

**University of Hartford  
Department of Architecture**

## **Visiting Team Report**

**Initial Accreditation:**

**Master of Architecture (130 undergraduate credit hours plus 64 graduate credit hours)**

The National Architectural Accrediting Board  
12 November 2008

*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 an 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 team found that the leadership provided by Dean Manzione and Chair Crosbie has very effectively set the architecture program on a positive course. Working together, the dean and the chair have resolved most of the issues identified in the previous team's report and both expressed a firm commitment to working through any remaining issues.

Based on our entry and exit interviews and their presence at a number of other events during the visit, it was clear that President Harrison and Provost Pasquerella support the program. We also found that the president and provost have realistic expectations for the growth and development of the architecture program, and both support Chair Crosbie's initiatives, past and present. The support of the president and provost and their realistic expectations of the program are critical, especially considering the growing pains the program has experienced.

In summary, the team found the morale and cooperation between the students, faculty and administration to be very high. We also saw evidence that the full-time faculty and adjunct faculty are equally committed to the students and the program. As evidenced by the evaluation provided in the remainder of this report, the team left the visit with a positive impression of the teaching being provided and the work being produced.

### 2. Progress Since the Previous Site Visit

**Condition 1.1, Architecture Education and the Academic Context (2005):** *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.*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** The mission statement is now clearly articulated and supported by all. The program appears focused on developing an excellent foundation so that, as it matures, it can expand in a variety of positive directions.

**Condition 1.5, Architecture Education and Society (2005):** *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.*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** This condition is now met.

**Condition 2, Program Self-Assessment Procedures (2005):** *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.*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** This condition is now met.

**Condition 6, Human Resources (2005):** *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.*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** Even though progress has been made, this condition remains unmet and the team’s concerns are stated elsewhere in this report.

**Condition 8, Physical Resources (2005):** *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.*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** Even though progress has been made, this condition remains unmet and the team’s concerns are stated elsewhere in this report.

**Criterion 13.4, Research Skills (2005):** *Ability to gather, assess, record, and apply relevant information in architectural coursework*

**Previous Team Report (2005):** Program not sufficiently completed to fully exhibit research capabilities. However, it is anticipated to be incorporated into future coursework.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.5, Formal Ordering Skills (2005):** *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*

**Previous Team Report (2005):** Not enough evidence of work that incorporates sufficient sophistication or maturity. The exhibited work is not competitive with comparable work seen in other programs.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.6, Fundamental Skills (2005):** *Ability to use basic architectural principles in the design of buildings, interior spaces, and sites*

**Previous Team Report (2005):** Consistent evidence at many levels of a lack of thorough comprehension of basic conceptual design skills.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.9, Non-Western Traditions:** *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.13, Human Diversity (2005):** *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*

**Previous Team Report (2005):** Although there is some evidence that students are considering these factors in some work, it is not sufficient to indicate in depth understanding.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.16, Program Preparation (2005):** *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*

**Previous Team Report (2005):** 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).

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.17, Site Conditions (2005):** *Ability to respond to natural and built site characteristics in the development of a program and the design of a project*

**Previous Team Report (2005):** Insufficient evidence was found in studio work of an ability to analyze and respond to site conditions.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.21, Building Envelope Systems (2005):** *Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies*

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.23, Building Systems Integration (2005):** *Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

**Previous Team Report (2005):** In evidence in higher-level studio work, but not in low pass work.

**Visiting Team Assessment (2008):** This condition remains unmet.

**Criterion 13.28, Comprehensive Design (2005):** *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

**Previous Team Report (2005):** Not consistently demonstrated in studio work, especially low pass work.

**Visiting Team Assessment (2008):** This condition remains unmet.

**Criterion 13.29, Architect's Administrative Roles (2005):** *Understanding of* obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

**Previous Team Report (2005):** Not yet taught. To be covered in ARC 623.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.30, Architectural Practice (2005):** *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

**Previous Team Report (2005):** Not yet taught. To be covered in ARC 623.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.32, Leadership (2005):** *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

**Previous Team Report (2005):** Not evident in the materials provided to the team. It has the potential of being covered in ARC 623.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.33, Legal Responsibilities (2005):** *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

**Previous Team Report (2005):** 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.

**Visiting Team Assessment (2008):** This condition is now met.

**Criterion 13.34, Ethics and Professional Judgment (2005):** *Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

**Previous Team Report (2005):** To be taught in ARC 623.

**Visiting Team Assessment (2008):** This condition is now met.

**[Causes of Concern taken from VTR dated November 16, 2005]**

## **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.

**Visiting Team Assessment (2008):** *The team found the issues in this concern have either been resolved, or are addressed in other areas of this 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 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.

**Visiting Team Assessment (2008):** *These issues have been resolved.*

## **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.

*Visiting Team Assessment (2008): These issues have been resolved.*

### **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.

*Visiting Team Assessment (2008): This concern remains unresolved.*

### **3. Conditions Well Met**

- 2. Self-Assessment Procedures
- 9. Information Resources

### **4. Conditions Not Met**

- 7.0 Human Resources
- 8.0 Physical Resources
- 13.14 Accessibility
- 13.23 Building Systems Integration
- 13.28 Comprehensive Design

### **5. Causes of Concern**

**STATISTICAL BASE:** Basic statistical data was not readily available. Either the college or the department must develop and regularly update a statistical base which shows the number of full time equivalent faculty, the faculty/student ratio, the financial support provided to the department and the comparison of these factors with other professional programs in the university. This information should appear in the narrative section of the department's next annual report and in its next APR.

**DRAWING AND MODELING AS PART OF CONCEPTUAL THINKING:** The team could not find clear articulation of the goals and methods that instructors use to develop the students' ability to see drawing and modeling as part of the thinking process. Work displayed for the first and second years appeared to focus more on the product than the process.

**FOCUS:** The program is laudably eager to address new and important issues such as urbanism, outreach, and integration with other campus programs. The focus of the program, however, should remain on improving the level of quality of all Student Performance Criteria and Conditions, both met and unmet. Maintaining focus will strengthen the program and lead to additional opportunities that will best be addressed after a solid base is established and refined.

## 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 Met
[X]	[ ]

#### 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 Met
[X]	[ ]

#### 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 Met
[X]	[ ]

#### 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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[ ]	[X]

There is a significant, ongoing need for curricular development, scholarship, and an investment of time and energy to create, maintain and increase the quality of the program. The current demands on full-time faculty and staff, including but not limited to their advising duties, conflict with this goal. The current number of staff and faculty relative to the current number of students is not sustainable in an accredited professional program.

While the team believes that Chair Crosbie is doing an outstanding job of administration, his additional role as graduate program director and his teaching load place demands on his time that may not be sustainable over time. It is important to recognize that the chair's interest in research and publishing is an asset to the program and if he wants to continue in those endeavors additional support may be required.

**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 Met
[X]	[ ]

**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 Met  
[ ]      [X]

There is an inadequate number of dedicated desks to serve next year's projected enrollment. By extension there is also inadequate studio space to house the additional assigned desks that will be needed. The woodshop, print rooms and computer lab are too small for the number of students they serve. The woodshop and computer lab are limited in the time they are available to the students. The size, configuration, and limited ventilation in the woodshop are safety concerns.

**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 Met  
[X]      [ ]

**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 Met  
[X]      [ ]

**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 Met  
[X]      [ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**13.4 Research Skills**

*Ability to gather, assess, record, and apply relevant information in architectural coursework*

Met	Not Met
[X]	[ ]

**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 Met
[X]	[ ]

**13.6 Fundamental Skills**

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**13.11 Use of Precedents**

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**13.14 Accessibility**

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[ ]	[X]

The team could not find consistent evidence of accessibility strategies in either course work or studio projects.

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[X]	[ ]

**13.20 Life-Safety**

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[X]	[ ]

**13.21 Building Envelope Systems**

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[ ]	[X]

While there is clear evidence of the integration of structural and building envelope systems in student work, life safety systems and building service systems are much less evident. The team could find little evidence of the integration of these systems in either studio or coursework.

**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 Met
[X]	[ ]

**13.25 Construction Cost Control**

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[ ]

**13.26 Technical Documentation**

*Ability to make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[ ]

**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 Met
[X]	[ ]

**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 Met
[ ]	[X]

Comprehensive projects are expected to address a wide range of issues. While some coursework and many studio projects address most aspects of comprehensive design, there is no clear evidence that High Pass projects consistently meet the criterion. Wall sections, which are included on most projects, are generally not sufficient to show full compliance with the criterion. Comprehensive design evidence should be found in a combination of plans, sections, wall sections, and diagrams.

### 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 Met
[X]	[ ]

### 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 Met
[X]	[ ]

### 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 Met
[X]	[ ]

### 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 Met
[X]	[ ]

### 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 Met
[X]	[ ]

**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 Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

### III. Appendices

#### Appendix A: Program Information

##### 1. History and Description of the Institution

*The following text is taken from the 2008 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; 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 St. 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 A11-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.

## 2. Institutional Mission

*The following text is taken from the 2008 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, 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.

### 3. Program History

*The following text is taken from the 2008 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 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 TAO/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 was 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 as 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.

#### 4. Program Mission

*The following text is taken from the 2008 University of Hartford Architecture Program Report.*

##### **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.

## 5. Program Self Assessment

*The following text is taken from the 2008 University of Hartford Architecture Program Report.*

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 Planning (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 students 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 eight 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 Peili, FAIA; Richard Meier, FAIA; Peter Eisenman, FAIR; 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 \$1 0,000. 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 totaling \$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.

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**Appendix B: The Visiting Team**

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**Appendix C: The Visit Agenda**

**NAAB Visit Agenda  
November 08-12, 2008**

**Saturday 08 November**

- Afternoon Team Arrival and Check-In, Goodwin Hotel  
Team Members provide Hartford w/ travel plans
- 5:30 PM Team Meeting to Review APR at Goodwin Hotel
- 6:30 Meet Chair Michael Crosbie and visit Team Room, Joseloff Gallery
- 7:30 Dinner - Team Only

**Sunday 09 November**

- 8:00 AM Breakfast w/ Chair Crosbie, Goodwin Hotel
- 9:00 Team Room, Joseloff Gallery
- Noon Lunch – Crosbie, Tapas, West Hartford
- 1:00 PM Facility Tour, Campus and Downtown Hartford
- 2:30 Team Room, Joseloff Gallery
- 5:00 Reception w/ Administrators, Faculty, Staff—Dean Manzione's Residence
- 7:00 Dinner - Team Only

**Monday 10 November**

- 8:00 AM Breakfast w/ Chair, Goodwin Hotel
- 9:00 Entrance Meeting w/Dean, Dean's Office, UT 205
- 10:00 Entrance Meeting w/President and Provost, President's Office, CC 303
- 11:00 Library Meeting, Randi Ashton-Pritting's Office, HJG-L 219
- Noon Lunch - Team and Faculty, 1877 Club, Room D
- 1:30 PM Team Room and Studio Visits
- 4:00 Program-wide Meeting w/ Students, Wilde Auditorium
- 5:00 Reception w/ Alumni, Faculty, Students, Advisors, Practitioners, 1877 Club
- 7:00 Dinner - Team Only

**Tuesday 11 November**

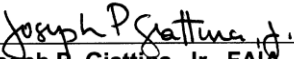
- 8:00 AM Breakfast w/ Chair, Goodwin Hotel
- 9:00 Team Room, Joseloff Gallery
- Noon Lunch w/ Student Representatives, Hawk Hall, Room 106
- 1:30 PM Team Room and Studio Visits – Write VTR
- 8:00 Dinner w/ Team Only


**Wednesday 12 November**

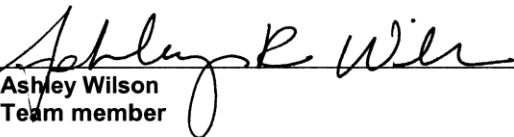
- 8:00 AM Check Out; Exit Meeting Breakfast w/Chair & Dean, Goodwin Hotel
- 9:00 Exit Meeting w/President and Provost, President's Office, CC 303
- 11:00 Exit Meeting w/ Faculty and Students, Wilde Auditorium
- Noon Team Departs from Hartford


IV. Report Signatures


Respectfully submitted,

  
\_\_\_\_\_  
Joseph P. Giattina, Jr., FAIA  
Team Chair  
Representing the NCARB

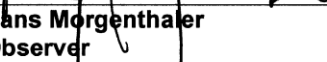
  
\_\_\_\_\_  
Lisa Chronister, AIA, NCARB  
Team member  
Representing the AIA

  
\_\_\_\_\_  
Ashley Wilson  
Team member  
Representing the AIAS

  
\_\_\_\_\_  
Betsy C. West  
Team member  
Representing the ACSA

  
\_\_\_\_\_  
Sharon C. Matthews, AIA  
Observer

  
\_\_\_\_\_  
Craig C. Saunders, AIA  
Observers

  
\_\_\_\_\_  
Hans Morgenthaler  
Observer

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