

MASSACHUSETTS COLLEGE OF ART AND DESIGN ARCHITECTURE PROGRAM

ANNUAL REPORT

INITIAL ACCREDITATION VISIT SCHEDULED FOR FALL 2011

DATE OF LAST CANDIDACY VISIT, FEBRUARY 2009

Master of Architecture

TRACK I PROGRAM – 102 CREDITS (Students from programs other than architecture – 42 credits which match the MassArt undergraduate professional program plus 60 graduate credit hours for a total of 7 semesters, including summers)

TRACK II PROGRAM - 60 CREDITS (Students from BArch, BS Arch and BA Arch programs would start no later than the 4th semester of Track I for a minimum of 4 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, and all course descriptions, syllabi, papers and other learning outcomes).

BFA 4+2 PROGRAM (120 MassArt undergraduate credit hours with a major in architecture BFA, plus 60 graduate credit hours, Track II, above)

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I OVERVIEW: Administrative Plan

Institutional Support and Commitment to Continuous Improvement

This report represents an update and response in detail to the primary issues required of this submission (Narrative Report, November 2010) based upon the February 2009 Visiting Team Report outcomes. We have since then submitted two reports, one in September 2009 as requested by the NAAB Board, and the Request for Initial Accreditation March 1, 2010. This document reflects the work that has occurred in our program since March 2010, and keys each of the Not Met and Not Yet Met sections to the 2009 Conditions while also responding to the original 2004 Conditions referenced specifically in the VTR. We have provided at the beginning of this report our Institutional and draft revised Program Mission Statements as a lens through which to review our program.

Since receiving the letter from the President of NAAB in the summer 2009, the program heads, administrative heads, and the permanent and adjunct faculty in the program met to discuss the letter, our program goals, the visiting team report and its outcomes. Subsequent to that report in September 2009, we continued to discuss the program elements, and fine-tune the order of coursework in the history sequence. Our faculty meet regularly and have discussed minor modifications in the studio sequence, the architectural history sequence and its location in both the graduate and undergraduate program and have been working on revisions to our mission statement to reflect these discussions. Our meetings also have covered grading policy revisions, the final date of graduation for our students, and a review of course content and outcomes. We believe we are prepared to have a successful initial accreditation visit in September 2011.

History and Description of the Institution

Established in 1873, Massachusetts College of Art (MassArt) was the first, and remains the only, independent four-year public art and design college in the United States. The college offers a wide range of graduate and undergraduate majors in design, fine arts, art history and art education, and currently has an enrollment of about 1600 students.

Institutional Mission

During the 1997-98 academic year, a broad segment of school personnel developed the college's current mission statement, which was adopted April, 1998, and updated in February, 2007:

Mission Statement

Massachusetts College of Art + Design is a public, independent college of art and design. The college's professional baccalaureate and graduate programs prepare students to participate in the creative economy as fine artists, designers, and art educators, and to engage in the well being of their society. As a national leader in visual art and design education, the college influences contemporary culture through the accomplishments of its alumni/ae and the creative activities of its faculty and staff.

We base our priorities on a set of shared values:

We affirm the inherent value of the arts as a life enhancing force. We recognize the power of art and design in many spheres of public life.

We take pride in our unique heritage as the only publicly supported freestanding college of visual arts in the United States. We are committed to being an educational and cultural resource for the citizens of Massachusetts.

We believe that academic excellence is fundamental to professional education in the visual arts.

We believe that diversity—in background, status, culture, and viewpoint—is essential to a vital and creative community.

We respect the roles and views of all members of our college community and operate our institution in a spirit of collegiality.

We aspire to an ideal of service to the wider community and of advocacy for the value of the arts.

As artists, designers, and educators, we are committed to the following priorities:

We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning and designed to encourage individual creativity. We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.

We work to build diversity and inclusiveness in our faculty, staff, and student body. We foster community-building both inside and outside the college.

We educate students to examine critically the form and content of art, both their own and others', to understand it in historical, social, and global contexts.

We choose faculty who are practicing professionals in their disciplines and whose work reflects the level of excellence we promote for our students.

We seek students with excellent potential, regardless of limitations in their opportunities for preparation. We nurture the development of students as artists and as individuals, through services which meet their academic, personal, and social needs.

We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and we promote innovative and responsible uses of technology in the realization of artistic concepts.

We recognize that artists and individuals educate themselves over a lifetime and are dedicated to serving that need.

Program History

Established in 1973, the architecture program confers a BFA, with a major in architectural design, and is housed within the Department of Architecture. This department was established in spring 2009, from the Department of Environmental Design that formerly housed architecture, industrial design and fashion. The Graduate program started at the beginning of summer, 2008 with a new cohort of students with undergraduate degrees in other programs, entering at that time a Post-Bac series of prerequisites. It became clear that summer, that the Post-Bac model did not work well with accessibility to adequate financial aid for our students, and we requested the Board of Higher Education of the Commonwealth (now called the Department of Higher Education) to allow us to convert this program to graduate program status, now known as the Track I program, comprised of seven full semesters. The goals of the program continue to support sustainable design-build initiatives in a community context.

Highlights of this process of our structure include:

- **October 2006**
 - the Board of Higher Education (BHE) of the Commonwealth of Massachusetts formally accepted the Master of Architecture degree granting program for the College.
- **August 2008**
 - Submitted an amendment to the BHE to clarify that the 2 year (4 semesters) Master of Architecture program may extend up to 7 semesters for students entering the program with prior degrees in other than architecture or otherwise not fully meeting the prerequisites required for entrance into the 60 credit Master of Architecture degree (now called Track II).
 - This enabled the College to formally admit these students as Graduate Students rather than Post-Baccalaureate or special students, which is how that first cohort of students were admitted into the program. Track I students, those requiring extra preparatory semesters, join incoming Track II students, those with undergraduate architecture training, for a continuation of the program, in their final 4 semesters (60 credits).
 - The Track I extended program gives students access to greater financial aid, as well as clarifies and streamlines the admission process. Almost all of students admitted in that first year (summer 2008) were students with degrees other than architecture and in this Post-Bac configuration.
 - In late Fall 2009, we received approval from the BHE to name the prerequisite Track I portion of the graduate program, and remove it as a Post-Bac program preceding the Track II sequence. Students admitted this year into the program (summer 2009) include alumni from our undergraduate program entering the four semester Track II (joining the original 2008 cohort); and new students entering the Track I - 7 semester program. This new Track I group includes one graduate from MassArt's Industrial Design program.
- **February-May 2009**

- February, 2009 - Organized and conducted a Candidacy visit with NAAB.
- Subsequent to the NAAB visit, and based upon their commentary at the visit this past **spring 2009**, our faculty met and added credits to the first three semesters of the program for Track I students to align it with the BFA requirements in the undergraduate program at MassArt.
- In spring 2009 the College established the History of Art program as a free-standing department (Department of Art History) formerly housed as an Area within the large Critical Studies Department that included all Liberal Arts courses in the college. This has enabled us this summer to work directly with their new department chair, Ellen Shapiro, also an architectural historian, who understands directly our Architectural History requirements.
- **Summer 2009**
 - The College established the architecture program as a free-standing department (Department of Architecture), it was formerly housed as an Area in the Department of Environmental Design with two other majors – Industrial Design and Fashion.
- **Fall 2009**
 - The Graduate Council met to discuss and amend grading policies in the graduate Architecture program to better reflect the diversity of coursework and competence required in the field. In the MFA program a B- is a failing grade. We requested and received a change to make the average grade a B-, matching our undergraduate program with an important distinction. The lowest passing grade in the graduate program is a C-. This meets equivalent standards of the graduate architecture program at U Mass Amherst, recognizes the diversity and complexity of an architectural education, and is similar to a variety of architectural graduate programs locally and nationally.
- **Spring 2010**
 - A combined class of graduate and undergraduate architecture students place in the 2011 US Department of Energy Solar Decathlon.
- **Summer 2010**
 - The College is granted University status, however continues to retain its name, Massachusetts College of Art and Design.
 - Our first cohort of graduate students commence their Thesis Project. The semester is extended, and made into a long semester with a December deadline for completion, recognizing that the summer semester is shorter than a standard 4-month semester.
- **Fall 2010**
 - Students design and receive funding to run the architecture program website, www.ArchitectureAtMassart.org
 - Students plan a Fall Thesis show, November 2010 showing completed designs for their thesis. These students commence their thesis books for archive and hard copy in the library.
 - Graduate Program makes plans for a new half-time permanent position in the Architecture program.

Program Revisions

Since the September 2009 Response to the NAAB Board of Directors, we enacted the following changes:

2009-2010 Academic Year

- October, 2009, Received approval from the Vice President of Academic Affairs to coordinate all graduate program course numbers with undergraduate numbers, eliminating courses with dual numbers, allowing 200 level sophomore course numbers to remain.
- In a series of joint conversations this past fall with the architecture and history faculty, we determined the following:
 1. Support technical hand-drawing expertise first prior to learning computer drawing software (Track I summer, and sophomore Fall semester in the BFA Program).
 2. In each studio, allow enough time for the major studio projects to enable the students to make cogent final presentations.
 3. History of Architecture and Urban Planning I and II courses have been placed in the first two semesters of the Track I curriculum (summer and fall), and in the spring sophomore and fall junior semesters in the undergraduate program. The two student groups are combined in the second course taught in the Fall. We also slightly modified the Architectural History sequence (and changed the course titles), ending the first semester at the end of Medieval, and starting the second semester with Renaissance. We tied History of Architecture and Urban Planning I (Prehistory to Medieval), to the structures curriculum in that same semester, where students are introduced to masonry compression structures.
 4. We also discussed the history content in detail with all faculty, and agreed to add a third history elective class (+3 credits), and incorporated technical drawing into the first Track I studio (-2 credits). This first studio in the summer program has been extended by adding a week (14 hours) to the studio. The net change to the credit hours is +1, making the Track 1 program 102 total credits.
 5. We have continued to meet throughout 2009, and finalize recommendations on the Architectural History sequence and studio sequence content areas. These changes were approved by our departmental curriculum committee in October, 2009, and approved by the Graduate Council before the end of the Fall 2009 semester, on December 4, 2009 and January 1, 2010.
 6. Based upon meetings with the students, the program added a 3-credit REVIT elective course to the spring 2010 semester. Due to over-enrollment, the department supplemented these with workshops in REVIT, AUTOCAD/3D modeling, and Technical Drawing of Section Perspectives scheduled spring, 2010.

2010-2011 Academic Year

Having enacted the program changes above, our meetings with students and faculty in May of 2010, included how to enhance our educational objectives:

- Hired new Assistant Dean
- Solar Decathlon opportunities for students, faculty
- NAAB, Fall visit, Mission Statement proposals, Strategic Plan review
- History of Architecture course review of curriculum
- Mentoring of sophomores and incoming graduate students
- Advising and mentoring – faculty to students, and students to students
- Student website opportunities for showing their work

- New tools workshops (MPAD (Hand drawing techniques, Autocad, 3D modeling, Revit, Rendering) - Outcomes and what to propose for the next academic year
- Graduate TA's and Research Assistantships
- Suggestions for lecture series
- Reviewed course outcomes for the SP 2010 courses
- Reviewed 2009 Conditions for Accreditation with each faculty member and the matrix for their courses
- Reviewed other required documents for the NAAB report and updates required

Hiring a new Assistant Dean and new permanent faculty

The head of graduate programs at the college, recognizing our increased need for administrative help in organization and documentation, has hired a half-time Assistant Dean to assist us, Jenny Gibbs, who started in February 2010. Architecture has now been made a separate department: this simplifies our administrative and budgetary processes and makes faculty/administration communication more direct. New publicity for the program was developed, the website is evolving. Our intention is to keep the graduate program small, with each track maintained at about 15 students. Although our school, as most others, has sustained significant budget cuts, our administration is fully committed to supporting the continued development of our program. To this end, we have received approval to commence a tenure track position search for fall 2010.

Revisions to the Program Mission Statement

During AY2006-2007 the revisited an older version of our program mission statement, noted below. This year, we have worked over several semesters on a modified mission statement, addressing our goals as we have discussed during the last year, and including our four core goals for training designers who are: skilled in the practical design of buildings and urban environments; knowledgeable about structural form, materials and construction techniques; dedicated to building community within the program and providing leadership in community service projects; and mindful of the imperative of sustainability in a global context. We have discussed this with faculty, advisors and students:

Previous Mission Statement

*Massachusetts College of Art will provide underserved Boston and area graduates a rigorous, accessible, affordable master of architecture program. With a basis in sustainable building and site design, structures, engineering, and construction through artisanship, this program will combine the requirements of the professional degree with hands-on design-build opportunities focusing on community building and advocacy of community development, thereby fostering the value of places and place-making in the surrounding urban neighborhoods. The small school setting will equip the students with a passion for sustainable design, ethics, historic perspectives, and the technical and structural skills to support community in a professional architectural environment.
(Adopted, November 2007)*

Proposed Mission Statement (second revised draft under review October 2010)

The Architecture Department at Massachusetts College of Art and Design prepares students to innovate through architecture as "makers" in a college that thrives on participatory art and design experiences. We educate students to combine traditional methods with new technologies to provide affordable and durable environments, which serve client needs and reduce long-term energy consumption. We value collaboration

and encourage our students to recognize the importance of strong partnerships through community engagement and leadership in design and construction projects. In an institution that places public service at the core of its mission, our program is dedicated to educating the next generation of architects to promote sustainable design and effective new energy technology, to respond to evolving global ecological and health challenges, to serve a range of socio-economic living, working and educational lifestyles and to respect historical and cultural traditions.

We value design grounded in structural systems and materials

Our program begins with hand skills in building and drawing. As the curriculum progresses design studios are paired with construction and structures courses and a history sequence focused on historic and cultural building methods and traditions. Electives available in glass, metal and wood further enrich students' fabrication experience. Graduate students design and build a community project serving a local non-profit client.

We recognize that design and innovation is a social process

Our courses support the development of individual studio projects while increasing understanding of the many other professional skills that inform design. Students are encouraged to explore the boundaries of their imagination, while grounding their ideas in human use factors and the multiple ways a material can be employed in a design decision. We use our design studios coupled with guest lecturers to bring together industry, academia and innovation. Students visit construction sites and meet architects who are practicing and building projects in the city, and student projects are in turn reviewed by practicing architects, engineers, and design professionals in one-on-one in-depth discussions.

Sustainable design principles are threaded throughout the program

We provide a rigorous professional program in design and environmental sustainability. We challenge our students to design for a sustainable future, to reduce the carbon footprint and impact of climate change with appropriate selection of sustainable building systems, materials, land design, and renewable energy technologies. As they leave MassArt, we expect our graduates to be proactive in educating people about energy, air and water conservation measures that can be employed in buildings, urban landscapes, and site designs, while satisfying design constraints and respecting the differences in culture and traditions that various cultures hold as meaningful.

We strive to educate our students to be leaders in their communities

Design studio projects expose students to real issues and problems in the diverse urban environment surrounding our campus. We provide opportunity on campus and off for service learning based coursework that encourages our students to collaborate with classmates, designers and engineers in solving actual design problems. They work directly with a client, experience project management from design through construction, develop leadership skills and promote community through the management of such useful projects.

Current Program Structure (Reflects December 2009 approved changes)

MassArt is now offering M.Arch programs to three categories of students:

1. Our own undergraduates with a 4-year pre-professional BFA in architectural design (120 credits). These students add on another 4 semesters (60 credits) to form a 4+2 M.Arch program. We refer to these final 4 semesters as the Track II course sequence, which comprise the last four semesters of the 7-semester Track I program.
2. Bachelors degree graduates from disciplines other than architecture, either from MassArt or other schools in the US or abroad. These students enter the Track I program, which requires substantial preparatory work for 3 semesters before entering the final 4 semesters, the Track II sequence of courses. (102 credits)
3. Bachelors degree graduates from architecture programs at other schools. These students may enter directly into the Track II sequence (60 credits) after a thorough review of their undergraduate experience and course outcomes to insure that it matches our requirements. In some cases a few Track I preparatory courses may be required, particularly in construction skills, in some structures/environmental systems topics, and in sustainable architecture. We review each transcript in detail. Specific faculty in design, structures/environmental systems, construction, and architectural history meet to review portfolios and projects showing construction skills to determine tools skills, as well as review exams, papers, course descriptions, and syllabi taken together to evaluate a particular student's satisfactory completion of materials that match our courses requirements and outcomes.

How this affects our cohorts:

Students currently in the graduate program must meet the full requirement of subjects and outcomes of the 102-credit program. Our first cohort of graduate students who entered under a smaller degree program supplemented their program through work/portfolio credit, and additional coursework to meet the new standards and all of the added requirements. Our admissions experience over the past 2 years has shown us a great variety of applicants requiring a lot of individual advising about appropriate placement within the program tracks. This experience has led us to develop transfer credit policies and record documents, which can serve the large variety of applicants we are seeing. Finding that we have a significant portion of applicants that have some but not all of the Track I program credit equivalents, we have a series of issues before the graduate council that will be voted on this semester (Fall 2010) to more fully address transfer/waived credits, and residency. It is our goal with these proposals to be able to more finely classify Track I student placements upon entering, allowing a summer start for those who have none or almost no architectural coursework, and a fall start for students with advanced standing.

Our faculty (full time, part time and adjuncts) met to review and revise the program requirements for these three tracks. The attached tracks show our current approved plan, incorporating the key elements of each track into a cohesive set of requirements. The majority of these changes were made for incoming students in summer, 2009, in the first semester of the 7-semester program addressing construction skills in our Methods and Materials course (taught in the woodshop). During 2009-2010, we also modified and codified for both graduate and undergraduates a required history of architecture sequence. Small changes that affected the summer 2010 Track I admissions included collapsing hand-drawn technical drawing and the first design studio into one longer course and requiring the third seminar in architectural history.

How we accommodated credits to support our various accreditations:

Our team visitors noted some inconsistencies in the requirements to be achieved by the different categories of students. Some of these arose from our undergraduate program being designed to meet NASAD and NEASC guidelines, so that the proportion of credits devoted to major courses within the school's 120 credit graduation total had required us to classify some essential courses, such as Structures 4, Sustainable Architecture, courses in the History of Architecture as electives, rather than major courses. Through conversations and meetings with the Vice President of Academic Affairs who discussed these issues with NASAD and NEASC, she was able to allow our program to have additional requirements and to categorize our architectural history courses and some of our structures courses as History and Math Science credits respectively. We met extensively with the faculty members of the affected areas to craft policy that was voted on by the committee structure within the college. We also were able to retain course designation numbers in our undergraduate program from 200 level (sophomore year or the first summer in Track I) and above to remain in our graduate program, assisting us in eliminating dual numbers in the program for courses that both graduates and undergraduates take. Our administration recognizes that an exception must be made for the undergraduate architecture students, and this is reflected in new program listings with higher major credits for architecture undergraduates, attached.

In Fall 2009, we revised our undergraduate structure to recognize all of these courses as requirements for the undergraduate degree where they fall within the sophomore and junior equivalent years of the Track I first year program. This has enabled us to have parity with all our programs. These changes were approved by the Dean of Academic Affairs, as they were determined not to impact NASAD or NEASC requirements. We finalized the content of the required 2-course sequence in Architecture History and jointly crafted the course description and hired the adjunct for the course. The selected faculty member worked closely with the Department of Art History in finalizing the syllabi for each course.

We have also reorganized and lengthened the summer semester 1 Track I requirements to ensure that all three categories of M.Arch students have standardized preparation for the final four semesters of that sequence - Track II, including the preparation for design/build experience that we require of our sophomore students in Methods and Materials. This course is taught both in the summer and fall semesters, which accommodates graduate student Track I advanced placements.

Graduate Level Transfer and Waived Credits

The *current* policy for residency and transfer credits is noted, below. A new policy is in the process of discussion for vote by Graduate Council this fall 2010, which would allow a greater number of transfer and waived credits particularly for the Track I students who enter with equivalent coursework. The proposed policy seeks to allow students with advanced standing for the Track I program, to enter in the fall semester who place out of the preliminary coursework covered in the summer. The policy below does not fully address this issue, as the first summer in Track I requires 12 credits. Policy changes will be detailed in the March APR.

Residency

Incoming students admitted to Track I who have not studied in an architecture department require a 7-semester residency at full time to fulfill the requirements. For

students who have taken courses and graduated with an undergraduate degree in architecture from an accredited M. Arch program and fulfill our Track I requirements (the first three semesters in full), including students in the MassArt BFA program with a degree in architecture, the residency will be 4 semesters. Students entering the program who meet most, but not all, of the Track I requirements will be required to take, in addition, those courses that are missing, and will be placed appropriately in the sequence.

Credits

The Master of Architecture degree is awarded upon successful completion of the requirements of an approved program meeting all the requirements and an acceptable thesis. Track I students must complete 102 credits of which up to 9 credits meeting MassArt requirements may be transferred into the program. Track II students must complete 60 credits of which up to 6 credits may be transferred into the program from other institutions. All transfer credits are subject to approval by the Department.

The subjects required for the professional degree include:

- Six architectural design studios (AD223/305, AD310, AD320, AD602, AD700, AD750) including the design-build studio (AD602)
- One preliminary construction course (AD202 Methods + Materials)
- One architectural design competency skills course (AD219 AutoCAD and Space Planning, AD318 Revit, and/or other software as may be amended)
- Four structures/environmental building systems courses (AD227, AD317, AD327, AD417)
- Two courses in sustainable design and building detailing - Sustainable Architecture and Integrated Building Systems (AD705 and AD720)
- Two courses in Architecture History, Theory and Criticism (HART220 and HART 322), and one Architectural History elective
- Four elective subjects either from the AD professional electives, architectural history advanced seminars or from fabrication courses with a minimum of two that form a concentration
- Professional Practice (AD770)
- Thesis Preparation (AD760)
- Thesis (AD800)

Current Graduate Student Body

- Our third cohort of 9 Track I students who started Summer 2010, and are now semester 2 of the Track I program.
- Our second cohort of 13 students started Track II this past summer with the design-build studio, a course in which they designed, detailed, costed, organized and built an outdoor classroom for summer grade school campers for Drumlin Farm, a division of Massachusetts Audubon Society. (*The September 2009 Report to the NAAB Board of Directors included photographs from the first design-build project, as during the writing of the report the students were just concluding their building project. This project was a great success completed with a wonderful community partner, the Carter School, a public high school in Boston for the severely disabled.*) They are currently in the 5th semester of the program.
- Our first cohort of 10 Track II students, (which includes MassArt BFA architecture graduates,) just completed their Thesis Show and design review and are starting

their Thesis Books, which are due at the end of this semester, December 2010. This group will be the first graduating class in May 2011.

Student Community Development

Each summer the design/build studio includes new students entering at Track II level at semester 4, MassArt architecture BFA graduates, and Track I students who have just completed their 3 semesters of preparatory classes. A side benefit of the design/build project has been that this diverse mixture of students develops a strong sense of community and engagement with our faculty. This past winter and spring, students in the graduate studios have taken on the role of revising the Studio Culture Policy, and drafting plans to alter the construction of their studios, create a rendering station and new pin-up space and meeting area all within and adjacent to their desks. All of the construction for computer stations has been completed, the studio culture policy revisions are in progress. The graduate studio spaces were expanded in Summer 2010.

Electives Development

In addition to future required courses, we are developing electives suitable for graduate level design, that have included:

- Landscape and Urban Planning seminar, Making Cities Work, fall 2010, and Sustainable Site Design, fall 2009, both by Landscape Architects
- Real Estate Development, fall 2009, by an adjunct with an impressive resume in development and management
- We successfully obtained a grant from the Nuckolls Foundation to fund a two-course lighting design sequence to be repeated twice over the next 4 years, the first course an introductory course in lighting principles and design, First Light was taught fall 2009. The next course in the sequence, City Lights, spring 2011, includes sustainability in urban public lighting systems.
- A series of courses were designed to accommodate the *Solar Decathlon*. This semester, fall 2010, teams of graduates and undergraduates working with graduate and PhD students from U Mass Lowell, are immersed in Passive House training and certification, Design Development documents in architecture and landscape, structural calculations, a Life and Safety plan, OSHA training, cost estimating and specifications writing, fundraising, marketing and website design under faculty and outside professional mentoring. Many students in our program have periodic involvement in the design or production of the project, with 12 students from the UG and Grad programs as full-time members and running the project teams. The course sequences addressing these areas include:
 - Net Zero House, spring 2010, has also been offered each semester since including summer 2010 and fall 2010.
 - This coming spring 2011, two courses will be offered, one dedicated to the construction drawing package in REVIT, and the other a furniture design and construction course. Students in this latter class will design and fabricate all the built-in furniture for the house.
 - We anticipate running a course next fall or spring (2011-2012) that will address how to build a series of houses that address this issue with different constraints than those proposed by the DOE, but still meeting net zero design.

II. Narrative Response and Recent Progress

Part I - Narrative Response to the VTR Causes of Concern and Perspectives
Part II - Areas Not Met and Actions taken since February 2009 visit, September 2009 Progress Report and March 1, 2010 Application for Initial Accreditation Visit reports.

As noted above, these two content areas are combined to efficiently and directly address the VTR concerns and report our progress since the visit, as well as our plan for the next 12 months. In each section we note the comment, taken directly from the report and updates as of the writing of this report.

Overall Team Comments Causes of Concern

There were several general areas that were highlighted at the beginning of the VTR noted as Team Comments. Though a number of issues were addressed in this section, some were also noted later in the report. Many of the overall comments originated from the new cohort in a Track I program – students with little or no previous experience with professional courses in the field. We address these overall comments and Causes for Concern along with the NAAB Perspectives first (Part I) and follow with each Condition and SPC individually for the NOT MET and NOT YET MET areas as presented in the VTR (Part II), below. Our comments note specific progress since the visit, as well as our proposals to rectify concerns in the upcoming academic year. We will have gone through our modified program twice prior to the team visit in Fall 2011, and graduated our first cohort of graduate students.

NAAB Perspectives

These are noted in the overall team comments section in Part I section of our Narrative, and are not repeated here:

- 2. Program Self-Assessment Procedures
- 6. Human Resources
- 7. Human Resource Development
- 12. Professional Degrees and Curriculum

Conditions Not Met

These areas are noted in Part II of this section
Student Performance Criteria – these are noted in order

- 13.2 Critical Thinking Skills (Track I)
- 12.3 Graphic Skills
- 13.11 Use of Precedents
- 13.13 Human Diversity
- 13.14 Accessibility
- 13.15 Sustainable Design
- 13.17 Site Conditions
- 13.18 Structural Systems
- 13.19 Environmental Systems
- 13.20 Life Safety
- 13.24 Building Materials and Assemblies
- 13.32 Leadership

Conditions Not Yet Met

- 13.2 Critical Thinking Skills (Track II)
- 13.3 Graphic Skills
- 13.7 Collaborative Skills
- 13.8 Western Traditions
- 13.9 Non-Western Traditions
- 13.10 National and Regional Traditions
- 13.16 Program Preparation
- 13.21 Building Envelope Systems
- 13.22 Building Service Systems
- 13.23 Building Systems Integration
- 13.25 Construction Cost Control
- 13.26 Technical Documentation
- 13.27 Client Role in Architecture
- 13.28 Comprehensive Design

PART I – NARRATIVE RESPONSES TO OVERALL TEAM COMMENTS AND CAUSES FOR CONCERN

PROFESSIONAL DEGREES CONFIGURATION AND CURRICULUM

Coordination of Track I program cohort with 4+2 BFA program

As this issue affects many others, we detail the changes since February 2009 that significantly impact many of the later Conditions and Criteria.

As noted in the VTR, many of the Causes for Concern came from adding the Track I program, which has been modified to create parity in both programs – described below.

Degree Configuration

During spring and fall 2009 in May, June, and October, architecture faculty met to discuss, clarify and revise the requirements in each tracked program leading to the M. Arch degree – (internal 4+2 program; Track I - 7-semester program for students entering with other degrees; and the Track II – 4-semester program for students with undergraduate degrees in architecture). Prior to the start of the summer program for the Track I and Track II students, the following amendments were made to align the Track I students with the 4+2 students in the program. Since then, we added one credit to the graduate Track I sequence (collapsing Technical Drawing in their first summer into the studio by lengthening the studio contact hours (-2); and adding an Architectural History elective to the two-course history sequence (+3). We received approval from the VP of Academic Affairs to simplifying our course numbering system. Students have been well-informed of these changes.

Courses added to the requirements of the Track I program, effective May 2009:

These courses include those existing in the undergraduate curriculum:

edAD202 Methods and Materials (This course has been required of our undergraduates for a number of years and was added this summer, 2009 to our incoming Track I cohort).

AD302 Sustainable Architecture (This three-credit course has been offered in the undergraduate program since 1997 (edAD302), and is now a requirement in both the graduate and undergraduate program. (It also acts as a prerequisite to AD401 Integrated Systems).

edAD417 Structures IV (This long standing fourth course in the combined structures/environmental systems sequence of our undergraduate program was converted into a requirement in the graduate and undergraduate programs).

A required architectural history sequence for both the undergraduate and graduate curriculum. History of Architecture and Urban Planning I and II. The history of the development of these courses is noted below:

- HART515 World Architecture Traditions (taught Fall 2009 to our graduate students as the first course in the sequence); we slightly modified the breadth of the course to stop at Medieval History, and
- Taught spring 2010 under the new title and number, **HART216 History of Architecture and Urban Planning I**). The numbering system reflects that it occurs in the sophomore year as well as in the summer Track I graduate program for entering students.
- HART 586 Modern and Contemporary Architecture History and Criticism taught Spring 2010 to our graduate students who took HART 515, and was revised in Fall 2010 for our next cohort to be titled **AD322 History of Architecture and Urban Planning II**. This is also required of our junior undergraduates. The final HART course number is in discussion.

With these changes, the Track I students are now required to take all BFA requirements in our undergraduate program except:

- a. edAD350 Building Components (an existing required undergraduate course in materials assembly taught in the woodshop). The materials content of this course – and more - is obtained by graduate students in both Track I and Track II during the 4th semester AD602 Design-Build Studio.
- b. AD102 Technical Drawing, AD200 Pattern Language and Morphology, and AD223 Architectural Design I taught in the fall and spring in the sophomore year, have been combined into the AD223/AD305 Architectural Design I coursework for incoming Track I students, taught in the first summer (incorporated summer 2009). This course introduces students to presentation techniques and requirements including graphic skills, technical drawing, building systems in wood, with integration of foundation systems to support these structures and beginning fundamental design skills with relatively simple building programs. These students take Structures I edAD227 and edAD202 Methods and Materials concurrently during the summer. This group of courses covers core design content from our sophomore year studios and program requirements.
- c. Undergraduate edAD410 Studio (which includes material that is covered in progressive graduate studios edAD700)
- d. Undergraduate edAD450 and edAD451 Thesis and Thesis Preparation, a capstone project for undergraduates. A thesis involving a more complex set of requirements is part of the Graduate program AD760 Thesis Prep and AD800 Thesis.

See attached programs reflecting committee approvals for both graduate and BFA degrees at the end of this report.

How these changes affect our students

The entering 2009 cohort of Track I students meet these requirements. Students in the current Track II program must show evidence of all transferred or waived coursework with documentation or make up these courses. In regard to additional professional

electives, these students may take directed studies, work in offices that meet similar requirements for an IDP transcript, and/or submit portfolios from relevant life experience. As these program changes affect this current Track II Thesis cohort the most, we met with the group together and individually during summer 2009 and subsequently to discuss the changes and review their transcripts, portfolios, course materials, papers and exams in all affected courses to determine their requirements to fulfill the revised program.

The College recognizes that our 4+2 internal architecture program must also set clear requirements for our students and academically meet the requirements of our graduate program. Students in the undergraduate program have been taking Architectural History electives and Sustainable Architecture through advising, which is required throughout the year in the undergraduate program and preceding registration each semester. We are working with the Academic Vice President to insure that these revisions and additional requirements in the undergraduate program comply with NASAD and NEASC as well as the requirements of the affected departments to codify these changes and reflect them in required coursework. The History of Art Department, formed Spring 2009 out of an overall Critical Studies major, continues to work with us on the nomenclature and fine tuning of these history courses.

The Track I program with these additions now has 102 credits, increased from 101. The revised Track Requirements were forwarded by the Head of the Graduate Program in October, and approved by the Dean of the Graduate Program; they were approved by the Graduate Council, made up of faculty members from each of the graduate programs in the college, in November, 2009. We have also made several proposed minor sequence changes in the 4+2 pre-professional program, which were in place commencing spring 2010 semester: 2-course sequence in History, Structures IV and Sustainable Architecture. These were reviewed by the Academic Vice President and the Program Curriculum Committee, and approved December 2009.

!!! These changes will be forwarded to the Commonwealth of Massachusetts Board of Higher Education in 2010. With these changes, all curricular tracks of the Master of Architecture degree match and dovetail with increased requirements in our BFA program. Additionally, at our faculty meetings in Spring 2009, we used the Draft 2009 Conditions as the basis for developing changes to the content of these classes to fully meet the Student Performance Criteria. We are continuing to update these changes using the Final version of the 2009 Conditions and Procedures requirements. We are also revising all of our course descriptions to meet the standards in the Final 2009 Conditions Appendix samples.

Development and review of the degree curriculum with cohort school administrators

We have remained in contact with our state university colleague at U Mass Amherst, Steve Schreiber, Head of the Graduate Program, to review our requirements and comment on our approach, content, and sequencing, as well as specific questions on their program coursework that satisfies various Conditions. Steve has had experience in guiding two schools under his leadership to accreditation. U Mass Amherst is also a state university under the requirements of the Department of Higher Education (DHE, formerly the Board of Higher Education) in Massachusetts, as we are. His comments have been invaluable. We have also spoken to Lee Peters, Director of Foundation Studios at the BAC, who is one of our alumni, comparing our program approach, our

students and the marketplace with the BAC. We have also met with Ian Taberner of the BAC, who directs their graduate program and has been helpful in his commentary and who has attended reviews of our graduate studios and recent thesis preparation class. Though our program, having a strong design-build content, is dissimilar in how we teach studios and structures/environmental systems, these continued conversations have been extremely helpful.

Along with our architectural history faculty, we additionally reviewed the history curriculum of the local accredited schools, and used these courses as our base in developing our courses and in hiring our new history faculty. The history curriculum is discussed in greater detail below.

In November 2009 we met with area architecture school faculty at an Educational Forum held at the Build Boston conference organized by a committee of the Boston Society of Architects, including faculty and administrators from MassArt, UMass Amherst, RISD, MIT, BAC, and Wentworth. This group is planning to follow up with another meeting seeking to develop a regional collaborative project for our students. We will continue to create opportunity for these conversations locally among our cohort schools, as well as at annual conferences.

CURRICULUM

Curricular content

Building Design Studio Sequence

In spring 2009 faculty met to review and recast the design studio sequence of projects relative to the VTR commentary and our design/structures/environmental systems goals for each term. We have generally paired the studios and structures courses to have overlapping content to reinforce the use of these systems in buildings as they are designed. As a practical matter, we insist that our students at all studio levels incorporate structural systems into their designs. We reviewed the prior year and made changes to add complexity and type to the project sequence, including those graduate studios to be taught for the first time fall 2009 and spring 2010. We mapped out curricular content ability areas for each studio for our entire program, including paired studio elements with our structures sequence, building/project types and length of project. As the studios progress, the main project increasingly becomes the single project for the studio, requiring greater complexity of program type and enabling the students to design in progressively more depth and detail. Time has been added at the end of the studios to allow focus on presentation and graphic skills. These studios as a group cover a range of scales.

Design Studio Hours

Studios in the BFA program and graduate first three semesters (Track I) meet twice a week for a total of 6 hours, with faculty office hours, studio critiques and reviews in addition; graduate Track II studios (semesters 4, 5, and 6 for Track I students) meet twice a week for a total of 10 hours a week, with office hours, critiques and reviews in addition. The summer AD602 Design-Build Studio meets essentially full time over 10 weeks, with additional time as required to complete construction by mid-August.

Invited adjunct faculty have included:

- AD700 Fall 2009, **Matthew Frederick**, who has a B. Arch from the BAC, is President of Frederick Design Studio and has teaching experience at our sister institutions, BAC and Wentworth Institute of Technology; his publications include:

101 Things I Learned in Architecture School; “Bringing Urbanism Home,” September 2009 Architect Magazine; “Radical Urbanism,” Summer 2009 Architecture Boston Magazine.

- AD700 Fall 2010 **Hank Reisen** AIA and **Heinrich Hermann** (team teaching the course) who both have taught at RISD. Hank is a published design-build architect, and Heinrich has a practice that focuses on details and is also published.
- AD750 Spring 2010, **Paul Paturzo**, a nationally published architect is assisting our Program Head, Patricia Seitz, AIA LEED AP in AD750, Architectural Design VIII, the integration studio in which students worked with an existing building as well as new construction to design and produce a Design Development set of drawings.
- **Gina Foglia**, LA Fall 2009, Sustainable Site Design, Gina has taught LA classes extensively at Harvard when Harvard managed the Landscape Institute and continues to be a part of the program in its current home at the BAC
- **Nadine Gerdts**, LA Fall 2010, Making Cities Work, an urban design and landscape seminar. Nadine has taught at RISD, and also runs the very successful Summer High School Program at the BAC.
- **Will Roberts**, Fall 2009 AD745 Real Estate Development
- **Courtenay Wallace**, Fall 2010 AD216 AutoCAD and Space Planning
- **Amy Finstein**, Spring 2010 and Spring 2011 HART273 American Architecture
- **Victoria Koppel**, Fall 2009 HART600 History of Modular Housing

History of Architecture

See under History SPC areas, below. We added a two-course architectural history survey requirement to the graduate and undergraduate program, while also adding to the graduate program the requirement for an additional history seminar. We hired two new adjunct faculty for fall 2009, Tanja Conley and Vikki Koppel. A larger discussion of the courses and faculty hired is noted in specific commentary of SPC 13.8, 13.9 and 13.10 below.

Structures course requirements

The Visiting Team was concerned that the full 4-course sequence in structures and mechanical/environmental systems was not incorporated as requirements at the time of the visit. These four courses were made requirements in all programs (Structures 4 was previously an elective in the BFA) and now matches the graduate program curriculum.

Consistent Syllabi and Course Description formats

Based upon the course description template specified in the NAAB 2009 Conditions, we have been revising our descriptions for NAAB use to match this model with review by our Department faculty. Our MassArt College requirements have a longer course description and other elements that remain intact and unchanged to meet the NASAD/NEASC requirements. The NAAB template is in addition to the existing documents on file. Additionally, we cast the course “Understandings” and “Abilities” (using the 2009 Conditions), for each course to be included in the syllabus and project outcomes when we met as a faculty in June 2009 and revisited in June 2010. We continue discussion with our faculty on the format and content to meet our combined NAAB, NASAD and NEASC requirements.

New Courses

During the visit, the team considered quite a few new courses, many of which had not yet been taught. At the next visit, proposed for fall 2011, all required courses will have been taught twice.

PERSPECTIVE 2 PROGRAM SELF-ASSESSMENT PROCEDURES

We have instituted the following to more fully comply with this issue:

- Whole faculty curriculum meetings occur in February, May, June, August and November – meeting at the end of each semester and during the summer to develop curriculum, discuss content, studio projects, sequencing and outcomes. (Meetings occur in the afternoons of faculty day each semester - February and November, in May after graduation, in June at the incoming meetings with graduate students and in August to review the summer session).
- Student/Faculty meetings are held monthly while school is in session during the academic year: to discuss topics presented by students, to give a platform for faculty to discuss curricular goals and present curricular changes, and to provide a forum to discuss/develop/evolve academic responses to new directions in the field. A slot in students' schedules has been reserved each week for meetings to allow them to meet internally, and with other student groups. (Wednesdays from 1-3pm) We also frequently meet before the studios begin (1:30) during lunch.
- Greater participation is planned with our sister schools in discussing academic content, and initiating attendance and participation with ongoing ACSA, AIA and NCARB activities and conferences, as well as continuing work with the Educational Forum attendees of our regional schools that started at the Build Boston conference in November 2009. We are also encouraging and supporting our adjunct faculty to attend these as well. It is our goal to encourage faculty to make presentations of their work and pedagogy and invite discussion on their ideas, research and design work in the context of other schools and the professional field. Faculty are committed to have representation annually at the ACSA Administrators Conference, IDP Conference, and annual meetings as possible with our schedules. Faculty costs are covered for these meetings as well as presentations to any of the meetings. Our program head attends the Administrators Conference each year, our IDP coordinator attended the IDP conference this past fall in Chicago.
- Course evaluations each semester for all courses are required by our union contracts and will be continued in both the graduate and undergraduate programs.
- A summary of issues brought forth from meetings with academic communities, students and faculty will be presented at the start of each academic year for renewed consideration. A draft 5-year strategic plan (June 2009), evolved from these discussions, is reviewed annually (spring) with faculty, administrators and students participating.

PERSPECTIVE 5 STUDIO CULTURE

Since the visit in February 2009 we started meeting formally with our graduate students regularly, to hear their comments and encourage them to get involved with the program and the profession. Based upon these meetings a number of student initiated projects developed, as well as those that support students through internships, and assistantships:

- May 2009, the graduate students redesigned their studio spaces to be more open and requested funds to have this built. Additionally they created their own studio culture policy as their studios are on a separate floor from the undergraduates. Facilities made the requested design changes and the students moved back in prior in the summer.
- Professional organization participation was raised and discussed in the September 2009 full program faculty/student meeting. A student was funded to attend the Summer grassroots AIAS event in Washington and is now running the AIAS Chapter on campus.
- January 2010, students new to the program suggested additional changes to studio spaces, drew plans, and discussed these with program and college administrators. Final designs with small modifications were built summer 2010.
- Several of the Track II graduate students also attended orientation for the Track I students and led them on tours and discussed the program with them.
- We have encouraged them to become involved in AIAS and the BSA, our local AIA chapters. The MassArt chapter has been quite active this 2010-2011 in attending conferences and visiting schools, providing sales of designed clothing and baked goods covering registration and other events this fall. We continue to support our students participation in maintaining the Chapter, supporting fees, providing rooms and spaces for meetings, etc.
- NCARB representative visited the campus to discuss IDP.
- Students designed and maintain an architecture program website, www.ArchitectureAtMassart.org started fall 2010.
- Students designed and maintain the Solar Decathlon website www.4Dhome.us
- Students suggest lecturers, and organize and design the posters for the Tuesday Talks lecture series. It is promoted by the college through marketing as well as on the program website.
- Paid internships for students on campus has dramatically increased and include studio teaching assistantships across the campus, research assistants, working in the graduate program office, maintaining the website, and supporting organization of lecture series and reviews. During the 2009-10 academic year we had 6 total assistantships. For this year 2010-11, we have 24 to date with the spring semester not yet included.
- Graduate students have key card access to the building and their studios 24 hours. Undergraduates are limited to midnight curfews except in the weeks preceding final reviews when 24-hour access is granted college-wide.
- Graduate students are currently revising the studio culture policy for the graduate students, visible at the program website www.ArchitectureAtMassart.org

ADMINISTRATIVE ISSUES

Transcript Review and Advising

In spring 2009 we developed a Transcript Review form for then current applicants, and a Tally Sheet of all courses taken, including transfer courses, for matriculated students. We also clarified and codified policies concerning transfer credits and residency for each Track. Students entering Track I may transfer up to 9 credits and those entering Track II may transfer up to 6 credits into the program based upon successful review. Structures and Architectural History faculty directly reviewed course descriptions, syllabi and papers, research and exams to determine transfer credit in these areas. Portfolio review determined transfer credits in construction, drawing and design courses, reviewed by design faculty (graduate and undergraduate program heads). Faculty advisors also meet individually with each student to craft their program prior to the start of their coursework.

As these students are in session during the summer, we meet and communicate with them monthly throughout the summer. During the academic year, these monthly meetings include all graduates and undergraduates in the program.

- **Tally Sheet.** Subsequent to the ACSA Administrator's Conference in November 2009, we have revised that sheet, and are in the process of collecting and documenting in an advising file and revised tally sheet, all student equivalent work to cover our entire degree, as required by NAAB. This work is ongoing, presently on how to streamline and have the tally sheet for each student accessible online to the faculty advisors, reviewers and program head.
- **Transfer and Waived Credits requirements.** These are under discussion (fall 2010) with the Graduate Council as we have had many applicants who may place within our second semester in the Track I program. We are proposing a policy that would allow a combination of up to 21 transfer or waived credits with a residency requirement. We expect a final vote in December.

Graduation and Completion of degree

- We are also working with the Graduate Council to craft policy on degree completion, and programmed down times during the year. A calendar for the 2011-2012 starting in summer 2011 has been developed and is under discussion.
- Graduation Requirements. We worked closely with the library to craft a document that describes in detail the written and digital requirements of the Thesis Book, a document required in addition to the Thesis review and show.

Financial Resources

2009 Visiting Team Assessment: Expenditures per student were included in the current APR, however there does not appear to be significant evidence of a commitment and clear understanding of support for the M. Arch enrollment. Please see the 2009 Visiting Team Report (below) for further information.

- Although this was checked "met", due to the comment above, we included an updated budget in the September 2009 report. At that time, the Dean of the Graduate Programs, George Creamer, contacted the NAAB offices, Steve Schreiber, Head of the Architecture Program at U Mass Amherst, and followed up with Patricia Kucker, our Team Chair at the last visit to seek clarification on this issue. Patricia Kucker's comments to our Dean specifically addressed issues of financial aid. In a review of our peer institutions, we discovered that our program costs approximately 2/3 of these other programs, and though our aid to students is lower than our peers, the differences between us disappear when lower tuition costs are factored. Dean Creamer's comments were appended to that report. We believe that the budget provided additional evidence of our support and commitment to our students.
- We additionally support our students through research assistantships, course assistantships with our faculty in foundation through senior year courses including studios, structures, and history in the undergraduate courses, and graduate office assistantships, college website updating, and program website design and updates.

PERSPECTIVE 6 HUMAN RESOURCES

Current and Short Term Developments

New Assistant Graduate Dean. In Fall 2009

We conducted a search for a new Assistant Graduate Dean, Jenny Gibbs, who started in February 2010. Her position provides considerable help for our architecture program and includes the following:

- Admissions, Recruitment Materials and Marketing – View Book. Social networking, Updating web content, Brochures, Admissions tracking and Fall open house. Brochures from the design-build studios.
- Organize Open House each November for potential applicants including informal portfolio reviews
- Assist with review of admissions portfolios and transcripts.
- Matriculation - organize orientation events
- Faculty support - Develop opportunities for faculty research to be published, maintain and update faculty and student projects and research on an expanded website; provide support, budgeting and scheduling during the summer session with woodshop and metals shop monitors, and with IT for coordinating computer lab scheduled re-imaging and computer layouts, equipment and student materials budgets.
- This summer 2010, developed an architecture program brochure, provided updated material for the website, and worked with one of our graduate students to be trained in the software program for updating the College program site.
- Ongoing work on website development, brochure development, applicant transcript review
- Review of submitted thesis documents for completeness in technical aspects prior to submittal for signatures.

Academic Advising

We worked with the existing campus academic advising personnel, who are becoming familiar with our program, and will provide support in transcript review issues such as: follow-up with accepted students on course syllabi for transfer credits, and review by the appropriate faculty – History of Architecture, Structures/Environmental Systems curriculum and Design Studios. They are becoming more fluent with our present contingent of students and their undergraduate architecture programs. Student files showing work from these courses are maintained in the graduate program office. Generally, however, the faculty who teach the courses directly review and provide guidance on the applicability of transfer coursework directly to the graduate office and program Head. The Program Head and tenured faculty provide academic advising individually to each student.

Marketing

We set up a marketing program with our Director of Marketing and Communications this spring. Their plan includes presentations to our college Corporate Advisory Board (students presented the Design Build Studio project in February 2010), photography, review and venues to publish student - community projects in the architecture curriculum. Students in the graduate program as well as faculty have become active with them particularly as the design-build project has progressed and generated publicity. A local newspaper, the Boston Herald, had a short article at the commencement of construction, in July 2009. Dwell Magazine posted an online article on the project,

described in the September 2009 report. Other venues included - the Chronicle of Higher Education, Folio, and the Mission Hill Gazette (the local neighborhood in which this project is built), as well as the Boston Globe.

Additionally, as we are now in fundraising for the Solar Decathlon, a group of faculty and students and alumni are directing this project, and through mentoring from our MassArt Foundation Director, are working to cultivate a large group of present and future supporters for our program. Along with the program head, they have presented to the MassArt Foundation and The Corporate Advisory Council, and developed a marketing brochure complete with fundraising goals, cost estimate and levels of contributions.

Funding

We set up accounts with the College for donations both monetary and in-kind: one for the graduate program in general established in 2009, and the second for the Solar Decathlon, started this past summer, 2010. These are tracked through the business and MassArt Foundation office, and used to process the donations received for the summer design-build program, solar decathlon and the program in general. Patricia Seitz met with the Corporate Advisory Group in Winter 2010 and continues to meet with this group in adding new members that are professionals in architecture, interiors and construction.

Urban Arts

We further engaged with Urban Arts (a private organization with MassArt affiliation) to stay connected to the BSA programs and events, and to work with their staff to schedule events through their organization and ours, particularly in sustainability and community partnerships through the BSA.

Adjunct Faculty

Though we have a large population of adjunct faculty, they have historically been brought into detailed planning issues of the program and have helped lead program faculty discussions on curriculum development. They are fully involved in curriculum reviews relative to the new 2009 Conditions, academic advising, and we support their attending conferences and symposia relevant to their interests, course content and proposed research.

Lecture Series

Outreach to the profession for lectures, through our "Tuesday Talks" series started spring 2009 semester. These are well-received by our graduate and undergraduate students.

2009-2010 included faculty and visiting lecturers:

- **Ed Allen** – "The Poetics of Brickwork"
- **Stefan Behnisch** – "Current Projects, Concepts and Ideas"
- **Mitch Ryerson** – "Public Seating as Habitable Sculpture"
- **Bob Lowe and Ed Wonsek** of Arrowstreet, "Inside the Box: Graphic Design in the Architectural World".
- **Marc Rosenbaum President of Energysmiths** on energy and HVAC systems for deep retrofits and new construction.
- **Susan Cranmer**, one of the first women carpenters unionized in the Boston area.
- **Jeff Schantz**, an alumnus now a partner at HOK specializing in design of scientific, educational and medical complexes around the world.

- **Ed Allen, FAIA**, who supplemented the content of the AD700 studio advanced graduate studio.

Our 2010-2011 academic year series includes for Fall 2010:

- 9-28-10 **Sergio Mazon** – “The Art of Architectural Lighting”
- 10-12-10 **Ed Allen, FAIA** – “Wellsprings of Architectural Delight”
- 10-25-10 **Renee Chow, Associate Professor of Architecture, UC Berkeley**, and Principal, Studio URBIS, on her new book, *Suburban Space, the Fabric of Dwelling*, a proposal of design and construction methods for China
- 11-2-10 **Jeffrey Klug – Partner, Butz and Klug Architects** in Boston, about the design process with a particular client and the nature of collaboration
- 11-23-10 **Hans Porschitz**, Research and Development Consultant for several German prefabricated housing manufacturers, after graduating with an engineering degree in Wood Technology from the University of Applied Science in Rosenhelm, Germany. He joined Bensonwood Homes in 2000. Bensonwood will be assisting in the fabrication of the Solar Decathlon Home designed by our students.
- 11-30-10 **Jan Wampler**, Professor, Department of Urban Studies and Planning, MIT. “A New Definition of an Architect”

Spring 2010 lectures are still being finalized but include:

- **Rick Lowe**, a Loeb Fellow, who spoke at the Administrators Conference in 2009 on community partnerships
- **Andres Mignucci**, FAIA and former head of the AIA in Puerto Rico and who has taught extensively in the University in San Juan
- **Paul Zafariou**, Principal at Lam Partners (lighting design)
- **David Fixler**, FAIA, LEED AP of EYP in Boston whose area of expertise is historic preservation
- **Margaret Hickey**, Professor of Structural and Environmental Systems at MassArt on “International Brickwork”; and
- **Laura Fitch**, of Kraus Fitch Architects specializing in co-housing. It is our goal to seek out speakers who support our mission statement goals as well as respond to student interests.

The program funded these lectures and is committed to ongoing year-round funding to support these lectures each year.

Reading/Discussion Group

Graduate students at the close of the spring 2009 semester suggested a forum to discuss a series of current ideas in the field. Some of these will be reflected in upcoming Tuesday Talks, attended by students and faculty on campus each semester. One of the suggestions from meetings this summer included “modular housing” as a topic. In response, we engaged a new adjunct Architectural History seminar faculty, Vicki Koppel, whose area is modern architecture, to develop a graduate seminar, taught fall 2009. We continue discussions with our students on future topics with a broad interest. Much of the informal discussion has been reflected in the selections of lecturers for our “Tuesday Talks” series.

**PERSPECTIVE 7
HUMAN RESOURCES DEVELOPMENT**

Faculty Research and Creative Work

Recognizing that we are a small program, with full time design faculty who have spent the majority of their focus on teaching, academic administrative duties and practices, we have endeavored to use our evolving and enlarging program as an opportunity to hire faculty with greater diversity in ethnic and professional backgrounds. Our new adjuncts include published practitioners with ongoing research, practitioners who have a larger range of projects and have taught in other NAAB accredited programs, and faculty native to other countries with wide travel experience and varied ethnic backgrounds.

- **Lawrence Cheng**, who teaches the edD320 Architectural Design III studio will be presenting at the ACSA 99th Annual Meeting at McGill in March on Giancarlo DeCarlo's work.
- **Margaret Hickey** is working on text that documents her approach to combining structural and environmental systems in a series of four comprehensive courses, as it is taught at MassArt. Two of our students have assistantships to help her develop course materials and provide support images for her new text. She is also developing computer learning tools for teaching sustainable energy issues.
- **Robert Coppola, a graduate of Catholic University B. Arch and an MA from Cornell** whose architectural photography work is in many permanent collections including the Library of Congress.

That being said, we recognize the need and desire among all of our faculty to have support in projects and opportunities both inside and outside the program. We are working on codifying a policy in our draft strategic plan to further support research, publication, and attendance at conferences. Additionally, we have identified areas in which we can, once this program is established, begin to expand and develop publications. We are also working to obtain funding both on campus and through marketing to develop our long-term adjuncts and create an environment that supports and reflects a faculty who are continuing to engage the field both outside and within the academic environment. Our five-year plan aims to expand this through hiring of new faculty whose interests and achievements include research and publication, faculty whose practice includes a broad range of project types and sizes, and academic support of our existing faculty on campus in research projects.

Significantly, it is important to clarify that our faculty, are primarily "practitioners" in the field, whose architectural projects and/or research have been built and/or published, and that this standard meets our institutional requirements.

A policy outlining opportunities for faculty and student growth inside and outside the program is included in the goals of our strategic plan.

Faculty Resource Planning

Faculty Development. Our plan includes promoting faculty to part time permanent and full time positions in the graduate program, or shared with the undergraduate program, as resources allow. This summer we were able to increase faculty per course remuneration through the graduate program.

Faculty Diversity

Expand the diversity of our faculty body to include ethnic, educational background and a diversity of experience in practice, taking our program evolution as an opportunity in hiring. For 2009-10 we have hired a wide ranging group of adjuncts - two new architectural history faculty (University of Belgrade, Cornell and Yale); an African

American Interior Architecture faculty member; COURTENAY ? three new architectural design studio/electives faculty; a developer with wide teaching and professional experience in Real Estate Development, and a Landscape Architect. In the summer and Fall of 2010 we hired a community building in Landscape Architecture with teaching experience at the BAC and RISD, two faculty with Design-Build experience and teaching experience at RISD, and faculty in technical courses with practices for Revit (Annette Popp from Winter Associates, and AutoCAD. We are seeking academics who have experience teaching in NAAB accredited schools – this includes architecture, preservation, urban design and interiors experience, details and materials development and expertise, research and/or publications. The new design faculty also have large, complex and varied building type and structural design portfolios.

Lighting Program Electives

Patricia Seitz, Head of the Graduate Architecture Program received a grant from the Nuckolls Fund this spring to fund new lighting faculty to teach a two-course lighting sequence on sustainable lighting over the next four years. This grant supports a new adjunct for each of the courses. The first course was taught fall 2009. The faculty member is a Project Designer at Lam Partners a well-published and renowned lighting design firm with projects nationally and worldwide. We will also be including lighting professionals in our lecture series “Tuesday Talks” each semester to complement the coursework in the 2010-2011 academic year.

Expand Research Opportunities and Endowed Chair

As a school that incorporates elements of design/build we have initiated a campaign that will formalize over the next year to develop income streams from manufacturers (we have identified several in the lighting industry, for example), to support program evolution, faculty education, research and publication, as well as products and fabrication donations for existing and ongoing design-build projects in the curriculum. During the next 10 years we plan to develop relationships with industry leaders, with a long term goal to provide sufficient funding for an endowed chair in the program. We have met with Dean of Graduate Programs, and new MassArt Foundation Director, Hunter O’Hanian, to formally establish goals and a campaign this **Fall 2009 ?**. The outcome of this meeting has become part of our strategic plan. In Winter 2010, Patricia Seitz presented our community outreach programs to the Corporate Advisory Board, which is developing new members from the architectural and construction industries, as a means to expand corporate and professional knowledge of our program, as well as generate funds and develop partnering opportunities for our program faculty and students. A group of students and faculty have been meeting all summer and fall every other week to generate potential sponsors for the solar decathlon, as well as understand how to convert donors to this project to future friends of the program.

Student Resource Planning

Lighting/Materials Lab. We plan to develop a lighting and materials laboratory to support design and prototyping in the studio projects across the curriculum. We are working with our new lighting faculty members to develop manufacturer donations in support of the Nuckolls Fund lighting grant. Our goal is to provide opportunity for students to design and develop lighting systems and to begin to work with other program students, community partners and professionals in future joint projects. Several local manufacturers have already expressed interest in working with us to build the lab and support the solar decathlon project.

II. Part II Narrative Response

Areas Not Met and Actions taken since February 2009 visit

STUDENT PERFORMANCE CRITERIA

Conditions Not Met

Student Performance Criteria

13.2 Critical Thinking Skills (Track I)

13.3 Graphic Skills

13.11 Use of Precedents

13.13 Human Diversity

13.14 Accessibility

13.15 Sustainable Design

13.17 Site Conditions

13.18 Structural Systems

13.19 Environmental Systems

13.20 Life Safety

13.24 Building Materials and Assemblies

13.32 Leadership

Conditions Not Yet Met

13.2 Critical Thinking Skills (Track II)

13.3 Graphic Skills

13.7 Collaborative Skills

13.8 Western Traditions

13.9 Non-Western Traditions

13.10 National and Regional Traditions

13.16 Program Preparation

13.21 Building Envelope Systems

13.22 Building Service Systems

13.23 Building Systems Integration

13.25 Construction Cost Control

13.26 Technical Documentation

13.27 Client Role in Architecture

13.28 Comprehensive Design

STUDENT PERFORMANCE CRITERIA

Conditions Not Met

13.2 Critical Thinking Skills (Not Met and Not Yet Met) – addressing both Track I and Track II students

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

Met	Not Met	Not Yet Met
[]	[X]	[X]

The Team was unable to review Thesis for our graduate students as this course had not yet been taught, but felt that the criteria in AD450, our undergraduate thesis research semester in part achieved this outcome. As their theses were in production during the visit, they were unable to see the evidence of their research demonstrated in completed design projects. Modeling our existing AD450 Research - Senior Degree Project in the undergraduate program, the graduate program incorporates **AD760 Thesis Preparation** as the primary vehicle for this Condition, with the application of their research in **AD800 Thesis** in the following semester. Thesis has been a central part of our undergraduate curriculum and is mirrored in the graduate program as a significant endeavor and benchmark for each graduate student. The first graduate version of AD760 Thesis Preparation was taught in Spring 2010 and their design review occurred in early November coupled with a Thesis Show in one of our galleries. They are now in production of Thesis books. This group will finish at the end of fall 2010. At the time of the 2011 visit, the second cohort will be in process with their design work, and will have completed their research. This course broadly addresses the *new* material in Realm A, “Critical Thinking and Representation”, matches the 2009 Conditions A.2 Design Thinking Skills.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

Met	Not Met	Not Yet Met
[]	[X]	[X]

In AD102 Technical Drawing and AD319 AutoCAD and Space Planning (which includes 3D modeling), both preliminary courses, students learn the basic techniques of drawing, perspective, and rendering freehand, followed by AutoCAD and/or Revit and 3-D modeling. Similarly, in AD202 Methods and Materials, students learn the basics of structural design, wood framing principles and model-making. These skills are built upon in each subsequent studio as students continue to use 3D and 2D computer programs, and model-making using the structural framework as an analog for the construction process in their studio projects. This combination of drawn *and* built project representations is required in every studio, and is a program element that supports our central mission that the students understand construction systems in context of a studio project, and develop the future ability to work directly with fabricators, suppliers and general contractors.

Recognizing that at the time of the visit, the design-build and later studios had not yet been taught, we believe that during the design studio sequence, in the last 4 semesters of the graduate program, the students have now completed this criteria. These courses address prototype development sketches and models, sketches for construction, technical drawings in the development of program, construction drawings in the design-build studio AD602 - 3D modeling skills for increasingly complex projects and construction systems, and increasingly complex detailing in AD700, AD750 and AD800 the thesis. We believe that we have a strong technical drawing program that in the beginning of Track I studio as well as the undergraduate program studios, prepares students to draw plans, sections, elevations and details, and 3D building perspective sketch concepts as well as modeling in AutoCAD and Revit. We also have a strong

elective in free-hand rendering, as well as workshops in new software, additionally our students present sketches in material such as charcoal, marker, watercolor and other media.

Our central mission of also having students succeed at model-building to support their understanding of construction systems in each studio may have detracted from the drawings which are required in each studio, and were presented. We will insure that final drawing components for each studio are clearer in each syllabi and course outcomes in all future work of the students. We have also allowed time in the studios for students to make cogent and graphic presentations of their work using a variety of digital media and modeling software, hand drawings and built models together in their presentations.

13.11 Use of Precedents

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

Met	Not Met	Not Yet Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

With the inclusion of a history sequence, the precedent studies in the studios will be able to link the historic, both past and present, with their design studios. The new architectural history faculty as well as the existing architecture history faculty have agreed to attend reviews, and periodically come into the studio classroom to lecture on historic material relevant to the studio project. We believe that the combination of a strong history sequence, and the participation of these faculty in our studios supports the studio course requirements in researching and analyzing precedents in the design process.

The revised matrix and work completed since the last visit shows AD223/AD305 Architectural Design I, AD310 Architectural Design II and AD320 Architectural Design III meet this criterion in the Track I. AD223/AD305 is the first Track I studio. AD310 includes an urban neighborhood analysis, a mixed use multi-storied building including artists residences, studios, galleries and other commercial/industrial use in a mixed urban site accessible to the studio. The AD320 studio course also includes precedent analyses of the proposed urban site. The precedent analyses for both projects includes elements of urban design and the generation of cities and neighborhoods, building precedents that incorporate elements of the building programs in each studio, user groups and systems, as well as precedents from multiple cultures where these issues are primary. The studio faculty and history faculty have teamed to review student precedents through reviews, and discuss the strategies these have for their designs. Students are required to pursue those ideas researched into their studio projects. In general, studio projects throughout the curriculum show elements of precedent research, including Thesis Preparation.

In order to show a wide variety of precedent types we have chosen those courses that show the development of students understanding of precedent studies, with visible outcomes in studio projects, to support the 2009 Condition A.7 which has been expanded to include demonstrated use of precedents in design work. This is visible in revisions to coursework in the past two years of AD310 fall studio, the summer studio AD223/AD305 and in edAD320.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.*

Met Not Met Not Yet Met
[] [X] []

The Team felt that this criterion was *partially* met in AD320 through analysis and observation of local urban places, along with selected readings giving a sense of human behavior in the physical environment.

We now include elements of this criterion in our history courses, as well as in both AD310 and AD320. As a school with a diverse student population, we also encourage each to bring their analysis and precedent studies to bear on global communities and buildings that address multiple cultures (and their own for those who come from outside or other parts of the US). In our presentations on precedents in the studio and with our history faculty, we include both urban and building examples, and have the history faculty simultaneously present examples that can support these projects in their curriculum AD227/AD305, AD310, and AD320, all studios, and in the History sequence, History of Architecture and Urban Planning I and II, where this is linked to the 2009 Conditions A.10 Cultural Diversity.

13.4 Research Skills

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

Met Not Met Not Yet Met
[] [] [X]

The matrix shows AD760 Thesis Prep meets this criterion, which is a requirement for both Track I and Track II students.

The team felt that the criterion is well met in AD450-Senior Degree Project – Research presently in our undergraduate thesis. We have included the course content for AD760, Thesis Preparation in the Graduate program, which mirrors this course but with a far greater degree of research required to meet the standards of a masters thesis.

AD760 Thesis Prep, taught this past Spring 2010, has at its core 2009 Conditions, A.12 Applied Research a new condition as well as A.5 Investigative Skills which replaces this Condition. The students' research is well-documented and was clearly presented as the basis for their thesis questions, additionally they are applying their research to their Thesis Work. Early in November 2010, during an exhibition and review we saw a wide range of thesis research questions and documentation that will be available for the Team Visit in 2011.

13.14 Accessibility

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

Met Not Met Not Yet Met

[] [X] []

The matrix shows AD310 Architectural Design II, a housing studio on a terraced site, meets this criterion in the Track I program. The site, a slightly terraced site will continue to be used for this studio.

Since that time, we have developed a sketch project that clearly allows the students to understand the elements of accessibility – physical, visual and auditory has now been included in the past two Fall semesters (2009, and 2010) included as a preliminary element to the studio. The project shows the principles of accessibility laid out and solved. Through a sketch problem as an introduction to a sloped site, students modify developed contours and add ramps and stairs to manipulate the land and provide accessibility to the middle of the site, for a public place of assembly for music and community gatherings. We have set up the sketch project to include physical ability, as well as provide opportunity for students to explore sensory disabilities through design issues that affect all the senses, that the expanded 2009 Condition, B.2 Accessibility addresses.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

Met Not Met Not Yet Met

[] [X] []

The VTR noted that AD 302 – Sustainable Architecture, required of students in the undergraduate program provides more than adequate understanding of sustainable design. This is now a requirement for not only all Tracks in the graduate program but also in the undergraduate program. In the 2009 Conditions B.3 Sustainability has been elevated to an Ability, and the students are led in exercises to design with ability in addressing building envelopes and systems that also use recycled or other materials.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

Met Not Met Not Yet Met

[] [X] []

The Team felt that this criterion was met in our undergraduate Thesis preparation class, AD450, which we included in the exhibit. As noted above, this course is the model for the graduate thesis, AD760 Thesis Preparation, required of all graduate students in the program. It will be indicated as in this course in the revised matrix. This specific course, AD760 Thesis Preparation was taught for the first time spring 2010 to the graduate students. We note that the AD450 course has been taught to the undergraduates in its current version for the past two years.

Since that time, we have incorporated a thorough understanding of site and context in several studios, that address similar and progressively complex projects and site design issues. In AD310, Architectural Design II, students also become familiar with site

analysis, conditions and various urban neighborhoods, and jointly research many of the factors of neighborhood and site, which they incorporate into their design project. This includes solar orientation, neighborhood, the natural characteristics of site, slope, drainage, etc. In AD700, an advanced studio, students research in depth a denser urban context and analyze the relationship of this context in how they site their building, provide access, respond to the context, and use their understanding of the neighborhood in the design of their project. This is also reinforced in AD750 Studio, where students intensively research their site and the larger impact of the neighborhood on their project, in developing a coherent set of design documents that respond to these issues. This matches the 2009 Condition B.4 Site Design.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

Met	Not Met	Not Yet Met
[]	[X]	[]

The team noted that the sequence of four structures courses in place in the undergraduate program with Structures IV at the time of the visit met the requirement, but noted that it was an elective for our BFA students. We have since made the full sequence a requirement in all tracks and added Structures IV as a requirement in the BFA degree (AD227, AD317, AD327, and AD417). Of note to our Visiting Team, we also include and combine Structures and Environmental Systems Criterion in the same courses (AD227, AD317, AD327, and AD417). The structures curriculum matches and will satisfy the 2009 Conditions B.9. (see below for the environmental systems comparisons).

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.*

Met	Not Met	Not Yet Met
[]	[X]	[]

The team noted that were the fourth course in our structures sequence included and required of all the cohort groups, the criterion would be met. At the time of the visit, the matrix showed this criterion is met in the Track I by AD 227, 317, 327 three of the four Architectural Structures courses. These courses cover structural and environmental systems content. The fourth course in the sequence is now included as required content for all three programs (Track I, Track II and our BFA 4+2 program).

The team noted that these environmental systems courses (AD227, AD317, AD327, and AD417) are well constructed and that the skills sets are met. Structures and Environmental Systems Criterion are combined in the same courses (AD227, AD317, AD327, and AD417). The environmental systems curriculum in these courses has expanded slightly to satisfy the 2009 Conditions B.8 with the addition of vertical transport concepts. The other expanded areas such as acoustics, daylighting, solar orientation and artificial illumination had been previously covered and met this Condition.

13.20 Life-Safety

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

Met Not Met Not Yet Met
[] [X] []

Life Safety will be introduced in each studio with ability being marked in AD310 Architectural Design II and later studios. Life safety issues will appear in each studio with explicit discussion and critique of new concepts relative to the studio level, and follow up with student research and presentations of relevant code issues for their projects in general. These include broadly:

AD310/AD320 fire separations and fire walls, tenant separations, egress, horizontal egress, ventilation and lighting – daylight and solar gain. Students are also exposed to zoning regulations as they apply to the site and research and present documentation to the class on a variety of issues that are supplemented by the faculty as the projects progress in design.

AD750 – students provide a more complete code analysis for the project and create a code analysis for the project that includes zoning, building, fire safety, egress, environmental and other regulations.

It is also included in the AD720 Integrated Systems, taught each fall with issues that focus primarily on the envelope, but also include how to calculate the required number of egresses by distance. This combination of including elements of life safety of increasing complexity in each project, along with specific topics in the Integrated Systems studio, as recommended by the Team, we believe fulfills this criterion. We recognize that in the 2009 Conditions B.5, Life Safety has been elevated to an Ability which we address below in our AD750 comprehensive studio.

The faculty in fall 2009, modified the studio sequence to require that the last studio AD750 Architectural Design VIII, (first taught Spring 2010) become the comprehensive studio. Students in the course last year completed a preliminary construction design development set, which focused on the design of a building using elements of an existing structure which they measured, plans, sections, wall sections, reflected ceiling plans and preliminary plans for one floor for lighting, outlets and wiring, HVAC systems and ductwork distribution, sprinkler and fire alarm systems. Students also provided a code and zoning analysis for the site, obtained town civil and other street plans which were incorporated into their designs. This course will be taught a second time prior to the Fall 2011 visit.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.*

Met Not Met Not Yet Met
[] [X] []

At the time of the visit, the matrix showed AD350 Building Components and Details and AD602 (Design-Build Studio) to meet this criterion. Through faculty meetings on curriculum we determined that the AD350 course would not become a requirement in the

graduate program as the elements it covers are more than covered in AD602 Design-Build Studio (a merging of AD600/AD601 Artisanry + Construction). The combination of AD202 Methods and Materials as a preliminary construction assemblies course, along with the AD602 Design-Build Studio which has now been taught for two consecutive summers does *partially* satisfy material assemblies in a demonstrated and real way for each of the students. We added additional content through the two advanced studios to reach 13.24 and the 2009 Condition B.12, Building Materials and Assemblies, which has a slightly higher level of content and understanding of material selection and application in more complex designs.

These two construction-based courses introduce and provide opportunity for practical experience with materials applications and performance, construction products, and components, though the projects are limited in size and scale. Recognizing this, we determined that later studios, including AD700 Architectural Design VII and AD750 Architectural Design VIII, would include to a much greater extent the detailing of assemblies in larger and more complex projects. This combination will reinforce understanding of this criterion in large-scale projects. Students use their experience in building to inform their future detailing efforts. Materials and Assemblies are also looked at in other courses – Sustainable Architecture focuses on detailing existing and new wood frame construction in a net zero or near zero context. Integrated Systems focuses on these same principles in a review of systems and assemblies through the envelopes of curtain wall construction. The combination courses that address these issues at these multiple scales and material types serves to together to form a cohesive understanding of this condition.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities.*

Met	Not Met	Not Yet Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Though not articulated as leadership in language – we have used words such as community building, for example - the *required* Design-Build Studio AD602 is a course in which the students have experienced last summer not only leadership, but the role of collaboration in the profession. An explicit program goal in our material is to have students understand the importance of community participation and the development of a sense of community. As an example, in the course summer 2009, students in the Design-Build Studio worked collaboratively with their client from the Carter School, Marianne Kopaczynski, Principal, and her staff throughout the summer. The Carter School serves special needs students, most in wheel chairs. The students designed a “multi-sensory entry way to learning” – a 60’ long shelter to protect the students from rain, snow and sun while accessing the chair vans. In summer 2010, the students worked with administrators and teachers in the summer camp program of Massachusetts Audubon Society to design and construct an outdoor classroom for grade school children. Both projects include the same parameters. The Carter School project is described below:

In the design phase, they worked together with several structural engineers, one who volunteered his time to the students and one from the Facilities Department of the

Boston Public School system who required changes in the design details as they developed technical construction drawings. The students reviewed their plans with the Boston Public School administration, and received permits from the Building Department. They provided cost estimates for the project, compared materials selections, bought out the project construction materials and ran the construction site. During the bid and construction phases, they also sought and received material and volunteer donations, working the details and managing the crews on site. They received materials donations from Structure Tone (a general contractor), Boston Sand and Gravel, and Mahoney's (plants), and discounts from many materials suppliers. They managed a group of young men from Dorchester District Court community service program during construction of the project for a number of days.

The students detailed the connections between dissimilar materials with manufacturers and fabricators collaboration, and they designed and constructed a project serving the needs of the Carter School students as well as those of the agencies and engineers. They have demonstrated the ability to both lead and manage these diverse groups as well as work alongside them at different stages in the design and construction of the project. They have acted as managers of the overall project, developing cost estimates, creating marketing materials for obtaining funding, developing details and construction assemblies, and scheduling the project from design through on-time construction. They have grown as a team and a community of designers and builders. Equally, they have formed a strong community bond as a group of students. In the September 2009 report we attached documentation of this process and project – photos and documents made by the students in the course.

We also added content to the AD770 Professional Practice course to supplement this material emphasizing the composition of the project team, the collaborative process, the fiduciary issues and the responsibility of a licensed architect to promote growth in the health, safety and welfare of projects, neighborhoods and communities in the creation of their designs through project and pro-bono work.

The 2009 Condition C.6 Leadership, is revised to include the collaborative process of leadership in our community. Our Design-Build program not only demonstrates Leadership, but provides a setting in which students discover and participate in a process that teaches ethics and the social responsibility of architects.

As a school that has a strong history of community engagement, we also have provided opportunity for community collaboration and leadership in many professional electives. Products of many courses show the examination of community issues, (Making Cities Work Fall 2010), or achieve products that will be presented to community groups as a product of the thesis projects of many of our first cohort. Almost every thesis had some element of community engagement at the core of its research.

Around campus, the Community Design Resource Center, a private non-profit equally funded by the Boston Society of Architects and the Boston Architectural College, is encouraging the linkage of local architecture school students to design and construct architectural and urban planning projects. Acting as a clearinghouse for community partners, they have provided an organizational format setting up community contacts for joint projects for students from those architecture programs who have community based projects in their curriculum - MIT, Harvard GSD, Northeastern, Wentworth, The BAC, RISD and MassArt. One of our tenured faculty, Paul Hajian, a long-standing member of

this organization, has acted as Board Chair as well as President and has been working with many member professionals from the Boston Society of Architects to build and develop this opportunity. The first meeting of architectural program administrators took place in November 2009 at Build Boston.

We have clarified the language in our program literature, and revised mission statement to make the connection between leadership and community more explicit, and reference it to the 2009 Conditions.

CONDITIONS NOT YET MET

13.2 Critical Thinking Skills (Track II)

13.3 Graphic Skills

Both of these areas have been addressed in “Conditions Not Met”. Please refer to the response, above. We see Critical Thinking Skills as a significant element in their Thesis Preparation course, as well as demonstrated through papers in their required architectural history courses. Graphics Skills that include the range from hand drafting through to REVIT and AUTOCAD and similar software are requirements in the program, and presentation clarity and the ability to assemble a cogent design project is visible in the studio projects progressively, as well as in the software coursework generally.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.

Met	Not Met	Not Yet Met
[]	[]	[X]

The Team noted that our alumni discussed collaboration in some detail in which they noted our community service projects were an important element of our program. With the AD602 Design-Build studio, this has allowed us to permanently add it to our program. Indeed, this is an element of the curriculum, covered in several Conditions, that is a primary element of our mission. We included this Condition in our matrix for the AD600-AD601 now termed together, AD602 (Design-Build studio), which has now been taught twice. We reference the comments under 13.32 Leadership above, and included images from the course in the “Supplemental Documentation” section of the September 2009 report. This also supports the 2009 Condition Realm C “Leadership and Practice” – C.1 Collaboration in which students work in multi-disciplinary teams to successfully complete design projects. These design-build experiences always include structural engineers, and engagement with landscape architects within the expanded field. At both the Carter School and Drumlin Farm they also engaged professionals outside of practice - teachers, administrators, environmental engineers, building inspectors and officials in the development of the project and the obtaining of permits. C.3 Client Role in Architecture, C.4 Project Management, C.6 leadership (discussed earlier), C.8 Ethics and Professional Judgment, and C.9 Community and Social Responsibility – the latter a new area in the Conditions that the Design-Build course addresses directly. Many of these latter Conditions are further supported in revisions to our Professional Practice course that tackles the issues from the perspective of the Architect’s Office.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.*

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met Not Met Not Yet Met
[] [] [X]

Historic Traditions – Western, Nonwestern, National and Regional

In association with our architectural history faculty in the summer of 2009, we researched other NAAB accredited program architectural history courses, and designed a two-course required sequence for our students that met what our combined faculty believed to meet the standards of the new combined Condition A.9 Historical Traditions and Global Culture from the 2009 edition. A history of that process follows:

In fall, 2009, the program commenced a required architectural history sequence (HART 515 and HART 586), focusing on global and national issues in architecture and urban design. As a prerequisite to the History of Modern Architecture, which focuses on critical thinking and theory, the first course, World Architecture Traditions, represented a survey through 1750 of the basic canons and traditions in the field. Modified at the end of Fall 2009, the first sequence was shortened to end with medieval architecture, matching our Structures I course content that covers compression structures and renamed History of Architecture and Urban Planning I. We teamed this course with Structures I and Architectural Design I to strengthen understanding of such structures in design, analysis and historic context with an understanding of how these precedents have impact on the design of modern structures. We designed the second course, History of Architecture and Urban Planning II as a continuation, beginning with the Renaissance through Modern, as a prelude to the traditions that form the basis of content in modern architecture. Both courses have significant writing components. Although the courses represent a traditional sequence in architectural history, the underlying pedagogy and our goal in hiring a faculty member for the sequence was to identify scholars who are passionate about the field of history as it might inform design in the present, and who were also interested in attending critiques and working with students to identify the material, structural, historic and theoretical relationships between their studio projects and historic topics.

Jointly with the History of Art Faculty, we interviewed a wide range of potential faculty. We hired Tanja Conley, who obtained a Ph.D. from Cornell University, College of Art, Architecture and Planning in the History of Architecture and Urbanism Program in 2003, and a Master's Degree in the History of Architecture and Historic Preservation from the Technical University Belgrade in 1997. She has taught previously in the faculty of

Architecture in Belgrade and University of Texas at Arlington with survey courses in the History of Architecture I and II, as well as seminars in The Museum and the capital cities of central Europe. She comes to us with a great interest in making as well as a deep interest in city form and planning in cities throughout the world, and has travelled extensively.

The existing course descriptions and weekly syllabi have been extensively reviewed by Architecture and History faculty and were included in the March 2010 Request for Initial Accreditation NAAB report. The format of the above courses are lecture/discussion, and feature a substantial writing component, in which students are responsible for exam essays, written responses to readings, and a cogent critique of a building and/or urban design.

Faculty in both the Architecture and History of Art Departments, in discussion with our graduate students, also identify additional architectural history courses each semester for those students interested in more narrowly defined topics. Architecture will create new courses with visiting adjuncts as might be requested by a large cohort of our students as a seminar. Each semester the History of Art faculty will provide slots in their undergraduate architectural history courses, providing graduate reading seminars to complement these courses.

An example of a new course, created by our department was taught fall 2009. In spring 2009 the graduate students discussed an interest in modular housing. In response to this, in fall 2009 we invited Vicki Koppel to work with a small group of interested graduate students on this topic. Vicki studied with Vincent Scully at Yale University, where she received her Masters in Architecture, and acted as his teaching assistant in his courses over three years. She has also studied at Columbia University where she worked with Kenneth Frampton, University of Paris IV, Sorbonne, and Smith College. She has worked with a number of architectural firms professionally, including Hammond Beeby Rupert Ainge Architects in Chicago. Her seminar, HART4XX History of Modular Housing, was taught fall 2009. *A draft syllabus for this seminar was attached in the September 2009 report.*

Courses listed in the History of Art Department that graduate architecture students may elect to take with additional work required include the following (a selection of courses will be offered each semester):

- HART210 History and Development of Modern Furniture
- HART212 Medieval Architecture: Castles and Cathedrals
- HART240 Art and Architecture of Ancient Mesoamerica
- HART257 Islamic Art and Architecture
- HART273 American Architecture
- HART286 History of Modern Architecture
- HART295 Design History
- HART302 Egypt of the Pharaohs (Travel Course)
- HART320 Villas and Gardens of the Italian Renaissance
- HART373 Architecture of Boston
- HART600 Graduate Directed Study (topics and faculty determined individually between student and faculty member)

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.*

Met Not Met Not Yet Met
[] [] [X]

The visiting team found evidence that program preparation is being met in the course associated with AD450 – Senior Degree Project. This course was the model for AD760 Thesis Preparation in which this condition will be met. The graduate course content was expanded and taught spring, 2010 for the first time. As noted above, the content also covers in part the requirement for A.1 Communication Skills, A.2 Design Thinking Skills, A.5 Investigative Skills, A.11 Applied Research.

13.21 Building Envelope Systems

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

Met Not Met Not Yet Met
[] [] [X]

When the Visiting Team was on campus, the first cohort was taking Integrated Systems so they were not able to see the final course results. AD401 Integrated Systems content has been designed to complement the studios and has been taught since Fall 2009. The courses described below together combine to provide students a detailed and broad range of experiences in designing building envelopes. Using the 2009 Conditions, this course covers A.4 Technical Documentation, B.10 Building Envelope Systems, partially covers issues of B.3 Sustainability in larger buildings with curtain wall construction, and is a lead-in course for our comprehensive studio AD750.

In the revision of our program and curriculum sequences, building envelopes are covered in all the studios in the graduate program through wall sections, building sections, individual details and assemblies involving increasing design complexity. This culminates in the last studio before the thesis, AD750, in which they detail envelopes, building service systems and integrate these systems into the building design and construction. This last studio was taught for the first time this spring 2010.

It is also supported by AD302 Sustainable Architecture, which includes wood frame systems of both existing and new structures, covering in detail building envelopes in energy-saving retrofits and new construction, specifically addressing the residential home industry. Students are exposed to and research these assemblies for insulation, moisture control, rain barriers, and air leakage in these building types, and design details for their own apartment or one of a colleague in the program (much of the local housing stock nearby are wood-framed triple-deckers). This course also includes all previous content in the broad range of issues of sustainable design. In the next course, AD720 Integrated Systems, they review these details and systems as applied to commercial buildings of steel and concrete frames, and explore curtain walls and similar construction, analyze existing buildings and develop details to manage existing and new

construction. The comprehensive studio, AD750, provides a project that requires integration of these concepts.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

Met	Not Met	Not Yet Met
[]	[]	[X]

We address this condition in three of the 4-course sequence in structures and services systems, combined. Structures II includes plumbing, insulation and domestic heating; Structures III includes electricity, wiring and lighting; and structures IV includes acoustics, HVAC, passive solar, sprinkler, fire alarm and elevators. Additionally, Sustainable Architecture, addresses domestic heating systems and passive and PV solar design as well as other alternative systems (wind, geothermal, tidal, etc.), and AD401 Integrated Systems includes the integration of commercial HVAC systems into building design.

The team commented that they felt it would be met by the combination of Structures II and AD401 Integrated Systems, noting that the latter was in process but not yet complete at the time of the visit. These courses have been revised, and in combination and including the Structures sequence I-IV, include specific reference to the topics in the course descriptions and syllabi that address this content clearly. This combination of courses also addresses B.11 Building Service Systems from the 2009 Conditions.

13.23 Building Systems Integration

Ability to assess, select and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.

Met	Not Met	Not Yet Met
[]	[]	[X]

Building Systems are covered in increasing complexity and depth in every studio. Students gradually apply building systems integration in the Track II studios, with a pairing in Track II semester 5 of AD700 Architectural Design VI, (they have a first pass at the full building system integration) and Integrated Systems AD720. They follow up in AD750 Architectural Design VII, where they should all achieve the integration of these systems into a multiple-storied building requiring significant detailed sections, details and systems represented in the drawings.

The scale of the buildings in the design studio matches the commercial multiple-storied building scale discussed in AD401 Integrated Systems as well as the building service systems in Structures IV, taught concurrently with Integrated Systems and AD700 studio. With a semester to complete presentations of the systems and a design studio project to begin testing, we found last spring that the outcomes in the AD750 studio the following semester met this criterion. In the 2009 Conditions this is combined with 13.22 Building Service Systems into B.11 Building Service Systems. This overlaps in the comprehensive studio with B.6 Comprehensive Design, where we assume a level of understanding and ability in incorporating these elements into a design project.

At the time of the last visit in February 2009, we had on display material from our undergraduate thesis. The two graduate studios were taught for the first time academic year 2009-10. AD700 is in its second iteration and AD750 will be taught in the spring 2011 –both will be taught twice prior to the Fall 2011 visit.

13.25 Construction Cost Control

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

Met	Not Met	Not Yet Met
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The matrix shows this criterion is met by AD602 Design-Build Studio, and AD770 Professional Practice including the additional financial issues of B.7 Financial Considerations. During the Design-Build Studio course students are exposed to the realities of construction cost controls through their own estimates of the construction costs for their design, and modification of its scope during the design phase. The students prepared cost estimates, created line-item take-offs, obtained donations for portions of the project material working with manufacturers, compared manufacturer's costs of materials selected, modified selections based upon availability or cost, modified their cost estimates and kept track of purchases throughout the summer.

Although a smaller project, it included excavation, formwork, foundations, reinforcing, steel framed structural and wood framed structural components, water features through gutters, downspouts, interactive water pools, masonry, and finishes, each of which was included in their budget estimates, (including fasteners, material take-offs and similar). This course is repeated each summer and although it will be a new project and client each year, contains the same elements of cost estimating and line-item take-offs for purchasing and construction.

Life cycle costs including operational costs, and the fundamentals of building costs are also discussed in Professional Practice.

Additionally, we address issues of life-cycle costs specifically in Sustainable Architecture in the context of green materials - issues of warranty for new green products, and life cycle costs of replacement, reuse and recycling, and specifications that consider materials use in the second life of a building (use) and its materials (parts).

13.26 Technical Documentation

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

Met	Not Met	Not Yet Met
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The matrix shows this criterion is met in the graduate program by AD602 Design-Build Studio, a community design build project completed for the first time subsequent to the visit in the summer 2009. As the Conditions evolved in 2009, our courses also reflect this material in AD402 Integrated Systems that includes details and systems, and AD750 the

comprehensive studio where students are required in a detailed wall section to identify materials, systems and components.

In the Design Build studio, which included full design and construction services, the students made technically precise drawings and details, reviewed these with structural engineers where required, and revised and detailed these and other portions of the foundations, water features built into the concrete foundations, steel and wood structural system and roof covering. We expect that future projects each summer will have this same level of complexity and detailed drawing sets. Their work also included outline specifications and detailed material research for the component parts of the project that they were not as familiar with – roof coverings, foundation materials, steel and fastening components. This course has now been taught twice and will have a third iteration prior to the next visit.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows this criterion is met in Track I and Track II by AD602 Design-Build Studio, as well as in AD770 Professional Practice. The design-build studio begins to raise this to the level of ability, whereas the Professional Practice course discusses this issue more broadly. This meets the requirements of C.3 Client Role in Architecture from the 2009 Conditions which expands the domain of clients to include client, owner, public, and community which these courses address.

See the discussion in 13.32 above. In each summer, the students ran client meetings during the design phase of the project, interacted with the principals and administrators (client) in scheduling, and organized meetings during construction. They planned and attended a formal opening by the Mayor of Boston in September 2009, attended by the client, Boston Public Schools, MassArt and Carter School students faculty and administrators, donating corporations and volunteers who helped with the project and with a similar group from Drumlin Farm in August of 2010. Both projects were a huge success.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows AD750 Architectural Design VIII meets this criterion in the last year of the graduate program. This course was taught for the first time in spring of 2010. The students were able to demonstrate through a set of drawings their understanding of the comprehensive nature of the design and decision-making process to craft a building with

all of its components. This course has been designed to meet the requirements of the 2009 Conditions B.6 Comprehensive Design.

Building integration, environmental and building service systems, details and structural systems are realized at the completion of advanced studios AD700 and AD750 which had not yet been taught at the time of the visit. AD700 engages students on an urban site in a multi-storied building addressing issues of site planning and urban context, and introduces them to building systems and environmental systems applied to the whole building. We expect the students to use this studio to begin the process of detailing systems, and the first iteration of building integration and comprehensive design. In sequence, students take the building envelope detailing and mechanical systems course, AD401 Integrated Systems with the AD700 course, after completing all of their structures /environmental systems coursework. This combination is intended to assist them in the following studio AD750, where they are required to succeed at putting the entire building together with ability to comprehensively design a building, its structural system, building components and service systems into a coherent package. This was achieved in Spring 2010 and will be taught again in Spring 2011.

Comparison to the 2009 Conditions Requirements

The present curriculum has also been compared and measured against the new 2009 Conditions for Accreditation requirements, which differ in some instances from the numbers above and the commentary from the 2009 visit. Though much of the content in the new conditions is familiar, the organization of areas has been rearranged. We have applied the standards of the 2009 revised Conditions to our current course structure and matrix, and included commentary on the 2009 Conditions throughout the section, above. Those areas identified in the 2009 Conditions that are new, such as A.11 Applied Research, and the many refinements to Realm B – Integrated Building Practices, Technical Skills and Knowledge have been applied in detail to our advanced studios. These are the courses that the Visiting Team in 2009 did not see in detail, as many had not yet been taught. These issues have been discussed, reviewed relative to each course and incorporated as appropriate to the content and goals of our curriculum. This academic and professional discourse with our faculty is ongoing, and has been engaging for all of us. We have also become familiar with the 2010 Procedures for Accreditation, as we approach our initial accreditation in light of our accomplishments relative to our Strategic Plan.

The Conditions also present additional elements that have been incorporated into our work this past year. Per requirement, the cover pages to the courses and the descriptions are being or have been revised, and the new titles and areas are being directly addressed and matched to the 2009 Conditions. For example, our AD760 Thesis Preparation class now focuses on Applied Research as its primary goal, with the AD800 Thesis representing the outcomes of the students research questions evolved through research and a design project. Programming remains a primary component of the AD602 Design-Build Studio, and is pedagogically, a secondary product of Thesis Preparation. Although thesis preparation documentation adheres rigidly to the requirements of applied research with a goal of meeting generally accepted academic standards of graduate program research guides, we have intentionally uncoupled the thesis semester itself from Conditions Requirements that are not also covered elsewhere in the curriculum, to allow the students to freely explore a wide range of topics in this final project of their education.

Other areas of the new Conditions address how we present ourselves to NAAB for ease of understanding, while being concise in the information presented. Based upon the addenda in the Conditions, we developed a revised Curriculum Map, and have also built a faculty matrix, which is in process and will be complete for the APR due in March. We are also working to expand the graphic representations of our program for ease in review of the material in preparation for the Team Visit next fall. We are also maintaining documentation of material of our students who have transfer or waived credits in our Track I program first three semesters (that portion of the graduate program that mirrors our pre-professional degree) and have deliberated upon and crafted policy with the Graduate Council and Administrators that address the professional requirements of our program.

These many college-wide conversations, meetings, votes and policy changes that apply to curriculum and policies that govern our program have helped serve to educate the institution about the importance of our position as a department, as well as highlight our unique contributions to the MassArt community. Our placement in the Solar Decathlon, which will also culminate in exhibition in Washington in the Fall of 2011, is one example. We are in the process of a large collaboration with University Massachusetts Lowell Solar Energy Engineering Department Masters and PhD Candidates in designing and detailing a solar powered house for a small family in Massachusetts. We have already fundraised a good portion of the money required to build the house. We are presently in the process of finding a local CDC or Housing Corporation to make the second stage of this process one that fulfills our community collaboration goals as well.

III. Future Plan: Actions to be taken before September 2011

Two year Timeline / Action Plan

TIMELINE: Spring 2010 - Fall 2011

January 2010

Annual Cycle (complete)

- Update web content (graduate program website – in proress)
- Begin search potential faculty member for Seminar on Housing Development (proposed for AY2010-2011), and possible seminars in Architectural History – professional electives
- Admissions deadline Jan 15, begin review of applicants
- Faculty meeting to review curriculum, and review of fall semester sequences, update on NAAB requirements, etc.
- Issue final fall 2010 and preliminary spring 2011 course schedule
- Begin development of Graduate Student Handbook (for architecture students) outlining these policies

New Initiatives (complete)

- New courses for spring 2010
AD760 Thesis Preparation (Marshall Audin)
AD750 Architectural Design VIII (Patricia Seitz and Paul Paturzo)
HART586 Modern and Contemporary Architecture History and Theory (Tanja Conley)
edAD2XX/HART220 History of Architecture and Urban Planning I (Tanja Conley)
HART273 American Architecture (Amy Finstein)
HART373 Architecture of Boston (Amy Finstein)
- Write report to Nuckolls fund on the completed first course in our lighting sequence with Bill Lewis, (Adjunct faculty), and principal of Lam Partners, Bob Osten
- Create new forms for tracking transfer credits for new and current graduate students. Create new graduate student tally sheets based upon these forms. Continue to collect documentation of accepted transfer credits for existing students.
- Follow-up on advising current students on coursework status relative to revised credit count (101 to 102 credits)
- Meet with Library staff to develop thesis technical requirements for Thesis booklets, and enlist their assistance in working with students on applications of research for their individual proposals, continue to finalize standards for AD760 Thesis Preparation

February 2010

Annual Cycle (complete)

- Monthly faculty/student meeting
- Issue final fall 2010 course schedule
- Issue new undergraduate and graduate architecture programs publicity to College for publication

New Initiatives (complete and as noted)

- New Assistant Dean to Graduate Program starts (Jenny Gibbs)
- Recruit advising faculty for student summer Thesis work
- First group of Thesis Preparation students present preliminary ideas to faculty for comment and discussion (Final thesis preparation abstracts/statements due in first week March, 2010)
- Program Head to continue to develop in-kind and cash donations to the program (Patricia Seitz presented to the Corporate Advisory Board along with Graduate students James Drysdale and Laura Watson on Summer 2009 Design-Build Studio outcomes).
- Approval received from Dean of Graduate Programs, Fall 2010 Search for full-time tenure track faculty member in architecture
- Created rendering station space, expand meeting/critique area, add pin-up space within graduate architecture studios
- Dean of Graduate Programs agrees to expansion of architecture studio space. Graduate students embark on new design sketches for expanded studios creating additional desk spaces in a more cohesive and connected group (in progress)
- Met with faculty to discuss Thesis, Thesis Preparation pedagogy in place, and input on May 2011 graduation date – Faculty voted to support the later date if Fall 2011 visit approved by NAAB
- Graduate Students present the Design-Build project from summer 2009 Carter School to the MassArt Foundation Board and College Administrators 2-23-10.

March 2010

Annual Cycle (complete)

- Issue acceptance letters for Track I, 3rd cohort and Track II, 2nd cohort
- Monthly faculty/student meeting
- Finalize preparations for summer 2010 AD602 Design-Build Studio partner, Drumlin Farm
- Program Head follow up meeting with marketing to continue to develop in-kind and monetary donations to the program

New Initiatives (complete)

- Finalize Thesis standards with library staff, and begin development of Thesis Handbook
- Dean of Graduate Programs and Head of Facilities review new plan for architecture graduate studio spaces with goal to schedule construction in June 2010
- Finalize financial relationship between graduate program and metals and woodshop studio managers for summer studios in M. Arch and MFA programs
- Students place in 2011 Solar Decathlon, Plan for summer course to work on Schematic Design (MassArt Architecture Department students worked with graduate program in Solar Energy Engineering at University Massachusetts Lowell in joint submission)

April 2010

Annual Cycle (complete and as noted)

- Faculty review and advise incoming students for registration and transfer credit decisions – **(tally sheets accessibility and design to be considered)**
- Issue new faculty contracts for thesis faculty/advisors
- Monthly faculty/student meeting
- Register graduate students for summer 2010 courses

New Initiatives

- Continue to recruit and hire advising faculty for student summer Thesis work, with student input based upon projects proposed
- Report to the BHE on the changes in the program length for Track I, noting the new credits
- At this month's student and faculty meeting discuss and solicit input on 5-year plan
- Interview faculty for Fall new courses, Lighting Design – City Lights; AD700 Studio, Landscape Design, Rendering, Revit, and Landscape Architecture
- Set up Non-Credit Workshop for the Solar Decathlon course, based upon student requests to have a course without paying for the time. Worked with PCE and Graduate Programs to develop summer program. Students who wish to take it for no credit, can elect the non-credit workshop, students who wish to take it for credit can pay for the course either at the graduate or undergraduate rate. Course to run from first week June until mid-August (summer 2010)
- Several Graduate students, Program Administrator attend Conference on Haiti Refugee Relief at UMass Boston, 4-9-10.

May 2010

Annual Cycle (complete)

- Grad and undergrad faculty attend final reviews; interested graduate students attend undergraduate reviews
- Monthly faculty/student meeting (semester ending meeting)
- Document and save work for next NAAB visit **(ongoing)**
- Academic Year Wrap-Up faculty meeting to review curriculum
- All faculty attend final reviews

New Initiatives (ongoing)

- Discuss 5-year plan report with Architecture Program Board of Advisors – informal conversations and recommendations, challenges

June 2010

Annual Cycle (complete)

- Orientation for new grad students (incorporated existing grad students)
- Monthly faculty/student meeting (summer faculty and permanent faculty)
- 1st cohort of Track II students commence theses (semester 7 for first cohort)
- 2nd cohort of Track II students take design/build course (semester 4 for second cohort (Project: Drumlin Farm Outdoor Classroom))
- 3rd cohort of Track I students take preparatory classes in drawing, structures, methods and materials, design studio and AutoCAD/Revit (semester one for third cohort)

- NAAB APR (determined due date with NAAB as March 1 2011) and required NAAB Narrative Report (due November 2010) outlined in 2009 Conditions - requirements and format

New Initiatives (complete)

- New courses to the program taught this summer
- AD800 Thesis (one faculty member will act as course advisor, other faculty and/or outside professionals will act as additional advisors to each student)
- Finalize Strategic Plan report on progress. Review progress with faculty
- Facilities builds out changes to architecture graduate studios
- First meeting Solar Decathlon non-credit workshop. (develop non-credit workshop policy – to be reviewed with full Graduate Council, Fall 2010)
- Faculty and students begin fundraising meetings with MassArt Foundation
- Students develop leadership positions for the solar decathlon, and begin design of solar decathlon website www.4Dhome.us
- Write Memorandum of Understanding first draft for solar decathlon between MassArt and UMass Lowell discussions
-

July 2010

Annual Cycle (complete)

- Ongoing individual reviews of thesis students, and Drumlin Farm Design-Build project
- Meetings students and faculty advisors on Thesis – incorporated group meetings
- Grad faculty attend mid-term reviews of studio class
- Monthly faculty meeting (summer faculty and students in residence)

New Initiatives

August 2010

Annual Cycle (complete)

- Issue new faculty contracts for studio and art history courses and electives, fall 2010 (shared contracts with HART Department)
- Begin preparation Narrative Report
- Prepare grad studio spaces for Track I students joining Track II area.
- Document and save work for next NAAB visit from summer 2010 studios and coursework (ongoing)
- Finalize written Thesis requirements for Library in hard and digital formats (Document prepared jointly by Library Staff, Marshall Audin, and Patricia Seitz)
- Faculty, Dean attend summer Design-Build Studio review of classroom at Drumlin Farm

New Initiatives (complete and ongoing)

- Assign Student Teaching Assistantships, Research Assistantships for Fall 2010
- Review progress of Solar Decathlon student work, discuss ongoing work and format
- Design-Build Opening Ceremony 8-11-10 at Drumlin Farm

September 2010

Annual Cycle (complete and ongoing)

- Grad faculty attend thesis preliminary reviews 9-22-10 - First cohort Thesis presentations with Advisors, Faculty

- Faculty meeting to establish documentation standards, storage for NAAB visit
- New courses for fall 2010
 - HART322 History of Architecture and Urban Planning II (includes graduate and undergraduate populations)
 - AD4XX Net Zero House 2 / Solar Decathlon Design Development
 - AD7XX Making Cities Work
- Prepare final Course Schedule for Spring 2011, including new courses for Spring 2011, AD745 Advanced Lighting and Sustainability - City Lights
- Monthly faculty/student meeting. (Follows studio orientation meeting in first week of classes)
- Architecture faculty meeting to review summer curriculum and 2010-11 academic year, review standards for submissions, syllabi; review publications, research proposals and faculty project documentation, program benchmarks. Discuss Mission Statement drafts and revisions
- Finalize Tuesday Talk series for the fall and spring as possible
- Start NAAB annual report process – gathering information from staff at Institutional Support, Salaries, Student Affairs, Graduate program expenditures, etc.

New Initiatives (complete and ongoing)

- Determine faculty member for Spring 2011 course - professional elective
- AD740 Advanced Lighting and Sustainability – City Lights (second course in Nuckolls Fund grant cycle)
- Other professional electives for Spring (faculty to be finalized)
- Solar Decathlon students present house and project goals to the MassArt Foundation Board, 9-21-10, and kickoff fundraising efforts
- Write Memorandum of Understanding with students and prospective modular home builder between MassArt and entity
- Graduate students develop program website, work with administrator on content and manage. (ongoing www.ArchitectureAtMassart.org)

October 2010

Annual Cycle (complete and ongoing)

- Locate potential non-profit client projects for summer design/build studio. Have met with two possible to date of this writing, final project to be determined.
- Require Track II (semester 4) students to begin definition of possible thesis projects, discussing project possibilities with program faculty, beginning identification of thesis advisors related to their topics – Ask for initial paragraph on their research proposal prior to Thanksgiving for preliminary review
- Monthly faculty/student meeting (Graduate student/faculty lunch)
- Register students for spring 2011 courses – graduate students meet with faculty and advisors and attend majors registration day
- Student meeting on IDP requirements and the profession (NCARB presentation on campus – 10-7-10).
-

New Initiatives

- Graduate Council Proposals on waived and transfer credits, length of Thesis and comparison with other graduate programs on campus, financial aide issues relative to Thesis completing in Fall semester, etc.
- Solar Decathlon students finalize fundraising brochure and present to the Corporate Advisory Council 10-5-10

November 2010

Annual Cycle

- Monthly faculty/student meeting
- Finalize design/build studio non-profit for summer studio, begin working with faculty and their administrator on project scope, schedule, participants, finding, etc. Write Memorandum of Understanding between school and entity for review (ongoing)
- M. Arch Thesis student week-long exhibition and review 11-6-10 (review)
- Grad faculty and interested graduate and undergraduate students attend New England Portfolio Day and BSA Portfolio Day
- Finalize design/build studio non-profit for summer studio, begin working with faculty and their administrator on project scope, schedule, participants, finding, etc. Set up meetings and interview, review potential projects and sites.
- NAAB Annual Report submittal

New Initiatives

- Graduate Council – new media, brochures, web material available
- Report on 5-year plan progress to faculty at Faculty Day, and progress with accreditation documents and outstanding requirements

December 2010

Annual Cycle

- Issue new faculty contracts for studio, electives and art history courses spring 2011
- Monthly faculty/student meeting
- Document and save work for NAAB visit
- Begin to assemble NAAB display materials
- Finalize Tuesday Talk series for the spring
- All faculty attend final reviews
- Renew or develop new student Teaching Assistantships and Research Assistantships for Spring 2011

New Initiatives

- Receive all Graduate Thesis Documents, review for digital and hard copy placement in library

January 2011

Annual Cycle

- Admissions deadline Jan 15, begin review of applicants
- Monthly faculty/student meeting
- Issue final fall 2011 and preliminary spring 2012 course schedule
- Address storage issues - NAAB display materials

New Initiatives

- Report to Architecture Program Board of Advisors, update on activity, upcoming NAAB visit, new initiatives, marketing plan, update on the 5-year plan report
- Program Head to meet with marketing to continue to develop in-kind and monetary donations to the program, solar decathlon, review progress to date

February 2011

Annual Cycle

- Monthly faculty/student meeting
- Issue final fall 2011 course schedule

March 2011

Annual Cycle

- Issue acceptance letters for Track I, 3rd cohort and Track II, 2nd cohort
- Monthly faculty/student meeting
- Finalize preparations with 2011 summer Design-Build Studio partner
- Program Head follow up meeting with marketing to continue to develop in-kind and monetary donations to the program (continuation of solar decathlon fundraising and development of funding opportunities for the program)
- Register students for fall 2011 courses

New Initiatives

- Submit APR for Fall 2011 Initial Accreditation Visit – Due March 31
- Meet with faculty and students to discuss visit, review 5-year plan progress, develop new initiatives

April 2011

Annual Cycle

- Faculty review and advise incoming students for registration and transfer credit decisions
- Issue new faculty contracts for thesis faculty/advisors
- Monthly faculty/student meeting
- Register graduate students for summer 2011 courses

New Initiatives

- Hire advising faculty for student summer Thesis work (independent study)
- Solar Decathlon House Furniture, fitting, components complete through design coursework and collaborative efforts with other departments

May 2011

Annual Cycle

- **Graduate first cohort of M. Arch students (who completed work in 2010)**, along with other graduate students in the “MassArt at the Fine Arts Work Program in Provincetown” and all MFA and Master of Education programs at the college (based upon approval from NAAB to proposed fall visit schedule)
- Graduation diplomas for first Track II cohort with completed programs
- Grad and undergrad faculty attend final reviews; interested graduate students attend undergraduate reviews
- Monthly faculty/student meeting
- Document and save work for NAAB visit, Fall 2011
- Academic Year Wrap-Up faculty meeting to review curriculum
- All faculty attend final reviews

New Initiatives

- Begin planning with NAAB Visiting Team - Schedule, Format of review, materials, etc.

June 2011

Annual Cycle

- Orientation for new grad students
- Monthly faculty/student meeting
- 2nd cohort of Track II students do theses
- 3rd cohort of Track II students take design/build studio
- 4th cohort of Track I students take preparatory classes in drawing, structures, methods and materials, design studio and AutoCAD
- Prepare Narrative Report outline
- Continue NAAB Visiting Team preparations
- Write report to Nuckolls fund on the completed second course in our lighting sequence – “City Lights” with faculty member

New Initiatives

- Review new electives for fall based upon practice, construction industry, student interests and global issues in design
- AD800 Thesis (one faculty member acts as course advisor, other faculty and/or outside professionals act as additional advisors to each student)

July 2011

Annual Cycle

- Ongoing individual reviews/meetings of thesis student work
- Mid-term faculty review of student thesis
- Grad faculty attend mid-term reviews of studio classes
- Monthly faculty/student meeting

New Initiatives

- TBD by program input – faculty and graduate students
- Continue NAAB Visiting Team preparations

August 2011

Annual Cycle

- Issue new faculty contracts for studio and art history courses fall 2011
- Prepare grad studio spaces for new Track I students joining Track II area.
- Grad faculty attend summer studio and thesis final reviews
- Second cohort Thesis presentations with Advisors, Faculty Students who have successfully completed their work prepare Thesis book for library
- Monthly faculty/student meeting
- Document and save work for upcoming NAAB visit
- Exhibition for Solar Decathlon House in Massachusetts prior to shipping to Washington DC
- **Prepare for Fall (September) Initial Accreditation Visit**

New Initiatives

- Finalize second pass of the introductory lighting sequence course, finalize faculty contract
- Finalize materials assembly for Initial Accreditation visit

September 2011

Annual Cycle

- Second cohort of M. Arch students, preliminary review of Thesis projects
- Faculty meeting to review progress, goals and establish new directions

- Issue final spring 2012 course schedule
- Interview potential thesis advisors
- Monthly faculty/student meeting. (Follows studio orientation meeting in first week of classes)
- Architecture faculty meeting to review summer curriculum and 2011-12 academic year, review standards for submissions, syllabi; review publications, research proposals and faculty project documentation, program benchmarks
- Finalize Tuesday Talk series for the fall
- Start NAAB annual report process – gathering information from staff at Institutional Support, Salaries, Student Affairs, etc.

New Initiatives

- **NAAB Initial Accreditation Visit**
- Develop new professional electives for spring, relevant to practice and curriculum

IV Explanations to Part I Sections of the Annual Report

Part I – Section D. 1.a, 1.b and 1.c

Students who enter the undergraduate program as freshman do not apply to the architecture department, but rather the *foundation program* (freshman year) at MassArt. In March of their freshman year, these students declare a major. For this reason we are unable to report on those students who applied and those who were accepted to MassArt with the goal of entering the undergraduate pre-professional program in architecture. We accept all those who declare a major in architecture into our sophomore program upon completion of their foundation year.

1.a Pre-professional applicants: The students listed are those that as freshman/foundation students for Fall 2010, who declared architecture a major in Spring 2010 before entering our program in their sophomore year and applicants for transfers.

(We do receive 5-10 transfer applications each year. Several of these students are typically accepted into our sophomore year. Rarely have we accepted a student into the junior year.)

1.b Pre-professional admissions: These are those students from the freshman/foundation year as well as students who we accepted as transfers starting Fall 2010.

1.c Pre-professional entering: These include students from the freshman/foundation year as well as students from the transfer pool starting Fall 2010.

Part I – Section D. 2

Our total pre-professional enrollment includes sophomores, juniors and seniors.

Part I - Section E

We have not yet graduated any M. Arch students. First graduates will be in May 2011.

Master of Architecture Program Requirements

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

Note that Track 2 students must have the equivalent of all of Track 1 requirements prior to or during the Track 2 program. As a program that focuses on hands-on design and construction detailing, students accepted into the Track 2 program are able to demonstrate through their studio projects an understanding of the structural framework, and methods of construction for exterior and interior finishes as evidenced by their building sections, plans, elevations, wall sections and details as part of their submitted design studio work.

Course Number	Requirement Title	Credit
Track I / Year I Summer		12
edAD 223 (305)	Architectural Design I	3
edAD 227 (309)	Structures I	3
edAD 202 (308)	Methods and Materials	3
edAD 216	History of Architecture and Urban Planning I	3
Track I / Year I Fall		15
edAD 310	Architectural Design II	3
edAD 317	Structures II	3
edAD 219 (319)	AutoCAD and Space Planning (or current software competency)	3
edAD 316	History of Architecture and Urban Planning II	3
	Professional Elective (see notes on page 2)	3
Track I / Year I Spring		15
edAD 320	Architectural Design III	3
edAD 327	Structures III	3
edAD 302	Sustainable Architecture	3
edAD 5XX	Adv. Architectural History, Theory & Criticism Seminar	3
	Professional Elective (see notes on page 2)	3
Track I / Year I Total Credits		42

Course Number	Requirement Title	Credit
Track I / Year II Summer		12
edAD 602	AD VI Design-Build Studio (Artisanry and Construction)	12
Track I / Year II Fall		18
edAD 700	Architectural Design VII	9
edAD 417	Structures IV	3
edAD 401 (720)	Integrated Systems (pre-req. ed/AD 302 Sustainable Architecture.)	
	Professional Elective (see notes on page 2)	3
Track I / Year II Spring		18
edAD 750	Architectural Design VIII (Integration studio) (pre-req. ed/AD 401 Integrated Systems)	9
edAD 402	Professional Practice	3
edAD 760	Thesis Preparation	3
	Professional Elective (see notes on page 2)	3
Track I / Year III Summer		12
edAD 800	Graduate Thesis (Design and Documentation)	12
Track I Seven Term Program Total Credits		102
Track II Four Term Program Total Credits		60

The subjects required for the professional degree include:

Six architectural design studios (edAD223, edAD310, edAD320, edAD602, edAD700, edAD750) which each show demonstration of an understanding of architectural design projects incorporating structural systems and building envelopes of increasing complexity. This sequence includes the Design-Build Studio.

One preliminary construction course (edAD202 Methods and Materials) that combines woodshop skills with architectural design problems

Competency in architectural design skills (Technical Drawing, Rendering, AutoCAD, REVIT, etc.)

Four structures and building environmental systems courses (edAD227, edAD317, edAD327, edAD417)

Two courses in sustainable design and building detailing (edAD302 Sustainable Architecture and edAD720 Integrated Systems)

A two-course survey sequence in Architectural History and one graduate seminar from a menu of courses in Architectural History, Theory and Criticism

Four elective subjects either from the architecture program professional electives menu, additional architectural history seminars, courses from other graduate programs geared to learning abilities that support the profession, or from 3D fabrication courses campus-wide. A minimum of two should form a concentration. Courses may also include directed research in architecture or an internship.

Professional Practice (edAD770)

Thesis Preparation (edAD760)

Thesis (edAD800)

In the first year of Track 1, additional professional or open electives may be selected to reinforce a particular students' interest or fortify an area of study. To **substitute** an elective, students must demonstrate fulfillment of the required courses by portfolio and meeting with the appropriate faculty member and Program Head.