses called *Blackboard*.

The University of Hartford office of Human Resource Development and the Office of the Provost conduct orientations for faculty and staff. The HRD also occasionally offers workshops on specific topics and employee benefits.

3.5 Studio Culture

The Department of Architecture faculty and students fashioned and adopted a Studio Culture Policy in 2004. The policy is posted on the Department of Architecture Website and is also posted on the studio bulletin board. Students have been directed to the Studio Culture Policy though department-wide updates regarding acceptable behavior in studio. The current Studio Culture Policy is as follows:

UNIVERSITY OF HARTFORD
DEPARTMENT OF ARCHITECTURE

Studio Culture Policy

The studio is an essential experience in the architecture student's life. It is in this space where unique and extraordinary ideas are being manifested, and the foundations to relationships are being created. 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.

The University of Hartford's Department of Architecture is committed to creating and preserving a studio environment that is conducive to the growth of the relationships needed to help students succeed in their goals.

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 will respect each other's background and culture. Students will 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. The faculty must be respected for their knowledge of architecture and their foundations within the community. The student will show respect by listening to the professor when he or she is speaking. The student will put their greatest effort into the assignments set by the faculty and will have them done within reasonable time frames. Students and faculty should 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 to be judged upon his or her 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 studio with a reasonable amount of time to accomplish said goals. The faculty should remember that the student has other obligations than the studio and be sensitive towards the student's life outside of the studio.

Student and Faculty/Studio Environment Relationship
The studio is an environment that is meant to stimulate the student by promoting positive energy and passion for architecture. It is also a space for the faculty to express their ideals to pass on to future generations. The studio's physical environment should be an expression of the creativity, hard work, and passion of the University of Hartford Architecture program. The studio should be a comfortable place to work. This could be achieved through a respect for the space from students, faculty, and visitors. The shared space 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 and music should be played at a fair level for everyone in the studio. Since the studio is a second home to the student it should be made available at all times and the same degree of respect should be in effect no matter the time.

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 studio is an experience that will stay with the students and grow into their own style of working. The Studio 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.

3.6 Human Resources

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. These represent diverse educational backgrounds mostly in the eastern United States, there is a range of ages, and there are two students from outside the U.S.

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. Seven of the 10 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.

Our earliest graduate applicants became aware of the Master's program by word of mouth and the NAAB Website. 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. We also developed an online "e-brochure" with the Office of Graduate Studies that can be emailed to prospective graduate students. 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 bachelor's degree in a pre-professional architecture program at 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. 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 (maximum 25 sheets).

Applications are accepted at the Office of the Dean of Graduate Studies, 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.

At the undergraduate level, admission to the university requires completion of a college preparatory high school curriculum, and is based upon and an admission index that weighs both a student's high school GPA and SAT/ACT scores.

Undergraduate students typically enter directly from high school with a large number living in the residence halls. Although primarily traditional students, we are also experiencing enrollment of non-traditional students. Some of these students come from tours in the military or are older students returning to school after time in the work force. The Department of Architecture is currently developing articulation agreements with various Connecticut community colleges, community colleges from neighboring states, and regional small colleges with liberal arts programs.

Currently, undergraduate students admitted to the University of Hartford are allowed to designate the pre-professional degree as their major and enroll in courses in the Department. Once in the undergraduate curriculum, some may self select and change their majors. To move through the sequence of courses with prerequisites, students must pass each course. In the design studio they must earn a grade of C or higher. Every effort is made to help them graduate in four years. Very few undergraduate summer courses are offered in the Department of Architecture, but the summer sessions would be an opportunity to provide more flexibility for students' schedules.

For undergraduates, admissions are based primarily on SAT scores and high school performance. The SAT scores for students admitted to the program average 1051 combined (508 average Verbal and 544 average Math). This is an increase from 2005, when the average was 1034 combined (494 average Verbal and 540 average Math). This current average compares well with the average SAT scores for students entering CETA's Technology programs (982) and all of CETA (1067).

The Department of Architecture undergraduate students generally exhibit higher retention rates compared to the population of University undergraduates, as the table below indicates.

Retention of Full-Time University Undergraduate Students by Class

	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
FR to SO	70.7%	74.2%	70.2%	68.9%
SO to JR	83.9%	83.2%	83.1%	85.0%
JR to SR	87.2%	84.1%	86.0%	87.0%

Retention of Full-Time AET Students by Class

	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
FR to SO	82.5%	89.4%	72.0%	72.1%
SO to JR	72.7%	82.1%	86.7%	88.9%
JR to SR	96.9%	95.7%	100.0%	96.7%

Full-time faculty regularly teach in the first and second years of the undergraduate program, which has a positive effect on student retention. Besides full-time faculty teaching in the early years, there are other programs in the Department and the College to assist students in completing their studies. As mentioned earlier, ET 111 helps to assimilate students to University life besides advising them concerning their career paths. Each entering architecture student is assigned a faculty advisor. After 13 credits, they may change their advisors at any time during their undergraduate curriculum with an Advisor Selection/Change Form.

To support the students with their academic progress, the University and the CETA have several tutoring programs. The Student Government Association sponsors tutoring programs, and the College supplements the student tutors. 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.

Faculty
The faculty in the Department of Architecture is a highly competent, dynamic, and experienced group. The Department is currently composed of three tenured and two non-tenured faculty. The five current full-time faculty hold advanced degrees including a Graduate Diploma in History and Theory, Master of Architecture, Master of Education, and a Ph.D. in Architecture. Four of the five full-time faculty members are licensed architects, and the fifth faculty member is now taking the licensing exam. The adjunct design faculty have professional degrees, and most have Master’s degrees and are licensed. Many of the adjunct faculty who teach technical courses hold a Ph.D. degree. All full-time faculty members are engaged in research and scholarly activities and/or architectural practice and consulting. The volume of peer-reviewed publications and presentations is a measure of the research and scholarly activities of the faculty. Also, the portfolios of built projects attest to their experience, expertise, and professional development (please see the Faculty Resumes in Part 4 of this APR).

The normal teaching load for a faculty member with a 10-month appointment is either 24 credit hours or 32 contact hours per year. Faculty supervise independent studies and Senior Thesis in addition to their regular teaching loads. The College of Engineering, Technology, and Architecture is currently examining the equity of teaching across the college using a formula that evaluates comparable teaching units called IUs (Instructional Units). Associate Professor Daniel Davis represented the Department of Architecture on this College-wide committee. The proposed system gives various IU credit for lecture, seminar and studio/lab courses and concludes an equitable total for the entire faculty of the College. The Department’s two G-3 part-time faculty each teach 12 credit hours an academic year. The full-time faculty engage in student advising and are active with student organizations. One full-time faculty member is the advisor to the AIAS chapter.

Full-time Faculty (* indicates holding professional registration)
Professor Daniel Davis, AIA* (Design, History, and Theory)
Associate Professor James Fuller, AIA* (Design, Construction Documents, Materials and Methods)

Associate Professor Elizabeth Petry, AIA* (Design, Professional Practice)
Associate Professor Michael J. Crosbie, AIA* (Design, Research, Communication)
Visiting Professor Theodore Sawruk, Assoc. AIA (Design)

G3 Adjunct Faculty
Ira Hessmer, AIA* (History)
Eric Warnagiris, AIA* (Materials and Methods, CAD, Design)

Typically adjunct faculty teach one course (3, 4, or 6 credits) per semester. Between 2005 and 2008, the Department of Architecture has engaged the following adjunct faculty:

Monika Avery, IIDA
Vincent Bartoli
Lauren Braren, AIA
Charles Brown
Joseph Buchek, AIA
Angela Cahill, AIA
Scott Celella, CSI
Dariel Cobb
Herman Cortes-Barrios, AIA
Stephanie Degen-Monroe, AIA
Jeffrey Elliott, AIA, LEED AP
Deborah Fickett-Gearty
Geoffrey Gaunt, AIA
Terri-Ann Hahn, ASLA
James Hoagland, AIA
Jeffrey Jahnke, AIA
Richard Kirk Johnson
Kevin Kerchaert, AIA
M. Saleh Keshawarz
Vishnu Khade, PE
Ramiz Khoda
Steven Krawczynski, PE
C. James Lawler, FAIA
Harvey Leibin, AIA
Fredrick Mahaffey, AIA
Yazir Mega
Nikolay Nazaryan
Ernest Nepomuceno
Robert Orr, AIA
Scott Persing, AIA
Frank Ryan, AIA
Javier Salazar, AIA
Rifat Saleh, PE
Craig Saunders, AIA
Richard Schoenhardt, FAIA
Lynn Temple
Kermit Thompson, AIA
Nikhil Vyas

All faculty are evaluated by students through course evaluations each semester for each course. A sample evaluation form used by the University and the Department of Architecture is found in Part 4 of this APR.

Administration
The Chair of the Department of Architecture is entitled to a half-time teaching load in addition to administration and is expected to also continue with a research and service agenda. A description of the duties and responsibilities of the Chair can be found in Section 3.11: Administrative Structure.

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 3.11: Administrative Structure.

Staff
One Half-Time Staff
Until October 2007 the Department of Architecture had a half-time staff person who helps the faculty with typing, student services, answering the telephones, general office management, and special projects. The Department is currently interviewing candidates for the position and the College should be hiring a replacement soon.

Director of Student Services, serving all Engineering Technology Majors
Janice Girouard

Student Liaison Person
Ann Lankford

Development Office, serving CETA
Roz Raeback

Information Technology Support, serving CETA
The CETA Computer Labs are staffed by work-study students who work shifts while the labs are open.

3.7 Human Resource Development

Policy Regarding Human Resource Development Opportunities
As stated in Section 6.4, Support of Professional Development and Scholarship of the Faculty Policy Manual (FPM), “The University of Hartford recognizes the need for university teachers to keep current with the expansion of knowledge in their specialties. It is the policy of the University to encourage and assist the faculty members in individual professional development. Scholarship is among the most important means of professional development. The University of Hartford therefore encourages both scholarship and professional development by making library facilities and other resources available whenever possible.”

Membership in Professional Associations: The University of Hartford Faculty Policy Manual provides that the University will pay one-half the annual dues in one professional association for each member of the full-time faculty.

Participation in Professional Associations: The FPM encourages active participation in professional associations. In support of this, the College underwrites a portion of the expenses associated with attendance at meetings of professional associations, paper presentations, and service as officers of associations.

Grants for Faculty Teaching and Research: The University has created the Coffin Grant Program, Education Technology Grants, the WELFund, Greenberg Junior

Faculty Grants, and the International Center Grants for Faculty to support faculty research. Faculty in the College are eligible to apply for these funds during the annual competitions. Summer stipends are also available to faculty for specific research and/or projects.

Instructional Load Reduction: Faculty may apply to the Dean of the College for reductions in instructional loads for the purpose of curricular and/or professional development in the form of sabbatical leave. The Chair receives a reduction in course work.

Technical and Clerical Support: The FPM articulates the University's commitment to research and other types of scholarly activity. In support of this commitment, the University provides faculty with unlimited access to its academic mainframe**.** In addition, the College has acquired appropriately configured computers and supporting software. The faculty may draw upon the resources of a secretary in the preparation of papers, manuscripts for publication, and grant applications. The Dean's office provides secretarial support for the preparation of grant applications. Finally, the College has equipped each faculty workstation with a computer and word processing, graphic software, and CAD as required.

Workshops on Technical and Instructional Techniques: The College, working through the departments, encourages and funds, as appropriate, faculty development workshops on technical topics (e.g. faculty advising). The University offers a number of ad hoc and standing workshops designed to explore teaching techniques and to contribute to their improvement.

Faculty Center for Learning and Development (FCLD): The University funds support of faculty efforts to use computer technology in instruction. In addition to sponsoring workshops, the Center trains individual faculty members in instructional media.

Visiting Lecturers

Lecture Series
2005-06 Academic Year
LOT-EK, "Urbanscan," November 18, 2005
James C. Childress, FAIA, "Give 'em what they want!" April 19, 2006

Lecture Series
2006-07 Academic Year
Richard Meier, FAIA, "Recent Work," October 26, 2006
Mark Foster Gage, "Architectural Urges," December 7, 2006
Ann Beha, FAIA, "A Language for Art: Designing Museums for the Next Generation," February 8, 2007
Kent Bloomer, "The Picture Window," April 19, 2007

Lecture Series
2007-08 Academic Year
Peter Eisenman, FAIA, "Late Style," October 25, 2007
Jack Travis, FAIA, "Firm, Philosophy, Practice, and Recent Work," February 21, 2008
James Wines, "Recent Work," April 17, 2008

Visiting Critics
Rosemary Aldridge, RLA (Insite)
Michael Ayles, AIA (IDP State Coordinator)
Harriet Baldwin (Southport Village Partners)
David Barkin, AIA (JCJ Architecture)
Phillips Barlow (TO Design Landscape Architects)
David Barrett (Hartford Seminary)
Suendam Birinci (Hartford Seminary)
Lauren Braren, AIA (Herbert S. Newman & Partners)
Betty Brosius, AICP (Town Planner, Ridgefield, CT)
Jeff Brown (Tai Soo Kim Partners)
Emily Buttrick, AIA
Angela Cahill, AIA (Schoenhardt Architecture)
Jamie Cali, AIA (JCJ Architecture)
James C. Childress, FAIA (Centerbrook Architects)
William Clegg, IIDA (Schoenhardt Architecture)
Tim Cohen (Fletcher Thompson)
Tom Condon (Hartford Courant)
Stephanie Degen-Monroe, AIA (SDM Architect)
Chris Dupris (University of Hartford Facilities)
Jeffrey Elliot, AIA, LEED AP (JCJ Architecture)
Chris Evans (Folletts Bookstore at the University of Hartford)
Paul Fioretti, Assoc. AIA (Edificio Architects)
Gary Galanto, AIA (C.J. Lawler Associates)
Rodolfo Garcia, AIA (Jacunski Humes Architects)
Geoffrey Gaunt, AIA (S/L/A/M Collaborative)
Valerio Giadone (Schoenhardt Architecture)
Glenn Gregg, AIA (Gregg, Weiss)
Charles Haganah, AIA (Roger Williams University)
Terri-Ann Hahn, ASLA (LADA Associates)
Kevin Herrick (S/L/A/M Collaborative)
James Hoagland, AIA (JCJ Architecture)
Mark Hopper, AIA (Schoenhardt Architecture)
Anwar Hossain, AIA (The Lawrence Associates)
Tai Soo Kim, FAIA (Tai Soo Kim Partners)
JoAnna Krupa
David LaBau, FAIA (S/L/A/M Collaborative)
Jim LeBlonck (TO Design Landscape Architects)
Harvey Leibin, AIA (DuBose Associates)
Garry Leonard, AIA (Kevin Roche John Dinkeloo and Associates)
Randall Luther (Tai Soo Kim Partnership)
Fred Mahaffey, AIA
Jerry Maine (City Planning Office, Hartford)
Rick McClurg, AIA (C.J. Lawler Associates)
Kevin McFarland (Quisenberry Arcari Architects)
Jim McManus, FAIA (S/L/A/M Collaborative)
Ernest Nepomuceno (DuBose Associates)
Peter Newman, AIA (Herbert S. Newman and Partners)
Dean Ober (JCJ Architecture)
Scott Persing, AIA (JCJ Architecture)
Rocco Petitto (JCJ Architecture)
George Proakis (Chief Planner, Lowell, MA)
Linda Reeder, AIA (Linda Reeder Architect)
Steve Rosenthal (Steve Rosenthal Architectural Photography)
Harold Roth, FAIA (Roth & Moore Architects)
Javier Salazar, AIA

Amy Samuelson, AIA (S/L/A/M Collaborative)
Craig Saunders, AIA (DuBose Associates)
John Scheib, AIA (JCJ Architecture)
Tyler Smith, FAIA (Smith Edwards Architects)
Rick Staub (Point One)
Richard Szcypek, AIA (Tai Soo Kim Partners)
Jenny Tate (Tate + Burns Architects)
Dhiru Thadani (Ayers/Saint/Gross)
Kermit Thompson, AIA (Connecticut State Department of Public Works)
Macon Toledano (Leyland Alliance)
Robert Wienner (Blue Back Square)
Christopher Williams (S/L/A/M Collaborative)
Beverly Willis, FAIA (Beverly Willis Foundation)
Forrest Wilson (Catholic University)

Public Exhibitions
April 2006 and April 2007: Exhibit of Student Work

Description of Student Support Services
The College provides extensive academic support services and co-curricular opportunities for students in its programs. These include:

Faculty Advising: Incoming undergraduate students are assigned a faculty advisor. Students typically meet their advisors at least once each semester to review progress and plan future schedules. 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.

Peer Tutor Program: The College, in cooperation with the University's Student Government Association, operates the Peer Tutor Program. The College recruits, trains, and compensates highly qualified upper-class students who are selected for this role based on their classroom performance and interest. The Director of Student Services provides administrative support, recruiting tutors and identifying students in need of tutoring; she is also responsible for making the initial contact between the tutor and tutored student, monitoring the process, and evaluating and compensating tutors. Tutors are recommended for these roles by their faculty advisor as well as by faculty from whom they have taken classes. The College and the University's Student Government Association share funding for this program; the latter organization draws upon student fees.

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. Carefully selected upper division students who function as lab assistants oversee the open lab periods. Lab assistants are expected to provide general technical assistance as appropriate, but are not expected to be familiar with particular laboratory assignments or to play a teaching role. The labs and studios are now open more hours, with additional daytime, evening, and weekend hours available.

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 Student Council, the American Institute of Architecture Students (AIAS), the Audio Engineering Society (AES), and the Society of Women Engineers (SWE). A faculty and/or staff advisor supports each club or association. The Department of Architecture is now working to establish a chapter of the National Organization of Minority Architecture Students.

The Lambda Epsilon Chapter of Tau Alpha Pi, the engineering technology honor society has enrolled, over the years, many architecture students as members.

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 3.2.2.R).

Job Placement: The Division of Student Affairs includes a Career Center, which assists students in the preparation of resumes, identification of prospective employers, and the development of job search skills such as interviewing.

Computer Services: The University's information Technology Services Department currently operates e-mail and web services for all students and faculty through a WindowsNT Cluster that provides POP3/SMTP, IMAP and Web Browser access. A student-staffed Computer Support Center provides computer help, as well as telephone support on the Computer Support Hotline. While the Computer Center in Beatrice Fox Auerbach Computer Center is the focal point of the configuration, facilities to support student computing, including a data communications network, extend to all campus buildings, including all campus residences, where there is port-per-pillow connectivity. Approximately two out of three students bring their own computer to campus and connect it to the residential network. The University also provides 56-K dial-up access to students living off-campus. More than 25 computer labs have been established throughout the University to bring computer access to all centers of instruction.

Residence Halls: The majority of full-time undergraduate Architecture students are residents on campus. They enjoy the services of the University's campus residence facilities administered through the Office of Residential Life. The facilities include a traditional dormitory complex, which houses approximately 1,600 students, and the Village Townhouse Apartments, which house an additional 1,000. There is also an additional complex housing 1,100 students.

Meals are available in University Commons and the Gengras Student Union, which provides a dining service for resident students as well as all other students who wish to purchase meals.

The Commuter/Transfer Association: This association serves the University's commuting students. Student fees support both the Residence Hall Association and Commuter/Transfer Association.

Student Financial Assistance: Full-time students at the College regularly receive significant amounts of student financial assistance from federal, state, and University sources.

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.

Student Association Tutor Program: The Student Government Association matches students seeking tutors for particular courses with successful students who have completed these courses for one-on-one sessions.

The Center for Reading and Writing: This center offers one-on-one assistance with academic strategies to students in all departments and colleges, including instruction in strategies for writing essays and research papers, task management, reading and remembering textbook information, organizing and reviewing classroom notes, and information for exams. Peer tutors are available in Mortensen Library, room 324, on some evenings. Four three-week study skills mini-courses, covering time management, listening and note taking, reading and remembering, and preparing for tests, are offered for .5 credits.

The Math/Physics/Computer Science Tutoring Laboratory: In the College of Arts and Sciences, this tutoring laboratory is open to all students taking mathematics, physics, and computer science courses.

The Computer Science laboratory: In the College of Arts and Sciences a laboratory is open to all students taking computer science courses.

Chemistry in the College of Arts and Sciences: This facility comprises faculty and upper-level students who are available approximately 20 hours per week to tutor students enrolled in introductory chemistry classes.

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.

Student Athletes: Through the Athletic Department, academic support is provided for student athletes including tutoring, time management sessions, personal counseling, tips on succeeding as a student and as an athlete, proofreading, computer instruction, exam proctoring for students who have missed exams due to travel, writing papers, midterm progress reports, and academic advising, registration, and tracking. Architecture students have participated in a variety of sports including baseball, basketball, lacrosse, rugby, tennis, track and field, and volleyball.

The College Tutoring Service: This service provides one-on-one tutoring for College courses by matching students seeking tutors for particular courses with students who have excelled in these courses for one-on-one sessions.

Evidence of Facilitation of Student Opportunities to Participate in Field Trips and Other Off-Campus Activities

Field trips are required for most courses in the Design Curriculum. These trips are local in nature, but include significant architectural sites including the Hartford Seminary, Wadsworth Athenaeum, Hill-Stead Museum, The Yale Center for British Art, the Yale Art Gallery, and many others. The construction documentation courses also visit significant construction projects. Various levels of design studio engage in longer field trips to experience examples of regional architecture such a trip by the first-year students to New Haven. In addition, the Chapter of the American Institute of Architecture Students (AIAS) develops field trips each year. In recent years students have traveled to Boston, Los Angeles, New York City, Pittsburgh, Philadelphia, Milwaukee, and Toronto. International programs offer significant opportunities for students for off-campus activities. Students are encouraged to participate in Study Abroad programs throughout the world. Architecture students have studied in Greece, Scotland, Italy, and Australia. In Summer 07, the Department offered for the first time a study-abroad course: ARC 586 Architectural Monuments. Professor Daniel Davis traveled to Italy with approximately a dozen students, spending 18 days studying the architecture of several cities.

Description of Policies, Procedures, and Criteria for Appointment, Promotion, and Tenure, and for Accessing Faculty Development Opportunities

The traditional academic ranks (professor, associate professor, assistant professor, and instructor) and the qualifications related to them are discussed in Section 5.2 of the FPM. Sections 6, 7, and 8 stipulate the procedures that are followed in promotion and tenure decision processes.

Tenure is not directly associated with appointment to a specific rank; however, tenure is ordinarily granted only to assistant, associate, or full professors. Faculty do not ordinarily continue in probationary status on a tenure-track appointment for more than six years; this status may be extended by the Provost upon recommendation by the Dean following review of the request by the College's Promotion and Tenure Committee (FPM 8.5). The minimum probationary period is ordinarily two years (FPM 7.2.4).

Professor: The FPM specifies that professors must show distinguished

scholarship, or exceptional creativity, and outstanding teaching ability. These characteristics should be evidenced by recognized professional productivity in their field of specialization. While it is reasonable to expect that professors should hold terminal degrees, comparable professional achievement will be considered.

Associate Professor: The FPM specifies that associate professors must demonstrate superior teaching ability and high professional attainments and are ordinarily expected to have the terminal degree in their fields or comparable professional experience.

Assistant Professor: The FPM specifies that assistant professors should possess the Doctorate, or the Master's degree with substantial additional graduate work, or specialization in an appropriate field deemed comparable to the terminal degree.

Instructor: The FPM specifies that instructors should possess the Master's degree (or equivalent).

Section 6.1 of the FPM addresses tenure. It states: "The University accepts, as a definition of 'academic tenure,' the AAUP 1940 Statement, viz: faculty members who have been granted tenure may confidently expect that their services will be terminated 'only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigency.'"

At the University of Hartford, tenure may be granted to Assistant Professors, Associate Professors and Full Professors by a vote of the Provost's Committee (procedures under section 8) and the approval of the President and the Board of Regents (In exceptional cases, tenure may be granted to other full-time faculty members).

Tenure does not apply to departmental chairs or administrative positions. Administrators will retain, however, their professional rank and tenure if either or both have been previously granted to them as full-time faculty members at the University of Hartford.

The University also recognizes other types of faculty contractual arrangements including visiting professor, lecturer, and associate in music. Faculty service in one or more of these capacities is not counted toward tenure requirements. In 1984, the Board of Regents created another classification of appointment termed the "Extended Temporary Contract." This classification is detailed in Section 5.3 of the FPM.

As stated in the FPM, Section 6.2, Scholarship, "the term 'scholarship' refers to scholarly or creative activities, which advance knowledge or an artistic field. Scholarship results in a public product communicated to others and then reviewed and critiqued by peers in the field outside the University." These forms of scholarship are based on the research and writings of Ernest L. Boyer and include the scholarship of discovery, the scholarship of integration, the scholarship of application, the scholarship of teaching, and the scholarship of artistic activity. For additional information, please see the FPM.

Additionally, Section 6.3, Professional Development, states: "Professional development may be evidenced through scholarship as above (FPM 6.2), meaningful contributions to a discipline, as appropriate, in the form of papers, active participation in learned and professional societies, curriculum development (including but not limited to the development of educational technology), the

development and/or writing of grant proposals, research projects, workshops, creative and artistic activity, and professional involvement in civic and community affairs."

Evidence of Facilitation of 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.

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

Evidence of How Faculty Remain Current in Their Fields of Knowledge
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 conferences, and memberships in professional societies. Please see faculty resumes in Part 4 of this APR for additional information.

3.8 Physical Resources

Introduction
The Department of Architecture occupies 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 building also contains the Joseloff Gallery and the University Bookstore. Architecture Department courses requiring seminar spaces and classrooms are now being taught in both United Technologies Hall and Dana Hall, as are other computer labs used by the architecture students.

The Department of Architecture in the Harry Jack Gray Center
As the current location of the Department of Architecture, the west wing of Harry Jack Gray Center contains seven faculty/staff offices and a mail/copy/supply room on the ground floor and studios, a conference room, a computer lab, a review room, a woodshop, and storage on the lower level (see plans on following pages). It is located in the center of campus surrounded by the Mortensen Library, The Hartford School of Art, and the Integrated Science, Engineering, and Technology (ISET) complex. The offices are approximately 120-150 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.

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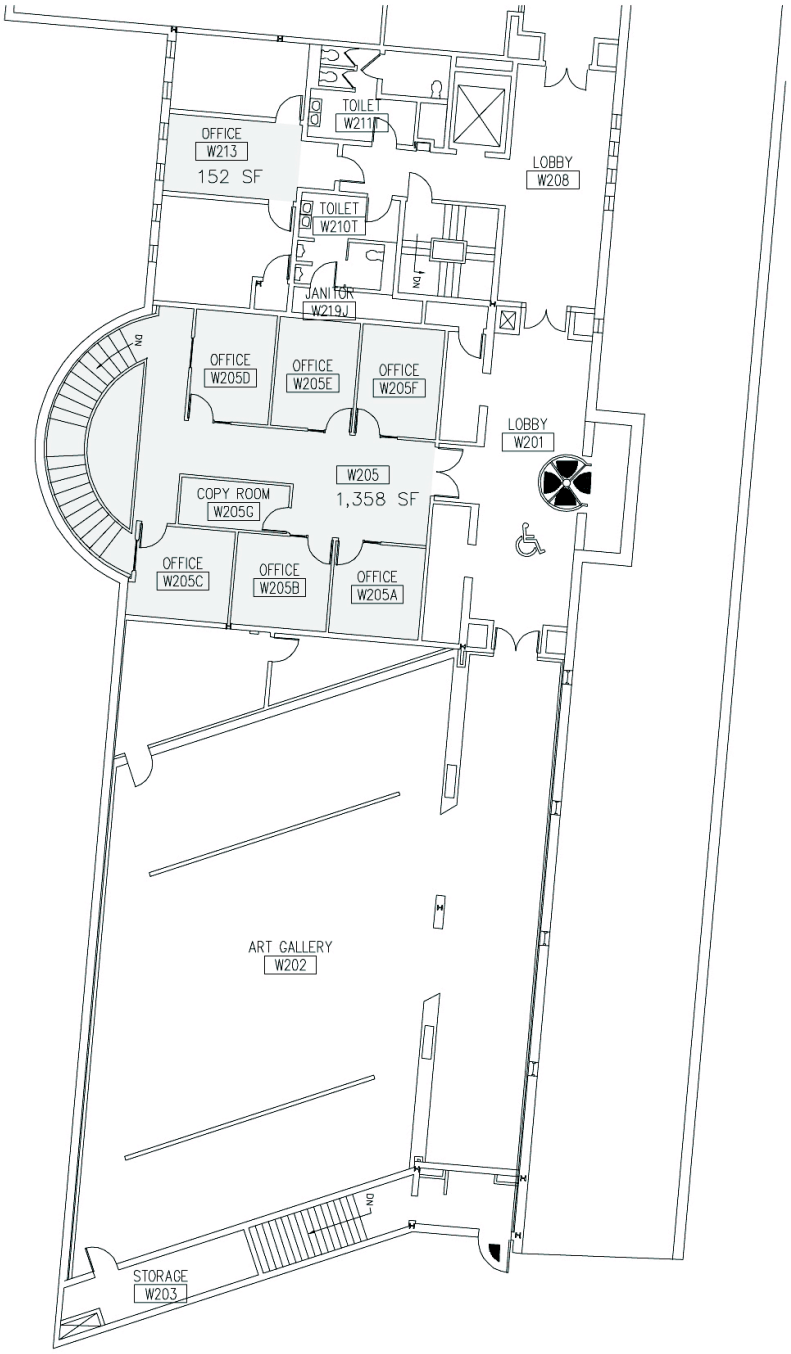
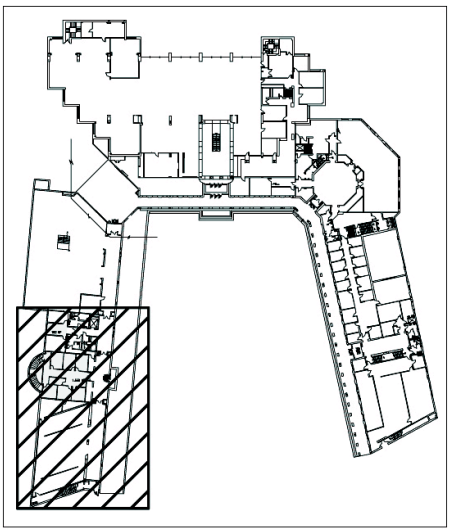


LOCATION MAP



ARCHITECTURE DEPT - 2nd FLOOR

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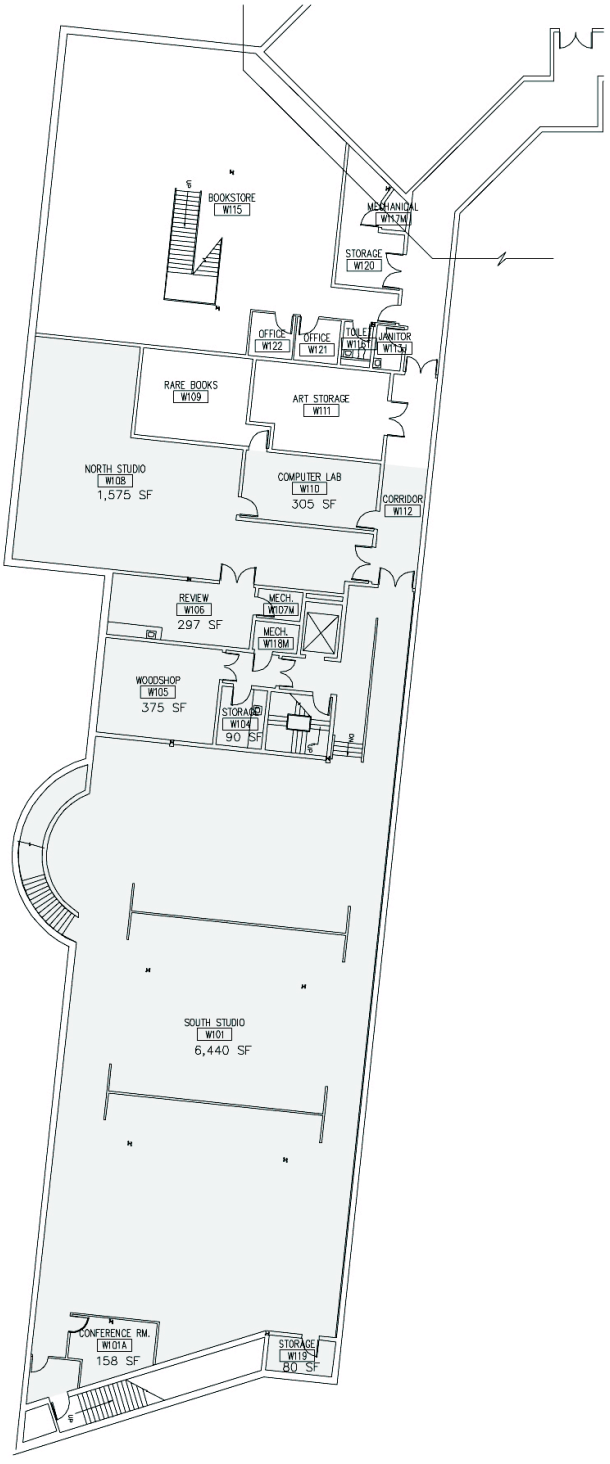

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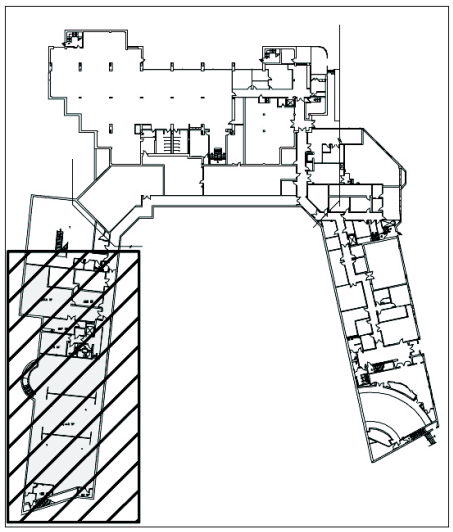

ARCHITECTURE DEPT - 1st FLOOR

Studios
The studios on the lower level 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 54 dedicated drafting tables for graduate students and SIT students. An additional 45 shared drafting tables are available at any one time. The wireless studio facility includes 5 computer work stations with a networked 11x17 laser printer, 2 plotters, a large sheet printer, and a large sheet Xerox machine. There is also a permanently installed LCD computer projector for Powerpoint and video presentations. A retractable electric screen is now being installed in the studio space. A Conference Room (W101A) of approximately 150 square feet is available for meetings and seminar courses. It contains a large collection of professional architectural journals, flat files for storing student projects, and visual aids equipment such as a television monitor, a carousel slide projector, a LCD computer projector, and an overhead projector. There is also a Storage Room (W119) of approximately 80 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 available to students 24 hours a day.

The North Studio (W108) is approximately 1,575 square feet and provides critique and storage and can also be used for studio space. Valuable sliding storage racks are installed here to store student projects for reference and accreditation purposes. The North Studio Review room (W106) is a smaller room of approximately 275 square feet that provides critique and meeting space, and may be used for storage in the future.

Woodshop
The new Woodshop (W105), created during the academic year 2006-07, is approximately 375 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.

Architecture Department Computer Lab
The Computer Lab (W110) has 11 computers, a large format plotter, a color printer, and color scanner. It is open for students to work about 12 hours a day. There is also storage for plotter paper and other drawing materials and tools. An additional storage room is located off the Computer Lab. Available computer hardware and software is described below.

Hardware
11 Dell GX 269 Workstations with flat screen monitors

Software
Adobe InDesign CS2
Adobe Reader
Autodesk Architectural Desktop 2006

Microsoft Visual Studio 6.0
SketchUp 5
VIZ Render for ADT 2006
Working Model 2D Homework Editor 4.1

College Computer Facilities
In addition to the Computer Lab in the Architecture Department facilities (described above) CETA maintains 3 Computer Teaching laboratories (UT 111, Dana 320, Dana 420), each with 21 PCs, a laser printer (Laserjet HP 4200), and a large format Plotter (HP DJ 750C), which can be used by architecture students. Most of the architecture computer-dependent courses are normally held in those computer laboratories. Additionally, there are two other open computer labs with 20 PCs each that are available to CETA students only to use for 12 hours a day (UT 103 and Dana 101). Available computer hardware and software is described below.

Hardware
UT 111 (Computer Teaching Lab):
21 Del GX620 workstations with flat screen
RAM: 2 GB of RAM
Hard Drive: 80GB

Applications
Autodesk Architectural Desktop 2004, w/ Viz Render
Microsoft Office XP – Pro 2002
MAX+plus 11 10.2 BASELINE – Altera
MathCAD 11 Enterprise Edition, v11.0
Visual Studio.net 2003 Pro
Orcad 9.2 Lite
ANSYSED 5.7
Anvil Studio
LogixPro – TheLearningPit
Adobe Reader 7.0
Adobe Photoshop Album 2.0 Starter Edition

Faculty Offices
Each Department of Architecture faculty members 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. Every faculty member's computer also has fast internet access via the University system for easy research and communications.

Equipment
As a result of a grant written by Associate Professor Fuller, the copy room is the location of a networked laser printer for use by the entire faculty. This grant also facilitated the purchase of scanners for faculty use. The staff person has a desk and computer in the lobby with the ability to access the networked laser printer. The Department has, on loan from Media Technology Services, slide projectors for use in the studio. An LCD projector obtained through a grant is permanently mounted to the ceiling of the south bay of the South Studio.

United Technologies Hall
United Technologies Hall (22,000 square feet), located on the north side of campus, is a classroom building available to the College of Engineering, Technology, and Architecture for the scheduling of courses. The office of the Registrar coordinates the scheduling of this building. Once the location of the College of Engineering, it is now occupied by CETA administration and faculty offices, it also has general use computer labs.

William H. Mortensen Library
As a support facility, the William H. Mortensen Library serves the general University community, offering reference and instructional programs. The Mortensen Library provides reference and circulating materials in the field of art, architecture, engineering business, and related materials. The Department has used seminar spaces in this building and temporarily uses an office for one of the adjunct faculty.

University
The University of Hartford's commitment to the education of students in a wide field of disciplines recognizes that computer technology plays a supportive, and in some cases integral, role in this education and their future careers. To this end the University maintains computer laboratories at strategic locations around campus. The laboratories are available to all students and provide further digital support beyond what they may have in the residence halls or at home.

3.9 Information Resources

Dr. Randi L. Ashton-Pritting, Director of University Libraries, prepared this report on Information Resources.

University Libraries' Mission Statement (January 2008)
The University Libraries provide a vital, information-rich environment central to the education of the University and the education of its students, and to intellectual, personal and social growth of the University community. In partnership with faculty, the Libraries are committed to the promotion of information and critical thinking skills that are essential to teaching, scholarship, research and professional training. To achieve these ends, the Libraries foster academic inquiry, scholarly communication, and life-long learning by collecting, organizing, and disseminating information resources and by providing instruction in their use.

The Libraries' mission statement supports the mission of the Department of Architecture:

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.

Library Components
There are two discrete components that comprise the University of Hartford Libraries System. The 47,000-square-foot William H. Mortensen Library is located in the Harry Jack Gray Center (near the Architecture Department) 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 schools and colleges. UL has been guided since May 1995 by its Strategic Plan, updated as of May 2000 and with revisions of January 2005. A new Strategic Plan was created in January 2006 with revisions as of January 2008 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.

Library Staff Expenditures

Types of Positions	Expenditures FY07	Expenditures This Year FY08
Librarians (Professionals)	$523,932	$562,644
Paraprofessionals (Full-Time)	$169,022	$146,888
Clerks (Part-Time)	$90,189	$100,503
Student Assistants	$99,564	$89,564
Volunteers	1	1
Total	$882,707	$ 899,564

The central 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.

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 doctoral students at 45 Connecticut institutions of higher education may also borrow resources for the Council of Connecticut Academic Library Directors participating institutions. Students who obtain a borrowing card from a Connecticut public library (e.g. West Hartford) may borrow from all public libraries in the state.

Services

The resources of the main library are accessible 92 hours each week during the fall and spring terms (8:30a.m. – midnight Monday through Thursday, 8:30a.m. to 6:00p.m. Friday, 10:00a.m. to 6:00p.m. Saturday, and noon to midnight Sunday). Reference services are available from 9:00a.m. to 9:00p.m. Monday through Thursday, 9:00a.m. to 5:00p.m. Friday, 11:00a.m. to 3:00p.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 technologies of Endeavor Information Systems. 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. The University Libraries has recently renovated the complete library web pages to provide the most up-to-date research information is a usable and clear format.

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 is: http://library.hartford.edu/Search/selectors.asp.

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, ArtBibliographies Modern, 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.

Associated Press Photo Archives was added in the summer of 2004. Architecture students also use the general databases (Academic Search Premier, Expanded Academic ASAP, and Lexis Nexis Academic) extensively. In January 2005, UL added ARTStor to the database holdings located from the Library home pages. Currently, ARTStor contains more than 400,000 images.

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. In Summer 05, the Libraries relocated the Art Reference Librarian to the main level and created a stronger reference department to serve our community.

The art 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.

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 2008):

Art items (on upper level) 22,856 books and videos, 80 journals

Architecture (LC Class NA)	3,326
Urban Studies (LC Class HT)	1,134
School Design (LC Class LB3201-3325)	74
Hospital Design (LC Class 960- 967)	25
Landscape Architecture (LC Class SB)	471
Civil Engineering (LC Class TA)	1,461
Total	6,491

The Library also holds over 18,000 art plates. These items are included in the Libraries catalog system. The University community can do a "quick limit" on the Libraries' home page to narrow searches to art plates.

Library Collection Expenditures

Type of Collection	Number of Volumes	Expenditures This Year FY08
Books	602,500	$102,399
Periodical Subscriptions Paper/Electronic	3,150	$341,093.29
Other Serial Subscriptions	Included in books	$126,649.97
Microfilm Reels	11,171	Included with periodicals
Microfiche	369,787	Included with periodicals
Slides	0	We do not purchase
Videos/DVDs	4,118	Included with books
Drawings	0	We do not purchase
Photographs	0	We do not purchase
Databases	More than 90	$126,649.97
Other (Art Plates)	18,000	We do not purchase
Total		$696,792.23

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 students 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 7,000 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 at the following amounts since FY06:

FY06	$7369.61
FY07	$6307.65*
FY08	$7447.31

*The drop in dollars available was due to a loss of an endowment.

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/Connecticut chapter. These are dedicated endowments strictly for architecture materials. There are other fund lines that help support this collection: civil engineering, urban studies, education, and health.

Mortensen Library supports 7 TV/VCR/DVD players plus microform reader/printers. The University's largest Information Technology Services (ITS) student computer user branch is located on the main level of the library. Support and maintenance of the users branch is provided through ITS.

There are 74 PCs and 4 dual-platform iMACS that provide public access in an Information Technology Services (ITS) User Branch housed on the main level of the Mortensen Library. The Library circulates 10 laptops to University patrons. We are in the process of purchasing 15 more laptops for public use. During the summer 07, a joint project between the Library and ITS created 2 collaborative pods (cPODS) 42 inch monitors, one computer, 3 mice and 3 keyboards. The cPODS allow true collaboration between students. The project was a major success and another grant has been written to support the construction of two more cPODS. The University Libraries are completely wireless as well as hard-wired.

In January 2008, the Mortensen Library embarked two other major projects: 1.) the building of a café and 2.) the construction of an Information Commons. The café should be finished in April 08. The Information Commons is a collaborative project involving the reference librarians and the ITS user branch assistants working as a team and thus creating one point of reference service for our users.

3.10 Financial Resources

Included in the following tables are the expenditures (actual and budgeted) for the Department of Architecture in FY 2005-06, 2006-07, and 2007-08. A major portion of the operational budget is comprised of salaries for faculty and administration. Computer support services for the Department of Architecture are shared with CETA. The costs associated with these services are found in the tables on the next two pages.

Department of Architecture Detail Budget

Code	Description	2005-06 Adjusted Bud	2006-07 Adjusted Bud	2007-08 Adjusted Bud
51500	FACULTY SALARIES ADJUNCT	33,848.39	34,000.00	69,000.00
53000	GRAD ASSISTANTS	6,600.00	5,000.04	11,800.00
55300	SPECIAL PROJECTS			1,000.00
56100	OFFICE/CLERICAL P.T.	14,000.00	21,278.29	21,769.46
58000	STUDENT P.T.	460.00	3,300.00	300.00
60100	POSTAGE	484.99	77.43	132.29
60200	TELEPHONE	795	726.32	416.50
60500	SUBSCRIPT/BOOKS/PERIODCL	1,226.50	189.85	738.39
60600	MEMBERSHIPS	10,228.08	11,442.00	12,272.71
61000	PHOTOCOPYING	100	743.18	1,107.77
61200	PRINTING - CONTRACTUAL	611	1,243.96	927.51
61500	TRAVEL	1,695.00	2,281.21	2,053.10
61510	RECRUITING	2,132.24	2,407.05	7,119.60
62100	FACULTY DEVELOPMENT	8,492.12	8,383.98	8,990.28
62250	ENTRY FEES/REGISTRATION		315.00	64.90
62800	HONORARIUM	688	500.00	522.50
62930	GUARANTEES	175	289.41	
62950	O & M SERVICE	375	3,840.67	745
62955	COMPUTER NETWORK CONNECTIONS	3,580.00	24,207.12	
63620	SPECIAL SCHOLARSHIPS	7,500.00	11,700.00	7,800.00
65100	EQUIPMENT RENT/REPAIR	4,700.00	1,684.75	2,900.00
65710	SPECIAL LAB FEES	813	72.50	3,264.00
65900	COMPUTER SUPPLIES	900	4,471.79	2,068.00
66000	OFFICE SUPPLIES	4,671.00	3,374.29	2,694.66
66100	INSTRUCTIONAL SUPPLIES	1,545.26	1,623.81	797.58
67000	SUPPLIES & MATERIALS		900	172.71
68100	CAPITAL EXPENDITURE	15	2,298.00	490
68110	MINOR EQUIPMENT PURCHASES	225.94	587.35	392.69
68135	COMPUTER SOFTWARE	7,110.00	1,996.88	4,259.62
68500	FOOD	8,253.44	4,137.00	2,164.21
	CETA Computer Support	10,000	10,000	10,000
	Total	**131,224.96**	**163,071.88**	**175,963.48**

Comparative Data Relative to Other Professional Programs
The financial statements for the current academic year for the College's three engineering departments (Civil Engineering, Electrical and Computer Engineering, and Mechanical Engineering) have been included along with that of the Department of Architecture. The inclusion of these professional programs provides comparative documentation. The table is found below.

Department Budget Detail for CETA 2007-2008

Code	Description	Arch.		CE	ECE	ME
43500	IND COST RECOV-GRANTS				3383.78	
51500	FACULTY SALARIES ADJUNCT	69,000.00			663,871.24	
53000	GRAD ASSISTANTS	11,800.00			58,349.66	
55300	SPECIAL PROJECTS	1,000.00			22,139.36	
56000	OFFICE/CLERICAL F.T.				56,989.76	
56100	OFFICE/CLERICAL P.T.	21,769.46			6,600.00	
58000	STUDENT P.T.	300.00			47,195.40	
		103,869.46			**858,529.20**	
60100	POSTAGE	132.29		75.63		115.14
60200	TELEPHONE	416.50		565.50	1,179.30	1,528.80
60500	SUBSCRIPT/BOOKS/PERIODCL	738.39		183.30		209.55
60600	MEMBERSHIPS	12,272.71		220.50	1,285.00	665.03
61000	PHOTOCOPYING	1,107.77			300.00	278.10
61200	PRINTING - CONTRACTUAL	927.51				
61500	TRAVEL	2,053.10		1,106.43	2,732.25	2,294.43
61510	RECRUITING	7,119.60				
62100	FACULTY DEVELOPMENT	8,990.28		4,210.63	8,833.60	1,744.66
62140	GRANTS - INTERNAL			2,731.37		
62250	ENTRY FEES/REGISTRATION	64.90				258.00
62600	CONTRACTED SERVICES					100.50
62800	HONORARIUM	522.50				
62950	O & M SERVICE	745.00			56.03	
63620	SPECIAL SCHOLARSHIPS	7,800.00				
65100	EQUIPMENT RENT/REPAIR	2,900.00		0.55	540.00	51.52
65710	SPECIAL LAB FEES	3,264.00		2,054.79	27,540.00	8,156.00
65900	COMPUTER SUPPLIES	2,068.00			24.52	47.95
66000	OFFICE SUPPLIES	2,694.66				878.10
66100	INSTRUCTIONAL SUPPLIES	797.58		298.11	2,038.50	740.70
67000	SUPPLIES & MATERIALS	172.71		2,301.03	1,903.65	2,529.59
68100	CAPITAL EXPENDITURE	490.00			4,366.20	43,242.33
68110	MINOR EQUIPMENT PURCHASES	392.69		1,066.11	5,703.65	1,302.51
68130	COMPUTER EQUIPMENT - HARDWARE			2,609.13	180.00	
68135	COMPUTER SOFTWARE	4,259.62		2,151.84	5,526.71	8,264.28
68500	FOOD	2,164.21		1,848.27	642.92	575.75
69230	SPECIAL ACTIVITIES				157.66	
	Support from the College (including computers)	32,000		43,764	42,941	17,769
	Total (600 lines only)	**94,094.02**		**65,187.19**	**105,950.99**	**90,751.94**

Development Activities
The Department 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, and Endowments
Through the College, the Department offers annual scholarships to undergraduates in the amount of approximately $10,000. The Department has established two scholarship/fellowships for qualified students entering the Master's degree program. We are able to offer one 25% scholarship and one 25% tuition waiver teaching assistantship to attract highly qualified students. The Department also offers a range of work-study opportunities to graduate students.

In 2007, the Department was the recipient of a gift from Hartford architect Tai Soo Kim to establish an annual Traveling Fellowship for one graduate student. Student travel anywhere in the world is supported by the $6,000 fellowship. To support the department's mission, student travel must incorporate some form of service to the community or the profession. Fellowship recipients must make public presentations of their Travel Fellowship experiences. In 2008, the Department received a $2,000 gift from architect James C. Childress and Ann Thompson.

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

Fund	Balance
Department of Architecture Informational Resources Fund	659.56
Architecture Lecture Series (JCJ Architecture)	14,568.39
Architecture Student Show (JCJ Architecture)	972.40
Architecture Fund	3,607.57
Architecture Lecture Series Endowment (JCJ Architecture)	200,000.00
Architecture Student Show Endowment (JCJ Architecture)	40,000.00
Department of Architecture Informational Resources Endowment	12,254.00
Tai Soo Kim Traveling Fellowship	1,849.08

3.11 Administrative Structure

Statement Verifying Accreditation by Recognized Agency
The University of Hartford is accredited by the Board of Higher Education of the State of Connecticut and by the New England Association of Schools and Colleges (NEASC), which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators. The University awards degrees at the Associate, Bachelor, Master, Doctor, and Professional degree levels. The University of Hartford is governed by a self-perpetuating Board of Regents, of which the President of the University is a member. Faculty, students, and alumni are represented on the Board of Regents. The University is composed of seven schools and colleges each headed by a Dean.

Description of Administrative Structure
As described in the program history, the architecture program grew out of the S.I. Ward College of Technology. CETA is organized into four departments headed by four Department Chairs. These four departments include: Architecture; Civil, Environmental, and Biomedical Engineering; Electrical and Computer Engineering; and Mechanical Engineering. Departments may appoint program directors for specific areas of curriculum.

The administrative structure of the Department of Architecture consists of a Chair and two Program Directors. The Chair of the Department of Architecture is a rolling one-year appointment. In the restructuring of CETA, the Dean in consultation with the Department Chairs (Leadership Committee) have been reassessing the roles of Dean, Associate/Assistant Dean, Department Chair, and Program Director. The responsibilities of a Department Chair include:

> *A Department Chair works under the direction of the Associate Dean (or principal academic administrator) of the college 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; 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 60 SCH.*

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 each term taught 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; getting involved in laboratory and studio facility maintenance and researching/purchasing newer equipment; insuring that staffing of all open house and orientation events takes place; advising the University of Hartford student professional society chapter.*

The Department of Architecture has two Program Directors: an Undergraduate Program Director and a Graduate Program Director. Associate Professor James Fuller serves as Undergraduate Program Director. Chair and Associate Professor Michael J. Crosbie is currently serving as Graduate Program Director.

There are permanent and ad-hoc committees within the Department and College. These committees provide critical input and direction to the Department. 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.

List of Programs Offered in Multi-Discipline Unit
Bachelor of Science in Architectural Engineering Technology
Master of Architecture
Minor in Architecture

3.12 Professional Degrees and Curriculum Specifications of Degrees Offered

The accredited professional degree program in the Department of Architecture at the University of Hartford is the Master of Architecture program. This program, once accredited, will qualify 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 TAC/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.

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.

Outline of Curriculum for Each Degree Offered

Bachelor of Science, Architecture Engineering Technology Curriculum
The existing Bachelor of Science program is a 130-credit pre-professional degree curriculum organized as follows:

FIRST YEAR
Fall

Introduction to Architectural Process	4 Credits
Architectural History I	4 Credits
English I	3 Credits

Introduction to Engineering Technology	1 Credit
Math for Technology I	3 Credits
Spring	
Architectural Design I	4 Credits
Architectural History II	4 Credits
Algebra-based Physics I	4 Credits
Math for Technology II	3 Credits

SECOND YEAR

Fall	
Materials and Methods	4 Credits
Architectural Design II	4 Credits
Math for Technology III	3 Credits
Algebra-based Physics II	4 Credits
Spring	
Mechanical, Electrical & Plumbing Systems	4 Credits
Construction Documents	4 Credits
Architectural Design III	4 Credits
Math for Technology IV	3 Credits

THIRD YEAR

Fall	
Engineering Mechanics	4 Credits
Architectural Design IV	4 Credits
Humanities/Social Science Elective	3 Credits
Technical Specialty	4 Credits
All-University Curriculum Elective	3 Credits
Spring	
Structural Analysis	4 Credits
Architectural Design V	4 Credits
English II	3 Credits
Technical Specialty	4 Credits
All-University Curriculum Elective	3 Credits

FOURTH YEAR

Fall	
Design of Steel Structures	4 Credits
Professional Elective	3 Credits
English III	3 Credits
Lab Science Elective	4 Credits
All-University Curriculum Elective	3 Credits
Spring	
Design of Concrete Structures	4 Credits
Technical Specialty	4 Credits
Professional Elective	3 Credits
Professional Elective	3 Credits
All-University Curriculum Elective	3 Credits

Total for Bachelor of Science AET Program: 130 Credits

Master of Architecture Curriculum

The Master of Architecture Program is a 64-credit professional degree curriculum organized as follows:

FIRST YEAR	
Fall	
Architectural Studio I	6 Credits
Advanced Site Planning	4 Credits
Advanced Building Systems	3 Credits
Professional Elective	3 Credits
Spring	
Architectural Studio II	6 Credits
Advanced Building Economics	4 Credits
Advanced Structures	3 Credits
Professional Elective	3 Credits
SECOND YEAR	
Fall	
Architectural Studio III	6 Credits
Advanced Design Theory	4 Credits
Thesis Research	3 Credits
Professional Elective	3 Credits
Spring	
Master of Architecture Thesis	6 Credits
Advanced Urban Issues	4 Credits
Advanced Professional Practice	3 Credits
Professional Elective	3 Credits
Total for Master of Architecture Program	**64 Credits**
Total for Bachelor's and Master's Programs	**194 Credits**

Examples of Minor or Concentrations for Each Degree Offered
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. Undergraduate students are also encouraged to pursue elective coursework in The Hartford Art School, CETA, the Barney School of Business, or any of the other outstanding graduate divisions of the University of Hartford. Students also have the opportunity to earn a minor in art, engineering, or business. Graduate students have pursued dual degree options combining a Master of Architecture with a Master of Fine Arts, Master of Engineering, or Master of Business Administration degree programs. We offer a minor in architecture to students in other disciplines at the University of Hartford.

3.13 Student Performance Criteria

Overview of Curricular Goals and Content
The Master of Architecture (M. Arch) will be the accredited professional degree offered by the Department of Architecture at the University of Hartford. Preparation for the Master of Architecture degree could be achieved through one of two methods:

Required Courses with Bachelor of Science Curriculum (for students enrolled in the University of Hartford B.S. program – 4+2 program)

Required Courses (for students who earned a pre-professional architecture degree, either B.S. or B.A., at another institution – 4+2 program)

The criteria and requirements are identical for the two (4+2 at the University of Hartford, 4+2 other pre-professional degree program) approaches to the Master's degree sequence. Depending on the transcripts of the graduate applicant from outside the University of Hartford program, there may be preparatory requirements. Students, once evaluated, may be required to enroll in additional courses to augment their undergraduate education and to achieve the level of other pre-professional degree students in the graduate program.

The curricular goals for this program, in the broadest sense, are:

- To provide our graduates with the knowledge base essential to the professional practice of architecture through a collective multidisciplinary approach through other graduate courses at the University of Hartford (particularly the Hartford Art School, Engineering Departments in CETA, and the Barney School of Business). This approach helps to integrate artistic principles, engineering fundamentals, and business understanding with the constant exploration of innovative design related to the civic, social, and professional realms of architecture.

- To prepare our graduates for careers in architecture and related disciplines involved in the construction industry through a professional program that balances theoretical, technical, and creative knowledge in the civic, social, and professional realms of architecture.

These goals are met through professional education that balances theory and practice. A successful graduate is expected to:

- Demonstrate knowledge of architectural history and criticism;
- Describe site, environmental, behavioral, and sociological influences in planning;
- Describe natural laws and structural behaviors affecting building systems;
- Understand and apply codes and regulatory standards;
- Apply two- and three-dimensional design issues in creating habitats or structures;
- Demonstrate organizational and communication skills to accommodate needs of designer/ architect, client, builder, regulatory bodies and general public;
- Demonstrate ability to perform in a competent and professional manner the day-to day requirements of the profession;
- Be able to envision sensitive design for the enhancement of human life and social relationships;
- Create architecture on the scale of urban spaces and places that encourage civic and social engagement;
- Assume a leadership role in the profession and be prepared for life-long learning.

Graphic Matrix
Included on the following page is a graphic matrix listing all of the required courses for the Bachelor of Science and Master of Architecture degrees. The attainment of the NAAB-required level of accomplishment for each of the 34 Student Performance Criteria is shown with corresponding shaded ovals, which indicate the courses that demonstrate the satisfaction of specific Student Performance Criteria (understanding or ability).

Master of Architecture Program

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

	NAAB Student Performance Criteria	Speaking and Writing Skills	Critical Thinking Skills	Graphic Skills	Resarch Skills	Formal Ordering Systems	Fundamental Design Skills	Collaborative Skills	Western Traditions	Non-Western Traditions	National and Regional Traditions	Use of Precedents	Human Behavior	Human Diversity	Accessibility	Sustainable Design	Program Preparation	Site Conditions	Structural Systems	Environmental Systems	Life Safety	Building Envelope Systems	Building Service Systems	Building Systems Integration	Building Materials and Assemblies	Construction Cost Control	Technical Documentation	Client Role in Architecture	Comprehensive Design	Architect's Administrative Roles	Architectural Practice	Professional Development	Leadership	Legal Responsibilities	Ethics and Professional Judgment
		Ab	Ab	Ab	Ab	Un	Ab	Ab	Un	Un	Un	Ab	Un	Un	Ab	Un	Ab	Ab	Un	Un	Un	Un	Un	Ab	Un	Un	Ab	Un	Ab	Un	Un	Un	Un	Un	Un	Un
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
Required Undergraduate Architecture Courses																																				
AET 110	Introduction to the Architectural Process			●																																
AET 123	Architectural Design I			●		●	●					●																								
AET 155	History of Architecture I	●							●	●	●																									
AET 156	History of Architecture II	●							●	●	●			●																						
AET 232	Materials & Methods of Construction and Documentation	●		●				●								●					●	●	●		●		●							●		
AET 233	Architectural Design II			●		●	●	●					●		●			●																		
AET 241	Mechanical, Electrical and Plumbing Systems															●				●	●		●	●												
AET 242	Construction Documents			●																	●	●			●		●						●	●		
AET 244	Architectural Design III		●		●	●	●			●	●	●						●																		
AET 355	Engineering Mechanics for Engineering Technology																		●						●											
AET 352	Architectural Design IV		●	●		●				●			●	●				●																		
AET 364	Strength of Materials for Engineering Technology																		●						●											
AET 367	Architectural Design V		●		●						●				●	●	●		●	●	●	●		●	●		●		●							
AET 474	Design of Steel Structures							●											●						●											
AET 484	Design of Concrete Structures																		●						●											
Required Graduate Architecture Courses																																				
ARC 511	Architectural Studio I		●			●	●	●	●			●	●												●											
ARC 512	Advanced Site Planning			●							●				●	●		●									●									
ARC 513	Advanced Building Systems															●				●	●	●	●	●	●	●	●									
ARC 521	Architectural Studio II	●	●	●								●	●		●				●		●	●			●				●							
ARC 522	Advanced Building Economics				●			●																		●				●						
ARC 523	Advanced Structures																		●						●											
ARC 611	Architectural Studio III				●			●		●		●				●																				
ARC 612	Advanced Design Theory	●	●		●				●	●	●			●																						
ARC 613	Thesis Research	●	●		●							●					●	●																		
ARC 621	Master's Thesis	●	●	●								●	●		●			●	●	●	●	●	●	●	●				●						
ARC 622	Advanced Urban Issues	●	●		●			●	●		●		●	●		●																	●		
ARC 623	Advanced Professional Practice																											●		●	●	●	●	●	●	

Legend: Ab: Ability
Un: Understanding

Part 4. Supplemental Information

4.1 Student Progress Evaluation Procedures

4.2 Studio Culture Policy

4.3 Course Descriptions

4.4 Faculty Resumes

4.5 Visiting Team Report from the Previous Visit

4.6 Annual Reports

4.7 School Catalog

Additional Materials

- **Articles About the Architecture Program**
- **ARCH Update Department Newsletter**
- **Department of Architecture Advisory Board**
- **Evaluation Forms**

4.1 Student Progress Evaluation Procedures

a. Description of Procedures for Evaluation of Transfer Credit and Advanced Placement

A student eligible for graduate study must have received a bachelor's degree from an accredited institution and must meet the admission requirements of the University and the Department of Architecture. The student's background and preparation must be such in content and scope as to indicate the ability to complete successfully the curriculum requirements.

Admission Procedure

1. Submit the Graduate Application for Admission and application fee;
2. Request complete official transcripts of all undergraduate and graduate work;
3. Submit portfolio for review by the faculty of the Department of Architecture;
4. Submit a personal statement of intent as specified in the application form;
5. Request three letters of reference form professors and/or other individuals familiar with the work;
6. Submit results of the Graduate Record Exam (GRE).

The University Office of Admissions first evaluates transfer credit from outside the University of Hartford. Each transfer student meets with an academic advisor to review placement and transfer credit. A recommendation is then made to the Chair of the Department of Architecture who decides to accept advanced placement and/or transfer credit. Decisions are made on an individualized basis and are based on discussions involving the nature of the work completed, textbooks used, course descriptions, and syllabus, and if necessary, review of work completed. Decisions are made with every effort to maintain the integrity of the program and not unduly penalize the transfer student.

The University of Hartford recognizes advanced academic achievement in a variety of ways, including credit by exam, advanced placement (AP) courses, College Level Examination Program (CLEP), and validation of work or other experience. The Department of Architecture generally recognizes each of these methods typically for electives or Core Curriculum requirements outside the Architecture Department.

b. Procedure for Evaluating Student Progress

The faculty reviews student progress each semester. The minimum cumulative grade point average (GPA) required for awarding the Master of Architecture degree is 3.0 (A=4.0). Students must take 12 credits (not including transfer credits) in order to establish a cumulative GPA. If one F or two C's (includes C- and C+ grades) are received within these 12 credits, the student is subject to dismissal. Once a cumulative GPA is established, the GPA must be maintained at or above 2.8 in order for the student to make satisfactory academic progress toward the degree. A student whose average falls below this level will be reviewed by the Department and is subject to being placed on probation or dismissal. Once a student is placed on probation, a subsequent semester average below 2.8 will result in dismissal. Dismissal may be appealed in writing within seven days to the Chair of the Department. Appeals must provide a substantive basis for consideration.

4.2 Studio Culture Policy

UNIVERSITY OF HARFORD
DEPARTMENT OF ARCHITECTURE

Studio Culture Policy

The studio is an essential experience in the architecture student's life. It is in this space where unique and extraordinary ideas are being manifested, and the foundations to relationships are being created. The relationships formulated include the relationships between peers, student and faculty, the studio environment, and the numerous relationships that add up to equal the art of architecture.

The University of Hartford's Department of Architecture is committed to creating and preserving a studio environment that is conducive to the growth of the relationships needed to help students succeed in their goals.

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 will respect each other's background and culture. Students will 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. The faculty must be respected for their knowledge of architecture and their foundations within the community. The student will show respect by listening to the professor when they are speaking. The student will put their greatest effort into the assignments set by the faculty and will have them done within reasonable time frames. Students and faculty should 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 studio with a reasonable amount of time to accomplish said goals. The faculty should remember that the student has other obligations than the studio and be sensitive towards the student's life outside of the studio.

Student & Faculty/Studio Environment Relationship
The studio is an environment that is meant to stimulate the student by promoting positive energy and passion for architecture. It is also a space for the faculty to express their ideals to pass on to future generations. The studio's physical environment should be an expression of the creativity, hard work, and passion of the University of Hartford Architecture program. The studio should be a comfortable place to work. This could be achieved through a respect for the space from students, faculty, and visitors. The shared space 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 and music should be played at a fair level for everyone in the studio. Since the studio is a second home to the student it should be made available at all times and the same degree of respect should be in affect no matter the time.

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 studio is an experience that will stay with the students and grow into their own style of working. The Studio 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.

4.3 Course Descriptions

Undergraduate Required Courses

AET 110 Introduction to Architectural Process [4 credits]

Course Description:

An architectural design studio course with a focus on developing the students' understanding of the methods, media, and materials used in the communication of design. Students will practice graphic and verbal presentation techniques. The understanding of plans, elevations, sections, details, and specifications are developed.

Prerequisites:

None

Text:

Ching, Francis D. K., Architecture: Form, Space, and Order, Van Nostrand Reinhold, 2002.

Ching, Francis D. K., Design Drawing; Van Nostrand Reinhold, 1998.

Course Requirements:

Journal/Sketchbooks	10%
Assignments	20%
Projects	20%
Final Project	40%
Other (Attendance, Preparation, & Participation)	10%

Journal: You are required to maintain a course journal in a three-ring binder. Your journal must include all handouts, notes, assignments, projects, etc. in an orderly fashion. Your journal will be reviewed periodically and is intended to assist you in your learning experience.

Assignments and Projects: All assignments and projects for the first half of the semester must be completed on 8.5" x 11" paper in the assigned format. Unless otherwise noted assignments are to be completed in class and projects are due for the following class meeting. You must include your name, course, semester, date, and page # (of #) in architectural letter for each assignment and projects. All assignments and projects will be reviewed. If you (or I) are not satisfied with your initial work and would like to improve it you may resubmit for reconsideration. Please note it is much easier to get it right the first time!

Final Project: The second half of the semester is dedication to completing a set of drawings of a significant architectural building. In addition to completing the drawings you will be required to budget and document your time as you would in an architectural office. More information on the final project will follow.

Attendance: Attendance is required and only two unexcused absences are permitted, additional unexcused absences will negatively affect your final grade and may result in a failing grade. Working in the studio during studio hours is required and regarded as essential to the educational experience.

NAAB Performance Criteria:

2. Graphic Skills

AET 123 Architectural Design I [4 credits]

Course Description:

An introductory studio design course for architectural students with an emphasis on traditional and non-traditional, two and three-dimensional studio techniques, tools and media. Emphasis is placed on problem solving through the studio activity, related architectural theory, and criticism. Students are expected to work in the studio during scheduled class time as well as other times. The course includes studio work, design pin-ups, papers, sketches, and seminars or lectures, where appropriate. Graphic and communication skills will be developed. Topics to be covered during the semester will include analysis and synthesis, community and privacy, historical precursors, and design thinking.

Prerequisites:

AET 110 or permission of the Instructor or Chair

Text:

Ching, Francis D. K.; Architecture: Form, Space, and Order; Van Nostrand Reinhold, 1996.

Ching, Francis D. K.; Architectural Graphics; Van Nostrand Reinhold, 1996.

White, Edward T.; Concept Sourcebook; Architectural Media Ltd., 1975.

Course Requirements:

Sketches	10%
Projects	30%
Journal	10%
Final Project	40%
Attendance, Preparation, & Participation`	10%

Professionalism: Students are expected to behave as professionals not only by attending sessions but also by being on time, being courteous to your colleagues, finishing work as scheduled, and contacting the instructor ahead of time with any problems that will affect your performance in class.

Craft: Assignments will be evaluated partly based on the quality of craft they exhibit. For this course, craft will affect the quality of line and tone, the tidiness of models and images, the neatness of lettering, the appearance of pin-ups, and the like. Quality and consistency of craft make projects seem more professional, and that is one of your goals as an aspiring designer.

Journal: You are required to maintain a course journal in a three-ring binder. Your journal will be reviewed periodically and is intended to assist you in your learning experience. You will be required to hand-in your journal as noted on the schedule.

Studio Environment: The academic studio is a wonderful place to experiment with ideas and techniques. A professional studio will provide opportunities to test different ideas, and your employers or clients will expect this as a normal part of the design process. However, the academic studio has fewer constraints of time or money or image. We are all learning here, and goofing up is OK now more than ever. The important thing is to keep exploring and learning. Please approach this semester with a sense of playfulness and experimentation. Try out different ideas and techniques as much as possible. You will learn very important lessons just from testing and experimenting, which are critical to the design process—even for experienced designers. Even ideas that seem stupid or only slightly different compared to other ideas are worth testing. Be patient, be

encouraging, be supportive – of your classmates and *yourself!* When you critique a project, whether it is yours or someone else's, consider what issues the solution is trying to explore, identify what works well in the solution, and propose ways to draw out the good qualities even further. Adopting a focused, playful, engaging attitude in our studio will be so effective; you'll be amazed at your progress.

Attendance: Attendance is required and only two unexcused absences are permitted. Students are expected to be on time for class and work in the studio during class hours. Additional unexcused absences will affect final grade and may result in a failing grade.

NAAB Performance Criteria:

3. Graphic Skills
5. Formal Ordering Systems
6. Fundamental Design Skills
11. Use of Precedents

AET 155 Architectural History I [4 credits]

Course Description:

This course will examine the roots of Western and non-Western architectural tradition, starting with the prehistoric and primitive developments in Europe and the ancient Near East and continuing through Egypt, India, Southeast Asia, Greece, Rome, Byzantium, Islamic cultures and Western Europe through the Renaissance period. An understanding of Ancient, Classical, Medieval, and Renaissance styles all over the globe will be developed through lectures, slides, videos, and sketching. Significant buildings and their architects will be studied as well as the influence of architects upon each other's work will be discussed. In tandem with the periods and architects the social, economic, and political influences on the people and their architecture will also be investigated, compared and contrasted. Building construction and technological advances will be observed in each period and their impacted upon significant structures The idea of precedents will be an important in viewing how architectural design ideas and forms are developed into modern interpretations.

Prerequisites:

None

Text:

Moffet, M. Fazio and L. Wodehouse, Buildings Across Time; McGraw Hill, 2004
Rassmussen, Steen Elier, Experiencing Architecture, M.I.T. Press
Trachtenburg, Marvin, Architecture – from Prehistory to Post-Modernity, Prentice Hall

Course Requirements:

Quizzes	20%
Sketchbooks	25%
Mid-Term Exam	30%
Final Exam	25%

Extra Credit (Additional papers, models or presentations)

Sketchbooks: Students will draw required sketches of selected subjects in addition to the sketches related to notes. The sketchbook will become a tool for honing student skills for design studio and understanding other architect's ideas. It will become an important resource for students for quizzes and exams as well as in the design studio. Evaluation will consider fulfillment of required number of sketches, quality and effort through level of detail and care of layout and presentation. Use of line weights and shade and shadow development of skills over the semester. Each student is at a different level in drawing and will be reviewed according to their individual improvement and development of skills and effort.

Attendance: Class participation is required, therefore, attendance is also. All students are allowed 2 un-excused absences. Additional in-excused absences will negatively affect your grade and may result in a failing grade. For the first half of the term (until mid-term), only one in-excused absence will be permitted. Excused absences are granted according to University policy. Students who are ill or who are participation in a qualifying extra-curricular event (e.g. Team sports) and must provide documentation (e.g. Notice from health center) to receive an excused absence. Make-up quizzes and exams will not be given without an excused absence. With an excused absence the make-up quiz may in the form of a paper based on the material covered on the missed quiz.

NAAB Performance Criteria:

1. Speaking and Writing Skills
8. Western Traditions
9. Non-Western Traditions
10. National and Regional Traditions

AET 156 Architectural History II – 19th and 20th Century [4 credits]

Course Description:

This course will begin in the east with an introduction to traditional Chinese and Japanese architecture**.** We will then return to the west and advance in time to the end of the 18th Century focusing on France's Neo-Classicism, visionary and socialist architecture brought on by the social and industrial revolution. We will then compare these ideas with Asian philosophies, formal ordering ideas in architecture. Studies will then compare English social and political ideas and architecture exploring Gothic Revival, Greek and Roman Classical Revivals and Exotic Oriental Styles, again comparing these with the French and exploring Eastern influences through British colonization in India and trade with Asia. In our investigations of the" roots of the modern movement" we will continue to focus on the architecture of France, England and greater Europe and discuss architecture, influences from the East as well as upon the United States. Developing an "American style" of architecture will be discussed and the evolution of the unique American building type- the skyscraper. Discussions include the influence of social, political and economic changes in these countries and their effect on art and corresponding architectural movements. New building materials, typologies and technologies developed during the Industrial Revolution will be highlighted The idea of precedents will be an important idea in viewing how architectural design idea and forms are developed into modern interpretations. In the 20th Century portion we will cover the modern movement to the present "computer technology revolution", and its impact on the professional field allowing for a global economy and exchange of ideas.

Prerequisites:

AET 155 or equivalent

Text:

Moffet, M. Fazio and L. Wodehouse, Buildings Across Time, McGraw Hill, 2004.
N. Pevsner, Pioneers of Modern Design, from William Morris to Walter Gropius, revised and expanded, 4ed. 2005, Yale University Press
Rassmussen, Steen Elier, Experiencing Architecture, M.I.T. Press
Trachtenburg, Marvin, Architecture – from Prehistory to Post-Modernity, Prentice Hall

Course Requirements:

Quizzes	20%
Sketchbooks	25%
Mid-Term Exam	30%
Final Exam	25%

Extra Credit (Additional papers, models or presentations)

Sketchbooks: We will continue to draw required sketches of selected subjects in addition to the sketches related to notes. The sketch assignments will now begin to expand into further investigation by comparing and contrasting plans and elevations of buildings, analyzing their organization and circulation pattern. Students will begin analyzing spatial organization, formal ordering, as well as the relationship to the site or a specific idea. i.e. figure/ground. Required sketches should have building name, location and architect as well as date and period or movement. They may also include information about theories or architect's ideas. Evaluation will consider fulfillment of required number of sketches, quality and effort through level of detail and care of layout and presentation. Use of line weights and shade and shadow will be further developed.

Attendance: Class participation is required, therefore, attendance is also. All students are allowed 2 un-excused absences. Additional in-excused absences will negatively affect your grade and may result in a failing grade. For the first half of the term (until mid-term), only one in-excused absence will be permitted. Excused absences are granted

according to University policy. Students who are ill or who are participation in a qualifying extra-curricular event (e.g. Team sports) and must provide documentation to receive an excused absence. Make-up quizzes and exams will not be given without an excused absence. With an excused absence the make-up quiz may in the form of a paper based on the material covered on the missed quiz.

NAAB Performance Criteria:

1. Speaking and Writing Skills
8. Western Traditions
9. Non-Western Traditions
10. National and Regional Traditions

AET 232 Materials and Methods of Construction & Documentation [4 credits]

Course Description:

Using multimedia lecture formats as well as construction site observation, materials and methods of construction will be studied in depth. The consequences, costs, and technology of construction materials – from concrete through masonry, steel and finishes – will be explored. Professional office organization and the integration of other disciplines are studied.

Prerequisites:

AET 110 and AET 123, or equivalent

Text:

Allen, Edward; Fundamentals of Building Construction Materials and Methods, 4th Edition; John Wiley & Sons, 2004

Ching, Francis D.K.; Building Construction Illustrated, 3rd Edition; John Wiley & Sons, 2001.

Pat Guthrie; Architect's Portable Handbook; Third Edition 2003, McGraw-Hill.

Ramsey Sleeper; Architectural Graphic Standards Student Edition; John Wiley & Sons, 2000.

Course Requirements:

Sketch Problems	35%
Reading/Quizzes	20%
Sketch Book/Project Binder	5%
Mid-Term Exam	20%
Final Examination	15%
Attendance, Preparation, & Participation`	5%

Objectives: Students will understand the natural forces exerted on the built environment, including vertical gravity loads, horizontal wind loads, and the shearing forces of earthquakes, and be able to resolve those forces to maintain a stable structure. Students will understand and design for the resolution of structural loading in building forms including shear, live load and dead load and moments. Students will understand the necessity of building codes and regulatory standards in the built environment. Students will understand the restrictions and opportunities of codes and regulations in the built environment. Students will develop an approach to research, comprehension, interpretation and application of building codes and regulations in the design, documentation and construction process. Students will learn the importance of time management in architecture including the budgeting of hours to produce a project. Students will learn the importance of presentation management including the organization of presentation materials, graphic presentation techniques, and oral presentation methods. Students will understand how to communicate effectively to individuals and groups both graphically and orally.

Evaluation: Written information, sketches, plots and electronic media will be used to evaluate the student's understanding of the course materials. The intent is to evaluate the student's understanding of materials, construction methods, and the documentation process and knowledge of resources available.

Attendance: Students will be required to maintain good attendance, exhibit professional conduct and to participate in class activities, including discussions. Attendance is critical to the student's ability to understand the materials being covered. This understanding can be as much from the student's peers as from the instructor.

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphic Skills
7. Collaborative Skills
15. Sustainable Design
20. Life-Safety
21. Building Envelope Systems
22. Building Service Systems
24. Building Materials and Assemblies
26. Technical Documentation
33. Legal Responsibilities

AET 233 Architectural Design II [4 credits]

Course Description:

This course explores the analysis and synthesis of architectural form generated by program requirements, physical systems, spatial organization, available technologies, and review of historic precedent and aesthetics. This course is concept intensive, with a particular focus on the building's interaction with the site. There is an emphasis on movement and transition—ramps, stairs, openings, thresholds, etc. There is focus on a combination of uses in a single building.

Prerequisites:

AET 110 and AET 123, or permission of the Instructor or Chair

Text:

Readings and resources supplied by Studio Professor

Course Requirements:

Project 1	10%
Project 2	10%
Project 3	10%
Project 4	10%
Project 5	20%
Project 6	10%
Project 7	20%
Attendance, Preparation, Participation, Sketchbooks	10%

Goals: To explore, use and understand fundamental design skills. To recognize and achieve appropriate levels of craft and presentation skill. To design small buildings with consideration for site, program, and spatial organization in several design projects. To consider historic precedent. To utilize instruments of design in process and presentation (drawing, model construction, and digital visualization). To become exposed to concepts of architectural theory and design. To manipulate materials and technologies for building.

Attitude and Attendance: Attendance in studio is absolutely necessary. Please come to class on time as announcements and discussions will happen at the beginning of the class period. You must take responsibility for your design decisions; this means good work habits, research, a professional attitude and developed self-criticism.

Assessment: Your grade in this studio will reflect the following criteria, besides specific criteria listed on project handouts: Active participation and preparation for discussion and critiques; critical thinking revealed in your design solutions; projects that question architectural tenets and push boundaries; complete projects that not only fulfill requirements, but produce additional thinking; communication skills, both visual and verbal; quality and quantity of your work; willingness to learn and try new approaches to the design process, and enthusiasm for architecture.

NAAB Performance Criteria:

3. Graphics Skills
5. Formal Ordering Systems
6. Fundamental Design Skills
7. Collaborative Skills
12. Human Behavior
14. Accessibility
17. Site Conditions

AET 241 Mechanical, Electrical, and Plumbing Systems [4 credits]

Course Description:

This course focuses on the integration of environmental control systems in architecture. The course will explore factors affecting comfort, health, and safety. The fundamentals of heating, ventilation, air conditioning, electrical systems, lighting, water supply, plumbing, drainage, and acoustics will be studied. Applicable code requirements and energy conservation measures will be included. Students must have a general understanding of the function and design of mechanical, plumbing and electrical systems to effectively and conscientiously design solutions for the built environment. This course takes the students through the major systems encountered in small-scale residential projects and on through high-rise office projects. They reach a comprehensive understanding of what these different systems are, the parameter behind their design and how they are integrated together and within the architecture. Students are able to see alternatives to systems selection and provide insight for thoughtful design.

Prerequisites:

MTH 112, PHY 121

Text:

Building Control Systems, Vaughn Bradshaw, John Wiley & Sons, 1993

Course Requirements:

Exercises	40% Four exercises on lecture topics
Quizzes	30% Three quizzes consisting of short answer
Final Project	10% Choice of paper or graphic solution
Final Examination	15% Twelve short-answer and graphic questions
Notebook	5% Clarity and Organization

Course Topics: Introduction and Course Overview, Human Comfort & Health Requirements; Thermodynamic Principles; Thermodynamics in Buildings; Load Calculations; Active HVAC Systems; Passive Controls; Lighting; Normal Electric Service; On-Site Power Generation; Special Systems; Plumbing Systems; Fire Protection; Architectural Acoustics; Economics for Decision Making

Attendance: Class participation is required, therefore, attendance is also. All students are allowed 2 un-excused absences. Additional un-excused absences will negatively affect your grade and may result in a failing grade. For the first half of the term (until mid-term), only one in-excused absence will be permitted. Excused absences are granted according to University policy. Students who are ill or who are participation in a qualifying extra-curricular event (e.g. Team sports) and must provide documentation (e.g. Notice from health center) to receive an excused absence.

NAAB Performance Criteria:

15. Sustainable Design
19. Environmental Systems
20. Life Safety
22. Building Service Systems
23. Building Systems Integration

AET 242 Construction Documents [4 credits]

Course Description:

Emphasizing the use of graphics as problem solving tool, the development of working drawings for non-residential construction projects is studied. Supplementary lectures on heavy construction techniques for steel and concrete systems are given in the lecture and site visits provide opportunities for associating theory with practice.

Prerequisites:

AET 232 or permission of the Instructor or Chair

Texts and Materials:

Architect's Portable Handbook, Pat Guthrie, Third Edition 2003, McGraw-Hill
AutoCAD 2006 for Architecture, Alan Jefferis & Michael Jones, Thomspon Learning, 2006
Building Construction Illustrated, Francis D. K. Ching, Van Nostrand Reinhold, 2001
Architectural Graphic Standards Student Edition, Ramsey/Sleeper, 2000, John Wiley & Sons, Inc.
Project Notebook – 2", 3-ring, 8.5" x 11" loose-leaf binder with 5 subject tabs

Course Requirements:

Quizzes	20%
Sketch Problems/Readings	35%
Final Project	35%
Binder, Attendance, Preparation, & Participation	10%

Objectives: To develop the student's understanding of the relationship of the 2D and 3D graphic representation and the built environment. To develop the student's awareness and use of drawing types to produce a set of construction drawings. How producing a set of working drawings is an evolution of the cognitive process of design. To further develop the students' skills and knowledge of digital documentation and how this tool has changed the way working drawings are produced, documented and disseminated.

Evaluation: Written information, sketches, plots and electronic media will be Criteria used to evaluate the student's understanding of the course materials. The intent is to evaluate the student's understanding of the documentation process and knowledge of resources available, not the memorization of standards, codes or dictum. Therefore, all resources will be available for Sketch Problems and class projects. The student's electronic files, drawings, plots and the project notebook/sketch book will be evaluated for organization, neatness, accuracy and completeness.

Attendance: Students will be required to maintain good attendance, exhibit professional conduct and to participate in class activities, including discussions. Attendance is critical to the student's ability to understand the materials being covered. This understanding can be as much from the student's peers as from the instructor.

NAAB Performance Criteria:

3. Graphic Skills
20. Life Safety
21. Building Envelope Systems
24. Building Materials and Assemblies
26. Technical Documentation
32. Leadership
33. Legal Responsibilities

AET 244 Architectural Design III [4 credits]

Course Description:

An architectural design studio course with a focus on the design of institutional buildings, with an increased complexity and scale, in a contextual setting. The architectural design process will be discussed at length and sketching, rendering, and advanced presentation methods will be developed. The course includes studio work, design pin-ups, class discussions, sketches, seminars and lectures, where appropriate. Graphic and communication skills will both be utilized.

Prerequisites:

AET 233, or permission of the Instructor or Chair

Text:

Ching, Francis D. K,, Architecture: Form Space & Order, by Francis D.K. Ching, Van Nostrand Reinhold Co., 1996

Rasmussen, Steen Eiler, Experiencing Architecture, The MIT Press, 1978

Venturi, Robert, Learning from Las Vegas, The MIT Press, 1972

Perkins, C. Bradford, Building Type Basics for Elementary and Secondary School, John Wiley & Sons

Recommended Texts:

White, Edward T., Concept Sourcebook, Architectural Media Ltd., 1975

Ching, Francis D. K., Architectural Graphics, Van Nostrand Reinhold Co., 1996

Sutherland, Martha, Model Making, The Norton Press, 1978

Course Requirements:

Various Analysis/Sketches:	15%
Façade Studies:	15%
Fire Station Project	25%
Elementary School Project:	35%
Attendance/Participation/Preparation	10%

Professionalism: Students are expected to behave as professionals not only by attending sessions but also by being on time, being courteous to your colleagues, finishing work as scheduled, and contacting the instructor ahead of time with any problems that will affect your performance in class.

Attendance: Attendance is required and only two unexcused absences are permitted, additional unexcused absences will affect final grade and may result in a failing grade. Working in the studio during studio hours is regarded as essential to the educational experience.

NAAB Performance Criteria:

2. Critical Thinking
4. Research Skills
5. Formal Ordering Systems
6. Fundamental Design Skills
10. National and Regional Traditions
11. Use of Precedents
17. Site Conditions

AET 352 Architectural Design IV [4 credits]

Course Description:

An architectural design studio course with a focus on the design of buildings, with an increased complexity and scale, in a contextual setting. A systematic site and environmental analysis and design of a preliminary master plan will be followed by an architectural project exploring the formal and functional fundamentals of design. Non-Western themes will be explored, along with human factors in design. Sketching and advanced presentation methods will be developed.

Prerequisites:

AET 244

Text:

Lynch, Kevin, The Image of the City, The MIT Press, 1960
Bacon, Edmund, Design of Cities, Penguin Books, 1976
Bender, Tom, Silence Song and Shadows; Our Need for the Sacred in our Surroundings, Fire River Press

Recommended Text:

Salvadori, Mario, Why Buildings Stand Up, W. W. Norton & Co., Inc. 1990
Walker/Davis, Plan Graphics, Van Nostrand Reinhold, 1990
Laseau, Paul; Graphic Thinking for Architects & Designers; Wiley, 2001

Course Requirements:

Topography Studies	10%
Chapel	20%
Campus Master Plan (Team Project)	20%
Campus Analysis	10%
Bookstore Project	30%
Attendance, Preparation, & Participation	10%

Professionalism: Students are expected to behave as professionals not only by attending sessions but also by being on time, being courteous to your colleagues, finishing work as scheduled, and contacting the instructor ahead of time with any problems that will affect your performance in class.

Attendance: Attendance is required and only two unexcused absences are permitted, additional unexcused absences will affect final grade and may result in a failing grade. Working in the studio during studio hours is regarded as essential to the educational experience.

NAAB Performance Criteria:

2. Critical Thinking Skills
3. Graphic Skills
5. Formal Ordering Systems
9. Non-Western Traditions
12. Human Behavior
13. Human Diversity
17. Site Conditions

AET 355 Engineering Mechanics for Engineering Technology [4 credits]

Course Description:

Theory and application of engineering mechanics will be studied. The use of free-body diagram and static equilibrium of forces is emphasized. Included are moments of force, resultant of forces, couple systems, and transmissibility of forces. The relation between externally applied loads and induced internal force within structural members is investigated. Analysis of statically determinate structures, such as trusses and beams, is studied. Axial, shear, and bending-moment diagrams and their relationship will be introduced. Three lecture hours and three lab hours.

Prerequisites:

MTH 112, PHY 120, or permission of Instructor or Chair

Text:

B. Onouye and K. Kane, Statics and Strength of Materials for Architecture (3rd Edition); Prentice Hall

Course Requirements:

Exam 1	25%
Exam 2	25%
Homework	25%
Final Exam	25%

Participation: This course is focused on problem solving. Your cooperation is a key factor for the successful completion of the course. Therefore, chatting/laughing with classmates is not allowed during the entire class. Brief discussions in a soft voice may be allowed in the workshop sessions only if it does not bother other students.

Tests/Quizzes: If a student fails to take a test, the grade for the test will be zero. The instructor may give make-up tests based on his or her sole discretion. If there is a legitimate reason, it is the responsibility of the student to inform the professor or leave a message before the test is given. It is the responsibility of the student to keep up with class activity, changes in schedules, and due dates, and to keep track of their own grades.

Attendance: Attendance is important. If you cannot make it to a class, make sure you let the instructor know beforehand. Late homework will not be accepted.

NAAB Performance Criteria:

18. Structural Systems
24. Building Materials and Assemblies

AET 364 Strength of Materials For Engineering Technology [4 credits]

Course Description:

This course is a continuation of AET 355. Stress and strain distributions over the critical cross-section of structural members subjected to axial forces, bending moments, and/or torsion are discussed. The stress-strain relationship for an axially loaded member is investigated experimentally and analytically. Inter-relation between normal stress and shear stress is also analytically and graphically studied. Analysis of statically indeterminate structures using deformation compatibility is introduced. Discussion of shear and moment diagrams will be continued from AET 355. Beam deflection calculation methods will be discussed, with emphasis on using the moment area method. Use of computers through spreadsheet programming will be required. Three lecture hours, three lab hours.

Prerequisites:

AET 355 or permission of Instructor or Chair

Text:

B. Onouye and K. Kane, Statics and Strength of Materials for Architecture (3rd Edition); Prentice Hall

Course Requirements:

Exam 1	25%
Exam 2	25%
Homework	25%
Final Exam	25%

Participation: This course is focused on problem solving. Your cooperation is a key factor for the successful completion of the course. Therefore, chatting/laughing with classmates is not allowed during the entire class. Brief discussions in a soft voice may be allowed in the workshop sessions only if it does not bother other students.

Tests/Quizzes: If a student fails to take a test, the grade for the test will be zero. The instructor may give make-up tests based on his or her sole discretion. If there is a legitimate reason, it is the responsibility of the student to inform the professor or leave a message before the test is given. It is the responsibility of the student to keep up with class activity, changes in schedules, and due dates, and to keep track of their own grades.

Attendance: Attendance is important. If you can not make it to a class, make sure you let the instructor know beforehand. Late homework will not be accepted.

NAAB Performance Criteria:

18. Structural Systems
24. Building Materials and Assemblies

AET 367 Architectural Design V [4 credits]

Course Description:

An architectural design studio course with a comprehensive focus on schematic design, design development and construction documents, including selected details of a commercial building. Emphasis will be in developing the student's ability to select, apply and evaluate materials and construction techniques for a design project based on the integration of elements of architectural design, structure and environmental systems, design factors, cost, specification and code applicability.

Prerequisites:

AET 352 or permission of the Instructor or Chair

Text and Materials:

Theories and Manifestoes of Contemporary Architecture, edited by Charles Jencks and Karl Kropf, Wiley-Academy 2006

The Architect's Studio Companion: Rules of Thumb for Preliminary Design, by Edward Allen & Joseph Iano, Turtleback, 2006.

Sketchbook (8.5" x 11" suggested)
Digital camera

Course Requirements:

Manifesto	10%
Schematic Design Presentation	25%
Design Development (Final) Presentation	40%
Design Essay	5%
Sketchbook	5%
Portfolio Documentation of Project (Digital Files)	5%
Attendance, Preparation & Participation)	10%

Participation: Materials not delivered when due receive no credit. Presentations not given when due get no credit.

Attendance: Attendance is required and only two unexcused absences are permitted. Attendance is required at all student reviews, leaving early or coming late will be considered as an absence. Additional unexcused absences will have a negative impact upon your grade. You are expected to do design/project work in the studio during class hours, and expected to attend class tours/site visits scheduled during class hours.

NAAB Performance Criteria:

2. Critical Thinking Skills
4. Research Skills
10. National and Regional Traditions
14. Accessibility
15. Sustainable Design
16. Program Preparation
18 Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
23. Building Systems Integration
24. Building Materials and Assemblies
26. Technical Documentation
28. Comprehensive Design

AET 474 Design of Steel Structures [4 credits]

Course Description:

Behavior and design of steel structural members and connections using Load and Resistance Factor Design (LRFD) method are studied. Structural design of tension members and beams is discussed. Analysis and design of columns, including slenderness effects, are studied. Members under combined forces also are discussed. Member stability and structural stability issue is investigated using effective length factors. Design of bolted, riveted, and welded connections will be studied. General details of steel buildings will be discussed. The course objective is to understand and comprehend the building code requirements and the use of minimum design loads for buildings and other structures in accordance of ASCE 7- 05, understand the design philosophy of LRFD vs. ASD and its optimum application in the design of steel structures, design layout of steel framing, understand the use of load combination, use of AISC Steel Construction Manual for the selection of preliminary sizes, use of steel web joists in steel buildings, advantages of composite construction, application of rolled beams Versus plate girder design, and ability to compile a construction cost estimate. Laboratory includes design sessions, constructability issues, review of steel shop drawings, and visits to the construction sites.

Prerequisites:

AET 364 or permission of the Instructor or Chair

Text:

Steel Design, William T. Segui, Thomson & Brooks, fourth edition
AISC Steel Construction Manual, thirteenth edition.

Course Requirements:

Mid-Term Exam	25%
Homework	20%
Class Participation/Discussion	10%
Quiz	15%
Final Project	30%

Final project: The class will be divided in groups. Each group will be responsible for designing a two-story building of different live load function such as hospital, school, office, etc. The main objective of this project is to experience a real office workshop, where you will be able to test your understanding of the class material and its applications to the design and layout of the steel structures with conjunction to the architectural layout of your function. The final report shall compose of a general description of your building structural and architectural components, design computations, architectural and structural CAD drawings, and a construction cost estimate using unit prices.

Attendance: Attendance is mandatory. This course is highly workshop / quiz-oriented in which your cooperation is a key factor for the successful achievement. Each time you miss a class, you will lose 1% out of the 10% assigned to Class Participation. If you miss more than 5 classes, you will get an F. Tardiness more than 15 minutes will be considered as an absence. Please let me know if you will miss a class due to a legitimate reason.

NAAB Performance Criteria:

7. Collaborative Skills
18. Structural Systems
24. Building Materials and Assemblies

AET 484 Design of Concrete/Wood Structures [4 credits]

Course Description:

This course covers the design of both the concrete and wood structures. Properties of plain and reinforced concrete and building design codes are studied. Flexural analysis and design of beams and one way slabs, and serviceability requirements are studied. Bond stresses, development lengths and splicing requirements are discussed. Analysis and design of beams for shear strength and stirrup requirements are studied. Design and analysis of columns and isolated footings, as well as design of retaining walls, are discussed. Compressive strength of concrete and mix design calculations will be experimentally demonstrated. This course also provides an introduction to the design of wood structures. Structural properties of wood as a construction material are studied. Design of sawn lumber beams and glued laminated timber beams are covered. Time-dependent characteristics of wood material and its implementation in wood design are also studied.

Prerequisites:

AET 364 or permission of the Instructor or Chair

Text:

McCormac, Jack, Design of Reinforced Concrete, 6th Edition, John Wiley & Sons, Inc.

Course Requirements:

Homework Assignments	60%
Exam #1	10%
Exam #2	10%
Final Exam	20%

Participation: Students are expected to attend all scheduled classes unless a legitimate excuse is submitted in advance of the class. Participation during class is expected when questions are asked of the students or during review sections of homework or exams.

Exams: If a student fails to take a test, the grade for the test will be zero. The instructor may give make-up tests based on his or her sole discretion. If there is a legitimate reason, it is the responsibility of the student to inform the professor or leave a message before the test. It is the responsibility of the student to keep up with class activity, changes in schedules, and due dates and to keep track of their own grades.

Attendance: Attendance is expected. Understanding that personal conflicts, illness, etc. can arise, notice of anticipated missed classes should be made prior to the class by e-mail. Attendance at each class will be taken. Regardless of notified or non-notified absences the student is responsible for all material covered during classes.

NAAB Performance Criteria

18. Structural Systems
24. Building Materials and Assemblies

Undergraduate Elective Courses

AET 343 Principles of Landscape Architecture [Elective, 4 credits]

Course Description:

The built environment is composed of both the buildings and the land around it. Landscape Architecture focuses on the design of exterior places which affect our everyday experiences. Based on design principles of architecture, this course introduces the student to how these principles are used beyond the building facade. Using historic references as design precedents, the student will be introduced to the design elements used in landscape architecture. This survey course includes lecture, studio, and field work to give the student an introduction to the ideas, methods, type of projects, and graphics used by landscape architects.

Prerequisites:

AET 233, AET 241, AET 242

Text:

Norman T. Newton; Design on the Land; President and Fellows of Harvard College
Elizabeth Barlow Rogers; Landscape Design; Harry N. Abrams Inc.
Grant W. Reid, ASLA: Landscape Graphics; Whitney Library of Design, 1987 (Recommended Only)
Class Handouts

Course Requirements:

Notebook	3%
Attendance	3%
In-Class Exercises, homework design problems	55%
Quizzes	10%
Tests	9%
Final Project	20%

Objectives: Students will gain an understanding of the design elements used by site designers to determine building location and the configuration of facilities on the site. Using historic precedents, students will learn to analyzes existing landscapes; discuss the designer's intent; evaluate the effect of shape, size, and materials on the views; and synthesize these historic forms into new contexts. Students will be introduced to design elements such as axis, balance, straight line vs. curvilinear geometry, imaging. Students will be introduced to the ideas of the designers such as the on-going discussion of order vs. nature. Students will be introduced to design components such as entrance/threshold, path, forecourt, etc. Students will begin to understand the practical considerations of these historic precedents including scale and use. Students will become familiar with the use of a "concept" as both a starting point for the design process and a unifying element. Students will apply these concepts in current design problems. Students will become familiar with analysis graphics for site plans. Students will become familiar with site plan and section graphics.

NAAB Performance Criteria:

3. Graphic Skills
5. Formal Ordering Systems
8. Western Traditions
11. Use of Precedents
17. Site Conditions

AET 353 Site Planning and Development [Elective, 4 credits]

Course Description:

Site Planning is the process of locating new construction on the land in the most appropriate and environmentally sensitive manner. This course introduces the students to the issues associated with environment constraints (such as wetlands and slopes); regulatory requirements (such as zoning); human use and cultural values (such as privacy and security); building requirements (such as road widths and massing of buildings); and design elements (such as creation of spaces and the relationship between use).

Prerequisites:

AET 233, AET 241, AET 242

Text:

Anton Clarence Nelessen; Visions for a New America Dream; APA Planners Press, 1994
Grant Reid; Landscape Graphics; 1987
Theodore Walker; Plan Graphics

Course Requirements:

Attendance	5%
Class Participation	5%
In-Class Exercises, homework problems, quizzes & papers	60%
Final Project	25%
Final Exam	5%

Objectives: Students gain an understanding of the critical issues facing architects in analyzing site problems and a building project. These issues include zoning, land use, topography, building massing, building codes, service vehicle access and wetlands. However, they also study the historic record of site planning from the ancient Greeks and Romans through Medieval cities and the early American examples of Jefferson, L'Enfant, and others. Students will analyze and comprehend the planning use of focus, edge, node, path, and axis and incorporate these in their final project. Students will identify, analyze and synthesize appropriate historical precedents into their individual design solutions. Students will understand the influences of site specific attributes on the built environment including topography, soils, vegetation, existing structures and surface water. Students will develop an awareness of and be able to respond to natural environmental influences on the built environment including creation of space, enclosure, security, views, neighborhood context. Students will understand the affects of societal characteristics on the use of the built environment and how the built environment can be more successful by responding to these societal characteristics.

NAAB Performance Criteria:

3. Graphic Skills
5. Formal Ordering Systems
8. Western Traditions
10. National and Regional Traditions
11. Use of Precedents
17. Site Conditions

AET 354 Architectural Lighting Design and Acoustics [Elective, 4 credits]

Course Description:

The course focuses on the integration of environmental control systems in architecture. The course will explore the physiological and physical factors, the art and science of lighting, lighting engineering, lighting technology, and lighting graphics. The nature of sound and architectural acoustics, room acoustics, and sound isolation will also be explored. Applicable code requirements and energy conservation measures will be included.

Prerequisites:

AET 241, AET 242, AET 244, or permission of the Instructor or Chair

Text:

Jones, Frederick H.; Architectural Lighting Design; Crisp Publications, 1989
Schiler, Marc; Simplified Design of Building Lighting; John Wiley & Sons, 1997
Ambrose, James; Simplified Design for Building Sound Control; John Wiley & Sons, 1995

Course Requirements:

Exercises (6 @ 5% each)	30%
Quizzes (3 @ 10% each)	30%
Project	30%
Other (Attendance, Preparation, & Participation)	5%

Goals/Objectives: To develop the student's understanding of the impact of light and sound on architectural form and design. Basic principles of light and sound are reviewed and applied.

Course Topics: The design medium, design principles, lighting engineering, lighting technology, lighting graphics and specifications, nature of sound, sound and hearing, room acoustics, sound and noise control.

Communication: Students are required to complete six exercises and one final project that includes graphic, written, and oral communication.

NAAB Performance Criteria:

12. Human Behavior
14. Accessibility
19. Environmental Systems
23. Building Systems Integration
26. Technical Documentation

AET 358 Architecture and Computer Modeling [Elective, 4 credits]

Course Description:

This course will take the student from initial architectural computer 3-D modeling theory and techniques on through "walkthroughs," "flyby" and animation. The focus will be on creating presentations that represent project goals. The goals include space representation, materials selections and representation, lighting, visualization and presentation image hierarchy. These will be accomplished with a series of short exercises and culminate in a final project. The final project will bring all the course material together in a single presentation. Students will have the option of recording their final project on videotape for portfolio enrichment. The overriding focus will be in using computers in presenting architectural projects in the real world.

Prerequisites:

AET 233, AET 242, or permission of the Instructor or Chair

Text:

AutoCAD Architectural Desktop Student Guide Release 2
3dStudio VIZ Fundamentals Courseware
3dStudio VIZ Release 3 Advanced courseware

Course Requirements:

Modeling Assignments (10 required)	50%
Group Assignments (2 required)	50%

Goals/Objectives: Students are responsible for all material covered during the semester. To successfully pass this course, students will be required to demonstrate through a series of in-class assignments and performance examinations the following: Understand how to construct and effectively use architectural animation and rendering in an architectural design space; Obtain competency a working knowledge of architectural modeling and animation functions discussed throughout the course.

Course Topics: Architectural modeling applications, VIZ overview, cameras, materials, lighting, entourage, animation

Projects: This course will consist of a combination of lecture, quiz and laboratory/studio time. In each class, approximately one hour of lecture will be combined with two hours of lab/studio hands-on drawing time. Each lecture will present a few new commands and concepts each week. Class time will be given to practice the new material. There will be a number of handouts to supplement lectures. The students will be evaluated using in-class assignments, homework, and performance examinations.

Grading: The student's average grade will be determined by totaling the possible number of correct points, then dividing them by the number of drawing assignments and performance examinations described above. Attendance is expected; absence from class will impact on one's grades. Extra work is encouraged for this course, with the amount of extra credit awarded being determined by the complexity of the project.

NAAB Performance Criteria:

3. Graphic Skills

AET 371 Housing/Urban Design [Elective, 4 credits]

Course Description:

An historical overview of the growth of cities coupled with studio projects focused on the design of urban environments. The analysis of an urban condition reveals connections between living and working in a contemporary city. Conversations of the human need for shelter develop into physical prototypes that reflect the New Urbanism in a variety of mixed use programs.

Prerequisites:

Junior standing

Text:

No textbook is required, but there are extensive course handouts including urban context articles and various references to the history of many great cities.

Course Requirements:

Goals/Objectives: The students should develop an understanding of the study and analysis of an existing urban context, of a specific site within the urban context and programming development of an urban development project. For each project, students are required to write a design narrative and give an oral presentation. The design solutions should include reactions to the "lessons learned" from the analysis portion of the course and reflect innovative designs that are contextual. Each assignment is intended to build upon the previous assignment and will inform the subsequent design work.

Course Topics: Urban analysis (diagrams, graphics workshop), site analysis (basic theory, diagrams), programming (program preparation, program options, budget analysis, presentation, preliminary test fits), and urban design implementation (review of basic theory, project work). The urban design implementation.

Projects: The analysis projects should be developed with consideration to the following: pedestrian/vehicular circulation, vehicular corridors, axis as connections, interlocking spaces as connections, buildings as connectors, open space vs. built environment, land use zones, civic centers, figure ground/ground figure, points in plan, points in space, nodes, axial relationships, land-use designations, topography, vegetation, solar orientation and prevailing winds. The final design project will be a mixed-use facility that embodies the influences of the surrounding context in a creative design solution.

Communication: For the urban analysis and site analysis, the students work in groups to research and document their assigned "urban condition." It is necessary for the groups to clearly communicate verbally and graphically to successfully complete the assignments. For the individual design project, students are required to write a design narrative and give an oral presentation.

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphic Skills
4. Research Skills
7. Collaborative Skills
11. Use of Precedents
13. Human Diversity
16. Program Preparation
17. Site Conditions

AET 373 Interior Architecture [Elective, 4 credits]

Course Description:

The objectives of this course are: to explore the integration of interior design and architecture, to specifically discuss the design, technical, and planning aspects of interior architecture. A combination of lecture and studio, this course involves presentations, discussions, research of precedent, guest critiques; and studio projects. Students will present studio projects that emphasize principles of interior design, utilize technical systems, and display material and furniture selections. A variety of media will be used to present design problems and solutions.

Prerequisites:

AET 244

Text:

Interiors: an Introduction (Fourth Edition), Karla J. Nielson and David A. Taylor, McGraw-Hill, 2007

Course Requirements:

Class Participation	20%
Project 1	10%
Project 2	20%
Project 3	20%
Reading and Quizzes	20%
Field Trip Essay	10%

Goals/Objectives: Students will increase their awareness of the elements and principles of design and their application in interior spaces, environmental responsibility, and code requirements as required by an interior architect to protect the health, welfare, and safety of the public.

Course Topics: Design elements and principles, branding environments, project programming, space planning, lighting and material selections, environmental responsibility, presentation drawings.

Projects: This course will consist of a combination of lecture, quiz and laboratory/studio time. In each class, approximately one hour of lecture will be combined with lab/studio hands-on drawing time. Lectures will parallel project assignments. Projects will include design elements and principle study, branded environments study and design, architectural firm programming and design development. Class will also involve two field trips to relevant showrooms i.e. commercial office furniture and plumbing fixtures, as well as manufacturer representative presentations on relevant interior materials i.e. textiles and flooring, one of which will require an essay report.

Grading: Based on critical thinking and expression, exchange of constructive criticism (give and receive), originality of design, concept development, concept statements (narratives), design process, craftsmanship, aesthetics (artistic quality), creativity, understanding and use of design vocabulary, attention to specifications, accuracy, professional presentation, spelling, grammar, complete project and exercise requirements as communicated by instructor (verbal, graphic and written).

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphic Skills
15. Sustainable Design
24. Building Materials and Assemblies

AET 470 Architectural Programming [Elective, 3 credits]

Course Description:

Client requirements, user needs, types of use, space needs, performance criteria, budget, site analysis, and prototypes will be assessed in the context of an architectural program. The resultant document will become a working tool for the Senior Design Thesis.

Prerequisites:

Senior level standing or permission of the Instructor or Chair

Text:

Pena, William; Problem Seeking: An Architectural Programming Primer, 1987
Duerk, Donna P.; Architectural Programming; John Wiley & Sons, Inc., 1993

Course Requirements:

Precedent Analysis	10%
Preliminary Program	5%
Site Analysis	15%
Final Program	15%
Schedule/Budget	10%
Relationship/Conceptual Diagrams	10%
Final Report	25%
Other (Attendance, Preparation, & Participation)	10%

Goals/Objectives: The goals of this course are to teach students how to look at client needs of space, performance, and budget. With research and site analysis, develop a project program that satisfies the needs of the client and becomes a working tool for the design of their senior design thesis project.

Course Topics: Design process, site planning, zoning, codes, precedent analysis, program development, site information/context, site analysis, form/building prototype, project scheduling, budget analysis, relationship/conceptual diagrams

NAAB Performance Criteria:

1. Speaking and Writing Skills
4. Research Skills
11. Use of Precedents
16. Program Preparation
17. Site Conditions

AET 471 Independent Studies [Elective, 4 credits]

Course Description:

Theoretical research on a specific topic identified by the student and accepted by the department faculty and chair. Topics may range from structural systems to mechanical systems to architectural design methodologies to a specific style of architecture, and other areas as applicable.

Prerequisites:

AET 352

Text:

None required, although it is expected that students will have texts or Internet sites and other references as appropriate to their individual project.

Course Requirements:

Course of study description and goals	5%
Individual syllabus and schedule	5%
Attendance and participation	5%
Midterm Assessment	30%
Final Assessment	55%

Goals/Objectives: The project is determined by the student.

Course Topics: This course uses individual consultation with the faculty advisor, based on student and project needs.

Communication: Peer review, midterm review, final review – written requirements vary with topics of study.

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphic Skills
4. Research Skills

Other Criteria as appropriate to individual project and goals

AET 473 Architectural Rendering and Portfolio Development [Elective, 4 credits]

Course Description:

This course is concerned with the mechanics of presentation drawing and portfolio preparation. The students are required to organize a comprehensive assemblage of architectural work through the intensive study of graphic principles and representation techniques.

Prerequisites:

AET 233 or permission of the Instructor or Chair

Text:

Ching, Francis with Steven Juroszek; Design Drawing; Van Nostrand Reinhold, 1997
Linton, Harold; Portfolio Design; W.W. Norton, 2000

Course Requirements:

Drawing File Notebook	10%
Classroom Assignments	10%
Homework Assignments	10%
Site Plan Drawing	10%
Floor Plan Drawing	10%
Elevation Drawing	10%
One-Point Perspective	10%
Two-Point Perspective	10%
Portfolio Review	10%
Attendance, Preparation, & Participation)	10%

Goals/Objectives: Our goal is for students to learn how to draw (represent and object, scene or idea) to express the visual thoughts and perceptions. Another goal is for the student to learn more about the different reasons that portfolio preparation is useful and learn to prepare these collections as well as mock interviews and portfolio reviews to represent their interests, development, experience, skill, and potential.

Course Topics: Site plans, floor plans, elevation/section, one-point perspective, two-point perspective, portfolio development, mock interview

Communication: Mock interview and presentation required; weekly presentations of assignments and projects.

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphic Skills

AET 481 Professional Practice [Elective, 4 credits]

Course Description:

This course is an introduction to contemporary American professional architecture practice. The course focuses on the design and construction process, the architecture firm, the markets for architectural services, the work of the architectural firms, and the professional context of the architect.

Prerequisites:

Upper-level standing, or permission for Instructor or Chair

Text:

American Institute of Architects, Architect's Handbook of Professional Practice: Student Edition, John Wiley & Sons, 2002

Course Requirements:

Mid-Semester Exam	25%
Final Exam	25%
Project	25%
Attendance, Preparation, & Participation	25%

Goals/Objectives: To provide students with an understanding of and introduction to professional architectural practice.

Course Topics: Professional preparation, professional choices, professional life, overview of firms, firm formation and organization, marketing the firm, human resources, financial management, firm dynamics, overview of projects, project initiation, project acquisition, project agreement, project management, design services, design parameters, design documentation, construction related services

Communication: Students are required to complete a written project and give an oral presentation.

NAAB Performance Criteria:

1. Speaking and Writing Skills
27. Client Role in Architecture
29. Architect's Administrative Roles
30. Architectural Practice
33. Legal Responsibilities
34. Ethics and Professional Judgment

AET 482 Construction Estimating [Elective, 4 credits]

Course Description:

Basic principles and current practices employed in estimating building costs are examined. Material lists and quantity takeoffs, as well as unit costs, overhead and profit items, are prepared from working drawings on residential and commercial buildings. Public and private building and critical path are also covered.

Prerequisites:

AET 242, MTH 241

Text:

Bledsoe, John; Successful Estimating Method from Concept to Bid; RS Means Company, 1992

Course Requirements:

Final Exam	20%
Exams (2)	30%
Projects	20%
Exercises	20%
Attendance, preparation, & participation	10%

Goals/Objectives: This course introduces the student to in-depth estimating practices. The student is required to evaluate sets of working drawings and establish detailed estimates based on them. In the process, students learn many basics of field procedure and practice. Students are required to hand in written assignments designed to assist them in understanding building vocabulary.

Course Topics: Types of estimates, tools, data sources, methods, preliminary or full pack estimate, square foot estimate, “ballpark” estimate, assembly or conceptual method, cost data sources method, final detail estimates, spreadsheet applications to automated estimating, detailed information for task or schedule estimating, cycle time analysis, rate-of-progress, estimating for public works and for heavy construction, balanced and unbalanced bidding, fine tuning the estimate: the value of uncertainty, life-cycle cost analysis, value engineering, estimate for change orders, claims and litigation, self-check methods.

Communication: Students are required to complete written exercises and give an oral presentation.

NAAB Performance Criteria:

25. Construction Cost Control
26. Technical Documentation

AET 485 Seminar on Architectural Topics [Elective, 3 credits]

Course Description:

Discussion of the historical roots of contemporary architectural thought and the possible future directions of the profession. Critical analysis of architectural movements.

Prerequisites:

Upper-level standing or permission of Instructor or Chair

Text:

Ching, Francis; Architecture: Form, Space & Order; Van Nostrand Reinhold, 1996

Course Requirements:

Final Project	30%
Short Projects (3 @ 20% each)	60%
Attendance, Preparation, & Participation)	10%

Goals/Objectives: To develop vocabulary of architectural criticism and apply to presentations and discussions.

Communication: Presentations and discussions held every class. A major written or visual presentation is required from each student.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
8. Western Traditions
9. Non-Western Traditions
10. National and Regional Traditions

Other criteria as relevant to focus of study

AET 489 Senior Design Thesis [5 credits]

Course Description:

The Senior Design Thesis is meant to demonstrate that a student has synthesized the course work skills, techniques and objectives of the four year architecture program and is able to translate these ideas into architectural form. The starting point of the thesis project varies. For some the inspiration derives from physical purposes, for others it is the site, material quality or an abstract idea. But whatever the generative idea, it is assumed that all these considerations will be brought to bear on the final design and that all ideas will translate into architecture. Just as an abstraction may be expressed verbally with different choices of words and a variety of structure, so may architecture and theoretical ideas find variety of expression in built form. You should assess several different design ideas including physical program, expressing abstract ideas, developing material quality and answering to contextual demands.

Prerequisites:

Senior, second semester; AET 367

Text:

None required.

Course Requirements:

*Project Statement
*Architectural Program

Thesis Report	35%
Final Project	65%

*These were developed in AET 470 the previous fall semester.

Assessment Criteria:
Concept – inventive; appropriate; comprehensive; philosophic; aesthetic; social; economic; technological basis
Context – response to site conditions; to city/region; to place and time
Organization – comprehensive program; recognized demands; workable; spatial fit of program elements; circulation; amenity
Architectural Expression – translation of concept; integrity of architectural ideas in the whole and parts; proportion; scale; delight
Material Quality – appropriate materials; character; application of materials; texture and color
Integration – of all knowledge and skills in the architectural design; structural, mechanical, servicing implications
Presentation – appropriate drawings, etc. (scale, detail, order)(; clear/readable drawings, models, etc.; useful written summary; informative
Completeness of Project – fulfills all requirements as stated in the architectural program; describes the project fully and clearly

Participation: Materials not delivered when due receive no credit. Presentations not given when due get no credit.

Attendance: Attendance is required and only two unexcused absences are permitted, additional unexcused absences will affect final grade and may result in a failing grade.

Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
3. Graphic Skills
21. Building Envelope
28. Comprehensive Design

STW 290 Introduction to Architectural Model Building [Elective, 3 credits]

Course Description:

This course provides an introduction to the theory and craft of model-making. Topics will include modeling techniques as applied to a variety of materials. The different model types utilized throughout the design process will be identified, investigated and implemented in an illustrative project.

Prerequisites:

AET 242

Text:

Designing with Models (second edition), Criss B. Mills
Modeling Messages- The Architect and the Model, Karen Moon

Course Requirements:

Assignment 1 (Group)	5%
Assignment 2	10%
Assignment 3	10%
Assignment 4	15%
Assignment 5	15%
Assignment 6	30%
Attendance, Participation	15%

Attendance: Attendance is expected and absence from class will impact on one's grades. Extra work is encouraged for this course with the amount of extra credit awarded being determined by the scope of additional work completed.

Goals/Objectives: Students are responsible for all material covered during the semester. To successfully pass this course, students will be required to demonstrate through a series of in-class assignments and presentation reviews the following: Understand the role of the model throughout the history of the architectural profession; Demonstrate how to effectively select materials and construct architectural models; Demonstrate proficiency with the use of the model throughout the design process.

Course Topics: Modeling techniques, tools and equipment, material considerations, models types (massing, diagram, ideagram, sketch, development, finish) and their varied roles in design process, and the use of the model as a communication tool.

Projects: This course will consist of a combination of lecture and studio time. In each class, approximately one hour of lecture will be combined with an additional half-hour group discussion of the assigned readings. The remaining three hours will be studio hands-on modeling time. Each lecture will present a few new concepts and techniques each week. Class time will be given to practice the new material. There will be a number of models brought in to class to demonstrate both technique and purpose. The students will be evaluated using in-class assignments, participation in discussions of readings, and a final presentation of their cumulative semester's work before a jury.

NAAB Performance Criteria:

3. Graphic Skills
5. Formal Ordering Systems

STW 391 Dynamic Learning Environments [Elective, 3 credits]

Course Description:

An investigation of the most current educational trends through research and group discussions will lead to a creative implementation of a small-scale dynamic learning environment. The design work that is done will be developed in groups and the entire class will participate in building a full-scale mockup of the chosen project.

Prerequisites:

Junior standing

Text:

No textbook is required, but there are extensive course handouts including various educational facility articles, references to relevant websites, and references to valid learning philosophies. Maria Montessori's philosophies and Howard Gardner's "Multiple Intelligences" will be explored through the eyes of various learners.

Course Requirements:

Goals/Objectives: The research assignments are intended to build upon the knowledge base surrounding the process of learning and the possibilities for the built environment to influence and affect the quality of learning. The research will be used to inform the subsequent design work, which in turn will influence the hands-on experience of actually building the "Dynamic Learning Environment." The goal of the class is to create a "Dynamic Learning Environment" that mirrors the principles of a project-based learning environment by incorporating good learning philosophies.

Course Topics: How does learning occur? Is it a linear process that builds upon itself or is it an unpredictable path of self examination and observation of one's surroundings? What real life experiences have influenced what you have learned and how you have learned?

Projects: After completing the assigned research, students will decide on a program for the project and begin group design work. Each group will develop and present their design solution. This semester it was a presentation/gallery space for the Department of Architecture. This project was designed as a flexible, multi-function space that could be used for a variety of different purposes. As a learning environment, the space becomes an interactive platform for the students to exchange ideas, accept constructive criticism, and generate project-based learning energies. The students build mock-ups of movable display boards that will hopefully be incorporated into a renovation project in the future. The idea of actually having to build a proposed design embodies the theory behind project-based learning and in this case, the students "learn about how they learn."

Communication: For the initial design work, the students work in groups to research and document their assignment. It is necessary for the groups to clearly communicate verbally and graphically to successfully complete the assignment. For the design project, students are required to write a design narrative, produce detailed drawings of the proposed design, and give an oral presentation.

NAAB Performance Criteria:

1. Speaking and Writing Skills
4. Research Skills
7. Collaborative Skills
12. Human Behavior
24. Building Materials and Assemblies

STW 490 Introduction to Chinese and Japanese Architecture [Elective, 3 credits]

Course Description:

This course provides an introduction to the traditional architectural history and culture of China and Japan. The material will be presented in the form of lectures with slides and readings from texts as well as articles from magazines and related books in the form of hand-outs. Building types for both cultures are investigated and compared on a historical level, as they relate to political, social and economic changes. Technological aspects of the architecture and outside influences and their impact on these building types are explored as well. Investigations and ideas for each building type and related period are discussed in class and will be the staring point for the four required projects. Students will be assessed in their understanding of major points and material covered in the form of quizzes and essays. Projects will consist of the study and analysis of relevant buildings in the form of graphic projects for presentation to the class. By the end of the course students will be able to identify the different building types of the two cultures and have a general understanding of their histories both architecturally, culturally as well as globally; and their impact on modern day architecture. Students will begin to understand the relationship of today's professional field of practice with the advent of job opportunities and cultural exchanges in modern day Asia. Finally, students will experiment with and hone their graphic skills and presentation methods to compliment their studio design courses.

Prerequisites:

None

Text:

Chinese Architecture, English text and edited by Nancy S. Steinhardt, Yale University Press, 2002
New China Architecture, Xing Ruan, Tuttle, 2006
Introduction To Japanese Architecture, David and Michiko Young, Illus. by Tan Hong Yew, Tuttle, 2004
Form, Space and Order, F. Ching, John Wiley and sons, Inc., 1996

Course Requirements:

Quizzes	20%
Projects	60%
Class participation	20%

Attendance: Class participation is required, therefore, attendance is also. All students are allowed two un-excused absences. Additional un-excused absences will negatively affect your grade and may result in a failing grade. For the first half of the term (until mid-term), only one in-excused absence will be permitted. Excused absences are granted according to University policy. Students who are ill or who are participation in a qualifying extra-curricular event (e.g. team sports) and must provide documentation (e.g. notice from health center) to receive an excused absence. Make-up quizzes and exams will not be given without an excused absence. With an excused absence the make-up quiz may in the form of a paper based on the material covered on the missed quiz.

NAAB Performance Criteria:

9. Non-Western Traditions
10. National and Regional Traditions

Graduate Courses

ARC 511 Architectural Studio I [6 credits]

Course Description:

Problem-oriented studio offered to first semester first-year graduate students by faculty members and/or visiting critics. Problems are intended to broaden and deepen individual understanding of the process, theories, and systems that influence the design of the built environment. Emphasis is on the thorough examination of all aspects of building. Field trips and design project work are required.

Prerequisites:

AET 352 and AET 367, or equivalent

Text and Materials:

Ching, Francis D. K.; Architecture: Form, Space, and Order; Van Nostrand Reinhold
Others are provided by the Studio Professor
Sketchbook (8.5" x 11" suggested)
Digital camera

Course Requirements:

Project Number 1	25%
Project Number 2	25%
Project Number 3	25%
Sketchbook	10%
Portfolio	10%
Attendance & Participation	5%

Projects: During the semester, major real-world projects will be assigned. These projects will be planned to challenge the students to display their knowledge of architecture and architectural problem solving skills. Projects will be designed to incorporate artistic, creative, and technological concepts. Each project will be evaluated by visiting professionals and clients with expertise in the assigned project type.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates.

Attendance: Students are expected to attend class and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to join the class on class trips to prospective project sites, actual construction sites, and similar projects of interest.

NAAB Performance Criteria:

2. Critical Thinking Skills
5. Formal Ordering Systems
6. Fundamental Design Skills
7. Collaborative Skills
8. Western Traditions
11. Use of Precedents
12. Human Behavior
24. Building Materials and Assemblies

ARC 512 Advanced Site Planning [4 credits]

Course Description:

This course is a studio format that also entails lectures, reading assignments, site visits, as well as studio design projects. The objective of this course is to prepare the student to understand the overall nature of site design from the perspective of the architect and how it relates to building design. Site design will be viewed not only with regard to actual sites, but also how they fit within the context of the greater community. The initial part of the course will examine at site design constraints both regulatory and physical. The course will then look at how these regulatory requirements and physical conditions may be utilized to enhance the building design. The course will consider using and defining outdoor spaces and elements to enhance the building and how the building can respond the site. Topics to be addressed include: zoning and other regulatory requirements; site analysis process; climate and weather; water; plants; topography and landforms; soils; existing and surrounding land uses; grading and drainage; circulation - roads, walks and parking; defensible space; public security

Prerequisites:

AET 244, AET 352, and AET 367, or equivalent

Text:

Lynch, Kevin; Site Planning; The MIT Press
Clayton, George T.; The Site Plan in Architectural Working Drawings; Stipes Publishing

Course Requirements:

Bushnell Site Analysis project	10%
Bushnell Site Design project	10%
Zoning problems	10%
Grading problems	10%
Parking problems	10%
Downtown Site Design project	10%
Combined Security, Grading and Site Design project	10%
Final Combined Site Design project	15%
Class participation	15%

Projects: Assignments will consist of both major design projects multiple weeks in length and short assignments no more than a week in length. Some major design projects will be assigned in conjunction with the Building Design course (Architectural Studio I). This course will evaluate the site analysis and design portion of the combined problem. The Building Design course will evaluate the building portion of the problem.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates.

Attendance: Students are expected to attend class and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to join the class on class trips to prospective project sites, actual construction sites, and similar projects of interest.

NAAB Performance Criteria:

3. Graphic Skills
10. National and Regional Traditions

14. Accessibility
15. Sustainable Design
17. Site Conditions
26. Technical Documentation

ARC 513 Advanced Building Systems [3 credits]

Course Description:

Design analysis and performance characteristics of building environmental systems, emphasizing heating, cooling, ventilation, and lighting systems. Other topics include study and comparison of the various building envelop systems including insulation materials, glazing, thin film characteristics, heat transference calculations and extensive review of seals and air barriers used to minimize energy losses. Importance of energy management and environmental controls is emphasized through exposure to COMcheck™ and REScheck™ computer simulation programs developed by U.S. Department of Energy. In addition, building electrical systems, acoustics, water, waste, and drainage systems are covered in terms of fundamental theory, designs, and calculations. Students are also exposed to LEED (Leadership in Energy and Environmental Design) Rating System. Case studies and design projects will also be included, with emphasis given to practical applications and real-world scenarios.

Prerequisites:

AET 241 or equivalent

Text/Other Requirements:

McQuiston, Parker and Spitler; Heating, Ventilating & Air Conditioning – Analysis and Design; John Wiley & Sons, Inc., Fifth Edition – 2000

Course Requirements:

Exam Number 1	25%
Exam Number 2	25%
Final Exam	25%
Project Report/Presentations	25%

Exams: The general topics of mechanical, electrical and plumbing systems will be covered through lectures and readings from the textbooks. Students' knowledge of this material will be evaluated through three in-class exams plus a final exam. Students are expected to take these exams on the day they are scheduled. No make-up exams will be administered except for reasons of documented illness or death in the family.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own ideas, and comment on the ideas of their classmates.

Attendance: Students are expected to attend class, except for reasons of documented illness or death in the family.

NAAB Performance Criteria:

15. Sustainable Design
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
22. Building Service Systems
23. Building Systems Integration
24. Building Materials and Assemblies
25. Construction Cost Control
26. Technical Documentation

ARC 521 Architectural Studio II [6 credits]

Course Description:

An architectural studio consisting several design projects at a variety of scales. Introspective problems are intended to broaden and deepen individual understanding of the process, theories, and systems that influence the design of the built environment, with an emphasis on urban sites and a thorough examination of all aspects of building – field trips and design project work are required.

Prerequisites:

ARC 511 or equivalent

Text:

Ulrich Conrads, Programs and Manifestoes on 20th Century Architecture, MIT Press, 1975

Ellen Shoshkes, The Design Process; Whitney Library of Design, 1989

Course Requirements:

Manifesto Project	10%
Building Design Project 1	20%
Building Design Project 2	20%
Building Design Project 3	20%
Building Design Project 4	20%
Attendance & Attitude	10%

Projects: A project to explore architectural manifestoes will extend throughout the semester as a weekly exercise. This will be followed by four projects with actual sites in different parts of the country and locally. The project will consider issues of homelessness, interior renovation, urban infill, and air-rights development. Projects will be planned to challenge the student to display their knowledge of architecture and architectural problem solving skills. Project will be designed to incorporate artistic, creative, and technological concepts. Each project will be evaluated by visiting professionals and clients with expertise in the assigned project type.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates. Students must take responsibility for their design decisions – good work habits, research, a professional attitude, and developed self-criticism.

Attendance: Students are expected to attend class and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to join the class on class trips to prospective project sites, actual construction sites, and similar projects.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
3. Graphic Skills
11. Use of Precedents
12. Human Behavior
14. Accessibility
18. Structural Systems

20. Life Safety
21. Building Envelope Systems
24. Building Materials and Assemblies
28. Comprehensive Design

ARC 522 Advanced Building Economics [4 credits]

Course Description:

Individual and team analysis of architectural development proposals will be conducted in light of the project cycle, allowing for investigation of the factors affecting financing, development, and cost analysis at each stage of the project. Extensive investigation of project budget development and maintenance will be included. Later sessions will address cost control and special considerations for various project types and individualized project requirements through the examination of selected case studies. The course will be taught utilizing Construction Specifications Institute forms and formats as background, which will provide models and a framework within which to address the financial issues.

Prerequisites:

ARC 511, ARC 512, ARC 513, or equivalent

Text:

Construction Specifications Institute; The Project Resource Manual; McGraw-Hill, Inc.

Course Requirements:

Weekly Quizzes	25%
Group Project	25%
Final Project	25%
Attendance and Participation	25%

Quizzes: Students' ongoing knowledge of the material will be evaluated through weekly quizzes that will require a demonstration of thorough knowledge of the reasoning utilized in arriving at answers and solutions to questions posed.

Projects: Group & Final (Individual) Projects will include research, development, and analysis of budgets and estimates as they relate to a given project phase. The Group Project includes a Conceptual Site Analysis & Estimate. The Final Project includes a Conceptual estimate of a sample project including Sitework, Construction Costs and Soft Costs.

Attendance and Participation: A heavy emphasis is placed on student classroom participation. Students will be required to participate in class discussion, present their own ideas and comment in an open forum. Students are expected to attend class, except for reasons of documented illness or death in the family.

NAAB Performance Criteria:

4. Research Skills
7. Collaborative Skills
25. Construction Cost Control
29. Architect's Administrative Roles

ARC 523 Advanced Structural Systems [3 credits]

Course Description:

The development of an advanced working knowledge of building structural systems, which is comprised primarily of composites including: wood, conventional reinforced concrete, pre-cast concrete deck units, post tensioning of concrete parking structures, reinforced masonry, arches, shells, and plates. Topics covered include: Advantages and disadvantages of building materials, the concept and application of earth-retaining structures, concrete and embankment walls, cofferdams, brace excavation, and sheet piling, the application of shallow and deep foundations with respect to soils conditions, and the application of wind bracing for lateral load-resisting systems.

The objective is to expose the students to the general types of building materials and their structural optimum use to meet the architectural functions, fire code requirements in the use of combustible versus non combustible materials, prepare students for structural topics included in the architecture exam, and to give them a general understanding of the structural failure through case studies. Advanced computer applications assist the student in developing an understanding of the relationships among concept, material, form, and structural implication.

Prerequisites:

AET 355, AET 364, and AET 474, or equivalent

Text:

David M.Berg, P.E., and Robert Marks, P.E.; General Structures I; KAPLAN.

David M.Berg, P.E., and Robert Marks, P.E.; General Structures II; KAPLAN.

Steven E. O'Hara, P.E. and David Kent Ballast, AIA; Architecture Exam Review, Volume I: Structural Topics; Professional Publication, Inc,

Mario Salvadori, P.E., Why Building Falls Down: W.W.Norton & Company

Course Requirements:

Mid-Term Exam	30%
Homework/Workshop	10%
Class Participation/Quizzes	20%
Final Exam/or Final project	40%

Exams: The general topics of structural systems will be covered through lectures and readings from the textbooks. Student's knowledge of this material will be evaluated through three in-class exams plus a final exam. Students are expected to take these exams on the day they are scheduled. No make-up exams will be administered except for reasons of documented illness or death in the family.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own ideas, and comment on the ideas of their classmates.

Attendance: Students are expected to attend all classes, except for reasons of documented illness or death in the family.

NAAB Performance Criteria:

18. Structural Systems
24. Building Materials and Assemblies

ARC 585 Seminar on Architectural Topics: Writing About Architecture [Elective, 3 credits]

Course Description:

This graduate elective course introduces students to a way of thinking about and communicating about architecture that is usually not stressed in education: the written word. This course seeks not only to teach students the mechanics and conventions of writing about architecture and the methods of communicating architectural ideas, but also to develop and clarify an architectural point of view. The course considers how architecture is presented in newspapers, magazines, professional journals, and websites.

Part of this course will focus on aiding students in generating a personal architectural viewpoint and encouraging them to find a voice to express that view. The point of view developed by the student is the product of his or her own thought and conviction. It must be something the student believes in, a part of the fabric of the student's own world view that will serve as a basis from the student can critique the built environment.

Prerequisites:

AET 155 and AET 156, or equivalent

Text/Other Requirements:

Leland Roth (editor), *America Builds: Source Documents in American Architecture and Planning*, Harper & Row, 1983

Ken Metzler, *Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions* (Third Edition), Allyn & Bacon, 1996

John Brady, *The Craft of Interviewing*, Vintage, 1977.

Course Requirements:

Weekly Writing Assignments	50%
Personal Article	30%
Class Participation	10%
Final Exam	10%

Writing Assignments: Each week students will complete a writing assignment of 500 words. A semester article of 2,500 words will consider a topic of the student's own choosing where the student will critique the built environment using their own architectural philosophy developed during the course.

Participation: An important part of this course is class discussion of ideas and critique of writing. Students will be judged on their classroom participation. During the semester, students will be required to participate in class discussions, present their own ideas, and comment on the ideas of their classmates.

Attendance: Students are expected to attend class, except for reasons of documented illness or death in the family.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
12. Human Behavior
13. Human Diversity
32. Leadership

ARC 586 Architectural Monuments [Elective, 4 credits]

Course Description:

This is a study-abroad course that focuses on a sampling of the most significant structures in the history of architecture. The course is designed for students who wish to study examples of architectural history in direct contact with the historic structures. Students are required to sketch, diagram, photograph, and understand these structures while documenting their work with an architectural portfolio project and a research paper. Students travel to and tour these historic structures with the instructor.

Prerequisites:

AET 155 and AET 156, and permission of the instructor

Text:

Millon, Henry A.; Key Monuments of the History of Architecture, Prentice-Hall, Inc. and Harry N. Abrams, Inc.

Course Coordinator:

Daniel Davis, Professor, Department of Architecture, CETA

Course Requirements:

Portfolio A	20%
Research Paper A	10 %
Portfolio B	20%
Research Paper B	10 %
Portfolio C	20%
Research Paper C	10 %
Attendance & Participation	10%

Projects: Student will be required to sketch, diagram, photograph, and understand a sampling of historically significant structures and documenting their work with an architectural portfolio project. Students will also be required to present their work to the instructor and other students. The best portfolios will be displayed in the studio exhibit space during the following semester.

Participation: Students will be judged on their participation. Students are also expected to attend tours and lectures, and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates.

Attendance: Students are expected to attend tours and lectures, and work on their projects in their assigned studio spaces.

Field Trips: Students will be expected to join the class on class tours to key monuments of the history of architecture, and other sites of interest.

NAAB Performance Criteria:

1. Speaking and Writing Skills
3. Graphics Skills
8. Western Traditions
10. National and Regional Traditions
12. Human Behavior
13. Human Diversity

ARC 611 Architectural Studio III [6 credits]

Course Description:

Problem-oriented studio offered to first semester second-year graduate students by faculty members and/or visiting critics. Complex problems are intended to broaden and deepen individual understanding of the process, theories, and systems that influence the design of the built environment. Emphasis is on the thorough examination of all aspects of building. Field trips and design project work are required. The studio projects have an emphasis on downtown planning and program development, sustainability, and non-Western architecture.

Prerequisites:

ARC 511 and ARC 521, or equivalent

Text:

Ching, Francis D. K.; Architecture: Form, Space, and Order; Van Nostrand Reinhold.
Allen, Edward and Iano, Joseph; The Architect's Studio Companion, Technical Guidelines for Preliminary Design; John Wiley & Sons.

Course Requirements:

Project Number 1	30%
Project Number 2	30%
Project Number 3	30%
Attendance & Participation	10%

Projects: During the semester, complex major real-world projects will be assigned. These projects will be planned to challenge the students to display their knowledge of architecture and architectural problem solving skills. Projects will be designed to incorporate artistic, creative, and technological concepts. Each project will be evaluated by visiting professionals and clients with expertise in the assigned project type. Particular emphasis is given to downtown planning and program development, sustainability, and non-Western architecture.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates.

Attendance: Students are expected to attend class and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to join the class on class trips to prospective project sites, actual construction sites, and similar projects of interest.

NAAB Performance Criteria:

4. Research Skills
7. Collaborative Skills
9. Non-Western Traditions
11. Use of Precedents
15. Sustainable Design

ARC 612 Advanced Design Theory [4 credits]

Course Description:

The course presents deeper, often implicit, and hidden motivations that influence architecture. Basic human values and beliefs leading to classical philosophies and aesthetics are explored. Major historical and contemporary propositions on architecture are surveyed. Typical topics range from the study of specific historical periods or schools of thought regarding design to the diverse trends in current architectural thinking.

Prerequisites:

AET 155 and AET 156, or equivalent

Text:

The readings for this class are drawn from 61 separate texts. Xeroxed portions of these texts will be handed out to you in class. Please refer to the detailed syllabus for the citations of each text.

Course Requirements:

Presentations	20%
Participation	30%
Papers	50%

Presentations: Students will present their analysis of one of the week's readings in class. This analysis will include both a verbal and a visual presentation. The student will summarize the readings for their classmates as well as explain the larger theories behind the group of readings as a whole.

Participation: Participation in class discussions is critical to your grade. Your analysis of assigned readings will help to enrich round table discussions of various theoretical topics presented in this class. Students are required to participate in class discussions, present original ideas, and comment on the ideas of their classmates. Attendance is mandatory, as is completing the assigned week's assigned reading in a timely manner.

Papers: There will be a 10-to-15-page final paper for this class. Your topic will be drawn from one of the week's readings. Based on your analysis of these readings and additional research, you will present and argue an original thesis. Shorter written analytical essays of 2-3 pages in length will be due during the semester.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
8. Western Traditions
9. Non-Western Traditions
10. National and Regional Traditions
13. Human Diversity

ARC 613 Thesis Research [3 credits]

Course Description:

Research for a singular design or design-related project as selected by the individual student. The course consists of independent research done at a sufficient depth to display a mastery of the process of defining an architectural problem, including the investigation and discussion of the procedural, physical, and intellectual limits of the problem. The course culminates with the publication of an architectural program and a theoretical statement as well as the generation of all contextual information and design strategies necessary as the base for ARC 621: Master's Thesis.

Prerequisites:

AET 470, ARC 511, ARC 521, and ARC 611; or equivalent

Text:

Pena, William; Problem Seeking; AIA Press
Pevsner, Nikolas; The History of Building Types; Princeton Press
Callender, John H. and Michael J. Crosbie; Time Savers Standards for Building Types; McGraw-Hill Books

Course Requirements:

Project 1: Proposal	10%
Project 2: Precedents	15%
Project 3: Research/Position Paper	15%
Project 4: Building Program	15%
Project 5: Site Analysis	15%
Thesis Book Presentation/Graphics	30%

Research: During the semester, students will develop a series of research papers that focus on the Project Proposal, Precedents, Research/Position Paper, a Building Program, and Site Analysis. All of these materials will result in a thesis research book, which will then be completed in ARC 621: Master's Thesis with the finished thesis design project.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own projects, and comment on the work of their classmates.

Attendance: Students are expected to attend class and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to visit prospective project sites, actual construction sites, and similar projects of interest.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
11. Use of Precedents
16. Program Preparation
17. Site Conditions

ARC 621 Master's Thesis [6 credits]

Course Description:

The Master's Thesis studio focuses on the execution of a singular design or design-related project as selected by the individual student. The project is based on independent research and preliminary design work produced in ARC 613, and is of sufficient depth and breadth to display a mastery of design skills and comprehensive understanding of architectural issues related to form, process, judgment, representation, and communication. The work is done under the guidance of professional architects who act as thesis critics, invited experts for critiques, and reviews by outside professional architects.

Prerequisites:

ARC 511, ARC 521, ARC 611, ARC 613, or equivalent

Text:

Shoshkes, Ellen; The Design Process; Whitney Library of Design

Course Requirements:

Presentation 1:	10%
Presentation 2:	10%
Presentation 3:	15%
Final Presentation:	40%
Completed Thesis Book:	15%
Attendance & Participation:	10%

Projects: One major real-world project will be the focus of the entire semester. The proposal for this project is the result of ARC 613: Thesis Research. The project will be planned and programmed by the student and will challenge the student to display their knowledge of architecture and architectural problem solving skills. The project will be complex enough to incorporate artistic, creative, and technological concepts. Each project will be evaluated by visiting professionals and clients with expertise in the assigned project type.

Participation: A portion of the final grade will reflect classroom participation. Students are also required to attend lectures and reading assignments. Students are required to participate in class discussions, present their own projects, and comment on the work of their classmates. Students are expected to invite outside critics in for critiques and consultation on their thesis projects, so that their fellow students might benefit from the visitors' observations.

Attendance: Students are expected to attend every studio session and work on their projects in their assigned studio spaces except for reasons of documented illness or death in the family.

Field Trips: Students will be expected to join the class on class trips to prospective project sites, actual construction sites, and similar projects.

NAAB Performance Criteria

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Graphic Skills
11. Use of Precedents
12. Human Behavior
14. Accessibility
17. Site Conditions

18. Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
22. Building Service Systems
23. Building Systems Integration
24. Building Materials and Assemblies
28. Comprehensive Design

ARC 622 Advanced Urban Issues [4 credits]

Course Description:

Recognizing that contemporary settlement patterns in the US disenfranchise notions of community, urbanity, and the public realm (the so-called *civitas*), this course exposes students to seminal American and foreign texts of urban theory that shaped human settlement through the millennia, and how such theories might recommence shaping how architects and planners conceive of urban culture to redress the lost meaning of cities in the US. The course focuses more on practical applied technique of urban planning than on theory and conjecture.

Through readings, lectures, discussions, writing, seminar reports, analysis assignments, sketch problems, exams, neighborhood design and field trips we will value existing conditions of old and new American communities, try to understand the forces that shaped them, and then explore practical methods to return community value to American life. We will examine the successes and failures of case studies and explore how lessons learned can be applied to achieve predictable results.

We will end the semester by designing a new master plan for site in the region. In so doing we will change an automobile dominated site into a walkable, pedestrian-friendly, mixed-use neighborhood, including all the components of live, learn, work and play, using the tools learned during the course.

Prerequisites:

AET 155 and AET 156, or equivalent

Texts:

John Beverley Robinson, The Principles of Architectural Composition, The Architectural Record Company, 1900.

James Howard Kunstler, The Geography of Nowhere, Free Press, 1994

James Howard Kunstler, The Long Emergency, Grove Press, 2006

Leon Krier, Architecture Choice or Fate, Papadakis Publisher, 2008

Donald Shoup, The High Cost of Free Parking, American Planning Association, 2005

Course Requirements:

Analysis Projects	20%
Seminar Report	20%
Final Design Project	20%
Papers	15%
Attendance & Participation/Exam	25%

Exams: The general topics of urban design will be covered through lectures and readings from the textbooks. Students' knowledge of this material will be evaluated through class discussions, and if needed a final exam. Students are expected to demonstrate their command of knowledge for the topic scheduled for any given day, on day they are scheduled, or exam if administered. No make-ups will be administered except for reasons of documented illness or death in the family.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own ideas, and comment on the ideas of their classmates.

Attendance: Students are expected to attend class, except for reasons of documented illness or death in the family.

Papers: Essays will be assigned that students will take home and prepare. Details on these papers will be made available as the semester progresses. These papers will be aimed at applying urban design concepts to real-world projects and places.

NAAB Performance Criteria:

1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
7. Collaborative Skills
8. Western Traditions
10. National and Regional Traditions
12. Human Behavior
13. Human Diversity
15. Sustainable Design
32. Leadership

ARC 623 Advanced Professional Practice [3credits]

Course Description:

An examination of contemporary architectural practice developing awareness and 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. In addition the study of codes and fire protection emphasizing the review of existing codes, code philosophy, code provisions (construction types, exit systems, building systems, fire protection, etc.) and the code writing process.

Prerequisites:

None

Texts:

The Architect's Handbook of Professional Practice – Student Edition, Joseph A. Demkin, AIA, Executive Editor, John Wiley & Sons, Inc., 2002

Ethics and the Practice of Architecture, Barry Wasserman, Patrick Sullivan, Gregory Palermo, John Wiley & Sons, Inc., 2000

Architecture: The Story of Practice, Dana Cuff, MIT Press, 1992

Building Community: A New Future for Architecture Education and Practice, Ernest L. Boyer, Lee D. Mitgang, The Carnegie Foundation for the Advancement of Teaching, 1996

In the Scheme of Things: Alternative Thinking on the Practice of Architecture, Thomas R. Fisher, The University of Minnesota Press, 2000

Professional Practice 101: A Compendium of Business and Management Strategies in Architecture, Andy Pressman, AIA, 1997

The Survival Guide t Architectural Internship and Career Development, Grace H. Kim, John Wiley & Sons, Inc., 2006

Course Requirements:

Mid-Semester Exam	25%
Final Exam	25%
Final Project	30%
Journal	10%
Attendance & Participation	10%

Exams: The general topics of professional practice will be covered through lectures and readings from the textbooks. Students' knowledge of this material will be evaluated through a mid-semester take-home exam and a final exam.

Participation: Students will be judged on their classroom participation. Students are also expected to attend lectures and read the assignments from the textbook. During the semester, students will be required to participate in class discussions, present their own ideas, and comment on the ideas of their classmates.

Attendance: Students are expected to attend all classes, except for reasons of documented illness or death in the family.

Final project: Students identify an area of professional practice for a topic and prepare and outline during the first half of the semester. The final project consists of a paper and a presentation to the class. Both traditional and direct research are encouraged.

Firm visits: Students will visit a variety of architectural firm offices.

NAAB Performance Criteria:

27. Client Role in Architecture
29. Architect's Administrative Roles
30. Architectural Practice
31. Professional Development
32. Leadership
33. Legal Responsibilities
34. Ethics and Professional Judgment

4.4 Faculty Resumes

Monika Avery, IIDA, LEED AP

Adjunct Professor

1. **Name:** Monika Avery
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2008
6. **Degrees:**
   AS Interior Design, Teikyo Post University, 1996
   BFA Interior Design, Fashion Institute of Technology, 1999
7. **Other teaching experience:**
   Adjunct Professor, Paier College of Art, 2004-2007
8. **Full-time professional experience:**
   JCJ Architecture, Senior Designer, 2001-2005
   Perkins+Will, Senior Designer, 2005-2008
   S/L/A/M Collaborative, Senior Designer, 2008-present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    NCIDQ Certification
    CT Interior Designer Registration
    LEED Certification
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    International Interior Design Association
    CREW Network (CT Real Estate Exchange)
    US Green Building Council
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of NCIDQ and IIDA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    ACE Mentoring Volunteer, 2003-2005
    Real Estate Exchange, current Public Relations Co-Chair and past Program Committee Chair
    International Interior Design Association, past City Center Director and VP of Membership

Hermann Cortes-Barrios, AIA

Adjunct Professor

1. **Name:** Hermann Cortes-Barrios, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, 2007
6. **Degrees:**
   M. Arch., University of Madrid, 1980
7. **Other teaching experience:**
   University Javeriana, School of Architecture,1982-84
   University Tadero Lozano, School of Design, 1982-84
8. **Full-time professional experience:**
   Lifecare Design, Principal, 1996-present
   HOK, Project Architect, 1995-96
   Cannon Architecture, 1993-95
   Architecture for Health, Science & Commerce, 1985-93
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural registration, Connecticut, #5120
    Architectural registration, New York, #027189
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    US Green Building Council
    Architectural Advisory Committee
14. **Honors and Awards:**
    Design Award, “Sky is the Limit” accessible park
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Continuing Education Professional Program, Harvard University
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

Vincent Bartoli

Adjunct Professor

1. **Name:** Vincent Bartoli
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2006
4. **Number of years of service to department:** 2
5. **Present academic rank and date obtained:** Adjunct Professor, 2006
6. **Degrees:**
   B.S. Civil Engineering Arch. Syracuse University, 1993
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   Turner Construction Company, 1995-present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    None
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    Construction Institute
    Real Estate Exchange
    Connecticut Building Congress
14. **Honors and Awards:**
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    Board of Directors, Milford United Way

Lauren Brown Braren, AIA

Adjunct Professor

1. **Name:** Lauren Brown Braren, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2005
4. **Number of years of service to department:** 3
5. **Present academic rank and date obtained:** Adjunct Professor, 2005
6. **Degrees:**
   B.S. Arch., Rensselaer Polytechnic Institute, 1995
   B. Arch., Rensselaer Polytechnic Institute, 1996
7. **Other teaching experience:**
   Rensselaer Polytechnic Institute, Teaching Assistant, 1994-95
8. **Full-time professional experience:**
   Herbert S. Newman and Partners, 2007-present
   JCJ Architecture, 1997-2000, 1995-96
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Herbert S. Newman and Partners, 2007
    BL Companies, Architectural Designer, 2006-07
11. **Professional recognition:**
    None
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    None
14. **Honors and Awards:**
    Peck Prize, Outstanding Thesis, Rensselaer Polytechnic Institute, 1997
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Continuing Education Professional Program, Harvard University
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Charles C. Brown, P.E.

Adjunct Professor

1. **Name:** Charles C. Brown
2. **College:** College of Engineering, Technology and Architecture
3. **Date assigned:** Spring 2008
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2008
6. **Degrees:**
   Bachelor of Science (Civil Engineering) Cornell University 1981
   Masters of Engineering (Civil) Cornell University 1982
7. **Other teaching experience:**
   Connecticut ARE Seminars 2000-2006
8. **Full-time professional experience:**
   GNCB Consulting Engineers – Principal - 1995 to Present
   GNCB Consulting Engineers – Engineer - 1984 to 1995
   Walter P. Moore & Associates – Engineer 1982-1983
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Professional Engineer Registrations:
    Connecticut #14390
    New Hampshire #9805
    Virginia #0402 035621
    New York #083685
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Concrete Institute - Member
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of Professional Licensure through continued Professional Development
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Joseph A. Buchek, AIA

Adjunct Professor

1. **Name:** Joseph A Buchek, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2006
4. **Number of years of service to department:** 1.5
5. **Present academic rank and date obtained:** Adjunct Professor Fall 2006
6. **Degrees**
   B. Arch., Syracuse University 1978
7. **Other teaching experience:**
   Teaching Assistant. SU School of Architecture, Fall 1977
8. **Full-time professional experience:**
   J A Buchek AIA Architect LLC, Principal, 1995 to Present
   JCJ Architects, Project Architect, 1989 to 1995
   Russell Gibson von Dohlen, Project Architect,1983-89
   Karl Hess AIA Architect, Intern Architect, 1978 -83
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 9094
12. **Recent Publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    International Code Council
    Hartford Preservation Alliance
    USGBC
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    SU School of Architecture Summer Program – Florence, Italy

Dariel L.S. Cobb

Adjunct Professor

1. **Name:** Dariel L. S. Cobb
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2007
6. **Degrees:**
   M. Arch., Yale University, 2006
   B.A., Architecture, University of California Berkeley, 2000
7. **Other teaching experience:**
   Yale College, Teaching Fellow
   Yale School of Architecture, Teaching Assistant
8. **Full-time professional experience:**
   Arquitectonica, Designer and Project Manager, 2006-2007
   Architects for Humanity, Team Leader, Summer 2004
   Robert A.M. Stern Architects, Assistant Project Manager, 2002-2003
   Bottle Rocket, Inc., Graphic Designer, 2001-2002
9. **Part-time professional experience:**
   Beverly Willis Architecture Foundation, Assistant Director, March 2007-Present
10. **Consulting work:**
    Beverly Willis Architecture Foundation, Summer 2006
11. **Professional recognition:**
    None
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    None
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    None
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Michael J. Crosbie, AIA

Chair and Associate Professor

1. **Name:** Michael J. Crosbie, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2007
4. **Number of years of service to department:** 1
5. **Present academic rank and date obtained:** Associate Professor, Spring 2007
6. **Degrees**
   B.S. Arch., Catholic University, 1978
   M. Arch., Catholic University, 1980
   Ph.D., Catholic University, 1983
7. **Other teaching experience:**
   Adjunct Professor, University of Hartford, 1994, 2006-07
   Adjunct Professor, Roger Williams University, 1992-2005
   Adjunct Professor, Catholic University, 1984-87
   Graduate Assistant, Catholic University, 1981-1983
8. **Full-time professional experience:**
   Steven Winter Associates, Senior Associate, 1996-2007
   Progressive Architecture, Senior Editor, 1992-1996
   Architecture: The AIA Journal, *Senior Editor*, 1982-92
   Centerbrook Architects & Planners, Project Architect, 1987-92
9. **Part-time professional experience:**
   Faith & Form, Editor-in-Chief, 2001-present
10. **Consulting work:**
    Contributing Editor, *AIArchitect*, 2006-present
    Co-Director, Faith & Form/Interfaith Forum on Religion, Art and Architecture Annual Awards Program, 2005 – present
    Board of Contributing Editors, *The Hartford Courant*, 2003 – present
    Contributing Editor, *Architecture Week*, May 2000 – present
    Contributing Editor, *Construction Specifier*, 1996 – 2001
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 4647
12. **Recent publications:**
    "Assessing Architectural Education's 'Crown Jewel,' International Journal of Architectural Research, Vol. 1, No. 2, July 2007, pp. 106-108
    Editor, *Rehabbing Flooded Houses: A Guide for Builders and Contractors*, Washington, D.C.: U.S. Department of Housing and Urban Development, 2007
    Living Together: Multi-Family Housing Today, Mulgrave: Images Publishing Group, 2007
    Architecture for Architects, Mulgrave: Images Publishing Group, 2006
    Houses of God: Religious Architecture for a New Millennium, Mulgrave: Images Publishing Group, 2006
    Curtain Walls: Recent Developments from Cesar Pelli & Associates, Berlin: Birkhauser Verlag AG, 2005

Essay, “SITE’S Delight,” in *SITE: Identity in Density,* Mulgrave: Images Publishing Group, 2005
Editor and Contributor, *Boomer Buildings: Mid-Century Architecture Reborn,* Mitchell/Giurgola Architects, Mulgrave: Images Publishing Group, 2005
Preface to “Sacred Meaning in the Christian Art of the Middle Ages,” Stephen M. Fliegel, Sacred Landmarks Monograph, Cleveland: Center for Sacred Landmarks, 2004
Introduction, *Design for Aging,* Mulgrave: Images Publishing Group, 2004
Architecture for Science, Mulgrave: Images Publishing Group, 2004
Editor, *A Community Guide to Basic and Cost-Saving Construction in the American Southwest,* Washington, D.C.: U.S. Department of Housing and Urban Development, 2004
Architecture for the Books, Mulgrave: Images Publishing Group, 2004
Architecture for the Gods, Book II, Mulgrave: Images Publishing Group, 2003
The Art of Sharing: New Directions in Multi-Family Housing, Mulgrave: Images Publishing Group, 2003
Designing the World’s Best Museums and Galleries, Mulgrave: Images Publishing Group, 2003

13. Architectural and other societies of which a member:

American Institute of Architects

AIA/Connecticut

Interfaith Forum on Religion, Art & Architecture

14. Honors and Awards:

Who’s Who in the World, 2000, 2003
Who’s Who in the East, 1999 – 2000, 2003
Who’s Who in Science and Engineering, 1999 – 2000, 2001, 2003
Who’s Who in Business and Industry, 1999 – 2000, 2003
Catholic University Alumni Achievement Award, 1995
Henry Adams Medal, American Institute of Architects, 1980
Henry Adams Certificate, American Institute of Architects, 1980
Tau Beta Pi

15. Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:

Maintenance of AIA Membership through Continuing Education Programs

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

ACSA Annual Meeting, 2008
ACSA Annual Meeting, 2007
Guest Content Reviewer, *Design Studio Teaching Practices: Between Traditional, Revolutionary, and Virtual Models*, Open House International (Vol. 31, No. 3, September 2006).
Advisory Board Member, International Journal of Architectural Research, January 2006 – present
Editorial Board Member, Sacred Landmarks Monograph Series, Cleveland State University Center for Sacred Landmarks, 2004
Editorial Board Member, *Architectural Research Quarterly*, Cambridge University, 1999 – 2003
Various lectures and presentations on architecture, North America and abroad

Daniel Davis, AIA

Professor

1. **Name:** Daniel Davis, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date hired or assigned to department:** 1994
4. **Number of years of service to department:** 14
5. **Present academic rank and date obtained:** Professor, 2006
6. **Degrees:**
   Master of Architecture, Pratt Institute, Second Professional Degree, 1986
   Bachelor of Architecture, Pratt Institute, Professional Degree, 1980
   Bachelor of Science, Catholic University, Pre-Professional Degree, 1979
7. **Other teaching experience:**
   Adjunct Professor, University of Hartford, 1993-94
8. **Full-time professional experience:**
   Project Design Architect, Stecker LaBau Arneill McManus, 1990 - 1994
   Project Design Architect, Russell Gibson von Dohlen, 1988 - 1989
   Project Manager, Phoenix Mutual Insurance Company, 1986 - 1988
   Partner/Project Design Architect, Renato Severino Associates 1980 – 1986
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Associate/Director of Design, Fletcher Thompson, 2000 – present
    Associate/Project Design Architect, Friar Associates, 1999 - 2000
    Senior Project Design Architect, Fletcher Thompson, 1997 - 1999
    Associate/Project Design Architect, Amenta/Emma Architects 1996 - 1997
    Partner/Project Design Architect, Soyster Taylor Design, 1994 - 1995
11. **Professional recognition:**
    Registered Architect, New York, 1983; Connecticut, 1986; NCARB, 1986
    Registered Interior Designer, Connecticut, 1990
12. **Recent publications:**
    "Integrating the Boyer Report into Architectural Education," *Journal of Engineering Education*, January 2002
    "Integrative Curriculum in Architectural Engineering Technology," *Journal of Engineering Technology*, Spring 2001
13. **Architectural and other societies of which a member:**
    American Institute of Architects (AIA), Member
    AIA/Connecticut (AIA/CT), Member
    American Society for Engineering Education (ASEE), Member
    Association of Collegiate Schools of Architecture (ACSA), Member
    National Trust for Historic Preservation, Member
    Council of Educational Facility Planners International (CEFPI), Member
14. **Honors and Awards:**
    Real Estate Exchange, Cultural Achievement Award, 2004
    School Planning & Management Educational Design Showcase, 2002
    American School & University, Outstanding Design Award, 2002
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    2006 ASEE National Conference, June 18-21, 2006

Yale University School of Architecture Student Show, June 1, 2006
Centerbrook Architects' Recent Work, Lecture by Jim Childress, April, 19, 2006
Energy Efficient Kitchen Appliance, AIA/CT, March 28, 2006
Southern New England Healthcare Industry Panel Discussion, February 7, 2006
2006 CIEC Conference, ASEE/ETD, January 24-27, 2006
Tour of West Point County Playhouse, AIA/CT, December 12, 2005
AIA/Committee for Architecture for Education Conference, October 28-30, 2005
Lighthouse Design and History, AIA/CT, October 6,2005
Knowledge of the History of the Rural Studio, AIA/CT, September 27, 2005
Yale Center for British Art, AIA/CT, September 22, 2005
Tour of Yale Boat House, AIA/CT, July, 21, 2005
2005 ASEE National Conference, June 12-14, 2005
Construction Tour of New Britain Museum, AIA/CT, April 14, 2005
Recent Work of Cesar Pelli, Lecture by Cesar Pelli, April 7, 2005
Window and Doors, AIA/CT, February 25, 2005
2005 CIEC Conference, ASEE/ETD, February 4, 2005
Historic Preservation & Theater Deign, AIA/CT, Nov 1, 2004
Connecticut Green Building Council Lecture, October 28, 2004
Architectural Sketches, Lecture by Kendra Smith, October 21, 2004
AIA/CT Annual Conference/Visions, September 28, 2004
Salvage & Adaptive Reuse of Stone, AIA/CT, September, 9, 2004
Creating St. Peters: A tour and Lecture, AIA/CT, July 27, 2004
Colonial Tavern: Architectural and Cultural Perspective, AIA/CT, June 30, 2004
History of Green Farms Academy, AIA/CT, June 28, 2004
Yale University Lecture Series, February, 23, 2004
Role of the Architectural Critic, Lecture by Paul Goldberger, November, 20, 2003
AIA/CT Annual Conference/Visions, October 28, 2003
Adaptive Reuse: Walking Tou of Downtown Norwalk CT, July 14, 2003
Architectural & Construction Project Dialog, AIA/CT, June 25, 2003
2003 ASEE National Conference, June 23-24, 2003
Traditional vs. Modern: Design in Connecticut, AIA/CT, April 10, 2003
2003 ACSA Annual Conference, March 16-18, 2003
2003 FIE Annual Conference, ASEE, November 8-10, 2002
AIA/CT Annual Conference/Visions, October 9, 2002
2002 ASEE National Conference, June 18-20, 2002
Preserving Corporate Modernism, AIA/CT, April 16, 2002
AIA/Committee for Architecture for Education Conference, April 12-14, 2002

16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
None

Stephanie Degen-Monroe, AIA

Adjunct Professor

1. **Name:** Stephanie Degen-Monroe, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2007
6. **Degrees:**
   B. Environmental Design, University of Kansas 1975
7. **Other teaching experience:**
   Lecturer, Vocational/Technical School, U.S. Peace Corps Malaysia, 1975 - 1977
8. **Full-time professional experience:**
   Stephanie Degen-Monroe AIA Architect LLC – Principal - 2003 to Present

   Architect (1988 and 1990)
   Patrick Sullivan Associates
   Claremont, California

   Architect (1989)
   Miralles Associates
   Altadena, California

   Project Architect / Architect (1983 – 1988)
   Stevens Mallory Pearl & Campbell, P.A. Architects
   Albuquerque, New Mexico

   Intern Architect (1978 – 1982)
   Flatow Moore Bryan and Associates
   Albuquerque, New Mexico
9. **Part-time professional experience:**

   Project Architect (August 2000-May 2003)
   Bianco Giolitto Weston Architects
   Middletown, Connecticut

   Architect (June1998 – March 2000)
   Tunney Associates
   Killingworth, Connecticut

   Architect (1991 – 1995)
   Stephanie Degen-Monroe Architect
   Post Office Box 1181
   Claremont, California
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Licensure

    New Mexico – 1986 (not current)

NCARB – 1989

California – 1990

Connecticut – 1999

12. **Recent publications:**
    Waterford Times
    New London Day
    Valley Courier
13. **Architectural and other societies of which a member:**
    American Institute of Architects
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
    Computer courses
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    Chair of Building Committee for $5 million expansion renovation of Essex CT Library

Jeffrey K Elliott, AIA, LEED AP

Adjunct Professor

1. **Name:** Jeffrey K. Elliott
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2007
6. **Degrees:**
   B. Arch., Cornell University 1992
7. **Other teaching experience:**
   Mentor, Box City Project, Gilead Hill School, 2000
   Mentor, Box City Project, Sedgewick Middle School, 1996
8. **Full-time professional experience:**
   JCJ Architecture – Senior Designer - 2006 to Present
   C.J. Lawler Associates – Associate -1992 to 2006
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 8370
    LEED Accredited Professional - 2006
12. **Recent publications:**
    "Pattern Language Developed for Learning Communities of Practice," CAEnet January 2007
    Community Campus Plan (sketches), "School of the 21st Century," *Architectural Record* supplement, January 2007
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    US Green Building Council
    Connecticut Green Building Council
14. **Honors and Awards:**
    Edwin Seipp Memorial Design Award, 1990
    Work requested for Cornell archives, 1989
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    Board of Directors, Connecticut Green Building Council
    Candidate for Masters of Education in Technology, University of Hartford

James E. Fuller, AIA, NCARB

Associate Professor

1. **Name:** James E. Fuller, AIA, NCARB
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** 1995
4. **Number of years of service to department:** 13
5. **Present academic rank and date obtained:** Associate Professor, 2002
6. **Degrees:**
   Master of Education, University of Hartford; 1998
   B. Arch., Carnegie Mellon University, 1979
7. **Other teaching experience:**
   Adjunct Professor, University of Hartford, 1994
8. **Full-time professional experience:**
   Architect, Jeter, Cook and Jepson Architects, Inc., 1983-95
   Hartford, Connecticut
   Project Design Architect/Project Manager, AECON, Inc., 1981-83
   Project Designer, BBC Companies, St. Louis, 1980-81
   Project Designer, BBC Companies, Bloomfield, CT, 1979-80
   Designer/Intern Architect, Taylor-Pohlman Architects, Inc., **1979**
9. **Part-time professional experience**
   None
10. **Consulting work**
    Architect, JCJArchitecture, Inc., 2002 - present
    Senior Architect, Schoenhardt Architecture and Interiors, 1996-2002
    Architect, Jung/Brannen Architects, Inc., 1996
    Architect, Jeter, Cook and Jepson Architects, Inc., 1995-96
11. **Professional recognition**
    Architectural Registration, Connecticut, 1984
    Registered Interior Designer, Connecticut, 1990
    NCARB, 1991
12. **Recent publications:** None
13. **Architectural and other societies of which a member:**
    American Institute of Architects (AIA)
    AIA/Connecticut (AIA/CT)
    AIA Committee on Architecture and Education
    AIA Educators and Practitioners Network (Committee)
    Association of Collegiate Schools of Architecture (ACSA)
    Vernacular Architecture Forum
14. **Honors and awards**
    International Fellowship, Fall 2007, Visiting Professor at Jönköping University, Jönköping, Sweden (September 2007)
    Faculty Fellowship in the Humanities, Spring 2002
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**

Peter Eisenman Lecture, October 2007
Ann Beha lecture, February 2007
Mark Gage lecture, December 2006
Recent Work, Richard Meier, FAIA lecture, October 2006
Research Skills for Educational Leaders, Doctoral Program course, Fall 2005
Educational Policy Studies, Doctoral Program course, Fall 2005
Knowledge of the History of the Rural Studio, AIA/CT, September 2005
Professional and Ethical Issues in Educational Leadership, Doctoral Program course, Summer 2005
Seminar in Educational Leadership, Doctoral Program course, Summer 2005
Urbanscan, Lecture by LOT-EK, November 18, 2005
Recent Work of Cesar Pelli, Cesar Pelli, FAIA, lecture April 2005

16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

Center for Integrated Design, University of Hartford, 2004 - present
SUNY Research Incubator, 2007-present
Empire State Building – Visitors Experience, 2006 - 2007
Groton Public Schools, Groton, CT, 2005 - 2006
Christina School District Master Plan - Wilmington, DE, 2005
“Auditorium Design Guidelines for Maximum Unobstructed Observation of the Stage” (Research Paper for JCJArchitecture) 2004/rev 2008

Geoffrey S. Gaunt, AIA

Adjunct Professor

1. **Name:** Geoffrey S. Gaunt, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2003
4. **Number of years of service to department:** 5
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2003
6. **Degrees:**
   M. Arch., New Jersey Institute of Technology, 1999
7. **Other teaching experience:**
   Teaching Assistant – NJIT – 1996-1999
   ACE Mentor Program – 2001-2004
8. **Full-time professional experience:**
   The S/L/A/M Collaborative - 2001 to Present
   Vanecko,Ltd – Intern Architect -1999 to 2001
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration – Connecticut, No. 11075
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Deborah Gearty

Adjunct Professor

1. **Name:** Deborah Gearty
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2006
4. **Number of years of service to department:** 2
5. **Present academic rank and date obtained:** Adjunct Professor, 2006
6. **Degrees:**
   B.S. Design, Arizona State University, 1995
7. **Other teaching experience:**
   Boston Architectural Center, Adjunct Instructor, 2000
   University Tadero Lozano, School of Design, 1982-84
8. **Full-time professional experience:**
   Your Inspired Design, Principal, 2005-present
   Schoenhardt Architecture, Senior Interior Designer, 1999-2001
   SGH/SW, Inc., Senior Interior Designer, 1997-99
   HNTB, Interior Designer, 1994-97
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    National Council for Interior Design Qualification, 1997
    Architectural registration, New York, #027189
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    International Interior Design Association
    International Facility Management Association
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Habitat for Humanity
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

Terri-Ann P. Hahn, ASLA, CPESC, CPSWQ

Adjunct Professor

1. **Name:** Terri-Ann P. Hahn
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 1999
4. **Number of years of service to department:** 9
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2001
6. **Degrees:**
   B.A., St. John's College, 1982
   M.L.A. Cornell University, 1985
7. **Other teaching experience:**
   BOMA Landscape Maintenance Program, 1993
   Institute of Ecosystem Studies in Millbrook, NY, 1994-2000
   Guest Critic and Presentations at Landscape Architecture Departments
   Cornell University, Syracuse University, University of Rhode Island
8. **Full-time professional experience:**
   LADA, P.C., Land Planners Simsbury, CT, 1985-Present

   Entry Level Landscape Architect – 1985 to 1986
   - Prepared Working Drawings for Variety of Projects.
   - Field investigations for Site Analysis

   Project Manager – 1986 to 1995
   - Designed and Coordinated Projects from Cluster Housing Developments to Retail Shopping Centers.
   - Prepared Environmental Impact Statements and Visual Impact Assessments.

   Associate – 1995 to 2001
   - Responsible for Work Completed in New York Office including: Site Analysis, Design, Environmental Impact Statements, Approval Documents, and Construction Review.

   Principal – January 2002 to Present
   - Manages 15 Person Design Office, Client Contact, and Public Presentations.
   - Designs Variety of Projects Ranging from Athletic Fields to Skating Rinks; From Office Buildings to Retail Complexes; From Subdivisions to Townhouses; Environmental Impact Statements and Visual Assessments.
   - Erosion Inspections for NYCDEP and Private Projects.
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Member of Center for Integrated Design at the University of Hartford – 2004-present

11. Professional recognition:

Licensed Landscape Architect – Connecticut
Registered Landscape Architect – New York
Certified Professional in Erosion and Sediment Control
Certified Professional in Stormwater Quality

12. Recent publications:

Contributor to *Stormwater Authority*, a website dedicated to stormwater matters for Professionals and Regulators

"Erosion Control is Not Standard" - *NE Real Estate Journal* – January, 2008

"Alternate BMP's for Construction Sequence Plans" - *NE Real Estate Journal* – July, 2007

"Visual Impacts Studies" - *NE Real Estate Journal* – Fall 2004

"Erosion Control Plans" – 2004 Update - *NE Real Estate Journal* – Fall 2004

13. Architectural and other societies of which a member:

Member of the American Society of Landscape Architects

Member of the American Planning Association

Member of the International Erosion Control Society

Member of the Urban Land Institute

14. Honors and Awards:

CTASLA Honor Award – Manchester Neighborhood Lead Abatement Program Handbook

Westchester AIA Community Design Award – Harmony Farms Subdivision

Westchester AIA Community Design Award – Clock Tower Commons

Honorable Mention – Jacobs Pillow Design Competition

Featured Business Owner (With 9 other Women in Construction Business Owners) in Connecticut Business – February 2005

15. Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:

Maintenance of CPESC and CPSWQ Certification through Continuing Education Programs. Maintenance of ASLA Membership through Continuing Education Programs.

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

2007 Southwestern Connecticut Erosion Control Conference, New Canaan, Connecticut
Presentation: "Designing the Construction Sequence Plan"

2005 University Rhode Island, Kingston, Rhode Island
Presentation: "Mud in the Streets – Controlling Water Quality During Construction"

2003 Stormwater Design Conference, Syracuse, New York
Presentation: "Design of BMP in Series – Compliance With NYCDEP Pollutant Renewal Requirements"

2003 Stormwater in Cold Climates Conference, Portland Maine
Presentation: "A String of Pearls-Using BMP's in Series for Pollutant Removal"

Ira M. Hessmer

Adjunct Professor

1. **Name:** Ira M. Hessmer
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2004
4. **Number of years of service to department:** 4
5. **Present academic rank and date obtained:** Adjunct Professor, G-3, Fall 2006
6. **Degrees**
   B. Arch., Syracuse University, 1986
7. **Other teaching experience:**
   Adjunct Professor, Capital Community College, 2005-present
8. **Full-time professional experience:**
   Tai Soo Kim Partners, Project Architect, 1988-93
   Tai Soo Kim Associates, Intern Architect, 1985-87
9. **Part-time professional experience:**
   Gottfried Boehm Architects, Cologne, Germany, 1987
   Wiemer and Trachte Engineers, Berlin, Germany, 1984
   Hoesch Wohnungsgesellshaft, Dortmund, Germany, 1983-84
10. **Consulting work:**
    Coordinating Architect, Code Review, Construction Administration for $3.1 million State Parks project, Gillette Castle Visitor's Center and Snack Shop, Haddam, CT, 2000-04
    Specifications Consultant, Provided specifications to State of Connecticut DPW on a project basis; provided specifications to private architects from State projects to community projects, 1993-99
11. **Professional recognition:**
    Architectural Registration – Connecticut, No. 4563
12. **Recent Publications:**
    None
13. **Architectural and other societies of which a member:**
    None
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    AIA Construction Conference in Hartford, 2001
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    Program Coordinator for Architecture Program at Capital Community College, Hartford, Connecticut. Responsible for advising and mentoring students, coordinating the faculty hiring and scheduling for each semester, ordering books for courses, attending college fairs to solicit and educate prospective students about the field of architecture, creating self-assessments for department based

upon college required course outcomes and goals, coordinating an articulation agreement between CCC and University of Hartford architecture programs, giving the architecture department better exposure through exhibits in the college facility and Website.

James W. Hoagland, AIA

Adjunct Professor

1. **Name:** James W. Hoagland, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2002
4. **Number of years of service to department:** 6
5. **Present academic rank and date obtained:** Adjunct Professor, 2002
6. **Degrees:**
   B. Arch. Syracuse University, 1991
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   JCJ Architecture, Senior Associate, 1992-present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Several private residences for private clients
11. **Professional recognition:**
    Architectural registration, Connecticut
    Certified, National Council of Architectural Registration Boards
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
14. **Honors and Awards:**
    Learning By Design Magazine 2000, Citation for Design Excellence, Benjamin Franklin Elementary School

    Woodland Regional High School, Citation Award, School Construction News & Design Share Award, 2000

    The Learning Corridor, AGCCT-Built CT Award, CBI-Merit Award, NSBA-Exhibition of School Architecture, Selected Project

    West Woods Upper Elementary School, James D. MacConnell Award, Architectural Jury Award
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Firm-wide coordinator – NCARB Intern Development Program
    American Institute of Architects Committee for Architecture in Education (CAE) – national conferences (conference coordination – Fall 2005 in Hartford)
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

Jeffrey W. Jahnke, AIA

Adjunct Professor

1. **Name:** Jeffrey W. Jahnke, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2008
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2008
6. **Degrees:**
   B. Arch., New York Institute of Technology, 1991
7. **Other teaching experience:**
   Teaching Assistant – New York Institute of Technology – 1989 to 1991
   Paier College of Art – Fall 2007
8. **Full-time professional experience:**
   Jahnke Architecture, LLC – Principal – 2004 to Present
   Centerbrook Architects – Senior Project Architect –1998 to 2004
   Kaestle Boos Associates – Intern Architect – 1997 to 1998
9. **Part-time professional experience:**
   Fuss & O'Neill Engineering – 1986 to 1990
   LaChance Carpentry – 1988 to 1997
   McCall Construction – 1988
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 10134
    Architectural Registration – North Carolina No. 9979
12. **Recent publications:**
    The North Beach Sun
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    NCARB
    West End Civic Association (WECA) Board Member – Hartford, CT
    Architectural History and Resources Committee (WECA) – Hartford, CT
14. **Honors and Awards:**
    Spector Design Group (Academic Award)
    ID Award (while @ Centerbrook)
    Builders Choice Award (while @ Centerbrook)
    Travel Grant Recipient – 3 Winter Places (while at Centerbrook)
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    Design Critic – University of Hartford; Paier College of Art; RISD (CE)

M. Saleh Keshawarz, PE

Adjunct Professor

1. **Name:** M. Saleh Keshawarz, PE
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 1988
4. **Number of years of service to department:** 16
5. **Present academic rank and date obtained:** Associate Professor, 1993
6. **Degrees:**
   B.S. Civil Engineering, Kabul University, 1978
   M. Engineering, Tennessee State University, 1980
   Ph.D., Civil Engineering, University of Oklahoma, 1985
7. **Other teaching experience:**
   Assistant Professor, Texas A&M University, 1985-88
   Graduate Assistant, University of Oklahoma, 1980-85
8. **Full-time professional experience:**
   None
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
12. **Recent publications:**
    "*Civil Engineering Education in Afghanistan*" Proceedings of the 2007 Annual Meeting of the American Society of Engineering Education, June 24-27, Honolulu, Hawaii
    "Water Security and Sustainability in Afghanistan." Presented at the 4th National Conference on Science, Policy, and the Environment in Washington, D.C. January 29-30, 2004, with Sayed Sharif, FAO, Afghanistan
    "*Resurrection of Engineering Education in Herat, Afghanistan*" Proceedings of the 2002 Annual Meeting of the American Society of Engineering Education, June 16-19, Montreal, Canada (nominated for award)
    "Integration of GIS in Civil Engineering Curriculum," accepted for publication in the proceedings of the 2001 American Society for Engineering Education (ASEE) Annual Conference in Albuquerque, NM, with Donald Leone, David Pines, and Beatrice Isaacs
    "Integrating Engineering Design with Humanities, Sciences, and Social Sciences Using Integrating Learning Blocks", accepted for publication in the proceedings of the 2001 American Society for Engineering Education (ASEE) Annual Conference in Albuquerque, NM, with Devdas Shetty, Donald Leone, Hisham Alanajjar, Ladimer Nagurney, and Leo Smith
    "Town Government, Industry, and University Involvement in the Capstone Design Course at the University of Hartford," accepted for publication in the proceedings of the 2001 American Society for Engineering Education (ASEE) Annual Conference in Albuquerque, NM, with David Pines
    "A Junior Course in Engineering Design and Society" 30th ASEE/IEEE Frontiers

in Education Conference, October 18-21, 2000, Kansas City, MO, with Ladimer Nagurney and Ron Adrezin

"Practitioners' Involvement in the Civil Engineering Senior Design Course at the University of Hartford," presented at the American Society of Engineering Education, New England Section, Annual Conference, April 29, 2000, with Donald Leone

13. **Architectural and other societies of which a member:**

    American Society of Civil Engineers (ASCE).
    American Society for Engineering Education (ASEE).
    Bloomfield Town's Committee on Conservation, Energy, and Environment

14. **Honors and Awards:**

    "Professor of the Year," College of Engineering, University of Hartford, 1991-92

15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**

    "Integrating Engineering Design With the Humanities, Social Sciences, Sciences and Mathematics" NSF Grant ECE 9872433, CO-Principal Investigator (1998-2000)

    Conducted a rapid assessment of water sector in Afghanistan for USAID, March – April 2002

    Lead a team of consultants from Cornell University, International Water Management Institute (WMI), International Fertilizer Distribution Company (IFDC), and Hydrosul Canada to conduct an assessment of soil and water as relates to water resources and agriculture in Afghanistan for the International Center for Agricultural Research in the Dry Area, ICARDA.

16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

Vishnu R. Khade

Adjunct Professor

1. **Name:** Vishnu R. Khade
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2003
4. **Number of years of service to department:** 5
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2003
6. **Degrees:**
   B.S. Chemical Engineering, I.I.T. India, 1979
   M.B.A., University of Cincinnati, 1986
   Ph.D., University of Cincinnati, 1987
7. **Other teaching experience:**
   Quinebaug Valley Community College, Assistant Professor, 2004-05
   Manchester Community College, Adjunct Professor, 1989-present
   Eastern Connecticut State University, Adjunct Professor, 1989-present
   Miami University, Assistant Professor, 1987-88
   University of Cincinnati, Graduate Assistant, 1981-87
   University of Saskatchewan, Graduate Assistant, 1979-81
8. **Full-time professional experience:**
   State of Connecticut, Senior Engineer/Technical Advisor, 1988-03, 2005-present
   Research Dynamics, Project Manager, 1983-88
   Research Dynamics, Project Engineer, 1981-83
9. **Part-time professional experience:**
   United Nations, Technical Advisor, Southeast Asia/South America, 1988-present
10. **Consulting work:**
    Series of lectures on Energy and Environmental Issues, Technology Transfer and Policy Development, 1988-present
11. **Professional recognition:**
    Associate Constructor's Certification, American Institute of Constructors 2007
    Building Official (BO), State of Connecticut, 2006
    E.I.T. (PE part I), State of Ohio, 1983
12. **Recent publications:**
    Taking Pulse, 3rd edition, 2007
    Right to Survive, 2001
13. **Architectural and other societies of which a member:**
    American Institute of Constructors, AIC
    United States Green Building Council, USGBC
    Building Officials, Department of Public Safety, State of Connecticut
    American Institute for Chemical Engineers
    American Nuclear Society
    Mayoral Task Force on School Building Design, Vernon, CT
14. **Honors and Awards:**
    Fellow – PIER Institute, Fellow in Programs in International Education and Resources - Yale University, 2005

Distinguished Toastmaster – Toastmasters International, 1992
Area Governor and President – Hartford Area Toastmasters, 1993
Editor, Yankee Activator, District Newsletter, Toastmasters International, 1992, 1993

15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**

    Participated in numerous meetings, conferences, and professional seminars

16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

    United Nations Assignment – Kazakhstan, Summer 2007

    United Nations Assignment – Qatar, Saudi Arabia and UAE, Fall 2006

    United Nations Assignment – Azerbaijan and Armenia, Summer 2006

    Participant, Energy Institute (Black Gold, Geopolitics of Oil at Yale University), Summer 2006

    Presenter – Globalization Conference – Yale University, Summer 2005

    Presented more than 200 Technology Management Seminars to Connecticut Businesses through the State of Connecticut, 1988-present

    Presented more than 100 International Seminars on Energy Management and Environmental Policy to various groups through United Nations, 1998-present

    Conducted Youth Leadership Programs for Middle School and High School children through Toastmasters International, 1979-present

Ramiz Khoda

Adjunct Professor

1. **Name:** Ramiz Khoda
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2006
4. **Number of years of service to department:** 2
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2006
6. **Degrees:**
   Bachelor of Science, University of Hartford, 2005
   Master of Architecture, University of Hartford, 2007
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   The S/L/A/M Collaborative – Project Architect - 2001 to Present
   New York City School Construction Authority – Intern Project Manager – 1998
9. **Part-time professional experience:**
   Aetna, Inc. – Graphic Designer – Summer 2005
   Newtown High School – Technology Coordinator – 1998 - 2000
10. **Consulting work:**
    None
11. **Professional recognition:**
    Past-President and member of Tau Alpha Pi – National Honor Society for Students in Engineering Technology
12. **Recent publications:**
    “Managing Conflict in Healthcare” - Article outlining “Managing Conflict in the Workplace”. – Concurrent efforts with Dr. Daniel Dana of Mediation Training Institute International
13. **Architectural and other societies of which a member:**
    American Institute of Architecture Students
    Tau Alpha Pi - National Honor Society for Engineering Students
14. **Honors and Awards:**
    John G. Lee Medal - University of Hartford
    Citation received from State of Connecticut General Assembly
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    None
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Steve S. Krawczynski, PE, LEED AP

Adjunct Professor

1. **Name:** Steve S. Krawczynski, PE
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2001
4. **Number of years of service to department:** 7
5. **Present academic rank and date obtained:** Adjunct Professor, 2001
6. **Degrees:**
   B.S. Mechanical Engineering Technology, Milwaukee School of Engineering, 1982
   M.B.A., Rensselaer Polytechnic Institute, 2001
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   Van Zelm Heywood & Shadford, Inc., President and Principal of Consulting Engineering Partnership, 1990 - present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Registered Professional Engineer: CT, MA, ME, MI, NY, RI
    LEED Accredited Professional
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects, Associate member
    American Society of Heating, Refrigeration, and Airconditioning Engineers
    American Society of Professional Engineers
    American Council of Engineering Companies/CT
    Construction Institute
    Connecticut Building Congress
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Healthcare Facilities –Best Practice HVAC Design
    Solar Applications
    Complying with AHSRAE Standard 62.1-2004
    The Commissioning Process
    Pilot Green Guidelines for Healthcare
    Changes to AIA Guidelines for Design and Construction of Hospitals
    Managing Hospital Emergency Power Systems

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

Total of over 27 years of experience in the built environment, including new design, expansion, and renovation of facilities that include colleges/universities, hospitals and healthcare facilities.

Osama A. Mohamed, PE

Adjunct Professor

1. **Name:** Osama A. Mohamed, PE
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2002
4. **Number of years of service to department:** 6
5. **Present academic rank and date obtained:** Assistant Professor, 2002
6. **Degrees:**
   B.S. Civil Engineering, University of Khartoum, Sudan, 1992
   M.S., Civil Engineering, University of Colorado at Denver, 1998
   Ph.D., Civil Engineering, University of Colorado at Boulder, 2001
7. **Other teaching experience:**
   Lecturer, University of Colorado at Boulder, 2002
8. **Full-time professional experience:**
   Software Developer, University of Colorado at Boulder, 2000-01
   Structural Engineer, Technicon Engineering Consultants, Khartoum, Sudan, 1992 - 1995
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Professional Engineer (P.E.), Commonwealth of Virginia
    Certified Programmer for the Java 2 Platform, Sun Microsystems
12. **Recent publications:**
    Osama A. Mohamed (2007). "Assessment of Progressive Collapse Potential in Corner Panels of Reinforced Concrete Buildings." *Journal of Performance of Constructed Facilities*, ASCE, in review.
    Osama A. Mohamed (2007). "Variability and Limitations of Seismic Analysis and Modeling Techniques." *Proc. Eleventh International Conference on Civil, Structural and Environmental Engineering Computing*, St. Julians, Malta.
    Osama A. Mohamed and Phongphan Khamwan (2007). "Design of Reinforced Concrete Buildings According to the new NEHRP Provisions." *Proc. Sixth International Conference on Earthquake Resistant Structures – ERES 2007*, Pologna, Italy.
    Osama A. Mohamed (2007). "Investigating the Capacity of Reinforced Concrete Framed Structures to Sustain Loss of Primary Load-Carrying Members." *Proc. Eleventh International Conference on Civil, Structural and Environmental Engineering Computing*, St. Julians, Malta.
    Osama A. Mohamed (2007). "Strategies for Mitigation of Progressive of Collapse of Corner Panels in Reinforced Concrete Buildings", *Proc. Second International Conference on Safety and Security Engineering SAFE 2007*, Malta.
    Osama A. Mohamed (2006). "A Structural Engineering Perspective on Progressive Collapse: Examination of Analysis and Modeling Methods." *The*

Eighth International Conference on Computational Structures Technology, Las Palmas de Gran Canaria, Spain.

Osama A. Mohamed (2006). "Progressive Collapse of Structures: Annotated Bibliography and Comparison of Codes and Standards." *Journal of Performance of Constructed Facilities*, ASCE, in press.

Osama A. Mohamed (2005). "Exploration of the FEMA368 Guidelines for the Seismic Design of Reinforced Concrete Buildings." Proc. fifth International Conference on Earthquake Resistant Engineering Structures, Skiathos, Greece.

Osama A. Mohamed, Doyle, E. Byrd, and John O. Dow (2005). "Improved Modeling Capabilities with Reduced-Order Gauss Integration." *Journal of Engineering Mechanics*, ASCE, Volume 131, No. 1, pg. 1-11.

John O. Dow and Osama A. Mohamed (2002). "Error Identification in Individual Finite Elements: A Path to the Integration of Continuum and Computational Mechanics." *Proc. 43rd. AIAA/ASME/ASCE/AHS/ASC Structures, Structural Dynamics, and Materials Conference*, Denver, CO.

Osama A. Mohamed and Kevin L. Rens (2001). "Ultrasonic Testing of Properties of 50-Year Old Concrete." *Materials Evaluation*, ASNT, Volume 59, No. 12, pp 1426-1430.

Osama A. Mohamed and Kevin L. Rens (2001). "Time Effect of Alkali-Aggregate Reaction on Performance of Concrete." *Journal of Materials in Civil Engineering*, ASCE, Volume 13, Number 2, pp 143-151.

Osama A. Mohamed, Kevin L. Rens, and Judith J. Stalnaker (2000). "Factors Affecting Resistance of Concrete to Freezing and Thawing Damage." *Journal of Materials in Civil Engineering*, ASCE, Volume 12, Number 1, pp 26 – 32

13. Architectural and other societies of which a member:

American Society of Civil Engineers (ASCE)
Structural Engineers Institute (SEI)

American Institute of Steel Construction (AISC)

14. Honors and Awards:

None

15. Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:

"The Engineering and Economics of Reinforced Concrete Buildings" (2005), Professors' Seminar, NECSA, Portland Cement Association, Skokie, IL, Sponsored by North East Cement Shippers Association

"Preview of the 13th Edition of the Manual of Steel Construction" (2005), Educator's Workshop, American Institute of Steel Construction, Chicago, IL

"PCI Annual Convention and National Bridge Conference" (2006), Gaylord Texan Resort, Grapevine, TX

"ACI/PCI Parking Structures – Design and Construction Seminar" (2007), Desmond Hotel and Conference Center, Albany, New York.

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

None

Ernest Nepomuceno, Jr.

Adjunct Professor

1. **Name:** Ernest Nepomuceno, Jr.
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2007
4. **Number of years of service to department:** 1
5. **Present academic rank and date obtained:** Adjunct Professor, 2007
6. **Degrees:**
   B.S. Architecture, Ohio State University of Vermont, 1990
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   DuBose Associates, Associate, 2000-present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Chicago Residential Developer, Design Consultant, 1995-present
11. **Professional recognition:** None
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    None
14. **Honors and Awards:**
    2002 AIA Design Award, Hartford's Camp Courant
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    None
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Robert Orr, AIA

Adjunct Professor

1. **Name:** Robert Orr, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2007
4. **Number of years of service to department:** 1
5. **Present academic rank and date obtained:** Adjunct Professor, 2007
6. **Degrees:**
   B.A. History, University of Vermont, 1970
   M. Arch. Yale University, 1973
7. **Other teaching experience:**
   University of Miami, Visiting Lecturer, 1975-77
   Studios and Jury Reviews at other architecture schools over the years
8. **Full-time professional experience:**
   Robert Orr & Associates, 1980-present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration in CT, MA, NY, NJ, MD, CO, AR, AL, FL, CA, MS, IN, IL
    NCARB Registration, 25590
12. **Recent publications:**
    “Pienza, Lessons at the Edge,” Seaside/Pienza Institute, 2007
    "The Regeneration of Capability: Seaside at 25," A Memorial Festchrift, 2007
    "Pienza, Lessons at the Edge," *Places, Forum of Design for the Public Realm*, Spring 2006
    “Creating a Design Code,” *Leyland Alliance*, Summer 2004
    “Civic Buildings, Community Anchors,” *Leyland Alliance*, Summer 2004
    “King City Suburb, and the Compelling Issues of Traditional Design,” *Critique of Development Designed by Moule & Polyzoides*, CNU Design Council III, Diane Dorney Editor, Spring 2003.
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    AIA/Connecticut
14. **Honors and Awards:**
    Award, New England Chapter of the Congress for the New Urbanism (CNU-NE), March 4, 2007
    Award, New England Chapter of the Congress for the New Urbanism (CNU-NE), March 4, 2007.
    First Place Gulf Guardian Partnership Award, U.S. Environmental Protection Agency (EPA), Gulf of Mexico Program, December 13, 2006

Distinguished Service Award, Chesapeake Bay Chapter of the American Institute of Architects, November 18, 2006
Outstanding Philanthropy, Volunteer Efforts & Leadership Award, Columbus House, May 4, 2006
Certificate of Special Congressional Recognition, Congresswoman Rosa DeLauro, May 4, 2006
Letter of Gubernatorial Commendation, Mississippi Governor Haley Barbour, May 2, 2006

15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**

    None

16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**

    Various lectures, exhibits, and interviews.

Frank B. Ryan, Jr., AIA

Adjunct Professor

1. **Name:** Frank B. Ryan, Jr., AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2008
4. **Number of years of service to department:** New
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2008
6. **Degrees:**
   B. A., Dartmouth College, 1981
   M. Arch., Yale University School of Architecture, 1987
   MPPM, Yale University School of Management, 1987
7. **Other teaching experience:**
   Teaching Assistant – Yale University – 1985, 1986
   Head Teaching Assistant – Yale University, 1987
   Adjunct Professor – University of New Haven, 1993 - 1994
8. **Full-time professional experience:**
   The Golden Mean Group, LLC – Principal - 1998 to Present
   Facilities Resource Management Company – Project Manager -1994 to1998
   Frank B. Ryan, Jr. AIA Architect – Principal -1990 to 1994
   Gardner + Ryan Architects – Partner – 1987 to 1990
   Cooper Lecky Partnership, Designer – 1981 - 1983
9. **Part-time professional experience:**
   Herbert S. Newman & Partners, New Haven, CT
   Svigals & Associates, New Haven, CT
   Glenn Gregg & Associates, New Haven, CT
10. **Consulting work:**
    York Development Group – New Haven, CT 1987 - 1994
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 4523
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    US Green Building Council
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Javier Salazar

Adjunct Professor

1. **Name:** Javier Salazar
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2000
4. **Number of years of service to department:** 8
5. **Present academic rank and date obtained:** Adjunct Professor, 2000
6. **Degrees:**
   B.A. Arch., Facultad de Arquitectura, Jalapa, Ver., Mexico, 1972
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   University of Veracruz, Social Services Dept., Jalapa, Ver., Mexico, 1972-73
   Fitzroy Robinson and Partners, London, England, 1973-75
   Veracruz City Hall, Architectural Department, Veracruz, Mexico, 1976
   Bazemore Architects, 1977-80
   Cannon Design, 1981-89
   The S/L/A/M Collaborative, Associate, 1989-present
9. **Part-time professional experience:**
   None
10. **Consulting work:** None
11. **Professional recognition:**
    Professional Architect License, Mexico
12. **Recent publications:** None
13. **Architectural and other societies of which a member:**
14. **Honors and Awards:**
    Award for Excellence in Design for the restoration of the Guaranty Building in Buffalo, NY – Western New York AIA Chapter, 1986
    National Historic Preservation Award for restoration of the Guaranty Building in Buffalo, NY, 1998
    First Place Honor Award for Excellence in Design of the Motorola Headquarters in Elma, NY – Western New York AIA Chapter, 1992
    ASHRAE Award for Energy and Technology for the Motorola Headquarters in Elma, NY, 1995
    AIA Connecticut Architectural Drawing Award for VA Medical Center in West Haven, CT, 1995
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    None
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Rifat Saleh, PE

Adjunct Professor

1. **Name:** Rifat Saleh, PE
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2006
4. **Number of years of service to department:** 2
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2006
6. **Degrees:**
   Master of Engineering, Civil Engineering, University of Hartford, 2004
   Bachelor of Science, Civil Engineering, University of New Haven, 1984
7. **Other teaching experience:**
   In-house teaching seminars on bridge safety and evaluations
8. **Full-time professional experience:**
   RHS Consulting Design, President and Chief Engineer
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Registered Professional Engineer, State of Connecticut, PE 18455
    Registered Professional Engineer, State of New York, PE 078261-1
    Registered Professional Engineer, State of Florida, PE 61569
    FHWA Certificate of Training “Safety inspection of in-Service Bridges”
    FHWA Certificate of training “ Load and Resistance Factor Design for Highway Bridges
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Society of Civil Engineers (ASCE)
    Connecticut Society of Civil Engineers (CSCE)
    Post-Tensioning Institute (PTI)
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Structural Engineer Specialist acting, as a member of Connecticut rescue team, part of the Homeland Security.
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

Craig C. Saunders, AIA

Adjunct Professor

1. **Name:** Craig C. Saunders, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Spring 2008
4. **Number of years of service to department:** 2
5. **Present academic rank and date obtained:** Adjunct Professor, Spring 2006
6. **Degrees:**
   B. Arch., Rhode Island School of Design, 1968
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   Du Bose Associates, Inc. Architects – December 1976 to Present
   Du Bose Associates, Inc. Architects - Principal – 1988 to Present
   Multiple Firms & Assignments – New York, Athens (GR), Zurich (CH), Munich Germany, Hartford, CT – 1968 - 1976
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    Multiple Residential Projects
11. **Professional recognition:**
    Architectural Registration – Connecticut – License #ARI.0003182
    Registration #969 Connecticut – Interior Design
    Licensed Architect – New Hampshire – License No. 02468
    Registered Architect – Massachusetts – License No. 30104
    Registered Architect – Georgia – License No. RA006800
    Registration #2290 – Rhode Island
    Licensed Architect – Vermont – License No. 003-0002191
    Licensed Architect – Maine – License No. ARC2256
12. **Recent publications:** None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    NCARB
    Construction Institute
    MetroHartford Alliance
14. **Honors and Awards:**
    Numerous local , regional, and national awards
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities, or service:**

AIA/CT Board of Directors
University of Hartford Department of Architecture Advisory Board member
Extensive Travel and Drawing in Italy, Greece, Germany, Spain, Portugal, France, Austria, Switzerland, England, Ireland, Scotland, Caribbean, Mexico, and Panama.

Theodore Randall Sawruk, Assoc. AIA

Visiting Assistant Professor

1. Name: Theodore Randall Sawruk

2. College: College of Engineering, Technology, and Architecture

3. Date assigned: Fall 2007

4. Number of years of service to department: New

5. Present academic rank and date obtained: Assistant Professor, Fall 2007

6. Degrees:

B.Arch., Carnegie-Mellon University, Minors: Architectural History & Scene Design 1986
Graduate Diploma, History/Theory Program, AA School of Architecture, London. 1996

7. Other teaching experience:

Assistant Professor - Hampton University, Department of Architecture, 1995-2004
Assistant Professor - Southern College of Technology, Department of Architecture, 1991-94
Visiting Assistant Professor - University of Arkansas, Department of Architecture, 1990-91
Instructor of Architecture - Drury College, Hammons' School Of Architecture, 1985-87

8. Full-time professional experience:

D B J, Inc., Residential Designers. Norfolk, VA, Partner/Principal, 2002 – Present
GA Magazine. Atlanta, GA Partner, Art Director & Contributing Writer, 1994-95
HABS/HAER. Washington, D.C. (CA Citrus History Project) Architectural Coordinator, 1991
Drewitt & Drewitt, Architects. London, England. Designer, Intern Architect, 1988

9. Part-time professional experience:

None

10. Consulting work:

None

11. Professional recognition:

Associate AIA, (In process of taking Licensing Exam)

12. Principal publications during the last five years:

None

13. Architectural and other societies of which a member:

Alpha Rho Chi (Architecture) Fraternity, Daphnis Chapter
Architectural Association School Of Architecture, London England
Southeast Chapter of the Society of Architectural Historians
American Institute of Architects, Associate Member, Norfolk VA

14. Honors and Awards:

Certificate of Appreciation, The Menchville House Ministries, VA. Donated Design of a Battered Women's Shelter, 2002
Certificate of Appreciation, AIA Hampton Roads Chapter, Outstanding Service & Commitment to the Chapter's Mission, 2002
Grant Reviewer - The National Endowment for the Arts: "Arts Education," 2003, 04, 05, 06
Co-Chair, "Not White: Diversity in Architectural Education." 20th National Conference on Beginning Design Student, April 2004
Graham Foundation Grant: "Not White: Diversity in Architectural Education," $3000
Publication Conference Proceedings. 2003
Boys & Girls Clubs of America. "Exceptional Achievement Award on Behalf Of the Youth of Our Community," 2002

NYU, Network Summer Faculty Enrichment Program Grant Award. “Performance in Public Space.” 2002
Fanny-Mae Corporation Educational Grant, “Designing the Future,” Summer Programs for Jr. High School Students, 1998
HUD: HBCU Grant – Urban Fusion II: Education For Community Life, $436,755 Youth Summer Camps, Fair Housing, 2002
HUD: HBCU Grant – “Urban Fusion: Designing for Community Life,” $258,050 Youth Education/Community Revitalization, 2001
NYU, Network Summer Faculty Enrichment Program Grant Award. “Ancient Cities & Modern Urbanism,” 2001
Fulbright-Hays Seminar Abroad Program "China; Tradition & Transformation" United States Department Of Education, 1998
Co-Char, “Architecture in the Democratic City.” ACSA Southeast Regional Conference, October 1996
Outstanding Faculty Award, Southern College of Technology Foundation Inc. 1993
Simply Grand Saint Louis, "An Architectural Charrett,” Saint Louis Chapter, AIA, 1985

15. Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:

Associate AIA Membership through Continuing Education Programs, Norfolk VA.
Participant, Victorian Society in America Newport RI Summer School, Summer 2004.

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

Presentations & Publications:

“A Positive Vision for Young People.” The International Making Cities Livable Conference, 2003
“Knowing Your Neighborhood.” Housing Issues & the African American Project Design, Dubois College, Atlanta GA, 2003
“HU Architectural Summer Day Camp.” The International Making Cities Livable Conference, 2002
"5 Pts. Partnership, Citizenship & Revitalization of a Community" International Making Cities Livable Conference, 1998
Lecturer, Commonwealth College. Hampton, Virginia, 1996
"Isolated or Integrated: The Difference Between an Architecture Dominated by Formal Oppositions or Methods Of Synthesis"
Critical Urbanism Editor, Brigette Knowles, 1995
"Falsification vs. Fabrication: Historic Imitation & Historic Innovation.” Arch: The Act/Art of Building Editor, J. Patrick Rand, 1993
'1st Year Southern Tech: An Integrated Approach,' Beginnings in Architectural Education Programs, Editor Karen Eldridge, 1993
Project Design, Design Guidelines: Community Based Care Facilities for the Mentally Retarded. Garrott/ Burgess, 1984

Invited Reviewer/Juror

National Grant Panelist Reviewer: “Learning in the Arts for Youth: Design, Media & Museum Grants” Washington, D.C. 2002
AIA Virginia Society Student Prize, HU, VPI, UVA, and the Alexandria Consortium, Richmond, VA, 1999
1997 Air Combat Command Design Awards Jury, Department of the Air Force, Langley Air Force Base, Norfolk, VA, 1996

Lynn E. Temple

Adjunct Professor

1. **Name:** Lynn E. Temple
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2005
4. **Number of years of service to department:** 3
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2005
6. **Degrees:**
   B.S., Pennsylvania State University, 1986
7. **Other teaching experience:**
   None
8. **Full-time professional experience:**
   Turner Construction Company - 1996 to Present
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    None
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    None
14. **Honors and Awards:**
    None
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    None
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    21 Years in Construction Management including 8 Years in Estimating. 4 years as Senior /Conceptual Estimator.

Kermit D. Thompson, AIA

Adjunct Professor

1. **Name:** Kermit D. Thompson, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** Fall 2005
4. **Number of years of service to department:** 2.5
5. **Present academic rank and date obtained:** Adjunct Professor, Fall 2005
6. **Degrees:**
   M. Arch., Yale University
   B.A., Dartmouth College
7. **Other teaching experience:**
   Adjunct Instructor – Central Connecticut State University, Department of Construction Management – Fall 2004-present
   Instructor – AIA Connecticut Architectural License preparation course –1987-present
8. **Full-time professional experience:**
   State of Connecticut DPW – Director of Project Management – 2007 to Present
   Thompson|Edwards LLC, Architects – Principal - 1995 to Present
   Thompson/Ameche Architects, LLC – Principal – 1995 to 2000
   Carter Burgess, Inc. – Architecture Discipline leader – 2000 to 2003
   TPA Design Group – Principal -1969 to 1995
9. **Part-time professional experience:**
   None
10. **Consulting work:**
    None
11. **Professional recognition:**
    Architectural Registration – Connecticut, California, Maine, Maryland, Massachusetts, New Hampshire, New York, Oregon, Rhode Island, Vermont, and Virginia
    Certificate – National Council of Architectural Registration Boards (NCARB)
    Registered Interior Designer – Connecticut
    Certified Planner – American Institute of Certified Planners
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
    American Institute of Certified Planners
14. **Honors and Awards:**
    Associated Builders & Contractors – Excellence in Construction, Greater Dwight Day Care and Offices, New Haven, CT – 2006
    AIA/Connecticut – Award for Design Excellence, Program/Dining Facility, Girl Scout Camp Laurel, Lebanon, CT – 1985
    U.S. HUD Certificate of National Merit for Community Development Excellence – John Street Development Project, New Britain, CT – 1986

U.S. National Park Service, Urban Park and Recreation Recovery Program, Award of Excellence, Lighthouse Point Park Renovation, New Haven, CT – 1988

New England Regional Council/National Association of Housing and Renewal Officials, Award for Design Excellence, Renovation of Entrances and Corridors, Roodner Court Public Housing, Norwalk, CT - 1995

National Association of Housing and Renewal Officials, Award for Design Excellence, Parsonage Cottage Home for the Aged, Greenwich, CT - 1998

15. Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:

Maintenance of AIA Membership through Continuing Education Programs

"Building Design for Homeland Security" resident course, U.S. FEMA, Emmitsburg, MD - 2005

16. Any other pertinent information related to teaching effectiveness, professional activities or service:

Connecticut Architecture Foundation - Board of Directors – 1989 to Present

Project Architect in conjunction with Yale Urban Design Workshop, Yale School of Architecture – 2002 to 2007

Eric Warnagiris, AIA

Adjunct Professor

1. **Name:** Eric Warnagiris, AIA
2. **College:** College of Engineering, Technology, and Architecture
3. **Date assigned:** August 2004
4. **Number of years of service to department:** 4
5. **Present academic rank and date obtained:** G3 Adjunct Professor, August 2007
6. **Degrees:**
   B. Arch., Pratt Institute, 1993
7. **Other teaching experience:**
   None
8. **Full-time industrial experience:**
   EW Architects LLC – Principal – 2004 to Present
   Ai Architects – Architect – 2002 to 2004
   Centerbrook Architects and Planners LLC – Job Captain – 2000 to 2002
   WESKetch Architects – Job Captain – 1997 to 2000
   Hiland Hall Turner – Job Captain – 1994 to 1997
   Guy Lindsay Kohn – Intern – 1993 to 1994
9. **Part-time industrial experience:**
   None
10. **Consulting work:**
    Assisting other local Architects expediting and coordinating Construction Documents and Design Process, 2004 – 2006
11. **Professional recognition:**
    Architectural Registration – Connecticut No. 0010623
12. **Recent publications:**
    None
13. **Architectural and other societies of which a member:**
    American Institute of Architects
14. **Honors and awards:**
    Friends of the Upper East Side -Renaissance Award
15. **Specific programs and activities to maintain and enhance professional competence in which participated during the last five years:**
    Maintenance of AIA Membership through Continuing Education Programs
16. **Any other pertinent information related to teaching effectiveness, professional activities or service:**
    None

4.5 Visiting Team Report from the Previous Visit

University of Hartford
Department of Architecture

Candidacy Visiting Team Report

Master of Architecture

The National Architectural Accrediting Board
16 November 2005

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The program enjoys strong support from all levels of the University Administration. The President, Provost, and Dean are well informed about the program, interested in and committed to the well-being and success of the program.

The architecture program exists within a multidisciplinary yet relatively small university, in the metropolitan area of Hartford, CT, in close proximity to Boston and New York City. The AIA Connecticut component has been interested in, and supportive of, the development of an architecture curriculum for a long time.

The existence of an Advisory Board is a great plus for the program. They appear to be willing and ready to help.

The student body, reflecting the urban setting, is diverse regarding gender, age, ethnic background, and race.

The university and the department provide a supportive environment for learning through a dedicated and hard working full-time faculty and staff.

The department has opportunities to hire adjunct and full time faculty of the highest quality.

2. Progress Since the Previous Site Visit

The team has noticed significant progress since the last visit and many indicators that the program is moving in the right direction.

The architecture department is housed in newly renovated office and studio spaces in the heart of the campus.

One full-time tenure track and one adjunct full-time position have been added to the faculty.

The number of NAAB conditions and student performance criteria that have been met has increased.

The student population has almost doubled.

The program has successfully recruited two cohorts for the Master of Architecture program.

The school sponsors a successful lecture series and has co-sponsored a major architectural exhibit (on the work of the University of Mississippi Rural Studio).

The Department of Architecture has been placed administratively in the newly reorganized College of Engineering, Technology, and Architecture.

3. List of Conditions Well Met

13.18 Structural Systems
13.19 Environmental Systems

4. List of Conditions Not Yet Met

1.1 Architecture Education and the Academic Context
1.5 Architecture Education and Society
2. Program Self-Assessment Procedures
6. Human Resources
8. Physical Resources
13.4 Research Skills
13.5 Formal Ordering Skills
13.6 Fundamental Skills
13.9 Non-Western Traditions
13.13 Human Diversity
13.16 Program Preparation
13.17 Site Conditions
13.21 Building Envelope Systems
13.23 Building Systems Integration
13.28 Comprehensive Design
13.29 Architect's Administrative Roles
13.30 Architectural Practice
13.32 Leadership
13.33 Legal Responsibilities
13.34 Ethics and Professional Judgment

In addition, the team noted the following regarding **Condition 13. Student Performance Criteria**:

1. Many student performance criteria are evidenced but are not presented in depth, for example– Use of Precedents and Program Preparation. Some are met in courses where they are introduced but they do not impact the design of buildings in studio work, for example Building Materials and Assemblies.

2. Design Quality:
   - Stronger emphasis on formal ordering systems, 2D, and 3D design could result in the improved integration of compositional relationships in the upper level studios.
   - Design concepts could be explored and developed to a higher and richer level of resolution.
   - Design process was not presented in the team room.

3. Presentation:
   - A model building facility is crucial in supporting the development of three-dimensional design skills and craftsmanship.
   - The introductions of elective courses in 3D rendering and portfolio preparation have contributed to improved computer presentations.
   - The renewed emphasis by the NAAB on hand drawing needs to be addressed. At present the necessary skills in freehand drawing are lacking.

5. Causes of Concern

VISION

Across the board, there is an enormous amount of enthusiasm for this program. Our meetings with the President, Provost, Dean, Chair, faculty, students, staff and Advisory Board revealed consistent support for the Architecture program. However, there was less consistency in descriptions of the basic, fundamental character of the program. The Provost made it abundantly clear that she and the University are looking for distinction in every program they support. She further indicated that such distinction must be borne of a clear vision defined to include a measurable return that is consistent with the mission of the University. Her expectation is that the leadership responsibility for defining that vision resides with the program.

Comments regarding a vision for the program from the President, Dean, Chair and faculty were, however, at odds with each other. President Harrison and Dean Manzione spoke at length about the unique opportunities afforded by bringing business, art, technology and architecture together. Each seemed to support the merits of constructing the program around an incomparable integration of these disciplines. Such integration could create a unique approach to a nurturing a new generation of architectural practitioners equipped to address a wide range of design and technologically driven issues. Dean Manzione cited solar energy, “digital health”, mining “low grade heat” and “remote sensing” as some examples that could be pursued more effectively by this new multidisciplinary, synergistic approach.

The bias of the faculty appears to be directed toward grounding the program in a “practice-based” curriculum, while the Chair seems more interested in moving the program toward a stronger theoretical foundation.

It is not within the scope of this report to resolve these inconsistencies, but it is important to highlight the need for consensus. Without consensus, the defining vision will remain elusive. Without vision, the University’s much needed continuing support will be jeopardized and the program will fail to achieve its full potential.

LEADERSHIP

Achieving consensus will be the result of leadership. It is clear from the comments of Provost Randell, the leadership for the architectural program must come from the Chair with support from the Dean and faculty. We encourage the Chair, faculty, and Dean to work together to establish the leadership needed to define the vision for this program. All future decisions (faculty recruitment, growth in physical resources, curriculum, financial support, reputation and student enrollment) are critically linked to establishing the vision for this program.

AUTHORITY and COMMUNICATION

The team noted confusion regarding the authority of and communications from the Chair. The role of senior faculty in the hiring of new faculty was noted as one source of confusion and should be clarified.

FACULTY GROWTH

Without a clear and comprehensively supported vision for the program, it will be impossible to recruit and retain appropriate faculty. However, it is important to note that the number of full time faculty appears quite low for a program of this size. We encourage leadership to benchmark other comparable programs and take steps to better define the appropriate balance between full time and adjunct faculty.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Yet Met
[ ]	[**X**]

In its mission statement, the Department states that it "…strives to emphasize an integration of artistic principles, engineering fundamentals and business understanding…" and that it "…provides professional education integrated with the Hartford Art School, the Department of Civil and Environmental Engineering and the Barney School of Business." The team has assessed that this emphasis has not materialized. The directions and opportunities stated by the President, Provost, Dean, and Department are different. The faculty needs to caucus and consult with the higher administration, to determine and clearly define the mission/vision of the program.

The architecture program exists in a multidisciplinary University with many undergraduate and graduate programs. The academic context provides great opportunities for students and faculty to participate in the intellectual and social life of the institution. Students take electives (all campus electives) in other disciplines. Many undergraduate students live on campus and are involved in campus activities and student government.

The program is well known and respected by other disciplines and the college administration. The Architecture Lecture Series is open to the University and the community. In fall 2005, an exhibit on the Rural Studio was co-sponsored by the architecture program.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Yet Met
[**X**]	[ ]

The Architecture program provides support and encouragement for students to develop their individual skills and directions in an environment that supports cultural differences. The student body is diverse in gender, ethic background, race and age.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Yet Met
[**X**]	[ ]

The students are prepared to move into the work place and internship thru IDP and on to the exam for licensure. The students understand the IDP program; several are enrolled and work in local offices. The majority of the faculty practices providing examples of the value of licensure.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Yet Met
[**X**]	[ ]

Although particular criteria are indicated in this report as not yet met, it is clear that the overall approach of the program is directed toward providing students with a comprehensive understanding of the roles and responsibilities of architectural practice. We believe this will be strengthened when the ARC 623 Professional Practice course is taught and current shortfalls in individual courses are strengthened.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built

environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Yet Met
[ ]	[**X**]

Some design projects present students the opportunity to be involved with real projects and/or sites in the community.

The course (ARC 622) that will cover this information will be taught in Spring 2006.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Yet Met
[ ]	[**X**]

Progress has been made since the last visit. The faculty now meets every month and faculty retreats have taken place. Beginning January 2005 graduating seniors have filled out surveys. The Department encourages faculty to implement course and teaching evaluations. The Advisory Committee has met occasionally.

The Visiting Team feels that the program self-assessment processes are not well established as of yet. The program needs to focus on this issue and ensure that all processes are clear, well documented and cyclical.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Yet Met
[**X**]	[ ]

The correct statement is printed in the University of Hartford Undergraduate and Graduate Bulletins, and on a recruiting poster. It should also appear (only partial at this time) on the Web page for the Master of Architecture degree.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Yet Met
[**X**]	[ ]

Even though the program is in its beginning stages and currently modest in size, there is every indication that ethnic and gender diversity is encouraged. The make-up of the faculty and student body is representative of an equitable and rich learning environment. Although growth may bring new challenges for maintaining the diversity the program currently enjoys, there is clearly support from the senior leadership of the university to assist in this effort.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Yet Met
[**X**]	[ ]

This is a new condition, however the school has already prepared a draft document meeting the NAAB requirements. The environment in the school is very supportive and informal communication between students and faculty throughout the studios at various levels is excellent. Juries are critical yet nurturing and supportive. The atmosphere is one of mutual respect.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Yet Met
[ ]	[**X**]

The department has hired a new department head and one additional full time faculty. The visiting team is concerned that even after these hires, the number of full time faculty is low and that the student to full time faculty ratio is too high.

The program depends heavily on hiring adjuncts. The quality of a large part of the curriculum depends on adjunct teaching and therefore is vulnerable. Academic advising, career counseling, admissions, and curriculum development fall on the few full time faculty. Professional support staff (career counselor, registrar) are not available within the department. The concern that faculty "burn-out" could appear within the next few years, noted by the previous visiting team, is still an issue.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Yet Met
[**X**]	[ ]

The University has a policy regarding Human Resource Development opportunities and provides leave and modest financial support for research/scholarship projects. Architecture faculty are eligible to apply. These opportunities have not been extensively used so far.

The program provides partial support for the professional society dues for each faculty member and for travel to academic conferences. Faculty benefits in their professional development through active architectural practices.

The undergraduate curriculum requires general electives. There are opportunities to be involved in student governance, to study abroad, to go on field trips, to participate in extra curricular activities and cultural events such as lectures, concerts, theater performances. The department sponsors a lecture series open to the University and the architectural community.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Yet Met
[ ]	[**X**]

The new studio space and its location are an enormous step in building the program. However, there are still some students without dedicated desk space and additional printers and plotters are necessary for the students to properly prepare their projects. The students have also expressed a need for secure space to store their computers and personal materials. The shop, adjacent to the studio, must be expanded and made available to the program. Additional classroom space must be made available as the studio is inappropriately used for classroom functions.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Yet Met
[**X**]	[ ]

The comments from the previous team report continue to apply. The University of Hartford is extremely lucky to have such an energetic and resourceful librarian. The resources are more than adequate for accreditation. As with all libraries, electronic issues need to be addressed on a continuing basis.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Yet Met
[**X**]	[ ]

Insufficient information has been provided to the team to fully understand the financial dynamics of this program. The team was unable to obtain complete answers to many of the questions it posed. However, from the available information and from conversations with the university leadership it appears the program has the necessary financial resources to address its current needs. Further, there appears to be a commitment from the university to provide additional financial support for the additional space the program will require in the near future.

Of particular concern, however, is how such information is formulated and shared among the leadership of the institution and the program. This may be a temporary management process issue resulting from the relatively brief tenure of the Dean and Chair. In any case, this process should be more open, more effectively communicated and more thoroughly understood by those in positions of leadership.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Yet Met
[**X**]	[ ]

Evidence has been provided to substantiate that the program and university are in conformance with applicable accrediting entities.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Yet Met
[**X**]	[ ]

The Department adopted the “4+2” approach when it established the undergraduate four-year Bachelor of Science in Architecture. The undergraduate program is TAC/ABET accredited. With the creation of the two-year Master of Architecture, the first professional degree will be awarded at the graduate level. The graduate level curriculum, which requires at least sixty-four credit

hours, is built on the undergraduate foundation and includes a core of professional course work supported by a liberal arts education.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Yet Met
[**X**]	[ ]

The writing appears solely focused on technical writing and could benefit from a broader approach.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Yet Met
[**X**]	[ ]

The team saw evidence in the team room and in the team's interactions with the students.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Yet Met
[**X**]	[ ]

Met only in the Graduate level.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Yet Met
[ ]	[**X**]

Program not sufficiently completed to fully exhibit research capabilities. However, it is anticipated to be incorporated into future coursework.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Yet Met

[ ] [**X**]

Not enough evidence of work that incorporates sufficient sophistication or maturity. The exhibited work is not competitive with comparable work seen in other programs.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met Not Yet Met
[ ] [**X**]

Consistent evidence at many levels of a lack of thorough comprehension of basic conceptual design skills.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met Not Yet Met
[**X**] [ ]

Evidence can be found in studio projects and core courses.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met Not Yet Met
[**X**] [ ]

Evidence can be found in history courses.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met Not Yet Met
[ ] [**X**]

Not enough evidence that this has been incorporated into the program. However, the history courses taught this year are expected to be strengthened in non-Western traditions.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met Not Yet Met
[**X**] [ ]

Evident in several areas, especially in the history sequence.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Yet Met
[**X**]	[ ]

There is evidence of compliance in several courses. However, the level of analysis is not as extensive as it might be.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not Yet Met
[**X**]	[ ]

Some focused exercises would enhance the program and the students' exposure to these types of relationships.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met	Not Yet Met
[ ]	[**X**]

Although there is some evidence that students are considering these factors in some work, it is not sufficient to indicate indepth understanding.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Yet Met
[**X**]	[ ]

Ability in this area is evident in the coursework exhibited in the team room, primarily in AET 242 (and beyond) but not in site design courses.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Yet Met
[**X**]	[ ]

Although the criterion is met it could be enhanced and create a richer experience for the students if sustainable concepts were better integrated in more projects.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Yet Met
[ ]	[**X**]

Limited evidence of program preparation was found in any required course as yet. However, it is expected to be part of ARC 613 (Thesis Research).

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Yet Met
[ ]	[**X**]

Insufficient evidence was found in studio work of an ability to analyze and respond to site conditions.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Yet Met
[**X**]	[ ]

Well met in the work of several courses.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Yet Met
[**X**]	[ ]

Well met in several examples of courses and student work.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Yet Met
[**X**]	[ ]

Evidence in course work of at least two courses (AET 232 and AET 241) which addresses this criterion.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Yet Met
[ ]	[**X**]

Although responded to in several areas of studio work, not indicative of in-depth understanding of sophisticated envelope systems. Not exhibited in low-pass work, but can be found in higher quality projects.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Yet Met
[**X**]	[ ]

Understanding is evident in AET 242 and ARC 513.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Yet Met
[ ]	[**X**]

In evidence in higher-level studio work, but not in low pass work.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Yet Met
[**X**]	[ ]

The criteria is met but the level of understanding does not appear to be informing design at a high level.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Yet Met
[**X**]	[ ]

Met in ARC 522.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Yet Met
[**X**]	[ ]

Met in AET 242.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Yet Met
[**X**]	[ ]

It is evident is several courses that students are developing an understanding of the role of the client in the design of the project.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met	Not Yet Met
[ ]	[**X**]

Not consistently demonstrated in studio work, especially low pass work.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Yet Met
[ ]	[**X**]

Not yet taught. To be covered in ARC 623.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Yet Met
[ ]	[**X**]

Not yet taught. To be covered in ARC 623.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Yet Met
[**X**]	[ ]

Many students have experience working in architectural offices and there is evidence that students understand the IDP process.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met	Not Yet Met
[ ]	[**X**]

Not evident in the materials provided to the team. It has the potential of being covered in ARC 623.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met	Not Yet Met
[ ]	[**X**]

Although certain areas of legal responsibilities are addressed in much of the course work, it should be more fully understood when the ARC 623 course is available.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met	Not Yet Met
[ ]	[**X**]

To be taught in ARC 623.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 University of Hartford Architecture Program Report:

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; Hillyer College; and The Hartt School. The University was chartered in 1957, when three long-standing Hartford institutions of higher learning were joined: the Hartford Art School (1877), Hillyer College (1879), and the Hartt School (of Music) (1920). The College of Arts and Sciences, the College of Engineering, the Barney School of Business; the College of Education, Nursing and Health Professionals; and College of Technology all originated in Hillyer. 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 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 most recent re-accreditation was effective in 2002.

Chief Executive Officers
University President: Walter Harrison
University Provost: Donna M. Randall
College of Engineering, Technology, and Architecture Dean: Alan Hadad

Description
The University's spacious and scenic 340-acre wooded main campus in suburban West Hartford features housing for approximately 3,500 students, a modern sports and recreation complex, and a performing arts center, Lincoln Theater. The heart of the campus is the location of the Department of Architecture in the Harry Jack Gray Center. This building also houses the Mortensen Library, 1877 Club, Department of Communications, classrooms, Wilde Auditorium, Joseloff Art Gallery, and the University Bookstore. The building is centrally located on campus between the William H. Mortensen Library, The Hartford School of Art, and the Integrated Science, Engineering and Technology Building (under construction). The University of Hartford has extended its reach and renewed its emphasis on helping students, businesses, and the community meet the needs of the twenty first century.

The University's faculty, 79 percent of who hold the terminal degree in their field, enjoy world-renowned academic reputations and take a personal interest in helping students reach their goals. The full-time student/full-time faculty ratio is 14 to 1, with the educational experience occurring in small, supportive classroom environments.

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, In fact, three programs that did not exist at the start of the last decade, physical therapy, audio engineering technology, and architecture engineering technology, have all grown to be among the most popular majors in the University.

All programs of study at the University are based, in large part, on the innovative All-University Curriculum (AUC). The AUC features the essential balance of interdisciplinary studies and professional training. The AUC is a liberal education curriculum that seeks to develop student's ability to learn, instills the desire to learn, and seeks learning as a lifelong endeavor. It was designed by the faculty to provide students the very best preparation for their careers and for life. 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. All students in the baccalaureate programs of the University are required to take at least four AUC courses over their four years as part of graduation requirements. They take one course from four of the five breadth categories for a minimum of 12 AUC credits.

Enrolled (Fall 2004) in the University are 4533 full-time undergraduate students, 1079 part-time undergraduates, and 1633 graduate students. The students come from 45 different states and 58 foreign countries.

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 Hartt School, the University's comprehensive music and performing arts school, celebrated its seventy-fifth anniversary in 1995. The Grammy Award-winning Emerson String Quartet maintained an exclusive teaching and performing residency at Hartt for almost two decades.

A variety of lectures scheduled throughout the year focus on the important cultural, political, and philosophical issues facing the region, nation, and world. Many are free and open to the public. The President's College also offers a wide range of courses each semester. Some are one-time lunch-and-lecture meetings; others are semester-long courses. The principle behind The President's College is simple: to provide an intellectually stimulating environment for adults in the community, a place where thoughts, ideas, and experiences can be shared with like-minded individuals.

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, in baseball, basketball and golf.

The University of Hartford benefits from its location equidistant between New York City and Boston. The campus borders the city of Hartford, an economically growing urban center with new buildings under construction such as the Hartford Convention Center. The city has a rich cultural life with Bushnell Theater and the Wadsworth *Atheneum* Art Museum. Hartford's historic buildings include the Cheney Building by H.H. Richardson and reflect the regions architectural diversity.

2. Institutional Mission

The following text is taken from the 2005 University of Hartford Architecture Program Report:

Mission of the University of Hartford —Adopted 2002
At the University of Hartford we provide a learning environment in which students may transform themselves intellectually, personally, and socially. We provide students with distinctive educational experiences that blend the feel of a small residential college with an array of academic programs and opportunities characteristic of a large university. Through relationships with faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement, every student may prepare for a lifetime of learning and for personal and professional success.

Strategic Plan of the University of Hartford, Adopted May, 2004
1 To offer a high quality and stimulating learning environment for students. Students

benefit from an environment characterized by small classes and strong support programs.
2 To add substantial value to each student's education by offering a breadth of academic, artistic, leadership, civic, athletic, cultural and social opportunities.
3 To offer a strong traditional collegiate experience for students on a safe, well-designed and well-maintained campus. While we view the experience of a residential campus as one that contributes significantly to a student's education, we also recognize the distinctive needs of part-time, nontraditional and graduate students and therefore provide an attractive learning environment and facilities to serve all of our students.
4 To be recognized primarily for the quality of our undergraduate programs. We will offer liberal arts programs, as well as professional and artistic preparation programs with a solid base in the liberal arts to ensure our students develop an understanding and appreciation for the liberal arts.
5 To be recognized for a carefully chosen group of distinctive graduate programs. These programs will be selected based on the existing academic strengths of the University, their ability to add depth and breadth to our undergraduate programs, and their ability to respond to the needs of and enhance linkages to the Greater Hartford region.
6 To achieve national distinction for our academic programs in several carefully selected areas. To ensure that our programs continue to meet the needs and interests of students and provide them with a high quality education, we will continuously review our academic programs, add or eliminate academic programs as needed, encourage the development of interdisciplinary programs, and invest and reinvest in our priority areas.
7 To integrate fully technology and instruction. We are committed to exploring the potential of technology for transforming teaching and scholarship, enhancing outreach opportunities, and improving our daily operations.
8 To create an environment that values and celebrates diversity. We value gender equity, and cultural, ethnic, racial, sexual and religious diversity students, faculty and staff. We encourage a wide array of cultural experiences for our students and seek to recruit and retain a diverse student, staff and faculty body.
9 To create an environment that values innovation and creativity across the University, including the curriculum, our pedagogy, the delivery of services to students, and our operation as an institution. To stimulate innovation and creativity, we encourage the faculty to pursue scholarship, research, and the arts throughout their professional careers.
10 To encourage community partnerships in the Greater Hartford region that add substantial value to students' educational experience and demonstrate

our commitment to the educational, economic, social and cultural development of the larger community.
11 To recognize and value the contributions of faculty and staff, who are highly dedicated, capable, and committed to helping students realize their potential. We seek to develop strategies and programs to attract, develop, and retain these vital human resources.

3. Program History

The following text is taken from the 2005 University of Hartford Architecture Program Report:

Architectural education at the University of Hartford began with the Architectural Engineering Technology program in 1991-1992. Since then, the architecture program has grown to approximately 147 undergraduate students. The objective of the undergraduate program was 'to prepare students for a variety of professional careers in the design and building industries.'

With the advantageous location of our program in the Northeast, we benefit from being 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 (B.S.) program has traditionally prepared students for careers in a wide assortment of design, construction, and business related professions. It has been estimated by the faculty that approximately one third of the graduates each year successfully enter professional graduate programs in architecture. The Undergraduate B.S. program is Technology Accreditation Commission/ Accreditation Board for Engineering and Technology (TAC/ABET), accredited.

Having been granted Candidacy status effective January 1, 2003, it is our desire to move forward toward achieving NAAB (National Architectural Accrediting Board) accreditation for the Graduate Program in Architecture. The architecture program will support the mission of the University while emphasizing an integration of artistic principles, engineering fundamentals, and business understanding with the constant exploration of innovative design. In a collaborative multidisciplinary setting, the architecture program seeks to provide a professional education joined with other programs in the Hartford Art School, Department of Civil and Environmental Engineering, and the Barney School of Business. With the undergraduate (Bachelor of Science) in architecture as a foundation, the graduate professional program balances theoretical, technical, professional, and creative knowledge. We have embraced the concept that: "Architecture is the integration of Art, Engineering, and Business."

1991-1996
In September 1991, Allen Bernholtz was hired by the University as a Full Professor on a Tenure Track to Chair the newly established Architectural Engineering Technology Program.

During our second year of operation (1992-1993), Elizabeth Petry was employed as an Assistant Professor on an Extended Temporary Contract that was later changed to a Tenure Track Position. It also became apparent that many of our undergraduate students, were intending to attend graduate schools in architecture after completing the Bachelor of Science (B.S.). In Connecticut, as in most states, a professional National Architectural Accrediting Board degree is required as a prerequisite for licensure. For our students, the four-year B.S. degree can be followed by a two-year Master's degree in Architecture. The two-year Master of Architecture is considered a professional degree and meets the licensing requirements in many states, including Connecticut.

Considering our students' academic goals, we formally contacted graduate schools of architecture and in general received favorable comments on our program as a prerequisite for graduate education. However, it was suggested that we increase our offerings in architectural history, theory, and design studio courses. To accomplish this, a first course in two and three-dimensional architectural design was added to the first semester. Appropriate adjustments were made to maintain the credit level at a constant figure. An architectural history elective became a required course in the second semester. The first required architectural history course was moved from the second to the first semester. A fifth-semester architectural design course was shifted to the third semester providing a studio course in each of the first two years, thereby adding one required design course to the four that already existed.

To facilitate entry into graduate architectural programs, students pursuing that path were advised to take a studio course in each of the final four semesters that composed the junior and senior years, including the eighth-semester Senior Design Thesis.

During the following years, faculty positions were filled. In September 1993, Gary Gerlach was employed as an Assistant Professor on an Extended Temporary Contract.

Unfortunately, Gary passed away in March 1994. In September 1994, Daniel Davis was hired as an Assistant Professor on a Tenure Track. Next, James Fuller was hired as an Assistant Professor on a Tenure Track in January 1995.

1996-1999
Following the 1996 TACIABET visit for our initial undergraduate accreditation, the entire structures sequence was revised and strengthened. Our construction documentation courses were revised to include computer programming and computer-aided design and these courses helped to educate students for the needs of industry.

1999-2003
In February 2000, Daniel Davis was appointed Chair of the undergraduate Program. Later that year (September 2000), Daniel Davis was promoted to Associate Professor and granted tenure. In September 2000, Pyo-Yoon Hong was hired by the University as an Assistant Professor on a Tenure Track. The following year (September 2001) Elizabeth Petry was awarded tenure. In September 2002, James Fuller was granted tenure and promoted to Associate Professor.

As a result of the curricular changes the graduation requirements are now 130 credit hours with increased offerings in architectural design and history. Students seeking to minor in other disciplines are advised to take six courses in an area of interest to them, e.g. business, fine arts (including studio and art history), or engineering. Our undergraduate students continue to have many choices available upon graduation. Some of our alumni have gone on to several of the best graduate schools of architecture in the country (Columbia University, University of Pennsylvania, and Yale University). Many move into positions with architectural and/or engineering firms (such as The S/L/AIM Collaborative, Fletcher Thompson, and Skidmore, Owings and Merrill). Others prefer the construction industry and work with construction managers, general contractors, or subcontractors (such as Konover and Whiting-Turner). Still others seek out positions with real estate development firms.

During these years the architecture faculty has become very active in professional organizations with Daniel Davis, Elizabeth Petry and James Fuller all serving as program chair and division chairs for the architectural engineering division of the American Society for Engineering Education. The faculty has also been active publishing and presenting at national conferences. In spring 2001, Daniel Davis, Elizabeth Petry, and James Fuller published an invited paper in the Journal of Engineering Technology, a first for the University of Hartford. In January 2002, Daniel Davis and Elizabeth Petry published another paper in the Journal of Engineering Education, another first for the University of Hartford.

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 February 2001, a new Architecture Program Advisory Board was formed with prominent architecture, engineering, construction, and education professionals. This Advisory Board supported the efforts to develop a Master of Architecture Program at the University of Hartford and had its first meeting in April 2001. This group met annually to guide and advise the program. Subcommittees of the Advisory Board were formed and continued to meet to discuss more focused issues on a frequent and regular basis.

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 February 2002, the Department of Architecture adopted a mission that both supported the mission of the University and created a collaborative multidisciplinary setting for the Architecture Program that provided a professional education joined with other programs in the Hartford Art School, College of Engineering and the Barney School of Business. This mission was developed with input from Deans from the Art and Engineering Schools, the Provost, an Advisory Board Subcommittee, and other area NAAB-accredited Architectural Schools.

In March 2002, a new administrative structure was established. Daniel Davis was named Director of the Department of Architecture and reported to the Dean of the College of Engineering and the Ward College of Technology, who in turn reports to the Provost. Under the Director, Elizabeth Petry served as Master of Architecture Program Coordinator and James Fuller as Bachelor of Science Program Coordinator.
In January 2002, after numerous presentations and visits by the State of Connecticut Department of Higher Education, the State also 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 National Architectural Accrediting Board (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.

2003-2005
In the fall of 2003, a search for a new Chair was approved by the Dean of the College of Engineering, Technology and Architecture (CETA) and the Provost. A search was initiated and the vacancy was advertised in publications such as the ACSA Newsletter and the Chronicle of Higher Education. With the progression of the search, candidates were invited to the campus for interviews in the Spring (2004).

During the summer of 2004, the Museum of Political Life was closed in the Harry Jack Gray Center. After renovation of the space for studios and faculty offices, the Department of Architecture moved into the new space before school started in the fall. Kendra Schank Smith (formerly teaching at the University of Utah) was offered the position as the new Chair of the Department during the summer of 2004. She was contracted to arrive effective January 1, 2005. At the same time, Albert C. Smith was contracted to teach in a renewable position teaching 11 credits per semester (a position titled by the University as G-3, Regular Part-time Faculty).

In the fall of 2004 after sixteen years as Dean, Alan Hadad announced he would step down to concentrate on teaching and to focus on the development of the University High School of Science and Engineering, to be constructed on campus. This move will be effective July 2005. The University has assembled a search committee chaired by Dean Joseph Voelker of the College of Arts and Sciences. Associate Professor Daniel Davis has been appointed to represent the Department of Architecture on the search committee.

4. Program Mission

The following text is taken from the 2005 University of Hartford Architecture Program Report:

Mission Statement
The Department of Architecture supports the mission of the University to educate students in programs that balance theoretical, technical, professional and creative knowledge. The dedicated faculty, composed of practitioners and researchers, engages

students in rich educational dialogue committed to the constant exploration of innovative design.

Encouraging a multidisciplinary and collaborative approach, the department provides professional education integrated with the Hartford Art School, the Department of Civil and Environmental Engineering and the Barney School of Business.

The department, with an intimate setting, offers personal education in a supportive environment that helps students to reach their full potential and prepares them to succeed in the profession.

Mission Concepts
The City: The city of Hartford, Connecticut's capital city, is vibrantly located halfway between the architectural centers of Boston and New York in the heart of New England. Both the Department and the University are active participants in regional and national professional organizations and community associations.

The University: An independent, comprehensive University with seven schools and colleges provides educational programs in the liberal arts and professional disciplines for undergraduate and graduate students. The University was chartered in 1957, when three long-standing Hartford institutions of higher learning were joined together: the Hartford Art School (1877), Hillyer College (1879), and the Hartt School (Music) (1920).

The Program: The Department of Architecture strives to emphasize an integration of artistic principles, engineering fundamentals, and business understanding through curricular, social, professional, and personal interaction. Stressing professional proficiency and excellence in both design and technology, students are prepared for careers in architecture and other design, construction or business-related fields.

Accreditation: The undergraduate B.S. program in the Department of Architecture is TAC/ABET accredited. The goal is to achieve accreditation for the Master of Architecture (M.Arch) by the National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit North American professional degree programs in architecture.

5. Program Strategic Plan

The following text is taken from the 2005 University of Hartford Architecture Program Report:

Strategic Plan
The planning process begun in the summer of 2000, and revised in the spring of 2005, was a collaboration effort involving the active participation of the administration, faculty, staff, students, alumni, and Board of Advisors. As a Candidate school, we are a developing program, this means there are many things that we are doing to insure finite division of time for effective review and implementation. This evolving plan identified areas in need of immediate attention or change (Short Term) and also revealed issues important for the coming three years (Long Term). Goals particularly crucial to quality architectural education and NAAB accreditation take precedent and are assigned short-term time frames. The Department of Architecture and the University of Hartford is dedicated to:

- Develop and implement a responsive curriculum based on the demands and opportunities of our University, city, and state
- Recruit and retain outstanding students, faculty staff and board members
- Continue to achieve financial sustainability, and generate endowment funds

- Secure additional space as an extension of our permanent home
- Establish ourselves as a regional center for architectural education, information, and discourse
- Strengthen our commitment to Interdisciplinary Education.

Develop and implement a responsive curriculum based on the demands and opportunities of our University, City, and State

- Implement the ongoing process of evaluating the curriculum and keep it responsive to current and future needs (Short and Long Term — Review/Report/Revise — immediate, 6months, 12 months)
- Review the curriculum for consistencies and conflicts with regard to NAAB and ABET accreditation requirements (Short and Long Term — Review/Report/Revise — immediate, 6 months, 12 months, 3 years)
- Coordinate curriculum that incorporates courses in Art, Business, and Engineering, including identifying appropriate graduate electives (Short Term — meet, form agreements - immediate, 6 months)
- Coordinate Professional Intern Development (IDP) seminars in cooperation with AIAS and the State of Connecticut to assist upper level students with their transition into the profession (Short and Long Term — Develop/Document — 6 months, 2 years, 3 years)

Recruit and retain outstanding students, faculty, staff, and board members

- Recruit qualified students and assess selection criteria for admissions (Short and Long Term — Review/Revise/Implement — immediate, 6 months, 12 months, 3 years)
- Develop marketing/publicity materials including Department and student publications, especially an effective webpage design (Short and Long Term — Publish Documents/Review/Revise — immediate, 6 months, 12 months, 18 months, 3 years)
- Implement a comprehensive policy and plan with timelines for recruiting faculty for the next ten years (Short and Long Term — Review/Report/Revise — 12 months, 3 years))
- Increase faculty, involvement in activities such as participation in conferences, lectures, etc., that enhance the personal development and the visibility of the University of Hartford Department of Architecture in the national architectural community (Short and Long Term — Secure Funding Opportunities/Report—12 months, 3 years)
- Create a student manual, complete with the appropriate NAAB text, for incoming students in both the Bachelor of Science and Master of Architecture Programs (Short Term — Create Manual — 6 months)
- Review Architectural Advisory Board and consider new members to foster current mission (Short and Long Term — Review/Revise/Report — immediate, 6 months)

Achieve financial sustainability and generate endowment funds

- Work with the College of Engineering, Technology, and Architecture Development Officer to establish new accounts for fundraising, establishing new endowments and funded accounts for equipment, technology, travel, and scholarships (Long and Short Term — develop/document — immediate, 12 months, 18 months, 2 years, 3 years)
- (Short and Long Term — Report/Evaluate Progress — immediate, 6 months, 12 months, 18 months, 3 years)
- Develop a realistic budget that allows for future growth (Short and Long Term — Report Annually - 1 2 months, 2 years, 3 years)
- Develop scholarships and fellowships to attract students and faculty (Short and Long Term — Develop/Report - 1 2 months, 2 years)
- Maintain the funded accounts established for equipment and library resources (Long and Short Term — develop/document — 12 months, 2 years, 3 years)
- Secure resources needed to hire a full-time staff person dedicated to the Department of Architecture (Short Term — Secure/Sustain — 12 months)
- Secure resources needed to hire support staff dedicated to the Department of Architecture for Digital Technology, Development, and the Shop (Long Term —

Secure/Sustain — 12 months, 2 years, 3 years)

Secure additional space as an extension of our permanent home

- Review and update the criteria for new space and develop plan for future space needs as extension of permanent home (Short and Long Term — Review/Revise/Report — 6 months, 18 months, 3 years)
- Review and update existing facilities for improvements in student work environment, changes in pedagogy and advances in technology (Short and Long Term — Review/Implement — 6 months, 12 months, 2 years)

Establish ourselves as a regional center for architectural education, information, and discourse

- Expand the University of Hartford Department of Architecture Lecture Series (Long Term — Fund/Implement - 12 months)
- Strengthen our relationships with the AIA/CT (Long and Short Term — Develop/Sustain — 6 months, 12 months, 3 years)
- Expand our relationship with the Construction Institute (Short and Long Term — Sustain — 12 months)
- Develop enrichment programs such as Continuing Education, K-12 Program, and an International Program (Long Term - Review/Develop/Implement - 12 months, 3 years)
- Find opportunities to take advantage of the region that is rich in architectural heritage and significant work by centuries of major architects by becoming more involved with the capital city of Hartford, establishing contact with planning, environmental, research, and education policymakers in Connecticut (Long and Short Term — Establish/Develop/Document — 6 months, 12 months, 18 months, 2 years, 3 years)

Strengthen our commitment to Interdisciplinary Education

- Develop strategies to further integrate with Engineering and Technology (CETA), Art (The Hartford School of Art), and Business (Barney School of Business) through personal, professional and curricular interaction (Short and Long Term — Review/Implement — 12 months, two years)

Measures

We anticipate that the deliberate and continued assessment of our Strategic Plan will be an ongoing task. Faculty, students, and advisory board members will play an integral part in the assessment of our strategic measures. The measures of success are reports to the Chair and the Dean and reflected in the evaluation of the programs by students, faculty, professional offices that hire our graduates, and the Advisory Board.

Timeline

It is important to accomplish our short-term goals by the time of our fall 2007 visit by an NAAB team. The long-term goals are important to our continued educational mission and objectives and will be regularly assessed and implemented.

Appendix B: The Visit Agenda

November 12-16, 2005

Saturday, November 12

Afternoon	Team arrives at Bradley International Airport (picked up by faculty members), Hotel check-in
6:00pm	Team Orientation Meeting and Dinner (Trumball Kitchen, Hartford – Team) APR Review, assembly of issues and questions, and team assignments

Sunday, November 13

7:30-8:30am	Team Breakfast – Hartford Hilton
9:00-10:00am	Entrance Meeting with President Walter Harrison – St. Thomas
10:00-12:00pm	Overview of the Team Room by Department Chair/Faculty and Initial Review of Exhibits and Records – St. Thomas
12:15-1:30pm	Team lunch, Chair/Faculty (KS, DD, EP, AS + team)
1:30-3:00pm	Tour Campus and Facilities –Harry Jack Gray Center (Lobby), Library, East Hall, Dana Hall, ISET and Harry Jack Gray Center, S. Mockbee – Ramiz Khoda
3:00-4:00pm	Entrance Meeting with Faculty – Library Conference Room – DD, EP
4:00-7:00pm	Team Review of Exhibits and Records – St. Thomas
7:00pm	Team Dinner and Debriefing Session (Mortys and Mings, Hartford – team)

Monday, November 14

7:30-8:30am	Team Breakfast with Department Chair – Hartford Hilton
9:00-10:00am	Review of Exhibits and Records
10:00-11:00am	Entrance Meeting with Provost Donna Randall – Provost's Office
11:00-11:45am	Entrance Meeting with Dean Louis Manzione – Dean's Office
12:00-1:00pm	Lunch with Faculty (JF, PH) Team Room
1:30-2:30pm	School-wide Entrance Meeting with Students – HJG, studio, Conference Center
2:30-5:00pm	Observation of Studios – HJG and Continued Review of Exhibits – St. Thomas Meeting with Library Director, Randi Ashton-Pritting - Library
5:00-6:00pm	Meeting with Advisory Board – HJG, Conference Center
6:00-7:00pm	Reception with Advisory Board, Administrators, Faculty, Alumni and Adjunct Faculty - 1877 Club Rotunda
7:00-8:30pm	Meeting with Adjunct Faculty
8:30pm	Team Dinner and Debriefing Session (Grants, West Hartford Center – team)

Tuesday, November 15

7:30-8:30am	Team Breakfast with Department Chair
9:00-12:00pm	Meeting with Library Director, Randi Ashton-Pritting – Library Review of Exhibits and Records, Review of Faculty Exhibit, or Review of All-University Curriculum (Team will split up as needed)
12:00-1:00pm	Team Lunch with Student Representatives – 1877 Club
1:00-7:00pm	Review of Exhibits and Records, Visiting Team Report Preparation – St. Thomas
7:00pm	Team Dinner and Accreditation Deliberations

Wednesday, November 16

7:30-8:30am	Team Breakfast with Department Chair – Hartford Hilton
9:00-10:00am	Exit Meeting with Dean Louis Manzione – Dean's Office
10:00-11:00am	Exit Meeting with Provost Randall – Provost's Office
11:00-12:00am	School-wide Meeting with Faculty and Students – HJG, studio
12:00pm	Team Member Departures

Appendix C: The Visiting Team

Team Chair, Representing the Academy
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IV. Report Signatures

Respectfully Submitted,

Georgia Bizios, FAIA **Team Chair**	**Representing the Academy**
David H. Watkins, FAIA **Team member**	**Representing Practice**
Sharon C. Matthews, AIA **Team member**	**Representing the NAAB**
James C. Lawler, FAIA **Team member**	**Observer**

NAC | ARCHITECTURE

April 16, 2007

The National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

RE: University of Hartford Focused Evaluation

The NAAB team visiting the University of Hartford's Department of Architecture for a focused evaluation consisted of Bruce E. Blackmer, FAIA and Dr. Ikhlas Sabouni. Sharon C. Matthews, AIA, NAAB Executive Director accompanied the team. Following is our report.

Context, Review of Documentation and Site Visit: NAAB required the focused evaluation to review: Architecture Education and the Academic Context; Program Self Assessment Procedures; Formal Ordering skills; and, Program Preparation. The Team: reviewed the NAAB letter to the University of Harford dated February 22, 2006 establishing requirements for a focused evaluation as part of its continuation of candidacy for accreditation; reviewed the November 16, 2005 Candidacy Visiting Team Report and the February 23, 2007 addendum to the University's NAAB 2005-6 Annual Report; and visited the University and Department on April 16-17, 2007.

National talent, local focus

Conclusions: The University of Hartford and its Department of Architecture have made great progress in addressing each of the four areas of our evaluation. Significant resources have been invested in the program. Studio relocation and expansion has occurred, a shop facility has been added, a computer lab has been added, and equipment has been purchased. Leadership changes and reorganization have occurred and the institutional mission has been articulated and brought into alignment at all levels. Improved communication among leadership, faculty and students has dramatically increased. All of these actions have contributed to significant progress in addressing "not met" conditions and criteria listed in the last VTR. The architecture program has been split into two tracks, an ABET accredited technology track that builds on the historic focus and strength of its program and a studio intensive track (SIT) that is focused on pursuit of NAAB accreditation. These efforts are positioning the MArch program for an initial accreditation visiting team.

While the progress has been very good, even exceptional in some regards, more effort is still required to be ready for an initial accreditation visit. The student to faculty ratio is very high when

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compared to peer programs. This has several consequences. Advising burdens are high. The diversity of design perspectives infused into the SIT track is quite limited. Students often have the same design faculty teaching them for much of their tenure. This is weakness in the design output from the students when compared to peer schools revealed in the lack of depth in the presentation of formal ordering skills, aspects of design thinking and graphic articulation. The new SIT track needs greater depth in design education faculty skills to robustly address the core design education expected by NAAB for accreditation. The mission, while clearly taking shape, is not yet able to be articulated by the students.

Respectfully submitted,

Bruce E. Blackmer, FAIA
Team Chair, representing practice

Dr. Ikhlas Sabouni
Team Member, representing education

cc: Sharon C. Matthews, AIA
Michael J. Crosbie, Ph.D., AIA

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4.6 Annual Reports

FALL 2005

2004 NAAB STATISTICAL REPORT

University of Hartford

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-year	M.Arch **PostPreProf
Full-Time Students	155					20
Part-Time Students	11					0
FTE Students	160.5					20
Arch Design Studio Students						20
Students Working Part-Time						18
Outside Stud. Serv. by Dept.						N/A
African-American Students						1
Native American Students*						1
Asian/Pacific Isle Students						4
Hispanic Origin Students						1
Women Students						8
Foreign Students						3
Total Degrees Awarded						N/A
Grads. Fin. Estab. No. Yrs.						N/A
Degrees Awarded Women						N/A
Degrees Awarded Afri-Amer						N/A
Degrees Awarded Amer. Ind.						N/A
Degrees Awarded Asi/Pac. Isl.						N/A
Degrees Awarded Hispanics						N/A
Min Req. SAT/ACT/GRE Score						
Number of Applicants						
Number Accepted						
Enrollment Target/Goal						24
Student Studio/Faculty Ratio	15					10

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	N/A
Total Architecture Collection in Departmental Library	2,396
University Library LCNA or 720-729 Collection	5,039
Total Architecture Collection in University Library	5,039
Departmental Library Architecture Slides	4,500
University Library Architecture Slides	N/A
Departmental Library Architecture Videos	N/A
Staff in Dept. Library	N/A
Number of Computer Stations	22
Amount Spent on Information Technology	N/A
Annual Budget for Library Resources	7841
Per-Capita Financial Support Received from University	N/A
Private Outside Monies Received by Source	81,706
Studio Area (Net Sq. ft.)	5,725
Total Area (Gross Sq. ft.)	7,575 excluding classrooms

SCHOOL:_____ Completed by:_____

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	0				$77,350
Associate Professor	4				$61,261
Assistant Professor	1				$52,812
Instructor					$43,567

It is the policy of the College of Eng., Tech, and Arch not to report salaries of groups five or

FACULTY DATA	Department Total	
Full-Time Faculty	5	NO. FULL-TIME FACULTY CRI
Part-Time Faculty	13 + 1 G3	
Full-time Equivalent (FTE) Faculty	12.5	Ph.D.
Tenured Faculty	3	D. Arch
Tenure-Track Positions	2	M.A. or S.
FTE Administrative Positions	1	Prof. M. Arch
Faculty Engaged in Service to Comm.	22	B. Arch
Faculty Engaged in Service to Univ.	5	Post Prof. Masters
FT Faculty who are U.S. Licensed Registered Architects	3	Other
PT Faculty who are U.S. Licensed Registered Architects	7 + 1 G3	
Practicing Architects	10	
FTE Graduate TAs	1	
FT Faculty Avg. Contact Hrs/Wk	15.7	
PT Faculty Avg. Contact Hrs/Wk	9.6 (G3 incl)	

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	0	0				
Native American Faculty*	0	0				
Asian/Pacific Island Faculty	1	1				1
Hispanic Origin Faculty	0	1				
Women Faculty	2	2	1		2	

*Include Eskimos and Aleuts

March 2002

University of Hartford
Master of Architecture Candidacy Program

NAAB Annual Report
Academic Year 2005-2006
Addendum for Academic Year 2006-2007

Response to Deficiencies Identified in the Visiting Team Report of November 16, 2005

The President and Provost of University along with the Dean of the College of Engineering, Technology and Architecture reviewed the Visiting Team Report of November 16, 2005, when received in late February 2006 and immediately assessed the future of the program. They reconfirmed their interest to create an accredited *Masters Degree* program and met with the Chair of the program to determine various approaches to responding to the report and creating the most effective path to accreditation. It was agreed that an individual with significant accreditation experience should be brought into the process. The Chair stepped aside so that an Interim Chair, whose focus would be to align the program with the NAAB requirements for accreditation, could be put in place. C. James Lawler, FAIA was installed as Interim Chair.

Mr. Lawler, a local practitioner, had been an advocate of the program for many years, taught 6th year studio in the Fall of 2005, had been an observer with the November Accreditation Team, and had experiences on more than 25 accreditation teams over the last two decades. Mr. Lawler has been hired with the rank and privileges of a full-time faculty member as Interim Chair. The majority of administrative duties have been assigned to other faculty members and the Associate Dean, so that Mr. Lawler can focus on the accreditation needs of the program.

Mr. Lawler's term as Interim Chair ended at the close of 2006. The Dean, with the support of the faculty, appointed Dr. Michael J. Crosbie, AIA as full-time Chair and Associate Professor. He officially started his term as Chair on January 15, 2007. Dr. Crosbie has assumed all administrative duties in the department, which had been partially fulfilled by Mr. Lawler, and is the point of contact for all correspondence related to NAAB accreditation.

The program is generally addressing improvement as follows:

- Hiring an Interim Chair, whose focus is program correction to meet accreditation requirements. Dr. Crosbie maintains continuity in focusing the program on meeting NAAB accreditation requirements.
- Increased faculty meetings to address specific items in the report. Additional meetings with faculty, students, and methods of feedback within the program have been instituted in Spring 2007.
- The Chair has assigned full time faculty as studio coordinators, one for each year. Separate, full-time faculty directors for the Professional Program and the AET Program were appointed in Spring 2007.
- The studio coordinators are presently preparing project descriptions for each year, so that the faculty can vertically coordinate the studios from simple and metaphorical to complex and pragmatic.
    - 1st year foundation – 1D & 2D design with the Art School
    - 2nd year - simple projects with an emphasis on model building
    - 3rd year – more complex projects
    - 4th year – coordinated, energy project with engineering and comprehensive design
    - 5th year – complex projects and urban issues
    - 6th year – construction of complex and urban projects 1st semester along with thesis preparation, 2nd semester thesis

This vertical integration of foci for each studio year continues under the SIT program (a new "Studio Intensive Track" that is explained more fully below).

- Introduction of drawing, portfolio and computer rendering into 2nd and 3rd year studios rather than as electives.
- Sketch problems (one and two-day) all studios 1st week and one week at mid-term of every semester. Short sketch problems are being pursued in some SIT and Graduate studios.
- Each student will keep a sketch book to be filled each semester. Reviewed as part of studio grade. Sketchbooks are stressed throughout the SIT and Graduate program and are evaluated as part of studio grades.
- Rigor in studio has been increased:
    - 6th year thesis four (4) high pass projects accepted three (3) of which must add additional work to published books and one (1) must provide an additional large scale model, five (5) projects to be presented in late August with additional work.
    - 6th year thesis projects, correcting deficiencies identified by the thesis reviews in May 2006, were presented again in December 2006.
- Full time faculty has been requested to be observers on *Accreditation Teams* at other schools in order to become familiar with work of accredited programs. The Dean is taking available faculty to the *Cooper Union End of Year Show* to benchmark the program and to meet with their Associate Dean. In January 2007 the new Chair visited NAAB headquarters to meet with the NAAB Executive Director, review the APRs of other programs, and to become more familiar with the accreditation process. In February 2007 the new Chair attended an accreditation visit to the University of Florida as an observer. In March 2007 the Chair and two additional faculty members (including the SIT and Graduate Program Director) will attend the ACSA Annual Meeting in Philadelphia for sessions on the accreditation process. Professor Kendra Smith, the Professional Program Director, attended an accreditation visit to North Carolina State as an observer in February 2006. She also attended NAAB sessions at the November Administrator's Conference and at the ACSA Annual Meeting in Salt Lake City.

The program is addressing the following specific report items:

Report

The team noted the following regarding **Condition 13. Student Performance Criteria:**

1. *Many student performance criteria are evidenced but are not presented in depth, e.g.* Use of Precedents and Program Preparation. *Some are met in courses where they are introduced but they do not impact the design of the buildings in studio work, e.g.* Building Materials and Assemblies.

2. *Design Quality:*
    - *Stronger emphasis on formal ordering systems, 2D and 3D design could result in the improved integration of compositional relationships in the upper level studios.*
    - *Design concepts could be explored and developed to a higher and richer level of resolution.*
    - *Design process was not presented in the team room.*

3. *Presentation:*
    - *A model building facility is crucial in supporting the development of three-dimensional design skills and craftsmanship.*
    - *The introductions of elective courses in 3-D rendering and portfolio preparation have contributed to improved computer presentations.*
    - *The renewed emphasis on hand drawing by* NAAB *needs to be addressed. At present the necessary skills in freehand drawing are lacking.*

Response

1&2. Each studio level, years 2-6 will have a full time faculty coordinator and the 1st year foundation 2D & 3D Studio is being programmed by the Hartford Art School, part of the University of Hartford. This organization, along with a sequence of sketch problems, is intended to strengthen the quality of design.

The strategy of 2D & 3D instruction through the Hartford Art School was pursued, although not successfully. The Spring 2007 semester introduced a structural change in the architecture program: a separate studio track (known as SIT: "Studio Intensive Track") was instituted in years 2-4. Since the ABET and NAAB accreditations have distinctly different curriculum, goals, and objectives, this separation clarifies the program's mission. At the end of Fall 2006 students in these years were invited to submit portfolios for review to be admitted into the SIT studios, which offer a more intensive exposure to architectural design. Previously, there was limited exposure to architectural design studio (8 studio hours per week). The SIT studios offer more studio time, since they meet three times a week, for a total of 10 studio hours per week. SIT students have also been assigned "cold" desks, which they alone occupy for the entire semester, and have been provided lockers for storing personal studio equipment. A studio culture is forming, as students are spending more time in studio and helping each other as mentors. The SIT studios are being coordinated by full-time faculty members. Emphasis is being placed on 2D & 3D design, including such techniques as formal ordering systems, visual perception, form-making, precedent studies, and fundamental design skills. SIT students are required to maintain sketchbooks as part of their studio grade.

3. Presentation and Modeling Skills: Presentation is now an elective. It will be folded into 2nd and 3rd year studios so that all students get the proper hand drawing skills for design exploration. A shop has been provided and model building will be a strong part of the 2nd year studio experience.

Presentation skills are being emphasized in the SIT studios, and an elective 3-D computer graphics modeling class is being offered in Spring 2007. The shop was upgraded over the 2006/07 semester break. Tools and materials were purchased, and a full-time faculty "Shop Coordinator" was appointed. A Shop Monitor from the College of Engineering, Technology and Architecture has been hired, and shop hours have been posted on the shop door. At the start of the Spring 2007 semester the Shop Coordinator and Shop Monitor commenced instruction in shop safety. Students must attend shop safety instruction before they are allowed to work in the shop.

Report

5. Causes of Concern

VISION

Across the board, there is an enormous amount of enthusiasm for this program. Our meetings with the President, Provost, Dean, Chair, faculty, students, staff and Advisory Board revealed consistent support for the Architecture program. However, there was less consistency in descriptions of the basic, fundamental character of the program. The Provost made it abundantly clear that she and the University are looking for distinction in every program they support. She further indicated that such distinction must be borne of a clear vision defined to include a measurable return that is consistent with the mission of the University. Her expectation is that the leadership responsibility for defining that vision resides with the program.

Comments regarding a vision for the program from the President, Dean, Chair and faculty were, however, at odds with each other. President Harrison and Dean Manzione spoke at length about the

unique opportunities afforded by bringing business, art, technology and architecture together. Each seemed to support the merits of constructing the program around an incomparable integration of these disciplines. Such integration could create a unique approach to nurturing a new generation of architectural practioners equipped to address a wide range of design and technologically driven issues. Dean Manzione cited solar energy, "digital health," mining "low-grade heat" and "remote sensing" as some examples that could be pursued more effectively by this new multidisciplinary, synergistic approach.

The bias of the faculty appears to be directed toward grounding the program in a "practice-based" curriculum, while the Chair seems more interested in moving the program toward a stronger theoretical foundation.

It is not within the scope of this report to resolve these inconsistencies, but it is important to highlight the need for consensus. Without consensus, the defining vision will remain elusive. Without vision, the University's much needed continuing support will be jeopardized and the program will fail to achieve its full potential.

Response

The program continues to review its mission. The four-year bachelors program was founded as a practice-based curriculum and continues to attract more and more students. Firms in the area who hire the graduates are pleased with the way that they fit into the office. The *vision* to become an accredited *Masters Degree* program does not conflict with that origin, but rather requires building upon its strengths and supplementing it with those elements that create a base for design education.

Steps are being taken within the present curriculum to meet the conditions for accreditation for the short term. Revision of some elements in the curriculum, such as more studio time, will occur in the future as curriculum change requires time and space.

The vision has been modified to include integration with engineering and fine arts. Integration with the business school has been set aside at this time. Responses to specific conditions and criteria later in the report will make this clearer.

In Fall 2006, the faculty attended a retreat to focus on NAAB accreditation. One of the issues raised at the retreat was the lack of a cogent Mission/Vision statement. The Chair made the formulation of a Mission/Vision statement a priority in the first weeks of his tenure. In consultation with faculty and staff members, the Dean, the Provost, and students the Chair drafted a Mission/Vision statement for the architecture program (it is included in the Appendix to this report). The Mission/Vision statement reflects the history of the University of Hartford and the place of the Department of Architecture within that history. It emphasizes the roots of the program in Connecticut's professional architectural culture. The Mission/Vision statement was distributed to the Dean, faculty, and staff and a special meeting to discuss and refine it was held January 19, 2007, attended by the entire faculty, staff, and Dean (meeting minutes are found in the Appendix to this report). The consensus from that meeting was that the Mission/Vision statement was an accurate reflection of how the Department of Architecture views itself, and the statement was adopted, with refinements.

Report

LEADERSHIP

Achieving consensus will be the result of leadership. It is clear from the comments of Provost Randell, "…the leadership for the architectural program must come from the Chair with support from the Dean and faculty." We encourage the Chair, faculty and the Dean to work together to establish the leadership needed to define the vision for this program. All future decisions (faculty recruitment, growth in physical resources, curriculum, financial support, reputation and student enrollment) are critically linked to establishing the vision for this program.

Response

The Chair has stepped aside and an Interim Chair has been appointed to provide leadership for accreditation.

The Interim Chair's term ended at the close of 2006 and a new full-time Chair was appointed by the Dean with the faculty's full support. The new Chair is a nationally recognized leader in the profession who has helped to raise the Department's profile. A newly drafted and adopted Mission/Vision statement provides the Department with a renewed sense of itself and its service to the students and the profession, and a direction for future action and resource commitment. A new staff person was appointed by the Dean with the Chair's support to assist with student liaison and graduate program promotion. The Chair has appointed a full-time faculty Director for the Professional Program (which includes the SIT) and a full-time faculty Director for the AET Program, which now run on two parallel but separate tracks. The SIT program is designed to respond to NAAB accreditation requirements. The Chair is a full-time faculty member who also teaches in the 1st year studio, in the graduate program, is serving as a thesis advisor, and who maintains an open-door policy of leadership for the Department. Students and faculty have responded positively to a full-time Chair with a presence in the Department that an Interim Chair cannot provide. The Chair attends regular meetings of the College's Leadership council (all College department heads and the Dean meet 2-3 times a month). The Chair plans to attend a leadership workshop for department chairs offered by the Council of Independent Colleges that will take place in Philadelphia at the end of May 2007, and an ACSA conference for architecture program administrators in Minneapolis in November 2007.

Report

AUTHORITY AND COMMUNICATION

The team noted confusion regarding the authority of and communication from the Chair. The role of senior faculty in the hiring of new faculty was noted as one source of confusion and should be clarified.

Response

The role of the Interim Chair is to clarify communication.

The new Chair has improved communications within the department though the following actions:

- Scheduled more frequent department meetings
- Instituted regular meetings with the Dean and student representatives
- Met with American Institute of Architecture Students representatives
- Instituted more regular communications with the Architecture Department's Board of Advisors
- Started an email newsletter to keep faculty, students, and staff apprised of events in the Department and to solicit feedback from all parties
- Installed a suggestion box to gather anonymous comments and concerns by the students
- Instituted a weekly lunch with students in the design studio where they can speak frankly about their concerns

- Developed and implemented an assessment form for Department meetings (to gauge the effectiveness of meetings and additional information that meeting participants require)
- Appointed an external NAAB Accreditation Advisory Group of academicians from around the country to advise the Department on the accreditation process (a list of the new NAAB Accreditation Advisory Group members is found in the Appendix to this report)
- Strengthened communications between the Department and the architectural profession by writing a guest column in the AIA Connecticut chapter newsletter.

Report

FACULTY GROWTH

Without a clear and comprehensively supported vision for the program, it will be impossible to recruit and retain appropriate faculty. However, it is important to note that the number of full time faculty appears quite low for a program of this size. We encourage leadership to benchmark other comparable programs and take steps to better define the appropriate balance between full time and adjunct faculty.

Response

It is clear that quality full time faculty will be difficult to attract until the accreditation process is on a more positive track.

The Interim Chair and a new full time contract (G-3) position have been added to the program, and recruitment of adjuncts from a broader base has begun.

In the Spring 2006 the department undertook a benchmarking process to determine how the number of full-time faculty compares to other schools. The benchmarking process revealed that the number of full-time faculty at the University of Hartford was less than at peer architecture programs. In lieu of an immediate growth of the number of full-time faculty, the department will need to utilize adjunct faculty. Fortunately, the department is located in a region of the country rich with accomplished architectural professionals who have served as adjunct faculty (a roster of adjunct faculty members are found in the Appendix to this report).

The program is addressing specific conditions as follows:

Report

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	*Not Yet Met*
[ ]	*[X]*

[In its mission statement, the Department states that it "…strives to emphasize an integration of artistic principles, engineering fundamentals and business understanding…"

and that it "…provides professional education integrated with the Hartford Art School*, the* Department of Civil and Environmental Engineering *and the* Barney School of Business*." The team has assessed that this emphasis has not materialized. The directions and opportunities stated by the President, Provost, Dean and Department are different. The faculty needs to caucus and consult with the higher administration to determine and clearly define the mission/vision of the program.*

The architecture program exists in a multidisciplinary university with many undergraduate and graduate programs. The academic context provides great opportunities for students and faculty to participate in the intellectual and social life of the institution. Students take electives (all campus electives) in other disciplines. Many undergraduate students live on campus and are involved in campus activities and student government.

The program is well known and respected by other disciplines and the college administration. The Architecture Lecture Series *is open to the University and the community. In Fall of 2005, an exhibit on* The Rural Studio *was co-sponsored by the architecture program.]*

Response

The program has reviewed its mission statement in light of the team's comments and agrees that ability to double major or take courses in Art, Business and Engineering schools does not meet its goals. The program, therefore, will focus on integrating its program with the Art School and the Engineering School, so that all participants in the program are properly engaged and benefited.

The Chair is presently working with the Art School to provide the leadership and programming for the 1st year foundation course, including one and two "D" design. The Dean and Associate Dean of the Hartford Art School are presently preparing that program to be taught in the Architectural Studios.

In the summer of 2006, the Interim Chair initiated discussions with the Hartford School of Art administration. Those negotiations ceased as the Hartford School of Art did not feel able to participate at this time. After the review, evaluation and rewriting of our Mission, and considering the initiation of the SIT program, pedagogy and curriculum pertaining to the foundation studios may be more appropriate in the Department of Architecture.

The Dean of the College of Engineering, Technology and Architecture fully supports an engineering partnership in the 4th year studio, where energy conservation, *LEED* and green architecture will be studied with a possibility of a physical construction developed with the local Construction Institute. The 4th year studio coordinator is in charge of this effort.

With the initiation of the SIT program, curriculum is being reviewed for the pre-professional and professional studio sequence.

The third relationship of this mission (Barney School of Business) is being set aside for the present in favor of developing the remaining program. Therefore, the relationship with the business school shall remain as an opportunity for individual students to double major or take individual courses.

Students will still be encouraged to fulfill requirements for elective courses in the many colleges across campus.

The program has been responding to Architectural Education and the Academic Context on many different levels. Below are some examples of experiences that engage students with the campus life and additionally, challenge the academic community to engage architectural students.

- Architecture students are required to take four 3-credit-hour courses in the All-University Curriculum. The architecture students enroll in these liberal arts courses along side other students in the University.
- As part of an Engineering and Technology College our students take Math and English with other Technology students and are required to take ET 111, a course devoted to an introduction to academic life.
- There are a number of architecture students enrolled in double majors and also completing minors in other disciplines. Conversely students across campus are taking architecture courses for a minor in Architectural Engineering Technology.
- Although SIT studios are now separated from the AET studios, support courses are taught jointly.
- Historically and currently, architecture students are involved in the various College of Engineering, Technology, and Architecture student organizations. They are also involved in University of Hartford student organizations, especially the campus chapter of Habitat for Humanity and other service groups.
- The new, central location of the architectural studios in the Harry Jack Gray Center facilitates interaction and presence with the entire University community.
- Studio projects have offered opportunities for architecture and other University students on the campus to interact. Examples include a Dynamic Learning Environment project that involved a full-scale room, made entirely of recycled materials, that was constructed in the Gengras Student Union. The learning environment was displayed, and could be experienced, for more than four weeks. Other projects include a bridge over the Park River on campus that required architecture students to interview other students on campus to write the project program. Final Project students in Acoustical Engineering participated in the design of a studio project for a Performing Arts Center. Other studio projects such as a new Bookstore have been proposed for the University of Hartford Campus and help to create these rich interactions.
- Several Graduate students in the Department of Architecture have submitted research projects for the all-campus Graduate Research / Creativity Symposium.
- Architecture students regularly register for seminars through the Construction Institute. These courses include a mixture of engineering and architecture students.
- Students across campus interact with architecture students through campus-wide publicity for the Department's Lecture Series, and the annual Student Show.
- The architecture section of the library is housed in the main library, Mortenson Library, which encourages extensive interaction between students.

Report

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical

implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	*Not Yet Met*
[ ]	*[X]*

[Some design projects present students the opportunity to be involved with real projects and/or sites in the community.]

Response

We believe this condition has been met in the ARC 622 presented the Spring of 2005.

In February 2007 the Chair met with the director of the AIA/Connecticut chapter to explore better ways to collaborate with the profession through the Chapter. The Chair agreed to write a guest column in the AIA/CT newsletter to keep the architectural apprised on the development and activities of the architecture program, and to invite professionals to have greater involvement in the department. As a result of prior relationships, three graduate students were awarded scholarships from the AIACT Foundation in the Spring of 2006.

Architectural Education and Society will be met with ARC 622, studio projects using real sites and programs, and through outreach programs. Some examples include the design for a LEED-rated building on three sites in West Hartford, Connecticut and the Trinity-On-Main renovation, new construction, and revitalization of the City of New Britain. In addition, five of the 11 graduate students currently designing their Thesis projects have chosen urban sites in downtown Hartford. As these students all participate in the same reviews/juries, the entire class has become involved. The Advanced Urban Issues (ARC 622) and Advanced Professional Practice (ARC 623) courses support Architectural Education and Society.

Several events that involved both faculty and students were the Green Building Seminar held on campus, research projects of the Center for Integrated Design and the University of Hartford was the site of a national school designers conference keynote lecture and dinner.

Report

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives *and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Met	*Not Yet Met*
[ ]	*[X]*

[Progress has been made since the last visit. The faculty now meets every month and faculty retreats have taken place. Beginning January 2005, graduating seniors have filled out surveys. The Department encourages faculty to implement course and teaching evaluations. The Advisory Committee has met occasionally.

The Visiting Team feels that the program self-assessment processes are not well established as of yet. The program needs to focus on this issue and ensure that all processes are clear, well documented and cyclical.]

Response

The faculty has been meeting two to three times a month to review the visit comments and program direction. The Dean has convened a meeting of the *Architecture Advisory Board* to bring them up-to-date, providing them with copies of the report and Mr. Lawler's plans to date. Mr. Lawler has asked two individuals to join the board, James Childress FAIA, a partner in Centerbrook Architects, and Michael J. Crosbie, an architect and author. Both attended the *NAAB* review meeting.

Students have once again been polled and Mr. Lawler has spent time with the 6th year students to determine their feelings about the program and specifically the thesis process. This has been particularly valuable since eight of the nine have four-year degrees from other institutions, and they range in age from 24 to 34, providing both diverse educational and work experiences.

Part of the motivation for the new Chair to improve communications within the department is to strengthen the self-assessment process. Actions taken include more frequent department meetings; the appointment of student representatives from each studio to attend regular meetings with the Chair and Dean; meeting with American Institute of Architecture Students representatives; regular meetings with the Architecture Department's Board of Advisors and email updates to the Board of Advisors by the Chair; a weekly newsletter to keep faculty, students, and staff apprised of events in the department and to solicit feedback; a suggestion box to gather anonymous comments and concerns by the students; a weekly lunch with students in the design studio where they can speak frankly about their concerns and the curriculum; an external advisory board of academicians from around the country for advice on the NAAB accreditation process.

Self-Assessment implies both evaluating progress towards NAAB Perspectives and acting on information received. The Department is making changes to curriculum and programs to meet these expectations, most specifically the SIT program.

Report

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in the design studios and the scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student.
The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	*Not Yet Met*
[ ]	*[X]*

[The Department has hired a new department head and one additional full time faculty. The visiting team is concerned that even after these hires, the number of full time faculty is low and that the student to full time faculty ratio is too high.

The program depends heavily on hiring adjuncts. The quality of a large part of the curriculum depends on adjunct teaching and, therefore, is vulnerable. Academic advising, career counseling, admissions and curriculum development fall on the few full time faculty. Professional support staff (career counselor, registrar) are not available within the department. The concern that faculty

"burnout" could appear within the next few years, noted by the previous visiting team, is still an issue.]

Response

The program is still experiencing growth pains and is in need of additional full time faculty. Since the visit, the Interim Chair has been hired and a new full time contract position created. AIA Connecticut provided an e-mail to members in Connecticut requesting résumés and letters of interest in teaching; therefore, the adjunct faculty can be drawn from a more diverse base. A number of résumés are presently being reviewed by the faculty.

It is felt that a better opportunity to recruit high quality full time faculty will occur when the program has a more positive accreditation position.

A full-time Chair was hired in December 2006. However, a full-time professor in structures retired in Fall 2006 (structures courses are now taught by engineering and adjunct faculty). Recruitment for new adjunct faculty continues. In Spring 2007 architect and urban planner Robert Orr became an adjunct professor to teach a required course on urban design, with an emphasis on New Urbanism. The Chair has met with AIA/CT leaders to solicit suggestions for adjuncts to teach in the area of building codes, presentation techniques, and model building. The department has appointed a full-time Liaison Manager & Manager for Student Services in Architecture, who works directly with architecture students and faculty as coordinator of academic services for the Department.

Report

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) *and applicable building codes.*

Met	*Not Yet Met*
[ ]	*[X]*

The new studio space and its location are an enormous step in building the program; however, there are still some students without dedicated desk space and additional printers and plotters are necessary for the students to properly prepare their projects. The students have also expressed a need for secure space to store their computers and personal materials. The shop, adjacent to the studio, must be expanded and made available to the program. Additional classroom space must be made available, as the studio is inappropriately used for classroom functions.

Response

The new location, studio and office space, although a significant gain over past facilities, still fall short of required studio space. The President and Provost are actively seeking solutions to the space and furniture needs. Additional adjacent space is being investigated. Since the *Team Visit*, a dedicated wood working shop adjacent to the design studio and an additional computer lab have been made available.

The program has taken major strides in the provision of better physical resources for the Department and its students. Working closely with the College and University administrations, the Department acquired an 1,800-square-foot space in the same building adjacent to the existing design studios, which allows greater expansion of the program. Included in this area is a conference room that can be used for project reviews, offering a quieter, less distracting environment than in the main studio pin-up area. This review space is now used by all the design studio classes. The new studio space has compact storage for saving projects for accreditation visits and exhibits. The area of the new studio space (1,800 square feet) increases the overall size of the Department's dedicated studio space by 31 percent. Its location between the computer lab and the woodshop is perfect for accommodating students. The space is currently being prepared as a Team Room for the NAAB Focused Visiting Team, and will be dedicated to studio use afterward.

The University made a major financial commitment to the future of the architecture program in securing this new space. Expenditures for turning this space over to the Department (including the cost of cataloging, packing, removing, and storing the art collection previously housed there) were $40,533.

The University has also been forthcoming in its financial support to improve the studio accommodations. In November 2006, 36 new work desks and adjustable chairs were purchased by the University and installed in the south end of the existing studio to accommodate all of the graduate students and all of the SIT students (at a cost to the University of $25,000). This means that all undergraduate SIT and graduate students now have dedicated "cold" desks for their personal use. The College purchased lockable storage boxes for all of the SIT and graduate students (44 in all) so that personal drawing items and equipment can now be secured in the studio. The undergraduate SIT students and the graduate students are all within in the same studio space, so that cross-pollination between the various studio years can occur, and a vibrant studio culture can be nurtured.

The shop space acquired in 2006 has now been outfitted with tools and materials, purchased by the Department. In Spring 2007, RAM upgrades are planned for all of the computers in the Department's computer lab and computer labs in the engineering building that serve architecture students. All of these computers have been upgraded with Adobe Photoshop, In-Design and Sketch-Up, beyond the CAD and 3-D modeling programs. All of the computers have also been offered as test sites of AutoCAD 2007.

Report

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	*Not Yet Met*
[ ]	*[X]*

[Program not sufficiently completed to fully exhibit research capabilities. However, it is anticipated to be incorporated into future coursework.]

Response

Evidence of research skill will be *evident* in the student work at the focused visit.

Research has been accented in the SIT program and the graduate program. For example, in Fall 2006 the 6th year graduate studio design for a sustainable resource center included an extensive research effort on the part of the entire class, working in teams, to understand the U.S. Green Building Council's LEED program and how sustainable design strategies can translate into LEED points. Later in the semester, in preparation for the

design of a mosque for a site in downtown Hartford, students consulted with scholars at the Islamic Studies Center at the Hartford Seminary, attended services at the Greater Hartford Mosque, and interviewed congregants on the mosque's function. The class was divided into groups that conducted research on the Islamic community in the U.S., in Hartford, cultural and religious traditions, Islamic art and architecture, and precedents in Islamic mosque design. Research for both the sustainability center and the mosque was presented to the entire class and then pinned up in the studio so that the research findings could be consulted during the course of each design problem.

ARC 613 Thesis Research has been taught twice, the Fall of 2005 and Fall 2006. This course prepares graduate students for their Thesis projects. ARC 612 Advanced Design Theory has been taught twice, Fall 2005 and Fall 2006. This course includes readings and papers to enhance the students' experiences with research.

Studio courses in the SIT program have required additional research into program, site, precedent, analysis, social issues and urban context.

Report

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	*Not Yet Met*
[ ]	*[X]*

[Not enough evidence of work that incorporates sufficient sophistication or maturity. The exhibited work is not competitive with comparable work seen in other programs.]

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	*Not Yet Met*
[ ]	*[X]*

[Consistent evidence at many levels of a lack of thorough comprehension of basic conceptual design skills.]

Response

13.5 Formal Ordering Skills & 13.6 Fundamental Skills

The new foundation program, the vertical coordination of studios and sequence of sketch problems is intended to provide evidence of these skills at the focused visit.

Criteria 13.5 and 13.6 have been strengthened through the SIT studio program, which offers a more intensive studio experience than was previously available in the University of Hartford program (see SIT studio description on page 3 above). Formal Ordering Skills and Fundamental Skills are now being emphasized in the SIT studio work. Evidence of this change will be demonstrated during the NAAB Focused Visit. Examples include a second-year project to find the order and proportions in a

painting and then translate these ordering systems into a building to display the painting. The first-year foundation studio is analyzing the newly restored Louis Kahn Yale University Art Gallery to find the ordering principles. The third-year SIT studio is planning an urban infill project that researches the geometries and systems that make up the urban fabric.

Report

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	*Not Yet Met*
[ ]	*[X]*

[Not enough evidence that this has been incorporated into the program. However, the history courses taught this year are expected to be strengthened in non-Western traditions.]

Response

The history courses taught this semester will provide additional evidence and the faculty is investigating possibilities of including studio projects to provide additional understanding.

We are also investigating a possible partnership with a university in India (*Birla Institute* in Ranchi) for a semester abroad. At this time there are strong ties in the engineering school, which is also working toward more international experience in its curriculum.

The history sequence now offers an elective course, Technical Specialty, on the architectural history of non-Western cultures, focusing on China and Japan. The pursuit of a partnership with a university in India continues through the engineering school. In the meantime, some studio assignments (such as the mosque project discussed in Section 3.4 above) have stressed working with non-Western clients, using non-Western precedents, and promoting research in non-Western cultures and societies.

The faculty member teaching the two-semester History of Architecture sequence has increased the sections concerning Non-Western culture and architecture, and evaluates what has been learned with exams. ARC 612 Advanced Design Theory, has integrated a world view of design and archetypes. Two of the 15 weeks have been devoted to non-Western topics (Japanese, Chinese, Indian and Islamic), discussions and readings. One of the five assigned papers specifically addressed non-Western topic.

Report

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met	*Not Yet Met*
[ ]	*[X]*

[Although there is some evidence that students are considering these factors in some work, it is not sufficient to indicate in-depth understanding.]

Response

The faculty continues to investigate ways to strengthen this. A fall semester 6th year studio project involved design of religious facilities where students worked in pairs, one student the client, the other the architect; this included students with traditional American, Hindu, and Buddhist backgrounds. The 6th year studio required readings of Edward T. Hall's *"Hidden Dimension"* and the *"Silent Language"* and the studio discussions also reinforced the understanding of diversity.

This semester (Spring 2007) the department introduced a new Technical Specialty course, STW 390: Sustainable and Accessible Interior Design. In addition to introducing students to the principles of sustainable materials and systems, the techniques of accessible design are included. Students cover both regulatory accessibility as stipulated by ADA, FHA, 504, and other programs, but also the principles of Universal Design. This class also includes a design component, where students are asked to apply the accessibility strategies in the design of an interior space. Human diversity was also highlighted in the mosque design assignment in the 6th year studio in Fall 2006. During the Spring 2007 semester, 1st year students will design two projects that broaden their awareness of human diversity. Planned projects include the design of a temporary shelter for refugees and victims of natural disasters, while another project will focus on the design of a celebratory gateway onto Park Street, a center of Latino culture in Hartford.

Report

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	*Not Yet Met*
[ ]	*[X]*

[Limited evidence of program preparation was found in any required course as yet. However, it is expected to be part of ARC 613 (Thesis Research).]

Response

Evidence will be provided in ARC 613.

The thesis preparation course covers program development extensively. ARC 613 Thesis Research is a full semester course in preparation for the spring semester Thesis project. This course involves a Thesis Proposal, Site Analysis, Precedent Research (both type and technical), Position Paper, and Program.

In the Fall 2006 semester, 6th year students were assigned a studio project for the re-development of a large inner-city block in Hartford's central business district (currently used for surface parking). The program required that the students analyze existing codes, permitted uses, existing uses, transportation systems, the city's real estate tax structure, business and residential mix, existing building stock, etc. Research on various aspects of the site was conducted and presented by different teams in the studio. Students then generated a program for re-development of the entire site based on the research and permitted uses, FAR limits, set backs, current rents in the neighborhood, construction costs, etc. The goal of the project was to achieve a mix of uses, tied to allowable development that would improve the civic life of downtown Hartford.

Report

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	*Not Yet Met*
[ ]	*[X]*

[Insufficient evidence was found in studio work of an ability to analyze and respond to site conditions.]

Response

The faculty is investigating ways to incorporate the importance of site considerations into studio projects.

In the fall semester 2006, a second-year studio (AET 233) project required students to build a one-person retreat on one of three extreme sites, a valley, steep hillside or at the edge of a body of water. A second project that semester required students to excavate a new entrance to the lower-level studio space for the Department of Architecture. The third-year SIT studio (AET 352) in the spring semester 2007 will design a new crossing for the Park River on campus. The students are to find the best location for the transition and consider the river and its banks in their design. Thesis Research ARC 613 includes extensive site research. Thesis projects will show this consideration for site conditions.

Report

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	*Not Yet Met*
[ ]	*[X]*

[Although responded to in several areas of studio work, not indicative of in-depth understanding of sophisticated envelope systems. Not exhibited in low-pass work, but can be found in higher quality projects.]

Graduate studios have required wall sections and articulation of building materials. The graduate Thesis projects will also show this concern for materials and assemblies.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems and building service systems into building design

Met	*Not Yet Met*
[ ]	*[X]*

[In evidence in higher-level studio work, but not in low-pass work.]

Several SIT studio projects and the Graduate Thesis will show Building Systems Integration.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met	*Not Yet Met*
[ ]	*[X]*

[Not consistently demonstrated in studio work, especially low-pass work.]

Response

13.21 Building Envelop Systems, 13.23 Building Systems Integration & 13.28 Comprehensive Design
The 4th year comprehensive design studio will be designed to include these items.

In Fall 2006, the 6th year, each of the four projects undertaken in the design studio required wall sections showing structure, enclosure, and environmental systems. One project, for a Sustainable Resource Center, required a wall section and a diagram of a one of the building's systems (such as a photovoltaic array). Construction documents courses emphasize the inclusion of structure, enclosure, and environmental systems as part of the CD package produced for the class.

SIT studios (such as the bridge project and excavation project) support 13.21, 13.23, and 13.28. Graduate Thesis will further demonstrate these principles.

Report

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation and mediation and arbitration, as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity and others

Met	*Not Yet Met*
[ ]	*[X]*

[Not yet taught. To be covered in ARC 623.]

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development and aesthetics in their communities

Met	*Not Yet Met*
[ ]	*[X]*

[Not evident in the materials provided to the team. It has the potential of being covered in ARC 623.]

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws and accessibility laws

Met	*Not Yet Met*
[ ]	*[X]*

[Although certain areas of legal responsibilities are addressed in much of the course work, it should be more fully understood when the ARC 623 course is available.]

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met	*Not Yet Met*
[ ]	*[X]*

[To be taught in ARC 623.]

Response

13.29 Architects Administration Roles, 13.30 Architectural Practice, 13.32 Leadership, 13.53 Legal Responsibilities and 13.34 Ethics and Professional Judgment

These were addressed in the *Professional Practice* course taught this Spring of 2005.

All of these subjects are covered in the ARC 623 Advanced Professional Practice, offered in Spring 2006 and Spring 2007 (please see course syllabus included in the Appendix of this report).

Respectfully Submitted,

Michael J. Crosbie, Ph.D., AIA
Chair and Associate Professor
Department of Architecture

APPENDIX

Mission and Vision Statement
NAAB Accreditation Advisory Group
Adjunct Faculty Members
Syllabus for ARC 623: Advanced Professional Practice

DEPARTMENT OF ARCHITECTURE MISSION AND VISION STATEMENT

The 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 discipline. 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 Vision

The Mission of the University of Hartford's 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 institution'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. Some concrete examples of the fulfillment of the University's Mission are as follows:

- Community Division of the Hartt School (providing performing arts education and training for more than 3,000, from children to adults, every semester);
- The Micro-Business Incubator on Albany Avenue, where Barney School of Business students provide valuable consulting services for small business owners;
- Project Horizon, which places nursing students in homeless shelters throughout Hartford;
- 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;
- Two Magnet Schools on campus, which demonstrates the University's commitment to forging strong connections between K-12 and higher education.

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 of 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: The Department of Architecture sees the City Hartford 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. Past projects have included the design of new urban space at the city's Wadsworth Athenaeum (one of the oldest art museums in the country); the development of a large vacant city block in downtown Hartford to instill new urban life; and the assessment of open space in the city for new civic uses. 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 provides 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 who 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. A recent studio project for a mosque for a downtown Hartford site considered the needs of a growing religious population now 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. A Department of Architecture faculty was 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.

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 six full-time faculty are licensed architects, as are most of the adjunct faculty. The Department continues to engage the state professional 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 hosted an architectural education conference by the AIA Committee on Architecture for Education in the fall of 2005 James LaPosta, AIA, and James Hoagland, AIA, of the Hartford firm JCJArchitecture were the local hosts. Also, a day-long session on green design and construction was presented through the AIA/Connecticut by Steven Winter Associates. Each semester, 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 and 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 of architecture, reinforcing it as a social art with a civic purpose, created by professionals engaged with the community.

University of Hartford
Department of Architecture

NAAB Accreditation Advisory Group

Elizabeth Plater-Zyberk
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School of Architecture
Miami University

Thomas Fisher
Dean and Professor
College of Architecture and Landscape Architecture
University of Minnesota

Stephen White
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Harold Kramer
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Kevin McFarland
Nikolay Nazaryan
Ernest Nepomuceno
Robert Orr
Scott Persing
Kevin Rugg
Richard Rush
Javier Salazar
Rifat Saleh
Craig Saunders
Richard Schoenhardt
Lynn Temple
Maximilian Tondro
Nikhil Vyas
Eric Warnagiris
Kermit Thompson
Tonia Wang

4.7 School Catalog

The Undergraduate Bulletin for the University of Hartford is accessible online at: http://admission.hartford.edu/undergrad_bulletin.html. The Graduate Bulletin is accessible online at: http://www.hartford.edu/graduate/resources/bulletin.html. Hard copies of both bulletins were submitted with this APR.

Additional Materials

Articles About the Architecture Program
ARCH Update Department Newsletter
Department of Architecture Advisory Board
Evaluation Forms

than about a third of Middletown's land area. It is thinly settled, with 2,000-3,000 people, has a major employer, Pratt & Whitney, a power plant and thousands of acres of forested land.

Three owners, Pratt & Whitney, Northeast Utilities and the state, hold much of the land, which largely explains why it has been preserved. NU's land includes the proposed reserve center site.

The land should be protected as open space. The city's 2007 draft plan of conservation and development recommends expanding a small segment of Cockaponset State Forest (a patchwork of woodlands in the lower valley) into an open space corridor of more than 2,000 acres. This would a bunt single than a home run.

The Army will take the land and almost assuredly have to widen what is now a narrow, winding, quaint New England country road to bring in deuce-and-a-halfs and other military vehicles. The Army apparently will have to bring sewers two miles, which could open this part of the Maromas to more development.

The facility will have 150 full-time jobs, and 800 reservists would train there three weekends a month.

Although there's likely to be some work for local businesses, the area is well south of downtown and not going to generate much downtown commerce.

Nearly every state is trying to stop sprawl. But not the feds.

In 2006, The Washington Post reported that U.S. government agencies were scattering tens of thousands of employees to offices on the fringes of the Greater Washington, D.C., area, adding to already staggering traffic problems and frustrating efforts to plan the region's hectic growth.

At the Corps of Engineers, the mentality is still the same as it was when it was siting cavalry forts in the West — find some empty land on which it is easy to build, and build. That is no longer appropriate in the increasingly crowded Northeast. A state such as Connecticut must hold its Thanks to a forward-looking 2004 agreement, the state Department of Environmental Protection has a right of first refusal from NU, should the land go up for sale. If the state bought the land, the Army would back off, McCartin said.

I hope it won't come to that, but if it does, the state should be ready to move. Meanwhile, our Congressional delegation should be putting the federal government in tune with the smart growth movement. What they want to do here is really dumb.

Tom Condon is the editor of Place. He can be reached at tcondon@courant.com.

University Of Hartford Students Tackle Great I-84 Divide

By DANIEL DAVIS

We were heartened to see Mayor Eddie Perez, in his inaugural address, take on the challenge of remaking the north downtown area that was so badly obliterated decades ago by the construction of I-84.

As it happens, two of my University of Hartford Master of Architecture students recently took on the challenge of creating a hypothetical urban design for this part of the city.

The two students, Michael Varisio and Gilbert Ramirez, chose the project after reviewing aerial photos of the area taken before I-84 was pushed through in the 1960s. There was a real city there! They marveled at the network of streets and cohesive, fluid neighborhoods now divided by the canyon of the I-84 roadway. The students wondered, as many of us have in hindsight, why anyone ever thought running a highway through neighborhoods in a city was a good idea.

While much of the attention is currently on Front Street, Rentschler Field and other areas, the students were more excited about trying to address this problem. They saw an opportunity to connect the business district of downtown with the more residential district of Albany Avenue, better use downtown real estate and provide some of the amenities Hartford is lacking.

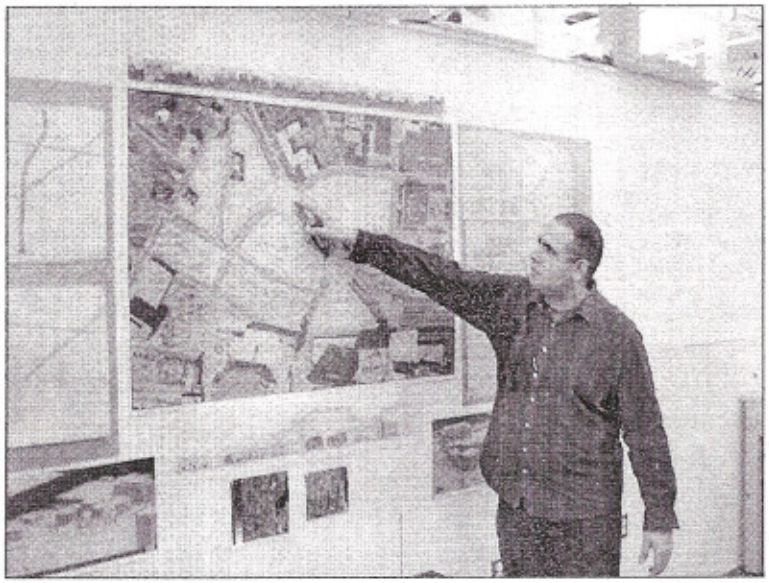
Their research started with tours of Hartford and various mixed-use developments such as Blue Back Square in West Hartford. They studied maps and historic aerial photographs of Hartford.

Their design started with some basic analysis of the neighborhoods. The students wanted to draw people from all directions to their sites and blur the boundary between Albany Avenue and downtown Hartford.

Their fundamental concept was to weave the neighborhoods together with connecting streets, walkways and views; while building over the crypt created by the highway. Roads disconnected by I-84 would to be reconnected; blocks developed with new construction would be traversed with pedestrian streets. They restore some of the fabric of the city by suggesting development almost entirely on vacant sites either abandoned or currently used for parking.

They envisioned a bus station above I-84 that would provide a sheltered place to wait for the bus but also become a sculptural gateway to the city for those entering by car on I-84.

They asked what brings people — people of all ages and from different ethnic backgrounds and financial strata — together. They concluded that everyone goes to the movies, everyone has to shop for food, everyone has to eat, everyone can enjoy a park, and virtually everyone can work or go to school.



DANIEL DAVIS

GRADUATE ARCHITECTURE STUDENT Gilbert Ramirez of the University of Hartford discusses his plan to remake downtown Hartford north of I-84. Ramirez and fellow student Michael Varisio redesigned the area to connect downtown to the Albany Avenue neighborhood.

They imagine a vertical urban market, adjacent to the G. Fox building, with a multistory atrium placed directly on an axis with Main Street. Other facilities would include a movie and performing arts theater, a restaurant alley, ground level retail, office space, residential units, a park, a community center, a magnet school for public safety (across from the soon to be renovated public safety facility on High Street) and more space for Capital Community College.

The students also felt the need to slow down the traffic on Main Street by providing two intersections with textured road materials such as cobblestone. Proposed traffic lights would stop cars a safe distance from the intersections and allow pedestrians to cross in both directions at the same time. Pedestrians in downtown Hartford should not have to risk their lives just to cross a street.

The architectural style of the proposed new construction is to be modern and forward-looking, not nostalgically historic, with buildings getting taller as they get closer to downtown. The architecture should speak to a happier, more integrated city for all to enjoy. The projects would be built in three stages, and only the third stage would require additional platforms over I-84.

The project reminded me that seasoned professionals can at times overanalyze design solutions, and sometimes young, less-experienced designers can suggest some obvious and more appropriate answers. This was the case here. We'd be happy to share the ideas with Mayor Eddie A. Perez.

Daniel Davis is a professor of architecture at the University of Hartford and the director of design in a Hartford architectural firm.

PLACE

COMMENTARY ABOUT WHERE WE LIVE

Hartford: Time To Start Filling In The Blanks

Last month a panel of architects, planners and developers from around the country came to look at Hartford. They saw a city with a lot of empty or underused spaces. They saw a city that has succumbed to the lure of big-

TOM CONDON

bang projects. They drew what to fresh eyes is probably an obvious conclusion: Don't do any more huge projects, and instead start filling in the blanks.

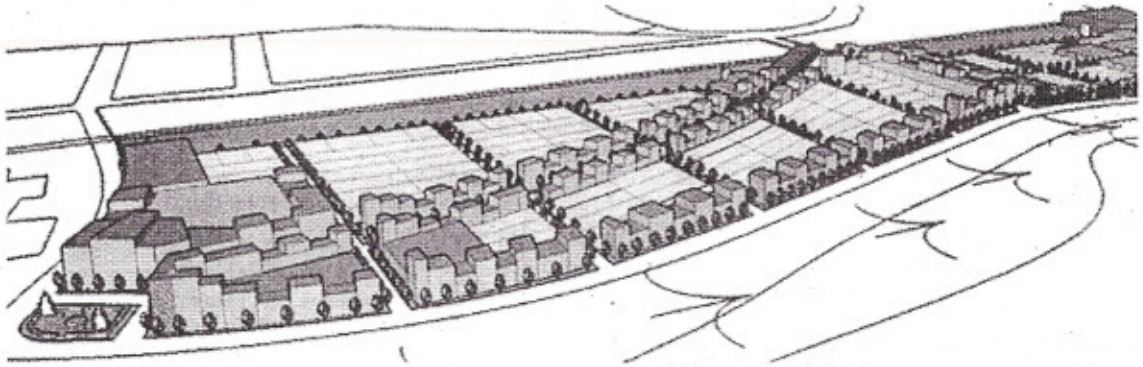
Specifically, the panel from the Urban Land Institute recommended against building a new sports arena, saying we should modernize the existing Civic Center Coliseum.

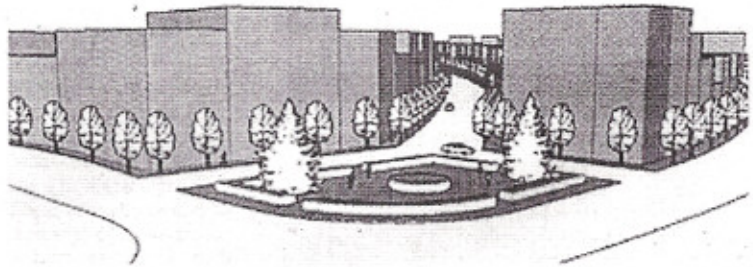
I think the panel is correct. While it would be nice to have a spanking new indoor sports palace, whether the city has a new or used arena isn't going to change the basic hole-in-the-doughnut paradigm that makes progress so difficult.

Hartford needs middle-class housing. It needs to build on its strengths, which include medicine, government and higher education, as well as insurance and financial services. Here are two projects the incoming mayor ought to make a top priority:

■ Capitol Avenue. On this street east of the Bushnell Center for the Performing Arts is a moonscape of surface parking, six acres of asphalt. It's time to build something there.

If there were buildings along the street, it would cease to be a wasteland. People could easily walk to the Bushnell or to the many attractions on Main Street. People could live just a block from Bushnell Park.





GRADUATE ARCHITECTURE STUDENTS Dawn Prahm, Silvia Garcia and Michelle Duranleau from the University of Hartford prepared this plan for the development of the Westbrook Village site in Hartford's Blue Hills area. It features housing and commercial buildings along two roads, and urban agriculture as well as a train station along the railroad track at the top of the plan.

The Bushnell theater's management has been leery of development across the street, understandably concerned about the possible loss of parking. Obviously starving the theater of parking would be in nobody's best interest. So a condition of any development would have to be a deck or garage that would accommodate the theater crowd. But done right, development could benefit the Bushnell. Mixed-use buildings with, say, rehearsal space for arts groups and apartments for performers and others would turn the area into an arts district.

The Bushnell's management has begun very preliminary conversations with state officials about development plans. There've been some excellent ideas put forward over the past several years. The Hartford architectural firm Smith Edwards prepared a stunning set of drawings that filled the corridor with a mix of rowhouses and townhouses connecting via West Street to two taller buildings along Bushnell Park that suggest the famed Dakota overlooking Central Park in New York City.

Middletown planner Catherine Johnson was the consultant on a plan that filled the area with a mix of low-rise, historically consistent residences, some with retail or other uses on the first floor, in the style of Newbury Street in Boston.

Let's get on it.

■ Westbrook Village. This old housing project is about at the end of the line. The barracks-style units that date from the early 1950s are worn and outdated. The Hartford Housing Authority can keep trying to patch them up, or it can do something great with the site.

I know it's possible — I've seen the plans.

The 71-acre parcel is near the University of Hartford. The opportunity is to create a college-town community, with housing for people of varied incomes and an array of amenities. It is a once-in-a-lifetime opportunity to expand and complete the university, and better engage it with the city.

This spring, Robert Orr, the highly regarded New Haven architect and planner, gave a class in urban issues to UHart graduate architecture students. As a class exercise, he asked the students to create hypothetical development plans for the Westbrook Village site.

Orr shared them with me, and they are fascinating. He asked the students to consider a bunch of factors — the rail line that abuts the east side of the property; urban agriculture, an increasingly popular way to halt sprawl; a church; a school; residences; commercial buildings; streets and other connections to the university.

The students imagined a place where you could go from an apartment to a coffee shop and then on to class, or could go over to the train station and head downtown. Most of the students intertwined the development with the university and the Upper Albany neighborhood.

That would be the idea. There is a partnership of residents, neighbors, businesses and the university that's been trying to move ahead on redeveloping the site, but tumult within the housing authority a few years ago brought it to a halt. The authority has been reconstituted. It's time for the mayor to step in and get the project moving again.

Westbrook and Capitol Avenue are large projects, but not big-bang Constitution Plaza or Adriaen's Landing projects. They would fill in and reconnect parts of the city. That's what the goal should be.

Tom Condon is the editor of Place. He can be reached at tcondon@courant.com.

Who Are You?

By Michael J. Crosbie, Ph.D., AIA
Chair of the Department of Architecture at the University of Hartford

Who are you? That's a question easily answered when asked of anyone—the standard answer is your name. It's a more complicated question when it is asked of an institution, such as an architecture program. Who are you? What do you stand for? Why are you here?

Those are some of the questions that needed careful consideration as soon as I became the Chair of the Department of Architecture at the University of Hartford this past January. This spring the program will host a focused visit by the National Architectural Accrediting Board (NAAB) to examine how far we've come on our quest to attain accreditation of our graduate program. We already offer a four-year architectural engineering technology program that prepares our students for careers in the architectural, engineering, and construction industry. The two-year graduate program will offer a professional degree in architecture. One of NAAB's most challenging queries when appraising a program for accreditation is, "Who are you?" Our faculty huddled over this question and worked out an answer that we believe fits our history and our place in Connecticut. Knowing more about who we are, you might want to become part of our mission as educators.

I'm wary of mission statements. They are usually vague, apple-pie pronouncements that might be applied to any institution. We've fashioned one that we believe fits us well and is fairly specific about what we are about. This is the mission statement: "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 discipline. 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 department's mission fits within the larger mission of the University of Hartford, which just celebrated its 50th anniversary in February. The university was founded 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 demonstrated in the various ways over the years it has served the world beyond its campus. For example, the Community Division of the Hartt School provides performing arts education and training for more than 3,000, from children to adults, every semester. The Barney Business School has a "Micro-Business Incubator" on Albany Avenue in Hartford, where business students provide consulting services for small business owners. The nursing program's Project Horizon places nursing students in homeless shelters throughout the city. The university has a partnership with the public school system, through which each semester 300 university students provide a variety of services to students in nine schools in the City of Hartford through the Education Main Street program.

The architecture department shares through its mission 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: *Ad Humanitatem*, "For humanity."

The architecture department's commitment to educating architects in this way 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 of 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 over the years, as have practitioners throughout the Greater Hartford region. From this history, the architecture department views its Mission of "public purpose" in three realms: Civic, Social, and Professional.

The Civic Realm

The architecture department 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. Past projects have included the design of new urban space at the city's Wadsworth Athenaeum (one of the oldest art museums in the country); the development of a large vacant city block in downtown Hartford to instill new urban life; the reuse of an old church in downtown New Britain. Hartford has serious deficiencies (the density of its urban fabric has been decimated over the years) which provides 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's focus on the social realm responds to the role of the architect in serving the public through leadership in design, particularly social groups who have not in the past had access to the benefits of architecture. Architecture is a social art, and the social realm is where it is practiced. A recent graduate studio project for a mosque for a downtown Hartford site considered the needs of a growing religious population 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. On another front, architecture faculty were instrumental in establishing and managing the university's Center for Integrated Design. The CID brings together university 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.

The Professional Realm

The department'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 our six full-time faculty are licensed architects, as are most of the adjunct faculty. AIA Connecticut 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. For instance, the Department hosted an architectural education conference by the AIA Committee

continued on page 10

New Urbanism at the University of Hartford

By Michael J. Crosbie, Ph.D., AIA, Chair of the Department of Architecture at the University of Hartford

One of the big advantages of an architecture program located in Hartford is that the city can serve as an urban laboratory of sorts—a living example in many cases of what not to do. But there are also opportunities to explore what might be, and that is the case of our Advanced Urban Issues graduate course. The course is taught by Robert Orr, AIA, of Robert Orr Associates in New Haven, who has been at the forefront of the New Urbanism movement. Orr approached the class as a review of the problems with exurban sprawl, urban decay, and the disappearance of open land in rural land—all problems that are national in nature, yet abundant in a state as small as Connecticut. Orr focused on codes, standards, regulations, and functionality as ways to remold our built environment so that it promotes neighborhoods, repairs the urban fabric, and halts unchecked development. The students became familiar with the concepts of Smart Growth, and understood the use of the SmartCode, which helps guide planners and architects in appropriate development and the design details of six "transects" that range from rural to highly urbanized.

Orr's class looked at the impact of New Urbanism as an alternative to the way we have typically developed neighborhoods. He noted that the way our built world looks has a lot to do with the automobile, cheap gas, and making what was previously unavailable available. These post-war changes led to standards and codes that were literally driven by the automobile, and developing communities around cars, which has not resulted in living environments that are best for building community. By going back and studying development before the dominance of cars, Orr helped the students to understand that much of what shaped earlier communities was actually convenience at a different scale—goods, services, and institutions in close reach that many could walk or bicycle to, making cars not only unnecessary, but also unattractive in comparison to a close-knit community.

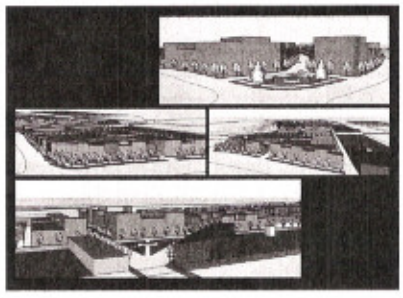
In his course, Orr stressed that New Urbanism is not a nostalgia movement. In fact, the emphasis on walkable communities served by public transportation and regional transit systems is one of the more viable, forward-thinking alternatives to development and sprawl that is rapidly consuming natural resources, fossil fuels, water, and open space. In many ways, New Urbanism is the best approach to environmentally responsible development and growth. It is really about sustainability. The added benefits are more humanly scaled, livable communities with a sense of place and less congestion.

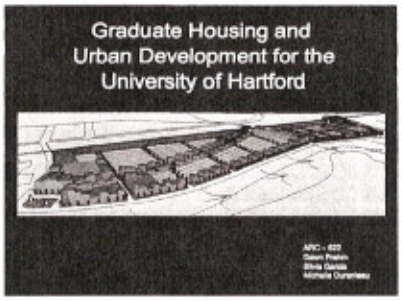
Orr's critique of unchecked sprawl was coupled with an understanding of the tools that New Urbanism uses to bring community development into balance. The class visited several New Urbanist developments close by, such as Southport Green in Southport, Connecticut. Southport Green, the centerpiece of a recent AIA Connecticut conference, is considered to be Connecticut's first New Urbanist creation, a mixed-use, transit-oriented development not far from the Southport Metro North train stop and the Southport town center.

Orr and his students visited Lowell, Massachusetts and studied it as an example of how a small, industrial mill city has been reborn as a livable community. As Orr describes it, Lowell was so poor that urban renewal passed it by in the 1960s, "which essentially saved the place." Lowell even kept its cobblestone streets. The city has hired a progressive planner and has revamped zoning for Smart Growth. Mills have been reborn as mixed-use developments. Lowell is a case study of how an old city woke up and repositioned itself to attract Smart Growth investment, and Gen-Xers are now flocking to live there.

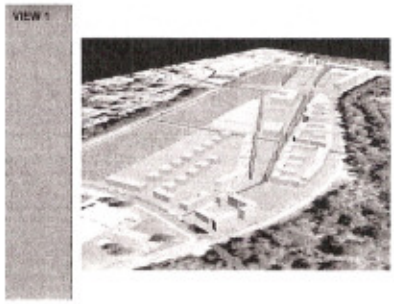
Orr and his class also visited Broadway in New Haven, right next to Yale University, which has blossomed as an urban center catering to the university community with a vibrant mix of bookstores, cafes, and shops. Orr and his students studied how more colleges are developing urban areas adjacent to their campuses as a way not only to attract students, but also to help shape city neighborhoods that benefit the local government by adding to the tax rolls with commercial and residential development. Orr noted that this pattern of "town gown" development has been happening all across the country, and many prospective students are now making college choices based on the quality of the urban life around them.

The field trips prepared the students to design a New Urbanism community of their own, right in their back yard. Westbrook Village is a run-down public housing development just east of the University of Hartford campus on Albany Avenue. The site is ripe for new development, and Orr assigned his students to create a "university village" that would blend into the adjoining densities and provide a link to the Hartford campus and encourage interaction with the university community. Designs were based on an analysis by the students of the six transects of the SmartCode, which helps guide the appropriate level of development. The development schemes (a few of which are shown here) had to provide mixed-income neighborhoods with mixed uses, a lyceum, a small school, a train station connecting to a rail line, a church, and urban farming areas. "It was a bit of a mixture of everything," Orr explains, and the challenge was fitting it on a 50-acre site while attracting students, faculty, and others to a development that would be occupied mostly by people without a university connection.





Orr's appraisal of the students' projects is that they managed to consider many factors in a short time (the entire design and presentation took place in about three weeks). At a semester-end review, outside critics such as Harold Roth, FAIA (who serves on the architecture department's board of advisors), and *Hartford Courant* columnist Tom Condon had a chance to glimpse what a distressed Hartford site might one day look like.



RETRACTION OF INFORMATION

AIA Connecticut inadvertently assigned the AIA designation to Peter Stevens, President of JCJ architecture, in a press release in the Fall 2008 newsletter. Mr. Stevens is not a licensed architect; we regret this mistake and any confusion this may have caused.

Masters Thesis Projects from the University of Hartford

By Michael J. Crosbie, Ph.D., AIA
Chair of the Department of Architecture at the University of Hartford.

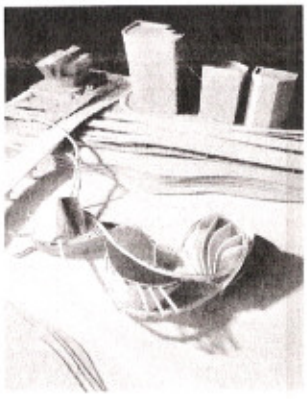
This past spring the University of Hartford awarded its first Masters degrees in architecture. The architecture program is currently a candidate for accreditation, and the work of the Masters graduates is an important component in moving the Department of Architecture toward that goal. The graduate program is structured as a two-year sequence, into which students are accepted with a four-year degree from an accredited architecture program or an undergraduate architecture degree from a professional program abroad.

During the second year of graduate study, Masters students define a design problem on which they want to spend their last semester design studio. These are usually complex design problems that might articulate a need in the local community, or they might suggest a new building type in response to a change in the culture. The best Masters thesis projects are visionary, extending beyond the particular needs of a program, and express something timeless in architecture—a design solution that not only answers the questions of use and function but moves beyond them, revealing the visionary power of architecture.

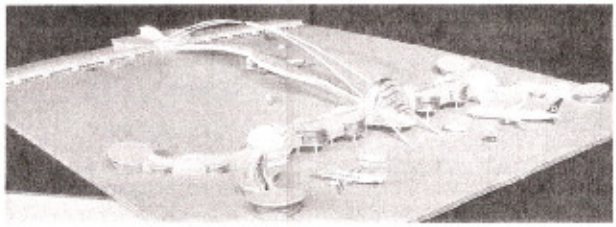
There is not enough room here to show all of the Masters thesis projects completed this year, but I'd like to present three that capture some sense of that visionary design spirit described above. Each of these three projects creates a destination, using the local context as a departure point for a design that is unique and memorable. Each transcends a particular design problem in a particular place, and points ways in which architecture can be timeless and memorable.

Masters student **Ramiz Khoda** designed an aquarium for the Greater Hartford region, sited in the middle of the Connecticut River. In this design *(below)* Khoda uses science, water, and oceanography as the concept to augment waterfront development and to spur tourism in Hartford. "The architectural form is inspired," Khoda explains, "by living organisms—complex, adaptive systems that influence each other to create a stable Ecology. Giving the aquarium an organism-like form," Khoda says, "enables it to articulate itself by eternally reacting to nature through constant dynamism."

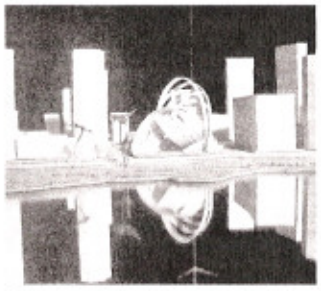
Access to the aquarium is through a glass tube-like structure that opens near Cesar Pelli's new Science Museum, to engage visitors to experience land and water. The Hartford cityscape and its surrounding natural habitat offer visitors not only appealing connections with nature, but also a complex system of urban relationships, inter-connections, and interactions between the city and the country. Khoda believes that the creation of a unique form of architecture will create a revitalizing icon for education, leisure, entertainment, and civic pride in Hartford.

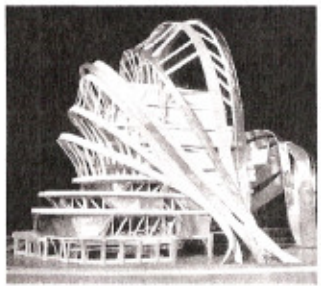


A bit farther afield, Masters student **Michelle Duranleau** designed for her thesis project a new terminal for T.F. Green Airport just outside of Providence, Rhode Island. Given the proximity of land and water near the site, Duranleau explains, "I wanted to bring the idea of aerodynamics and water together. The combination of these two create the iconic and unique building." In airport design circulation is critical, and Duranleau studied hydrodynamics, specifically deltas, where water from the land meets the ocean; metaphorically, a place where people flow from the land and travel into the ocean of the sky. The circulation of the building reflects the flow of water, enlarging in size at focal points as a river swells at its bends, while still allowing for a free flow of traffic to maintain the vitality of the stream. Duranleau adds that the color scheme for the terminal evolved from the rainbow, which is the combination of air and water.



The invention of a new building type is the focus of a thesis project by **Stefanie Leontiadis**. She designed "The Home of Video Games" for a site on Waikiki Beach in Honolulu—a crossroads of East and West where video game contenders the world over would gather to test their skills. The design, explains, Leontiadis, "is a metaphor of the actual video game experience, constantly revealing the bones of its structure, expressing the technicality of a video game design. It also incorporates sculptural and artistic forms, expressing the virtual inventiveness and excitement of playing."





The location of the building is a metaphor of video gaming as well. Hawaii is viewed as a paradise, an escape from run-of-the-mill where people can sink into the surrealism of gaming adventures, or simply wander around, enjoying the action or the exterior views. Each level of the building introduces visitors and players to a grand lobby of arches, symbolizing their enclosure in the structure of a metaphor of a game. Each lobby floor is made of one-way glass allowing people views the levels below but not to the levels above, which is metaphor of gaming levels, where a player is very familiar with all the levels the preceded but has no idea what to expect from the levels to come.

Each of these thesis projects stretches the possibilities inherent in architectura design to challenge clients with new ideas, novel ways of conceiving what w might already be familiar with. For their designers, these projects reflect a eagerness to push boundaries and make architecture new through invention.

Anonymous, a self-help group o promote recovery and offer hope o people with schizophrenia and elated disorders, 5:30 p.m., nstitute of Living's Center Building (first floor), 200 Retreat Ave., Hartford. 860-545-7467 for nformation. . Held in the Donnelly building.

Hartford: Do You See What (Eye) See, 4 p.m., Capital Community College, 950 Main St., Hartford. A reception will be held for the blind and sight-impaired art exhibition. This exhibition is in the Conrad L. Mallett Gallery in the Lobby from January 8 through 31. For information call Pedro Valentin at 860-906-5201.

West Hartford: Open house, 8:45 a.m., Renbrook School, 2865 Albany Ave., West Hartford. For families interested in observing the school program. An inside look at classroom teaching in action, campus facilities. Lunch prepared by Renbrook's award winning chefs. To register call 860-236-1661.

Wethersfield: Business After Hours, sponsored by the Wethersfield Chamber of Commerce, will held. There will be tours, animal visits, children's activities and light refreshments. To make reservations, call Christopher Shepard at 860-529-3075, 5 - 7 p.m., Eleanor Buck Wolf Nature Center, 156 Prospect St., Wethersfield. 860-529-3075.

Exhibit Shows City's Future

Students, Professionals Present Their Visions

By JULIE SHAPIRO
COURANT STAFF WRITER

NEW BRITAIN — A new exhibit presents downtown revitalization plans and ideas for the Trinity-On-Main performing arts center.

NEW BRITAIN

Called "New Britain: Visions Past and Future," the exhibit, opening today at city hall, features 30 designs from University of Hartford graduate architecture students and six professional designs from Harrell-Michalowski Associates.

The student designs expand and renovate Trinity-On-Main, while the professional designs make downtown more pedestrian-friendly, Mayor Timothy Stewart said.

"It's a bold vision for the future of our community," Stewart said.

The show is sponsored by Stewart and the New Britain Commission on the Arts.

Trinity-On-Main, once a Methodist church, is a cornerstone of New Britain's revitalization plan, Stewart said. The exhibit lets people "see beyond the church that it was into what it could be," said Anne Pilla, Trinity-On-Main's executive director.

The University of Hartford students did not put a budget on the Trinity-On-Main project, and many students put expensive additions on the building, Pilla said. However, Pilla has her hands full maintaining what's already there.

Trinity-On-Main needs $2 million to weatherproof the 120-year-old exterior, Pilla said. After water poured in through the leaking roof last year, "The holes are plugged up," Pilla said, "but that could change at any time."

To renovate the interior would cost an additional $8 million, Pilla said. Meanwhile, smaller grants would cover such improvements as emergency lighting for the 375-seat theater.

Pilla pushed Trinity-On-Main to diversify programs from classical music to rock, dance and doo-wop shows. The popular comedy nights are the only events to bring in a profit so far, she said.

But money isn't everything, Pilla said. "We want to make just enough to keep the place lively and flourishing," she said. "We do this for the community." Trinity-On-Main offers free tickets for those who cannot afford them, and performances increase downtown nightlife, Pilla said.

The exhibit opens with a reception on the second floor of city hall at 5 p.m. The show, which also displays John Fitzsimmons' paintings of downtown New Britain in the 1940s and '50s, will continue through early March.

Contact Julie Shapiro at jshapiro@courant.com.

Architecture Graduate Students to Exhibit Work

Posted: January 24, 2007

Email Print

An exhibit of design projects by graduate students in the Architecture Studio taught by Associate Professor **Kendra Schank Smith** will be held at New Britain City Hall **tonight (Wednesday, Jan. 24)** beginning at **5:30 p.m.**

The designs are for a proposed renovation of the Trinity-on-Main Church in New Britain that would convert the building into a performing arts center. The project and the exhibit are part of a larger discussion concerning development in New Britain and the proposed revitalization of the city's downtown district.

Top Stories

'An Inconvenient Truth'

Rising Star Breakfast Moved to The Bushnell

Architecture Graduate Students to Exhibit Work

MassMutual Academic Achievers Conference

Greenberg Junior Faculty Grants

Blackboard Course Requests for Spring

THE HERALD
newbritainherald.com

01/22/2007

Exhibit to display downtown's past, future

By: Stephen Hard , Special to The Herald

Many people do not realize that New Britain's City Hall was designed by a member of the most prestigious architectural firm of the so-called "gilded age." Built in 1886 as the Hotel Russwin, it was de-signed by architect Joseph Morrill Wells of McKim, Mead, and White. It is, however, only the most prominent of a multitude of downtown New Britain's antique architectural treasures.

But not all of downtown New Britain's architectural greatness lies in its past, at least not if Mayor Timothy Stewart and others planning for the future of the downtown have their way.

Opening on Wednesday, from 5 to 7 p.m. with a reception, a special exhibit on the second floor of City Hall will showcase downtown New Britain's past and display visions of the future.

The second floor of City Hall outside the Mayor's office was beautifully restored in 1992. More recently it has served as gallery space for Mayor Stewart and the Commission on the Arts' Art in the Heart of the City exhibitions. The exhibit opening on Wednesday is part of this program and is titled New Britain: Visions Past and Future. It will feature a selection of the works of John Fitzsimmons, a continuation of the last Art in the Heart of the City display. Dr. John Fitzsimmons is a self-taught artist who has painted for over 50 years. Subjects for his paintings include seascapes, landscapes, cityscapes and still life. Close to the heart of New Britain residents, however, are his paintings depicting down-town New Britain during its golden era of the 1950s. Fitzsimmons' paintings, beautiful and interesting in themselves, are especially prized as a visual chronicle of the vitality of the Hardware Capital of the World.

The former Trinity United Methodist Church (located at 69 Main St. and now Trinity-On-Main Cultural Center) is a special part of New Britain's past. Last year, 11 students from the University of Hartford's Graduate School of Architecture engaged in a competition to redesign the historic church into an arts center. The remarkably creative and, in some cases, provocative results of this competi-tion were only briefly displayed at Trinity-On-Main (T-O-M). T-O-M officials and the students and their mentors from the University of Hartford were hopeful that these thought provoking and inspira-tional efforts could be experienced by a larger audience. These students' conceptualizations for the future of T-O-M form the second part of the Art in the Heart of the City exhibit. The T-O-M project is a bridge joining downtown New Britain's past greatness to its hope-filled future as an interesting and exciting place to live, work, and play.

The third part of the Art in the Heart of the City exhibit features conceptual drawings prepared by the firm hired by the City to study downtown New Britain and prepare a plan for its revitalization. Harrall-Michalowski Associates have been working with Mayor Stewart and a steering committee of downtown stakeholders.

The Harrall-Michalowski drawings in the exhibit will reveal to the general public for the first time the results of over six months of research and deliberations. The ideas pre-sented by Harrall-Michalowski are surprising in that they do not focus on expected areas.

Stephen Hard is the executive director of the Greater New Britain Arts Alliance.

Notes & Comments

Mosque Design Challenge for Architecture Students

University of Hartford architecture student Stefanie Leontiadis presents her mosque design. Photo: Michael J. Crosbie

This past fall semester, a dozen architecture graduate students at the University of Hartford in Connecticut immersed themselves in the history and practices of Islam, to design a 15,000-square-foot mosque and Islamic Center for a site not far from the Connecticut State Capitol. The design challenge was to understand the culture, history, and teachings of Islam and to translate the rituals, worship practices, and building precedents of this religion into a contemporary worship space that would also serve the needs of the Greater Hartford Islamic community. Only one student in the class was a Muslim, so the project presented a chance for the students to "get out of their skins," so to speak, and work in a non-Western tradition.

The project started with the students conducting research on the history of Islam, its architectural and art traditions, the growth of the Islamic community in the U.S. and particularly in the Hartford region, the challenges faced by this community in its worship traditions and religious observances, Islamic religious practices, and even modes of dress and daily prayer. The students and their design studio professor, *Faith & Form* editor Michael J. Crosbie, visited the Duncan Black Macdonald Center for the Study of Islam and Christian-Muslim Relations at the Hartford Seminary for a crash course on Islamic history and mosque art and architecture, presented by Hartford Seminary doctoral student Suendam Birinci. The class also had an opportunity to visit the Greater Hartford Mosque, which at the time occupied a converted single-family house in Berlin, Connecticut. After attending a Friday prayer service, the students and their professor toured a nearly completed new mosque center designed by Edificio Architects of Hamden, Connecticut. A tour by the mosque director, Ali Antar, allowed the students to see the design of ablution and worship spaces.

At the end of the four-week project, the students presented their designs to a review panel including Birinci, Edificio architect Paul Fioretti, Hartford architecture professors Kendra Schank Smith and Al Smith, mosque architect Anwar Hossain of The Lawrence Associates, Angela D. Cahill of Schoenhardt Architecture, and architect Stephanie Degen-Monroe. The challenge of the site was to relate to nearby Hartford landmarks and to create a sense of place for the Islamic community. Many of the designs evolved from the study of mosque precedents and building traditions, translated into more contemporary idioms. The larger mission of the design project for these students was to expose future architects to a non-Western cultural and faith tradition that will no doubt assert greater prominence in the U.S. as the country's fastest-growing religion.

Quote of Note

"Music praises God.
Music is well or better able
to praise him than the building of
the church and all its decoration;
it is the Church's greatest ornament."
— Igor Stravinsky, 1882–1971

Patrick Russell, 1963–2007

Patrick Russell, a neuroscientist and Lutheran minister who explored the connections between neuroscience and religious experience, died in January after a short illness. Russell received his B.A. from Boston University and a Ph.D. in particle physics from Princeton. He employed functional brain imaging to study human consciousness at the University of Wisconsin, Madison, and as a Fellow in Theoretical Neurobiology at the Neurosciences Institute in San Diego. With a Master of Divinity degree from Pacific Lutheran Theological Seminary in Berkeley, Russell was an ordained Lutheran minister who served congregations on both coasts. In his dual role as pastor and scientist, he presented lectures and courses on science and religion, most recently as a speaker at a conference in San Diego on religious architecture and neuroscience, sponsored by the Interfaith Forum on Religion, Art and Architecture (IFRAA), a knowledge community of the American Institute of Architects. Russell also helped plan the conference. As a vocal soloist Russell performed in some of the world's great architectural spaces with choral and symphonic groups including the internationally renowned Albert McNeil Jubilee Singers of Los Angeles. Russell served on the IFRAA Advisory Group and chaired the Lutheran Alliance for Faith, Science, and Technology.

An Old Church Gives a New One Room to Grow

All over the U.S. the pattern is the same: old churches, with aging congregations in urban neighborhoods, are struggling to stay alive, while new churches, growing but without the funds to build, look for space for worship. Middlefield First Baptist Church in Birmingham, Alabama, found a solution. According to an article in the *Atlanta Journal-Constitution*, Middlefield Baptist has chosen to give its church

ARCHUpdate 12.06.07

FROM THE ARCHITECTURE CHAIR

- **STEPHEN KIERAN LECTURE THIS COMING THURSDAY**
  Philadelphia-based architect Stephen Kieran, FAIA, will deliver a lecture in Wilde Auditorium in the Harry Jack Gray Center this coming Thursday, December 13, at 7:00PM. Kieran has been producing ground-breaking work with his partner James Timberlake and their firm, KieranTimberlake Associates, with particular focus on research, innovative design, and planning services. Kieran received his Bachelor's degree from Yale University and his Master of Architecture from the University of Pennsylvania, where he is currently an adjunct faculty member of the University of Pennsylvania's School of Design. He and Timberlake lead a graduate research studio that explores the emerging interface between architecture as high art and the integration of developing technologies in materials science and product engineering. You can visit the firm's website at kierantimberlake.com.

- **HARTFORD ARCHITECTURE STUDENTS ON YOU-TUBE**
  Students in the Second-Year SIT studio are now on You-Tube, demonstrating their "Marble-Mover" projects, for which they designed and constructed machines to move marbles through a complex series of kinetic events, with the ultimate goal of ringing a bell. You can see the video of each of the machines in action, with students explaining their designs, at: http://www.youtube.com/watch?v=d39npjdDxvg.

- **MISSING STUFF?**
  Several students have reported that materials, drawing equipment, personal property, and other items have gone missing in studio. Please remember to respect other people's property, to ask before you borrow something, and to return what you've borrowed after you are finished with it. The Architecture Department has a Studio Culture Policy, which can be found on the Architecture website at: http://uhaweb.hartford.edu/architect/docs/studioculturepolicy.pdf. Please read it and follow it.

- **COURSE ON CONSTRUCTION ISSUES**
  Want more exposure to what really goes on in building construction? Then consider signing up for ES201 Issues in Construction (CRN: 28445), a one-credit P/NP course that will meet next semester on Friday afternoons at 1:30 pm. Through the Construction Institute, we have set up construction site visits to some of the most interesting projects in the Hartford area. Also, visits to architectural firms and engineering firms. The class is also an excellent

opportunity to network with professionals in the industry. We have had students who were offered summer internships and full-time employment after graduation by making a contact with presenters. Course requirements are straight forward: Attend the site visits and presentations, follow up on one of the projects that interest you the most, write a two-page paper (on your own or with a classmate) and fill out a course survey to give us feedback on how to improve the course. If you are interested in taking the class, please send your student ID to Professor Fuller and he will add the course for you on-line. If you have any questions, please contact Professor Fuller.

- **SPRING '08 ELECTIVES YOU SHOULD KNOW ABOUT**

  There are several architecture electives you should know about for next semester that you might have overlooked. These courses carry an "STW" designation, so you might have missed them. Course still open to students are STW 290: Advanced Construction Documents (CRN: 24948); STW 290: Introduction to Architectural Model Building (CRN: 31557); STW 390: Green & Universal Interior Design (CRN: 24961); and STW 490: Chinese and Japanese Architecture (CRN: 28588). If you want more information on these courses, or wish to register for them, you should do so as soon as possible by talking to your advisor.

- **END-OF-TERM REMINDERS**

  As the semester ends, there are several items that you should give your attention to. First and foremost, if you haven't completed registration for Spring '08, please do so as soon as possible. If you're not sure if you are registered, or if you want to check if your registration has been processed, please check with Ann Lankford in the department offices. If you haven't completed registration, please talk to your advisor and complete the registration process. This will make things much smoother next semester as classes resume. Also, please make an effort to spruce up the studio after you have finished working on term-end projects. Please pick up trash on the floor, and keep aisles clear of debris, wires, and other things easily tripped over.

HAVE A GREAT BREAK!

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2007-08
University of Hartford

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ID NUMBER		
1	0	1
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■	1	■
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4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

MARKING INSTRUCTIONS

- Use only a number 2 pencil.
- Do not use ink.
- Make dark marks that fill the circle completely.
- Make no stray marks.

Correct ● Incorrect ⊘ ⊗ ◒ ⊙

University of Hartford

Course-Instructor Evaluation Form

GENERAL PURPOSE DATA SHEET II

	STRONGLY AGREE (A)	AGREE (B)	NEUTRAL (C)	DISAGREE (D)	STRONGLY DISAGREE (E)
1. The course provided useful information and/or skills.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. The instructor presented the subject material in a manner I could understand.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. The instructor was enthusiastic about the subject.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. The instructor was responsive to student needs.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. The instructor encouraged students to participate.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. The instructor clearly communicated performance expectations.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. The instructor provided helpful feedback.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. Overall, the instructor was effective.	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ

7444 2/7 24899

WRITE-IN AREA 1

What were the strengths of this course?

What suggestions do you have to improve the course?

WRITE-IN AREA 2

What were the strengths of the instructor?

What could the instructor do to improve?

WRITE-IN AREA 3

I CAN HONESTLY SAY THAT IN 2+ YEARS OF SCHOOL THIS IS BY FAR THE BEST CLASS I HAVE EVER TAKEN.

DO NOT MARK IN THIS SHADED AREA

FOR OFFICE USE ONLY

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

PEARSON NCS

University of Hartford
Department of Architecture

Program Assessment Survey for Design Studios

In order to improve our program, the Department faculty requests your participation in this survey. Please answer the following questions to the best of your ability and provide responses that best reflect your experiences in the studio. If there is a question you do not feel comfortable answering, please leave it blank. The faculty thanks you for your input and will use this information to assess the effectiveness of design studios.

A. Studio Information

1. Course number _____

2. Studio (section) instructor _____

3. Studio project _____

B. Studio Appraisal

You are invited to make written comments on the back of this form. Comments that are specific to the questions below should be keyed with the question number.

1. The studio problem was well explained in the project syllabus.

1	2	3	4	5
Strongly Agree	Agree Somewhat	Neither agree nor disagree	Disagree Somewhat	Strongly Disagree

2. The studio problem challenged by abilities as a designer.

1 2 3 4 5

3. I received helpful feedback from the studio (section) instructor.

1 2 3 4 5

4. Work required on this project seemed right for the project duration.

1 2 3 4 5

5. The use of media (graphics, models, drawings) was appropriate for the project.

1 2 3 4 5

6. The project built upon skills and knowledge acquired in other classes (history, theory, structures, environmental systems, etc.)

1 2 3 4 5

7. The project added to my understanding of architectural design.

1 2 3 4 5

8. The project added to my understanding of the work of a practicing architect.
1 2 3 4 5

9. Overall, the studio project contributed to my architectural education.
1 2 3 4 5

10. I learned from classmates during my studio time.
1 2 3 4 5

11. Invited reviewers asked appropriate questions for our level of design experience.
1 2 3 4 5

C. Other Information

We would appreciate any additional thoughts or comments that you would care to express regarding this studio assessment. Please use the space below for any comments that you wish to make.