

**Massachusetts College of Art and Design
Graduate Programs**

**Architecture Program Report for 2016 NAAB Visit for
Continuing Accreditation**

Master of Architecture

Track I - 102 Credits

[non-pre-professional degree, 42 pre-professional credits + 60 graduate credits]

Track II – 60 credits

[preprofessional degree + 60 graduate credits]

Year of the Previous Visit: 2013

Current Term of Accreditation:

The professional architecture program: Master of Architecture was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2013.

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Graduate Programs
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Note: Due to the installation of MassArt's new website in spring 2017, website addresses have been updated in this document where possible.

As requested by the College, floor plans of college facilities most used by the architecture department have not been included in this public copy of MassArt's APR.

Pages 67-78 have been removed. Please contact the Graduate Program, at gradprogram@massart.edu or 617-879-7166, if you have questions about these facilities.

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SECTION 1 – PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

History

Massachusetts College of Art and Design (MassArt) is a public, independent college of art and design. The Massachusetts State Legislature and an influential business community led by Jordan Marsh, John and Francis Lowell, and F.H. Peabody founded MassArt in 1873. These industrial leaders believed that if people of all classes, ages, and economic backgrounds had access to an education in drawing, painting and design, these skills would benefit the Commonwealth's growing industrial economy. As a result of their efforts, Massachusetts became the first state in America to implement a comprehensive program of art education in the public schools and the only state to establish a school for professional studies in both art and design.

Since its founding, MassArt has continued to support individual pursuits in the creative arts. During the early 1900s, the college introduced programs for graphic, machine and architectural design, and for the design of glass, furniture, metal and jewelry. Later, the college added courses in education theory, literature and psychology. Over time, the college has reconfirmed the positive impact arts education has on our economy and culture and has responded to the changing educational needs of students. MassArt's continued dedication to develop high quality artists, art educators, art historians and designers is evidenced through more recent initiatives like the college's Center for Art and Community Partnerships.

Today, MassArt ranks as one of the premier professional colleges of art and design in the United States; nationally known for offering broad access to a high quality professional arts education, accompanied by a strong general education in the liberal arts. Current enrollment is 2,000 graduate and undergraduate students and approximately 600 continuing education students. The college continues to prepare its graduates for distinctive and innovative achievement in a wide array of fields and disciplines. MassArt plays a key role in attracting talented people to the region and in strengthening the New England economy.

MassArt offers twenty-one concentrations in the areas of fine arts, design, media, art education, and the history of art; awarding BFA, MFA, M.Arch and MAT degrees, as well as certificates in design and visual arts teacher preparation. MassArt is the only public college or university in New England offering degree programs in industrial and fashion design. Students participate in small-sized classes that are presented in critique and lecture format by an outstanding faculty who continue to produce works and scholarship in their fields. State-of-the-art studio facilities foster creative exploration and enable students to experience a variety of art making processes from traditional to the most contemporary.

As a major cultural resource in Boston, MassArt also offers continuing education and youth programs, exhibitions, community partnerships, lectures and cultural events that fulfill the college's public purpose of providing access to the arts. In addition, MassArt actively participates in the city's ProArts consortium of arts colleges and the Colleges of the Fenway higher education consortium. By celebrating and nurturing the visual arts and design, MassArt contributes to the educational, economic and cultural environment of the Commonwealth and the nation. For an Interactive exhibit highlighting some of these contributions see: <http://history.massart.edu>
See also the history section at the bottom of the About MassArt page: <https://massart.edu/about>

Mission

<https://massart.edu/mission-values>

MassArt is governed by Massachusetts General Laws since it is part of the state public higher education system. The Massachusetts Department of Higher Education (DHE) has broad planning responsibility for fiscal and human resources policies. The college and the legislature implemented a new funding model for MassArt public higher education in 2004 including an annual state appropriation, tuition retention and the authority to establish enrollment targets and tuition rates for in-state and non-resident students. The American Council on Education praised the new model, noting that MassArt is one of the few public colleges creatively responding to future challenges of funding public higher education in the United States.

Dawn Barrett was MassArt's eleventh president from 2011 to 2014. That same year our current CFO and Executive VP Kurt Steinberg became interim president. While Dawn's leadership highlighted the legacy of the school, President Steinberg brings deep experience in financial management, appreciation for the arts and design and a commitment to transform the college campus and university.

Two bodies grant MassArt's institutional accreditation status: the National Association of Schools of Art and Design (NASAD) and the New England Association of Schools and Colleges (NEASC). MassArt's next accreditation visit, which will be a joint visit, is scheduled for the spring of 2017.

The majority of MassArt employees are represented by one of four unions: The Massachusetts State College Association (MSCA) represents salaried and adjunct faculty and librarians teaching in the college's undergraduate programs; the Division of Graduate and Continuing Education (DGCE) represents adjunct faculty teaching in the areas of graduate and continuing education; the Association of Professional Staff (APA) for managers; and the American Federation of State, County, and Municipal Employees (AFSCME) for other staff. Upper level administrators are not union members.

Transforming the MassArt Campus

The Board of Trustees approved a new master plan in 2008 to transform MassArt's urban campus. It built on the strengths of its academic programs, supporting long-term enrollment goals and more fully integrating the campus with its surrounding neighborhood. The master plan included four construction projects: a new student center, a new residence hall, a Design and Media Center, and renovations to the Bakalar and Paine Galleries. The college will have a more visible presence in its downtown Boston neighborhood with a dramatic new entryway to campus with completion of the new Design and Media Center. All but the gallery renovations will be complete by the NAAB visit in Spring 2016.

A new residence hall known as the Tree House opened in fall 2012, heralded by the Boston Globe as an instant "architectural landmark." Part architectural achievement, part work of art, the environmentally friendly and LEED-certified building was inspired by Klimt's "Tree of Life." The project was designed by the architecture firm ADD Inc. and was used as a case study in courses during its two-year construction period. Architecture students developed plans for concept designs for the first floor space that were implemented in the final project. The new residence hall has allowed MassArt to double its housing capacity and, with 493 beds, guarantee all freshman and sophomores an on-campus home making MassArt more attractive to out-of-state and international students.

The renovated campus center, which opened in fall 2010, is a collaborative project with the Massachusetts College of Pharmacy and Health Sciences (MCPHS). The new center re-energized not only the campus but also the entire urban neighborhood. MassArt and MCPHS community members share a dining commons, art supply and bookstore, open space and coffee shop, which are all open to the public.

MassArt received \$30 million in bond funding for its Design and Media Center. The center will house new studios and equipment, common areas and exhibit and lecture halls that are to be shared by all design and media departments. This centralized, multipurpose facility will allow partnerships across disciplines within the college and outside, creating new team-based opportunities for interdisciplinary collaboration. The center creates a new main entry on campus and includes the removal of physical barriers as a means to enable all students to move freely among buildings.

The Bakalar and Paine Galleries, a resource for award-winning community educational programming and critically acclaimed contemporary art exhibitions, will undergo a \$12 million renovation. The new design opens the galleries to the street with a new entrance and includes a much-needed reconfiguration to the interior of South Hall. The entire building will be brought up to code and made ADA-compliant, thus paving the way for museum accreditation.

The college's location sits within the urban environment adjacent to the Museum of Fine Arts and the Isabella Stewart Gardner Museum in the heart of an arts area known as the Fenway Cultural District. These museums each feature significant building additions by internationally acclaimed architects Norman Foster and Renzo Piano. Close geographic proximity also provides opportunity for the Colleges of the Fenway (COF) consortium, a six-college partnership that allows for student cross-registration, shared resources and collaborative co-curricular opportunities. The Pro-Arts Consortium operates similarly but its membership is composed of Boston-based arts schools. Members of these consortia include immediately adjacent Wentworth Institute of Technology and the Boston Architectural College. An arrangement with Massachusetts Institute of Technology (MIT) also provides MassArt architecture students with opportunities in architectural history, urban planning and building sciences among all other MIT programs.

The college's desire to engage external partners is clearly articulated in the historical and current mission as well as in the strategic plan. Faculty and students engage community partners through coursework and volunteer opportunities. College programming in areas such as the Center for Art and Community Partnerships (CACP), Gallery Education and Artward Bound, offer mutually beneficial learning opportunities with Boston Public Schools.

Global Education

A MassArt education is enriched with a global perspective with faculty from around the world, students from thirty states and twenty-two countries and a wealth of study abroad programs. The Chronicle of Higher Education (10/28/2012) cited MassArt as one of the "top Fulbright producers" among specialized institutions. Each year over 100 students participate in travel courses that provide a short-term opportunity to experience other countries and cultures. These courses include an academic component, requiring rigorous study before and after the trip. Faculty members with studios overseas often host students from the travel courses to provide additional insight.

MassArt's M.Arch student population in FY 2015 was 20% international. In Fall 2015, M.Arch international students included those from, Canada, Ghana, India, Iran, Saudi Arabia and Uganda, with an additional resident student from Egypt. In comparison, international students comprise 16% of the overall graduate student population, 17% of the BFA Architectural Design population and 4% of the overall BFA population. Graduate programs hosted two Fulbright Scholars in AY 2014-15; another Fulbright Scholar enrolled for fall 2015.

Mission of the Architecture Program

What sets MassArt apart from each of the other local schools of architecture is its institutional context. As a public college of art and design, MassArt provides affordable access to students from diverse backgrounds that seek an education that focuses on learning through making. This approach to learning is practiced across the college and is supported by the extensive shops and studios on campus. The architecture department designs courses that take full advantage of these resources, thus broadening students' understanding of how to develop ideas from drawings to reality.

The program brings together a faculty with shared commitment to practice expressed through the development of studios with topics architects are currently addressing in the profession. Architectural skills are often applied through collaborations with the community, and therefore offer an opportunity to engage with the public. The focus on making, along with the department's commitment to current challenges in the built environment aligns with the public mission of our school. Within this context the college has supported the architecture department in its initiatives with the non-profit community in the greater Boston area. Over several years, the department has collaborated with community partners on the creation of design, construction and development projects. These partnerships are central to professional education at MassArt and to the development of architects who are socially responsible citizens.

Program Benefit to the College

The college is committed to the principle that learning occurs in and out of the classroom. Student participation in public-interest design projects benefits student learning and the college. Students become ambassadors in service to surrounding communities, preparing for leadership within the community and profession. In addition, architecture students get involved in projects as student representatives on design and construction teams representing MassArt and as interns for consultants to the college. The program offers electives that appeal to many different majors outside of architecture, augmenting the college's 3D fine arts offerings. Students and faculty are members of college-wide governance committees. Students are also valued as members of the Architecture program advisory board.

College Benefit to the Program

Similarly, the college supports the program through scholarships for architecture graduate students, teaching assistantships, administrative assistantships as well as support for mentoring each other in software workshops. The college provides students access to superior shop facilities and new shop equipment, such as the laser cutter. The college maintains current software and computer labs, hires students as lab and shop monitors and funds program studio managers. Close association, shared values and mutual support for project-based learning allow faculty across departments to continually evolve strategies that engage the community and develop leadership skills through design. The new Design and Media Center will house a new, larger woodshop that will also include space for more digitally based equipment.

Holistic Development and Practicum-Based Learning

Teaching through making is both the core philosophy and strength of the MassArt architecture program consistent with its unique context. Students learn about architecture through constant analysis and exploration of the material consequences of design. The pedagogy encourages students to take risks with their work and participate in learning across disciplines. Students and faculty work closely together to understand and advance individual interests and goals. Making pervades many program contexts including the following:

- Design projects reflect the realities and limitations of modern practice; every project accounts for environmental consequences and sustainability; some involve the renovation or adaptive use of actual buildings, which students engage on-site.
- The curriculum stresses art and applied science, which it regards as equally essential elements in the design of energy efficient built environments.
- Extensive fabrication shops permit experimentation with materials, which helps students understand building details; state-of-the-art digital tools and software for design, presentation and model building are available to the students.
- The faculty structures studio work as a continual experiment in design inquiry at times requiring full-scaled mock-ups.

MassArt aspires to connect public-interest design and community engagement with rigorous and pragmatic building science. In support of this goal, we link many of the design studios to structural and

environmental building systems, as well as to the history of the sites and larger contexts used in the studios. The curriculum employs place-specific design research as a way to understand the social responsibilities architects and planners share. Studios, therefore, take on topics including new forms of housing, transit systems, walkable streets, and public resource buildings for communities as well as technical studies of wall sections and building systems.

SECTION 1 – PROGRAM DESCRIPTION

I.1.2 LEARNING CULTURE

The architecture program and the college provide a supportive and inclusive teaching, learning and working environment for faculty, students and staff. Within our program, these goals are achieved in part by teaching to the student. Much of our teaching methods promote understanding across learning styles to support all students in the endeavor of achieving an education. Full and part-time faculty also make themselves available to students outside of their courses for extra support. A Course Assistant is also available in and after all of the structures courses to provide additional general math and physics support to aid understanding of the presented material.

In 2012 AIAS students set up a mentoring system. Each upper-level student is paired with an entry-level student in the program. Their goal is to match interests, introduce new students to the culture, and most importantly provide a go-to person within the student body for support in the studios. This works well and is an impressive effort on behalf of our students and is a strong component of the community structure that supports the students within our program. Students also attend faculty meetings to hear, contribute to and transmit the information to the other students regarding day-to-day issues, curricular objectives, proposals for new courses and ongoing work on the curriculum map and its objectives and goals.

In addition, an extensive network of all-college policies developed over many years supports the college priorities of diversity, leadership, collaboration and creative innovation. A full list of these policies may be found online. Student Handbook Link: <https://massart.edu/student-handbook>

Studio Culture

The program has an ongoing policy for studio culture that is reviewed and updated by faculty and students. This policy is distributed to entering students in the first week of class, through AIAS members and the faculty and available on the program's website. The program supports an interactive learning environment where diverse opinions, approaches and passionate debate are encouraged. Students and faculty treat one another with respect and mutual goodwill and resolve differences in an equitable, respectful manner. The Studio Culture Policy, crafted by the students, is on MassArt's M.Arch Program website. It includes: Studio Spaces & Studio Courses, Workplace and Professionalism, Studio Etiquette, Balance, Time Management, and Community & Responsibility. Studio Culture Policy. Link: <https://massart.edu/sites/default/files/studioculturepolicy.pdf>

SECTION 1 – PROGRAM DESCRIPTION

I.1.3 SOCIAL EQUITY

MassArt has established Community Standards to promote and maintain the rights, health and safety of members of the MassArt Community in their pursuit of educational goals without undue interference. Students, faculty and staff are expected to carefully review these Community Standards. Under the terms of enrollment, individual students and student organizations are bound by these Community Standards and acknowledge the right of the College to take disciplinary action for behavior that violates them. The full text is online. *MassArt Community Standards*. Link: <https://massart.edu/community-standards>

A robust network of policies governing harassment, discrimination and academic integrity supports the Community Standards. These policies are included in the Student Handbook, College Committees on Diversity, MassArt's Strategic Initiatives and MassArt's Strategic Plan. (See *additional documents linked in Section 4. Supplemental Material, 4 and 6.*) Link: <http://tinyurl.com/puvmuzl>

College Strategic Plan 2015-2020, and the Architecture Program

MassArt values diversity in all its forms and considers an understanding of a multicultural world essential for every citizen in the 21st century. The college endeavors to infuse multicultural and global awareness into the fabric of its community and will continue to seek opportunities to demonstrate these values.

Prioritizing diversity on campus is apparent and integral to the strategic plan; diversity and social justice guide the five overarching college-wide goals. Of note, the college-wide strategic planning process was co-chaired by Paul Hajian, Chair, Department of Architectural Design.

MassArt Strategic Plan. Link: <http://tinyurl.com/puvmuzl>

Goal 1. Educational experience that anticipates the evolution of 21st century practice to prepare students for successful lives and professional careers.

Many of the individual goals within this area are practices and products that are typical in the architecture program: Program assessment linked to accountability specified curricular outcomes, an increase in co-curricular courses and co-taught courses across departments.

Goal 2. Build a healthy, diverse, inclusive and equitable culture and learning community.

In year one we have worked to increase the diversity of our applicants and are working on developing a more diverse hiring process among our long-term and adjunct faculty positions. We continue to work with non-profits that represent culturally diverse neighborhoods in an expanding group of professional elective courses. We are also working with the college as a central program to help define and develop civic engagement initiatives at the college, setting annual goals that lead to broader dissemination across departments and the college.

Diversity in the M.Arch program is greater than that of graduate programs overall and comparable to that of the overall BFA program. In fiscal year 2015, the M.Arch was 25% percent diverse with 87% of students reporting. This compares to 16% diverse of 99% reporting in the graduate programs overall, 32% diverse with 88% reporting in the BFA Architecture program, and 24% diverse of 92% reporting in BFA programs overall. Diversity for the M.Arch program has increased over that reported in MassArt's 2013 APR (13% diverse of 96% reporting in 2012). ("Diverse" in this reporting is defined as U.S. students who report as non-white.)

Goal 3. Implement comprehensive, strategic enrollment management plans for all educational programs.

Patricia Seitz and Paul Paturzo participated in the Dean of Enrollment Management search committee this past spring. Overwhelming support was given by the committee to hire Christopher Wright who started in July 2015. Christopher will liaise with marketing, work individually with programs, develop plans to build enrollment, develop management data and resources and lead the collaborative efforts in this area. This represents a much-needed increase in enrollment management support for all programs.

Goal 4. Embrace an efficacious, flexible and sustainable model of resource stewardship. Increase opportunities for student, faculty and staff professional development.

Among other efforts, the anticipated opening of the Design and Media Center in January 2016 heralds the beginning of classroom protocols that support sharing across programs and departments. It also provides space for individual and collaborative, multidisciplinary curricular projects. In addition, the college continues to build systems of sustainability through new HVAC systems upgrades, recycling initiatives and developing a schedule for façade renovations for the existing "Tower" building with the State College Building Authority.

The college continues to increase fundraising to support scholarships, galleries, high school programs taught by graduate students and civic engagement. The major fundraising event is the Annual MassArt Auction, which raised over 1 million dollars this past year. We still need to launch a Parent Council and increase alumni support among other long-range objectives in fundraising. Our program is currently fundraising for scholarships and specific, new courses.

Goal 5. Become nationally recognized as a leader in art and design education.

The college goals include increasing enrollment at the graduate level across programs and increasing the program visibility through marketing.

The college applied for and earned the prestigious Carnegie Classification for Civic Engagement in 2014.

SECTION 1 – PROGRAM DESCRIPTION

I.1.4 DEFINING PERSPECTIVES

A. COLLABORATION AND LEADERSHIP

Faculty, staff and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service and teaching. Faculty members are encouraged to publish through practice or writing with the majority contributing through built projects. While we continue to build opportunities in scholarship, our upper-level students develop thesis topics that contribute to the profession. Graduates are strongly encouraged to take key elements of their research and develop articles for future publication.

Community engagement and service is a broad and deep element of our program that can be expanded. At present the program includes the *EDAD 605 Community Build* requirement, and several courses that engage the community such as *EDAD 504 City Lights/Light as a Sculptural Element* and studios such as the recent *EDAD 530 Architectural Design*, in which the studio engaged directly with the Jewish Community Housing for the Elderly in Brighton, MA. The department works directly with the MassArt Center for Arts and Community Partnerships (CACP). The department, the CACP and the president have developed a new initiative creating CACP internships including graduate architecture students who will be involved in a project on a post-occupancy study of past Community Build projects.

These collaborations are also being expanded to include partners in other architecture and industry-related courses such as the MassMakers studio proposed for spring 2016.

Teaching opportunities occur throughout the program. M.Arch students have opportunities for up to two Teaching Assistantships per semester and to be educators through Professional and Continuing Education (PCE) Summer Youth Programs. These are opportunities to teach architecture studios to high school and middle school students. Our students have also participated in teaching drawing and making skills through the Artward Bound program for city of Boston youth.

Architectural practice is governed not only by design issues, but also by the practical application of design tools to solve diverse urban problems that occur in a context of expanding regulation and rising construction costs. It is essential in a college that prepares students to contribute to the creative economy that students are provided with skills to participate in the marketplace after graduation. Within the continuum from theory to practice, the program provides a tangible grasp of professional practice, broadly discussed and specifically delivered in the classroom and in the field. Curricular strategies and assignments are designed so that a student may easily understand, communicate and interact with the various professionals encountered in the collaborating industries that serve the profession. We have built a strong two-course curriculum in professional practice that completed its third year. It is the program's goal to continue to evolve and expand these opportunities as envisioned in our Long Range Plan.

B. DESIGN

Vertically integrated coursework includes design studios, structures, and environmental systems, affording graduate and undergraduate populations the chance to work together in the pre-professional curriculum.

In the last two studios of the professional curriculum, *EDAD 702* and *EDAD 752* (the comprehensive studio), students work on design projects and meet with a real client presenting a program. They develop the program's elements based upon interviews, site observation, neighborhood assessment and beginning design studies. In the comprehensive studio, the work culminates in design boards and a package of drawings that address design development. Drawings demonstrate the student's emerging ability to bring project work together. Licensed architects and practicing engineers frequently participate as consultants to the students, reinforcing the application of building systems integration as it occurs in the profession. This coming fall we are prototyping combining the *EDAD 702* studio and *EDAD 720 Integrated Systems* course to provide more opportunities for students to integrate systems in their designs in preparation for the comprehensive studio that follows in the spring.

The application of research questions to design goals is highlighted at the end of the studio sequence in the Thesis I and II studios. Students develop pilot design studies based upon this work leading to program, design principles and final designs. These also include building codes, zoning regulations and environmental and climate data.

C. PROFESSIONAL OPPORTUNITY

Students enrolled in the accredited degree program are provided with a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP). The IDP Coordinator, Professor Paul Hajian, attends the annual IDP conference and for many years has provided a "Cheat Sheet" for a quick understanding of the evolving regulations, which is then posted online. His original slogan, "Are you ready?," is now used by NCARB nationally on outreach materials.

The reworking of the professional practice curriculum in 2012-13 and the addition of a second course strengthens the professional preparedness content. This has largely remained the same with a few expanded elements continuing to emphasize two perspectives of practice – as an architect and as a business entity. The two-course sequence first addresses the practice of architecture through codes, contracts, professional organizations, case studies and readings with the architect as the focus. This prepares students for positions in architectural firms and develops their ability to communicate with and lead the design team including the client, engineers and contractor.

In the second professional practice course, students learn the business of architecture. Students become conversant in skills needed to operate an office: accounting fundamentals; forms of business organization; employer-employee relationships; practice management and risk; project scheduling and spreadsheets. Work in this latter course builds upon the role of the architect as practitioner and connects to the prior course through readings, visits and lectures from developers, architects and contractors. This work is supported by engaging students in thinking about ethical considerations through class discussion and written analysis.

All studios in the UG and Track I pre-professional curriculum creatively engage students in questions of practice and in studio projects that engage visiting architects and engineers in design reviews. In *EDAD 605 Community Build*, a construction project with a public or non-profit entity, students are exposed to working with a client directly. MassArt guides students to enter their profession. However, professional opportunity is expanded through students' understanding of project management and the design-build process. We have several graduates who have leveraged this ability to gain entry positions in design-

build firms. Our department is currently having a conversation on what it might mean to incorporate additional elements of practice discussed in the professional practice sequence into the later studios.

D. STEWARDSHIP OF THE ENVIRONMENT

MassArt is dedicated to designing solutions to one of the defining social, economic and ecological challenges of the 21st century: Climate change. The college's ongoing commitment to sustainability is evident in campus operations, academic programs and student leadership. As sustainability initiatives are rapidly evolving, steady progress in this area must continue in the coming years. MassArt is dedicated to educating the next generation of globally responsible creative thinkers; public service is at the core of our mission.

Required studio courses that focus on these issues include: *EDAD 532 Sustainable Architecture*, *EDAD 720 Integrated Systems* and the accompanying studio *EDAD 702 Architectural Design VII*. However, progressively complex elements of sustainable principles through iterative assignments in every studio allow students the ability to apply these to their projects. See *Sustainable Principles Framework*.

Link: <http://tinyurl.com/puvmuzl>

The department chair and program head are also members of the college-wide Sustainability Committee. This committee has created small \$500 innovation grants for on-campus student-proposed projects including some from our department.

E. COMMUNITY AND SOCIAL RESPONSIBILITY

MassArt is located in an economically and ethnically diverse neighborhood in the City of Boston. The architecture program encourages students to be observant and to develop a thoughtful understanding for the needs of Boston's communities and their inhabitants, while also developing an understanding of the history of development in the city. Students are also encouraged to find ways to apply this information in a global context of practice. New studio agendas (*EDAD 702 Fall 2015*) with farther ranging travel opportunities will support a greater understanding of climate and broader American cultural traditions.

Students are encouraged to be collaborative makers in the urban context while working across disciplines in the college. The Community Build Studio takes advantage of MassArt's wood shops, foundry and metals fabrication shop, giving students the chance to collaborate with experts outside of their discipline and build community within the school. The local communities where our studio builds projects directly benefit from MassArt's resources and from the skills the students gain during the program. MassArt continues to be recognized as a positive force within Boston area neighborhoods. In this range of project engagement, MassArt students also develop an understanding of architecture's role in culture and history as it pertains to environmental practice today.

Community engagement is a core value expressed in the college's current strategic plan developed collaboratively by the entire MassArt community. This commitment is realized in the immediate neighborhood where the college partners with civic organizations, public schools and local businesses. Likewise, MassArt is recognized as an engine in the creative economy throughout the Commonwealth of Massachusetts. We continue to be an important voice in the public discourse connecting the arts, design and education.

All graduate architecture students engage in public-interest work. Both the graduate and undergraduate curricula provide shared opportunity for students to engage in community service and leadership. These opportunities forge a design philosophy that recognizes the value of an architect in service to a community. In *EDAD 502 Methods and Materials* for example, the central project is a collaborative team design of a temporary community events space or a mobile refugee housing system. For example, students in a recent studio worked with the agenda of elders, many with limited physical abilities, exploring how housing and site organization may better respond to these goals through design. The summer studio *EDAD 605 Community Build* is a requirement that engages students as partners with a non-profit or public entity. Faculty and students continue to explore the addition of required and elective

courses that focus on project-based learning. These projects engage ethical design thinking, conflicts of goals and the development of shared solutions.

MassArt embraces the responsibility to educate future architects with an emphasis on contemporary challenges and opportunities within the field. Economic, environmental and social constraints are emphasized as the program aims to produce “citizen architects” able to practice in a range of contexts. The program supports design endeavors that rely on factual, real and built projects to prepare future professionals to innovate within complex urban and social environments. The revised thesis curriculum and its rigor in critique and assessment provides a place for students to make individual contributions to the profession in ways that are personally enriching and engage the entire architecture program community.

MassArt’s exhibitions, lectures and other programs are free and open to the public. (See the program’s Tuesday Talks lecture series in II.2.2 Professional Degrees and Curriculum.) The Architecture Department publicizes end-of-semester reviews and thesis exhibits that are attended by MassArt’s peers, local neighborhood residents, interested applicants, potential adjuncts and practitioners. Lecture series and student-organized exhibitions are promoted to a wide audience through multiple venues including the MassArt website, Facebook and Twitter. These program initiatives strengthen the community of MassArt architecture students and demonstrate a commitment by MassArt administration, faculty and students to both public education and public participation.

SECTION 1 – PROGRAM DESCRIPTION

I.1.5 LONG-RANGE PLANNING

Process for Identification of objectives for student learning.

Faculty decide what should be included in which course, describe it through goals and course outcomes within the syllabi, discuss where repetition of material would be most beneficial, and review this in class with the students on the first day of class. This includes course goals and outcomes, department goals and SPC. These are included in the Course Notebooks, which will be in the Team Room

Data and information resources used to inform the development of these objectives

Comments by previous visiting teams have been helpful in understanding their perspectives on our curriculum and where improvements might be made based upon our approach. In addition, our advisory board has been helpful in looking at course outcomes and discussing curriculum from their professional perspectives. Discussions with professional critics invited to reviews have often been very helpful, providing an external perspective – many reviews summarize the review at the end with students and critics providing overall comments on the course. Student focus groups have requested curricular additions, which we endeavor to test or include in future iterations of various courses or sequences. When our staff visits reviews we also seek their comments on presentations. Data from various surveys from current students and alumni are used as well to highlight areas in the program that may be improved.

Program Learning Objectives and the role the perspectives play in program long range planning:

Our program has a long-range plan through 2018, updated annually. The six goals listed below are explained in greater detail in the *Architecture Long Range Plan*.

Link: <http://tinyurl.com/puvmuzl>

These six goals specifically support the Defining Perspectives in the following ways:

Goal I – Achieve Continued Accreditation: Provide students with the best professional opportunities for their success in the future. Address the changing economic, technical and creative challenges in the profession.

Students are seen as critical contributors and collaborators to the program's curricular evolution. They have representation at faculty meetings and advisory board meetings as well as work within the CACP through initiatives set up by our program. We share program development ideas, and use focus groups within the student body to assess, check and discover new initiatives within the program. This has led to increasing Design Build initiatives with community partners beyond the required courses and into electives. One result has been an increase of opportunities for teaching assistantships.

Goal II – Develop Faculty, Staff and Resources, Communication and Provide Professional

Opportunity: Geared toward professional development of our faculty, this goal also increases human resources in the program. We share core values that support social responsibility and teach through demonstration. As we have increased the diversity of our staff, we are also providing a wider professional and research context for our students.

Goal III – Through Curriculum Evolution, Build Opportunity for Students: The program's original undergraduate curriculum has undergone considerable expansion to address graduate level material. Subsequent adjustments and augmentation have been made to respond to many helpful observations by visiting teams, external advisors and students over the years. We expect to continually fine-tune offerings as more collaborative possibilities, deeper environmental curriculum, refined assessment methods and expanded public interest projects arise. Students meet with faculty on curriculum during faculty meetings. These meetings are open to any student who wishes to attend and they may comment if they wish on our conversations. Students are critical to our curriculum evolution and we have addressed their recommendations, particularly this past academic year on building more and greater variety of collaborative experiences. These are now strengthened elements of our program.

- We now have a plan visualized in a matrix that shows scaffolding and development of sustainable design principles as well as lighting design elements across almost all of the coursework in the program. The college also has a Sustainability Committee that many of our students, particularly at the UG level, participate in and have received mini-grants for prototype projects.
- We collaborate with the COF (Colleges of the Fenway) on elements of a cross-college sustainability minor in the UG program.
- We have a Sustainability Committee campus-wide that provides mini-grants to students to develop projects independently, which are then exhibited. This spring, 2016, this committee will have a space within the Design and Media Center that will provide a classroom and platform for faculty across the campus to deliver specific lectures within or outside their curriculum publically to the whole community. Faculty across the college will also hold "office hours" to work with students campus wide on sustainable initiatives. Patricia Seitz, Keith Giampertone and Eliane Buckholtz are part of this effort.
- Assessment vehicles, rubrics and tools that respond to NAAB, college-wide and program objectives are robust within the program and continue to evolve.
- The Interim Dean and Program Head have been working with the Dean of Continuing Education to leverage our knowledge in design-build initiatives. Civic Engagement is essential to our program, and we are working to expand this across the college. We have more work to do in this area. Although, these efforts are progressing and on track for fall 2016. We see our work with the CACP this past year as a first step in this process by leveraging their ability to identify and provide initial groundwork. We have created internships and assistantships within the CACP for our graduate students to participate in this initiative.

Goal IV – Develop Collaborations: Internal and External: The architecture program is committed to demonstrating the inherent value of architectural design and civic engagement to cultural development, economic health and global competitiveness. The College Corporate Advisory Group has established successful linkages between the college and area business leaders. In addition, the Design Industry Groups of Massachusetts (DIGMA), an economic development project initiated by MassArt, helps position the college as a leading advocate for the design industry. Opportunities in professional development have been developed out of this goal as well as the partnerships noted with CACP.

- We are developing a new course that proposes making in the context of industry, which will include collaborative teams, advance design thinking and potentially provide professional opportunities.
- We are expanding travel opportunities across the program that key to sustainable design understanding in climates outside of the northeast.

Goal V – Increase Enrollment and Retention: Create and implement a comprehensive enrollment plan that addresses recruitment, persistence and completion. We have made recommendations to admissions and are developing articulation agreements. Many of our goals are in process or complete pending work from administrative entities. The new marketing director started this past fall and the new Dean of Enrollment Management recently started this summer. We believe these hires will make a significant difference in this effort moving forward. As a member of the search committee this spring 2015 (Admissions), Patricia Seitz is a prime contact along with Paul Hajian (Chair) and Paul Paturzo, (Dean) in these efforts this fall. We believe this will help further diversify our program and expand the context of design discussions across the department.

Goal VI – Contribute to MassArt’s Strategic Planning Process: This process is complete. Paul Hajian was a co-chair of a college-wide effort to develop the plan in spring 2014. Remaining issues are to move woodshop, digital equipment, upgrade the existing graduate studio review spaces and develop new digital equipment for the new Design and Media Center opening in January 2016. Most of this equipment has been identified to date. We are, however, continuing to provide leadership on the strategic facilities planning goals across the college. These have great effect on expanding breadth of content in the studio design curriculum to increase digital tools and their space allocations and develop mobile tool kits of maker-bots, among others.

SECTION 1 – PROGRAM DESCRIPTION

I.1.6 ASSESSMENT

Supplemental Materials, Self-Assessment. Link: <http://tinyurl.com/puvmuzl>

ASSESSMENT ACROSS THE COLLEGE

The college, graduate programs and department have many regular self-assessment processes in place. Since the 2013 NAAB team visit, the program has taken a series of actions to increase the representation of the perspectives of all constituencies and to develop enhanced procedures, rubrics and systems of documentation. The section below outlines the processes for this work.

Academic Program Review

In 2014 the college implemented new academic program review guidelines to provide regular opportunities for a systematic examination of the curriculum, pedagogy and new developments which impact academic programs, departments and divisions. The recommendations under review are for each academic program to be the subject of evaluation on a six-year cycle, using the schedule of visiting committees to examine broader relationships between programs and disciplines. These were defined by all-college learning outcomes for the undergraduate program. Graduate programs also established program plans and curricular assessments if these were not yet in place. The architecture faculty, led by Patti Seitz and Paul Paturzo, worked closely with Art Education Professor Lois Hetland, to develop written assessment vehicles of each course and faculty assessments of students for reviews. These were used throughout academic year 2012-2013. Faculty members have continued to work with Lois Hetland and Dean of Academic Programs Dan Serig to review these assessment vehicles as part of our ongoing work. Architecture course assessment descriptions developed from this work, as well as student work assessments from studio courses, will be provided in the course notebooks in the Team Room.

Studio Project Assessment

Faculty and visiting critics for studio and thesis reviews write student project assessments. The NAAB course description provided by the department note specific outcomes tied to assignments in each studio. As an example, In Thesis I and Thesis II courses assessments are conducted as milestones several times a semester. The evaluations focus on knowledge areas that address development of argument framework, clarity and organization, research, design development and the feasibility and complexity of design proposals – visually, orally and in written form. In each of these assessments the program is working toward meaningful documentation for the students, faculty and critic participants to facilitate understanding of weaknesses and strengths in individual student work.

SELF-ASSESSMENT

The M.Arch program head is responsible for reviewing long-range plan educational objectives, curricular evolution, remedies for deficiencies and causes of concern. This work is supported by the other full time architecture faculty and student focus groups. The program head then recommends changes based on the collaborations. Program faculty and student representatives review current curriculum and discuss program goals and their alignment with standards of the college, peer institutions, NAAB and NASAD/NEASC. The outcomes of these conversations are shared with students in student-faculty meetings. Recommendations – as they may affect space planning, curriculum physical space requirements, or technical support – are voted upon and forwarded to the appropriate committees or dean of graduate programs for their consideration. Changes that have fiscal implications are developed in departmental budgets, which are finalized, proposed and collaboratively managed by the program head and department chair.

Over the past two years, the college developed a robust system to support assessment and accreditation for the campus and the architecture program. Significant to the architecture assessment process, faculty members continue to meet with the Dean of Academic Programs and the Provost on assessment as well as new initiatives, overseas collaborations and course development. This group, focused primarily on new initiatives, grew out of a former faculty-administrative committee that met for several years prior to the 2013 visit. This latter joint committee has been available to address program concerns, develop and lead the civic engagement model for the campus along with the Director of the CACP, develop overseas course initiatives and exchanges, and become current with the department's work. These combined initiatives across the campus have been crucial in expanding and maintaining our feedback loop in collectively evolving the program goals.

B. CURRICULAR ASSESSMENT AND DEVELOPMENT

Curricular Assessment in the Graduate and Undergraduate Architecture Programs

| GRADUATE PROGRAM – M.ARCH | UNDERGRADUATE ARCHITECTURE PROGRAM |
|--|--|
| <p>M.Arch Program Head, Patricia Seitz meets jointly with Architecture Dept. Chair and faculty to review courses and Conditions, run student focus groups and create vehicles to insure broad student input. Develops new courses and mentors new faculty. ↓</p> | <p>Architecture Department Chair, Paul Hajian meets jointly with M.Arch program head and faculty to review courses and conditions, run student focus groups and create vehicles to insure broad student input. Develops new courses, external linkages and mentors new faculty. ↓</p> |
| <p>Architecture Department Curriculum Committee, All FT and PT faculty, 3 students (grad/UG). Oversees the curriculum, reviews long-range educational objectives and performs academic advising and recommends changes for the department. Discusses and critiques course outcomes, makes curriculum recommendations and presents them to the full faculty for discussion. Curriculum meetings occur each semester. Submits M.Arch curriculum change proposals to Graduate Education Council, and BFA Arch curriculum proposals to AUC. ↓</p> | |
| <p>Graduate Education Council 5 graduate faculty, 1 student, 3 administrators. Chaired by the Interim Dean of Graduate Studies, Paul Paturzo and includes Ken Strickland and Patricia Seitz. Prepares reports and recommendations concerning changing graduate course reqmts, and other issues affecting graduate faculty. Forwards recommendations to Senior VP of Academic Affairs. ↓</p> | <p>All University Committee (AUC) 8 faculty, 3 students, 3 administrators. Ken Strickland is a member. Reviews each charge received and refers it to one of its standing committees (including the Curriculum Committee). Reviews recommendations of these committees and forwards them along with any amendments or recommendations of its own to the President of the college via the Senior VP of Academic Affairs. ↓</p> |
| <p>Curriculum Committee – An AUC standing committee, 10 faculty, 2 students, 2 administrators. Paul Hajian is committee chair. Reviews and makes recommendations about all proposed changes in the BFA curriculum – programs of study, including deletions / changes in major requirements. Conducts periodic college-wide studies of overall academic programs and may propose major changes in the curriculum. Forwards recommendations to AUC. ↓</p> | |
| <p>Provost/Senior Vice President of Academic Affairs, Ken Strickland Reviews Graduate Education Council and All University Committee proposals for initial approval, and forwards recommendations to the President. ↓</p> | |
| <p>President, Kurt Steinberg Reviews and provides final approval of Graduate Education Council and All University Committee recommendations.</p> | |

Institutional Requirements for Self-Assessment

Institutional requirements for self-assessment of all academic programs are required and currently in progress in anticipation of the upcoming joint NASAD and NEASC accreditations AY2016-17. The work in architecture, a department that annually assesses its curriculum, is a model for other programs on campus that are more generally working on a six-year cycle of curriculum and program reviews. Collective bargaining agreements for faculty require course and faculty evaluations completed by

students each term. Department chairs or their representatives on a rotating basis also evaluate faculty members. Department chairs, the graduate program head and the graduate dean review student course evaluations. Administrators and staff are evaluated annually, also per collective bargaining agreements. Links to each of these agreements and policy sections are available in *Section 4. Supplemental Materials, Self-Assessment*. Link: <http://tinyurl.com/puvmuzl>

Student course evaluations are distributed and collected each semester as required by the faculty union contract. These evaluations include sections of every course for all non-tenured unit members, and one section of every type of course for tenured unit members. Graduate program assistants manage these. Faculty members are not present during the evaluation process. Hard copies of the evaluation forms will be available in the Team Room. The undergraduate students use a standardized form, the ETS SIR II. The graduate program uses the questions specified in the MSCA DGCE contract. Sample forms are available in *Section 4. Supplemental Materials, Self-Assessment*. Link: <http://tinyurl.com/puvmuzl>

Student Assessments

The department has engaged a variety of methods to determine student perceptions of strengths and weaknesses in academic and extra-curricular programs.

Student and Alumni M.Arch Program Survey

The M.Arch Program survey is conducted to understand and gain feedback on how well the M.Arch curriculum blends and supports some of the NAAB Conditions, our strengths and challenges. We use this survey to understand student's satisfaction/concerns with elements of the program and learning context, facilities and advising, for example, and to determine where students experience key values and goals of the program. Finally the survey provides information on how well the program prepared alumni for their careers, where alumni and students are working, and whether they are pursuing licensure. Survey results are available in *Section 4. Supplemental Materials, Self-Assessment*. Link: <http://tinyurl.com/puvmuzl>

The school administration and faculty rely on meetings with undergraduate and graduate student representatives (SGA, AIAS Advisory Board, and department meetings) to maintain awareness of current issues. Students self-assess their progress in written assignments for studio courses during the semester.

Results: Student Focus Groups on Curriculum

Each year the program head leads one or more focus groups in an expanded conversation on the curriculum. This spring and summer two concerns, now goals, emerged:

1. Create additional engagement opportunities. Out of this shared goal among many students, the faculty developed a MassMakers elective. A new adjunct faculty member who designs and consults on these spaces nationally will run this. This course is in development for SP 2016.
2. Create travel studios all students can attend. Out of this shared goal we discussed the faculty development of testing the joining of *EDAD 720 Integrated Systems* and *EDAD 702 Architectural Design VII* to further develop systems skills in design. Students brainstormed and came up with US travel options in southern states, with a new design program testing Innovation space. It is being developed this academic year.
3. We developed a transportation studio to address public transportation in response to Boston and BSA conversations on transit systems and walkable streets. This will be addressed in *EDAD 520 Architectural Design II FA 2015*.

Student and Recent Alumni SPC Survey

This survey was used to assess student and recent alumni understanding of the NAAB Student Performance Criteria in the 2014 Conditions as expressed through our curriculum. The survey asks students and alumni to assess where in the architecture curriculum the SPC are most strongly taught or

learned. Survey results are available in *Section 4. Supplemental Materials, Self-Assessment*.
Link: <http://tinyurl.com/puvmuzl>

Challenges: We struggle with program funds, sending all of our students (including international students) on travel programs and expanding electives. This fall, we intend for students to travel outside of New England for studio. This is an initiative that will remain in the program. Though not yet attained, we are working on other travel programs overseas as well as within US territories for the next academic year 2016-17. To remedy program funding our department is currently working with the Foundation arm of the college to raise funds for travel, scholarship and other initiatives. We believe that in the next year we will be better positioned to address these.

The survey shows that the students believe the material is well covered. However, we will direct our faculty this fall as they present their syllabi in the first class of the semester, to review course goals, including SPC, and explain their meaning in context of expectations and outcomes. Understanding of the complex SPC – those with many areas of either ability or understanding we believe needs more nuanced explanation over time and coverage of the material – most likely gained through experience and individual assignments as a student actually learns the SPC. We did find that our alumni provided more abbreviated lists that seemed to show a greater understanding of the meaning implied in the SPC descriptions.

Program Advisory Board

The Advisory Board is charged with supporting the program by contributing to the advancement of academic excellence and reputation of the department. Working with the full time faculty and a graduate student, it provides an external perspective on architectural education that is current, relevant to professional practice and industry, labor and employment standards. This board assists the department in community and public relations within and beyond the university community. It also addresses strategic planning goals, professional perspectives on architecture education, and how a professional education can better prepare graduates for varied forms of practice.

Advisory Board Members

Ed Allen, FAIA Topaz Medallion, Professor (emeritus) Yale and MIT, and author

Jim Batchelor, President, Arrowstreet, former BSA President

George Metzger, Principal, HMFH, former BSA President

Tamara Roy, Associate Principal, Stantec, President Elect, BSA

Hubert Murray, Manager, Sustainable Initiatives at Partners Healthcare

Rachel Kallus, Professor, Technion, Haifa, Israel in Architecture and Urban Planning, and alumna MassArt Architecture Department. Rachel developed “The Social Hub for Community and Housing” funded by the Department for Higher Education in Israel and advises on our community projects.

Jeffrey Eichert M.Arch (2013-14 student member)

Zachary Shedlock M.Arch (2014-15 student member)

Paul Hajian, Professor, Chair, Architectural Design Program

Patricia Seitz, Professor, Head, Graduate Architecture Program

Margaret Hickey, Professor of Architecture

Ken Strickland, Provost, MassArt

Paul Paturzo, Interim Dean of Graduate Studies

SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

PROGRAM RESPONSE TO CONDITIONS NOT MET AND RESPONSE DUE TO CHANGES IN THE CONDITIONS

See Section 2. Student Performance Criteria Matrix, and Section 4. Supplemental Material, Course Descriptions.

Link: <http://tinyurl.com/puvmuzl>

High and Low Pass Approach

High and low pass are defined by the quality of the material in each criterion. Students in majority meet but do not excel throughout all instances in a project in a low pass. High pass examples are strong or exceptional.

B.2 Accessibility (2009 Criterion)

2013 Visiting Team Assessment: “Students are taught the ability to design facilities that are barrier-free in EDAD 520 and 530, Architectural Design II & III and EDAD 605, Community Build Studio. Clearly accessibility is being taught, however, this ability does not carry through in much of the work that was presented in the team room. For instance, in the Comprehensive Design Studio, EDAD 752, toilet rooms and doors did not meet the code. On many site plans we did not see accessible parking indicated or accessible paths of travel from the parking to building entrances.” [X] Not Met

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- Added additional content to *EDAD 530 Architectural Design III* and *EDAD 752 Comprehensive Studio* including worksheets / diagrams on accessibility at all scales to insure that the studios responded to interior and exterior issues, to better be able to apply these issues across scales and scenarios.
- Added content to *EDAD 711 Making Cities Work: Urban Visionaries*. In envisioning accessible, sustainable and socially responsible urban futures, the final review also included critics from the Massachusetts Architectural Access Board and professionals from firms that focus on accessibility.
- Students were critiqued earlier in the semester across many studios on understanding the civic responsibility and significance of this criterion.

Additional changes due to changes in Conditions from 2009 to 2014:

A.8 Cultural Diversity and Social Equity include much of this content area in the 2014 Conditions, reinforcing the civic significance across studios. Accessibility is discussed in context of many studios as a component of social justice and a human right.

B.6 Comprehensive Design (2009 Criterion)

2013 Visiting Team Assessment: “The work displayed from EDAD 750/752 has well-conceived design concepts and the course contributes to the students’ learning. Structural systems are well-documented and well-developed within this attempt at integration across scales as well. However, the level of development of site context, urban theory, accessibility, and sustainability including a response to global warming are not consistent with graduate level work.” [X] Not Met

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- Added additional content to *EDAD752 Comprehensive Studio* includes worksheets on site design, urban theory and analysis of neighborhood context, accessibility and sustainability. In response to the latter, students also analyzed their building digital models using two key programs: *Climate Consultant* – a UCLA freeware to understand climate and suggested passive strategies, and *Revit Building Energy Analysis* across their whole building.

Additional changes due to changes in Conditions from 2009 to 2014:

As an approach to sustainability as a “Defining Perspective” and core principle in the program, we have included a Sustainable Principles Framework chart online that documents how we build the value, responsibility and multiple and diverse design and ethical principles embodied in environmental stewardship across the curriculum. *Sustainable Principles Framework*. Link: <http://tinyurl.com/puvmuzl>

II.4.1 STATEMENT ON NAAB-ACCREDITED PROGRAMS

2013 Visiting Team Assessment: “The NAAB-Accredited Degree information is on the college website. It is exact with the exception that the word “The” is missing from the beginning of a paragraph and the paragraphs are not in the same sequence.” [X] Not Met

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- Shortly after the visit in Fall 2013, the wording was corrected. We have continued to update wording where required in the new Conditions on our website and other public material.

II.4.5 ARE PASS RATES

2013 Visiting Team Assessment: “ARE pass rates are not yet available as the earliest graduates have not had time to complete IDP.” [X] Not Met

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- We continue to expose students to NCARB and IDP requirements each fall and encourage students to open and maintain IDP Files and take the exam. A link to the NCARB Pass Rates website is now on MassArt’s NAAB Accreditation Website. Several students have started the exam process. We have also begun to survey our graduates to ascertain the number of students pursuing licensure.
<https://massart.edu/naab-documents>
<https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school>

PROGRAM RESPONSE TO CAUSES OF CONCERN AND RESPONSE DUE TO CHANGES IN THE CONDITIONS

A. Maintaining Momentum

2013 Visiting Team Report: “The program has done yeoman’s work over the past seven years to fulfill its desire for accreditation. This momentum must be maintained in order for the program to grow in a culture of continuous improvement. Resources from the college including sufficient financial, administrative and faculty support are required not only in the years of accreditation visits but as a basic foundation for the program. The program will only be sustainable if the six goals of the Architecture Long Range Plan are implemented.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- Graduate scholarships to our program increased for students matriculating in summer and fall 2015 (see Financial I.2.4 Financial Resources), and we also had increases in acceptances comparing 2013-14 to 2014-15. We have implemented a marketing program for the upcoming year.
- Our administrative support in the graduate program has increased. Nadia Savage, Assistant to the Dean of Graduate Programs, works on M.Arch program issues from 50-90% of the time depending upon the week, assisting with report generation, student records maintenance and student and graduate assistant communication. Graduate Administrative Coordinators and Graduate Students through Assistantships assist with program marketing, websites and student communication. *Also see I.2.5 Administrative Structure and Governance.*

- The College recognized the accomplishments of the architecture department and promoted one of our faculty members to the position of Interim Dean of Graduate Studies. This position allows our department to have a voice in the upper administration.
- We expect to renovate a portion of the graduate studios to create better pin-up space in AY 2015-16
- We are adding a sustainable materials *Cubejet* printer to our laser printer room this fall. The laser printer was placed online since the last visit in 2013.
- Our long-range plan is linked online. An update shows implementation progress across all goals to date. Link: <http://tinyurl.com/pvmuzl>

Additional changes due to changes in Conditions from 2009 to 2014: N/A

B. Faculty

2013 Visiting Team Report: “As noted above, the team is impressed with the passion and dedication of the faculty. However, there are several concerns. For the program to prosper and maintain its quality there needs to be an emphasis on bringing on more full-time faculty to shoulder the burden of administering a robust program. There must be a balance struck between the importance to the students of having practicing professionals in the studios and classrooms and the need for people dedicated to issues such as curricular change, assessment, and long-range planning.

Also of concern is the proportion of faculty who are credentialed by regional schools and in particular MIT. This is understandable given where the program is in its evolution. However, degree as well as gender and ethnic diversity can enrich the program in ways the program may not be aware. This should be taken in consideration in future hires. As the reputation of the program goes nationwide, attracting faculty from a broader spectrum should become easier.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- As noted below (C. Transitions), we are building a more diverse faculty. Each of the two new half-time positions also includes administrative support duties in the curriculum development, assessment and long range planning, among others. We note that neither of the half-time faculty is from MIT and their primary contribution will be in the areas that support research.
- A FT faculty search will commence in Fall 2015-16, for a position commencing FA2016.

Additional changes due to changes in Conditions from 2009 to 2014:

- We anticipate that other course initiatives being taken this coming year will all contribute to our identity and development as unique in New England. These include a strong effort in fundraising, marketing, developing civic engagement recognition across the campus, electives and new travel programs

C. Transitions

2013 Visiting Team Report: “Of the five full-time faculty, two are nearing an age where retirement is an option. The structural sequence, which is a core part of the curriculum and particularly unique in its make up, may be vulnerable to disruption without a strategic effort to introduce and incorporate additional faculty in these areas of the curriculum within a reasonable period of time.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- We have developed an outline curriculum for the existing four-course structures/building systems sequence to change to a 3+1 sequence, anticipating the building systems course will be separate. Meg Hickey, a licensed architect and engineer, presently teaches all of these courses with a course assistant, Lisa Rosenbaum who has occasionally stepped in for lectures. Lisa is able to teach Structures II and III. We will hire a new adjunct instructor to teach the Building Systems course. Meg has expressed interest in continuing to teach Structures I and be involved in thesis committees. We will be designing the syllabi this year for submittal to the Curriculum Committees. Meg attends the

Building Technology Educators Society biennial conference and has been meeting with interested faculty.

- Another of our full-time faculty members, Bob Coppola, also nearing retirement, is primarily teaching electives to support the pre-professional program and creating funding initiatives to address design and architecture in Studio Foundation. He has also participated in the design of campus exhibits drawing on expertise in social documentary photography of architectural spaces and users. Although not presently anticipating retiring, his courses, though unique, do not affect program evolution.
- We have been approved to search for a new FT tenure track position starting in fall 2016, for a position commencing Fall 2016. Our goal is that this person will teach and participate in contributing his/her unique background to broadening electives with a focus potentially on urban design issues.
- The Interim Dean of Graduate Studies, Paul Paturzo is from our full time faculty. As an additional MIT graduate, his move to an interim dean position enabled us to add two new part-time positions. Noted below, these were used to diversity our department by gender, area of study and academic training. Starting Fall 2015, two new half-time benefitted diverse academics will start with a goal to enrich research - as many members of our faculty are licensed/practicing architects. Both positions enable us to stabilize and develop program diversity. Both are former adjunct instructors. These positions raise their course loads across the Track I and Track II classes. The positions will also provide opportunity for course development over the next two years:
 - *Tamara Metz*, M.Arch Harvard, BS University of VA, She will teach in research-based studios, and the development of tools for visualizing research agendas, goals, and analysis. She is also working on an internship proposal for new graduates and has developed several of our assessment formats for current studios.
 - *Tanja Conley*, Ph.D Cornell, MFA Central European University, Prague, M.Arch, Dipl. Eng. Arch Belgrade is an architect-conservator and historian published extensively on Eastern European capital cities, brings an international perspective to the program and also a strong focus on research. She brings a strong commitment to course development across broad areas of history to the program and will also contribute in this dialogue in studio critiques.

Additional changes due to changes in Conditions from 2009 to 2014:

Our current Interim Dean of Graduate Studies continues to teach within our program. He contributes to the developing changes in Conditions as well as partners with the faculty in evolving the curriculum and moving the collaborative agenda of the program forward. He applied for and received a college grant to develop the travel program in Tanzania, as much of his practice is there. It has been a great benefit to have him in this position. It will be our goal as a faculty to nominate one of our FT members to contribute to the dean search that will commence in Fall 2016.

D. Identity

2013 Visiting Team Report: "While the college places a high value on the integration of the graduate architecture program with the other allied arts, the college has not established an identity for the architecture program separate and apart from other departments that also reflects the unique nature of the professional degree which involves inherent legal responsibilities and duties to client and community."

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- The department is, with the CACP, leading the civic engagement campus mission. This is an initiative that due to our community build program, places the program at the center of *required curricular initiatives* and the overall college-planning goal. Graduate students are assisting with this work under the CACP Director. [See F below].
- Paul Hajian and Patricia Seitz are working directly with marketing to develop program brand internally and externally.
- Concurrently, the Program Head and Will Roberts from our professional practice II course are working informally with a graduate gaining insight in developing a marketing approach for the program.

Additional changes due to changes in Conditions from 2009 to 2014: N/A

E. Facilities

2013 Visiting Team Report: “Long horizon capital planning and funding processes suggests it may be a significant amount of time before the physical resources of the “Tower” are brought up to acceptable standards for accessibility, productivity, human comfort, code compliance and energy performance.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

Tower and other building updates since the last visit include an analysis conducted for DCAMM by ARUP in conjunction with Gensler. They studied several alternatives for renovating or replacing the Tower Building in 2014 and concluded that the most cost-effective and feasible approach was a full replacement of the building. DCAMM is currently in the process of mobilizing to conduct an Urban Design Study to determine a way in which a new building can best be accommodated in the campus.

In the interim, the following stabilization and safety measures are taking place:

- Replacement of the roofs
- Replacement of the fire alarm
- Upgrading of the fire protection system
- Rerouting of campus power (currently coming through the Tower Building)

Annual capital renewal projects have focused on academic space and student services:

- Construction of two new classrooms; T201
- Ongoing renovation of existing classrooms (lighting and finishes)
- Creation of an Academic Resources Center
- Relocated and revamped Registrar’s Office
- Expanded studios for the Animation Program
- Consolidation of the Fashion Program onto a single floor
- Introduction of flat screen technology in more classrooms
- Ongoing furniture renewal and pilot program

(See Section 3.1.2.2 Physical Resources for more detail)

Additional changes due to changes in Conditions from 2009 to 2014:

Students have continued to develop incremental design projects to improve the Tower Building – a light project in the elevator lobby and designs for building green walls in the Tower lobby (by Ground a landscape firm inspired by projects on green walls developed by students in our program through the Sustainability Committee). Though not yet funded, this also includes a proposal for a new greenhouse on campus. Other significant changes on campus include the new Design and Media Center, opening spring 2016.

F. Community and Social Responsibility

2013 Visiting Team Report: “The Student Performance Criterion C.9: Community and Social Responsibility has been cited as met. The team is also aware that MassArt considers this a hallmark of the program. However, the team is concerned that there are missed opportunities to enhance this aspect of the program beyond the Community Build studio and into a broader context.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- Patricia Seitz, Paul Hajian and Sam Batchelor led a group including our provost and the director of the CACP to build stronger links between the college and program through civic engagement projects. Our goals are to: develop research and post occupancy initiatives for work in our program; build a marketing initiative across the college identifying civic engagement projects that highlight ours, (in progress); create a complete database of outreach programs across the college with CACP

categorizing them as extra curricular / co-curricular elements of the MassArt experience; and clarify MassArt's long-range plan in these projects. This is on the heels of attainment as an institution of a Carnegie Classification.

- City Lights has been transformed into a course that incorporates working with a community partner. These past two years we developed two projects: the elevator project with MassArt and worked with a local non-profit designing and installing exterior lighting for an event space for their Latino community.
- Student graduate assistantships have been developed to work with the CACP to support and enhance extra-curricular offerings. New faculty hires will be tasked with continuing to expand this area.

Additional changes due to changes in Conditions from 2009 to 2014:

- In response to furthering research and professional practice goals, graduate students in our program commencing winter/spring 2016 will join with the CACP to develop a post-occupancy review of all of our Community Build projects to date. We propose that a small publication/booklet be developed and that a presentation be made to the campus.

G. Cultural Diversity

2013 Visiting Team Report: "Although criterion A.10: Cultural Diversity is cited as met and meets the basic requirements of NAAB and the architecture history sequence has content related to developing an understanding of cultural diversity, the overall curriculum and student work product is still focused predominately on Boston- and New England-based projects."

Program Activities in Response [Year of previous visit [2013] – Year of APR [2015]]:

- In the first year the studios remained primarily in the diverse neighborhoods of Boston and New England. This Fall 2015 *EDAD 702 Architectural Design VII* will travel outside of New England to document, observe and meet with local practitioners in the development of a studio project.
- In 2015, students in *EDAD 806 Thesis I* shared research concepts through a blog and discussions with the Esail Program within the *Ecole Supérieur d'Architecture Intérieure de Lyon* discussing research topics, contrasting and comparing research issues and developing from these conclusions and design approaches. This also included approaches to urban context as a springboard for design ideas.
- This past academic year, architecture faculty and Interim Dean of Graduate Studies, Paul Paturzo and Dan Serig, Dean of Academic Programming received a curriculum innovation grant from the college to develop a travel course that focuses on observation and documentation in Tanzania. Graduate students from MassArt will collaborate with students from Ghent University and the Kigoma College by Radio in Kigoma in Tanzania to document the built environment of Kigoma. Both deans traveled to Belgium and met with faculty from the two other schools for a week of planning. This fall, the course will be submitted to our travel course committee for final approval.
- In Fall 2016 students in the pre-professional Track I studio *EDAD 520 Architectural Design II* will compare their studio program across cultures through research as well as calling upon the expertise of our new faculty and international students. The studio program this course typically addresses areas of current interest with recent projects including public / charter schools, international centers and on transportation and walkable streets this fall.

Additional changes due to changes in Conditions from 2009 to 2014:

- It is our goal to provide the opportunity to all of our students to travel. To that end we are in process of fundraising for studios farther afield including those in the US or US Territories to allow all of our students to attend.
 - The Kigoma, Tanzania project will target a developing country, looking at a different culture, and at sustainability
 - The Esail dialogue has targeted research processes and thesis question development
 - Projects outside of New England will target new innovation programs

- We are also planning a future collaborative studio in Puerto Rico, which as a US territory would allow all of our students to attend. This project is dependent upon fundraising.

PROGRAM OVERALL: ADDITIONAL CHANGES DUE TO CHANGES IN CONDITIONS 2009-2014

Realm C. While Comprehensive studio *EDAD 752 Architectural Design VIII* remains in place, we tied the studio work components to the previous semester studio *EDAD 702 Architectural Design VII* and *EDAD 720 Integrated Systems* providing students an earlier opportunity to practice the expanded goals.

Sustainability as a Defining Perspective

- We developed a course matrix across the program identifying key elements of sustainability. We make more explicit in the design studios assignments dedicated to the understanding of elements of sustainability from the first studio through thesis. Revit energy modeling and analysis was added to early pilot studies in thesis so that students may begin to understand the implications and to analyze and use the information in more efficient building designs as the Thesis II semester progresses.

The Sustainable Principles Framework **is available online.**

Link: <http://tinyurl.com/pvmuzl>

Investigative Skills and Research

Discussed in II.1.1 Student Performance Criteria, research initiatives have also been strengthened. We hired two part-time faculty members with research backgrounds to better incorporate it as an element in studios and electives. We have also strengthened the outcomes in Thesis projects.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

FACULTY

Faculty Resumes

Resumes for all faculty are available online.

Link: <http://tinyurl.com/pvmuzl>

The Architecture Department currently has four full time faculty within the program, two half time faculty and approximately twenty-one adjuncts, several recently hired. In addition Elaine Buckholtz, a new tenured full-time faculty in the Studio for Interrelated Media (SIM) department, regularly co-teaches the lighting elective, *City Lights: Light as a Sculptural Element*. Architecture Department's work is supported by the move of one of our former faculty to an Interim Dean of Graduate Studies, Paul Paturzo, who continues to teach up to one course per semester. The Art History Department has three full time faculty and two adjunct instructors in architectural history. They teach courses that our students may take as electives or as required in our program. In addition to course faculty, a group of thesis advisors who come from the professional world as well as from within the Architecture Department's faculty pool support M.Arch Thesis courses.

Since the last visit, we have created a draft plan to replace our full time architecture professor in structures and building systems. Meg Hickey will likely retire to emeritus status teaching a reduced load within two years. In brief, the plan proposes that the Structures courses I-IV, which include building services systems in addition to structures principles and equations, are separated into a structures sequence and a building services (plumbing, HVAC, electricity, elevators and acoustics) course. We will also align this curriculum with the new proposals from NCARB 5.0 for 2016. New course descriptions will

be discussed and outlined relative to program sequence (graduate and undergraduate). These will then be proposed to the departmental curriculum committee, college curriculum committee, and graduate education council.

This fall 2015 a new FT tenure track position search will begin with the position starting in fall 2016. This is part of our long-range plan to increase diversity and the ratio of benefitted faculty to adjunct faculty. Our program is also working to enrich the network of elective courses by expanding elective breadth and collaborating with faculty from other design departments within the graduate program.

Faculty Diversity

Since the last visit we have increased program diversity through educational preparation and experience in response to prior Vesting Team reports. We hired two new part time benefitted faculty, both women, with degrees from institutions farther afield including one from abroad. A minimum of a half-time position is required for benefits under current bargaining agreements. These positions include areas of administrative work, and will also provide stability to the program's efforts to expand investigative research and architectural history. The architectural program plans to expand the diversity of the faculty in ethnicity, lived experience, educational preparation, professional practice and point of view in future hires. Program growth will also continue to provide an opportunity to prioritize diversity through the upcoming and continuing hiring process.

Adjunct faculty diversity varies each year, although in the past two years the vast majority of these colleagues are complementary to our MIT full time faculty (three of four have advanced degrees from MIT). We are planning a PechaKucha style event in fall 2015 as a means to expand all of our programs access to potential new adjuncts in association with the BSA, the Board President and faculty board members from the other five architecture programs in Boston.

Teaching Load

Full time faculty members teach three courses (or the equivalent of nine credits total) per semester for a total of eighteen credits per year. Exceptions to this include the undergraduate chair and graduate program head, each of whom receive two course releases per year for administrative duties respectively for the programs they oversee. (A typical graduate program coordinator receives only one release per year, however the college recognizes the significance, workload and support required to maintain accreditation). Adjunct faculty members are contractually limited to teaching less than a full-time faculty load each semester. (*The bargaining agreement is linked in Section 4. Supplemental Materials, Self-Assessment:*

Link: <http://tinyurl.com/puvmuzl>

A **Faculty Credentials Matrix** is provided below. Updates will be provided for the Spring 2016 semester.

Faculty resumes are provided online.

Link: <http://tinyurl.com/puvmuzl>

FACULTY CREDENTIALS MATRIX

| FULL AND PART TIME FACULTY – ARCHITECTURE COURSES | | | |
|--|--|--|---------------------------------------|
| Faculty | Degrees | Selected Experience | Professional Memberships |
| | | M.Arch Program Head | |
| Patricia Seitz | M.Arch, MIT, MA Asian Studies, BA Architecture, Washington Univ, St. Louis, LA | RA. President, Seitz Architects. WID Award. Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Environmental Affairs, Aga Khan Foundation, New England Foundation for the Arts. Member BSA Board of Trustees. Practice focus on sustainable buildings. | AIA, LEED AP, BSA, NCARB, NESEA, IES |
| | | Architecture Department Chair | |
| Paul Hajian | M.Arch, MIT, BS Art and Design, MIT, Semester exchange Program at Harvard GSD. | RA. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Along with his design work, Paul teaches and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | |
| | | Additional Full time Architecture Faculty | |
| Robert Coppola | MA Design, Cornell Univ, B.Arch, Catholic Univ | Widely exhibited photography. Public collections: Library of Congress, Boston Public Library, Hill Memorial Library, Baton Rouge, Howard Gotlieb Archival Research Center at Boston University. Practice focus documents historic buildings and sites through photography. | Nat'l Trust Historic Preservation |
| Margaret Hickey | B.Arch, (5-year prof. degree. MIT converted this degree to a Masters the following year), BS Mechanical Engineering, MIT | RA. 40 years practice predominantly low and moderate income housing renovation and new construction. 40 years teaching structures/building methods. 10 years writing applied mathematics college textbooks, and digitally applied structures concepts to support multiple learning modes. | Building Tech. Educator's Soc., NESEA |
| | | Full Time MassArt Faculty | |
| Elaine Buckholtz | MFA New Genres, Stanford Univ, MFA Media Arts, California College of the Arts, BFA The Ohio State Univ, Aspects of Light/Motion and Technical Production/ Design | Full time Associate Professor, Studio for Interrelated Media Department (SIM) at MassArt. Lighting Designer for Meredith Monk, Telluride Film Festival, and Merce Cunningham. Widely exhibited: Swiss Technorama Museum, Winterthur Switzerland; Claremont Museum; SF Arts Commission; CCA; Stanford University; Wexner Center for the Arts. | DLS, IES |

PART TIME FACULTY - COMMENCING SUMMER 2015

| Faculty | Degrees | Selected Experience | Professional Memberships |
|--------------------------|---|---|--|
| | | Interim Dean of Graduate Studies | |
| Paul Paturzo | M.Arch, MIT, BFA Architecture, MassArt | RA. MassArt Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; <i>Boston Home Magazine</i> , 2010. | AIA |
| | | Additional Part-time Architecture Faculty | |
| Tanja Damljanović Conley | Ph.D, Cornell, History of Arch and Urbanism Pgm, M.Arch, Technical Univ, Belgrade, MFA Central European Univ, Prague, Dipl. Eng. Arch, Technical Univ, Belgrade | Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Focus on Eastern European capital cities and their development. Recent publications: essay contributor <i>Capital Cities in the Aftermath of Empires</i> , Routledge, 2010; editor <i>Belgrade and Beyond: Reading Serbian Arch Landscapes, Nationalities Papers</i> vol. 41 Jan. 2013, which includes her paper, "The Backdrop of Serbian Statehoods: Morphing Faces of the National Assembly in Belgrade". | Docomomo Int., ICOMOS, CAA, EAHN, Belgrade Society of Architects |
| Tamara Metz | M.Arch, Harvard Univ GSD, BS, Architecture, Univ of Virginia, Charlottesville | Teaching experience in studios and drawing: MassArt, Roger Williams, BAC, Public Lecture: Clemson "Drawing and Architecture as Interpretive Tools". Thesis and research project ongoing: "Diluvial Thresholds" | |

ADJUNCT FACULTY – ARCHITECTURE COURSES

| Faculty | Degrees | Selected Experience | Professional Memberships |
|----------------|--|---|---|
| Marshall Audin | M.Arch, MIT, BS Civil Engineering, Lafayette College | RA. Broad, long term experience in systems integration, research, enclosure design, and restoration. Climate and cultural experience in Southeast Asia, Saudi peninsula, Greece and Cyprus, New England. | |
| Sam Batchelor | M.Arch, Univ of Washington, BA Architecture, Yale Univ | RA. Partner, DesignLab Architects with AIA COTE Top 10 and 2015 AIA/ALA Library Building awards. Citations from the BSA, <i>Architectural Record</i> , <i>Business Week</i> , <i>Architect</i> and <i>Boston Magazine</i> . Focus on sustainable projects. Expertise in facilitating collaboration between students, design teams, builders, and communities. | AIA, LEED AP, BSA, Furniture Society |
| William Betsch | BFA MassArt, Department of Architecture | Principal, Quality Construction. 20+ years of experience in design-build, estimating, fine finish casework, historic and energy-efficient renovation, retail and residential work. Published in <i>Boston Magazine</i> , <i>Professional Builder Magazine</i> , <i>Architectural Digest</i> . | Licensed Unrestricted Construction Contractor |

| ADJUNCT FACULTY – ARCHITECTURE COURSES | | | |
|---|--|--|--|
| Jason Bowers | M.Arch, Univ of Texas, Austin, BA Colorado College | RA. Associate, Ann Beha Architects. Broad practice experience in master planning and design of academic and cultural institutions. Recent projects: Massachusetts State House, Cornell Law School. Jason has worked in and lectured on the technical and aesthetic elements of renovations of historic buildings and additions to modern ones at BSA and Docomomo New England. | AIA, LEED AP, US Green Bldg Council |
| Lawrence Cheng | M.Arch, MIT BSAD, MIT | RA. Loeb Fellowship-Advanced Environmental Studies. Principal, Bruner Cott. Projects: Channel Center and Watch Factory mixed-use, Harvard Smith Campus Center, MIT Sloan School of Management, Galleries at MassMoCA. Published in <i>Good Neighbors</i> , <i>Affordable Family Housing</i> . | AIA, LEED AP, BSA, LOEB Fellowship |
| Kent Christman | BA, Building Design and Technology, Evergreen State College | Licensed building contractor. 35+ years of experience ranging from residential renovations to construction management for large interior projects in Manama, Abu Dhabi, Dubai, and Riyadh and Boston. Residential energy consultant and certified HERS Rater. Custom furniture maker, Jr. Solar Sprint program mentor/educator, alternatively-designed car-rally participant. Interest in energy efficient buildings; currently developing a net zero energy house in Cambridge, MA. | Licensed Construction Supervisor |
| Campbell Ellsworth | M.Arch, MIT, Bachelor's, Columbia College, Bachelor of Music, New England Conservatory of Music. | Principal, Ellsworth Associates. 20+ years experience, with core practice in residential design for single and multi-family projects and real estate development. Received Cambridge Historical Commission, Preservation Awards. | RA. Licensed Construction Supervisor, Licensed Real Estate Agent |
| Keith Giamportone | M.Arch, MIT, BS, Art and Design, MIT | RA. Principal, Giamportone Design. Focus on sustainable design and consulting. 25+ years of diverse experience in K-12, university, healthcare, museum, office and retail design with a focus on sustainable buildings, materials and details. | AIA, LEED, AP, BD + C, NCARB, BSA, US Green Bldg Council |
| Shane Gibbons | M.Arch, Univ of Oregon, Eugene, BS Architecture, Northeastern Univ | Partner, Nomad Design Collaborative. Lead Designer and Builder at Structure Design and Build specializing in residential construction and furniture making. Middle school innovation coach at NuVu, Cambridge, MA Certificate - Ecological Design. Graduate research fellow analyzing evolution of urban form Coupeville, WA. | |
| David Hajian | B.Arch, BFA, RISD | RA. Principal, Hajian Architects. 30+ years of experience in residential, commercial, institutional and religious projects throughout New England. Published in <i>Cape Code Magazine</i> , <i>Metal Architecture</i> . Appointee to Cambridge Library Design Advisory Committee, past member RISD Entrepreneurship Forum. Photography and beaux Arts style watercolor architectural renderings exhibited in MA, RI, CT and Rome, Italy. | CSI |

| ADJUNCT FACULTY – ARCHITECTURE COURSES | | | |
|--|--|--|---|
| Nathaniel Hammett | M.Arch, MassArt, BFA Architectural Design, MassArt | Designer, Latady Design, specializing in historic and residential structures. Former Designer with The Narrowgate, working on high- and mid-rise affordable housing. Experience as an independent contractor for residential and institutional projects. Interest in historic construction details supported by an MFH grant to document stave churches in Norway. | |
| Hyacinth John | M.Arch Univ South Florida, BS, Architecture Florida A & M Univ | Senior Associate, Design Partnership Plus (DP+). Former Associate BTA Architects, 11 years. Focus on architecture and interior design for commercial and hospitality projects. BSA 2013 Excellence in Teaching Award. | |
| Albert LaFarge | Ph.D, Editorial Studies, Boston University; MA Classics, Columbia University; BA Philosophy & Music, Univ of Vermont | Founder, Albert LaFarge Literary Agency; former deputy editor, DoubleTake magazine. Editor, <i>The Essential William H. Whyte</i> , Fordham University Press, 2000 and, with Robert Coles, <i>Minding the Store: Great Writing about Business, from Tolstoy to Now</i> , 2008. 15+ years teaching experience in writing, editing, literature and media studies at MassArt, Harvard College, Harvard Medical School, Boston University, and Wilkes University. | MLA, ALSCW (Association of Literary Scholars, Critics, and Writers) |
| Rafael Luna | M.Arch, MIT, BFA, MassArt, Attended Bach of Arch courses at Universidad Veritas, Costa Rica | Founding Partner, Praud. Professional experience in Japan, France, UK and US. Research focus on hybrid architecture caused by dense urban settings. Co-author of <i>North Korea Atlas</i> which won the 2013 Dam Architectural Book Award, and <i>I Want to be METROPOLITAN</i> . Teaching: Thesis Design Studio and Metropolitan Hybrids studio at RISD. | |
| Peter Martin | Master of Urban Design, Oxford Polytechnic, UK, Diploma of Architecture, School of Architecture, Leicester, UK | RA. Architect, area4design. Architect, urban designer, artist, interpretive/exhibition designer and licensed builder. 35+ years of experience in Europe, USA and the Caribbean. Projects have ranged in scale from the master planning of large urban areas to the design of custom homes, and in discipline from the creation of complete museum educational exhibition programs, to the design of urban parks. Practice in praise of details at every scale. | NCARB, MA Construction Supervisor license |
| Annette Popp | M.Arch, Ball State Univ, Vordiplom Bauhaus Univ, Germany, Mason, Kommunale Berufsschule, Germany | RA. Senior Associate at Winter Street Architects, Senior Project Manager specializing in technology integration using Building Information Modeling. Projects: large commercial buildings including eBay datacenters using fuel cell technology, fire stations, industrial facilities, office interiors. WID award, BSA Design Award, Autodesk Revit Certified. | AIA, (MA and NH), NCARB LEED AP, Greengrd |
| Hank Reisen | M.Arch, MIT, BA Art and Communications, Antioch College | RA. President, Reisen Design Associates. Research and publications on traditional Chinese architectural design and theory in the People's Republic of China, Taiwan, Japan, Korea and the US. Teaching experience at RISD, BAC, MassArt, and lectures for BSA, NESEA. | AIA, BSA |

| ADJUNCT FACULTY – ARCHITECTURE COURSES | | | |
|---|---|--|---------------------------------------|
| William Roberts | MCP, MIT, MBA, Harvard Business School, BS Architecture and Urban Design, MIT | General Manager - contract negotiation, cost-benefit analysis, P&L mgmt., project management, and a consultant/advisor to Arctos Group a consulting firm in information management for the real estate industry. Former: Senior VP Operations, Cabot Partners; Executive Director, Greater Portland Landmarks; BRA, Director Special Projects. | |
| Maria Rondeau | MS Historic Preservation, Columbia Univ, BA Japanese Studies, Minor Architecture, Middlebury Coll., VT | Senior Associate, Monica Ponce De Leon Studio. Principal, Maria Rondeau Studio. Experience in gallery installation, office interior, residential and commercial architectural projects. Video and sound art exploring the synthesis between intimate and public experience. Maria has exhibited at Harvard, RISD, Boston area galleries and overseas. 2011 RISD Faculty Grant. | |
| Mitch Ryerson | BA Furniture Design, Boston Univ Program in Artisanry | Nationally recognized Furniture Designer and maker. Recent focus on furniture for public spaces. Structures and furniture in Cambridge, Watertown and Boston parks and schools. Widely exhibited and with work in collections of Museum of Fine Arts Boston; Fuller Craft Museum; Mint Art Museum, Charlotte, NC. NEA Fellowship 1988, Mass Cultural Council Finalist 2001, Niche Award 2004, Maude Morgan Spirit Award 2014. | |
| Joshua Safdie | M.Arch, RISD, BA, Architectural Studies, Brown Univ | Associate Principal Kessler, McGuinness & Assoc. LLC, Managing accessibility- and universal design-related projects for Title II and Title III entities, higher education, multi-family housing, health care, and historic preservation throughout the US. Former Director IHCDstudio. Projects: Northeastern U., Mission Park Apartments, BAC, City of Somerville, Jewish Community Housing for Elderly. Co-Chair BSA Access Committee, Somerville BZA. | AIA, BSA |
| Justin Viglianti | Master of Urban Design, Env. Design and Planning - Univ CA, Berkeley, B.Arch, BAC. Virginia Polytech Eng. Studies | RA. Designer, Elkus Manfredi Architects working on a wide range of projects improving the public realm. Design focus on mixed-use development, community planning and design. Co-founder O Z I I O ideas and design with a focus on cycling retail and parklets. | MA Registered Construction Supervisor |
| Jay Weber | M.Arch, MIT, BA Art History, Univ WI, Madison | RA. Senior Architect/Project Manager, The Narrow Gate Architecture, a firm focusing on affordable housing projects and revitalization of existing neighborhood contexts. Projects: Dudley Village, Dorchester - DBEDC; Dudley Greenville Development - MPCDC; Design review for MA Department of Housing and Community Development. Former Project Associate, ARC. Projects: Carver Public Library; St. George's School Dormitories; U Mass Lowell Campus Recreation Center; Milton Academy Athletic and Convocation Center. | LEED AP |

FULL TIME FACULTY – ARCHITECTURAL HISTORY COURSES

| Faculty | Degrees | Selected Experience | Professional Memberships |
|----------------|--|---|---|
| Ellen Shortell | Ph.D, M.Phil, Columbia Univ, MA, Tufts Univ, AB Board of Studies in Art, Univ of CA - Santa Cruz | Professor and Chair, Department of Art History, Dissertation: "The Choir of Saint-Quentin: Gothic Structure, Power and Cult". Focus on Gothic and Medieval architecture, urban communities seen through an ecclesiastical lens. | Intl. Center Med. Art, AVISTA, Medieval Academy America, etc. |
| Ellen Shapiro | Ph.D, M.Phil, MA, History of Art, Yale Univ, BA, Brandeis Univ | Professor and Chair, History of Art Department. Focus on modern and contemporary architecture history and theory; Italian Renaissance Villas and Gardens. | Am. Hist. Asso., CAA, Fulbright, Soc. Arch. Historians, Society Fellows. Am. Acad. Rome |

ADJUNCT FACULTY – ARCHITECTURAL HISTORY COURSES

| Faculty | Degrees | Selected Experience | Professional Memberships |
|--------------------|--|--|---|
| Elizabeth Gittings | Ph.D candidate, Harvard Univ, MA Tufts Univ, BA, Journalism, Temple Univ | Ph.D concentrations: Byzantine Art and Architecture, Islamic Art and Architecture. Dissertation: "The Idea of Architecture in the Mosaics of Hagios Georgios, Thessaloniki." | |
| Amy Finstein | Ph.D, MA, Univ of Virginia, BA, Brandeis | Ph.D focus on modern architecture and urban history of transportation systems and their impact on modern American cities. Recently published in <i>The Journal of Planning History</i> , <i>Preservation Education and Research</i> , <i>Vingtème Siècle</i> , and <i>ARRIS</i> , Journal of the Southeast Chapter of the Society of Architectural Historians. | NE Chapter Society of Historians Board Member, Framingham Historic District Commission and Public Library Bldg. Committee |
| Amity Law | Ph.D, MA, BA, Columbia Univ | Teaches Contemporary Islamic Art and Architecture. Harvard University Aga Khan Program for Post-doctoral Fellows research topic - Cultural Modeling and Identity: The Western Mediterranean, Africa and Northern Europe, 1348-1492. | |

In addition to course faculty, Thesis Advisors meet weekly with students over the course of two semesters in support of research and design work in *EDAD 806 and EDAD 808 Thesis I and Thesis II*. The majority of these advisors are practitioners in the field. They also attend all thesis milestone reviews and discuss the work together with our faculty and students. Greg Wallace also works with each Thesis student, in sourcing materials and mentoring research agendas.

THESIS ADVISORS AND COURSE ADVISORS

| Thesis Advisor | Degrees | Selected Experience | Professional Memberships |
|------------------------|--|--|--|
| Carlos Alonso-Niemeyer | MBA, Marquette Univ, MS Building Sys. Eng, Univ of CO – Boulder, BS Industrial and Sys. Eng., Monterrey Inst. of Technology, Mexico (ITESM) | Advisor for the Nuckolls grant for the City Lights: Light as a Sculptural Element course. Specification Sales, Reflex Lighting Group. Former Director Utility Incentives, Specialty Lighting Group, NSTAR. Lighting consultant with Sylvania Lightpoint training facility. AGI expert, sustainability, advanced building controls, new technologies. 2010 winner Lighting Analyst; Vice President of the Illumination Engineering Society Boston Section, Retail Design Institute. | LEEP AP, LC, CEM |
| Marshall Audin | | See Adjunct Faculty – Architecture Courses | |
| Alan Buie | M.Arch, Clemson, BA Clemson, Phi Kappa Phi, Distinction | RA. Senior Project Designer, HDR. Formerly Senior Associate/Senior Project Designer, Perkins+Will. Projects: Maine Medical Center, Portland; Well Life Physicians Group, Peabody, MA. Published in <i>Contract: Designing for Health</i> , Healing with Light at Nemours Children’s Hospital. Healthcare Facilities Symposium & Expo 2013. | AIA, LEED AP, NCARB (AIA Academy of Architecture for Health) |
| Lawrence Cheng | | See Adjunct Faculty – Architecture Courses | |
| Amy Finstein | | See Adjunct Faculty – Architecture History Courses | |
| Paul Hajian | | See Full Time Faculty – Architecture Courses | |
| Meg Hickey | | See Full Time Faculty – Architecture Courses | |
| Alan Joslin | M.Arch, MIT, BS Art and Design, MIT | Founding Partner and Principal, Epstein Joslin Architects specializing in civic, performing arts, higher education, institutional work, retail, housing and high-end residential work. He has received 61 local, regional and national design awards, including 5 National AIA Honor Awards. | FAIA |
| Tamara Metz | | See Part Time Faculty – Architecture Courses | |
| Paul Paturzo | | See Part-Time Faculty – Architecture Courses Interim Dean of Graduate Studies | |
| Hank Reisen | | See Adjunct Faculty – Architecture Courses | |
| Joshua Safdie | | See Adjunct Faculty – Architecture Courses | |
| Amy Finstein | | See History of Art Adjunct Faculty | |
| Greg Wallace | Ph.D, Brown Univ. History of Art and Architecture, MLIS, U Rhode Island | Thesis Support for all graduate students. MassArt Public Services Librarian with a focus on research and instruction. Interests in copyright and fair use, pedagogy, technology in libraries, Web 2.0. Presentations at NERCOMP: Copyright/Digital Content, Teaching about Intellectual Property. | EDUCAUSE |

| FACULTY COURSE MATRIX FALL 2013 | | M.ARCH REQUIREMENTS | | | | | | | ADDITIONAL BFA REQUIREMENTS | | | | | |
|---------------------------------|--|---------------------|-----------|-----------|-----------|-----------|-----|-----------|-----------------------------|-----|-----|-----------|-----|-----|
| Faculty Name | Expertise, Recent Research, Experience | 518 / 318 | 520 / 310 | 526 / 316 | 527 / 317 | 547 / 417 | 702 | 720 / 401 | 808 | 102 | 200 | 502 / 202 | 410 | 450 |
| Marshall Audin | RA. M.Arch. B.S. Civil Engineering. Broad, long term experience in systems integration, resRA.earch, enclosure design, and restoration. Climate and cultural experience in Southeast Asia, Saudi peninsula, Greece and Cyprus, New England. | | | | | | | X | | | | | | |
| Kent Christman | BA Design and Building Technology, Evergreen State College. Licensed General Contractor. Construction Manager for projects in Manama, Abu Dhabi, Dubai, and Riyadh. Residential energy consultant, custom furniture maker, Jr. Solar Sprint program mentor/educator, alternatively-designed car-rally participant. | | | | | | | | | | | X | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | | | X | | | | | | | | | | |
| Campbell Ellsworth | RA. M.Arch, MIT, Bachelor's, Columbia College, additional Bachelor of Music. Principal and founder, Ellsworth Associates, with core practice in residential design for single and multi-family projects (1 to 23 units), for renovation and new construction. Licensed Construction Supervisor MA, Licensed Real Estate Broker MA. | | | | | | X | | | | | | | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | | | | | | | | X | | | X | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | | | X | X | | | | | | | | |
| Albert LaFarge | Ph.D, Editorial Studies BU. Founder, Albert LaFarge Literary Agency; former deputy editor, <i>DoubleTake</i> magazine. Editor, <i>The Essential William H. Whyte</i> , 2000 and, with Robert Coles, <i>Minding the Store: Great Writing about Business, from Tolstoy to Now</i> , 2008. 15+ years teaching writing, editing, literature and media studies. | | | | | | | | X | | | | | |

| FACULTY COURSE MATRIX FALL 2013 | | M.ARCH REQUIREMENTS | | | | | | | ADDITIONAL BFA REQUIREMENTS | | | | | |
|---------------------------------|---|---------------------|-----------|-----------|-----------|-----------|-----|-----------|-----------------------------|-----|-----|-----------|-----|-----|
| Faculty Name | Expertise, Recent Research, Experience | 518 / 318 | 520 / 310 | 526 / 316 | 527 / 317 | 547 / 417 | 702 | 720 / 401 | 808 | 102 | 200 | 502 / 202 | 410 | 450 |
| Tamara Metz | M.Arch. BS Arch, UVA. Institutional, residential and retail design. 15+ years teaching studios and drawing with emphasis on research, analytical and generative design processes: MassArt, Roger Williams, BAC. Lecture: Clemson, "Drawing and Architecture as Interpretive Tools". MassArt, "Diluvial Thresholds" lecture/research. | | | | | | | | | | | | | X |
| Paul Paturzo | RA, AIA. M.Arch. Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; Boston Home Magazine, 2010. | | X | | | | | | X | | | | | |
| Annette Popp | AIA, LEED AP BD+C. M.Arch. Senior Associate at Winter Street Architects, Senior Project Manager. Commercial buildings including eBay datacenters, fire stations, office interiors. WID and BSA Design Awards. AutoDesk Revit Certified. | X | | | | | | | | | | | | |
| Hank Reisen | RA. AIA, BSA. M.Arch. Principal, Reisen Design Associates. 25+ years experience residential, institutional and commercial projects. Publications and research on traditional Chinese architectural design and theory in PRC, Taiwan, Japan, Korea and US. Teaching experience at RISD, BAC and lectures for BSA, NESEA. | | | | | | X | | | | | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal</i> , <i>Boston Globe</i> , <i>Wired</i> . Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | X | | | | | | | | X | | | |

| FACULTY COURSE MATRIX SPRING 2014 | | M.ARCH REQUIREMENTS | | | | | | ELECTIVES | | | ADDITIONAL BFA REQ. | | | | | |
|-----------------------------------|---|---------------------|-----------|-----------|-----------|-----|-----|-----------|-----------|-----------|---------------------|-----------|-----|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 530 / 320 | 532 / 302 | 535 / 402 | 537 / 327 | 752 | 760 | 318 | 504 / 404 | 507 / 307 | 205 | 516 / 216 | 223 | 227 | 350 | 451 |
| Elaine Buckholtz | MFA New Genres and MFA Media Arts. Associate Professor, SIM Dept. Lighting design for Meredith Monk, Telluride Film Festival, Merce Cunningham. Exhibited: Swiss Technorama Museum, Switzerland; Claremont Museum; SF Arts Commission; CCA; Stanford U.; Wexner Center for the Arts. | | | | | | | | X | | | | | | | |
| Lawrence Cheng | AIA, LEED AP. Loeb Fellowship-Advanced Env. Studies. Principal, Bruner Cott. Projects: Channel Center and Watch Factory mixed-use, Harvard Smith Campus Center, MIT Sloan School of Management, Galleries at MassMoCA. Published in <i>Good Neighbors, Affordable Family Housing</i> . | X | | | | | | | | | | | | | | |
| Robert Coppola | MA Design, Cornell. B.Arch, Catholic University. Widely exhibited photography. Collections: Library of Congress, Boston Public Library, Hill Memorial Library, Baton Rouge, Howard Gotlieb Archival Research Center at Boston University. | | | | | | | | | | X | | | | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | | | | | | | | | | | X | | | | |
| David Hajian | RA, CSI member. B.Arch. Principal, Hajian Architects. Published in <i>Cape Cod Magazine, Metal Architecture</i> . Appointee to Cambridge Library Design Advisory Committee, past member RISD Entrepreneurship Forum. Paintings/photographs exhibited in MA, RI, CT and Rome, Italy. | | | X | | | | | | | | | | | | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | | | | | | | | | | | X | | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods.10 years writing applied mathematics college textbooks. | | | | X | | | | | | | | | X | | |
| Tamara Metz | M.Arch. BS Arch, UVA. Institutional, residential and retail design. 15+ years teaching studios and drawing with emphasis on research, analytical and generative design processes: MassArt, Roger Williams, BAC. Lecture: Clemson, "Drawing and Architecture as Interpretive Tools". MassArt, "Diluvial Thresholds" lecture/research. | | | | | | | | | | | | | | | X |

| FACULTY COURSE MATRIX SPRING 2014 | | M.ARCH REQUIREMENTS | | | | | | ELECTIVES | | | ADDITIONAL BFA REQ. | | | | | |
|-----------------------------------|---|---------------------|-----------|-----------|-----------|-----|-----|-----------|-----------|-----------|---------------------|-----------|-----|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 530 / 320 | 532 / 302 | 535 / 402 | 537 / 327 | 752 | 760 | 318 | 504 / 404 | 507 / 307 | 205 | 516 / 216 | 223 | 227 | 350 | 451 |
| Paul Paturzo | RA, AIA. M.Arch. Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; Boston Home Magazine, 2010. | | | | | X | | | | | | | | | X | |
| Annette Popp | AIA, LEED AP BD+C. M.Arch. Senior Associate at Winter Street Architects, Senior Project Manager. Commercial buildings including eBay datacenters, fire stations, office interiors. WID and BSA Design Awards. AutoDesk Revit Certified. | | | | | | | X | | | | | | | | |
| Mitch Ryerson | BA Furniture Design, BU program in Artisanry. Nationally recognized Furniture Designer. Recent focus on furniture for public spaces: Cambridge, Watertown and Boston. Public collections: MFA Boston, Fuller Craft Museum, Mint Art Museum. Niche Award 2004, Maude Morgan Spirit Award 2014. | | | | | | | | | X | | | | | | |
| Joshua Safdie | AIA, BSA, M.Arch. Associate Principal Kessler, McGuinness & Assoc. LLC. Former Director, IHCD Studio. Focus on universal design and consulting: Northeastern U., Mission Park Apartments, BAC, City of Somerville, Jewish Community Housing for Elderly. Co-Chair BSA Access Committee, Somerville BZA. | X | | | | | | | | | | | | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP, M.Arch. President, Seitz Architects. WID Award, projects published: Harvard Business Journal, Boston Globe, Wired. Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | X | | | | X | | | | | | | | | |

| FACULTY COURSE MATRIX SUMMER 2014 | | M.ARCH REQ. | | | |
|-----------------------------------|---|-------------|-----------|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 510 / 223 | 517 / 227 | 605 | 806 |
| Sam Batchelor | RA, AIA, LEED. Partner, DesignLab Architects. AIA COTE Top 10 and 2015 AIA/ALA Library Building awards. Citations from the BSA, Architectural Record, Business Week, Architect. Focus on sustainable projects. Expertise in facilitating collaboration between students, design teams, builders, and communities. | | | X | |
| Shane Gibbons | M.Arch. Partner, Nomad Design Collaborative. Lead Designer and Builder at Structure Design and Build specializing in residential construction and furniture making. Middle school innovation coach at NuVu, Cambridge, MA Certificate - Ecological Design. | | | X | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | X | | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | X | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal</i> , <i>Boston Globe</i> , <i>Wired</i> . Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | | | X |

| FACULTY COURSE MATRIX FALL 2014 | | M.ARCH REQUIREMENTS | | | | | | | | | | | ELEC-TIVES | | ADDITIONAL BFA REQ. | | | |
|---------------------------------|---|---------------------|-----------|-----------|-----------|-----------|-----------|-----|-----------|-----------|-----|-----|------------|-----|---------------------|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 502 / 202 | 518 / 318 | 520 / 310 | 527 / 317 | 526 / 316 | 547 / 417 | 702 | 711 / 405 | 720 / 401 | 805 | 808 | 560 / 360 | 561 | 102 | 200 | 410 | 450 |
| William Betsch | BFA Architectural Design. Principal, Quality Construction. Licensed Building Contractor. Design-build, estimating, fine finish casework, historic and energy-efficient renovation, retail and residential work. Published in <i>Boston Magazine</i> , <i>Professional Builder Magazine</i> , <i>Architectural Digest</i> . | X | | | | | | | | | | | | | | | | |
| Jason Bowers | RA, AIA, LEED AP. M.Arch. Associate, Ann Beha Architects. Master planning and design of academic and cultural institutions (MA State House, Cornell Law School). Work and lectures on technical and aesthetic elements of renovations of historic buildings and additions to modern ones at BSA and Docomomo New England. | | | | | | | X | | | | | | | | | | |
| Kent Christman | BA Design and Building Technology, Evergreen State College. Licensed General Contractor. Construction Manager for projects in Manama, Abu Dhabi, Dubai, and Riyadh. Residential energy consultant, custom furniture maker, Jr. Solar Sprint program mentor/educator, alternatively-designed car-rally participant. | X | | | | | | | | | | | | | | | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | | | | | X | | | | | | | | | | | | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | | | | | | | | | | | | X | | X | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | | | X | | X | | | | | | | | | | | |
| Hyacinth John | M.Arch. Senior Assoc., Design Partnership Plus (DP+). Former Associate BTA Architects, 11 years. Focus on architecture and interior design for commercial and hospitality projects. BSA 2013 Excellence in Teaching Award. | | | X | | | | | | | | | | | | | | |
| Peter Martin | RA, NCARB. Master of Urban Design. Diploma of Architecture, School of Architecture, Leicester, UK. Architect, area4/design. 35+ years experience from master plans of urban areas, to residential design. Practice in praise of details at every scale. | | | | | | | | | X | | | | | | | | |

| FACULTY COURSE MATRIX FALL 2014 | | M.ARCH REQUIREMENTS | | | | | | | | | | ELEC-TIVES | | ADDITIONAL BFA REQ. | | | | |
|---------------------------------|---|---------------------|-----------|-----------|-----------|-----------|-----------|-----|-----------|-----------|-----|------------|-----------|---------------------|-----|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 502 / 202 | 518 / 318 | 520 / 310 | 527 / 317 | 526 / 316 | 547 / 417 | 702 | 711 / 405 | 720 / 401 | 805 | 808 | 560 / 360 | 561 | 102 | 200 | 410 | 450 |
| Tamara Metz | M.Arch. BS Arch, UVA. Institutional, residential and retail design. 15+ years teaching studios and drawing with emphasis on research, analytical and generative design processes: MassArt, Roger Williams, BAC. Lecture: Clemson, "Drawing and Architecture as Interpretive Tools". MassArt, "Diluvial Thresholds" lecture/research. | | | | | | | | | | | | | | | | | X |
| Paul Paturzo | RA, AIA. M.Arch. Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; Boston Home Magazine, 2010. | | | | | | | | | | | | X | | | | | |
| Annette Popp | AIA, LEED AP BD+C. M.Arch. Senior Associate at Winter Street Architects, Senior Project Manager. Commercial buildings including eBay datacenters, fire stations, office interiors. WID and BSA Design Awards. AutoDesk Revit Certified. | | X | | | | | | | | | | | | | | | |
| William Roberts | MBA Harvard, MCP. Consultant/Advisor to Arctos Group-information management consulting firm for real estate industry-contract negotiation, cost-benefit analysis, P&L mgmt., project mgmt. Former: Senior VP Operations, Cabot Partners. | | | | | | | | | X | | | | | | | | |
| Mitch Ryerson | BA Furniture Design, BU program in Artisanry. Nationally recognized Furniture Designer. Recent focus on furniture for public spaces: Cambridge, Watertown and Boston. Public collections: MFA Boston, Fuller Craft Museum, Mint Art Museum. Niche Award 2004, Maude Morgan Spirit Award 2014. | | | | | | | | | | | X | | | | | | |
| Joshua Safdie | AIA, BSA, M.Arch. Associate Principal Kessler, McGuinness & Assoc. LLC. Former Director, IHCD Studio. Focus on universal design and consulting: Northeastern U., Mission Park Apartments, BAC, City of Somerville, Jewish Community Housing for Elderly. Co-Chair BSA Access Committee, Somerville BZA. | | | | | | | X | | | | | | | | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal</i> , <i>Boston Globe</i> , <i>Wired</i> . Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | | | | | | | | | X | | | | X | | | |

| FACULTY COURSE MATRIX SPRING 2015 | | M.ARCH REQUIREMENTS | | | | | | ELECTIVES | | | | ADD'L BFA REQ. | | | | | |
|-----------------------------------|---|---------------------|-----------|-----------|-----------|-----------|-----|-----------|-----|-----------|-----------|----------------|-----|-----|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 516 / 216 | 530 / 320 | 532 / 302 | 535 / 402 | 537 / 327 | 752 | 760 | 318 | 504 / 404 | 507 / 307 | 223 - CE | 102 | 223 | 227 | 350 | 451 |
| Elaine Buckholtz | MFA New Genres and MFA Media Arts. Associate Professor, SIM Dept. Lighting design for Meredith Monk, Telluride Film Festival, Merce Cunningham. Exhibited: Swiss Technorama Museum, Switzerland; Claremont Museum; SF Arts Commission; CCA; Stanford U.; Wexner Center for the Arts. | | | | | | | | | X | | | | | | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | X | | | | | | | | | | | | | | | |
| Keith Giamportone | RA. AIA, LEED AP BD+ C, NCARB. M.Arch. Principal, Giamportone Design. Focus on sustainable design/buildings, materials, details, and consulting. 25+ years of diverse experience in K-12, university, healthcare, museum, office and retail. | | | X | | | | | | | | | | | | | |
| David Hajian | RA, CSI member. B.Arch. Principal, Hajian Architects. Published in <i>Cape Code Magazine</i> , <i>Metal Architecture</i> . Appointee to Cambridge Library Design Advisory Committee, past member RISD Entrepreneurship Forum. Paintings/photographs exhibited in MA, RI, CT and Rome, Italy. | | | | X | | | | | | | | | | | | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | | | | | | | | | | X | X | | | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | | | | X | | | | | | | | | X | | |
| Tamara Metz | M.Arch. BS Arch, UVA. Institutional, residential and retail design. 15+ years teaching studios and drawing with emphasis on research, analytical and generative design processes: MassArt, Roger Williams, BAC. Lecture: Clemson, "Drawing and Architecture as Interpretive Tools". MassArt, "Diluvial Thresholds" lecture/research. | | | | | | | | | | | | | | | | X |
| Paul Paturzo | RA, AIA. M.Arch. Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; Boston Home Magazine, 2010. | | | | | | X | | | | | | | | | | |

| FACULTY COURSE MATRIX SPRING 2015 | | M.ARCH REQUIREMENTS | | | | | | ELECTIVES | | | | ADD'L BFA REQ. | | | | | |
|-----------------------------------|--|---------------------|-----------|-----------|-----------|-----------|-----|-----------|-----|-----------|-----------|----------------|-----|-----|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 516 / 216 | 530 / 320 | 532 / 302 | 535 / 402 | 537 / 327 | 752 | 760 | 318 | 504 / 404 | 507 / 307 | 223 - CE | 102 | 223 | 227 | 350 | 451 |
| Annette Popp | AIA, LEED AP BD+C. M.Arch. Senior Associate at Winter Street Architects, Senior Project Manager. Commercial buildings including eBay datacenters, fire stations, office interiors. WID and BSA Design Awards. AutoDesk Revit Certified. | | | | | | | | X | | | | | | | | |
| Mitch Ryerson | BA Furniture Design, BU program in Artisanry. Nationally recognized Furniture Designer. Recent focus on furniture for public spaces: Cambridge, Watertown and Boston. Public collections: MFA Boston, Fuller Craft Museum, Mint Art Museum. Niche Award 2004, Maude Morgan Spirit Award 2014. | | | | | | | | | X | | | | | | | |
| Maria Rondeau | MS Historic Preservation. Senior Associate, Monica Ponce De Leon Studio. Principal, Maria Rondeau Studio. Experience in gallery installation, office interior, residential, commercial and institutional projects. Video and sound art exploring the synthesis between the intimate and public. Lectures at Harvard, RISD, Boston galleries and in LA. | | | | | | | | | | X | | | | | | |
| Joshua Safdie | AIA, BSA, M.Arch. Associate Principal Kessler, McGuinness & Assoc. LLC. Former Director, IHCD Studio. Focus on universal design and consulting: Northeastern U., Mission Park Apartments, BAC, City of Somerville, Jewish Community Housing for Elderly. Co-Chair BSA Access Committee, Somerville BZA. | | X | | | | | | | | | | | | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal</i> , <i>Boston Globe</i> , <i>Wired</i> . Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | | | | | | X | | | | | | | | | |
| Justin Viglianti | RA, NCARB. MA Urban Design, BA Arch. Designer, Elkus Manfredi Architects working on a wide range of projects improving the public realm. Focus on mixed-use development, community planning and design. Co-founder, O Z I I O ideas and design with a focus on cycling retail and parklets. | | | | | | | | | | | | | | | X | |

| FACULTY COURSE MATRIX - SUMMER 2015 | | M.ARCH REQUIREMENTS | | | | | |
|-------------------------------------|---|---------------------|-----------|-----------|-----------|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 502 / 202 | 510 / 223 | 516 / 216 | 517 / 227 | 605 | 806 |
| Sam Batchelor | RA, AIA, LEED. Partner, DesignLab Architect. AIA COTE Top 10 and 2015 AIA/ALA Library Building awards. Citations from the BSA, Architectural Record, Business Week, Architect. Focus on sustainable projects. Expertise in facilitating collaboration between students, design teams, builders, and communities. | | | | | X | |
| Kent Christman | BA Design and Building Technology, Evergreen State College. Licensed General Contractor. Construction Manager for projects in Manama, Abu Dhabi, Dubai, and Riyadh. Residential energy consultant, custom furniture maker, Jr. Solar Sprint program mentor/educator, alternatively-designed car-rally participant. | X | | | | | |
| Shane Gibbons | M.Arch. Partner, Nomad Design Collaborative. Lead Designer and Builder at Structure Design and Build specializing in residential construction and furniture making. Middle school innovation coach at NuVu, Cambridge, MA Certificate - Ecological Design. | | | | | X | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | X | | | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | | | X | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | | | X | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal</i> , <i>Boston Globe</i> , <i>Wired</i> . Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | | | | | X |

| FACULTY COURSE MATRIX FALL 2015 | | M.ARCH REQUIREMENTS | | | | | | | | | | ELEC. | | ADD'L BFA REQ. | | | |
|---------------------------------|---|---------------------|-----------|-----------|-----------|-----------|-----------|-----|-----------|-----|-----|-----------|----------|----------------|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 502 / 202 | 518 / 318 | 520 / 310 | 527 / 317 | 526 / 316 | 547 / 417 | 702 | 720 / 401 | 805 | 808 | 560 / 360 | 223 - CE | 102 | 200 | 410 | 450 |
| William Betsch | BFA Architectural Design. Principal, Quality Construction. Licensed Building Contractor. Design-build, estimating, fine finish casework, historic and energy-efficient renovation, retail and residential work. Published in <i>Boston Magazine</i> , <i>Professional Builder Magazine</i> , <i>Architectural Digest</i> . | X | | | | | | | | | | | | | | | |
| Kent Christman | BA Design and Building Technology, Evergreen State College. Licensed General Contractor. Construction Manager for projects in Manama, Abu Dhabi, Dubai, and Riyadh. Residential energy consultant, custom furniture maker, Jr. Solar Sprint program mentor/educator, alternatively-designed car-rally participant. | X | | | | | | | | | | | | | | | |
| Tanja Conley | Ph.D Cornell, M.Arch Tech U, Belgrade. Architect-conservator-historian, published extensively on ideology, architecture, urban iconography. Currently working on urban historic narratives - Ljubljana, Zagreb, Belgrade: Defining National Architectures between Tribal / Imperial. | | | | | X | | | | | | | | | | | |
| Keith Giamportone | RA. AIA, LEED AP BD+ C, NCARB. M.Arch. Principal, Giamportone Design. Focus on sustainable design/buildings, materials, details, and consulting. 25+ years of diverse experience in K-12, university, healthcare, museum, office and retail. | | | | | | | | X | | | | | | | | |
| Paul Hajian | RA. M.Arch. Paul Hajian is founding principal of Hajian Architects Inc., a collaborative design practice focusing on transforming places, new buildings, and the adaptive re-use of existing structures. Paul teaches in and chairs the Department of Architecture at MassArt and has a lifelong commitment to teaching and practice. | | | | | | | | | | | | | X | | X | |
| Nathaniel Hammett | M.Arch. Designer, Latady Design, specializing in historic and residential structures. Former Designer, The Narrowgate, working on 2-family to mid-rise affordable housing. MFH grant to document stave churches in Norway. | | | | | | | | | | | | | | X | | |
| Margaret Hickey | RA. BS Mech. Engineering, B Arch. 40 years practice predominantly low/moderate income housing renovation/new construction. 36 years teaching structures/building methods. 10 years writing applied mathematics college textbooks. | | | | X | | X | | | | | | | | | | |
| Rafael Luna | M.Arch. Founding Partner, Praud. Experience in the US, Tokyo, London and Paris. Research: hybrid architecture as a cause of dense urban settings. Co-author of <i>North Korea Atlas</i> receiving the 2014 DAM book award. Architectural League Prize 2013. | | | | | | | X | | | | | | | | | |

| FACULTY COURSE MATRIX FALL 2015 | | M.ARCH REQUIREMENTS | | | | | | | | | | ELEC. | | ADD'L BFA REQ. | | | |
|---------------------------------|--|---------------------|-----------|-----------|-----------|-----------|-----------|-----|-----------|-----|-----|-----------|----------|----------------|-----|-----|-----|
| Faculty Member | Expertise, Recent Research, Experience | 502 / 202 | 518 / 318 | 520 / 310 | 527 / 317 | 526 / 316 | 547 / 417 | 702 | 720 / 401 | 805 | 808 | 560 / 360 | 223 - CE | 102 | 200 | 410 | 450 |
| Tamara Metz | M.Arch. BS Arch, UVA. Institutional, residential and retail design. 15+ years teaching studios and drawing with emphasis on research, analytical and generative design processes: MassArt, Roger Williams, BAC. Lecture: Clemson, "Drawing and Architecture as Interpretive Tools". MassArt, "Diluvial Thresholds" lecture/research. | | | | | | | | | | | | | | | | X |
| Paul Paturzo | RA, AIA. M.Arch. Interim Dean of Graduate Studies. Principal, Paturzo Design, with focus on land use and schools in Tanzania. Lecture: Land Use in Western Tanzania, Boston Design Museum, 2014. Boston Drawing Project, 2010-present; Interfaith Design traveling exhibit, San Francisco, Barcelona; Boston Home Magazine, 2010. | | | X | | | | | | | | | | | | | |
| Annette Popp | AIA, LEED AP BD+C. M.Arch. Senior Associate at Winter Street Architects, Senior Project Manager. Commercial buildings including eBay datacenters, fire stations, office interiors. WID and BSA Design Awards. AutoDesk Revit Certified. | | X | | | | | | | | | | | | | | |
| William Roberts | MBA Harvard, MCP. Consultant/Advisor to Arctos Group-information management consulting firm for real estate industry-contract negotiation, cost-benefit analysis, P&L mgmt., project mgmt. Former: Senior VP Operations, Cabot Partners; Executive Director, Greater Portland Landmarks; BRA, Director Special Projects. | | | | | | | | X | | | | | | | | |
| Maria Rondeau | MS Historic Preservation. Senior Associate, Monica Ponce De Leon Studio. Principal, Maria Rondeau Studio. Experience in gallery installation, office interior, residential, commercial and institutional projects. Video and sound art. <i>See Spring 2015.</i> | | | | | | | | | | | X | | | | | |
| Mitch Ryerson | BA Furniture Design, BU program in Artisanry. Nationally recognized Furniture Designer. Recent focus on furniture for public spaces: Cambridge, Watertown and Boston. Public collections: MFA Boston, Fuller Craft Museum, Mint Art Museum. Niche Award 2004, Maude Morgan Spirit Award 2014. | | | | | | | | | | X | | | | | | |
| Patricia Seitz | AIA, BSA, NCARB, LEED AP. M.Arch. President, Seitz Architects. WID Award. Published in: <i>Harvard Business Journal, Boston Globe, Wired.</i> Exhibits: Research on Cordoba, Spain at Columbia, MIT. Grants: Nuckolls Fund, MA Cultural Council, MA Dept. of Env. Affairs, Aga Khan Fdn., New England Fdn. for the Arts. | | | | | | | | | | X | | | X | | | |
| Jay Weber | RA. LEED AP. M.Arch. Senior Architect/Project Manager, The Narrow Gate Architecture with a focus on affordable housing and revitalization of existing neighborhood contexts. Projects: Dudley Village, DBEC, Dorchester; Greenville - MPCDC; Design review for MA DHCD. Former Project Associate, ARC. | | | X | | | | | | | | | | | | | |

Faculty Development Resources

There are numerous ways for faculty to maintain current knowledge and experience in professional practice and licensure. The college places great emphasis on the relationship of academia to practice and a significant number of full time faculty, part time faculty, and adjunct instructors are in practice. *Full time and part time faculty each receive annual grants (pro-rated for part time faculty) from the college to work on research or other agendas supporting their professional development. (A minimum of \$800 is guaranteed annually to full time faculty.)*

Policies that articulate responsibility for faculty development can be found in the faculty handbooks. College Professional Development and training opportunities are listed online at:
MassArt Professional Development link: <https://wiki.massart.edu/display/HumanResources>

Above and beyond these contractual obligations, the college provides several professional development opportunities for faculty including guest lecturers with expertise in assessment or other topics in teaching and learning. In addition, departmental and graduate program funds support conference attendance.

The Teaching with Technology Collaborative offers faculty consultation, services and expertise needed to accomplish pedagogical goals through the use of technology.

<https://massart.edu/teaching-technology>

Faculty may apply to the President's Innovation Grants, which in this past year focused on preparing our students for the 21st century.

The grants administrator discusses grant opportunities with faculty.
Grants Administrator link: <https://wiki.massart.edu/display/IA/Office+of+Institutional+Grants>

This office assists faculty with curricular, college wide and personal grants – see “Grant Opportunities and Resources” in the link above.

Professional Development Activities

Professional development activities, in which architecture faculty participate with support from the college and/or graduate programs, include the following

Paul Hajian

- Panelist, Metropolis, Higher education learning environments
- Panelist, JUMP/Talks 1 – The Politics of Space
- ASCA Administrator's Conference, “All Over the Place”
- Creative Industries Summit
- Curriculum development, “designovate” with Artward Bound Program
- Co-Chair Strategic Planning Steering Committee
- AR/Design and Innovation, Multi- Unit Housing
- NCARB IDP conference (*annually, as IDP advisor*)
- ArchitectureBoston Expo (ABX, by the BSA)
- Hosted by EYP Architects, a panel discussion with leaders in design schools who are developing or have maker spaces with Metropolis Magazine. The discussion was filmed and will be featured in the magazine. (Seitz and Hajian participated representing MassArt, July 2015 along with representatives from MIT, Harvard, and EYP).

Patricia Seitz

- Panelist, Metropolis, Higher education learning environments

- ASCA Administrator's Conferences (*2013 All Over the Place, 2014 Expanse: Architecture Education in an Expanded Field*)
- *Boston Creates* focus group hosted by the BSA with the Boston Commission for the Arts
- New England Sustainable Energy Association Conference (NESEA)
- ArchitectureBoston Expo (ABX, by the BSA)
- Boston Society of Architects (BSA) Board of Directors (since 2014)
- Civic Engagement Committee member and co-generator of a new mission engaging the entire college
- Curriculum Development "City Lights Design-Build: Light as a Sculptural Element" funded by Nuckolls
- Curriculum Development Thesis Sequence re-envisioning research in the program
- Curriculum Development EDAD 702 Architectural Design VII travel program and fundraising
- Hosted by EYP Architects, a panel discussion with leaders in design schools who are developing or have maker spaces with Metropolis Magazine. The discussion was filmed and will be featured in the magazine. (Seitz and Hajian participated representing MassArt, July 2015 along with representatives from MIT, Harvard, and EYP).

Margaret Hickey

- Building Technology Educators Society (*biennial*)
- Maine Indoor Air Quality Conference (*biennial*)
- NESEA
- ABX ArchitectureBoston Expo (by the BSA)

Robert Coppola

- Down to Earth: Herblock and Photographers Observe the Environment, Library of Congress
- Photographic exhibit in McAllen, TX (upcoming)

Tanja Conley

- *The Deceased after the Revolution: Remembering the Dead in Socialist Yugoslavia*, Session Chair at the 45th annual ASEEES conference held at the Marriott-Boston November 21-24, 2013.
- *Citizens and the City Making*, Program Board Member of a two-day conference with invited speakers from the Netherlands, Austria, Germany, Italy, Spain and the USA held at the 10th Belgrade International Architecture Week, Belgrade May 22-23, 2015.

Adjunct Faculty

Lawrence Cheng, Josh Safdie and Keith Giampertone regularly attend the New England Sustainable Energy Association (NESEA) conference in support of program and curriculum. Most of our practicing faculty members attend for professional development as it provides prime learning sessions for sustainability for practitioners as well as educators. Similarly, ArchitectureBoston Expo (ABX, by the BSA) is also a popular conference as it is one of the largest events for the design and construction industry in the country and the largest regional conference and tradeshow. Hank Reisen (thesis advisor) and Paul Hajian have been on panels in recent years.

Faculty Research, Publications and Creative Work

Associate Professor Tanja Conley's publications include: "The Backdrop of Serbian Statehoods: Morphing Faces of the National Assembly in Belgrade, Nationalities Papers", January 2013. "Conceptualizing National Architectures: Architectural Histories and National Ideologies among the South Slavs", in *Nationalism and Architecture*, eds. Raymond Quek, Darren Deane and Sarah Butler Ashgate, 2012 and a recent book: Conley, Tanja and Emily Makas; *Capital Cities in the Aftermath of Empires: Planning in Central and Southeastern Europe*, Routledge, 2010. Her current research is on Belgrade, Zgreb, Ljubljaja: Looking for a Narrative in Imperial Architectures, a book in progress.

Professor Robert Coppola. Educated as an architect who practiced for 12 years before he became a faculty member, he embraced photography and social photographic documentaries on the plight of

veterans, migrant farm workers and California agribusiness. Robert focuses on the monuments, streets, buildings and the stories of their inhabitants. His work has been exhibited widely as well as in the Library of Congress in Washington, DC. He continues to track social issues as a means to document architecture. Much of this social work has influenced his teaching within our program electives including Photography for Architects and drawing courses in our undergraduate program. His current work continues to explore American culture and the challenges that define our way of life.

Chair of the Department of Architectural Design, Professor Paul Hajian participated in an SCUP panel regarding the collaborative process that occurred in the design of the new residence hall at Build Boston; participated in an AICAD International Symposium for Learning and Teaching in Studio Art (2010); and co-authored a proposal which was funded by the Boston Foundation for Architecture to enable graduate students in architecture partnering with students enrolled in MassArt's Artward Bound program, developing, delivering and participating in a curriculum entitled: "Designovate" (2012-2013). Professor Hajian also received a grant to study indigenous New England Architecture funded through the estate of Imre Halasz. Paul Hajian is also MassArt's licensing advisor. His professional development activities related to IDP are discussed below.

Head of the graduate program in architecture, Professor Patricia Seitz, prior to the last visit, received a grant to develop sustainable lighting coursework - the Lesley Wheel grant from the Nuckolls Fund for a two course sequence focuses on interior environments (Lighting Design: First Light), and outdoor public urban environments (City Lights: Light as a Sculptural Element). Both courses combine design with lighting science in a sustainable environment through case studies, competitions, project assignments, observation and analysis of sites, and visual and written assignments and presentations. As a multi-year grant, this past year (2014-2015) a proposal was made to the Nuckolls Fund to expand the work to include civic engagement. Two projects have come from this initiative: an art/daylight project that will be installed this summer in The Tower Building Elevator lobby; and the second is a lighting project using donated lights from Reflex Lighting to light up permanent installations at the site of a local non-profit in Jamaica Plain, a neighborhood in Boston. Her focus in sustainable and net-zero practice and as an educator are primarily in providing services to non-profit entities.

Professor Seitz is also a member of the Board of Trustees of the Boston Society of Architects (BSA) and participated in a panel hosted by EYP with design leaders in a discussion of innovation spaces. She was also on a focus group at the BSA with members from the Boston Commission for the Arts to discuss the city's cultural planning process "Boston Creates." The goal of the session was to identify cultural needs, opportunities, resources, strategies and partners.

Interim Dean of Graduate Studies, Paul Paturzo. In 2013 Paul Paturzo and Professor Gunta Kaza (Graphic Design) received a \$5,000 grant from the college that funded students to assist in research for a graphic identity and master plan for a new university in western Tanzania. The founder of the new university traveled to MassArt from Africa for a week of work with faculty, local professionals and students. The remainder of the grant was used in May 2014 to bring an architecture student and a graphic design student to Tanzania to further study the project along with Professor Paturzo. Paul Paturzo and Daniel Serig, Dean of Academic Programs, received an innovation grant in 2015 to develop a collaboration between Ghent University, Kigoma College by Radio (Tanzania) and MassArt that will bring together Ghent's African Studies and Urban Design departments with MassArt's creative disciplines and Kigoma's rich cultural heritage. The first collaboration will be a travel course to Tanzania that will focus on observation and documentation of the built environment. MassArt's process for travel courses requires proposals to be submitted in October for the following year therefore the course is planned for January 2017.

LECTURES, EXHIBITIONS, FIELD TRIPS, LEARNING BEYOND THE CLASSROOM

Visiting Artists and Major Exhibitions Since Fall 2013

Providing students the opportunity to meet professionals presenting their ideas and to discuss pedagogy is an important co-curricular element of our program. Lectures are held in the evening after the Tuesday

studios, are open to all students and to the public. These also provide additional support to faculty, as both students and faculty attend these lectures.

Learning Culture Beyond the Classroom

The Architecture Program recognizes that not all learning can, or should, take place within the classroom setting. We want our students to embrace all the resources that are available to them locally, nationally and internationally. Field trips, lectures, exhibitions, symposia and overseas digital exchanges and travel create engaged learning environments that broaden content while expanding upon the available expertise of the program. This fosters an attitude of curiosity, exploration, discovery and engagement that supports the Program's Mission to advocate an appreciation of good design and the benefits of responsible architecture. See Supplemental Materials, Community Partnership Grid available online.

<http://tinyurl.com/puvmuzl>

Center for Art and Community Partnerships

The Center for Art and Community Partnerships (CACP) cultivates innovative, sustainable relationships with the broader community to explore and expand the relevance of art and design in public life.

This past year three faculty in architecture – Patricia Seitz, Paul Hajian and Sam Batchelor have been working with the Director of the CACP to deepen the connection with our Community Build program. One of the students in the course this summer has been identified with a detailed job to work between the two programs. The goal of this partnership is to expand this into a position for the entire academic year working with the CACP to strengthen its role as a hub of community engagement activities. This will include increased marketing, fundraising, and interaction between the two entities. This summer a publication for the course will be developed including beginning to amass a database for the community engagement activities of architecture and also the college. It is our goal to continue to support the CACP in their work that takes students beyond architecture. Activities our students have participated in include paid internships for:

- **Sparc – the Artmobile:** Travels as an all-purpose mobile base for innovative and intergenerational art and design programs, projects and events. One of our graduate students has been active in programs with the artmobile.
- **Community-based teaching and learning:** CACP staff facilitate connections beyond the classroom that address the needs and desires identified by community partners and faculty members. CACP helped our lighting course to develop a partnership with the Hyde Square Task Force. Two of the graduate students in that course worked directly with the Task Force to find lights (then donated to them), design outdoor festival lighting scenarios and set these up for events.
- **Post occupancy review-** Community Build past projects: Proposed for Spring 2016 with graduate students from the Track II program.

Lecture, Exhibition and Symposium

The Architecture Program views the efforts of the Lecture, Exhibition and Symposium committee as an important extension of the curriculum. Its goal is to bring high quality practitioners, researchers and artists and their work to the program to enrich the pedagogy. Additionally, our program also runs a public lecture series:

Tuesday Talks – Architecture Lecture Series

The lecture series supports students conceptual thinking about issues in architecture, exposes them to professionals in the field, across issues of design, history of architecture, and practice. This includes architecture, urban planning, and landscape architects, sustainable practice, the arts and writing within the field. The Architecture Program views the efforts of the Tuesday Talk Lecture Series run by a graduate student and mentored by Paul Hajian, as an important extension of the curriculum. Its goal is to bring high quality practitioners, researchers and architects and their work to the program to enrich the pedagogy.

These lectures are supported by the department, advertised on the MassArt events calendar and open to the public. Additional Features Link: <https://massart.edu/academics/programs/architectural-design>

Spring 2013 – The Natural Elements of Architecture

- Doug Bell, President, Cavanaugh Tocci Associates, The Role of Vibration Damping in Architectural/Structural Design
- Marc Rosenbaum, P.E., Energysmiths, Zero Energy Houses, Deep and Shallow Energy Retrofits, and Passive Houses.
- Jim Cutler, Anderson Cutler Architects, Searching for True
- Doug Simpson, Cambridge Seven Associates, Presenting Nature - A Brief History and Current Trends in Zoo, Aquarium, and Natural Museum Design
- Dennis Pieprz, Sasaki Associates, Landscape and Urbanism
- Victoria Solan, Architectural Historian, Natural Elements in domestic Architecture
- Tamara Metz, MassArt Faculty, Thresh/hold
- Shaun O'Rourke, Director of Sustainable Design, BAC, Optimizing Biodiversity and Ecosystem Services in the Built Environment
- Tunny Lee, Professor Emeritus, MIT, citydensity

Fall 2013 – The Natural Elements of Architecture *Continued*

- Meg Hickey, MassArt Faculty, The Eye + Brain Collaboration
- Mark Urrea, ARC
- Freelon Group / Philip Freelon
- Johnathan Levi, Johnathan Levi Architects
- Tamara Roy, ADD Inc.

Spring 2014 – Evolution

- Justin Shea, MassArt Alum, Snohetta NYC
- Robert Coppola, MassArt Professor, discussion of Greenbelt, Maryland
- Peter Alexander, Landscape Architect
- Mark Scott, William Rawn Associates
- Yolanda Mazzoni and Anastasia Huggins, Gensler
- David Hacin, Hacin and Associates
- Maryann Thompson, Maryann Thompson Architects
- Julian Bonder, Bonder and Wodiczko, The Memorial to the Abolition of Slavery in Nantes, France
- Jason Bowers, Ann Beha Architects
- Josh Safdie, Director of IHCDstudio

Fall 2014 – Parts to a Whole

- Chris Johns, CUBE Design and Research
- Jonathan Folger, Michael Singer Studio
- David White, Architect and Professor at Parsons, the New School
- Ricardo Castro, Associate Professor, McGill University School of Architecture
- David Munson, Munson 3D
- Bill Reed, Integrative Design Collaborative
- Hubert Murray, Manager of Sustainable Initiatives at Partners Healthcare
- Paul Eldrenkamp, Byggmeister Sustainable Design & Build
- Justin Hollander and Ann Sussman, co-authors of *Cognitive Architecture: Designing for How We Respond to the Built Environment*

Spring 2015 – Parts to a Whole *Continued*

- Doug Dick, LDa, Practicing in the Space Between Tradition and Invention

- Simon Beer, OJB, Seeing it Built
- Michael LeBlanc, Utile, <http://tinyurl.com/oe9fzfz>
- Ovadia R. Simha, MIT, <http://tinyurl.com/qyhbjep>
- Terry Knight, MIT Media Lab, <http://tinyurl.com/qf2hesb>
- Tanja Conley, MassArt Faculty, <http://tinyurl.com/nv5dj2>
- Mark Jarzombek, MIT, <http://tinyurl.com/phqrn7k>
- Elizabeth Whittaker, Merge, <http://tinyurl.com/pfwr7pe>
- Shashi Caan, SC Collective, Driving Change by Design: What Next?, <http://tinyurl.com/o4vol8y>

Link to all Spring 2015 lectures:

http://www.massart.edu/Academic_Programs/Architecture/Tuesday_Talks.html

Fall 2015 Provisional Line-up

- Phil Freelon, Perkins + Will
- Ed Adelman, Mass State College Building Authority
- Gerry Frank, Betchel Frank Erickson Architects
- Shauna Gilles-Smith/ ground inc.
- Rafael Luna, Praud
- Jan Wampler, Professor of Architecture

Curatorial Programs: Exhibits and Visiting Artists

In addition to the Tuesday Talks sponsored by the Architecture Department, other departments such as Photography and 2D Fine Arts sponsor lecture series, films and exhibitions that are open to students in all majors and to the public. The Curatorial Programs department also organizes college-wide exhibitions and events. This is a central department of MassArt. Run by Director, Lisa Tung, it provides cutting-edge exhibits in design, the arts – specifically current trends and practices. The Paine and Bakalar gallery is a destination gallery for the City of Boston and much of the region.

The following is a list of curatorial programs for spring 2014 through fall 2015:

Exhibitions Fall 2013

- “Reality Check”- Matthew Brandt, Daniel Gordon, Stephen Mallon, Chris McCaw, Christina Seely, Angela Strassheim, Gaston Ugalde. September 9-December 7, 2013.
- “Selections: MassArt Faculty”- Colleen Asper, Matthew Connors, Stuart Diamond, Dawn Kramer, Jan Kubasiewicz, Fred Liang, Janna Longacre, Matthew Monteith, Dana Moser, Joseph Quackenbush, Laura Reeder, Lisa Rosowsky, Debra San, Keith Washington. September 30-December 7, 2013.

Artist Talks Fall 2013

- Bill Thompson: September 10, 2013 – 3D
- Ann Pibal: September 26, 2013 – 3D
- Matthew Brandt: October 30, 2013 – 2D

Exhibitions Spring 2014

- “Alison Saar: Still” – January 23-March 1, 2014
- “Surface” – Nicole Chesney, Kristina Estell, Lauren Fensterstock, Sylvie Fleury, Beth Lipman, Marilyn Minter and Douglas Weathersby. January 23-March 1, 2014

Artist Talks Spring 2014

- Yun-Fei Ji: Feb. 10, 2014 – 2D Fine Arts
- Winfred Rembert: March 19, 2014 – 2D Fine Arts
- Jessica Stockholder: April 3, 2014 – 3D Fine Arts
- Daniel Gordon: April 29, 2014 – 2D Fine Arts, 3D Fine Arts

Exhibitions Fall 2014

- “Excellent Swiss Design” – September 10-November 22, 2014
- “Viewpoints: 20 Years of Adderley” – Xenobia Bailey, Willie Birch, Chakaia Booker, Renee Cox, Melvin Edwards, Richard Mayhew, Bradley McCallum & Jacqueline Tarry, Wangechi Mutu, Lorraine O’Grady, Lorenzo Pace, Dulce Pinzon, Winfred Rembert, Alison Saar, John Scott, Danny Simmons and Fred Wilson. September 22-December 6, 2014.

Artist Talks Fall 2014

William Daley: September 17, 2014 – 3D Fine Arts

Liz Deschenes: October 16, 2014 – Photography, 3D Fine Arts

Exhibitions Spring 2015

- “Color Fields” – Terry Adkins, Rebecca Baumann, Elaine Buckholtz, Sonia Falcone, Michelle Grabner, Channa Horwitz, David Huffman, Derek Jarman, John Knuth, Jim Lambie, Mariah Robertson, Kate Shepherd, David Benjamin Sherry and Joe Zane. January 26-March 7, 2015.

Artist Talks Spring 2015

- Daniel Clayman: February 11, 2015 – 3D Fine Arts
- Dr. Margaret Livingstone – author of *Vision and Art: The Biology of Seeing*
- Wangechi Mutu: March 3, 2015 – 2D Fine Arts, Video
- Oded Ezer: March 18, 2015 – 2D Fine Arts
- Alyson Shotz: April 16, 2015 – 3D Fine Arts

Field Trips and Travel Programs

Faculty members are urged to invite, lead, and point students toward off-campus learning opportunities. Timely scheduling of the field trips is conducted with respect to the students’ academic schedules in order to allow for the greatest participation.

Architecture Program students regularly participate in one of three forms of travel:

1. **Course field trips** organized by individual faculty and related to specific course content or projects and including visiting lecturers and critics
2. **Studio related field trips** organized by the Chair, Program Head, Dean of Graduate Programs and faculty within core studio as part of the course curriculum and to be attended by students in all sections;
3. **Travel programs** – organized by Individual or Teams of Faculty and open to all Program students wishing to attend, including students from other programs

The following is a list of field trips scheduled by faculty in the Architecture Program since the last NAAB visit.

The Architecture Program encourages its students to travel in order to gain a better understanding of architecture, urbanism, culture and design. The faculty is encouraged to organize architecture tours to sites within and outside of the northeast region as part of the studio project, and is in process of developing study abroad programs that can support their interests and expertise while enriching the learning experience of our students. These will include Africa, Puerto Rico and continued digital exchanges on research. Because we want to encourage and indeed provide the opportunity to support all of our students to travel, we are working on one program within the US and its territories so that international students may also attend without issue of visa. Additionally we are in the process of fundraising for this endeavor. These endeavors are in process.

Course Field Trips – Organized by Course Faculty

EDAD200 Pattern Language (Seitz)

Undergraduate program. Students tour various sections of Boston:

- Measure and make technical drawings of Trinity Church (HH Richardson)

- Observation and linked sketches for a connective path project in historic sections of Boston, Cambridge
- Visit to project site Mission Hill, Roxbury, Massachusetts

EDAD223/510 Architectural Design I (P Hajian)

- Summer 2015. Construction site Design and Media Center
- Summer 2014. Cape Cod/ Architecture. Post and beam projects. Shingle Style

EDAD310/520 Architectural Design II (John, Paturzo, Weber)

- Fall 2014 (John) Visited project site and hostels in greater Boston area
- Fall 2015 (Paturzo and Weber) Will visit project site, Aalto, Corbusier, Saarinen and Gehry buildings in Cambridge, and transit stations in the greater Boston and surrounding area

EDAD350 Building Components (Viglianti, Giampertone)

- Spring 2015 (Viglianti) Walking Tour of East Boston, sites included; Marginal Street Lofts (Merge Architects), East Boston Public Library (William Rawn Associates), P.O.R.T Chelsea (Landing Studio)
- Visiting Lecturer: Wilhelmina Peragine - Boston Arts Academy: The Parkolation Project

EDAD 320/530 Architectural Design III (Safdie, Cheng)

- Spring 2014 (Safdie) Visited various housing projects locally – specifically units designed for HC accessibility
- Spring 2015 (Safdie) Visited project site and explored through observation physical abilities of elders in walking, negotiating ramps, stairs, sitting and standing up as a means to understand limited physical abilities.
- Spring 2014 (Cheng) Union Square
- Spring 2015 Jewish Community Housing for the Elderly, Brighton, MA

EDAD 410 Architectural Design IV Undergraduate Studio (P Hajian)

- Field Trip Libraries MIT and Cambridge.
- Cape Cod House in the Woods

EDAD702 Architectural Design VII (Luna, Bowers)

- Fall 2015 (Luna) Chicago, to analyze, document and select project site in the urban core
- Fall 2014 (Bowers) – Visit site in downtown Providence, collect data and tour neighborhood context

EDAD752 Architectural Design VIII (comprehensive) (Paturzo)

- Field trips to local sites in Boston area each semester.

EDAD806- 808 Thesis I and Thesis II (Seitz)

Research program in consultation with course faculty member is organized in advance of the commencement of the course. Travel is conducted by each student independently. The work from these trips is reviewed collectively in class during the first week of Thesis I and again the analysis of this work in Thesis II. The majority of this work is site research including observation, sketching, photography and interviews; data collection (mapping and building plans that may not be available online – particularly for international sites).

- Students must visit their proposed sites, regardless of location several times during or between semesters to gather observational and planning data, conduct interviews and understand the context.
- Students with sites in other countries or farther afield than New England, typically research these sites between semesters, within the framework of a developed research agenda.

- In recent years our projects have moved farther afield. Since the last visit this includes students whose thesis projects have been in other regions nationally – such as Kentucky, California and New York, and overseas, such as Uganda, Canada, and India. Most of these projects rely on qualitative data from interview and meetings to develop background information on the users, their identity, and aspirations as well as to understand and document context through observation and mapping. These field trips are independent research endeavors.
- 2015 – Students in Thesis II shared research and ideas with students from ESAIL in Lyon, France and skyped together discussing using research in service of design and the range of research areas that might be included.

EDAD402/535 Professional Practice I (D Hajian)

- Spring 2015, Field trip with Howard LaRosee, Executive director of facilities and planning, to MassArt's own Media and Design Center while under construction on campus.
- Spring 2015 - Field Trip with Neil Martin, Principal at S/L/A/M Collaborative to the Boston office of S/L/A/M. Presentation of current, past, and future projects and discussion of working environments for architects, and methods for employment opportunities.

EDAD404/504 Lighting Design: City Lights (Buckholtz and Seitz)

Boston has an active lighting designed night scene in areas of downtown near the waterfront. One of the main field trips is a walk through this area at night after a visit to Reflex lighting, also downtown. We end at a lighting designer's studio in the Fort Point Arts district. One of the trips to Hyde Square included access to the interior of a cathedral with conventional and LED lights used by the students to experiment with lighting effects, with the clients from Hyde Square Task Force. While many of the artists in the course were interested in lighting the interior space, the architecture students worked with lights on the exterior; this project was eventually adopted by the Task Force for their outdoor exhibitions in the summer. Larger lighting materials, received from Reflex, were donated to the non-profit by the class.

- May 2015, June 2015 – Hyde Square, Jamaica Plain – Blessed Sacrament – test studies
- July 2015 – Final locations to install lights – Hyde Square Blessed Sacrament Plaza
- April 2014 and 2015 Tour of downtown Boston at night
- April 2014 and 2015 Tour of Reflex Lighting
- March 2014 – North End lights tour

EDAD450/451 Senior Degree Project (Metz)

Undergraduate studio. Students' projects were widely distributed, most in the New England area. The requirement for this studio project is that the students have easy access to the location.

- Spring 15 Trip to the Drawing Ambience exhibit at the RISD Museum of Art in Providence
- Visiting Members of Roundtable Discussion:
 - Haril Pandya, Senior Associate, CBT
 - Cindy Larson, Principal, Centrepont Architects

Travel Programs - Organized by Faculty Across the College

Travel programs offer students extended opportunities to experience and engage with another place and culture. See page 133 for links to 2015-2016 travel programs developed by MassArt faculty.

Studio Critics

| | |
|--|--------------------------------|
| Marshall Audin, RA | Alan Buie, AIA (HDR) |
| Lawrence Cheng, AIA (Bruner Cott) | Margaret Hickey |
| Paul Hajian (Hajian Architects) | Paul Paturzo (Paturzo Designs) |
| Patricia Seitz, AIA (Seitz Architects, Inc.) | Tamara Metz |

| | |
|---|--|
| Tanja Conley | Jeffrey Schantz, AIA (EYP) |
| Keith Giampertone, AIA (eVB Design) | Hank Reisen AIA (Reisen Design Associates) |
| Cassandra Thompson (Apple Corporate Offices and within stores) MassArt Alumni | Sam Choi, Associate Professor (Northeastern University) |
| Khuyen Luong (Perkins + Will) MassArt Alumni | Philip Parsons (Sasaki) |
| Sam Batchelor (designLAB) | Shane Gibbons (Structure Design and Build) |
| Maressa Perrault (Utile) | Ian Ford (Ann Beha Architects) |
| Nicole Kleman (Sasaki) | Doug Jack (Ann Beha Architects) |
| Andres Bernal (RODE Architects) | Kristin Fritsch (Elkus Manfredi Architects) |
| Greg Fotti (Elkus Manfredi Architects) | Kate Blum (Davis Square Architects) |
| Aoife Morris (Bruner Cott Architects) | George Gard (Bruner Cott Architects) |
| Andy Wise (Elkus Manfredi Architects) | Pasu Charusiri (Stantec) MassArt Alumni |
| Martha Cassel, sole proprietor | Paul Schlapobersky (Sasaki) |
| Paul Pressman AIA (Architect, formerly Project Manager Goody Clancy) | Cameron Leandri (Sleeping Dog Properties) MassArt Alumni |
| Samantha Parsloe (Julia Chuslo Architects) MassArt Alumni | Stephen Russell (Shepley Bullfinch) MassArt Alumni |
| Maria Rondeau, critic and Thesis Advisor (RISD) | Josh Gothard (KPF in NYC) MassArt Alumni |
| Cindy Larson, Principal (Centrepoint Architects) | Haril Pandya Senior Associate CBT |
| Josh Safdie AIA Assoc Principal (Kessler McGuinness & Associates, LLC) | Deborah Bishop (Deborha Bishop Interior Design Consulting) |
| Alan Joslin, AIA (Epstein Joslin Architects) | Alfonso Sira |
| Barry Zevin, sole proprietor | David Fixler Priincipal (Einhorn Yaffee Prescott) |
| Tamara Roy Principal (Stantec) | Roger Shepley Managing Director (Dyer Brown) |
| Andres Mignucci FAIA (Mignucci Architects, Puerto Rico) (also gave a Tuesday Talk and reviewed student work in the studios) | |

Studio Visiting Lecturers for EDAD402/535 Professional Practice I (D Hajian)

- Charles Mueller, Senior Director at Centerbrook Architects. Current and past projects, dealing with zoning and governmental agencies with design control, BIM and engineering coordination with 3d modeling.
- Christopher Poole, Principal at Poole Professional Insurance Co. Review of professional liability insurance for designers (E+O), general liability and general business insurance and various other types of insurance. Case studies and in-class case study with review.

STUDENTS

Student Leadership

Architecture Program students are well engaged with professional and collegial organizations including AIAS (American Institute of Architecture Students), and the SGA (Student Government Association - UG).

Student Activities - AIAS

Funded through the SGA and the graduate program, the MassArt AIAS chapter has become a strong voice in the department these past few years. The group is composed of both graduate and

undergraduate students who share all of the e-board and committee leadership positions. Undergraduate students have access to funding from the SGA to support attending Forum and Grassroots.

- In addition to attending National Forum, Grassroots and Regional Quads annually, AIAS students set up local firm crawls, are involved in many events at the BSA (including designing and building the awards for the awards ceremony this past year).
- Since the last visit a major highlight includes hosting the Northeast Regional Quad at MassArt with many faculty participating.
- In December/January 2016-17, MassArt's AIAS chapter will host the National Forum in Boston with Wentworth Institute of Technology. They are an active and outgoing group of designers.

AIAS (American Institute of Architecture Students) Leadership Committee since the last visit.

2012/13

Chapter Co-Presidents: Samantha Parsloe & Stephen Russell
Secretary: Cassandra Thompson
Treasurer: Cameron Leandri

2013/14

President: Meg Leahy
Vice President: Christina Tully
Secretary: Janelle Fallon
Treasurer: Sophia Guthrie

2014/15

President: Christina Tully
Vice President: Michael Sack
Secretary: Ashley Bussell
Treasurer: Karolyn Nyholm

Events: QUAD Spring 2014

Activities: Designed and Constructed AIA Professional Awards for Boston Society of Architects (BSA) Awards Ceremony, Spring 2015

2015-2016

President: Samantha Veldhuis
Vice President: Graysen Babbitt
Secretary: Bree Dillon
Treasurer: Brandon Robertson

2016-2017

Events: National Forum/Boston with WIT

Student Role in Governance

Students are encouraged to be active and to have a voice in their school experience. Students in the undergraduate program have a student governance body (SGA). The SGA has over 40 special interest and departmental groups that receive funding through fees, of which the MassArt AIAS chapter is one, as it includes students across the architecture program. All students may join and fully participate in any of the committees on campus. Getting involved is as easy as attending a meeting. All groups adhere to the anti-discrimination and anti-hazing policy. For all students on campus, these and other committees provide a means to network, meet administrators, and socialize with their peers and faculty.

Students' opinions, votes and participation in the governance of the college are valued. Students are invited to give the President of the college feedback through frequent "Pizza with the President" events, and area welcome to visit or email the President, Senior VP of Academic Affairs, other administrators and

staff, and faculty. Students sit on many college committees as members. In particular, architecture students have been members of the major construction project teams at MassArt, and have lobbied to be on these committees. All governance committees have faculty, administrative and student representatives that are committed to steering the future of the institution. Graduate students sit on the Graduate Education Council as voting members and in the past two years an M.Arch student was a member. (See *committee structure in 1.2.5 Administrative Structure and Governance*)

Students are included in governance of the architecture department in a number of ways. All architecture students are invited to attend faculty meetings through email from the program head, and from the student AIAS chapter 3-board. Graduate and undergraduate students from the AIAS sit on architecture faculty meetings, and outside of interviews or other sensitive faculty-related topics, are voting members. Graduate students are also involved on faculty search committees, and they guide faculty applicants on tours of the facilities, and answer questions providing their unique perspective on MassArt. This past year three students representing graduate and undergraduate divisions of the program were members of the Architecture Curriculum Committee. Graduate students also attend the Architecture Advisory Board meetings.

Student Support Services

MassArt provides students with a broad range of services to support them throughout their career at the college, from application through program completion. Prospective applicants, applicants, (and newly admitted students prior to the start of classes) may become familiar with the program, staff, the program head, and on occasion other faculty through visits to the college, attendance at lectures, exhibitions and Open House, tours of the M.Arch program provided by graduate assistants. After graduation the program stays in touch with alumni through surveys, focus groups, and invitations to events such as lectures, studio critiques, and opening receptions for exhibitions.

The graduate program office is a central hub for graduate student queries and support. Financial questions are generally handled by the Administrative and Finance Officer, questions regarding registration, grades and transcripts are handled by the Graduate Records Administrator, questions about the program requirements or program evaluation, are handled in some cases by the Assistant to the Dean of Graduate Programs, but primarily by the student's advisor, and questions regarding graduate assistantship positions are handled by the Graduate Administrative Coordinator. All graduate program staff can field students' questions and concerns, and can forward students to other offices in the college as needed.

Academic Advising

Academic advising begins with the program placement and evaluation of pre-professional experience. Placement and Transfer Evaluation link: <https://wiki.massart.edu/display/GRAD/Graduate+Advising>

In this process, applicants are in contact with admissions office and graduate programs staff, as well as with the M.Arch program head, and in some cases other architecture faculty. Applicants receive a PDF version of the program evaluation, and any decisions made on this admissions document are transferred to the college's database for matriculating students.

Once they have matriculated into the program, all graduate students are assigned an academic advisor within the full time faculty group. The current M.Arch faculty advisor is Patricia Seitz, the M.Arch Program Head. Graduate students meet with their advisor prior to registration each semester to review their program requirements, their progress towards those requirements, and to confirm their course selections for the next semester. The advisor also reviews course descriptions and syllabi a student may propose to take at another institution, discusses with each student their primary areas of interest in the field, and directs them to suitable coursework, and to professionals in the field who may act as potential thesis committee members, and to internships which may meet the student's needs.

The primary advising tool is the program evaluation, which is available to students online via DaVinci.com, through the college's Web Advisor system. Students may print a copy of this evaluation or ask the graduate program staff for a copy. They may discuss the evaluation with the Graduate Records Administrator, the Assistant to the Dean of Graduate Programs, or the Dean, in addition to their advisor. The program evaluation is produced through the college's main data system, so that enrollment and grades are automatically updated. Students also have access to their grades, their schedules and unofficial transcripts through Web Advisor.

The graduate program maintains a graduate advising page and a page specifically geared to M.Arch student advising, academic resources and career resources, on the MassArt website.

Graduate Advising link: <https://wiki.massart.edu/display/GRAD/Graduate+Advising>

M.Arch Academic and Career Resources link: <https://massart.edu/march-additional-resources>

Support Services Offered by the Division of Student Development

Student Development offices provide numerous support services for students including international student services, health, exercise, and housing services among others. Links to all student Development services are available on the department's website, and a few of these links are included below.

<https://massart.edu/student-life> <https://massart.edu/student-support>

Student Health Services

<https://massart.edu/health-services>

International Education Center (providing additional resources and contacts for our international students)

<https://massart.edu/internationalstudents>

Sports, Recreation and Wellness Programs <https://massart.edu/sports-recreation-and-wellness>

The Office of Student Activities and Programs provides students with quality services to students that contribute to their academic and co-curricular success. The office works closely with faculty, staff, students, and student organizations, such as the MassArt Activities Council (MAC), that plan activities to meet the social, cultural, educational, recreational and wellness interests of students.

The office of Student Activities and Programs serves as a resource for students by:

- Co-sponsoring the college's student leadership program; working with the SGA advisor to assist in providing support to over 40 recognized Student Government Association (SGA) student organizations;
- Working with Colleges of the Fenway student activities committee to provide co-sponsored programming among six area colleges including: intramural sports and events, welcome month programming, block party, spring week, late night programming, welcome socials (LGBTQ social, ALANA student and faculty social, and international students social), leadership conference, trips, etc.;
- Assisting students and student organizations in the event planning process and in the proper use of alcohol on campus; coordinating the holiday and spring sales for students and alumni to sell their artwork.

Personal Advising

Students may visit the Counseling and Wellness Center for free counseling appointments:

<https://massart.edu/counseling-wellness>

Students may also discuss personal issues with any faculty member of the permanent staff and typically address their studio professors and the program head. They may make an appointment to discuss any issue with the dean of graduate programs.

Career Resources and Development

MassArt hosts a webpage dedicated to career resources for the architecture program.

M.Arch Academic and Career Resources link: <https://massart.edu/march-additional-resources>

Additionally, the College's Career Development office works to connect MassArt talent to the creative economy. This is achieved through career counseling, resume critiques, and workshops and events. The Career Development office also posts internships and job listings online.

<https://massart.edu/careerdevelopment>

<https://massart.edu/your-creative-career>

<https://massart.edu/internships>

Students in the M.Arch program often focus on their connections with the studio faculty as they start their career search. Faculty review portfolios, offer knowledge of firms, which are currently hiring, write recommendations, and provide career advice. The program head or the architectural licensing advisor are frequently the first contacts for student's career inquires, and they often link students to professionals, faculty who have experience or knowledge of specific firms, and to principals or alumni at firms the students are pursuing or which they are interested in contacting.

Alumni are also an element of career development. The department's strong sense of community is maintained among our alumni who frequently return for lectures and program events. Alumni have assisted our current students with professional opportunities through networking. Faculty typically ask alumni and current students to connect with potential applicants in their states or international countries during the admissions process. Alumni may stay connected to the college through the alumni portal:

<http://www.alumni.massart.edu/s/1432/17/interior-wide-col.aspx>

Architectural Licensing Advisor

MassArt's Architectural Licensing Advisor, Architecture Professor Paul Hajian, attends the IDP/NCARB conference each summer and maintains active interaction with NCARB on evolving criteria for licensure. Each year he invites NCARB to campus to present a seminar on defining careers as an architect, licensure, IDP guidelines and the ARE. This provides students with an opportunity to meet NCARB representatives and principals to discuss issues of architectural licensure and practice in person. Paul organizes meetings with students regarding updates on IDP and is available to advise students throughout the year.

In addition, changes to the experience hours, ARE requirements and updates on our local registration board process include a planned visit from NCARB during this academic year. Program initiatives are related to equity in architecture, supported attendance at planned inclusion and diversity programs, and AIAS sponsorship of a student "Think Tank" at the College that includes young professionals, alumni, and student representatives from our local chapter to discuss issues in architectural education and the path toward licensure. Please note that MassArt developed a one page IDP synopsis, entitled "ARE You Ready." This marketing slogan is now being used nationally as outreach.

Graduate Assistantship and Work Opportunities

Students have many opportunities to work at the college as graduate assistants. All graduate students in good standing are eligible for teaching or classroom assistantships, under the mentorship of faculty, and administrative assistantships, in many areas of the college. Students generally may receive up to two assistantship positions per semester. Recent Graduate Assistantship positions students have participated in include:

- Teaching Assistants primarily in architecture, 3D fine arts and studio foundation courses
- Teachers of architecture for high school students run by MassArt's Continuing Education Program
- Tuesday Talks Coordinator
- Graduate architecture computer lab management

- Monitors offering technical assistance and training in shops (woodshop, fab labs, etc) and computer labs
- Program Assistants in the Center of Arts and Community Partnerships including sparcl the artmobile
- Teachers, Mentors in the PCE Youth Programs
- Graduate Programs Assistants providing support to current and prospective students
- Support for Studio Manager, and management of purchases
- Support for Graduate Program staff - various projects including website updates
- Gallery assistants to the college's Chief Curator
- Library support
- Many graduate assistantship positions are available across the campus. Students apply for positions based upon their interests and schedules.

The academic program and academic computing staff also assist students who teach fellow students software in evening-long workshops.

The program connects students with consultants engaged on campus. Cameron Roberts Associates was hired as a consultant to the college eight years ago to direct capital projects on campus. Mr. Roberts has frequently offered internships to architecture students. These opportunities include measuring and developing a BIM model for the entire campus, for an undergraduate student; and for graduate students, acting in the role of research assistants, documenting measures and issues for a space planning study, collecting data for the college's 2014-15 strategic planning process, acting as departmental liaisons for the evaluation of specific department spatial layouts, and developing a typology of classification types for rooms on campus, among other projects. These opportunities have been invaluable for the college in terms of the campus planning process and for the students in gaining experience of the larger issues surrounding campus-planning initiatives.

The department chair Paul Hajian also provides links to opportunities with local professional architects for grad internships. Typical project examples are a new community center for a small town or an investigation of a green roof for a local school. As noted above, while we do not have a formal internship program, students may intern as a part time member of a firm for credit within the program. Faculty regularly connect students to firms, provide recommendations, review portfolios, and support students in gaining entry level positions in the industry.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

I.2.2 PHYSICAL RESOURCES

MassArt's campus, located in the heart of a diverse urban center and the Fenway Cultural District, has nearly a million square feet of classrooms, studio and workshop space, and three student residence halls that guarantee on-campus housing to all first- and second-year students, international students and others requiring housing meeting certain requirements.

The architecture program currently occupies areas on many floors of the Tower Building and utilizes many of the specialized shops in other buildings. A full set of plans will also be made available in the Team Room. Plans are also included within this section.

Artists' Residence

The Graduate Programs main offices are located on the first floor of the Artists' Residence, one of MassArt's campus dormitories. They are collectively housed with the Program of Continuing Education (PCE) and located directly across the street from the Tower building. Offices for the dean of graduate programs and dean of continuing education, administrative assistants, student assistants, graphic designer, graduate registrar, bursar, and support staff are all located here. This office also includes a conference room.

Tower Building Program Spaces

Second Floor. Program lecture classrooms. One larger classroom is often arranged for a critique space at the end of the semester.

Fourth Floor. This floor houses the main studio areas of the graduate architecture program.

Graduate studios and associated spaces. The graduate students share studio space with other graduate students, accessible 24/7 on this floor. The area includes a “Fab Lab”, studios for each student, meeting space, storage, computer lab (includes 11x17, standard printers and a large format printer as well as 18 computer stations), office spaces for adjunct faculty, exhibition and prototype construction space, areas for pin-ups and reviews, an exhibition space, and a classroom with audio-visual equipment.

The storage/office areas on this floor are all used by the program to house NAAB materials, conduct meetings, and document the program work. An adjacent small conference room is frequently used for faculty sessions individually with students when required by adjuncts or others with offices on other floors of the building. One of the office spaces is used by the structures course assistant as a meeting room, where she tutors students in structures curriculum on a weekly schedule. These rooms are within the graduate student’s studios.

Sixth Floor. The graduate program head office is located on the 6th floor of the Tower Building within a larger office with 2 administrative assistants (shared with the design areas of the undergraduate program), copier and lounge/meeting space. It also contains a larger faculty chair office (graphic design) who when not in, provides the room for use for our larger meetings and interviews. The floor has a number of lecture-style classrooms that are frequently scheduled for the program as well as additional adjunct offices.

Seventh Floor. Includes one architecture faculty office, computer arts offices – visited when needing specific online connections for the curriculum, and video labs among other computer workshops used by animation, illustration and web design.

Tenth Floor. The architecture department chair’s office is on the 10th floor of the tower building. This floor also houses summer incoming graduate studio spaces, storage and desks, and the entire undergraduate program studios for architecture and industrial design (during the fall-spring terms). This floor also houses a computer lab/teaching studio, and 2 classrooms, meeting space, pin-up area, a laser cutting room (including a sustainable 3D printer “cubejet” using gypsum as the medium), storage, a model shop, and a spray room. Graduate students have access to all of these fabrication spaces.

Conference rooms used regularly by the program are available in the graduate program main office and in the Tower Building: on the 6th floor design office, 11th floor off of the President’s gallery, on the 13th floor of the library, and in the admissions area.

Computer Facilities

In addition to the PC-CAD labs on the 4th and 10th floor of the Tower Building, the 3rd floor of the Tower Building houses Mac computer labs (graphics, website), the OCE printer /scanner (dedicated to architecture students) a large format printer and continuous roll scanner, and the printing resources for color copiers in various sizes, including continuous roll copiers up to 24” wide. Students have access to computers on the 7th floor (Mac lab), which also houses the Technology staff. (*For detailed information about computer labs see 1.2.4 Information Resources*).

Woodshop

The all-school woodshop is both a resource and teaching space. For two years, and including this coming fall it has been in a newly enclosed space under the entry overhang of the Tower Building. *EDAD 502 Methods and Materials* and program furniture design classes *EDAD 507 Furniture Design I* and *EDAD 560 Sustainable Furniture Fabrication* are held here each semester including summers. This space is also used for construction by the *EDAD 605 the Community Build Studio*, and this past summer for projects built for *EDAD 504 Light as a Sculptural Element*. Students may use the woodshop for studio

projects and for work such as construction of prototypes used to examine specific building details. Satellite model-building shops exist on the 4th floor and 10th floor within the studio spaces. While this temporary woodshop has been used for the past two years to replace the all-school woodshop until completion of the Design and Media Center, the new all-school woodshop will open in the lower level of the Media Center this spring semester 2016. We anticipate holding a new elective: *EDAD 5XX MassMakers* in a new classroom in the Media Center and are presently requesting a workspace while also fundraising for equipment through grants, and with a local professional for the materials. This course will require a combination of research, design, invention, product development and marketing.

Metal shops

Students use the metals shops (Collins Building basement) for the furniture design and other fabrication studios when needed. It is staffed during the summer *EDAD 605 Community Build Studio*, when metals work such as bending or welding is required. Shop managers provide support both during classes and off hours for student projects. Courses held in these shops always have a teaching assistant staffed from graduate students or outside construction/millwork professionals.

Other workshops

Other shops are available to students who elect to take coursework in glass (for hot and cold fabrication techniques), ceramics (casting, architectural ceramics and clay and glaze materials) and metals and metalsmithing (mold making, foundry, welding, as well as wax casting to die-forming), small metals (machine tooling), and textiles (weaving and fabric constructions). Students must take at least one fabrication course as an elective during their time in the graduate program.

Design and Media Center

The architecture program is developing equipment lists for acquisition as part of the Design and Media Center facilities. These will include increased digital fabrication – plywood sheet-sized CNC router for associated woodshop areas as a primary tool, as well as increased digital 3D fabrication. Additional spaces that will be included for use campus-wide include lighting labs, dedicated project rooms, conference and critique spaces, exhibition space, and studio spaces. Outside of the labs, use of these rooms for projects is assigned through collaborative proposals to the Provost.

Morton R. Godine Library

The library is housed on the 12th and 13th floor of the Tower Building and includes books, computer resources, a slide library, and periodicals as well as reading areas, a meeting room, a faculty lounge and carrels for study.

President's Floor, gallery and meeting rooms

The entire campus uses many of these rooms for exhibits in the President's Gallery (last fall the architecture program contributed to a history of the college exhibit that highlighted Architecture achievements, for example). We use conference rooms on this floor for collaborative meetings and typically for our Advisory Board meetings. The largest of these, the Trustees room, is often used for end of semester reviews for the graduate studios.

Campus Center and Health and Wellness Center

The expanded and renovated **Campus Center** is located in the Kennedy Building. It includes a bookstore in the basement, food services on the first floor, and the Student Life Gallery, student programmable conference rooms of various sizes, and a large meeting room. These are rooms that are booked first by students. Use by faculty is on a space-available basis, however space needs can take priority. The main conference room is one that is used on occasion for joint program meetings by our department where larger groups of students are expected. We also held several of our civic engagement meetings here. The new 21-story residence hall the Tree House houses a new health and wellness center for students.

Assessment of Physical Resources in Relation to the Program

Space for architecture use will be greatly augmented when the construction of the Design and New Media Center is completed in 2016. At that time, the program will be able to leverage space in the new building

for critiques, exhibitions, pin-ups, and dedicated project spaces, lighting labs design space, and spaces to address woodshop use, including rooms for equipment requiring enclosures such as a computer-driven router. (The department plans to acquire a new CNC router able to accept a 4x8 dimension.) Moving activities to the new center will also result in increased space for architecture studios, pin-up space and faculty offices on the 4th floor as additional graduate program space becomes available in the existing Tower building. These plans however, are still being developed. Space continues to be a strategic negotiation across all departments with oversight by the Provost's office.

The college will need to develop a plan for future digital equipment location (using the current temporary woodshop has been discussed), life-cycle maintenance, upgrades, and response to changing physical needs in the new shops and fab labs that will serve architecture. Existing IT labs already have good life cycle review and replacement schedules in place for hardware and software.

The M.Arch program's studio space is sufficient to accommodate current enrollment and it can be adjusted to accommodate an anticipated increase in enrollments in the future as areas temporarily used during construction of the Design and Media Center are completed, will be once again available. As construction of the new center is completed, though the majority of the spaces are available to the whole college, we anticipate use of these spaces for project rooms and specific collaborative courses. MassArt Provost's office will review calls for collaborative opportunities requiring space within the center. Though a new software management system will be in place to reserve these rooms, it will not be tested until next spring. How the space will actually be managed is still in development.

MassArt fabrication facilities are adequate for the program. The welding and foundry shop is excellent, and the woodshop, though temporarily reduced in size and relocated due to construction, is adequate and has required smaller class sizes and the splitting of larger classes to a limit of 12 students. We welcome the much larger woodshop that we were formerly using to be replaced in this new center. There has been less free time for student work in the woodshop, though students have used the fabrication labs on the graduate studio and undergraduate architecture studio floors to a greater degree at a smaller scale. We anticipate this type of pressure on fabrication time will be greatly reduced in the spring.

Architecture use of Campus Facilities and Campus Plans

A list of campus facilities used by the architecture programs coded to campus plans follows. A selection of plans has been included in this report. A full set of plans will be available in the Team Room and at the following link: <http://tinyurl.com/pvmuzl>

Collins Building - CL

- CL-0: C 010/011/013 Welding/cutting, C 001 foundry

Gym Building - G (Plan not included below.)

- This building was demolished to become the new Design and Media Center (D+MC). (See below). A temporary woodshop is presently in the Tower Building (It is visible at the end of D-1). The woodshop will be relocated to the basement of the D+MC at the end of the FA 2015 semester.

Kennedy Building - KN

- KN-0: K 030 Bookstore
- KN-1: K 130 Served, K 107 main dining, K 105 Peets Coffee; K 104 MassArt Made gallery
- KN-2: K 281 Student art gallery (Student Life Gallery); K 280.1 and K 280.2 meeting rooms (can be one large room); K 261 small conference room; K 220 Counseling Services office, K 230 Student Development office, K 250 CACP office (Center for Art and Community Partnerships), K 263 Student Organizations office

Tower Building - TR

- TR-2: T 201 classroom; T 200 Public Safety suite (with T 200.1 front desk for service)
- TR-3: T 306, T 308, T 310 Mac computer labs/classrooms; T 300 printing (large format printers and scanners); AV office (now the IT HelpDesk also serving AV needs)

- TR-4: T 405 classroom; T 402 graduate studios (architecture, fine arts and design); T 402.4, T 402.5, T 402.6 faculty offices/tutoring space and NAAB Strategy Room and materials storage; T 402.2 FAB lab, T 408 CAD lab
- TR-6: T 612, T 618 faculty offices, T 633 Design office, T 633.2 Program Head office; T 603, T 605 classrooms
- TR-7: T 720 faculty office; T 716, T 722, T 724 Computer Arts offices (support for faculty)
- TR-10: T 1002, T 1007 classrooms; T 1006 Architecture Chair and Studio Manager office; T 1001 CAD lab, T 1028 laser cutter; T 1000.1 Environmental Design studios (undergraduate architecture and industrial design studios also used by M.Arch T1 students in their first summer)
- TR 11: T 1102 Trustee's Room, T 1104 Alumni Room conference rooms; T 11C1 President's Gallery (a portion of this has become an additional conference, classroom space)
- TR 12, TR-13: Morton R. Godine Library

South Building - ST

- ST-1: S 102 Admissions office S
- 112 Bakalar Gallery
- S 108 Arnheim Gallery
- ST-2, ST-3: S 212, S 315 Paine Gallery (2 levels)

Design and Media Center - D

The Design and New Media Center is being constructed in the former Gym Building. This will be open by the time of the visit (spring 2016 semester opening)

- D-0: The all-college woodshop is still in its temporary location during construction. It will be housed on this floor by spring 2016, encompassing most of the lower level and have the ability for more than one class of students to use it at the same time.
- D-1: Project rooms and collaborative spaces, critique rooms; lecture hall, exhibit hall, gallery
- D-2: Open area with additional large seminar/project rooms
- D-3: Collaborative studio; 3 Lighting studios and labs; 3D printing center

A selection of plans of the areas most used by the architecture department follows.

As requested by the College, floor plans of college facilities most used by the architecture department have not been included in this public copy of MassArt's APR.

Floor plans on pages 67-78 have been removed. Please contact the Graduate Program, at gradprogram@massart.edu or 617-879-7166, if you have questions about these facilities.

As requested by the College, floor plans of college facilities most used by the architecture department have not been included in this public copy of MassArt's APR.

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SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

I.2.3 FINANCIAL RESOURCES

Institutional Process for Allocating Financial Resources

The charter of Massachusetts College of Art and Design requires that graduate programs operate at no expense to the Commonwealth of Massachusetts, which subsidizes undergraduate degree programs. In order to achieve this, the graduate program pays an assessment into the college's general fund from which the cost of maintaining space, security and all physical plant requirements is funded. The assessment is determined by the college, however the graduate program Dean is currently renegotiating the terms of this assessment, as it is not presently tied to enrollment. Outside of the assessment, the graduate program finances are autonomous from the College. This gives the graduate program flexibility with its revenue and the ability to maintain its own financial books. The graduate architecture program is financed primarily through tuition while the undergraduate architecture program is financed from tuition and state funding.

In FY14 approximately 23% of the cost to educate an undergraduate student at the college was funded by the state of Massachusetts for in-state students. Tuition and fees cover the rest of the undergraduate educational costs including faculty salaries, benefits, and other requirements to run the undergraduate program.

The M.Arch program is one of eight Masters programs and revenue from each program makes up the graduate programs' operating budget. The graduate program's general operating budget funds faculty who teach graduate courses and provides financial resources for the administration of the department, studio and shop maintenance, graduate student events and scholarships.

The Graduate and Undergraduate programs share expenses that benefit the entire department such as lectures, AIAS events and professional memberships. In courses that have both graduate and undergraduate students enrolled, the graduate program pays the faculty salary if graduate students make up 50% or more of the students in the class. In most cases, expenditures for Track I are paid for by the college because these courses include juniors and seniors from the BFA program. In addition, the undergraduate Chair and the Graduate Program Head both receive budgets to support efforts for the separate areas including faculty development, incidental costs per course, and student support.



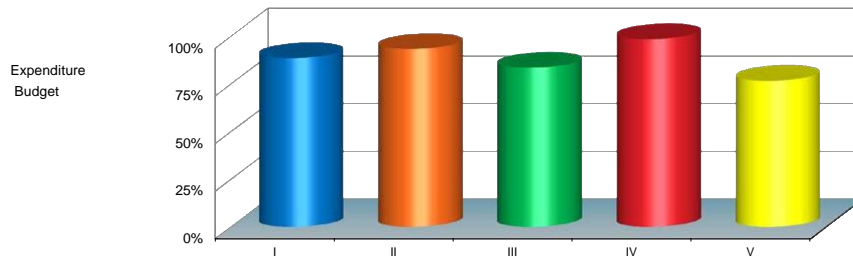
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Expenditure Budget

| | A | B | C | D | E |
|-----------------------------|------------|---------------------------|-----------|----------------------|-----------------|
| | | | (A - B) | (B / A) | |
| Account Categories | Budget | Year-To-Date Expenditures | Variance | Actual Expenditure % | YTD % Projected |
| I Undergraduate Day Program | 42,682,112 | 37,768,481 | 4,913,631 | 88% | 91% |
| II Graduate Programs | 2,294,096 | 2,140,309 | 153,787 | 93% | 93% |
| III CE Programs | 2,992,661 | 2,498,612 | 494,049 | 83% | 93% |
| IV Housing Programs | 12,106,158 | 11,915,155 | 191,003 | 98% | 97% |
| V Other Programs & Accounts | 9,799,199 | 7,502,354 | 2,296,845 | 77% | 79% |
| Expenditure information - | 69,874,226 | 61,824,911 | 8,049,315 | 88% | 91% |

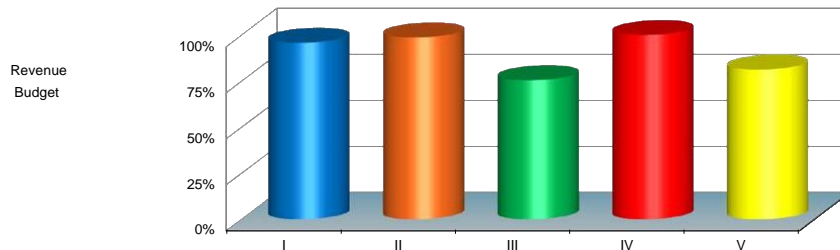
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Revenue Budget

| | A | B | C | D | E |
|-----------------------------|------------|----------------------|-----------|------------------|-----------------|
| | | | (A - B) | (B / A) | |
| Account Categories | Budget | Year-To-Date Revenue | Variance | Actual Revenue % | YTD % Projected |
| I Undergraduate Day Program | 43,343,589 | 41,524,428 | 1,819,161 | 96% | 99% |
| II Graduate Programs | 2,074,045 | 2,047,186 | 26,859 | 99% | 96% |
| III CE Programs | 2,999,098 | 2,263,001 | 736,097 | 75% | 91% |
| IV Housing Programs | 12,091,060 | 12,382,256 | -291,196 | 102% | 98% |
| V Other Programs & Accounts | 9,839,199 | 7,992,119 | 1,847,080 | 81% | 80% |
| Revenue information - | 70,346,991 | 66,208,990 | 4,138,001 | 94% | 96% |

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As noted above, the Graduate Programs must be financially autonomous from the undergraduate programs therefore the program retains tuition revenue and submits annual budgets to the Board of Trustees for approval. The proposed budgets include tuition rates and financial projections as well as costs for new initiatives. Within the graduate program, graduate coordinators submit budget proposals that identify initiatives for their department. Proposals include funding requests for memberships, faculty travel, equipment, stipends for visiting professionals, support for student events and teaching materials.

M.Arch Program Revenue

| REVENUE FROM ALL SOURCES | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| | | | Projection | Projection |
| Total | \$526,500.00 | \$400,140.00 | \$405,600.00 | \$459,420.00 |

M.Arch Program Expenses*

| EXPENSES | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
|---------------------------|---------------------|---------------------|---------------------|---------------------|
| | | | Projection | Projection |
| Faculty and Staff Payroll | \$339,355.00 | \$233,360.76 | \$250,980.00 | \$276,078.00 |
| Operating Expenses | \$184,231.93 | \$144,302.00 | \$130,136.00 | \$156,163.00 |
| Total | \$523,586.93 | \$377,662.76 | \$381,116.00 | \$432,241.00 |

*Expenses exclude facilities and IT budget lines which are paid for the by College with a portion assumed to be calculated in the Graduate Program Assessment.

In FY 2014 the architecture department had a higher number of students due to several students transferring into our program from another local college.

Graduate Tuition

Graduate tuition rates are proposed by the Dean of Graduate Programs in an annual budget proposal that is reviewed by the Associate Vice President of Administration and Finance before being brought for a vote by the Board of Trustees. The process is highly inclusive and graduate faculty members participate in discussions regarding tuition rates during Graduate Education Council meetings. This past year the Board of Trustees approved a proposal to keep tuition fees level at \$780 per credit. Since the Track II program can be completed in 60 credits, the tuition cost of the degree is currently \$46,800 (\$23,400 per year). The Graduate Program will seek to maintain the current tuition for FY17 in order to keep the Track II total tuition cost under \$50,000.

Architecture Program Allocated Budget

| ARCHITECTURE GRADUATE PROGRAM EXPENDITURES FROM THE GRADUATE PROGRAM GENERAL FUND (EXCLUDING FACULTY/STAFF SALARIES) | | | | |
|--|--|---------|---------|---------|
| | FY16 (Projected) | FY15 | FY14 | FY13 |
| ACSA Membership | \$8,300 | \$8,786 | \$8,224 | \$8,114 |
| Faculty Conferences | \$2,500 (additional funds available per request from Academic Affairs) | \$1,657 | \$756 | \$4,800 |

| | | | | |
|--------------------------------------|--------------------|--------------------|---------------------|--------------------|
| Library and Classroom Materials | \$1,800 | \$1,500 | \$1,000 | \$500 |
| Hand Tool/ Shop Replacements | \$1,100 | \$1,029 | \$2,500 | \$4,000 |
| Honoraria for Visiting Professionals | \$4,000 | \$3795 | \$2800 | \$2750 |
| AIAS event support (National Conf.) | \$2,500 | \$0 | \$0 | \$0 |
| Other AIAS event support | \$2,200 | \$0 | \$0 | \$0 |
| Food Services and Misc. | \$1,200 | \$1,180 | \$5,900 | \$1,860 |
| TOTAL | \$12,800.00 | \$17,947.00 | \$12,964.224 | \$22,024.00 |

The faculty in the Architecture Program participates in decisions regarding the following expenditures among others: adjunct faculty hires, equipment purchases, activities for students, guest lectures, software and technology needs. In addition, merit scholarship awards are allocated based, in part, on faculty input. Annually, Program Coordinators from each department propose budgets to be approved by the Dean of Graduate Programs and the Provost. If an opportunity or need arises during the year that has not been included in a budget, the Dean of Graduate Programs approves the proposed expenditure on a case-by-case basis. This year (AY15) the college reinstated the budget committee with representation across the college. Dave Carder, Business Manager for the graduate program is the representative for the graduate program.

M.Arch Scholarships and Assistantships

| Scholarships and Assistantships | FY 2014 | FY 2015 | FY 2016 Projection | FY 2017 Projection |
|---------------------------------|---------------------|--------------------|-----------------------|-----------------------|
| Scholarships | \$72,007.00 | \$61,671.00 | \$63,200.00 | \$67,800.00 |
| Assistantships | \$41,544.00 | \$17,928.00 | \$19,440.00 | \$21,600.00 |
| Total | \$113,551.00 | \$79,599.00 | \$82,640.00 | \$89,400.00 |

2015 figures are actual. 2016 figures are from the approved budget. 2017 figures represent a 12% increase over the 2016 budget.

The graduate program funded 16 graduate assistantships totaling \$17,208 in FY 2015. Graduate assistantship expenditures are dependent upon the number of students requesting them.

Scholarship, Grant and Fellowship Opportunities for Students

- Architecture students are eligible for two named scholarships the Pace and Doran, and Dean's scholarships awarded on merit at the time of acceptance into the program. In FY15, M.Arch students received \$61,671 from these funds.
- Each graduate student is eligible for one teaching assistantship and one administrative assistantship per semester, totaling approximately \$2,200 per semester. Administrative, technical and teaching assistantships are designed to encourage graduate students to participate in decision-making within the MassArt community. Administrative assistantships are offered in the galleries, library, studios, business office and graduate office as well as other key offices or centers throughout the college.
- In 2014, the College approved a teaching fellowship that will allow up to five recent graduates from the graduate program to teach and participate in curriculum development for one year after graduating from the College. We anticipate rotating the fellowships between each of the eight graduate programs. Students will apply for the fellowship during their final semester and return to teach the following semester. The first opportunity to apply will be during the spring semester of 2017.

- College wide opportunities for students include innovation grants funded by the Office of Academic Affairs, sustainability grants to assist students in developing art and design projects that address environmental sustainability and student government funding for activities that support students' educational experience.

Development Funds for Faculty Development

Faculty have access to professional development funds and innovation grants which are funded through the Office of Academic Affairs. In addition, the College funds faculty attendance at conferences and professional events related to their field. All full time faculty receive a minimum of \$800 per year for professional development. As employees of the Commonwealth of Massachusetts, faculty are eligible to take courses within the state college system at reduced rates. In many cases courses are free for faculty.

- Paul Paturzo, Interim Dean of Graduate Studies, and Daniel Serig, Dean of Academic Programs, received a \$6,800 innovation grant in 2015 to develop a collaboration between Ghent University, Kigoma College by Radio (Tanzania) and MassArt.

The college funded faculty attendance at several events, such as:

- ACSA - Annual Meeting
- ACSA - Fall Conference
- AICAD - Deans and Faculty Symposium
- NCARB - Licensing Advisors Summit

- **Pending Reductions or Increases in Enrollment.** Enrollment of incoming M.Arch students increased in AY2015 from 5 incoming students in AY 2014 to 12 in AY 2015. The numbers are expected to continue to rise with the ability to market the program as NAAB accredited, therefore the college has committed to hiring one permanent full time faculty, set to start in the fall of 2016. The Graduate Program expects to implement an early admission option for MassArt undergraduates in architecture who plan to apply to the graduate program. This new policy will be brought for a vote in the Graduate Council in late September and this will allow current undergraduates to apply in the late fall, ahead of the January deadline for other applicants.

- **Pending Reductions or Increases in Graduate Program Funding.** Funding is directly tied to enrollment in the eight graduate programs (MFA, Photo, 2-d and 3-d Fine Arts, Film/Video, Dynamic Media, Low Residency, MAT, Art Ed and M.Arch) therefore any changes in funding are related to the overall graduate population. The Dean of Graduate Studies and the President's Office are currently negotiating a change in the assessment model currently in use. The proposed model will closely tie the assessment to graduate student enrollment so that the assessment automatically adjusts in tandem with revenue resources.

- **Changes in Funding Models.** Faculty compensation is unionized and controlled by the Massachusetts State College Association. The college and the graduate program compensate faculty based on rates set by the union on a three-year contract cycle. In January 2015 faculty received a 3.5 percent raise, retroactive to January 2014 and another 3.5 percent raise is set for January 2016. Faculty are additionally compensated for advising thesis students. As noted earlier, the graduate program dean is in the process of renegotiating the graduate assessment to the college in order to tie it to enrollment. This will more accurately reflect the resources used by the program each year.

- **Planned or in-progress Development Activities.** The M.Arch program is working on a plan to increase incoming student enrollment by 25% in AY2016 and with the new marketing director, to increase program visibility. The college's marketing department, newly staffed in 2014, works closely with the program on promotional materials including ads on ArchDaily, local radio and an increased presence at graduate portfolio events. In addition, the college has dramatically increased its social media presence since the hiring of a full time social media manager in 2014. The Community Build studio has been the focus of several social media endeavors. College-wide, MassArt has raised over

6 million dollars toward a 12 million dollar renovation planned for our main gallery, the largest free contemporary art space in New England. The renovations will bring the gallery and adjacent classrooms up to ADAA standards. Our Design and Media Center will open in January 2016. This building was designed to be a collaborative learning environment therefore no single department will be housed there. Students will share the lighting studios, galleries, project spaces and review space. Lastly, the college is building an entirely new website due to launch in May of 2016. This past academic year MassArt hired the web design firm, Tellart, which completed a comprehensive study of our current website.

Architecture faculty have two development campaigns in progress that include grant writing and fundraising. The grant writing is a campaign for a specific course within the curriculum. Faculty are also working on an alumni and parents fundraising campaign through the MassArt Foundation. In addition, the program has received a Nuckolls Fund Lighting Grant that supports a portion of faculty stipends and the purchase of lighting materials to be used for teaching. The grant supplied \$3,000 in AY 13/14, and in 14/15. The grant also donates lighting materials. The AY 2015/16 \$7,000 is anticipated from the fund for lighting material to support studio coursework. The program will also continue to accept donations of lights as they come in. Reflex Lighting has been a strong contributor this past year.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

I.2.4 INFORMATION RESOURCES

Morton R. Godine Library

History

The **Morton R. Godine** Library specializes in the support of teaching and study of the fine arts, design, art history and art education. The Library has supported accredited master degree programs since 1970 and is dedicated to advancing graduate education. The founding of the Library dates from the beginning of the College in 1873 and it has developed continuously since that time. This continuity results in a collection with retrospective depth as well as timely currency. The library is administratively under the Department of Academic Affairs. Importantly, librarians have faculty status and work with our thesis students in conducting research. (*See commentary under Section II.1.1, Student Performance Criteria, C.1 Research*).

Facilities and Hours

The Library is well located on the 12th and 13th floors of the campus's Tower Building, three floors above the architecture department and nine stories above the graduate students' studios. In addition to housing the library's collections and offering ample study space, the library has a computer lab with Macs, PCs, scanning stations, printers, and assistive technology stations. Students and faculty may reserve a group study room that accommodates up to 15 or a media viewing room equipped with a 60-inch television, DVD, VCR, and blue ray player. All study collections are housed onsite and all but archives and special collections are browsable. During the academic year, the library is open 74 hours per week with permanent staff always on site during hours of operation. Digital collections are of course available 24/7 off site via a proxy server.

Staffing

The Library is staffed by a director, five professional librarians, one non-librarian professional, and four library assistants. The librarians have faculty status and as such are entitled to tenure and sabbaticals. All of the librarian have undergraduate degrees in studio art or art history, as well as a terminal master's degree in library science. Each librarian acts as liaison to two or three academic departments and the librarian currently serving as liaison to the architecture program in addition to having a master's degree in

library and information science also has a PhD in art history and is well suited to assist in research for students' theses projects.

Collections

The Library, which collects and maintains resources to support an art and design school curriculum, has 101,544 physical holdings, increased since the last visit where we reported 99,734 print titles. Additionally the library provides online access to an approximately 190,000 e-book titles from Ebrary Academic Complete collection and EBL E-Book Library. This is also an increase from material available at the last visit of 80,249 e-book titles.

There are 5237 architecture titles in the Library's collection of print books and an additional 1247 e-book titles from the Library's e-book holdings. Among the print collections, architecture titles can be found in the following library of congress classification areas: GF (human ecology and anthropogeography), GT (houses and dwellings), HT (titles in city planning and communities), NA (architecture), SB (plant culture addressing landscape), TA (structural engineering— generally), and TH (building construction). This is a combined increase from the last visit which totaled 5500 combined.

MassArt students are entitled to full borrowing privileges at Wentworth Institute of Technology, a fellow member of the Fenway Libraries Online (FLO) consortium. Their library's collection exceeds 10,000 physical titles on architecture. MassArt's membership in Fenway Libraries Online (FLO), a consortium of libraries of ten nearby colleges and the Museum of Fine Arts Boston, which share an online catalog and circulation privileges, provides MassArt with easy access to a million print texts.

Print Books and E-Books on Architecture in the Library Collection

| CALL NUMBER | ITEM COUNT | EXAMPLE |
|--------------|-------------|---|
| GF | 39 | Lure of the local: senses of place in a multicentered society / Lucy R. Lippard. |
| HT | 297 | Smart cities: big data, civic hackers, and the quest for a new utopia / Anthony M. Townsend. |
| NA | 4183 | David Adjaye: form, heft, material / edited by Okwui Enwezor and Zoë Ryan |
| SB | 334 | Atlas of world landscape architecture / Maekus Sebastian Braun, Chris van Uffelen |
| TA | 151 | Material strategies: innovative applications in architecture / Blaine Brownell. |
| TH | 233 | New net zero: leading-edge design and construction of homes and buildings for a renewable energy future / William Maclay and Maclay Architects. |
| Ebrary | 641 | Architectural atmospheres: on the experience and politics of architecture. |
| EBL | 606 | Architecture and ritual in the churches of Constantinople: ninth to fifteenth centuries. |
| TOTAL | 6484 | |

Since the previous NAAB report in 2013, the library has added approximately 1000 print and e-book titles to its architecture collection. The Library began aggressively building its collection of resources to support the architecture program in 2007, when it first learned of the College's intention to offer a graduate level

program in architecture. Between FY2007 and FY2009 the library allocated \$20,000 to bolster its architecture collection, which had until that point served an undergraduate population. In recent years the budget for architecture books in print has been around \$2000-2500 per year. The Library also actively pursues and receives gifts intended to support masters in architecture coursework. Students, faculty and staff are encouraged to recommend and for the past several years the library has been in a position to purchase every item requested by an architecture faculty member or student. Link to library purchase request: <https://massart.edu/library-requests>

Library Budget Used to Support Architecture Program

| LIBRARY BUDGET | DIRECTLY SUPPORTS ARCHITECTURE PROGRAM | TOTAL |
|--|---|----------|
| Databases FY15 | \$46,468 | \$58,082 |
| Serials Subscriptions FY15 | \$5198 for exclusively architecture journals; \$12,058 for all art journals that may include art | \$38,805 |
| Books/DVDs FY14 (reference, approval plan and replacement items are not coded by department) | \$2222 | \$41,648 |
| ebooks via Ebrary Academic Package and EBL | Unknown (1. These are shared resource with the FLO consortium so we pay for only a percentage of the cost. 2. EBL is a demand driven acquisitions database (DDA) which means we pay for only the titles that get used. Between ebrary and EBL there are at least \$62,350 worth of architecture e-books available.) | \$5969 |

Databases with architectural content include Avery Index to Architectural Periodicals, Art Source, ArtBibliographies Modern, Design Abstracts Retrospective, Design ProFiles, Oxford Art Online, and Artstor. In 2012 the program acquired MADCAD online building codes. All of these databases are accessible on campus and off site through a proxy server, which provides easy and reliable access to digital collections 24/7.

In addition to the standard databases, which provide access to articles and texts, the Library subscribes to Lynda.com, which is a collection of video tutorials. They range in topics, but many cover how-tos for a variety of software applications. There are currently 2834 tutorials under the topic of architecture and these include videos, which instruct in the use of Revit, SketchUp, and AutoCAD among other software specific to the industry.

The Library's collection of serials numbers 251 current periodicals, with 31 titles directly related to architecture with many runs starting in the 1960s and 1970s. Of the 53 titles from the AASL Core List of Periodicals, MassArt has access to 64% via its print and online holdings. Since the 2013 report, the Library has added 8 titles (or 9%) from the core list, primarily due to acquiring Ebscohost Art Source, a full-text database with an excellent collection of full-text architecture journals (238 titles). Between the MassArt Library and the Wentworth Library, which is located across the street, MassArt students have ready access to 92.5% of the AASL Core List. MassArt also owns the back files of the following architectural periodicals on microfilm: Architectural Forum, Architectural Record, Architectural Review, Progressive Architecture and Pencil Points. The sources noted below have increased by approximately 65,000 titles since 2013.

Number of Library Resources that Directly Support Architecture Program

| MATERIAL TYPE | TITLE COUNT |
|---|-------------|
| DVDs, Films, Videotapes | 76 |
| Print Books | 5237 |
| E-books | 1247 |
| Print Journal, Current | 31 |
| Print Journals, Discontinued | 54 |
| Journals, available online in full-text through databases | over 283 |
| Online video tutorials via Lynda | 2834 |
| Digital Images, including ARTstor | 472,403 |
| TOTAL | |

Visual Resources

Visual Resources is the Library department that collects, organizes, and provides access to visual materials, such as slides and digital images. The Visual Resources Librarian maintains the collection, provides reference assistance and instructs patrons in the use of presentation software. The collection consists of approximately 120,000 slides and 25,000 locally maintained digital images. MassArt uses ARTstor's Shared Shelf to house its institutionally owned digital images. Of these 4659 are classified within architecture and city planning. The Library also subscribes to the ARTstor database, a high-resolution image database containing over a million files, including 467,744 architecture and city planning images and virtual tours. In the past two years the number of architectural images that students have access to has increased by 70,000. Students and faculty have 24/7 access to this database, and all of the Library's online resources.

Research and Thesis Assistance

Since the 2011 visit, and still a highlight, the most significant changes in the library include increased support in program research and writing. The Godine Library plays an active role in the development of M.Arch theses. Following the example of robust library participation in the DMI (Dynamic Media Institute) program at MassArt, librarians often meet individually with Architectural graduate students at several points in the course of thesis preparation.

The Public Services librarian provides them with one-on-one consultations that focus on methods and strategies of research. These meetings address OPAC searching and database use, as well as information evaluation techniques and citation practices, with the intent of enhancing students' competency in information literacy.

The Technical Services librarian advises students on thesis document preparation for print and electronic formats as well as providing additional guidance on effective research strategies. Both librarians routinely participate in thesis critiques and offer suggestions regarding the gathering, presentation, and documentation of evidence.

The library provides access to remote reference support through email and it offers a collection of online research guides that bring together research resources in one location. Lectures within the Thesis Prep course, and individual support during Thesis I and II are supplemented with an online guide for research within architecture. The library also sets up blogs for the college to encourage conversations and debates within and across disciplines at the college. Architecture is using one blog for a cross-cultural conversation on research methodologies for the Thesis courses this year.

MassArt M.Arch students' theses are collected and preserved in the library. The print theses are searchable in Library's online catalog (example:

<http://endeavor.flo.org/vwebv/holdingsInfo?bibld=1322615>) as well as in Worldcat. Records for print theses link to the institutional repository, which holds the digital versions. The digital copies of the thesis are accessible via IR+. The collection can be found [here](#).

Academic Technology

Technological requirements for each program are evaluated each year by staff from Technology, Academic Affairs, and each Academic department. Academic Technology support staff members also provide curricular support to departments. Examples of this type of support in Architecture include the creation of interactive visual math tools by Teaching and Learning Specialist, Hubert Hohn, which Prof. Hickey uses in her Structures I-IV courses, and course support in the Moodle Learning Management System also provided by Hubert Hohn. Technology staff regularly attend department meetings to ascertain and assess program needs, then develop budget requests for the Technology Department for college-wide resources and assist with program budget requests for department specific resources. Computer Arts Facilities link: <https://massart.edu/technology>

In addition, the Academic Technology Advisory Committee regularly evaluates these needs across campus and balances them with resource availability.

Academic Technology Committee

Composition: five faculty, five administrators, and up to three students. Charge: To provide guidance in ensuring appropriate deployment of technology to support the curricular needs of the college, including but not limited to: assisting in piloting and selecting technology for curricular use, assisting in priority setting as new academic technology initiatives are explored, and providing feedback on existing technology services as they pertain to the academic mission of the college.

Computer Arts

As a college of art and design, MassArt educates students to innovate. It is imperative that MassArt lead by example with technology that meets the demands of its academic programs and administrative operations, and that aligns with the college's leadership as an institution teaching artists and designers who help create the next generation of technology.

The Computer Arts Center is an interdisciplinary studio environment and consulting group available to all students in all departments for courses, workshops, and supervised independent projects. Supported activities include electronic design (print and Web) and pre-press, animation, digital illustration, photography, video and audio, interactive multimedia, 3D modeling and rendering, electronic device control and computer programming.

There are nine campus-wide computer studios with a variety of input and output devices and audiovisual equipment to support lectures, demonstrations, critiques, and personal work on projects and portfolios. Hardware and software choices reflect the realities of professional work environments for artists and designers as closely as possible. Software versions are kept current and hardware is updated often. Most computer arts studios are open from 8am to 10pm.

Labs/Classrooms Specifically Designed for Architecture

Two PC labs are designed and used specifically for the Architecture and Industrial Design Departments. Both are immediately adjacent to the studios. The undergraduate lab is available to students when classes are not scheduled and the graduate lab is open 24/7. Both are immediately adjacent to the studios. Staff members are available to provide assistance and minimize difficulty in using the technology. The staff, along with the studio manager for architecture and industrial design, ensure that the labs are in good working order.

The 10th floor computer lab has 18 Lenovo Thinkvision S30 workstations with Wacom Cintiq 21UX tablets, a Canon IPF 650 24" color plotter, a 1 Xerox Phaser 5550 laser printer, 2 Epson 4490 11x14

scanners as well as an Epson GT 20000 large format scanner. A Universal Platform Series Model 6.60 laser cutter is also located on the 10th floor. It is proposed to a 3D printer to this area Fall 2015.

The 4th floor graduate computer lab has 14 Lenovo S30 workstations, an Epson GT 20000 large format scanner, a Canon IPF 650 24" color plotter, a Xerox Phaser 5550 laser printer. We also have a BOXX Renderpro server to facilitate rendering of 3D architectural models.

Both labs are equipped with design, rendering and modeling software including Autodesk Master Suite (which includes AutoCad and Revit), Autodesk Automotive, Autodesk Entertainment Creation Suite, Solidworks, Sketchup Pro and Adobe Creative Cloud. Graduate students within the program also support learning with workshops in specific software and one-on-one tutoring through the AIAS mentorship program. Established by the AIAS e-board several years ago, students in upper level studios are paired with students in the undergraduate and graduate program for specific assistance in studio coursework.

In addition to the labs specifically for architecture, MassArt has a number of general access computer classrooms and a printing facility, which are available to all students. These classrooms are available to any department who wishes to schedule classes in them. This includes courses such as portfolio development, electronic prepress, electronic book design, interface design for Web, DVD and mobile devices, illustration, painting and photography using Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Flash, Dreamweaver, Acrobat and others). There are full-time staff nearby to assist faculty and students. Graduate assistants provide one-on-one tutoring.

General Access Labs

In addition to the labs above MassArt has a number of general access computer classrooms/labs and a printing facility, which are available to all students. These classrooms are available to any department who wishes to schedule classes in them. This includes courses such as portfolio development, electronic prepress, electronic book design, interface design for Web, DVD and mobile devices, illustration, painting and photography using Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Flash, Dreamweaver, Acrobat and others). There is full-time staff nearby to assist faculty and students. Graduate assistants provide one-on-one tutoring.

Computer Arts Center

The Computer Arts Center, located on the third floor of the Tower Building, features two Mac classrooms, an access lab and a print center. One classroom is outfitted with 17 21.5" iMacs, two Epson 4490 scanners and Wacom Bamboo Touch tablets at each station. The other classroom has 19 27" iMacs and two Epson 4490 scanners

The access lab contains 23 21.5" iMacs, two Epson large format scanners, and two Epson V700 11x14 scanners. All computers have current design software including the Adobe Master Collection and Corel Painter.

The Print Center is located just outside the classrooms and access lab on the 3rd floor of the Tower Building. It has the following:

- 3 Canon Image PROGRAPH 5100 17" large format printers
- 2 Canon Image PROGRAPH 6100 24" large format printers
- 1 Canon IPF 650 24" color plotter
- 1 Canon Image Prograph 9100 60" printer
- 1 Xerox Phaser 7800 color Laser printer
- 1 Xerox Phaser 5550 B&W D/N laser printer
- 1 Xerox Versant 2100 press
- 1 Xerox Work Centre 4875
- 1 Océ TDS450 Dual Roll LED Plotter/Color Copier/Scan-to-File System
- 1 Epson Perfection 4490 11x14 scanner

1 Epson GT20000 11x19 large format scanner

The 7th floor of the Tower Building has a Mac classroom designed to support sound authoring, programming, multimedia, and video production. It has (11) 2.5 ghz 21" iMacs, an Epson Perfection 4490 11x14 scanner, and a Xerox Phaser 5550 B&W D/N laser printer. The lab also has two HD editing stations equipped with 3.2 Ghz Mac Pros. One is set up with a blue- ray burner. There is also a rack with various source decks and a mixer. The lab has sound authoring software (Live and Reason), programming software (MS Max/Jitter), video editing software, (Final Cut X) in addition to the design MassArt belongs to Adobe Partners by Design, an alliance between Adobe Systems, Inc. and the 27 top design schools in the world. Adobe provides member schools with exclusive benefits such as free on-campus faculty training on Adobe products as well as a free 50- seat license for almost every Adobe software product. In addition, MassArt has an Enterprise License Agreement (ELA) with Adobe, which allows the college to install the entire Master Collection on all college-owned computers as well as home installs on staff or faculty owned computers.

The college website details other studios for special projects. These include in brief, interactive multimedia studios to support 2D animation, stop motion, etc., a computer-integrated video studio that combines tape editing and digital video editing, a Gerber Technologys Accumark pattern design system with Silhouette drafting tables, and two digital photography labs. In addition there are numerous specialized facilities for stop motion animation, sound recording and mixing, computer aided milling, weaving, fashion design and printmaking.

Sound, Programming and Video Production

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Design and Media Lab

The building is designed as an innovative and flexible educational and presentation space in addition to a gallery, lecture hall and class rooms. Corridors are designed to be wide enough for critique space and are well lighted. The building houses two lighting labs, a sound studio and a theatre with advanced projection technology.

Online Resources

Students have access to printing with individual or project-based pay-for-printing services through “papercut” accounts. MassArt maintains a site license to the online software training tutorial service, Lynda.com.

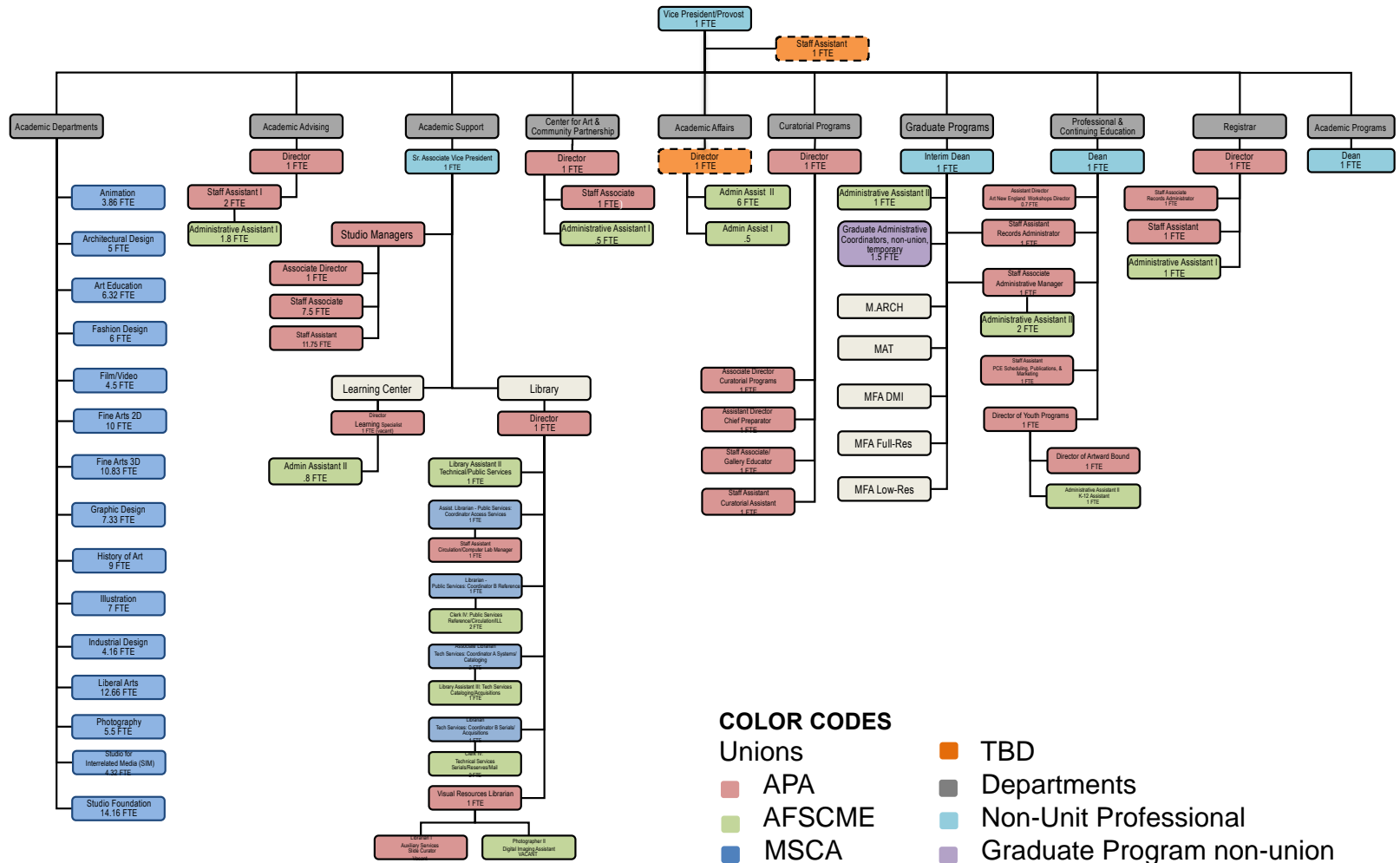
Faculty may elect to use E-Learning for online courses using Wordpress or Moodle. The Teaching with Technology Collaborative (TTC) is available to faculty who wish to incorporate technology into their courses. <https://massart.edu/teaching-technology>

Tech Central is the first point of contact for members of the MassArt community with questions and requests for assistance with technology resources. Tech Central provides equipment borrowing services, in-house technical support, and portfolio documentation facilities for all matriculated MassArt students, faculty, and staff (with a current MassArt ID).

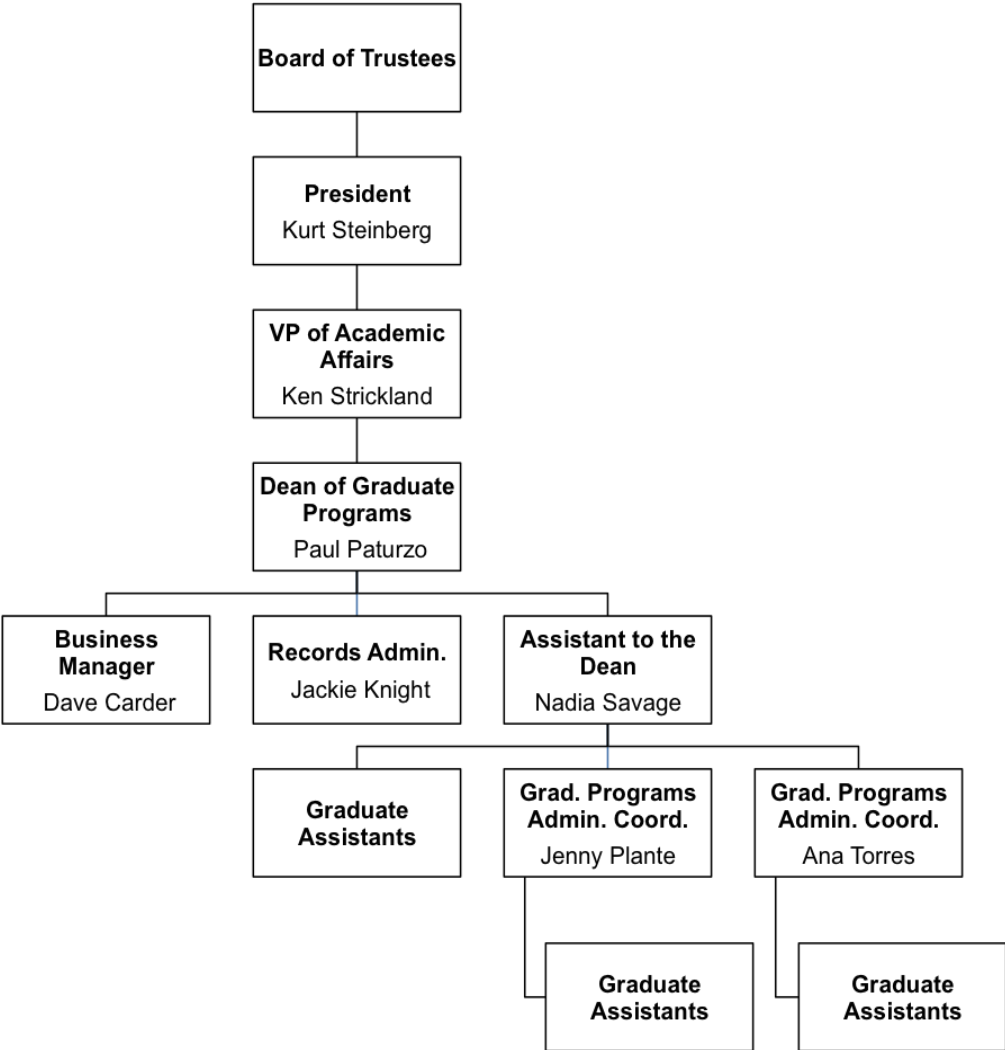
SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

1.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Organizational Chart for Academic Affairs



Organizational Chart for Graduate Programs



MASSART'S ORGANIZATIONAL STRUCTURE

Commonwealth of Massachusetts Public Higher Education System

The Massachusetts system of public institutions of higher education consists of twenty-nine entities grouped into three segments:

- i. The university of Massachusetts segment, which consists of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester;
- ii. The state university segment, which consists of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design (MassArt), the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and
- iii. The community college segment, which consists of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College; Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

At the state level, MassArt coordinates with the other eight universities through a coalition called the Council of Presidents.

Statewide Structure

The Massachusetts State Legislature annually appropriates such sums as it deems necessary for the maintenance, operation and support of each state university, including collective bargaining agreements. The diversity and dynamism of the work produced by MassArt is a tribute to the Commonwealth's committed investment in the highest possible rigor of public higher education and the recognition of the long-term value of education in the visual arts.

Also at the state level, within the Executive Office of Education, there is a Department of Higher Education (DHE). The Board of Higher Education (BHE) is appointed by the governor and sets policies. Its Commissioner is the executive and administrative head of the department and is responsible for carrying out the policies established by the BHE. The Board coordinates activities among the public Institutions of higher education and engages in advocacy on their behalf.

Board of Trustees

The Board of Trustees (BOT) consists of eleven members, who elect their own chair and other officers. The Massachusetts Governor appoints members of MassArt's Board of Trustees for staggered, five-year terms. On the Board of Trustees there is a student member who serves a one-year term and is elected by the students, as well as two alumni.

The BOT advises the BHE on admissions programs, labor relations and program approvals. The BOT, with the approval of the BHE, appoints and evaluates the President. On campus, they hold regular meetings quarterly and work in subcommittees often. The Trustees prepare and submit a detailed budget in such form and manner as the Governor and general court may direct.

The members of the Board of Higher Education and the trustees are appointed by the governor for staggered, five-year terms. On the Board of Trustees there is a student member who serves a one-year term and is elected by the students, as well as two alumni, one appointed by the governor and one elected by the alumni association. Board of Trustees by-laws, minutes, agendas:

<https://massart.edu/board-trustees>
<https://wiki.massart.edu/display/BT>

The Department of Higher Education is responsible for the administration of public higher education (universities, state universities and community colleges). Its responsibilities include establishing academic, financial, and planning policies and procedures. The college's Board of Trustees is responsible for Office of Human Resources decisions, including the selection and evaluation of the president of the college. The Board of Trustees is also responsible for the development and support of specific institutional programs and policies in accordance with the Department of Higher Education's mandates.

President's Office and Administrative Council. The president of the college oversees the vice presidents among whom are divided supervisory responsibilities for the college's various operations. These four major divisions of operation are: Academic Affairs, Administration and Finance, Student Development, and Institutional Advancement. The President's Office also supervises Admissions, Institutional Research, Marketing and Communications, Government and Community Relations and Board of Trustees relations. The Administrative Council is comprised of two divisions, Internal Affairs and External Affairs, and serves in an advisory role to the president, providing guidance on key issues facing the college. In seeking the broadest engagement possible, the Administrative Council is composed of 16 members including Deans, Vice President's and Staff from the President's Office. The Administrative Council serves in an advisory role to the President and provides guidance on key issues facing the college. Meetings are generally held every 3 weeks during the academic year.

<https://massart.edu/office-president>

<https://wiki.massart.edu/display/AC/Administrative+Council>

MassArt's governance system consists, at the state level, of the Department of Higher Education and at the institutional level, the Massachusetts College of Art and Design Board of Trustees (eleven members).

Senior Leadership

The President is an ex-officio member of the Board of Trustees and has the duties, functions, powers and responsibilities as the BOT prescribes, consistent with the laws of the Commonwealth. The President identifies the mission, goals and strategic plans for the college and implements the policies set by the Board. The President delegates authority to the Provost/Senior Vice President for Academic Affairs, the Executive Vice President, the Vice President for Advancement, and the Vice President for Student Development. In seeking the broadest engagement possible, the President forms councils to serve in an advisory role, providing guidance on key issues facing the college. Current councils include the Vice Presidents' Council, the Administrative Council, and the Advisory Council.

GOVERNANCE AND COMMITTEES

Faculty members, students, and administrators participate in the decision-making process at the college through participation in the governance process. Requests for review of policies, course requirements, etc., must be addressed to the chairperson of the All-College Committee and submitted through Academic Affairs. The All-College Committee and its standing committees are comprised of administrators assigned by the president, faculty members assigned by the president of the Faculty Association, and student members elected by the students.

Standing Committees and Graduate Council are established in accordance with the faculty/librarian contract. <http://mscaunion.org/contract/> Page down to the DCGE contract through 2014. There are bargaining stalls and the 2014- DCGE contract is still involved in negotiations as of this writing. The 2012-2014 contract is therefore still in effect. This contract primarily covers our adjuncts, as the FT and part-time faculty in architecture are all covered under the day contract. The 2014-2017 day contract is also linked above. The negotiations letter from the union is posted here:

<http://mscaunion.org/dgce-bargaining-stalls>

Student Participation in the Decision-Making Process

The Day Contract, 2014-17 to which all FT members of the architecture faculty adhere, requires that it be supported by a majority of FT students at the institution. Students are also members of all standing committees as well as in ad hoc committees. Students additionally are part of the decision-making

process in the architecture department and regularly participate in faculty meetings. Their view is not only important to the program, but also mandated by the faculty contract for committees. Our program goes farther and includes them intimately to inform curriculum development, studio process, studio culture and other student needs.

All University Committee

<https://wiki.massart.edu/display/ACC/All+University+Committee+Home>

Composition: eight representative members of the bargaining unit (elected by the bargaining unit), three students (elected by the students), three administrators (appointed by the President).

Responsible for reviewing each charge received and for referring it to one of its standing committees (Curriculum, Academic Policies, Student Development and Community Affairs), or to another appropriate committee. All committees transmit their recommendations to the All-College Committee, which reviews and forwards them along with any amendments or recommendations of its own to the president of the college for review. The president's final ruling is released to the college community.

Standing Committees and Graduate Council (Also established in accordance with the Collective Bargaining Agreements <http://mscaunion.org/contract/> - see Day Contract 2014-2017 edition).

Note that the bargaining unit includes faculty and librarians at MassArt.

Curriculum Committee

<https://wiki.massart.edu/display/CURRCOMM>

Composition: ten members of the bargaining unit, two students, two administrators.

After receiving from the All-University Committee any recommendation submitted by any Department Chair or by any member of the university community, the Curriculum Committee, after consultation with any appropriate department or departments, shall from time to time prepare and transmit to the Vice President reports and recommendations with respect to the general coordination and improvement of the University's academic program. In carrying out this charge, the committee shall evaluate and make recommendations concerning the following:

- A.** all deletions from, additions to, or changes in the University inventory of courses and identification of the department to which the courses are to be assigned;
- B.** major and general educational requirements and proposed changes therein; and
- C.** proposals for new major programs of study.

This committee also conducts periodic college-wide studies of overall academic program and may propose major changes in the curriculum. *Paul Hajian is a longtime chair and member of this committee.*

Academic Policies Committee

<https://wiki.massart.edu/display/ACADPOLCOMM/Academic+Policy+Committee>

Composition: ten members of the bargaining unit, two students, two administrators.

After receiving from the All-University Committee any recommendation submitted by any member of the university community, the Academic Policies Committee shall from time to time prepare and transmit to the Vice President reports and recommendations with respect to the following: The academic calendar; academic standards; standards for admission to the University; policies governing selective retention; educational services that the University should render to the local community; and library services. *Prior to the development of the Graduate Council, Patricia Seitz was a longtime member of this committee.*

Student Affairs Committee

Composition: five members of the bargaining unit, nine students, and 5 administrators

After receiving from the All-University Committee any recommendation submitted by any member of the university community, the Student Affairs Committee shall from time to time prepare and transmit to the Vice President, Student Services, reports and recommendations with respect to the following:

- A.** needs of the student population to be served;
- B.** student activities, including, at the Massachusetts Maritime Academy, activities of the Regiment of Cadets; and

C. student participation in the cultural and social activities of the University.

The Committee shall make studies of the practices, policies and trends related to student life at other institutions of higher education in the Commonwealth and in the nation.

Graduate Education Council

<https://wiki.massart.edu/display/GEC>

Composition: Five members of the graduate faculty, 1 graduate student taking two or more courses, and 3 administrators (appointed by the President).

Matters in respect of which the council may make reports and recommendations shall be the following:

- i. the changing of course requirements within the existing graduate curricula;
- ii. the addition of new courses and identification of the department to which the courses are to be assigned and the deletion of existing courses within such curricula; and
- iii. the criteria to be applied in designating as such members of the graduate faculty.

The council shall receive and may solicit from the academic departments of the University recommendations pertaining to the preceding item (iii).

The council shall also hear appeals from graduate students to the University's graduate program.

Reporting Procedure

Every report and recommendation made by the Graduate Education Council shall be transmitted directly to the President of the University through the Vice President, and a copy thereof shall be transmitted to the Chapter President and to the Department Chair of each department that sponsors a graduate program. No such report or recommendation shall be required to be transmitted to the All-University Committee or to any standing or other committee thereof. The Graduate Education Council shall send copies of minutes and its agenda to the All-University Committee.

Patricia Seitz has been a member of this council for the past several years. It is chaired by Paul Paturzo, the Interim Dean of Graduate Studies.

Ad-Hoc Committees

(Created in majority vote of the members, and shall consist of at least one member from the bargaining unit, one student and one administrator)

Special Committees (established in accordance with the Faculty/Librarian Contract).

Whenever the President of the University, the Chapter President, and, by a majority vote thereof, the All-University Committee shall have agreed upon the establishment of any special committee at any University (including any such committee on strategic planning, on long-range planning for the use of space and facilities or any like matter), such committee shall be established in accordance with the terms of such agreement and shall have such responsibilities and membership and shall exist for such term, not being greater than the term of this Agreement, exclusive of any evergreen period, as shall have been so agreed upon. Any such committee so established shall be governed by any and every provision of this Agreement, except to the extent that the contrary shall have been so agreed upon, that is of general application to the standing committees otherwise established pursuant to the provisions of this Agreement; provided, however, that the provisions of Section H of this Article shall be of no application to the establishment of any such committee.

Once established, a special committee shall cease to exist on the end date in the agreement that established the committee, or if the university president, chapter president and a majority vote of the All-University Committee all agree to abolish the committee.

Reporting Procedures

Each of the aforesaid committees, excluding the Graduate Education Council but including any ad hoc or special committee, shall submit reports and recommendations to the All-University Committee in accordance with the following procedures:

At the time of its submission of any final report and/or recommendation to the All-University Committee, each committee shall simultaneously submit such final report and/or recommendation to the following, namely:

- i. the President of the University;
- ii. the Chapter President;
- iii. the President of the Student Government Association
- iv. such administrator as may from time to time be designated for such purpose by the President in respect of such committee.

Not later than May 15 of each academic year, each standing committee shall submit to the All-University Committee and to the President a report setting forth its activities during such academic year.

1. Academic Technology Advisory Committee

Composition: five/six faculty, five administrators, up to three students.

Provides guidance in ensuring appropriate deployment of technology to support the curricular needs of the college, including but not limited to: assisting in piloting and selecting technology for curricular use, assisting priority setting as new academic technology initiatives are explored, and providing feedback on existing technology services as they pertain to the academic mission of the college. *All departments at MassArt are consulted for input and needs early each academic year, typically at faculty meetings.*

2. Civic Engagement Committee

Composition: multiple faculty and administrators.

Creates avenues for learning beyond the boundaries of our classrooms and campus; to expand and deepen our connections to diverse communities in Boston and beyond; to foster the exchange of knowledge between the many communities that make up the Commonwealth and our students, faculty and staff; to enhance our curricular and co-curricular offerings by bringing representatives from various aspects of the college as stakeholders and citizens of a more equitable society to envision and support a civic engagement plan for the college. As noted above, this group was convened throughout the past year to re-envision the role and to develop civic engagement as a central mission of the college. *Paul Hajian and Patricia Seitz from architecture are members and serve on this committee as an overload.*

3. Global Education Opportunities (GEO) Committee

Composition: four/five faculty, four/five administrators, four/five students.

Prepares strategic plans for international efforts, serves as a coordinating body and hub for all global education programs at MassArt and the COF GEO Center, promotes, and informs the college community about global education at MassArt. *Paul Hajian made a proposal for a program to New Zealand which was accepted and ran this past year- winter 2014. Dan Serig and Paul Paturzo are working on a proposal to Tanzania for AY2017.*

4. Strategic Facilities Planning Committee

Composition: nine faculty/librarians, several administrators, multiple students.

Advises the college's planning efforts for major construction and renovation projects requiring funding through DCAM (Commonwealth Department of Capital Asset Management) and other external sources, advises in the construction process associated with the Design and New Media Center and reuse of the Kennedy Building, re-envisioning of the Tower Building, addresses usage of public spaces and associated amenities across campus; further defines 10-year Campus Facilities Development Plan. *Meg Hickey from architecture is a member.*

ACADEMIC DEPARTMENT ORGANIZATION

At MassArt all academic credit is granted through the departmental structure. Some departments are single programs; others contain several majors.

Architecture Department Chairperson (Paul Hajian)

The department chairperson (chair) oversees all department activities and procedures. A chair serves for no more than three successive three-year terms. A full explanation of the chair's numerous responsibilities can be found in Article VI of the MSCA/MTA/NEA contract.

<http://mscaunion.org/contract/> - see Day Contract 2014-2017 edition. *In the architecture department, the Department Chairperson works together with the Graduate Program Head in management of the two divisions. The Department Chair manages the pre-professional program and the Program Head manages the professional degree.*

Program Coordinator/Graduate Program Head (Patricia Seitz)

In departments with multiple programs, the program coordinator supervises either individual majors or courses required of all students. He/she reports directly to the department chair. Duties include collecting, organizing and reviewing course schedules and staffing for their areas for each academic year in preparation for registration, advising the chair regarding hiring, and organizing area budget requests and monitoring expenditures. *In the case of the graduate architecture program, the program coordinator also known as the program head leads the accreditation process, suggests and drives revisions to the curriculum, is the public face for the graduate program, and interviews all applicants with various members of the faculty. The position is also supported by the Assistant to the Graduate Dean, graduate program assistants and department assistants.*

Architecture Department Assistants (Velma Johnson and Alice Stanne)

The department assistant is a source of information and can answer questions about faculty offices, obtaining keys, requesting photocopies, submitting class rosters, submitting biographical information for the MassArt web site. The assistants have work-study students who can copy class hand-outs if given advance notice. The department assistant will also communicate crucial information and requests from department chairs and other college administrators and collect important information such as office hours, syllabi, and biographical material for the website.

Studio Manager (Lee McDonald)

Each studio department has at least one studio manager. Studio managers maintain the studio spaces, assist faculty in educating students about studio health and safety practices, maintain and repair equipment and order studio supplies. Studio managers are supervised by the senior associate vice-president for academic affairs.

Architecture Department Curriculum Committee

Composed of all full time and part time faculty. Each department must establish a departmental curriculum committee, which in addition to overseeing the department's curriculum, is responsible for reviewing and making recommendations about the department's long-range educational objectives, and about academic advising within the department. The committee regularly seeks comment from the students in the program through departmental meetings, which has three standing student members. All interested students, however, may attend department meetings.

GRADUATE PROGRAM ORGANIZATION

Paul Paturzo, Interim Dean of Graduate Studies

The graduate dean is responsible to the senior vice president/provost for academic affairs for all matters relating to the graduate academic programs and administrative affairs. The dean represents the graduate programs to the college and its mission to the local, national and international community, and with the

assistance of the Institutional Advancement Office, is responsible for fundraising. The dean works with the admissions office to coordinate recruitment efforts and materials and to review student applications, scholarships and awards, and recruitment strategies as well as coordinating the graduate teaching assistantship program. Together with the administrative team, the dean works toward the goals of the graduate programs and the college and maintains administrative and operational welfare. Although the dean's appointment is full-time administrative, the dean is also a member of the adjunct faculty and may teach one course each semester.

David Carder, Administrative and Finance Officer

The administrative and finance officer is a CPA who assists the dean in the financial planning and operations of the graduate programs. Under the direction of the dean, he prepares and administers the program's operating budget, maintains financial records, prepares monthly expense reports, budget analysis, forecasts, and various specific analyses for college offices including that of the senior vice president for academic affairs and the vice presidents of finance, institutional advancement, and institutional research.

Jackie Knight, Graduate Records Administrator

The graduate records administrator is the liaison with the college Office of the Registrar, the Office of Student Financial Assistance, the Office of International Education, and the Business Office. She maintains graduate academic records and related information, including academic and scholarships status, assists the associate dean in the advising of graduate students and is responsible for all aspects of their registration.

Nadia Savage, Assistant to the Dean of Graduate Programs

The assistant to the graduate dean oversees maintenance of all graduate academic records and related information, including academic and scholarships status. She assists the dean in the advising of graduate students and is responsible for all aspects of their registration. She responds to inquiries of prospective graduate students and maintains communication with them throughout their application process and during their residency until their graduation, along with student assistants to coordinate all academic services for graduate students. She is also a liaison between students and college departments such as admissions, international education, the registrar, financial assistance, and the counseling center, housing and student affairs.

Graduate Programs Administrative Coordinators

The Graduate Program employs two recent graduates from our program each year for a one-year position in the graduate office. These Graduate Program Assistants provide support to the dean and other grad program staff. They assist with coordinating the annual graduate admissions open house, advancement events, and student exhibitions. Additionally, they perform clerical work, writing tasks, editing, and graphic design based upon their experience and expertise. As part of their responsibilities, Graduate Program Assistants serve as a primary source of information for prospective applicants, applicants and incoming students, including giving campus tours. They play a particularly important role in planning our orientation events and with guiding international students through administrative processes.

From July 1, 2015 through June 30, 2016, the graduate program has hired Jenny Plante (MFA Film/Video) and Ana Maria Torres Angarita (MFA: Design, Dynamic Media Institute) each of whom have expertise that will assist in graduate program marketing efforts.

Graduate Assistants

The graduate program office also employs several graduate students each year as part of our Graduate Assistant Program. The student employees conduct clerical work as well as participate in decisions regarding events for graduate students. This year the graduate assistants in the graduate office have taken managing the social media for the graduate programs in coordination with the Marketing Office.

Graduate students are also employed throughout the college administrative offices including our exhibitions office, library and registrar.

Office of Admissions

<https://massart.edu/graduate-admissions>

<https://massart.edu/contact-us>

Christopher Wright, Dean of Admissions and Enrollment Management

Reporting to the president and in close concert with the director of financial assistance and the associate vice president for planning and research, the dean of admissions leads a diverse team to drive progress toward strategic enrollment objectives, develop annual plans for recruitment and outreach activities, and lead the creation of integrated, well-branded marketing and admissions materials.

A new hire as of July 2015, the M.Arch program, along with Paul Paturzo the Interim Dean of Graduate Studies, looks forward to working with him, directly in these areas.

Lauren Wilshusen, Director of Admissions

Supervises all admissions counselors, travel, and the day-to-day operations of admissions.

Stacy Peterson, Admissions Coordinator

Reporting to the dean of admissions, she is part of a team that processes graduate admission applications to the MFA, MAT, M.Arch, TPP and PB Programs. Specific duties include but are not limited to: inspecting application materials and compiling applicant files; analyzing transcripts and calculating GPAs; data entry; reviewing applicant submissions and credentials for accuracy, authenticity and completeness; following up with applicants to obtain missing or supplemental documents and updating them on application status. Assists with preparation and distribution of admission notifications and the maintenance of student files and records.

Graduate Admissions Counselor

Isaac Goldstein, Graduate Admissions Counselor (MFA, MAT, M.Arch and Post-Bac Applications)
Isaac is the primary admissions contact for the architecture program. He is supported by Graduate Admissions Assistants.

ADMINISTRATIVE RESOURCES

The architecture chair and program head meet periodically with the administrators from Academic Affairs (provost and dean of academic programs) and the dean of graduate programs on developing new elements to the program and keeping them informed of the work of the department.

- The provost and dean of graduate programs are members of the M.Arch advisory board along with a graduate student and members of the profession locally and internationally. *(The department's advisory board is described in more detail at the end of Section I.1.6 Assessment)*
- The provost approves hiring, is consulted on grants that are in the academic programs areas. He also is a thoughtful contributor to discussions on diversity. As such he is a member of a civic engagement committee that developed this last academic year. This committee also includes the chair and program head and the director of the Center for Arts and Community Partnerships. As a program with required areas of civic engagement in the curriculum, the architecture program formed this committee to create market value for architecture and the college through these achievements, and to create a data bank of enrichment programs without and outside of the curriculum across the campus.
- The dean of academic programs works with the chair and program head to review assessment, advise and work on overseas programming, and develop new initiatives. The dean is also working with the program head and new dean of enrollment management in the development of articulation agreements.
- The dean of graduate programs makes decisions on scholarship and budgets. He also dialogues on learning outcomes with constituencies across the campus, oversees teaching evaluations, sits in on

faculty meetings and the development of new milestone criteria for coursework and contributes to discussions on accreditation, and student performance criteria.

- The architecture program head directs the graduate program year-round and acts as liaison to the NAAB. In this work she is supported by the two assistants in the design office, the assistant to the graduate dean, and the support services in the graduate program offices. The head, in dialogue with the chair, manages the internal academic and external outreach that support the professional degree, develops new curricula, participates in hiring of new faculty, develops the program strategic plan and program vision, advises and meets regularly with graduate students and faculty, participates in admissions and enrollment of prospective and new students, and proposes policy in support of the program.
- With the department chair, the program head interacts with local architecture school heads, participates in national administrative conferences, represents MassArt to the profession, and maintains contact with local and national organizations that bear upon the degree and professional licensure.
- Together this group has created a strong foundation for the continued evolution of the M.Arch program.

OUTCOMES

The faculty set objectives to assess its mission, to develop multi-year goals, and to understand the program's strengths, challenges, and opportunities while developing learning opportunities in support of its mission and culture. Administration, faculty, students, and outside professional views on the curriculum are solicited.

As a direct consequence of this work, and to remediate the deficiencies identified in past VTR reports, the administration supported the program this past year in recruiting new faculty and increasing existing part-time faculty appointments. Two part-time faculty have been hired. We will be in process this fall with a new tenured faculty search for a position to commence in AY2016. These hires will not only help to stabilize and diversify the faculty, but also create positions which will share in areas of outreach, research and participation in conferences and professional venues to expand our program reach and help to evolve the brand of our program mission.

We continued to evolve evaluative forms and procedures to aid in the program's self-assessment. A description of assessment support in the evolution of the curriculum and progress on our long term planning document are linked to this APR under Section 4, Supplemental Material. Underlying these initiatives is a desire to align the academic practices driving the professional curriculum with principles and standards of documentation and assessment, especially through learning outcomes.

A summary of our long-range plan and achievements since the last visit may be found in Section 4.
Link: <http://tinyurl.com/puvmuzl>

Departments Supporting Graduate Students and Admissions Process:

Office of Student Financial Assistance

Aurelio Ramirez, Director of Student Financial Services

Office of Housing and Student Life

Danielle Licitra, Director of Housing and Residence Life

Nathan Sherman, Housing Coordinator

International Student Support

Erica Puccio Obrien, Maggie Shirland and Amy Holland, International Education Center

<https://massart.edu/internationalstudents>

<https://massart.edu/international-students-0>

<https://massart.edu/degree-programs/master-architecture>

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

II.1.1 STUDENT PERFORMANCE CRITERIA

The department teaches complex SPC's across several courses as a way to integrate them into the design process. This method encourages students to work with an SPC in combination with other criteria in design studios throughout the curriculum. As noted in the curriculum map, meeting the "understanding" goals occurs in earlier studios while "ability" goals are achieved later in the program.

Our Curriculum Map / Student Performance Criteria Matrix shows the best location for each SPC and also supporting locations simply shaded. Course Descriptions further illuminate the various components of SPC when they are complex with multiple areas of ability or understanding indicated. This process recognizes that complexity, and encourages students to work with SPC in combination with other criteria particularly in the design studios, and further recognizes that not all students understand each SPC at the same pace. We see the last course in any sequence of courses as providing students the opportunity to a) reinforce, or b) catch up.

Additionally, our studios encourage students to develop many of these skills as habitual practice including the technical criteria as well as the social responsibility as part of the profession. Sensitivity towards site and context through observation and analysis occurs in every studio. Students are expected to use precedents, include structure and address life safety and sustainability in their studio work.

The Curriculum Map / Student Performance Criteria Matrix that follows on the next page is also available online.

Link: <http://tinyurl.com/puvmuzl>

Curriculum Map / Student Performance Criteria Matrix

Curriculum Map

Department of Architectural Design
 Graduate Program in Architecture
 2014 CONDITIONS pp15-18
 22
 APR 2015



| SEM. | | REQUIRED COURSES: COURSE NAME (Credits) | UG# | GRAD# | SFC NAB Goals / Categories | | | | | | | | | | Grad # | | | | | | | | | | | | |
|----------------------------------|--|---|---------|---------|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| PRE-PROFESSIONAL - TRACK I START | | | | | | | | | | | | | | | 42 PRE-PROFESSIONAL CREDITS | | | | | | | | | | | | |
| I - SUMMER | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Methods & Materials (3) | edAD202 | EDAD502 | | | | | | | | | | | | | | | | | | | | | | | |
| | | History of Architecture & Urban Planning I (3) | edAD216 | EDAD516 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Structures I (3) | edAD227 | EDAD517 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Design I (3) | edAD223 | EDAD510 | | | | | | | | | | | | | | | | | | | | | | | |
| II-FALL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | AutoCAD, REVIT or 2D/3D software (competency) (3) | edAD318 | EDAD518 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Design II (3) | edAD310 | EDAD520 | | | | | | | | | | | | | | | | | | | | | | | |
| | | History of Architecture & Urban Planning II (3) | edAD316 | EDAD526 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Structures II (3) | edAD317 | EDAD527 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Elective (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| III-SPR | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Sustainable Architecture (3) | edAD302 | EDAD532 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Design III (3) | edAD320 | EDAD530 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Structures III (3) | edAD327 | EDAD537 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Practice I (3) | edAD402 | EDAD535 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Elective (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| PROFESSIONAL - TRACK II START | | | | | | | | | | | | | | | 60 PROFESSIONAL GRADUATE CREDITS - STUDENTS ENTERING TRACK II ARE EXPECTED TO HAVE MET THE TRACK I REQUIREMENTS, OR THEY ARE ADDED TO THE TOTAL PROGRAM LENG | | | | | | | | | | | | |
| SU | | | | | | | | | | | | | | | 12 | | | | | | | | | | | | |
| | | Community Build Studio (12) | | EDAD605 | A | | | | | | | | | | | | | | | | | | | | | | |
| V - FALL | | | | | | | | | | | | | | | 15-18 | | | | | | | | | | | | |
| | | Architectural Design VII (6) | | EDAD702 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | Integrated Systems (3) | | EDAD720 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Architectural Structures IV (3) | edAD417 | EDAD547 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Making Cities Work (3) | TOPICAL | EDAD711 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Elective (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| VI-SPRING | | | | | | | | | | | | | | | 15-18 | | | | | | | | | | | | |
| | | Architectural Design VIII (Comprehensive) (6) | | EDAD752 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | Advanced History or concentration (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Thesis Prep (3) | | EDAD760 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Elective (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| SUM | | | | | | | | | | | | | | | 6 | | | | | | | | | | | | |
| | | Thesis I (3) | | EDAD806 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | **Professional Elective / On Making (3) | MENU | | | | | | | | | | | | | | | | | | | | | | | | |
| VII-FA | | | | | | | | | | | | | | | 9 | | | | | | | | | | | | |
| | | Thesis II (6) | | EDAD808 | A | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Practice II (3) | | EDAD805 | | | | | | | | | | | | | | | | | | | | | | | |

Total Required Credits 102 (60 professional)

**Professional Elective / On Making: A design/fabrication course in any 3D discipline may be taken in any semester of the T2 program

Key > Primary Ability Course Supporting Ability Course Primary Understanding Course Supporting Understanding Course

REALM A: CRITICAL THINKING AND REPRESENTATION

MassArt's educational philosophy is fundamentally integrative. Recognizing our obligation to document how theory informs design, and how design embodies sensitivity to diverse constituencies and environmental challenges, we have strengthened the connection between studio and history and theory courses that clearly exhibit diverse canons and compositional codes of building design, so that these representational vocabularies may inform building production and performance.

These efforts developing integrative professional education have culminated in enhancement of the thesis experience. We have focused on research, writing, and graphic analysis as the foundation of an effective design process. Accordingly, we redesigned thesis sequence courses to foreground research objectives and to visualize them graphically as possible. Through a reorganization of instructional priorities, the model for conducting research has also expanded to the studios. To address the varieties of research, a reinforced educational model that blends research, design and collaborative practice has been further strengthened.

The M.Arch program considers "research" within three defined categories, each necessary to prepare for future practice. Although all these address climate and context, broadly defined, students' projects encompass these three categories:

1. Research in Building Science and as Scientific Inquiry—addressing materials, technical details, climate, and ideas in construction that support innovation in sustainability.
 - Hazel Ryerson's (M.Arch 2015) thesis is crafted around planning and building initiatives to address river-water quality and sustainable practice in water restoration and treatment in the coal-mining town of Whitesburg, Kentucky.
 - Soumya George's (M.Arch 2016) thesis also deals with water as identity in the redesign of a Bangalore marketplace. Soumya will also address building science through the quantitative assessment of building envelope in a new structure that re-imagines the traditional marketplace in a neighborhood context.
 - Cory Boudreau's (M.Arch 2016) thesis question is crafted through understanding new structural wood materials soon to be incorporated into the 2015 IBC, and building/unit layout through a redefinition of "flexibility" in housing design.
2. Research in the Humanities—including the social systems, historic and therapeutic nature of applied humanistic theories to design problems.
 - Shadi Afsharnezhad (M.Arch 2015) addressed the potential for spaces designed to empower women through program design and organization - mixing the public and private realms of a building in Boston's South End.
 - Neda Mohtashemi (M.Arch 2016) has developed a cultural center program for the Iranian population in southern California using interviews and primary sources on the immigrant experience in America.
3. Research in the Artistic Realm—those practice-based issues that address qualitative, rather than quantitative, issues in design.
 - Zachary Shedlock (M.Arch 15) used urban analysis, observation, interviews and design studies to develop a comprehensive plan for a large quadrant in Allston, MA. This large parcel is proposed for redevelopment due to changes in the I-90 Interchange and rail-yards storage areas across the river from Cambridge centered around a new transportation hub.
 - Michael Sack (M.Arch 2015) addressed improving the human experience of chronic illness in children who cope with kidney disease through interviews, research on healing spaces in the design of a clinic supporting social integration.

A.1 Professional Communication Skills. Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

- We direct you to the two required history courses, *EDAD 516 and EDAD 526 History of Architecture and Urban Planning I and II*.
- We also direct you to the thesis sequence *EDAD 760 Thesis Prep, EDAD 806 Thesis I, and EDAD 808 Thesis II* which requires a written document in addition to design boards. The written books indicated above from the thesis projects may be found in the library archives for students that have graduated in 2015. Design boards, which show the broad expanse of design presentations from Thesis I and II, will be in the Team Room.
- In regard to communication with the general public we direct you to documentation of the community build client presentations and images in *EDAD 605 Community Build* booklets. There will also be hard copies in the Team Room. A selection may also be reviewed online in advance of the visit:
- Massart Community Build Program link: <https://massart.edu/communitybuild>
- Finally, the boards for *EDAD752*, the comprehensive studio have a highly visual quality as a final studio in the sequence.

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

- These are iterative skills developed in the studio sequence. We direct you to the later studios: *EDAD 702 Architectural Design VII* where students studied abstract design principles and details and applied them to their design proposals.
- We also direct you to *EDAD 806 Thesis I*, the research studio where students test preliminary research and abstract ideas in pilot studies toward finalizing program and analyzing other information from context, site studies, and peer-reviewed research within and outside of architecture leading to design principles to be applied in their thesis designs.

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

- In *EDAD 720 Integrated Systems*, students understand, assess and evaluate relevant information related to the performance of buildings. (Introductory to this course, students evaluate wall sections in various materials to understand the various thermal properties of materials of construction in *EDAD 535 Sustainable Architecture*).
- In *EDAD 702 Architectural Design VII* and *EDAD 752 Architectural Design VIII* (comprehensive studio), students both analyze and apply data derived from thorough analysis using Climate Consultant and other climate data sources and apply it to design strategies. Further, they test energy performance through REVIT modeling and building envelope, as well as select building systems related to their specific designs.

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

- *EDAD 510 Architectural Design I*, and *EDAD 520 Architectural Design II* introduce distinctions and comparisons between public and private, active and passive systems including solar/building orientation, massing, and introduction to contours and sloping sites.
- It is expected that in the later studios, *EDAD 702 and EDAD 752 Architectural Design VII, and VIII* students have mastered this ability. In these later studios the work is also coupled with *EDAD 720 Integrated Systems*, which focuses on sustainable passive / active mechanical and lighting systems.

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

- This commences in our beginning studio, *EDAD 510 Architectural Design I*, as an introduction to these concepts tied into historic traditions. Natural systems are referenced in *EDAD 520 Architectural Design II*. Urban Systems referenced in *EDAD 530. Architectural Design III*. We expect students to have mastered using formal systems in *EDAD 702 Architectural Design VII*.

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

- We start the process of understanding precedents early in the studios teaching them through iteration in *EDAD 520 Architectural Design II*. 1) Identification of the process of analyzing a precedent, 2) Identification of a principle, and 3) Incorporation of principles in the project.
- Later studios aim to fulfill all three in Track II. In *EDAD 806 Thesis I*, students additionally source all of their own precedents extracting principles for design in relation to their thesis topic(s).

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

- This material is found largely within the two topical courses *EDAD 516 and EDAD 526 History of Architecture and Urban Planning I and II*. Students are also encouraged to reference vernacular or other historic traditions as representative of cultural as well as passive design (massing, orientation) and other strategies in their projects including *EDAD 806 and EDAD 808 Thesis I and II*.

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

- Social Equity is studied across many courses and is an element of our mission: respecting diverse needs and differences across users. Equity of access is understood in the studios progressively. In the housing studio, *EDAD530 Architectural Design III*, students diagram accessibility with reference to ADA, also referenced in Massachusetts Architectural Access Board (AAB) and the Fair Housing Act, which are all elements of the studio readings. This is again reviewed in the later studios – *EDAD 702* and the comprehensive studio *EDAD 752 Architectural Design VII and VIII*. We continue to require a design-build studio where we work directly with a non-profit or public community partner in *EDAD 605 Community Build*, to augment student’s awareness of the responsibility of the practitioner in supporting their local community through leadership. In all studios social equity as a broad concept is covered through project type, as well as location. This includes social justice, accessibility, and civic engagement.
- Cultural Diversity is introduced in *EDAD 520 Architectural Design II*, students compare studio programs across cultures. It is well understood in *EDAD 702 Architectural Design VII*, where students work within or reference different cultures and / or beliefs in the design of spaces. In *EDAD 711 Making Cities Work*, students understand this through observation and analysis of the use of urban systems and how it might be improved based upon these observations.
- Behavior is understood in the approach taken in our history courses, which develop understanding of the relationship of culture, environment and the built world.

Realm B: Building Practices, Technical Skills, And Knowledge

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

- This criterion addresses multiple areas of practice. Programming is viewed best through assessment of qualitative user needs and quantitative space use inventories. It is introduced in *EDAD 520 Architectural Design II*. It is best seen applied in *EDAD 806 Thesis I* where material leading to programming is collected and evaluated and a matrix developed for design integration. Students also

understand programming through client interviews and observation of users in EDAD 605 Community Build.

- Sustainability requirements are developed iteratively in each studio. Fulfilled in EDAD 702, EDAD 752 Architectural Design VII and VIII, and EDAD 806 Thesis I and II through envelope and massing studies.
- Site selection criteria are explored in EDAD 806 Thesis I.
- Building Codes are explored and applied in EDAD 752 Comprehensive and EDAD 806 and EDAD 808 Thesis I and II. Elements of codes are touched upon in many studios in pre-design group investigations.

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

- These are reviewed and applied progressively. In Architectural Design II EDAD 520, we introduce site design and the movement and storage of water, in addition to the other issues. This is a student's first pass. In EDAD 530 Architectural Design III, students work in a flatter site where they need to consider rainwater runoff and storage on a selected site. In subsequent studios students continue to hone their skills in these areas. All studios progressively include elements of climate that start with solar geometry and building orientation.
- Developmental patterning of urban neighborhoods is also introduced in these first two courses, above.
- The range of site design issues is seen throughout the studios with greater ability in the later studios EDAD 752 Comprehensive and EDAD 808 Thesis II.

B.3 Codes and Regulations. *Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.*

- A first pass at understanding codes is developed in *EDAD 530 Architectural Design III* where students visually document life safety principles and explore accessibility and primary building codes.
- In *EDAD 752 Architectural Design VIII* (comprehensive) students understand and apply these principles across the range of scales in their designs.

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

- Based upon a precedent building envelope detail, students develop a design incorporating principles and concepts of this precedent in their final project in *EDAD 702 Architectural Design VII* and identify systems in *EDAD 720 Integrated Systems*. This is reiterated in the comprehensive studio *EDAD 752* the following semester.
- In a small-scaled project, students develop final drawings for permit in *EDAD 605 Community Build*.

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

- The principles, systems and basic physics and mathematical principles are explored in a 4-course structures and building systems sequence: *EDAD 517 Structures I, EDAD 527 Structures II, EDAD 537 Structures III, and EDAD 547 Structures IV*. Our focus is to have the students address how buildings are held up in their design work throughout the studio curriculum with increasing integration and active exploration of the aesthetics of a design concept tethered to individual development of students' proposed structural systems. (Only in the first pre-professional studio do we limit students to components in wood (post and beam/stick built) and foundation materials.

- These principles are applied to the studios and can be well-seen in *EDAD 752* the comprehensive studio where students develop a structural principle through modeling and apply these to their design project.

B.6 Environmental Systems. *Ability to demonstrate the principles of environments systems design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems and acoustics.*

- Understanding of this criterion is addressed theoretically in *Structures III and Structures IV* focusing on passive and active energy production using visual digital tools to understand insulation, % building openings and heat loss. These can be manipulated by students to gain knowledge of percentage of opening in extreme hot or cold climates. The structures sequence also covers acoustics.
- Passive design principles are again broadly explored in *EDAD 532 Sustainable Architecture*. It includes design context by region globally. This includes massing, solar orientation and geometry as a component of site design. Additionally it is taught so that students understand that the selection of effective passive systems relies on an understanding of human comfort and regional climate. Students are expected to develop sustainable design principles for each studio after this course.
- *EDAD 702 Architectural Design VII* and *EDAD 720 Integrated Systems* reinforce and as a tied pair of courses, use these principles across systems in the design studio.
- *EDAD 752 Architectural Design VIII* and the *Thesis I and II* sequence *EDAD 806 and EDAD 808* also requires Revit energy modeling be applied to student designs.

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

- *EDAD 532 Sustainable Architecture* introduces building envelope systems in various materials. Again, *EDAD 702 Architectural Design VII* and *EDAD 720 Integrated Systems* reinforce and as a tied pair of courses, test these principles in the design studio.
- These two courses also propose that to understand issues of human comfort across climates it is critical to first select passive, then active systems.

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

- Characteristics are identified in *EDAD 502 Methods and Materials*.
- Selection in building envelope is identified in *EDAD 532 Sustainable Architecture* and *EDAD 720 Integrated Systems*. Students understand that components of assemblies have specific roles and need to be carefully considered for the overall building system to function properly.
- In *EDAD 605 Community Build* in a limited way students experience that their assemblies, design details, and choice of materials impact the construction process and therefore need to be considered/researched during the design process. This latter course allows students to test design decisions through fabrication and experience directly the result of their decisions through the construction process. These projects use materials locally available that have low impact on the environment.

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

- This is a broad set of systems theoretically covered in Structures II, III and IV.

- In *EDAD 720 Integrated Systems* students cover these in more detail and test applications of these principles to their designs schematically – in *EDAD 702* and *EDAD 752* the final studios prior to Thesis.

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

- Financial elements of practice are delivered in three courses. It is, however, primarily located in *EDAD 805 Professional Practice II*, which focuses on the business side of practice.
- To develop redundancy some of these areas are introduced in *EDAD 535 Professional Practice I*.
- Students must also develop, update, design and build to a budget based upon material selections and their quantities that meets and is limited by the client's budget in *EDAD 605 Community Build* – a design build project in the first summer of Track II.

REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS

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

Important to this process of research is our research librarian, Greg Wallace, who has a PhD in research. He works with each thesis student in the classroom, introducing and demonstrating the highest standards of research in academia and the importance to design of conducting research. He helps to establish the framework for discovery using online resources in the library to the class in a lecture in *EDAD 720 Thesis Prep*, and works individually with the students several times through the conclusion of their thesis in the ensuing semesters.

- We understand research as a three-part process that builds upon investigative skills. First *EDAD 802 Thesis Prep* asks students to identify the critical questions and the nature of research that each will engage in. This is the planning process.
- Second, in *EDAD 806 Thesis I*, the student begins to analyze data of various sorts, contrasting and comparing the information, leading to working or preliminary conclusions in writing, visual diagrams and design pilot studies. These may in fact lead a student to possibly rethink their basic question based upon the evidence collected and analysis/processes of testing ideas in design.
- The third occurs in *EDAD 808 Thesis II* when the student arrives at design principles or conclusions and begins to apply them to a design project.
- In *EDAD 752 Architectural Design VIII*, students research specific structural principles, site context test their application in the emerging and final design against user needs and building systems.

C.2 Integrated Evaluations and Decisions-Making Design Process. *Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.*

- We introduce these evaluative skills in *EDAD 702 Architectural Design VII* and *EDAD 720 Integrated Systems*. In this pair of courses, students test ideas in several systems within their design projects, in order to have them use various criteria for design, then develop design proposals that can be evaluated against earlier studies. In fall 2014 the students evaluated design concepts in sketch problems along with building envelope studies and then applied these through modification to meet their concepts in the building design. This fall 2015 we are developing the studio as a stronger pair with *EDAD 720 Integrated Systems* issues using the student's studio design project as the vehicle to explore various systems as a first pass.
- This prepares the student for *EDAD 752 Architectural Design VIII* the comprehensive studio where the student goal is to integrate design as well as building systems into a comprehensive proposal.

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

- The *EDAD 752* comprehensive studio course focuses on the integration of a broad set of principles across a design project. In spring 2014 we added areas addressing many areas of practice. This past spring 2015 students were given a series of exercises throughout the semester where they diagrammed a number of design criteria as separate work products in order to graphically illustrate each topic. Additionally, this fall we will further prepare students to work across systems in the pairing of *EDAD 720 Integrated Systems* and the concurrent studio *EDAD 702 Architectural Design VII*.
- Accessibility, building envelope systems, site conditions, resource management and self assessment were among the topics that students were asked to illustrate as a way to insure their understanding of each of the project goals. In addition to developing design drawings, each student also created a design development set of plans that show their ability to integrate building and environmental systems. The project was also energy performance tested using Revit.

REALM D: PROFESSIONAL PRACTICE

D.1 Stakeholder Roles in Architecture. *Understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect’s role to reconcile stakeholder needs.*

- This criterion is covered in primarily two courses. In *EDAD 535 Professional Practice I* from the perspective of regulation and understanding through these regulations the architect’s responsibility in all projects regardless of locale. It is further explored in the ethics section of *EDAD 805 Professional Practice II*.
- In *EDAD 605 Community Build* students experience these roles from the perspective of actively taking on leadership, working with clients, and working directly with community members. As a department we purposefully develop a real and permanent design-build public service project with a non-profit client. The design brief is a statement of scope and size with only an outline of a design agenda. It is, however associated with a fixed budget. The students develop both in great detail during the course. The former documented through several design meetings with the client, and the latter in detailed materials and costs spreadsheets associated with preliminary sketches/models and final technical and detailed design drawings.

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

- This is covered in two courses. The first, *EDAD 535 Professional Practice I*, from the regulatory perspective including the AIA contracts for various forms of teams and delivery methods in relation to project types.
- *EDAD 805 Professional Practice II* approaches this topic from the business perspective including project scheduling, budgets and the associated ethical considerations. Both courses include supplemental visits to or from practicing architects in various forms of design and construction industry business entities.

D.3 Business Practices. *Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.*

- This is covered in two courses: *EDAD 535 Professional Practice I*, from the regulatory perspective, and *EDAD 805 Professional Practice II* from the business perspective. The primary course is the latter which also includes a lecture with a developer.
- Alternative forms of practice are discussed in *Professional Practice I*.

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

- This is covered in two courses: *EDAD 535 Professional Practice I*, from the regulatory perspective, and *EDAD 805 Professional Practice II* from the business perspective. Contracts, however are primarily covered in Professional Practice I.

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

- This is covered in two courses: *EDAD 535 Professional Practice I*, from the regulatory perspective, and *EDAD805 Professional Practice II* from the business perspective. Both courses cover elements of ethics through visits with practitioners, readings/case studies and discussions.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

II.2.1 INSTITUTIONAL ACCREDITATION

MassArt is regionally accredited by two groups, NEASC and NASAD (links, below).

NEASC - New England Association of Schools and Colleges

NASAD - National Association of Schools of Art and Design

The next joint NEASC/NASAD accreditation visit is scheduled for spring, 2017. Dan Serig, Dean of Academic Programs, is the primary oversight for working with each of the programs in assessing their outcomes, observing the process and tools of assessment, sharing them with the faculty as a whole. He also directs additional work to be achieved by departments, primarily in the area of documentation.

Dan has formed the core of our conversation about assessment and been instrumental in the institutional efforts to communicate this to all constituencies whose primary concerns include standardization, accountability, performance-based evaluation, and loss of academic freedom. We have the opportunity to be active participants in the conversation and demonstrate that we can do assessment on our terms. In fact, that is the title of a 2009 policy brief from the National Association of Schools of Art and Design (NASAD) - *Assessment on Our Own Terms*. He has helped position our institute to understand that these visits are an opportunity to demonstrate to external audiences how we assess student learning, to be part of the conversation, and to help direct our future to facilitate student learning and help teachers clarify goals and objectives.

- To demonstrate how the kinds of assessment taking place at MassArt can be a model beyond our university. Students at MassArt envision, create, critique, present, persist, fail, fail again, and ultimately succeed.
- They do this while learning to collaborate, cooperate, become resourceful, fearless, and develop voice and passion.
- The structures of critique, review, portfolio, and capstone are inherent to our work and are also some of the most rigorous and meaningful forms from which to assess student learning and achievement.

This section of Inside MassArt provides information and resources to assist faculty members and departments to articulate, review, develop, and implement assessments.

Syllabi and Accreditation Assessment link: <https://tinyurl.com/y7ysmxmn>

In addition to these assessments, there are college assessments as well as in our department the 2014 Conditions. College wide assessments developed in fall of 2011:

MassArt community aspires to prepare our graduates to:

- generate a personal focus and contribute an independent voice to the world;
- work effectively within the tenets of art, design, and scholarship;
- seek opportunities and be ready to work as professionals in architecture; art education; art history; design; fine arts; and related fields;
- skillfully use a variety of materials, processes, tools, media, and strategies to serve their intent, learning more as needed;
- communicate clearly, creatively, and critically across a range of forms and contexts;
- connect ideas effectively within and across media and disciplines;
- refer to the fullest range of historical and contemporary art and design sources from across cultures and time;
- engage in ongoing cycles of critical and creative thinking, investigation, making, reviewing, and revising to realize ideas and works;
- evaluate, question, and challenge conformist thinking and create new paradigms;
- apply a wide range of research methods and technologies in gathering and analyzing information(e.g., texts, objects, images, events, behaviors) for art, design, and scholarship;
- engage effectively in individual and/or collaborative approaches to work;
- interact proactively and constructively with diverse local, national, and global communities;
- seek and incorporate sustainable practices for professional work;
- advocate for architects, art educators, art historians, artists and designers as important contributors to society.

This work also includes the Vision Project established by the Massachusetts DOE.

Link: **Massachusetts Department of Education - The Vision Project**

<https://wiki.massart.edu/display/Committees/Department+of+Higher+Education+Vision+Project>

The Vision: We will produce the best-educated citizenry and workforce in the nation. We will be a national leader in research that drives economic development.

The Context: Massachusetts is engaged in a fierce competition with other states and nations for talent, investment and jobs. The state's primary assets in this competition are the overall educational level of our people and our workforce and the inventiveness and competence of the creative individuals and organizational leaders who drive our innovation-dependent, knowledge-based economy. Nurturing these assets through education, research and creative activity is the most important contribution of the state's colleges and universities to the overall well-being of Massachusetts.

The Vision Project is the vehicle through which public higher education has come together to stay focused on this work and hold ourselves accountable for results.

The Key Outcomes

To focus our activities and track our progress, we have identified seven key outcomes in which Massachusetts needs to be a leader among state systems of higher education:

1. College participation

Raising the percentage of high school graduates going to college-and the readiness of these students for college-level work.

2. College completion

Increasing the percentage of students who complete degree and certificate programs.

3. Student learning

Achieving higher levels of student learning through better assessment and more extensive use of assessment results.

4. Workforce alignment

Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.

5. Preparing citizens

Providing students with the knowledge, skills and dispositions to be active, informed citizens.

6. Elimination of disparities

Closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress.

7. Research

Conducting research that drives economic development

Key Initiatives In Student Learning

How do we know what college graduates have actually learned and are able to do? And equally important, how can we assess student learning in ways that help us improve teaching? Massachusetts seeks to answer these two questions through the following core goals:

Strengthen campus-level assessment of student learning

Funded by the Davis Educational Foundation, Advancing a Massachusetts Culture of Assessment (AMCOA) is led by a team of faculty and staff from each of the 28 undergraduate campuses, with a goal of helping every campus improve curriculum and learning through development of state-of-the-art programs of learning outcomes assessment. AMCOA's first year was so successful in achieving system-wide collaboration on learning outcomes that the Davis Educational Foundation provided additional funding for a second year.

Find ways to compare student learning among states

In an initiative that holds promise for national leadership, Massachusetts is working to develop a Multi-State Collaborative for Learning Outcomes Assessment to advance assessment and allow for cross-state comparisons. Working with partner states, the Association of American Colleges and Universities (AAC&U), and the State Higher Education Executive Officers (SHEEO), Massachusetts is focused on how best to develop assessment systems that:

- Present assessment outcomes in ways understandable by non-academic stakeholders;
- Center on using actual student work, closely linked to curriculum and to the instruction work of the faculty; and
- Allow comparison of student learning across state lines.

This ambitious work, if successful, will enable states to use shared standards to compare their students' level of learning with other states.

The NEASC accreditation letter and letters approving extension until the Spring 2017 comprehensive review, follow.



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

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MAJTY JO MAYDEW, Vice Chair (2011)
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Middlebury College

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Soco, Maine

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Southern Maine Community College

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Concord, NH

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Nichols College

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Roger Williams University

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Boston, MA

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Massachusetts Institute of Technology

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Massachusetts College of Art and Design

STACY L. SWEENEY (2012)
The Art Institutes

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Fairfield University

JEAN A. WYLD (2012)
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April 20, 2010

Dr. Katherine H. Sloan
President
Massachusetts College of Art and Design
621 Huntington Avenue
Boston, MA 02115

Dear President Sloan:

I write to inform you that at its meeting on March 4, 2010, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Massachusetts College of Art and Design and voted to take the following action:

that the fifth-year interim report submitted by Massachusetts College of Art and Design be accepted;

that the comprehensive evaluation scheduled for Spring 2015 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2015 evaluation give emphasis to the institution's success in:

1. implementing the Renewal Plan of the partnership with the Commonwealth of Massachusetts including a commitment to increase the percentage of out-of-state students to 35% of the student body;
2. achieving the goals of the extended strategic plan for 2010-2013 and the further development of the liberal arts curriculum;
3. addressing deferred maintenance of the physical plant.

The Commission gives the following reasons for its action.

The fifth-year interim report was accepted because it responds to all the issues identified in the Commission's letter of October 20, 2005 as well as addressing the standards as requested in the report.

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Dr. Katherine H. Sloan
April 20, 2010
Page 2

We commend Massachusetts College of Art and Design (MassArt) for its special status relationship with the Commonwealth of Massachusetts, which has helped to increase by 26% the number of full-time faculty and resolve faculty work-load issues. Work with state agencies has resulted in significant and regular funding for deferred maintenance (budgeted at \$860,000 for FY2010), and continued collaboration on several capital projects. The former Critical Studies department was restructured to form the new Liberal Arts and History of Art departments and to develop a new general education curriculum with articulated student learning outcomes. The College has implemented new programs for first-year seminars and written communications. The low residency MFA center in Provincetown operates at close to full capacity attracting students from across the country. Finally, we note that the new Master of Architecture program was approved by the National Architectural Accreditation Board for a two-year candidacy status.

The scheduling of a comprehensive evaluation in Spring 2015 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *Planning and Evaluation, Organization and Governance, The Academic Program, Students, Physical and Technological Resources, and Financial Resources*.

The Renewal Plan for the partnership with the Commonwealth of Massachusetts presents a five-year tuition and budget plan that projects increases in tuition and other revenue streams and continued reductions in state funding, as well as increases in enrollment including a formidable increase in the percentage of out-of-state students (to grow to be 35% of the student body). As part of the self-study prepared for the 2015 comprehensive evaluation, we would like to understand the success in implementing the five-year plan. Our standards on *Planning and Evaluation, Organization and Governance, Students, and Financial Resources* guide us here:

The institution has a demonstrable record of success in implementing the results of its planning (2.3).

Consistent with its mission, the institution enrolls a student body that is broadly representative of the population the institution wishes to serve (6.1).

The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. The institution's governing board retains appropriate autonomy in all budget and finance matters; this includes institutions that depend on financial support from an external agency [state, church, or other private or public entity] (9.2).

The three-year extension of the strategic plan for 2010-2013 calls for the continued growth in enrollment in the BFA program and the Liberal Arts department. This includes implementing fourth-year capstone seminars that require each student to do a research project in the liberal arts, and assessing student attainment of research skills in their major field. The plan also includes use of department-based rubrics to determine student learning in relation to the stated outcomes of the liberal arts curriculum. We look forward to learning about MassArt's developments here with reference to our standards on *Planning and Evaluation* (cited above and below) and *The Academic Program*:

The institution undertakes short- and long-term planning, including realistic analyses of internal and external opportunities and constraints. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional

Dr. Katherine H. Sloan
April 20, 2010
Page 3

effectiveness. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.2).

The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences (4.16).

The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry (4.19).

The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program (4.44).

The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement (4.49).

By 2016, MassArt plans for \$14.7 million to address deferred maintenance needs, from increased state DCAM (Division of Capital Asset Management) funding of up to \$400,000 per year and from increases in internal funding. Information regarding success in addressing deferred maintenance should be included as part of the 2015 self-study as supported by the standards on *Physical and Technological Resources* and *Financial Resources* (cited above and below):

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

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

The Commission expressed appreciation for the report submitted by Massachusetts College of Art and Design and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

Dr. Katherine H. Sloan
April 20, 2010
Page 4

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

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

Sincerely,



Mary Jo Maydew

MJM/jm

Enclosure

cc: Mr. Rick Shea, Jr.



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

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Massachusetts Institute of Technology

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College of the Holy Cross

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December 11, 2012

Ms. Dawn Barrett
President
Massachusetts College of Art and Design
621 Huntington Avenue
Boston, MA 02115

Dear President Barrett:

I write in response to your letter of November 28, 2012 requesting that the comprehensive evaluation of Massachusetts College of Art and Design scheduled for Spring 2015 be delayed to Spring 2016. For the reasons contained in your letter, on behalf of the Commission, I am writing to grant your request.

In the weeks ahead we will request that you select new dates for the evaluation in Spring 2016.

Please feel free to contact me if I can be of service to you.

Sincerely,

Barbara Brittingham

BB/bec

cc: Dr. Maureen Kelly



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TALA KHUDAIRI
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October 20, 2014

Mr. Kurt T. Steinberg
Interim President
Massachusetts College of Art and Design
621 Huntington Avenue
Boston, MA 02115

Dear President Steinberg:

I write to inform you that at its meeting on September 18, 2014, the Commission on Institutions of Higher Education considered your letter of August 29, 2014, requesting a second one-year delay in the comprehensive evaluation of Massachusetts College of Art and Design and voted to take the following action:

that the request by Massachusetts College of Art and Design to delay its comprehensive evaluation until Spring 2017 be approved.

The Commission gives the following reasons for its action.

The Commission's Policy on the Postponement of Scheduled Institutional Reports and Evaluations stipulates that, because the College's request for a one-year delay in the comprehensive evaluation requested by President Dawn Barrett had been granted by Commission staff, the request for an additional delay required Commission action. We understand that the College has experienced "significant changes in upper administration" over the past three years, including the unexpected resignation of its president this past summer. In addition, construction delays have pushed back the completion date of the College's new Design and Media Center until January 2016 at the earliest. The Commission granted the delay to provide the institution time to appoint a new president and to occupy its new facility, thereby incorporating the success of these initiatives into its next comprehensive evaluation.

The Commission expressed appreciation for the College's cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Dr. Richard Marshall. The

Mr. Kurt T. Steinberg
October 20, 2014
Page 2

institution is free to release information about the letter and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

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

Sincerely,



David P. Angel

DPA/jm

cc: Dr. Richard Marshall

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

MassArt offers one undergraduate degree, the Bachelor of Fine Arts, and four graduate degrees; the Master of Architecture; the Master of Arts in Teaching; the Master of Science in Art Education; and the Master of Fine Arts. The Master of Fine Arts degree is awarded in four ways: through the traditional two-year full residency at the college; through a low-res program in collaboration with the Fine Arts Work Center in Provincetown; through a low residency program at the college, primarily during summers; and through the Dynamic Media Institute. The college also offers post-baccalaureate and certificate programs. MassArt offers a comprehensive professional arts education, accompanied by a strong general education in the liberal arts. Fully one-third of the course requirements for the BFA degree program are in liberal arts, specifically in social sciences, writing and literature, and science and mathematics.

Massachusetts College of Art and Design offered the following degrees administered by the Architecture Department:

ACCREDITED DEGREE – MASTER OF ARCHITECTURE

Track I - 102 Credits

[42 pre professional credits + 60 graduate credits]

Students from programs other than architecture take 42 credits which match the MassArt undergraduate pre-professional program plus 60 graduate credits for a total of 7 semesters)

Track II – 60 credits

[pre professional degree + 60 graduate credits]

Students from BArch, BS Arch and BA Arch programs start in the 4th semester of Track I (1st semester of Track II) for a minimum of 5 continuous semesters - some may require additional specific courses from the earlier three semesters of the program based upon extensive review of their coursework, including review of portfolios for design studios and professional studio electives, course descriptions, syllabi, papers and other learning outcomes.

NON-ACCREDITED DEGREE – BFA WITH A MAJOR IN ARCHITECTURE

Undergraduate Pre-Professional degree – 120 credits

Students in the undergraduate program at MassArt obtain a BFA with a major in architecture at the completion of the degree.

Curricular Requirements

Students who enter into the Track I program, with an undergraduate degree in any other field have been presumed to comply with the requirement for general studies. We also review all courses for students who enter the Track II program with an undergraduate degree in architecture. Professional courses are individually reviewed, including transcripts, course descriptions, syllabi, portfolio and other outcomes for work in architectural courses that may be transferred or waived through explicit documentation that meets our equivalent course requirements. This material becomes part of a student's record at the college. *The review process is described in more detail in section II.3, Evaluation of Preparatory Material.*

PRE-PROFESSIONAL (FOUR-YEAR UNDERGRADUATE) PROGRAM

BFA WITH A MAJOR IN ARCHITECTURE – 120 CREDITS

MassArt undergraduates are eligible to apply in the fall of their senior year to the graduate Track II program.

Curricular Requirements

In the undergraduate program the following breakdown of courses meets the requirements for the degree. http://academic-catalog.massart.edu/preview_program.php?catoid=7&poiid=228

Because requirements in History of Art and Math/Science may overlap with our requirements, the architecture department conservatively calculates the general studies minimums that must be taken. In all cases, students comply with this requirement, even if they were to take all of their studio electives in architecture rather than in the other departments. All students typically take many studio electives outside of the department, and they are encouraged to explore a broad range of courses by the department.

Coursework falls into three categories for the BFA degree at MassArt and broken down in the chart below

1. General Studies with other than architectural content in the arts, humanities and the sciences (45 credits minimum which matches the NAAB requirements, 54 actual). These courses are all in other departments in the college.
2. Professional Studies, which includes those courses taken by our undergraduates that are included in the professional program in the first three semesters of the Track I program (45 actual required, up to 54 credits).
3. Electives allowing a student to pursue special interests – these must be sufficient in quantity to allow minors or development of concentrations within and outside the program. MassArt requires 18 credits of electives. Eighteen credits of coursework that follows a prescribed sequence" constitutes a minor. The Fine Arts 3D department is currently the only department offering minors, which are offered in all five of their areas: ceramics, fibers, glass, jewelry and metalsmithing, and sculpture.

More typical is for a student to select a dual major. This requires an additional year of study.

| BFA ARCHITECTURE CURRICULUM BY AREA OF STUDY - 120 CREDITS | | |
|---|---|-----------------|
| | General Studies | 54 (45*) |
| SFDN 181 | Drawing I | 3* |
| SFDN 182 | Visual Language I | 3* |
| SFDN 183 | Form Study | 3* |
| SFDN 185 | Drawing II (EDAD 102 Technical Drawing may be substituted) | 3 (0)* |
| SFDN 191 | Time | 3* |
| FRSM 100 | Freshman Seminar | 3* |
| HA/ LASS/LW/MS | Art Hist /Soc Sci/Lit/Writ/Film/Math/Sci elect | 3* |
| HART 100 | Intro to Western Art | 3* |
| HART | History of Art Electives (EDAD 317 History of Architecture and Urban Planning II may be substituted) | 9 (6*) |
| LALW 200 | Literary Traditions | 3* |
| LALW 100 | Written Communication | 3* |
| LASS | Social Science elective | 3* |
| LALW | Lit/Writ/Film elective | 3* |
| LA-SS/LW/MS | Soc Sci, Lit/Writ/Film, or Math/Sci elective (EDAD 417 Structures IV may be substituted) | 9 (6*) |
| *These courses constitute of minimum of 45 credits of general studies as required by the NAAB | | |

| BFA ARCHITECTURE CURRICULUM BY AREA OF STUDY - 120 CREDITS | | |
|---|---|------------------|
| | Professional Studies / Design Studios | 45 (54**) |
| EDAD 200 | Pattern Language Studio | 3 |
| EDAD 223 | Architectural Design I | 3 |
| EDAD 310 | Architectural Design II | 3 |
| EDAD 320 | Architectural Design III | 3 |
| EDAD 410 | Architectural Design IV | 3 |
| EDAD 450 | Degree Project – Research | 3 |
| EDAD 451 | Degree Project – Design | 3 |
| | | |
| | Structures and Bldg. Service Systems | |
| EDAD 227 | Architectural Structures I | 3 |
| EDAD 317 | Architectural Structures II | 3 |
| EDAD 327 | Architectural Structures III | 3 |
| EDAD 417 | Architectural Structures IV *counts toward Math, and subtracted from GS above. | 3 |
| | | |
| | Building Materials and Assemblies | |
| EDAD 202 | Methods and Materials | 3 |
| EDAD 350 | Building Components | 3 |
| | | |
| | Other Architectural Courses | |
| EDAD 102 | Technical Drawing *competency elective - counts towards Drawing II, and subtracted from GS above. | 3 |
| EDAD 219 | EDAD 318 Revit I and II **competency elective - counts towards studio electives, and subtracted from Electives below. | 3 |
| EDAD 216 | EDAD 216 History of Architecture and Urban Planning I **competency elective - counts towards studio electives, and subtracted from Electives below. | 3 |
| EDAD 316 | EDAD 316 History of Architecture and Urban Planning II *competency elective - counts towards Drawing II, and subtracted from GS above. | 3 |
| EDAD 302 | EDAD302 Sustainable Architecture **competency elective - counts towards studio electives, and subtracted from Electives below. | 3 |
| | | |
| | Electives | |
| | Studio Electives | 21** |
| | **History of Architecture and Urban Planning I, Revit, and Sustainable | 21 (12**) |
| <p>These electives meet the minimum requirement of 10 credits by NAAB for Optional Studies in the UG program and the graduate program. Students who enter our Track I /II have 15 professional elective credits and 3 credits from a wide selection of courses in theory including those from partner institutions. In Track II alone this is 9 + 3. (see program below).</p> | | |
| | Credit Total | 120 |

****Note:** The following courses are accounted for in the following way, and exist in student undergraduate transcripts as follows. They bring the professional content up to 54 credits minimum excluding studio electives within the department.

EDAD 216 History of Architecture and Urban Planning I counts towards a Studio Elective (**)

EDAD 316 History of Architecture and Urban Planning II, counts towards History of Art Elective (*)

EDAD 302 Sustainable Architecture counts towards a Studio Elective (**)
 EDAD 417 Architectural Structures IV counts towards a LAMS math/science elective requirement (*), and competency software electives may be waived and replaced with studio electives (**).
MassArt requires a minimum in all majors of 42 credits.

Undergraduates are advised and take EDAD 302 Sustainable Architecture, and the two architectural history courses, EDAD 216, and EDAD 316, and Structures IV EDAD 417. However, if an undergraduate student in architecture elected to take all of these courses including the EDAD 417 Structures IV elective, he/she would have the following breakdown for a total of 120 credits. As students pay by semester, not by credit, it is not unusual to see total credits exceeding 120 in final transcripts, and may exceed by a total of 6 extra courses (18 credits).

BFA PROGRAM SUMMARY

- General Studies: 45 minimum required with no architectural content
- Professional Studies: (Architecture related including history, software, technical drawing and sustainable): 54 (min. 45) credits
- Electives (Optional Studies per NAAB) may be architecture content but are chosen across the college: 21 (min.12) credits
- BFA in Architecture: 120 credits

| BFA ARCHITECTURE CURRICULUM BY SEMESTER – 120 CREDITS | | | |
|--|-----------------|---|-----------|
| Year 1 | Fall 1 | | |
| | SFDN 181 | Drawing I | 3 |
| | SFDN 182 | Visual Language I | 3 |
| | SFDN 183 | Form Study | 3 |
| | FRSM 100 | Freshman Seminar | 3 |
| | Hart 100 | Intro to Western Art | 3 |
| | | Semester Credits | 15 |
| | Spring 1 | | |
| | SFDN 185 | Drawing II | 3 |
| | SFDN 191 | Time | 3 |
| | | Studio Elective | 3 |
| | LALW 100 | Written Communication | 3 |
| | HART | History of Art Elective | 3 |
| | | Semester Credits | 15 |
| Year 2 | Fall 2 | | |
| | EDAD 200 | Pattern Language | 3 |
| | EDAD 202 | Methods and Materials | 3 |
| | EDAD 219 | AutoCad or EDAD 318 Revit (competency elective) | 3 |
| | LALW 200 | Literary Traditions | 3 |
| | LASS | Social Science Elective | 3 |
| | | Semester Credits | 15 |
| | Spring 2 | | |
| | EDAD 223 | Architectural Design I | 3 |
| | EDAD 227 | Architectural Structures I | 3 |
| | EDAD 102 | Technical Drawing (competency elective) | 3 |
| | LA-SS/LW/MS | Soc Sci, Lit/Writ/Film or Math/Sci Elective | 6 |
| | | Semester Credits | 15 |
| | Year 3 | Fall 3 | |
| EDAD 310 | | Architectural Design II | 3 |
| EDAD 317 | | Architectural Structures II | 3 |
| | | Studio / Professional Elective | 3 |
| HART | | History of Art Elective | 3 |
| LA-SS/LW/MS | | Soc Sci, Lit/Writ/Film or Math/Sci Elective | 3 |
| | | Semester Credits | 15 |

| | | | |
|---------------|-----------------|--|------------|
| | Spring 3 | | |
| | EDAD 320 | Architectural Design III | 3 |
| | EDAD 372 | Architectural Structures III | 3 |
| | EDAD 350 | Building Components | 3 |
| | LALW | Lit/Writ/Film elective | 3 |
| | HA/ SS/LW/MS | Hist of Art, Soc Sci, Lit/Writ/Film or Math/Sci elective | 3 |
| | | Semester Credits | 15 |
| Year 4 | Fall 4 | | |
| | EDAD 410 | Architectural Design IV | 3 |
| | EDAD 450 | Degree Project – Research | 3 |
| | EDAD 417 | Architectural Structures IV | 3 |
| | | Studio / Professional Elective | 3 |
| | HART | History of Art Elective | 3 |
| | | Semester Credits | 15 |
| | Spring 4 | | |
| | EDAD 451 | Degree Project – Design | 3 |
| | | Studio / Professional Electives | 12 |
| | | Semester Credits | 15 |
| | | | |
| | | Credit Total | 120 |

M.ARCH TRACK I AND TRACK II PROGRAMS

The Master of Architecture Degree in Architecture at MassArt Track I and Track II Program Requirements by Semester

M. Arch Track 1 – 102 credits; M. Arch Track 2 – 60 credits.

Track 2 students must fulfill equivalent of all of Track 1 requirements prior to or during Track 2 program.

There are no major changes to the core curriculum since AY2013 in course requirements, however individual courses have been updated to respond to the Conditions Not Met, Causes for Concern the new Defining Perspectives and the 2014 Conditions discussed in Part II, Section I.

Curricular Requirements

In the graduate program the following breakdown of courses meets the requirements for admission to the Track II program, although students who have most, but not all, of the Track I requirements, may enter Track II, and take additional the architecture requirements during Track II. For general studies, students who enter the Track I program with an undergraduate degree in any field are presumed to comply with this requirement. Students who enter the Track II program with an undergraduate degree in architecture are reviewed for all requirements. Applicants' transcripts, course descriptions, syllabi, portfolio, and other outcomes for work in architectural courses are reviewed by program faculty in concert with the admissions office staff, for equivalency towards transfer credits, course waivers or exemptions. The material becomes part of the student's record at the college.

M.Arch Track I and Track II Program Requirements by Semester
M.Arch Track I First Year Requirements

| COURSE NUMBERS G / UG | REQUIREMENT TITLE | CREDIT |
|--|---|-----------|
| Track I / Year I Summer | | 12 |
| EDAD 510 / 223 | Architectural Design I | 3 |
| EDAD 517 / 227 | Structures I | 3 |
| EDAD 502 / 202 | Methods and Materials | 3 |
| EDAD 516 / 216 | History of Architecture and Urban Planning I | 3 |
| Track I / Year I Fall | | 15 |
| EDAD 520 / 310 | Architectural Design II | 3 |
| EDAD 527 / 317 | Structures II | 3 |
| EDAD 518 / 318 | REVIT I and II (or current software competency) | 3 |
| EDAD 526 / 316 | History of Architecture and Urban Planning II | 3 |
| | Professional Elective | 3 |
| Track I / Year I Spring | | 15 |
| EDAD 530 / 320 | Architectural Design III | 3 |
| EDAD 537 / 327 | Structures III | 3 |
| EDAD 532 / 302 | Sustainable Architecture | 3 |
| EDAD 535 / 402 | Professional Practice I | 3 |
| | Professional Elective | 3 |
| Track I / Year I: Total Credits | | 42 |

M.Arch Track I Continued Requirements and Track II Requirements

| COURSE NUMBER | REQUIREMENT TITLE | CREDIT |
|---|---|------------|
| Track I / Year II & Track II / Year I Summer | | 12 |
| EDAD 605 | AD VI Community Build | 12 |
| Track I / Year II & Track II / Year I Fall | | 18 |
| EDAD 702 | Architectural Design VII | 6 |
| EDAD 547 / 417 | Structures IV | 3 |
| EDAD 720 / 401 | Integrated Systems (pre-req. EDAD 302 Sustainable Architecture.) | 3 |
| EDAD 711 | Making Cities Work | 3 |
| | Professional Elective | 3 |
| Track I / Year II & Track II / Year I Spring | | 15 |
| EDAD 752 | Architectural Design VIII (comprehensive studio) | 6 |
| EDAD 5XX | Advanced History, Theory or Criticism course (broad menu and institutions) | 3 |
| EDAD 760 | Thesis Preparation | 3 |
| | Professional Elective | 3 |
| Track I / Year III & Track II / Year II Summer | | 6 |
| EDAD 806 | Thesis I (Research) | 3 |
| | Professional Elective (on making)* | 3 |
| Track I / Year III & Track II / Year II Fall | | 9 |
| EDAD 805 | Professional Practice II | 3 |
| EDAD 808 | Thesis II (Design) | 6 |
| Track I: Eight Term Program Total Credits | | 102 |
| Track II: Five Term Program Total Credits | | 60 |

M. ARCH PROGRAM SUMMARY

- General Studies: 45 minimum required with no architectural content, satisfied by the MassArt BFA as noted above.
- Professional Studies: (Architecture related including history, software, technical drawing and sustainable): 54 (min. 45) credits
- Optional Studies (Electives per MassArt) may be architecture content but are chosen across the college: 21 (min.12) credits These electives meet the minimum requirement of 10 credits by NAAB for Optional Studies in the UG program and as follows in the graduate program: Students who enter our Track I /II have 15 professional elective credits and 3 credits from a wide selection of courses in theory including those from partner institutions. Students who enter at the Track II level have 9 professional elective credits and 3 credits from a wide selection of courses in theory.
- **Track I Total Credits: 120** (or equiv. UG degree) **+ 102 graduate credits = 222 credits**
- **Track II Total Credits: 120** (or equiv. UG degree in architecture) **+ 60 graduate credits = 180 credits**

Comparison of BFA in Architecture and M.Arch Requirements

| COURSE # | | REQUIREMENT TITLE | CREDITS | |
|----------------|--------|--|-----------|-----------|
| BFA | M.ARCH | | BFA | M.ARCH |
| | | Undergrad Freshman Foundation Year | 30 | |
| UG GEN STUDIES | | Studio Foundation (General Studies courses) | 30 | |
| | | Track I / Year I Summer / Undergrad Sophomore Year | 30 | 12 |
| 102 | | Technical Drawing (competency) | 3 | |
| 200 | | Pattern Language (introductory studio) | 3 | |
| 223 | 510 | Architectural Design | 3 | 3 |
| 227 | 517 | Structures I | 3 | 3 |
| 202 | 502 | Methods and Materials | 3 | 3 |
| 216 | 516 | History of Architecture and Urban Planning I | 3 | 3 |
| 218 | | REVIT (or current software competency) | 3 | |
| UG GEN STUDIES | | UG General Studies – academics and open studio electives, 3 courses | 9 | |
| | | Track I / Year I Fall / Undergrad Junior Year | 30 | 30 |
| 310 | 520 | Architectural Design II | 3 | 3 |
| 317 | 527 | Structures II | 3 | 3 |
| | 518 | REVIT (or current software competency) M.Arch take in fall | | 3 |
| 316 | 526 | History of Architecture and Urban Planning II | 3 | 3 |
| 350 | | Building Components | 3 | |
| 320 | 530 | Architectural Design III | 3 | 3 |
| 327 | 537 | Structures III | 3 | 3 |
| 302 | 532 | Sustainable Architecture (Professional elective for BFA) | 3 | 3 |
| 402 | 535 | Professional Practice I (Professional elective for BFA) | | 3 |
| | | M.Arch Professional Electives (from a menu of electives and fabrication courses, 2 courses) | | 6 |
| UG GEN STUDIES | | UG General Studies – academics and open studio electives, 3 courses | 9 | |

| COURSE # | | REQUIREMENT TITLE | CREDITS | |
|---|--------|--|------------|------------|
| BFA | M.ARCH | | BFA | M.ARCH |
| | | Track I / Year II & Track II / Year I Summer | | 12 |
| | 602 | AD VI Community Build (Design-Build studio) | | 12 |
| | | Track I / Year II & Track II / Year I Fall & Spring / Undergraduate Senior Year | 30 | 33 |
| 410 | | Architectural Design IV | 3 | |
| 450 | | Degree Project – research | 3 | |
| 451 | | Degree Project – design | 3 | |
| 702 | | Architectural Design VII (integration studio) | | 6 |
| 417 | 547 | Structures IV (counts for a math/science requirement in UG program) | 3 | 3 |
| 401 | 720 | Integrated Systems (pre-req. EDAD 302 Sustainable Arch.) | | 3 |
| | 711 | Making Cities Work | | 3 |
| | | M.Arch Professional Elective (from a menu of electives and fabrication courses, 2 courses) | | 6 |
| | 752 | Architectural Design VIII (comprehensive studio) | | 6 |
| | 5XX | Adv. Architectural History, Theory & Criticism Seminar | | 3 |
| | 760 | Thesis Preparation | | 3 |
| UG GEN STUDIES | | UG General Studies – academics and open studio electives, 6 courses | 18 | |
| | | Track I / Year III & Track II / Year II Summer | | 6 |
| | 806 | Thesis I (research) | | 3 |
| | | Professional elective on making | | 3 |
| | | Track I / Year III & Track II / Year II Fall | | 9 |
| | 808 | Thesis II (Design and Documentation) | | 6 |
| | 805 | Professional Practice II | | 3 |
| BFA with a Major in Architecture: 4-Year Program Total Credits | | | 120 | |
| M.Arch Track I: Seven Term Program Total Credits | | | | 102 |
| M.Arch Track II: Four Term Program Total Credits | | | | 60 |

Architecture History Electives for M.Arch and BFA Architecture Students

M.Arch students are required to take 3 architecture history courses: two survey courses - History of Architecture and Urban Planning I and II, and an advanced history, theory or criticism seminar elective. This elective may be taken at MassArt, MIT, Wentworth or at the Boston Architectural College. These courses, particularly those at MIT, are typically in urban design and planning. Students also enroll in courses offered by the History of Art Department including those theoretical courses that address cross-cultural or interdisciplinary studies in contemporary art and design theory. Many of these support graduate thesis students in comparative investigations across disciplines that may have application to research agendas.

Graduate students enrolling in undergraduate level courses are required to provide a graduate syllabus which includes course requirements in addition to those required of undergraduate students and upper level standards for work produced. This syllabus is developed with the course faculty and reviewed for approval by the program head.

History of Art Department faculty listed below are Ph.D's. Ellen Shortell, Ellen Shapiro, Amy Finstein and Elizabeth Gittings hold Ph.D's in *architectural* history. Photography historian Joanne Lukitsch is a co-chair on the college-wide sustainability committee and has worked on many facilities-based college-wide initiatives in campus sustainability. Adrian Kohn has an ongoing research program in light, space and

surface. Ezra Shales' focus is on industrial arts and civic identity. Margaret Turner is an anthropologist and archaeologist, who has traveled to Guatemala and Mexico since 1977, with a focus on the culture of the Maya.

Architecture History or Cross-Disciplinary Graduate Electives Offered in the Past 2 Academic Years

| History of Art Faculty Courses: | | |
|--|--------------|-----------------------------|
| Contemporary Islamic Art & Architecture | HART 262 | Amity Law |
| History of Modern Architecture | HART 286 | Amy Finstein |
| American Architecture | HART 273 | Amy Finstein |
| Architecture of Boston | HART 373 | Amy Finstein |
| Islamic Art & Architecture | HART 257 | Elizabeth Gittings |
| Nomadic Elements in Islamic Art & Architecture | HART 255 | Elizabeth Gittings |
| Palaces, Pavilions and Gardens | HART 325 | Elizabeth Gittings |
| Renaissance Spondor (travel) | HART 357 | David Nolta & Ellen Shapiro |
| History of Modern Architecture | HART 286 | Ellen Shapiro |
| Villas and Gardens of the Italian Renaissance | HART 320 | Ellen Shapiro |
| Gothic Architecture | HART 411 | Ellen Shortell |
| Medieval Architecture: Castles & Cathedrals | HART 212 | Ellen Shortell |
| Design History | HART 295 | Ezra Shales |
| Art & Architecture of Ancient Mesoamerica | HART 240 | Margaret Turner |
| Graduate Electives Across Programs | | |
| Painted Objects | 2DPA-555 | George Creamer |
| Pedagogy/Studio Art Educators | AETE-527 | Edward Clapp |
| Concepts and Curriculum | AETE-544 | Aimee Debose |
| Contemporary Pedagogy | AETE-627 | Beth Balliro |
| Form, Material and Place | EDAD-561 | Paul Paturzo |
| How & Why Exhibitions Are Made | GRAD-623 | Dina Deitsch |
| The Artist Lecture | GRAD-625 | Scott Wiener |
| Evolutionary Bio & Creativity | GRAD-626 | Saul Nava |
| Human Codes and Cultural Maps | GRAD-627/427 | Sharon Dunn |
| Performance to Installation | GRAD-656 | Tony Schwensen |
| Graduate Interdisciplinary Studio | GRAD-658 | Dana Moser |
| Graduate Contemporary Art | GRAD-680 | Adrian Kohn |
| Contemporary Photo Seminar | HART 485 | Joanne Lukitsh |
| Graduate Writing Workshop | LALW-595 | Debra San |
| Advanced Digital Printing (Photo) | MPPH-512 | Matthew Monteith |
| Digital Strategies (Photo) | MPPH-514 | Daniel Boardman |
| Grad Interdis Research & Prac | MPSM-528 | Elaine Buckholtz |

Cross Registration

MassArt participates in four cross registration programs, which allow full time MassArt students to take courses at participating schools (as noted below). This is a good option if a student would like to investigate other areas of the arts or academic disciplines not included in the MassArt curriculum. Students pay for full-time status at MassArt as usual, but are able to attend these other schools. First year undergraduate students are not eligible for cross-registration.

Cross Registration Programs

| | |
|--|--|
| ProArts Consortium Schools | <ul style="list-style-type: none"> • Berklee College of Music • The Boston Conservatory • Emerson College • The Boston Architectural College • The School of the Museum of Fine Arts <i>(NOTE: MassArt students cannot take Critical Studies courses through the Museum School)</i> |
| Boston Public Higher Ed Schools | <ul style="list-style-type: none"> • Bunker Hill Community College • Roxbury Community College • University of Massachusetts Boston |
| CAPS Program Schools | <ul style="list-style-type: none"> • Bridgewater State University • Fitchburg State University • Framingham State University • Massachusetts College of the Liberal Arts • Massachusetts Maritime Academy • Salem State University • Worcester State University |
| Colleges of the Fenway Consortium | <ul style="list-style-type: none"> • Emmanuel College • Massachusetts College of Pharmacy and Health Sciences • Simmons College • Wentworth Institute of Technology • Wheelock College |
| Massachusetts Institute of Technology | <ul style="list-style-type: none"> • M.I.T. Open to full-time sophomores, juniors and seniors, and all graduate students |

LEARNING CULTURE BEYOND THE CLASSROOM

The Architecture Program recognizes that not all learning can, or should, take place within the classroom setting. We want our students to embrace all the resources that are available to them locally, nationally and internationally. Field trips, lectures, exhibitions, symposia and overseas digital exchanges and travel create engaged learning environments that broaden content while expanding upon the available expertise of the program. This fosters an attitude of curiosity, exploration, discovery and engagement that supports the Program’s Mission to develop an appreciation of the benefits of good design and responsible architecture.

Center for Art and Community Partnerships

The Center for Art and Community Partnerships (CACP) cultivates innovative, sustainable relationships with the broader community to explore and expand the relevance of art and design in public life.

This past year three faculty in architecture – Patricia Seitz, Paul Hajian and Sam Batchelor - have been working with the Director of the CACP and the Provost to deepen the connection with our Community Build program and develop a program to visualize this initiative as critical on campus. One of the students in the course this summer has been identified with a detailed job to work between the two programs. The goal of this partnership is to expand this into a position for the entire academic year working with the CACP to strengthen its role as a hub of community engagement activities. This will include increased marketing, fundraising, and interaction between the two entities. This summer a publication for the course will be developed including beginning to amass a database for the community engagement activities of

architecture and also the college. It is our goal to continue to support the CACP in their work that takes students beyond architecture. Activities our students have participated in include paid internships for:

- **Sparc – the Artmobile:** Travels as an all-purpose mobile base for innovative and intergenerational art and design programs, projects and events. One of our graduate students has been active in programs with the Artmobile.
- **Community-based teaching and learning:** CACP staff facilitate connections beyond the classroom that address the needs and desires identified by community partners and faculty members. CACP helped our City Lights course to develop a partnership with the Hyde Square Task Force. Two of the graduate students in that course worked directly with the Task Force to find lights (then donated to them), design outdoor festival lighting scenarios and set these up for events.
- **Post occupancy review-** Community Build past projects: Students from the M.Arch program will work with the CACP on this study. Mentored by a faculty member, this is proposed for Spring 2016 with 2 graduate students from the Track II program.

Lecture, Exhibition and Symposium

The Architecture Program views the efforts of the Lecture, Exhibition and Symposium committee as an important extension of the curriculum. Its goal is to bring high quality practitioners, researchers and artists and their work to the program to enrich the pedagogy.

Field Trips and Travel Programs

Faculty members are urged to invite, lead, and point students toward off-campus learning opportunities. Timely scheduling of the field trips is conducted with respect to the students' academic schedules in order to allow for the greatest participation.

Architecture Program students regularly participate in one of three forms of travel:

1. **Course field trips** organized by individual faculty and related to specific course content or projects.
2. **Studio related field trips** organized by the Chair, Program Head, Dean of Graduate Programs and faculty within core studio as part of the course curriculum and to be attended by students in all sections;
3. **Travel programs** - organized by Individual or Teams of Faculty and open to all Program students wishing to attend, including students from other programs

List of Off-Campus (exchange) Programs for BFA students

The MassArt International Exchanges are full immersion programs at one of our reciprocal exchange partner institutions. Students enroll directly in the institution abroad but pay MassArt tuition and fees. Most forms of financial aid apply, but it is important to check with the financial aid office for more information. Because of the immersive nature of these programs, students must be independent-minded. MassArt has reciprocal exchange partnerships with the following institutions:

AICAD Mobility Programs are available for undergraduate students to participate in semester-long exchanges throughout North America. MassArt is a member of the Association of Independent Colleges of Art and Design (AICAD). This is a program mostly taken advantage of by undergraduates in our program.

Undergraduate International Exchanges 2015

| | |
|-------------|---|
| Australia | Melbourne University/Victorian College of Art (architecture included, designed by Paul Hajian (architecture) and Gunta Kaza (graphic design)) |
| China | The Central Academy of Fine Arts (architecture included) |
| Japan | Kyoto University of Art and Design |
| Netherlands | ArtEZ Institute of the Arts (AKI), Willem de Kooning Academie, Gerrit Reitveld Academie (all 3 include architecture) |

| | |
|----------------|--|
| Spain | University of Barcelona |
| United Kingdom | Glasgow School of Art, University for the Creative Arts (these 2 include architecture), Edinburgh College of Art |

AICAD Mobility Schools 2015

| | |
|----------------------|---|
| Canada | Alberta College of Art and Design, Emily Carr Institute of Art and Design, Nova Scotia College of Art and Design, Ontario College of Art and Design |
| California | California College of the Arts, Laguna College of Art and Design, Otis College of Art and Design, San Francisco Art Institute |
| Connecticut | Lyme Academy College of Fine Arts |
| District of Columbia | Corcoran College of Art and Design |
| Florida | Ringling School of Art and Design |
| Georgia | Atlanta College of Art |
| Illinois | School of the Art Institute of Chicago |
| Maine | Maine College of Art |
| Maryland | Maryland Institute College of Art |
| Massachusetts | Art Institute of Boston, Montserrat College of Art, School of the Museum of Fine Arts |
| Michigan | College for Creative Studies |
| Minnesota | Minneapolis College of Art and Design |
| Missouri | Kansas City Art Institute |
| New York | Cooper Union School of Art, Parsons School of Design |
| Ohio | Cleveland Institute of Art, Columbus College of Art and Design |
| Oregon | Oregon College of Art and Craft, Pacific Northwest College of Art |
| Pennsylvania | Moore College of Art and Design, Pennsylvania Academy of the Fine Arts, University of Fine Arts |
| Rhode Island | Rhode Island School of Design |
| Tennessee | Memphis College of Art |
| Wisconsin | Milwaukee Institute of Art and Design |

International Education Center (IEC)

<https://massart.edu/internationalstudents> <https://massart.edu/study-abroad-travel-courses>

This center is committed to creating a campus climate that recognizes and celebrates the value of global exchange. We provide opportunities for individuals within the MassArt community to explore the art, architecture, artists, and art history of other cultures.

The IEC supports students choosing to add a global dimension to their education, including study abroad and exchange programs, faculty-led travel courses, international student support, and on-campus cross-cultural events. Link: <https://massart.edu/study-abroad-travel-courses>

These travel opportunities are open to both undergraduate and graduate students who may elect one of these courses as an optional professional elective. The Italy course has been especially popular, though many have expressed interest in the Cuba course. They are designed to accommodate all schedules. Graduate students may attend and several in the past two years have gone to Italy.

2015-2016 Travel Courses (each is a link to the program offering)

NEW ZEALAND: New England to New Zealand

This spring 2015 travel course was developed by faculty Paul Hajian, Architecture, and Gunta Kaza, Graphic Design, with Anne Marie Stein, Dean of Continuing Education. Students from architecture and other departments participated in this course. The curricular goal was to create a collaborative experience that engaged culture, design, and architecture related to the qualities of a unique landscape.

Fall 2015 Course with Winter Break Travel

CUBA: Art and Culture of Cuba, Fine Arts 3D

INDIA: Exploring Sustainable Handcrafts, Art Education and Fashion Design

Spring 2016 Course with Spring Break Travel

ENGLAND AND IRELAND: Crossing the Pond: Exploring Communication, Communication Design

ITALY: Renaissance Splendor: Art and Architecture of Venice, History of Art

MEXICO: A Studio in Mexico: Puebla and Cholula, Studio Foundation

Spring 2016 Course with May/June Travel

AUSTRIA: Its Glories, Its Paradoxes, Liberal Arts

TURKEY: East Meets West: Cultural Crossroads, Fine Arts 3D

The Master of Architecture Program Head, with support from the Dean of Graduate Programs and Dean of Academic Programs, has envisioned the near future of travel exchanges to include all students, including our international students. To that end, we have expanded our studio reach within the US and are planning overseas program exchanges. Initial efforts are included below:

M.Arch Thesis Exchanges

In 2015, students in Thesis will exchange research programs with international students and faculty from ESAIL in Lyon, France, comparing concepts and agendas toward the development of architectural programs for buildings and interiors.

EDAD702 Architectural Design VII – EDAD720 Integrated Systems

In 2015, students will explore an urban context outside of Boston in a pair of courses. The goal is not only to expose the entire group to a different cultural environment, but also to use the visit to interview, meet architects practicing there, and through the two courses develop building designs and assembly details that respond to urban culture, climate and context. We expect this to continue in future years. This course will be taught by Rafael Luna (studio) and Keith Giampertone (Integrated Systems) in its first iteration tying climate studies with cultural diversity. Keith is a LEED practitioner.

2016-2017 Travel Courses Proposed

This year, President Steinberg introduced grants for faculty, staff, and students to develop innovations in teaching. Deans Paul Paturzo and Dan Serig were awarded a \$6,800 innovation grant from the College to develop a collaboration between MassArt, Ghent University and Kigoma College by Radio in Kigoma, Tanzania. The grant supported their travel to Ghent in March 2015 where they met faculty from the other institutions and planned course topics. The remainder of the funds will support one faculty from each school to come to MassArt this academic year for a workshop and further planning. The topic for the first course to be offered will focus on observation and documentation of the city of Kigoma Tanzania. Architecture and other graduate students from MassArt, and urban design students from Ghent will collaborate with local students in Kigoma in order to measure, draw, photograph and diagram areas of the small western Tanzanian city that have historic significance. Eventually the program will include shared online courses that will give students the ability to collaborate on creative work and research.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

II.3 - EVALUATION OF PREPARATORY EDUCATION

Evaluation of pre-professional education has several rounds of review. The first round begins with the Admissions office review of applications for complete submission of all application requirements, for minimum standards for TOEFL and GPA, for official college transcripts, and for completion of, or soon to be completed, undergraduate degrees. The program seeks a B or greater average in course subjects

related to an applicant's major, or for a GPA of B or better. Exceptions to these averages are determined on a case-by-case basis upon review and consideration of all aspects of an application. GPA is noted on a chart shared by the Admissions office and M.Arch program reviewers.

The second round is a review of materials by the M.Arch Program Head, in collaboration with Architecture Department faculty and the Dean of Graduate Programs. Each performs a review of the applicant's transcript and evaluates applicants' ability to meet portfolio requirements. The outcome of the review is the decision whether or not to invite the applicant for an interview. After a successful interview, placement into the appropriate track and review of transcript, the Program Head and Assistant to the Graduate Dean prepare a program evaluation sheet. Consideration is given to potential transfer credit, and course waivers or exemptions towards advanced standing, based upon an applicant's pre-professional education and professional experience.

Transcripts of applicant's pre-professional education are compared to MassArt M.Arch program requirements for correspondence and deficiencies, which are noted on a program evaluation form. In addition to transcripts, applicants are required to submit course descriptions, syllabi, and where applicable, coursework, exams, or letters from employers for review before final approval and decisions are made. Where deficiencies exist in a Track II applicant's pre-professional education, pre-requisite Track I courses are added to the 60-credit Track II requirements. Applicants are encouraged to review the M.Arch Program Placement information on the M.Arch website and to submit review materials via an online form, early in the admissions process. Link: <https://massart.edu/march-additional-resources>
Placement and Transfer Evaluation link: <https://tinyurl.com/y8s39xl2>

Courses from pre-professional education to be accepted towards M.Arch requirements must meet the minimum transfer grade of B- or better. Accepted courses or work experience must demonstrate parity in content and NAAB criteria with the MassArt course to which it is compared.

Portfolios are reviewed for placement in the design studio sequence. Architecture studio work submitted must be of high quality, demonstrate developed concepts and design ability, and must be comparable to projects required in corresponding M.Arch studio courses, in order for advanced placement to be granted.

The program reviews pre-professional transcripts of matriculating students with a view towards general studies but does not require remediation of general studies as per the 2014 Guide to the Conditions. The Guide to the 2014 conditions states that NAAB revised the condition on Professional Degrees and Curriculum (II.2.2) to "remove the burden of remediating general studies for students admitted to M.Arch or D.Arch programs that require an undergraduate degree for admission". Furthermore, the table "Minimum Credit Distribution for NAAB-Accredited Degrees" in the 2014 NAAB Conditions, lists the general studies requirement as "required by the undergraduate degree" for these types of M.Arch programs, rather than a set credit minimum. Students with MassArt's BFA degree meet this requirement as demonstrated in the prior section of this report *II.2.2 Curricular Framework*.

Following the review, a program evaluation, which specifies the accepted coursework and the balance of degree requirements to be taken at MassArt, is sent to the applicant with the acceptance letter. All program requirements missing the required documentation remain in the balance of courses required until documentation is received and approved. Documentation must be received and evaluation of first semester courses completed prior to matriculation into the program. Faculty may additionally interview or test applicants for proficiency in structures course material at the start of the first term. Documentation must be received and evaluations be completed by the end of the first term for all remaining courses.

A PDF of students' completed applications is created by the Admissions office and maintained on a college network that is shared with the Graduate Program office. The initial, or admissions, program evaluation and documents submitted for review are filed digitally on this network by the Graduate Program office. A summary of program evaluation decisions is also entered onto program evaluations in the college's data system. These evaluations constitute the primary advising document and are available to students via the college's online web advisor system. Starting in fall 2015, a paper form will be required

for matriculated students who are on campus, for submission of transfer, waiver or course exemption requests.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

II.4. PUBLIC INFORMATION

II.4.1 Statement on NAAB Accredited Degrees

Access to the required statement on NAAB accredited degrees is available on the Graduate Program's NAAB Accreditation website.

M.Arch NAAB Accreditation link: <https://massart.edu/degree-programs/master-architecture>

II.4.2 Access to NAAB Conditions and Procedures

Access to the NAAB Conditions of 2009 and 2014, and also to the 2015 Procedures is available on the Graduate Program's M.Arch NAAB Accreditation website. Links are provided directly to the NAAB.org pages where each document may be downloaded.

M.Arch NAAB Accreditation link: <https://massart.edu/naab-documents>

II.4.3 Access to Career Development Information

Access to Career Development information is located on the M.Arch Academic and Career Resources website, and on the College's Career Development office website.

M.Arch Academic and Career Resources link: <https://massart.edu/march-additional-resources>
<https://massart.edu/careerdevelopment>

II.4.4 Public Access to APRs and VTRs

Access to the following items is available on the Graduate Program's NAAB Accreditation website. The web version of the APR does not include faculty resumes. A full copy of the 2013 APR, along with full annual reports and the 2013 VTR is publically available in the reference section of MassArt's Morton R. Godine Library.

1. MassArt was not required to submit interim progress reports.
2. All Narrative sections of the NAAB Annual Reports submitted by Massachusetts College of Art and Design, 2009-2012
3. The 2013 initial accreditation letter from the NAAB
4. The 2013 APR
5. The final edition of the 2013 Visiting Team Report including attachments and addenda.

M.Arch NAAB Accreditation link: <https://massart.edu/naab-documents>

II.4.5 ARE Pass Rates

MassArt alumni from the program have just started taking the exams. We have also recently polled the alumni to ascertain if they are pursuing licensure, and link survey results in *Section 4. Supplemental Information*. Link: <http://tinyurl.com/puvmuzl>

A link to the NCARB website for ARE Pass Rates is also located on the Graduate Program's M.Arch NAAB Accreditation link: <https://massart.edu/naab-documents>

II.4.6 Admissions and Advising

Admissions Standards

Academic admission standards have been established by MassArt to assess applicant's preparation for graduate level work in the M.Arch degree program. Meeting the standards does not guarantee admission to the college as many other elements are considered in the evaluation of an application, and admission is competitive. See *Section 3 II.3 Evaluation of Preparatory Material and associated links to the website.*

Overall Graduate Admissions:

<https://massart.edu/graduate-admissions>

M.Arch Program Admissions:

<https://massart.edu/graduate-admissions> <https://massart.edu/application-requirements-program>

M.Arch placement and transfer evaluation link (PDF): <https://tinyurl.com/y8s39xI2>

M.Arch course requirements link: <https://massart.edu/sites/default/files/MArchRequirements.pdf>

M.Arch course descriptions link: <https://massart.edu/sites/default/files/MArchCourses.pdf>

International student requirements and TOEFL and IELTS minimum standards link:
<https://massart.edu/international-students-0>

1. Application forms and instruction

Application Forms are submitted online via the following link – the specific link may change each year.
<https://massartadmissions.hobsonsradius.com/ssc/aform/C7Bk0tKM0k0kx6703Op.ssc>

Application Instructions with links to the online application form and to Slideroom for submission of the portfolio and additional items are on the following website.
<https://massart.edu/how-apply>

2. Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

Admissions requirements
<https://massart.edu/how-apply> <https://massart.edu/application-requirements-program>

Additional admissions requirements for international students
<https://massart.edu/international-students-0>

Admissions decisions procedures, evaluation of transcripts and portfolios
<https://massart.edu/application-requirements-program>
<https://massart.edu/sites/default/files/MArchPlacementTransferEvaluation.pdf>

Decisions regarding advanced standing
<https://massart.edu/application-requirements-program>
<https://massart.edu/sites/default/files/MArchPlacementTransferEvaluation.pdf>

3. Forms and a description of the process for the evaluations of preprofessional degree content <https://massart.edu/application-requirements-program> <https://massart.edu/sites/default/files/MArchPlacementTransferEvaluation.pdf>

4. Requirements and forms for applying for financial aid and scholarships

Information on application for federal financial aid (loans)

<https://massart.edu/financial-aid> <https://massart.edu/applying-financial-aid>
<https://massart.edu/graduate-financial-aid>

Scholarships in the graduate program are awarded on the basis of merit and by the dean of graduate programs. The graduate program does not have an application form for these scholarships.

Graduate_Scholarships link: <https://massart.edu/how-apply>
<https://massart.edu/graduate-financial-aid>

5. Student Diversity Initiatives

Office of Multicultural programs (OMP)

In an effort to promote the mission statement and the priority of the college, the Office of Multicultural Programs (OMP) welcomes and supports diversity and inclusiveness for all members of our community. The OMP seeks to assist in the recruitment, retention, and graduation of ALANA (African-American, Latino, Asian and Native American) students. We strive to have all students experience the intrinsic benefits of living and learning in a diverse community.

<https://massart.edu/equity-diversity-and-inclusion>
<https://massart.edu/get-involved-edi-campus>

Admissions non-discrimination policy

<https://massart.edu/non-discrimination-policy>

II.4.7 Student Financial Information

1. Access to information and advice for making decisions regarding financial aid is available on the office of Student Financial Assistance website located under the Admissions menu. This page also links to graduate, undergraduate, and certificate program financial aid, and includes additional links to forms, helpful websites, and outside scholarship opportunities.
<https://massart.edu/financial-aid>

Scholarships in the graduate program are awarded on the basis of merit and by the dean of graduate programs:

Graduate_Scholarships link: <https://massart.edu/how-apply>
<https://massart.edu/graduate-financial-aid>

2. Access to an initial estimate for all tuition, fees, books, general supplies and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.
<https://massart.edu/tuition-and-fees> <https://massart.edu/graduate-tuition-and-fees>

The college estimates \$1050 per term for books and supplies. Recent M.Arch students have indicated this is a good approximation of expenditures for supplies and printing, with lower expenditures during earlier terms. Students generally also purchase their own computer so that they may work at home, although this is not required as the M.Arch computer lab is open to 24 hours per day. Students generally purchase their own books where needed in the curriculum through Amazon or other internet sites. The vast majority of required texts are available in the permanent collection of the library and/or personal copies of the faculty member may be also placed on reserve.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

III.1.1 ANNUAL STATISTICAL REPORTS

Massachusetts College of Art and Design submits annual reports to NAAB per the NAAB Procedures for Accreditation. Gail Chartoff, Associate Director of Institutional Research, verifies the data submitted.



July 21, 2015

I affirm that I am the person at Massachusetts College of Art and Design who is responsible for the annual submission of IPEDS to the NCES.

All data submitted to the NAAB is accurate and consistent with reports sent to other national and regional agencies including the NCES.

A handwritten signature in cursive script that reads "Gail Chartoff".

Gail Chartoff
Associate Director, Institutional Research
Massachusetts College of Art and Design

III.1.2 INTERIM PROGRESS REPORTS

Massachusetts College of Art and Design was not required to file an interim progress report for its accredited M.Arch program.