Architecture Program Report

Massachusetts College of Art and Design

September 25, 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Massachusetts College of Art and Design**
Name of Academic Unit	Graduate Architecture Program
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: 1 102 credits Track: 2 60 credits ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Paul Hajian, Professor and Program Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Lucinda Bliss, Associate Provost and Dean of Graduate, Professional, and Continuing Education
Chief Academic Officer of the Institution	Dr. Brenda Molife, Provost, Vice President of Academic Affairs
President of the Institution	Dr. Mary Grant
Individual submitting the APR	Paul Hajian
Name and email address of individual to whom questions should be directed	Paul Hajian phajian@massart.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

As MassArt enters the second decade of our NAAB accredited Master of Architecture program, we are pleased to document our progress as an institution and department. Our community has grown, and we are enjoying an active alumni network. The facilities that support our curriculum have expanded to include state-of-the-art fabrication technology. Senior leadership at the College is now stable after a period of interim leadership. We have added a full-time tenure track position within our department, and our curriculum has evolved.

Our graduates are working within the field of architecture in a range of ways that include top firms in the United States, teaching, design/build careers, and related disciplines including construction and management. As our alumni move into leadership positions, they keep in touch by letting us know when their firms are hiring, attending student review boards, and participating in our evening lecture series.

Our resources have expanded to better reflect contemporary ways of learning through making. For example, since our new Design and Media Center opened in 2016, it has become the center of the campus as it offers space designed for critiques and new digital fabrication workshops for three-dimensional printing, CNC equipment, water jet cutting, and improved laser cutting. These new resources have expanded the opportunities our students have with regard to material exploration and offer small and large-scale prototyping.

MassArt's Provost and President positions have changed more than once since the last NAAB visit in 2016, eight years ago. Despite the challenges that accompany changes in leadership, we were able to move the College forward with a Strategic Plan that prioritizes equity, social justice and re-aligning our curriculum with contemporary art and design practice. Within our department we are well supported by our dean, and our faculty have had a voice in leadership appointments by participating in these searches.

With the goal of expanding support for the Masters of Architecture degree, the Architecture Department was approved to hire an additional tenure track faculty member since the 2016 visit. In addition, in the midst of the search, one of our three senior faculty retired, enabling us to hire two tenure-track faculty members within the same search. Since then, one of our two new tenure track faculty left the College while the other faculty member was awarded tenure in 2022. The open position is currently filled with a two-year appointment with a search for a permanent tenure track faculty member planned for the fall of 2023.

Our 2016 Visiting Team Report cited one "not met" criterion: B.2 Site Design (page 13 of VTR)

"2016 Team Assessment: The team found that the majority of the studio site selections were urban based, with minimal topographic response, Furthermore, an ability to respond to historic fabric, developmental patterning, and urban context site characteristics was not evident."

The Architecture faculty has worked to broaden our studio site selections to include sites that require topographic study. Faculty have included social and historic implications of sites and their adjacent contexts within studio work and paid deeper attention to acquiring evidence of urban fabric in relation to project sites.

Architectural Design I EDAD 510 uses a rolling hillside site with a pond as a starting studio that addresses observation and documentation of this historic site, introduces students to the work of Olmstead and the birth of landscape architecture, and class walk-throughs of the patterns of the local neighborhood which is replete with a range of housing types, heights, and materials. Architectural Design II EDAD 520 typically has two sections each working within the cultural context of the site, often in under-resourced neighborhoods. Students research topics such as food insecurity and housing equity within an urban context to understand how social and cultural dynamics impact the built environment. The studio projects are most often community-based gathering spaces that address a need identified through research and stakeholder engagement. Sites have included a hillside in a vast nature preserve with a complicated history that includes military installations and uses by indigenous peoples in Architectural Design III EDAD 530. This studio course, and others, asks students to consider the architect's responsibility to honor the social history of a site when proposing something new on it. In 2022, the Comprehensive Design Studio EDAD 752 enrolled in a design competition for a recycling center in Iceland. This was another rural site with challenging contours and the program explicitly required students to consider environmental stewardship in their work. Other studio projects, such as in Architectural Design VII EDAD 702, focus on the design of an eco-village for supportive housing on a state-owned site at the edge of Franklin Park in the Mattapan neighborhood of Boston which is part of a Frederick Law Olmsted designed greenway The first part of the studio involves developing master plan options, while the second engages each individual in designing a building that will fit into their overall site master plan. The course discusses themes of climate change and ecology, biophilia, health and wellness, social justice, landscape urbanism and housing as these pertain to design at all scales. A studio project the following year that worked on designs for supporting community-based service buildings and landscapes for occupants of that housing project. These were separate studios, both focused on dynamic, contoured natural landscapes that built on the idea that our values can be directly reflected in our course offerings.

Causes of concern cited in the last VTR:

Deferred Maintenance of the Tower Building *"…the environmental conditions in the building are substandard and should be addressed to improve user comfort and safety."* (VTR, page 9)

While improvements to the Tower Building have been delayed, deferred maintenance throughout the campus has become a priority and several new construction projects are now complete.

Our South Building underwent significant improvements in recent years and improvements have been made to our exhibition spaces. The College has accomplished most of our major deferred maintenance projects except for the Tower Building, which is in the final planning stages for a major renovation.

President Grant and Robert Perry, MassArt's Vice President for Administration and Finance and Chief Financial Officer are actively working with the state's Division of Capital Asset Management and Maintenance (DCAMM) and the Executive Office of Education to assess the building and make recommendations to the state. They are also working closely with legislators educating them on the need for financial support to renovate the Tower Building.

Diversity Among Faculty "*During the faculty entrance meetings, the team noticed that there was a continued lack of diversity among full-time/part time faculty members and adjunct faculty*."
(VTR, page one Observations)

The entire MassArt community, including the Architecture Department, recognizes the need for more inclusive and diverse members of our administration and faculty in order to best serve our students. In addition to our most recent Strategic Plan centering our work in this area, the College assembled a Diversity and Social Justice Task Force that completed a study in 2016 which now serves as a resource for the College as we work toward a more diverse and just campus community. As part of the introduction, the study states, "We are committed to continuously working toward being culturally competent with core qualities of diversity, inclusion, interdependence, and equity to foster a thriving, respectful, and creative community."
Appendix N. MassArt Plan for a More Diverse, Inclusive and Socially Just University

Though there is more work to do, our department has increased its diversity with the hiring of Armando Plata (full-time, two-year contract) and Paul Paturzo (tenured LGBT). Lawrence Cheng and Killion Mokwete (adjunct faculty) have also increased the diverse backgrounds of our faculty. In 2017, the department had two female and two male full-time tenure/tenure track faculty. One senior female faculty member retired at the same time that a female Assistant Professor was hired, maintaining gender balance. However, the female Assistant Professor has since left MassArt resulting in a gender imbalance that we seek to address.

In addition, we are committed to supporting pathways for underrepresented groups into teaching and practice. Since the last NAAB visit, the Graduate Program has joined our Association of Independent Colleges of Art and Design (AICAD) peers in the AICAD Post-Graduate Teaching Fellowship program, designed to support underrepresented groups as they launch their teaching careers. Recent graduates from participating schools apply for a one-year teaching fellowship within the AICAD participating schools, and are supported by the organization and faculty mentors. Our department is proud to report that David Kim (M.Arch May, 2019) was accepted as a fellow and spent a year teaching at PRATT Institute of Art. He has since continued at PRATT and was hired as

an acting Assistant Chairperson and adjunct Assistant Professor. Though not in the architecture department, we have subsequently hired our first two AICAD teaching fellows at MassArt, another significant milestone. Dean Bliss serves as our Post-Graduate AICAD Teaching Fellow Liaison and is a steady advocate for this program.

Our department has also become active with the Boston Chapter of the National Organization of Minority Architects (BOSNOMA). A number of our alumni and student community are members of this chapter, and our department has sponsored events on our campus for the organization. MassArt hosted a BOSNOMA event in April, 2023 that introduced high school students to the field of architecture with activities developed by BOSNOMA member alumni.

The efforts we are making on this front acknowledge the need to both increase diversity within our department as well as support underrepresented groups in the early years of their careers across our profession. As a publicly supported art and design school, it is difficult to compete with private college faculty compensation rates, in particular for starting faculty, but we present other advantages. Our strong faculty support system, exchange of teaching and curricular ideas, and our culture of arriving at program decisions by consensus includes the voices of all our faculty. This has resulted in positive and long term teaching relationships that have strengthened our programs. In fall 2023, we have a search for a Tenure track faculty position in Architecture, and an opportunity to draw on our diverse professional, advisory, and academic colleagues to ensure a strategy to recruit a diverse pool of candidates and a successful outcome.

Office Space for Faculty "*Provide adequate office and/or conference space for adjunct faculty is a concern due to the large number of adjunct faculty in the program.*" (VTR, page one Observations)

Since the last NAAB visit, we have made progress in the amount of office space for faculty. The architecture department acquired a small exhibition/installation room and converted it to storage which freed up space for faculty offices elsewhere. We now have faculty offices on three floors of the Tower Building with more space for adjunct faculty. One of our adjunct faculty members meets frequently with students as a math tutor and maintains her own office; other faculty share larger office space occupying it on days that the others do not teach. Sharing an office space facilitates collaboration and discussion amongst our faculty. This also happens organically as students drop in and are able to discuss their courses, ideas, and projects in an informal open forum. Since the COVID pandemic, faculty have used a hybrid model for meeting students, and began holding some office hours virtually which has reduced the pressure on faculty office space.

Woodshop Safety "*Safety is a concern where students have 24/7 access to the small woodshops adjacent to the design studio spaces without any supervisory monitoring.*" (VTR, page one Observations)

The woodshop adjacent to the studios is no longer in existence. Because students have shifted to more digital fabrication, along with the ongoing safety concerns, the Graduate Program has decommissioned the small woodshop. Students have access to two staffed woodshops and several staffed digital fabrication labs with carefully controlled access, supervision, and appointments.

Interdisciplinary Work in the Team Room "*The student work displayed in the team room did not reflect the interdisciplinary opportunities that the College offers.*" (VTR, page one Observations)

While our students take advantage of the interdisciplinary courses offered, the faculty did not include enough of this work during NAAB's last visit. We look forward to sharing the work from our studio electives in the upcoming visit. Currently, our students have participated in launching interdisciplinary digital fabrication labs, with our department piloting several procedural and policy formats. The architecture faculty highly value teaching architecture in the context of other creative disciplines and encourage our students to connect what they do in their studio electives to their design work. For example, a student who took printmaking saved her test prints and used them to make conceptual building models during the spring 2023 semester. This example of students bringing their learning in one discipline to the architecture studios is not uncommon and we look forward to foregrounding this interdisciplinary work in our next team room. In recent years, interdisciplinary collaboration across our graduate programs has increased. With the support of Dean Bliss, Program Directors from our nine graduate concentrations engage in group dialogue each semester, with the goal of opening elective courses to students across programs in fine art and design.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

Our program has evolved over the past eight years in several important ways. The changes that were made specifically in response to the new NAAB Accreditation Conditions include developing a new course matrix that aligns criteria to the 2020 conditions with our courses and specific changes to courses that place more emphasis on ecology and social equity. Our assessment tools such as our review evaluation forms, have been updated to reflect the current NAAB student and program criteria.

Our program's course matrix is a living document that was updated in 2020 to align with the current NAAB criteria. Faculty first reviewed drafts on a regular basis in faculty meetings, and then with our undergraduate and graduate students in two meetings, prior to finalizing the current matrix. Faculty manage this document and it is posted within our studios so that students are able to assess their courses along with the faculty.

The pandemic spotlighted a number of topics that we needed to respond to out of necessity and that dovetailed with some of the 2020 NAAB criteria. These include a pivot to working both remotely and in-person while implementing safe distancing, healthy air and other safety measures that architects must consider.

As a result, we are strengthening these topics throughout the curriculum:

1. Build up sustainable principles as a sequence in each course
2. Recognize the need for access to green space
3. Examine the need for housing as a human right
4. Discussion of pollutants in air, land, and water
5. Highlights of climate change -heat, flooding, fires, and their impact on our industry
6. Eco-Villages as a more sustainable housing model
7. The future of work and workplaces, including adaptive reuse

These updates to the curriculum, prompted by the pandemic and the NAAB 2020 conditions, are now part of our curriculum in our studios as we teach students about contemporary urban contexts. Thesis work during the 2020-2023 years also included many of these topics.

Except for three months during spring 2020, we were able to hold classes and studios partially in person as the pandemic wound down and moved to in-person learning in fall 2022. During the pandemic we adapted our teaching to include more field trips into the city, to parks, buildings, streets and neighborhoods to explore and observe in open air. This enabled students to interact with each other and socialize in person which was an unexpected benefit and that proved valuable to the well-being of our students. We were able to accommodate students who were uncomfortable meeting in person to join through Zoom conferencing.

MassArt's Community Build program, established in 2009, pairs students with architect-builders and a public or non-profit partner to solve design problems. The program engages our students with members of neighborhoods in Boston and nearby communities. In Summer 2020, we reworked the full time summer studio Community Build into two sessions: DESIGN was remote for four weeks, then BUILD occurred in person, on site for seven weeks. We developed a safety plan for the on-site portion in collaboration with the City of Somerville, MassArt, and the Somerville Community Growing Center, where the project took place. Many of our faculty came out to the site to support the construction process and each other as part of our close-knit community.

Specific examples of our program's response to the new conditions include elevating ecological literacy and social equity and inclusion within our courses. Faculty developed explicit criteria for assignments related to these topics which are outlined in course syllabi and assignment materials. Aspects of Sustainable Design, Resilience, Community Building as Social Sustainability with Equity are topics built into all of our studios and many of our electives. The studios are scaffolded to progressively add additional elements of sustainable design thinking.

As an example, Sustainable Architecture EDAD 532, now includes short design studies that address the relationship between buildings and nature. Students are asked to evaluate existing sites and propose interventions that work with regional ecology, as well as local conditions created by building and site dynamics. An introduction to plant specification, rain gardens, site material choices such as permeable pavers, and interventions to reduce heat island effect are among the specific elements of site evaluation and design that students study in this course. These short design studies also address social equity in public space. For one of the projects, we evaluate a local shopping center where people who are seeking daily labor jobs congregate alongside

shoppers and unhoused people. Through observations and experience with this local site, students propose environmental/sustainable changes to the site that they believe would improve the experience for the diverse people who utilize this space. Students are also required to Integrate the course topics from Sustainable Architecture into the studio course that they take concurrently.

Values of justice, equity and inclusion are woven throughout the coursework in the program, as we endeavor to model the ways in which our profession can improve the lives of people from a wide range of cultural, social, and economic backgrounds. For example, the studio course Architectural Design III EDAD 520 has addressed issues such as food insecurity, housing as a human right, and the development of community spaces, both interior and in the urban context, that are for the public and the occupants of the project. This work typically involves students interviewing and meeting with community groups in the course as a way to introduce students to the importance of stakeholders' voices in spaces that are in need of services.

Integrated Systems EDAD 720 has expanded a wall section assignment to include more assembly detail and has included course material regarding sustainable building methods such as Cross Laminated Timber (CLT). CLT is now also included in EDAD 517 Structures I course which focuses on wood frameworks and concrete foundations.

Structural systems (3 courses), environmental systems (2 courses), building materials investigations (2 courses), building service systems (1 course) and the detailing of building envelopes in later studios are key elements in our curriculum. Our students learn to cast design ideas through lenses of sustainable principles and the detailed needs of building with commitment to environmental stewardship and crafting a socially diverse community. We also have evolved our professional practice courses to create a link to an architectural office through a research assignment, and increased our focus on regulatory codes.

Complementing the development of a deep understanding of the nature of materials, the program introduces students to the ways in which architectural design can support resiliency in response to climate change. In addition, social, cultural, and economic topics are considered throughout the curriculum. Sustainable principles are embedded in specific engineering and detailing courses and in studios with increasing complexity as the studio sequence progresses. This is reflected in the studio design and final thesis projects of students who are encouraged to pay attention to the social development and equity of various neighborhoods, and to tackle new design solutions through research that incorporates environmental community-building agendas. As part of their thesis projects, students have met with and presented to local officials, mayors, and institutions outside of MassArt. Last year's Community Build "Butterfly Pavilion" project engaged multiple public hearings, stakeholder input, and a multi meeting board commission process to both obtain and hear wider community input and receive final design approval.

Our structural engineering course components have also been more closely related to studio content, and reflect changes to the ARE (Architects Registration Exam) where structure and selection of systems happens much earlier in the design process, and acknowledges best practices. Our faculty voted to change the structures sequence to Structures I, II and Structures Overview in 2018 as described in the document linked

below. This integration has always been a core value and commitment in our program, where we believe that buildings should be useful, beautiful, and built with an understanding of robust structural systems that demonstrate meeting loads, span limitations, and lateral forces. The use of cross-laminated timber (CLT) which is one of the newer building systems, post and beam timber framing which is delineated in the computer, then templated and hand wrought in the field are some typical examples. With the advent of digital fabrication and 3-D printing techniques, along with traditional model building it is possible to test how buildings stand up. Our faculty have met to propose creating an upcoming lab component for structures as an initiative: called “Make it and Break It”. We want to use these techniques to test out structural ideas, innovative concepts, and system design. This is a strong MassArt ethos–to envision, design, and then test the limits that inform future architectural projects.

A new course, Building Operating Systems was created to cover the mechanical, electrical, plumbing and HVAC content and other systems topics. The changes to our structures courses and the creation of the Building Operating Systems course are described more fully in appendix D. Structures Sequence Transition.

In addition to the studios and coursework, students also have the opportunity to become teaching assistants. This includes peer to peer mentoring and developing communication skills, resulting in additional clarity to a student's own design process. Ongoing participation in undergraduate course critiques, attendance at lectures through our Tuesday Talks, and teaching Youth Program course in Continuing Education in spring and summer under guidance of our recent alumni, provide a grounding opportunity that benefits students interested in teaching. These students are also supported by senior faculty, recent alumni, and program directors, in developing proposed curriculum for summer and spring break workshops, to further assignment content. Students also teach software and skill-building workshops throughout the fall and spring semesters through AIAS. AIAS manages firm crawls, supports faculty in Tuesday Talk lecture development, and creates and participates in joint events with students from other architecture programs. Students are also invited to represent their program in faculty meetings regarding curriculum development.

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NARRATIVE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The Massachusetts College of Art and Design (MassArt) is the oldest public college of art and design in the country. The central campus is on Huntington Avenue in Boston, which is known as The Avenue of the Arts. The neighborhood is home to MassArt, the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Berklee College of Music, the New England Conservatory of Music, the Huntington Theater, and the Boston Symphony Orchestra, among other colleges and arts institutions.

Boston's South End is another arts district that is comprised mainly of galleries and artists' studios. The graduate program has established the MassArt x SoWa gallery in the SoWa district of Boston. The mission of the gallery is to exhibit high quality work in a broad range of media from emerging and established artists in the MassArt community. The gallery features the thesis work of our Master of Fine Arts students as well as premier work from our graduate design programs, including architecture. The gallery is designed to reflect MassArt's commitment to diversity and to expand the ways that MassArt provides access to arts education beyond the walls of our college.

The student population is approximately 1,680 undergraduates, 116 graduate students and 153 continuing education/certificate program students.

MassArt's Mission Statement
From MassArt Website, and updated as part of the current Strategic Plan, 2018-2023:

> *Our academic and co-curricular programs prepare artists, designers and educators from diverse backgrounds to shape communities, economies, and cultures for the common good.*
>
> *Our Values*
> - *We pursue a just, compassionate, and equitable learning environment*
> - *We cultivate rigorous creative practices by observing, questioning, making and remaking*
> - *We honor courage, honesty, mutual respect, and self-expression*
> - *We believe in the power of art and design to transform our world*

Note: The College is currently reviewing and refreshing its Strategic Plan for the next five years of the ten-year plan.

The culture at MassArt is centered on developing students' creative voice through making; faculty recognize that artists and designers have a unique creative process and studio practice. Students are encouraged to develop their conceptual ideas in the ways that best serve them which include studio work, critique, research and reflection. Students initiate formal exhibitions as well as install work – through an administrative process – in our halls and public spaces, including the courtyard. The courtyard functions as a social gathering space, an informal place for students to work, and occasionally, as an outdoor classroom. Our program engages in this use of campus space and benefits from seeing student work from other disciplines. The architecture department works to help students understand how they develop design ideas through one-on-one critiques and group activities. Our goal is for our students to understand their personal methods of designing and how they can leverage these throughout a design investigation. Research within specific studios and in their thesis work through interviews, readings, expert advisors in their area of focus, design testing, prototyping and peer critiques are included in our program's student design work. By the time they are ready to start their thesis work, students have an understanding of how their process is distinct from their peers. This attention to the creative process within our studios is in line with the culture of our institution.

Our graduate students also interact with and mentor the undergraduate students. For the past year, we purposefully ran the M.Arch Thesis studio and BFA Senior Degree Project studio courses in the same time slots each week to facilitate this exchange. The two studios are offset by a semester, and the content supports relevant discussion–feedback goes both ways. The BFA degree project students do their first semester of research in fall, and in spring they are able to provide feedback at reviews to M.Arch students doing their first semester of research in that term. M.Arch students also consistently participate in the BFA program end-of-year reviews.

What was an interesting pedagogical model happened organically in both groups: by having students from the degree project studio critique the graduate students (in the fall when M.Arch students are fully immersed in design) has been a learning experience for both groups. The faculty for each course collaborate and support their students in learning to constructively give and receive feedback on research and design issues, and also on techniques/craft.

As a program, we make an effort to develop and support our community beyond the classroom. Our graduate students, seniors and alumni from both our BFA and M.Arch programs connect practice to academia. They contribute through critique, lectures, panel discussions and dialogue. Each year one Tuesday Talk, our lecture series, is reserved for alumni to discuss their research through work in the field by presenting projects, discussing their progress toward licensure, and sharing perspectives on contemporary issues in architecture and practice.

MassArt was founded in 1873, in response to the Massachusetts state legislature identifying a need to teach Massachusetts residents drawing and drafting skills required for the emerging manufacturing economy. From its founding, the College has focused on providing accessible education, and the community is proud of its place as part of the

Massachusetts State University system. Today, MassArt is accessible to students through its commitment to keep tuition affordable. The Graduate Program kept tuition level from 2014 through 2019; and since then has only raised tuition modestly. Our commitment to equity is reflected in our tuition model. The Graduate Program charges per credit so that students who need to take fewer courses in a semester pay less tuition. The per credit tuition rate is the same for everyone, whether local or international, excluding any fees. Faculty believe that this tuition structure models equity, a long-standing value of our college.

Historically, accessible education was interpreted as “financially accessible,” however in recent years our community has broadened how we think about access to an art and design education. Before 2020, MassArt had very few online courses, but when the COVID19 pandemic required a rapid pivot to remote teaching, our faculty learned a lot about the challenges that our students face. Though we have now returned to campus, we have expanded remote options for select classes, in response to students’ desire for some remote courses in order to save money and time by not commuting in and out of the city.

While most of the Architecture Department’s courses follow the in-person model, some history, cross-program electives, and lecture courses now have remote options. This year the College formed a Migration Review Committee to assess our course types and course scheduling with the goal of improving and expanding the way we deliver courses. A member from each academic department including the Architecture Department was on the committee. The assessment and recommendations were submitted May 2023 to Academic Affairs. It is expected that the report will play a role in the formation of our updated Strategic Plan. In addition, Professor Patti Seitz is a member of our DGCE Bargaining Committee in support of our adjunct faculty teaching M.Arch courses.

The program’s role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

As noted in the introduction, our department values teaching architecture in the context of other creative disciplines. Faculty encourage students to take courses outside the department to both learn about materials and discover how their creative process can be applied in a range of ways. Architecture students participate in mixed classes with conceptual thinkers, time-based artists and are challenged to think about their own work in this context. For example, many of our architecture students take classes in our glass department and acquire direct knowledge of how glass is made and shaped while gaining knowledge about how glass is used in the fine arts. Students who take classes in our fibers department learn how principles studied in structures courses are applied to fiber arts. Access to these courses helps students understand concepts in design, material behavior and cross-disciplinary principles of composition and broadens our students’ perspectives on how these topics are applied.

Our department benefits the institution by including opportunities for students outside of our department to engage with architecture by attending our lecture series, exhibitions, reviews, and through electives offered by our program. Our furniture design electives, Furniture Design I and Sustainable Furniture Design, for example, often have a mix of sculpture, industrial design, architecture and Furniture Certificate Program students. Each student in these courses, and others, benefits from the perspectives of other creative disciplines.

In addition, our program has been an important part of MassArt's efforts to collaborate with local communities through our Community Build studio. Each year, this course partners with a community based non-profit or public entity to design and build a structure that addresses an urgent need. The Architecture Department's engagement with communities in greater Boston elevates the institution's visibility as a school that values the well-being of our neighbors. These collaborations are mutually beneficial as each group learns from one another.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

MassArt's learning and teaching environment extends beyond the classroom in many ways. Our campus community actively engages students through governance committees and town hall style meetings where we discuss issues that impact our campus; students also participate in broader campus community activities. Of particular note are the Artward Bound college prep program for students in Boston Public High Schools, and the Compass program supporting MassArt students who are the first generation in their family to attend college. Graduate Students have often done graduate assistantships as Mentors for the Compass program, meeting regularly with BFA students and helping them adjust to and thrive in the college environment. M.Arch alumni have taught students in the Artward Bound program in summer, engaging students at all skill levels in architecture and design courses. This summer, we had the Artward Bound students take part in a community build exercise – and by demonstration showed them how architecture and the act of building empowers change. Our Center for Art and Community Partnerships (CACP) engages MassArt students through employment in programs that include: a mobile art studio that brings art-related activities to local neighborhoods, community engaged coursework, as participants with the MassArt community, and more recently through the Radical Imagination for Racial Justice program, a new initiative that supports local artists and other professionals in creative fields with grants for their work,. This re-granting program gives all MassArt students direct experience with local artists of color and has had an impact through the creation of murals on our campus and artists' talks.

Within our department, we include students in most faculty meetings and seek their input on our all school, graduate program and departmental curriculum committees. Our lecture series, "Tuesday Talks," is another way that we encourage our students to learn about current topics within architecture. We intentionally make "Tuesday Talks" informal

so that students have a chance to talk to our guests over a light dinner provided by the department, and engage in in-depth discussions with speakers on their presentation ideas.

Our students have taken advantage of our travel courses where part of the course is taught on campus during a semester and the travel portion is scheduled for a time that does not interrupt other courses. Recently, our department offered a travel course to Japan during the summer of 2023 led by Professors Patricia Seitz and Gabe Cira who teach the History of Japanese Design. While in Japan, the class investigated design principles applied to both historic and contemporary building landscapes and cultures.

We have an active American Institute of Architecture Students (AIAS) chapter where students lead activities such as skill building workshops, create a variety of community events for students in our studios as well as students from other departments, and organize field trips to significant architectural foci. Their participation and attendance at numerous design charrettes and joining committees resulted in one of the seniors being selected as student representative on the BSA Board. Students have also hosted and led a range of visits to design, engineering, fabrication and construction firms to broaden their understanding of what constitutes practice.

M.Arch students have engaged in the MassArt x SoWa Gallery mentioned above, in several ways. They worked in concert with Architecture faculty to redesign the interior space, combining 3 galleries into one. As part of a Sustainable Furniture elective, they designed and built a gallery reception desk with multiple components, as well as a media viewing bench. Faculty and staff from the program also participate in the biannual design exhibition in the space.

MassArt is a teaching institution. Our teaching assistant (TA) program for Graduate Students provides structured leadership roles for our graduate students. They often teach in our first-year undergraduate program and in courses within our department as well as courses for other departments depending upon their background and skill sets. This program allows our graduate students to support each other as well as undergraduates while they gain experience in instruction. In addition, the department hires students throughout the academic year to offer workshops on software within a course or to all students in the program. We also provide opportunities for students to teach in a summer program for high school and middle school students interested in architecture in addition to working on various projects on campus during the school year. These opportunities are offered through Continuing Education as well as the JET (Justice, Equity, Transformation) office. Faculty support hiring graduate TAs as they bring technical, academic, and cultural experience into our learning environment.

In addition, some of our assistantships offer administrative and research opportunities. For example, one of our M.Arch students recently held a position in our Office of Justice Equity and Transformation conducting research for our statewide strategic plan for equity, diversity and inclusion, an initiative launched by our state’s department for higher education. Because architecture students include data analysis and visualization in their creative work, they bring valuable skills to their administrative assistantships.

Our Community Build Studio teaches students how to develop their designs through consensus, how to work collaboratively, how to build budgets, and how to consult with

the clients throughout all phases from program through completion. They learn communication and construction skills, toolsets, and acquire a deeper understanding of the entire construction process. Each year this course becomes a department-wide effort with all members of our program engaging with it at various levels, while the students enrolled in the course lead the envisioning, design work, and construction.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Massachusetts College of Art and Design is celebrating its 150th anniversary this year. As the oldest art and design college in the United States, the College continues to build on a legacy of educating artists, designers, and educators in the context of a public higher education system.

"*Founded in 1873, MassArt is the first freestanding public college of art and design in the United States. The College excels in the education of professional artists, designers, and art educators and is an integral contributor to the cultural and intellectual life and creative economy of the Greater Boston region, the Commonwealth of Massachusetts, and beyond. Located in Boston's hub of arts and culture along the Avenue of the Arts, MassArt enrolls approximately 2,000 students and offers a comprehensive range of undergraduate and graduate degrees in 18 disciplines, as well as continuing education and youth programs.*

MassArt strives to be a model of diversity and inclusion; the campus community reflects the layers of cultural and self-identity that proudly make up our region, nation, and world. We respect, value, and celebrate the strengths, characteristics, and perspectives of all and promote an inclusive environment that leverages the unique contributions of each individual, group, and organization into all aspects of our work." - MassArt Website

The Architecture Department benefits from a community of creative, diverse artists and designers as we study architecture in the context of disciplines that intersect with our own. We have been fortunate to have students from many countries attend our M.Arch program and our learning environment is enriched by diverse cultural perspectives. In AY 2022, 23 students, and in 2023, 25 students enrolled in our M.Arch program, with10 students from other countries including Brazil, Canada, India, Japan, South Africa, and the United Kingdom across these years.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Our department is committed to supporting our students as they develop their design abilities and connect their skills to values that include equitable, resilient, and sustainable built environments. Students are required to consider these values in their academic work and explore innovative ways to incorporate these principles in all the work they produce.

All of our design studio courses address how to build a more equitable environment through the programs and sites, neighborhoods and locales that faculty choose as subject matter. Faculty meet to discuss course development in relation to our departmental and college-wide values and establish the sequence of courses in a scaffolded way that progressively builds skills and shared values. We seek to continuously improve this sequence and have experimented with using the same site at the same point in our sequence, and ask students to respond to and build on the classwork of the previous year. The first group of students produce design proposals for transitional housing on a dynamic site in greater Boston. The following year, faculty asked a new group of students to propose support services facilities for the previous year's proposals. The site is large enough to allow for multiple design approaches. This approach was successful because students had the opportunity to interpret their colleagues' work, build on a values-driven program, and collaborate with students outside of their class. Each group of students who worked on this site was required to develop a site plan that was sensitive to the environment and addressed resiliency.

Making Cities Work EDAD 711 is a required course in our Graduate Program where students reimagine cities to be more accommodating to people with mobility and other physical challenges. As part of the course, the class spends a day with a person who requires a wheelchair as they navigate the city of Boston, and with someone who is blind. These individuals have participated in this course for many years and have become ad-hoc colleagues as students develop empathetic thinking through a critique process that considers people with different abilities. This studio course focuses on a large, urban-scaled project exploring the ways that cities can be transformed through a collage of precedents, respect for context as a way of life, through time and place observations, using resiliency to develop visionary responses. Students propose new city infrastructures, responses to climate change, universal access, accommodating a wider range of people, and the evolution of systems in urban contexts.

Our Community Build course directly addresses the idea that “architects design better, safer, more equitable, resilient and sustainable built environments” by working with communities to identify a need, and design and build a project to address that need. Our projects primarily are aimed at underserved neighborhoods where students engage with local stakeholders throughout the design and construction of the project. Each student participates in this community experience through the act of building with their own hands to acknowledge the effort it takes to create a shared space. This is consistent with one of our long range goals for the department- to educate students to use their creativity in architecture to make a positive impact. Our department believes strongly in rigorous training to meet the professional standards of architecture, but to do so with the soul of an artist.

Our 2020 Five-Year Plan addresses how we plan to make strategic hires to department faculty to enhance our program. Specifically, we aim to hire individuals who will: 1) stabilize structural engineering; 2) build support in Building Technology to offer design/construction skill in the Community Build course; 3) bring expertise as a part-time Architectural Historian (potentially shared with History of Art); and 4) evolve our thinking through a temporary position in Environmental Stewardship.

Because activities related to the construction industry account for 35-45% of CO2 emissions globally, it is critical that we lead in this sector through a continuously evolving curriculum emphasizing resiliency. Our courses include projects that educate our students in building materials sciences and their emissions, and propose design solutions that tackle sea level rise, consider cleansing landscape and site planning solutions and buildings that use little or no energy over the course of a year. We provide critical training to our students in passive solutions such as the reduction of building energy consumption and non-renewable material consumption. As this field is rapidly evolving and the practitioner or researcher may also need to evolve, we propose this to be a shorter term hire so we can re-evaluate it at the end of this plan.

In Fall 2022 we welcomed a new full-time visiting faculty member to fill a need for a broadly accomplished practitioner with teaching experience. In addition to identifying a candidate with the requisite experience in teaching and practice, the current visiting faculty increases our cultural perspective, and is an expert in both architecture and structural engineering and has experience in building.

During the 2023 fall semester, our program will launch a search for a full-time permanent faculty who meets some of all of the following criteria:

- Studio practice in architecture *may* also include expertise in Landscape Architecture, Urban Design, Historic Preservation and Adaptive Reuse, or Design-Build, integrating structural principles into design, and basic building assembly systems within the design studios and/or lecture courses;
- Technical expertise in Structural Engineering, Building Systems, or Math;
- Technical expertise in detailing building envelopes;
- Expertise in teaching within a woodshop, and training in building construction;
- Terminal degree (or A.B.D.) in the *History* of Architecture, Landscape Architecture, or Urban Planning.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

Our collective goal is to support an integrated learning environment that connects the diverse experience of our students with our curriculum, while fulfilling our national accreditation requirements which lead to professional architectural licensure within the Commonwealth of Massachusetts and throughout the United States.

MassArt, our department, and our students recognize the urgent need to prioritize sustainability and environmental stewardship when we design and construct buildings. The program emphasizes our profession's responsibility to minimize resource consumption and promote sustainable practices in the construction and operation of buildings. For example, MassArt was the only Art and Design school that participated in the 2022, 24-hour worldwide sustainability teach-in organized by Bard College, and the following year we led the AICAD schools in hosting a week-long event on campus.

Our efforts to address the profession's responsibility to environmental stewardship have included an increase in the number of lectures in our lecture series that address the climate crisis, and more importantly, we have integrated the topic as a basic design principle throughout all of our courses.

Our Sustainable Architecture course is required for M.Arch candidates and has evolved over the years to present sustainability as a topic that is considered at every stage of design, and as a concept that intersects with social justice. Students learn about organizations and frameworks that architects use when designing buildings such as LEED, Passive House Standards, and the Living Building Challenge. They are also required to apply knowledge gained in the course by creating a "sustainable strategies" board for the studio work they are doing in the same term they take the Sustainable Architecture course.

Our Integrated Systems course requires students to apply sustainability principles to building systems and assemblies, including building envelope, HVAC strategies, material choices and precedent studies. This course introduces students to new technologies that reduce energy and overall resource consumption.

As we work to continuously improve and expand our teaching on this topic, we have begun to integrate sustainable principles into our studio culture. Choosing sustainable materials for model-making, sharing resources and re-using materials from past semesters are some of the ways in which we are bringing sustainability as a mindset into our design process.

In summary, our students are in partnership with faculty as the program integrates and responds to the changes in our profession that seek to improve the relationship between the built environment and the natural environment.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Our department fosters a culture within our studios that engages students in service to society by understanding social equity broadly, working directly with communities and groups as part of their education, and reinforcing the complex relationship of architecture to its environment and stakeholders.

We work to individualize learning by accommodating our students' learning styles and model respect for differences. Both our courses and pedagogy support this philosophy. This includes teaching beginning and advanced design studios in ways that support students' cultural perspectives, creative processes, and addressing areas where they need additional support by providing tutoring, readings, videos, precedents and other means. As a small program we have the ability to get to know our students well and leverage MassArt's studio practice learning environment to assist students as they develop their personal design language.

We value the ability of our faculty to develop and implement diverse teaching and learning for different learning styles (visual, written, auditory, hand-built, drawn, etc.) and to respond to the needs of learners from a variety of educational backgrounds in a multicultural environment. We seek to learn as much from our students as we offer, and see each as an individual with unique knowledge and skill sets that we can learn from as we support them to develop new skills and tools.

Our department values diverse backgrounds and points of view, and we honor the multiple pathways through which students enter the field of architecture through many modes and applications of practice in the discipline. The way in which we conduct critique, for example, illustrates our department's values; we reject the outdated model of critiques that leave students feeling unsupported and alienated. Our senior faculty support and mentor junior and visiting faculty in using strategies for engaging in rigorous critique of student work, while prioritizing a supportive, positive culture of assessment. We get to know our students and can discuss their work in relation to their other courses, their creative process, and their individual interests. If a student is struggling in a particular area, faculty find resources and team up to help. This has created a culture where students regularly seek faculty help from across the department and college. This level of collaboration allows our students who learn in unique ways, to develop networks of support as part of the learning environment within the department, and develop a skill that will be essential in their eventual practice.

Access to education has been a hallmark of MassArt's mission. We continue to protect the model of a public, affordable education for students who seek to study

architecture in the context of other creative art and design disciplines. One of the ways we think about what it means to be “accessible” is by exploring new modes of course delivery. For example, many of our students are visual learners; moreover, many students choose MassArt for the rich cross-disciplinary culture of art and design. Faculty continuously work to develop new ways of illustrating design principles that take advantage of the visual art community in the wider college. For example, in the Structures course, students are asked to make models that embody structural dynamics, and History of Architecture and Urban Planning (EDAD 516) requires students to keep a sketchbook where they make drawings of buildings studied in the course readings in preparation for their final drawing/analysis assignment. This history course also covers how building materials in different cultures are used.

The academic policies in our Graduate Program are designed to increase access to architecture education by allowing students to manage their course schedules without financial consequences for taking fewer courses in a given semester. All graduate courses are based on tuition per credit with no additional fees unless the fee is for materials required for a specific course. Our students like this model for its flexibility. For example, one of our current students is a single mother of two and has been able to progress through our M.Arch program while managing her other obligations. Other students choose to work in the field as they progress through the program which provides them with an income to cover living expenses and has the added benefit of making them highly employable on graduation.

Our admissions policies focus on whether students are a good fit for the program and we are a good fit for them. Faculty are committed to interviewing potential students after reviewing their applications, with the intention to provide prospective students a detailed understanding of our program and our teaching and learning culture. We welcome students from diverse backgrounds, who come to MassArt to explore different ways of learning. This year we have a student population that is 24% international and 22% reporting as BIPOC, and we often have some students from less financially privileged backgrounds.
Strategies for increasing diversity

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Our profession is changing rapidly. As educators and practitioners, the faculty in our department endeavor to bring new methods of design, construction, and ways of thinking about the built environment into our courses and we invite our students to do the same. Because graduate students often come with diverse professional and cultural experiences, members of our department are constantly learning from each other. Within this diverse environment, MassArt supports learning through making.

For example, a faculty member might contextualize a studio or classroom topic by: 1) introducing conceptual ideas through an art project related to and preceding the main studio project; or 2) contextualizing history in the two required history courses by supporting students in analyzing and/or diagramming the key ideas in elevations, plans, images, of 3D models of buildings, landscapes, or public spaces that they are researching in class readings or lectures which are collectively reviewed to build analytical skills; or 3) forming small teams of students in professional practice to research a firm's pedagogy and then as senior architect, construction manager, and marketing lead of the firm, develop a visual presentation that the firm would use to pitch a particular project that might be out to bid in the Boston area or from an international context; or 4) asking students to observe and draw as a way to understand the built environment in detail. We ask them to make meaning out of their observations by noting how people use the places they document. How might this be surprising or different from another neighborhood context? How can this be applied to looking at a design for a specific place that addresses many scales of form?

There are many approaches. Students with a different spatial background may observe and draw a very different scenario than the student standing right next to them. These become opportunities to help individual students find approaches that might be quite unique from their classmates and also offer opportunities to learn from each other.

With this as a model, we understand that new knowledge and creative practice intersect, therefore we support our students as they develop ways of approaching design that may be unique to each of them. For example, our digital fabrication labs are quickly changing the way students make models and explore form. We now have the ability to design a steel detail, go to the metals lab and manufacture the piece. The ability to use automated fabrication within the design process is one way that our department has addressed new ways of advancing ideas. As a department we have reconceptualized the ways in which designing at different scales has changed the process of design investigation, given the amount of detail and rapid iteration now possible in small study models.

Time-based presentations are increasingly becoming part of mid and final presentations as students and faculty explore the available tools within software and in our labs. The continuous improvement of the discipline includes studio products that better explain design concepts and acknowledges the dynamic nature of architecture by animating movement through digital models throughout the design process.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The program responds to these values in a myriad of ways by building them into our curriculum, encouraging students to participate in college extracurricular events and programs, and by creating opportunities for students to practice in each of them.

During the academic year, we have open exhibitions of student-curated work in the All School Show, and department-wide gallery exhibitions by our students across the campus. This year's college-wide winner of the President's Award for the All School Show went to an architecture student for her project focusing on sustainable housing and site reuse. The MassArt x SoWa gallery space in Boston's South End provides leadership opportunities for curating shows, installing and reviewing work, and presenting/participating in open discussions at openings. Each show provides a venue for students to talk about their work and ideas, with the public, administration, alumni, and fellow students.

For example, our Teaching Assistant program directly expects graduate students to take on leadership roles within the classroom. While many of our graduate students TA for a course that they have completed, it is not a requirement as many of our students enter our program with expertise from other careers of coursework. Graduate students with strong math skills often TA in our undergraduate structures courses and mentor the undergraduate students both inside the classroom and informally as tutors in the math and concepts.

Our Community Build course is specifically designed to support students to develop leadership skills, engage with the community, and practice collaboration with each other, faculty, and with the host community. While students collaborate to develop a design, each student takes the lead on a specific aspect of the work – sharing expertise and teaching the other students. Producing construction documents, specifying and sourcing materials and developing line-item budgets. They manage presentations, and find common ground for the work that puts them in a space that requires leadership and collaboration within the team. Throughout this process, students present and gather feedback from the client/community group and rework the design accordingly. Once construction begins, students rely on each other as the work progresses. Note: The architecture faculty use their professional resources to identify the projects to be taken on in this course and the key expert advisors to be included in the review conversations of project designs. The partnerships with local public and community non-profits are set up so that clients fund materials while the design and construction by students is *pro bono* through the work of the studio.

Our Track One M.Arch students share a small number of required courses with our undergraduate population. (Graduate students are expected to produce graduate level work as outlined in the syllabi.) This mixed population within classes holds an expectation that our graduate students lead by example and collaborate with students at different skill levels. Our undergraduate students benefit from seeing high-level work while our graduate students enrich the course with their experience. We find that our undergraduate students bring considerable making expertise that supports our graduate students and creates strong ties between the levels.

Sustainable Architecture, for example, requires graduate students to "take over" a class period and give a presentation about the intersection of equity and sustainability in the United States. The presentation is followed by a short in-class exercise developed by the graduate students.

Most of the design studio courses in the program begin with collaborative research about site, program, and zoning, along with other topics specific to the course.

Students collect and analyze the information in teams and share it with the rest of the class. This collaboratively produced body of work often includes a shared context model that is a group effort.

Methods and Materials is a required course that is offered early in the course sequence. It is intended to train students on the machines in the woodshop so that they are approved to work in the facility independently as well as to introduce students to wood construction and establish a collaborative environment by engaging in either a series of smaller projects or a large group project. Students must develop a design, following criteria set by the faculty, that can be built at full or at half-scale and which considers the properties of wood and wood construction. Students may then build the project as a group. The work is often installed as a temporary exhibit in our courtyard or lobby.

Both academic and administrative departments across the College employ M.Arch students and support them in leadership roles. Students from our program work as mentors and trainers on equipment in our fabrication labs, wood shops, and conduct skills workshops within our department on these machines as well as software workshops. As we seek to improve and increase opportunities for student leadership, our program has outlined a plan to formalize M.Arch student-run skills workshops through a common meeting time. At present, these workshops within the studio are organized by the Student Government Association (SGA)/American Institutes for Architecture Student chapter (AIAS) student group.

Considering other people is a hallmark of our discipline and our program requires students to develop their work with others in mind. All of our design studios include a hypothetical client(s) and students develop work with them in mind. Our Community Build studio engages actual clients, structural engineers, suppliers and building officials, and therefore students gain firsthand experience by collaborating with the work of many contributors in our discipline, and how architects' need to consider others in the development of all projects.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

Our program continuously updates the syllabi for our courses in response to new materials, construction methods, design delivery systems, sustainable practices, and cultural considerations. The faculty models lifelong learning for our students by learning alongside them when innovative ideas emerge in our field. For example, the evolution of Cross Laminated Timber (CLT), has been introduced into our structures courses and our studio courses where faculty research alongside our students, the opportunities and limitations of this construction method. Last year, we hosted an alumnus from our M.Arch program who is the project architect for the first mid-rise CLT building in Boston. This lecture offered a lesson for both faculty and students

about the CLT design and construction process, and outlined its advantages and challenges as a construction method that is new to Boston.

Our students are able to broaden their education beyond architecture by taking courses in other departments, cross-registering for courses at the Massachusetts Institute of Technology, and engaging in Boston's active architecture professional community. In addition, students take advantage of opportunities for credit through paid professional internships. While our program does not have a required internship program, students have the option to intern at a firm and receive professional elective credit. Because both of our degrees are STEM degrees, international students have the option to have work experiences extended to three years. International students in the interim are able to work on campus or work during their degree program in most, but not all visa designations.

Most of our faculty are licensed architects and M.Arch or other professional degree holders, or have a PhD in a relevant discipline such as in history. While those teaching structural engineering, history, and construction may not be required to be current in Continuing Education Requirements, the professional degree-holding studio faculty are required to take NCARB approved continuing education courses each year in order to maintain licenses. Knowledge learned in these courses is shared with our students in order to model lifelong learning in our discipline. Our Professional Practice course explicitly discusses the role that continuing education plays in an architect's life.

Our community learns from each other. Faculty encourage students to share the knowledge and experience they have when they join MassArt, and our diverse community members offer knowledge that enriches the learning and teaching within our department. For example, one of our current M.Arch candidates is a technology expert who has helped faculty, students and studio managers learn how to use our new fabrication technology, and has trained a number of students and supported them as teaching assistants in these specialized fabrication shops.

Students have opportunities for interdisciplinary learning across the College including electives among eight other graduate programs in art and design, art history, liberal arts, art education and studio departments. Our glass, metals, and ceramic studios are popular with architecture students as they explore the properties of materials in a fine art setting while understanding the role of these materials in the built environment.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Program Overview

As a department and in particular in our design studios, we are making qualitative assessments of our students' work–through critiques and direct observations, and grading. This is a holistic approach, and due to the size of our classes our full time faculty are able to interact with all of the students by attending their reviews and providing targeted as well general feedback. This is delivered in written and verbal formats in one on one conversations as well as in groups.

An important element of our cycle of assessment occurs during final reviews of student work. Our program holds time at the end of each review for students, faculty and visiting critics to come together and reflect on the success of the course. During these discussions students share their experience with the work, timing of the work and how the course relates to other courses while faculty and critics point out successes in the course and areas where course content was not clearly presented. As a small program, full time faculty are able to attend every review since we only have one section of each course in our program. Faculty hear from every student in the program during final reviews.

The Program Director and Chair take this information and work with faculty between semesters to continuously improve courses with the information received at these end-of-semester meetings.

Sustainable Architecture EDAD 532, for example, has recently been updated in response to this process of reviewing the course at the conclusion of a student review event. Sustainable Architecture requires students to apply material learned in the course to the studio they take during the same semester, and learning outcomes are demonstrated in a “sustainable strategies” board for their studio work that addresses specific Sustainable Architecture course topics. While this has been successful, it has proven to have limitations for assessment of student understanding because the boards cannot address all of the content in Sustainable Architecture. As of fall 2023, students in Sustainable Architecture will take a final exam in addition to producing boards that apply course content to their studio work.

This embedded program assessment model has also fundamentally changed how course topics are recorded in the Comprehensive Design Studio EDAD 752. During the semester, students completed specific assignments that isolated topics that demonstrated understanding of student performance criteria, however these assignments were often edited out of presentations in the final push toward reviews. While the faculty teaching the course knew the work had been done, students were not consistent in showcasing it in their body of work. In response to this, faculty now have separate worksheets for specific topics. Students are assessed on these topics using the worksheets as a tool for faculty and critics as each worksheet is pinned up alongside the design boards and other technical documentation. This change in topic delivery has had

to a positive impact on student learning because students can focus on a specific topic in a worksheet then reflect on how the topic interrelates with other decisions in the design process. The course is more easily reviewed because the relationship between specific course topics and the work as a whole is clear, and the program is able to review the course in the larger context of the curriculum because the topics are documented with evidence of understanding.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

The program evaluates each course content primarily through direct assessment methods of student work. However, more subjective methods such as course participation in discussions may add to an overall grade. Student self-assessments and end of course reviews to assess course success [by the students] are used by faculty for their improvement and course changes and are not necessarily graded. These latter indirect assessments support course development, while the direct assessments identify student outcomes and participation.

For Assessment Outcomes by Course and the nature of type of assessment, see Appendix E. Assessment in the Curriculum

When seen in the context of the PCs and SCs Course Matrix **BOLD**, primary criterion addressed, identify which courses support the Criterion noted below.

For PCs and SCs Course Matrix:
Appendix B. Curriculum Map / PC and SC Course Matrix

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Courses that apply to this PC:
Professional Practice I EDAD 535
Community Build EDAD 608 and EDAD 609 (introduction to studio as practice)
Thesis I EDAD 708 (students select thesis questions that address career paths)
Professional Practice II EDAD 805

The program offers presentations and workshop sessions by our AXP Licensing Advisor Paul Hajian throughout the academic year. We assess our success with teaching career paths by reviewing the content from course syllabi, from new faculty, to ensure that they are up to date with the evolution of licensing requirements, and adjusting accordingly. For example, the projects in Professional Practice I EDAD 535 were recently updated to reflect the changing ways in which architects practice. Faculty regularly see presentations from the sequence of courses. In addition, student feedback is considered before any changes are implemented as we

endeavor to improve the program. In spring 2023, the faculty of Professional Practice I EDAD 535 included a final review of a group project in which students designed an architecture firm relevant to their collective vision. In small groups, students interviewed multiple firms and developed their own “firm” that would make a “client” presentation in order to seek a new design project.

For fall 2023, faculty changed Professional Practice II EDAD 805, based on our collaborative assessment method, with an expanded final assignment that builds on the projects in Professional Practice I. This two-course sequence now includes final presentations that are open to the MassArt community. The program plans to review these changes in this academic year.

As a public art and design institution, MassArt has a strong, diverse group of faculty, administrators and studio managers who are practitioners. Teaching is student centered; our students have a wide variety of learning styles that faculty teach to individually, and our small class sizes enable us to support students who learn in unique ways and our learning culture is supported by a network of resources.

Our program addresses career paths in multiple ways within our curriculum and department culture. Our Professional Practice course directly addresses the ways in which architectural design is practiced in the United States. In this course, students learn about the structures of architectural firms, contract pathways to licensure, and they network and interview practitioners.

In addition, the M.Arch Program Director Paul Hajian, is the AXP/ NCARB Licensing Advisor for the department. He works closely with students and our Career Development office to identify job opportunities for students and recent graduates, guides students through the internship and licensing exam process toward achieving registration, and remains up to date on AXP/licensing issues by attending the national, regional, and local chapter NCARB conferences. He was asked this year to be the Architectural Education member of the BSA/AIA Board in order to represent the six local schools in the academy (MassArt, Harvard, MIT, Northeastern, Boston Architecture College and Wentworth Institute of Technology) at the Boston Society for Architecture after serving a three-year term as a Board member. Hajian reports back to these programs on decisions that impact relevant professional and educational initiatives, building and climate action, adoption of new energy codes, and other legislative issues which creates a healthy and supportive exchange with colleagues.

In addition, we have hosted the NCARB team to present upcoming AXP/ARE changes directly to our faculty and students, and included alumni, firm principals, and members of the State Licensing Board to share their own experiences in earning their license and to describe their first job, challenges on the way, and where they are currently practicing today. participating in these discussions has resonated with our students and program and made visible the long continuity of practice- from beginning ideas and education, to development of a lifelong career in architecture.

There are also a number of students who were involved in leadership positions at MassArt who have gone on to be members of BOSNOMA, initiated and organized panel discussions for the design community on race in architecture and the

profession held BSA educational committee positions and served on BOSNOMA's Board.

We have consistently had an Architecture Advisory Board that provides input on the profession and how best to support and engage relevant architectural issues with our students and academia. We recently welcomed a new slate of members with a wide range of design, architecture, and academic experience to continue our discussions and to work together to move our programs forward. These Advisory Board members have assisted with our fundraising efforts, mentored students, attended our end of term studio reviews, and with our faculty created employment opportunities. Appendix L. Advisory Board Members

Our program supports an active AIAS chapter which engages the local architecture community through field trips, organizes firm visits and social events. During the academic year 2022-23, 35 percent of our students participated in our AIAS chapter, and we continue to work to increase participation by supporting student attendance at national AIAS conferences, and working with our international students to support their interest in global practice. A number of international jurisdictions have recently been approved for reciprocal licensing by NCARB–this is an exciting time for our students to engage the profession in a wider context and many different communities in terms of practice. As a result of collecting this information for this self-study, the program plans to investigate the ways in which it can increase participation with our AIAS chapter.

Our office of Career Development offers various services for students including an updated list of employment opportunities, workshops in resumes and portfolio development as well as in-person sessions for interviews with interested firms. The office also provides advice on writing cover letters and their organization of robust career fairs has resulted in students making connections with a range of firm opportunities.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Courses that apply to this PC:
Architectural Design I EDAD 510 (introductory)
Architectural Design II EDAD 520
Architectural Design III EDAD 530
Architectural Design VII EDAD 702
Thesis II EDAD 808

Our studio courses encourage and require students to make and remake work as a way of refining their ideas. In fact, "making and remaking" is a term that is explicit in our most recent college-wide Mission Statement and Strategic Plan. The iterative process of developing design work at multiple scales underpins our studio

experience; our faculty develop assignments and projects that help students understand their own creative process. As a small program in the context of many shops and interdisciplinary studios, we are able to work with students to individualize their learning. This is central to our teaching pedagogy, and also addresses the diverse nature of our student body.

Students who attend our program experience the design process in multiple ways and in multiple scales. Methods and Materials EDAD 502 is a course where students collaborate and collectively build a small wood structure in our woodshop. This course demonstrates to students the ways in which materials help to guide design decisions through their natural behavior and limitations. Our design studios address designing in the built environment at several scales, and our Community Build EDAD 608 and EDAD 609 requires students to apply basic design principles, collaboration, stakeholder engagement, site constraints, and regulatory requirements in a single project that is designed and built within a single summer session. Studios focus on a variety of scales – smaller scale projects at the beginning of the studio sequence and larger scaled projects toward the end. In Architectural Design I EDAD 510, students look at small public conference spaces, in Architectural Design II EDAD 520 and Architectural Design III EDAD 530 they move from smaller civic buildings to elementary schools and/or low- to high-rise, mixed use developments. Typically in Architectural Design VII EDAD 702, students are tasked to take on increasingly complex programs, sites and projects that often include housing and other uses that build a sense of community both public and private.

More broadly, our program encourages students to work across media while developing studio work. Faculty spend time discussing which tools are best at each stage of design, and they discuss the limitations of each design tool. When faculty observe students relying on one tool, such as a digital modeling program, they encourage them to bring other methods and materials into their design investigation. Concept development, community engagement, materials testing, and the relationship between architecture and other creative disciplines are part of what our program considers essential for how our program instills the importance of the design process in shaping the built environment.

Students are encouraged to explore on-campus exhibits and events that demonstrate the creative process in other disciplines. Students are required to take “making electives” outside of our department to underscore the ways in which the craft of architecture is one part of a larger creative context. Within this environment, architecture students in our program often translate and develop concepts, methods and materials that are found throughout the campus. It is not uncommon for our students to produce conceptual models that include welding, casting and collage in the beginning stages of their design process.

The program also encourages students to observe design through precedent studies and observe works of art and design by engaging with the local museums and galleries, two of which are within a block of our campus. The Isabella Stewart Gardner Museum and the Boston Museum of Fine Arts have, in recent years, undergone additions and renovations by prominent architects therefore students are able to study important buildings in great detail. Renzo Piano’s addition to the Gardner Museum is particularly useful for its exterior details and building envelope.

Our Architecture Departmental Learning Goals – revised after our last visit – emphasizes: "*at MassArt we understand architecture to be above all, a social art. We aim to produce individuals who will responsibly engage in their communities – institutional, professional and global.*" Our curriculum, therefore, addresses each of these spheres: the institutional community, the architectural community and the global community.
Appendix F: Architecture Department Learning Goals

Our program assesses the effectiveness of our success with developing students' design process by discussing assignments in faculty meetings, mid-term and final reviews, hearing directly from students, and from interacting with outside critics. As we seek to continuously improve, we are increasingly taking advantage of the tools, space and technology available at MassArt.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Courses that apply to this PC:
Sustainable Architecture EDAD 532
Architectural Design III EDAD 530
Building Operating Systems EDAD 567
Architectural Design VII EDAD 702
Integrated Systems EDAD 720

Ecological and climate literacy applied to buildings is one of the critical areas of impact that architects have. We have progressively evolved our studio courses, fabrication/making courses, and building systems courses to increasingly add contemporary environmental considerations, structural systems, program elements, and solar orientation/shading to respond to various climate considerations. In 2020, the department redefined a set of draft goals with sustainability at its center. At MassArt we discuss social sustainability, as well as resilience, adaptation, climate and site contexts. Our program looks to support the creation of outdoor rooms and public spaces - natural spaces in the built environment - and to consider their inter-relationship as a requirement for comprehensive sustainable design thinking. Faculty include elements of sustainability across our studio and technical courses, which scaffold in complexity as the sequence progresses.

Sustainable Architecture EDAD 532 is now taught earlier in the required course sequence (toward the beginning of the program along with building systems), so that students have the tools of sustainability to apply to subsequent coursework. The content evolves as new research and resources are incorporated along the way. For example, William McClay's *The New Net Zero*, and *The Ecological Engineer* by Keen Engineering, will now be used in the building systems courses. In addition, students

in our furniture design classes look to source sustainable materials, and have weighed the pieces built in order to understand the net carbon sequestering and to make this tangible even in a small project.

Sustainable Architecture EDAD 532 has recently been updated in response to the process of reviewing the course at the conclusion of a student review event. Sustainable Architecture requires students to apply material learned in the course to the studio they take during the same semester, and learning outcomes are demonstrated in a “sustainable strategies” board for their studio work that addresses specific Sustainable Architecture course topics. While this has been successful, it has proven to have limitations for assessment of student understanding because the boards cannot address all of the content in Sustainable Architecture. As of fall 2023, students in Sustainable Architecture will take a final exam in addition to producing boards that apply course content to their studio work.

Our program instills an understanding of the relationship between the built and natural environment throughout our curriculum and as part of our lecture series. The courses, Sustainable Architecture EDAD 532 and Building Operating Systems EDAD 567, focus on the architect’s responsibility to the environment in different ways. Building Operating Systems examines how building assemblies and systems are designed to minimize the negative impact buildings can have on the environment. Students learn about wall assemblies, advanced insulation, innovations in energy use and produce technical drawings that demonstrate an understanding of the guiding principles of sustainable design at the scale of assembly/construction.

Sustainable Architecture takes a broad view of sustainability with the goal of deeply integrating this principle into our students’ lifelong approach to design. The first project in the course requires students to analyze a local shopping plaza for its level of sustainability. South Bay Plaza is familiar to most students and is thus a practical and relevant way to help students experience a place through a new lens. Students evaluate the plaza for its materials, heat-island effect, transportation challenges, social construct of who uses the plaza, and how people are accommodated. The history of the site is also explored since South Bay Plaza was once a bay that was filled in for industrial use and later for retail and transportation.

Our lecture series, Tuesday Talks, includes topics of environmental stewardship every semester. Past lectures have addressed sustainable master-planning across the world by Michael Grove of Sasaki, Cross Laminated Timber construction for the first Apartment building in Boston designed by one of our alums, experimental storm surge control and sustainable construction detailing.

Methods and Materials EDAD 502 - students use lumber provided by a local indigenous sawyer who owns a mill that sources only Massachusetts wood and sustainably harvests the materials.

Community Build EDAD 608 and EDAD 609 - students source materials that are sustainably produced, cost and plan designs for minimal waste, use reclaimed materials directly for adaptive re-use.

Integrated Systems EDAD 720 - Content is paired with the major studio of the semester (Architectural Design VII EDAD 702) that they take in the same term as this course. Wall sections are developed that help students understand sustainable assembly systems.

Thesis II EDAD 808 - In their final designs, students develop projects that utilize sustainable materials. For some, this is the focus of their work, such as the thesis by one student that looked at developing a case for rammed earth in climates such as Massachusetts. The student developed a hybrid CLT-rammed earth school as a demonstration project and was successful in both the design and evidence supporting its potential and design outcome. His project effectively dealt with access to material and application to landscape architecture in a broader context: linear parks, edge of a street over several blocks, etc. Reviewers noted how he was able to take the technology to higher forms, vaulting, and confirming the dimensions and sizes for a wall at various heights.

All of the studios have elements of sustainability of the environment as part of the requirement for final projects and may also focus on social sustainability, climate resilience, or urban infrastructure. Students are assessed on their understanding of these topics in critiques and on evaluation forms at review boards. As part of this self-study, the faculty in our program have realized that we need to update some of our reviewer evaluation forms that we hand out during review boards. We plan to do this work during the fall 2023 semester.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Courses that apply to this PC:
History of Architecture and Urban Planning I EDAD 516
History of Architecture and Urban Planning II EDAD 526

Our faculty member teaching History of Architecture and Urban Planning I & II EDAD 516 and EDAD 526, is a member of the Global Architectural History Teaching Collaborative, a Mellon-funded initiative based at MIT. This organization brings together architecture historians to develop the best practices for historically educating design professionals. Knowledge gained through this organization has been put into practice, as this history course has evolved to give it a more empathic global scope based on research from the past twenty years. In addition to learning about historic systems of construction, lectures are framed around political, social, and economic change in different regions of the world. Discussion is encouraged as students review weekly readings on urban history of cities over time.

As we seek to continuously improve, our history faculty member, who attends design reviews, has recently updated his course to help students better connect how their studio work relates to history topics in architecture through supporting students in drawing and diagramming buildings as a form of analysis

Additionally, elements of history and historic context are taught within studios where students draw from observation in order to understand site context in different neighborhoods and streets. This helps students understand urban planning, landscape form, and the formal qualities of buildings and places at multiple scales as part of the development of form-making and also helps them understand how the materials and forms of a place can be simultaneously historic, symbolic and culturally significant and important to design development.

As part of our ongoing efforts to improve the quality of our program, we currently share two adjunct faculty members with our History of Art department. Our goal is to convert these shared positions to permanent tenure track positions.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Courses that apply to this PC:
Thesis I EDAD 708
Thesis II EDAD 808

Faculty have developed an assessment table that is specific to PC. 5 Research and Innovation, and Thesis I and Thesis II Rubrics which are attached.
Appendix M. Assessment Tables and Rubrics

Students are required to engage in research in courses throughout our program. Design studios require technical research in areas of zoning, history, and building codes. History and other required courses assign research and presentations on topics as part of their course requirements. In some cases, making is a hands-on form of research as students prototype building components and fabrication techniques. For example, tensile structures have been designed and assembled in the Theory in Practice: Experimental Structures EDAD 505 (one iteration of this course), where students test the principle of tensegrity through material exploration and built assemblages. Students work as a group in the Comprehensive Design Studio EDAD 752 to develop techniques for CNC site models where the shared model has removal pieces for individual students. While this had been done before the use of CNC machines, the technique developed by our students produces a clean look with model parts that can be easily switched out during a critique. This work has sparked a discussion regarding sustainable strategies for studio work and is proving to reduce material waste in the design process.

Research and innovation define the work in 708 Thesis I EDAD and Thesis II EDAD 808, where students develop a thesis statement, research what has been done historically in relation to their topic, and then design a project in response to their research. In addition to broad and focused research, students employ interviews, site analysis, and design research to test ideas as they move toward a design proof of their thesis question/hypothesis. For example, one student recently completed a thesis that explored intergenerational housing for senior citizens and college-age

students that identified the mutual benefits for each group (i.e. reducing rent for the college students who provide support to the seniors). Housing models included living within the senior unit with a private bedroom, or in close proximity. Plans included providing resources for the housing project (gym, pool, dining, etc.), addressing food insecurity issues, and providing ways for the two groups to socialize. The student was recognized by the faculty and graduate program with the Graduate Award for Social Engagement.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Courses that apply to this PC:
Community Build EDAD 608 and EDAD 609 (formerly EDAD 605)

The program balances collaboration with individual creative development. Most of our courses have one or more collaborative exercises that include site research, code, or historic research, group presentations, and in some cases, group design work. Methods and Materials EDAD 502 is a course that requires students to work together to develop a project from concept through construction while learning about how materials behave – primarily in the woodshop but also supported by the digital fab lab, and metals shops. In the past, the collaboration has resulted in one construction project and in more recent semesters students have worked together on a theme, then produced individual pieces within the theme. The course introduces students to collaborative problem-solving, methods of assembly in primarily wood while including other materials, basic construction drawing, and learning how to use common woodshop and digital fabrication tools – waterjet, CNC, laser, digital form modeling, and exploration of details.

Several studio courses in our sequence integrate the requirement to understand diverse stakeholders. Architectural Design II EDAD 520 is a studio course that works directly with a community group that acts as a client to the studio course. For example, students learn about access to food in underserved communities, or investigate how new housing can serve both the unhoused population in Boston and the adjacent neighborhoods by adding amenities. The Comprehensive Design Studio EDAD 752 includes collaboration within the program in two ways. First, the program itself has a collaborative element such as multiple stakeholders from different user groups considered within a project. Students are also required to review the program outline as a group and offer changes and refinements to the program for the building based on the site's location which borders two residential neighborhoods in Boston. The project is intended to be a building used by five local colleges as well as two adjacent neighborhoods. The site is located where diverse neighborhoods, institutions, and historic block communities come together. Students are asked to consider the amenities and privilege that exist within the five colleges of the Fenway juxtaposed with the nearby underserved neighborhoods as they design a large space for multiple uses that include commencements, college-oriented activities, as well as activities that support the neighborhoods such as markets and community meeting

spaces. In each of these studio projects students are required to collaborate with data collection, program critique, research presentations, and the construction of a group site model.

Our Community Build studio course EDAD 608 and EDAD 609, described throughout this document, requires that students work together and rely on each other as team members throughout the entire course – including meeting with clients to develop programs and review designs, selection and research on materials and sourcing, submitting line-item budgets and construction schedules, and developing construction drawings while working with a structural engineer and other experts in the construction industry. (In the summer of 2023, students worked with timber framers to develop joinery templates and designs, and consulted with our furniture faculty to select wood species and review connection details). In every project, students interact with fabricators, material suppliers, and the client's facilities personnel as elements of a robust communication process during the building process. Faculty guide students in the development of a working team, and students select and are assigned tasks that support their interests and skills. Student roles include financial accounting, ordering materials, preparing meeting presentations and presenting to stakeholders, and creating permit drawings. On the construction side, students are able to work directly with building inspectors, and other on-site support such as Dig Safe as required by the site utilities. While these projects are small in scale, they offer leadership opportunities that shift as the project is designed, estimated, and constructed.

Note: The Community Build course was changed in 2020 from the 12-credit EDAD 605 course, to two 6-credit courses in response to the pandemic. The new course numbers are EDAD 608 (design) and EDAD 609 (build).

Graduate students often take on the role of Teaching Assistant to support the curriculum where they have a positive impact mentoring new students. Their presence not only results in a better studio experience for undergraduates, it also enhances each TA's own design work. Architects have to be able to explain their design concepts and interpretations to the general public, boards of review, and building officials. The experience of being a TA helps to build these skill sets in our graduate student population.

Our program also has a tradition of organizing informal workshops run by students who have experience on topics relevant to design students. In recent years, we have had graduate students conduct workshops in model making, 3D printing, laser cutting, and advanced software.

Each semester, faculty assess the skill sets of our graduate students to determine the ways in which they can benefit from leading workshops and/or teaching assistantships while also enhancing the learning experience for other students. This usually takes place in faculty meetings both at the beginning of the semester and at the end as we plan for the following semester.

At MassArt, students are included in our governance committees as voting members. Among other committees, graduate students take an active role in the Graduate

Education Council, engage with student government through the AIAS chapter and faculty encourage participation in college-wide meetings.

Graduate students are expected to attend critiques and review boards for undergraduate design courses as reviewers. In fact, the course calendar is intentionally developed to allow for graduate students to engage with undergraduate studio courses without conflicting with their own courses. Faculty have found that the undergraduates in our program respond very well to feedback from graduate students while the graduate students have the chance to develop their communication skills with regard to complex design concepts. As part of this self-study, faculty have recognized that more can be done to foster leadership with regard to graduate students engaging in design discussions throughout the curriculum. During the fall 2023 semester, faculty plan to investigate ways in which leadership development skills with regard to design thinking can be expanded.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Courses that apply to this PC:
Methods and Materials EDAD 502
Community Build EDAD 608 and 609
Making Cities Work EDAD 711

The teaching culture at MassArt is focused on “studio practice.” All students are encouraged to identify and strengthen what processes work for them as they develop design proposals and conceptual thinking skills. The Architecture department embraces an individualized method of teaching as we support students to work in whatever way they need to as they advance their design understanding and meet program requirements. For example, some students may need to build models before making their first drawings, and others may need to make diagrams in order to launch a design piece. Faculty recognize students’ range of learning styles and support a flexible studio practice where appropriate. This method of teaching, along with the program’s context inside of an art and design school, creates a framework that supports innovative approaches to the act of designing. It is not uncommon for materials used in an elective such as ceramics to be present in a student’s architecture investigations. Our department encourages innovation as a way to develop ideas conceptually as well as innovation within design proposals.

The learning that takes place in the studio is also an essential part of the educational process, and our students have a great deal of respect and actively support maintaining a robust and supportive studio culture. Students have taken an active role in shaping this environment, to make it easier to exchange ideas and open up discussions. Faculty routinely teach directly in the studio via impromptu studio presentations, lectures, and group crits, with the support of large flat screens installed by the department. A number of faculty moved their offices to be adjacent to the studios, again to make visible this collaborative way of working, learning and

open conversation. The creation of collective areas for model building and pin up create a place where creativity, work, and friendship, along with teaching support, takes place. The AIAS group, as well as individual students and faculty, bring in food to share at critical hours–the evening before a review, or in the afternoon prior to a review–to maintain student's energy. This environment operates more like a family table at these times and shows the breadth of our community and the respect that we have for each other. All of this is reinforced by our Studio Culture Policy, which encourages students to be aware of their time management, to balance the intensity of their work ethic with the development of healthy habits, and to complete their academic projects in timely ways, and to work in an interactive, collaborative, and respectful way.
Appendix G. Studio Culture Policy

Many of MassArt's administrators have degrees in fine art and design and our program invites members of our administrative team to participate in student reviews. For example, our current dean, a working mixed media and installation artist, attends many of the reviews. The engagement of our administrators, as well as faculty outside of the architecture department, enriches our studio discussions and offers a broad perspective while discussing our students' work.

As noted earlier in this document, our program conducts our critiques in a respectful manner that focuses on supporting our students. We value diverse experience and viewpoints and model these values within the critique environment. We make sure that our guests understand that critiques are a chance for education, development and sharing of ideas and set a tone of support. We see critiques as a time to reinforce a sense of community and always include food! Providing refreshments or a light dinner is a way to support and build our community.

In addition to critiques and reviews, many courses take advantage of peer assessments, and assessment worksheets are designed to support students in their design development while aligning work with the NAAB conditions. Since the last NAAB visit, the department has recognized the value of peer reviews and has made an effort to schedule courses so that students can participate in critiques in courses other than the ones they are taking.

Self-assessments have also been formalized in courses such as the Comprehensive Design Studio EDAD 752 where students are asked to reflect on their work after critiques and turn in an assessment as an assignment.

Our department also shares knowledge in non-hierarchical ways. We encourage our graduate students to share their expertise and cultural and life experience and acknowledge that faculty learn from students as well as vice versa. When one of our students demonstrates deep knowledge of a topic that can enrich the learning for everyone, we support them in sharing what they know through a workshop, teaching assistant position or other methods.

If one of our students is in academic trouble, faculty meet to discuss the problem and form a support strategy for the student. This may include additional meeting times with the student and connecting the student to one of the many forms of support that at the college, such as our Counseling and Wellness Center and Academic

Resource Center. Faculty within our department often volunteer to mentor the student outside of their regular responsibilities.

The program fosters optimism by encouraging students to creatively problem-solve solutions for today's social, environmental and technological challenges. Our design curriculum is centered on imagining a better future through design proposals that address the needs of people across social and economic backgrounds. We have had studio projects focused on support of the unhoused people in Boston, marketplaces in food deserts, recycling centers, schools, to name a few, all with the aim of setting our students on a community-minded course of action that will characterize their future careers. As a program, we believe that architecture is inherently an optimistic profession since at the core of our work is the ability to imagine places that solve challenges for individuals, neighborhoods, and cities.

We foster a positive learning and teaching environment by understanding the multiple academic assignments and deadlines across our curriculum. We do our best to stagger project due dates so that students can manage their time. Occasionally deadlines land on the same day and when faculty are made aware of a conflict, we come together to adjust accordingly so that students are supported and able to do their best work.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

Courses that apply to this PC:
Architectural Design II EDAD 520
Making Cities Work EDAD 711

Many of our students enter our program with a deep understanding of diverse cultural and social contexts from their own lived experience. Our program encourages students to draw from their experience in their studio work in order to more deeply understand their creative process and to share diverse approaches to design thinking among their peers. For example, students have developed thesis projects in Ethiopia, Saudi Arabia, Uganda and other cultures that enrich the discourse in the classroom, understanding a global perspective in design, and empathy with people of other cultures and backgrounds.

MassArt's recent Strategic Plan directly focuses our community on social equity and inclusion. "*We pursue a just, compassionate, and equitable learning environment*" is one of the core values expressed in the plan. At the institutional level, we have created the Justice Equity and Transformation (JET) office. Dr. Lyssa Palu-ay is our inaugural dean of this office. Through a comprehensive programming agenda that includes faculty training, lectures, community outreach, and student support networks, the JET office has become the scaffold on which our entire institution is

building social equity and inclusion into our community and throughout our curriculum.

Historically, our department has focused on architectural design as a civic act and more recently our studio topics have become more explicit in the ways we offer an understanding of our discipline as a social art.

The program develops and reenforces students' understanding of diverse social and cultural contexts by designing courses that require students to engage with stakeholders from a wide range of backgrounds. In recent years, faculty have taught studios that address unhoused people, neighborhoods that are food deserts, neighborhoods with substandard school buildings, and asked students to consider MassArt's underserved neighbors in several ways, including within our courses. For example, our Community Build course has constructed projects in Roxbury and Dorchester, (both considered to be underserved communities within Boston). The Comprehensive Design studio course recently asked students to consider the diverse neighborhoods adjacent to the studio design site and to incorporate program elements into their work that would serve multiple stakeholders. This consideration resulted in site designs that invited public use and assembly spaces that could function in multiple ways for neighborhoods.

Courses that focus explicitly on projects or elements of projects are Architectural Design II EDAD 520 where a need is addressed in an under-resourced neighborhood. Through meeting clients/stakeholders, students gain experience with collaborative design; in Architectural Design III EDAD 530, students have to negotiate issues of equity within the constraints of a site; Architectural Design VII EDAD 702, students learn about and work with communities; in Making Cities Work EDAD 711, students broadly envision equitable communities through the lens of observation of city infrastructures and universal access; and in the Comprehensive Design Studio EDAD 752 where students must complete an individual assignment that requires them to design for multiple stakeholders.

This work is assessed college-wide through our office of Justice Equity and Transformation. Dean Palu-ay works on a continuous basis with our college curriculum committee to review language in syllabi and offer resources such as visiting lectures, new literature on the subject and classroom visits.

Within the department, faculty review syllabus outlines in faculty meetings with attention to how social equity and inclusion are considered. The program encourages our students to use their lived experience in their creative work, as their peers in the MFA program.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Courses that apply to this SC:
Building Operating Systems EDAD 567
Integrated Systems EDAD 720

Faculty have developed an assessment table that is specific to SC. 1 Health, Safety and Welfare in the Built Environment which is attached.
Appendix M. Assessment Tables and Rubrics

The program assesses health, safety, and welfare in the built environment through regular faculty review of syllabi in relation to the course of study, program sequence, and careful evaluation of student workload. In addressing this criterion, faculty recently responded to both changes in the field and the retirement of a long-time faculty member who previously covered much of this material. The result is Building Operating Systems, a new course that separates building systems from structural systems. Building Operating Systems EDAD 567 creates a place in our curriculum to examine sustainability in the construction of buildings, looking at passive systems first, and then active energy management.

During the Community Build EDAD 608 and EDAD 609 courses and projects, outside experts come in to review the structure, and the building process, from the perspective of structural loads, accessibility, and impact on the site.

In the continued development of the Integrated Systems EDAD 720 course, we realized that to meet the standards of the evolving profession around building envelope systems, the assignments in this second course needed to include drawing wall sections in detail of a concurrent studio design project. This would enable our students to better understand the context of climate and sustainable systems design, as well providing the opportunity to develop a sense of the reality of a building envelope system and its many layers. Professional architects and faculty attended the final reviews to critique this work, and provide direct feedback to students on the viability of their section, understanding of envelope design, and material selections.

The consideration of health, safety and welfare is embedded throughout the curriculum in a range of ways. For example, Building Operating Systems EDAD 567 focuses on how architects collaborate with engineers to ensure that the interior environment is healthy. They learn about heating, ventilation and cooling systems from a sustainable perspective, and the different Health, Safety and Welfare (HSW) issues in the materials for construction including how energy use is calculated in multiple systems including passive solar. Integrated Systems EDAD 720 looks at issues of HSW from the perspective of detailed wall sections of their concurrent studio project. The Comprehensive Design Studio EDAD 752 requires students to consider Health Safety and Welfare at multiple scales through evaluating and developing building programs that support multiple stakeholders, site design that

supports public use, egress within the building proposal and accessibility throughout the building and site.

Within our studio courses, health, safety and welfare is included in the curriculum with increasing complexity as studio courses progress. From our earliest studio courses, students are required to consider structural systems and include egress requirements and natural light considerations. Students also learn how to develop slopes to move water safely around structures and through sites. More advanced studios expand to include fire lanes, handicap accessibility with appropriate ramp slopes, and a basic understanding of sprinkler systems. Advanced studio courses include the study of landscape, microclimates and native plantings, local impacts of climate change such as the need to elevate floor levels to accommodate flooding, and how health safety and welfare extends to the urban environment. In addition, Integrated Systems EDAD 720 includes life safety topics as they are considered in building assembly systems. The objective of our program's approach to increasing the level of specificity in the studio progression is to incorporate health, safety, and welfare into the student's design process rather than introducing it as an added consideration. Students are assessed through critiques and specific assignments.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Courses that apply to this SC:
Professional Practice I EDAD 535
Community Build EDAD 608 and EDAD 609
Professional Practice II EDAD 805

We have a sequential pair of courses – Professional Practice I EDAD 535 and Professional Practice II EDAD 805. These courses expose students early in the program to the role of the architect, and the range of ways that architects practice. For Professional Practice II, students are exposed to the business of architecture. This includes the formation of firms, the management and budgeting of firms and projects, ethics, the scheduling of projects and the various areas of development that students need to understand. While the program's professional practice courses are not studios, faculty are invited to participate in the final presentations that students make and this serves as a way to evaluate both student success and the ongoing improvement of the courses. Students in our AIAS chapter organize office visits to see firsthand the diverse ways in which the discipline functions. Students also visit exhibits and attend our lecture series "Tuesday Talks" as well as virtually attend lectures held at near and distant architectural programs.

Faculty review the overall curriculum through faculty meetings and in open student meetings. Professional Practice in architecture is constantly evolving, and so we regularly review Professional Practice I and II EDAD 535 and EDAD 805 courses. These courses are discussed in PC.1.

Also a key consideration, is the content of our Community Build courses EDAD 608 and 609 in which students engage with regulatory agencies directly, work in multidisciplinary groups with a structural engineer, and also with other experts as required by the specific project. The students budget each of the components required to build out the project and present directly to the client. In the summer project 2022, the students were fully engaged in the regulatory process from making final permit drawings, meeting with regulatory agencies, presenting to the public, and modifying designs based upon interviews and feedback. In 2023, the students engaged directly with the structural engineer and a consultant to timber framers in drawing each mortise and tenon with computer software as part of the modeling. Students also engaged directly with the client in requesting ground-penetrating radar, as Dig Safe had no new information. In all of the Community Build studios, the students research, cost, and specify building materials and products. Then they build the project negotiating schedules with subcontractors if needed. Through review of the outcomes over the entirety of our program, we realized that Community Build is a microcosm of the design-build firm experience, and one that helps students to understand a range of practice models.

We also cannot underestimate the experience of EDAD 605 Community Build, a microcosm of the experience of designing and running a project while also building it. This project and its intensity (as they take this course without any other in a summer) exposes all of our students to design through CDs, scheduling, budgeting, buyout and construction that also includes construction management. The recent 2022-23 Park Pavilion Project included a robust public process with formal commission review and community hearings, budget and design parameters, and the hosting of a variety of participatory public information sessions that students led to gather input on their design approach. Despite the compressed timeframe, important and relevant content, program and user input were all an essential part of the process. Zoning and city engineering data required to properly set the project foundations was not conclusive, resulting in a delay in securing a permit (a real-world issue in all types of construction). The students were tasked to review historic maps, underground utilities, and identify site piping locations working alongside City field personnel. This broadened the collaborative student experience in the building of an outdoor classroom and performance space, to be used by all ages in the community and demonstrated the importance of including city agencies in early phases of all design work.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Courses that apply to this SC:
Community Build EDAD 608 and EDAD 609
Architectural Design VIII the Comprehensive Studio EDAD 752
Professional Practice II EDAD 805

The program assesses our success in reviewing regulatory context through evaluation of the curriculum and through our departmental focus on earning through making. Our goal is to integrate learning to navigate regulatory processes, building material costs and supply chains, and students' experience in making the trade-offs required to keep a project going, and within time and budget constraints. The faculty and student community reflects on the design and the building process once the project is built. We have learned lessons in project management, when to be hands on in mentoring students and hands off. In each of these courses, our goal is to bring students closer to the profession, and to have them understand more fully the constraints in the context of a project. We have modified projects in the studios Community Build EDAD 608 and 609, and in Architectural Design VIII the Comprehensive Studio EDAD 752 to provide new program partners, new contexts, new building departments, and new professionals collaborating in the projects. Our goal is to look at the criterion broadly in courses such as Professional Practice I and II EDAD 535 and EDAD 805 and also to have students experience typical regulations directly in practice. We also changed our program based on dialogues with our students to remove course requirements from the last summer of the program, in order to provide the space for students to pursue and obtain an internship that would further their career and provide experience with the regulatory environment.

Community Build EDAD 608 and EDAD 609 directly engages students with regulatory requirements as the projects are permitted and built. Typical projects engage building code interpretation, meetings with inspectors and town engineers, zoning and land use as well as structural analysis and confirmation of loads, review and attendance at rough and finish walkthroughs by officials, and completion toward final inspections and occupancy. The Cabot Park Butterfly Pavilion project last year offered a case study for navigating the City process, requirements for permit, and the steps needed to build and turn over a finished project. Typical construction delays, inspection schedules, summer holidays and supply chain snags were experienced directly by students as they sourced materials, looked for alternative specifications, and made progress on their design build project. The work in this course is assessed as any built project is assessed – students learn about trade-offs required to keep the project going within time and budget constraints, make decisions after assessing options and reflect on the project once it is built.

The program's Professional Practice I EDAD 535 and Professional Practice II EDAD 805 courses include content related to laws and regulations that apply to building codes in the United States. Our studios include life safety principles, land use, and building codes information as part of the design process. As the studios progress, students are expected to demonstrate an understanding of these principles with increasing precision in the same way that we incorporate life safety requirements.

The Comprehensive Design Studio EDAD 752 introduces students to the fundamental principles of life safety as it relates to assembly spaces, site access and egress. The sites for this course are selected for their complicated geometry, challenging adjacencies that require students to make decisions regarding how their proposals impact the larger context of the project. Students are required to research the site history for its land use and include the information in their site analysis. Work is assessed during reviews throughout the semester and the course is assessed by

students in an online evaluation survey. Faculty also assess the course at the final review with a follow-up conversation in faculty meetings, as is the case with each studio course.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Courses that apply to this SC:
Methods and Materials EDAD 502 (introduction to tools and construction methods)
Architectural Structures I EDAD 517
Architectural Structures II EDAD 527
Structures Overview EDAD 577
Digital Tools EDAD 511 (software training)
Integrated Systems EDAD 720
Architectural Design VIII EDAD 752

Faculty have developed an assessment table that is specific to SC. 4 Technical Knowledge, and a Structures Sequence Rubric which are attached.
Appendix M. Assessment Tables and Rubrics

It has been our practice to provide engineering courses that supplement structural concepts with the use of material (wood, steel and concrete). Students have the opportunity to use what they learn in structures in design studios. In conversations with our faculty we have added more behavioral learning to the structural engineering curriculum, however have agreed that learning the math enables students to converse with engineers once they begin a practice while also supporting multiple ways to think about structures. We see our program as one that supports making through practice as key to acquiring technical information. In the past three years, we have added new emerging systems and building components in wall sections, because the field has changed with new products, and ways of calculating, visualizing and understanding air, moisture and heat flow. This has also included the introduction of locally available wood species for mass timber framing and the calculations for strength, carbon sequestering and acting as structural materials in multiple forms. These were added to Architecture Structures I EDAD 517, and were also considered in upper level studio projects. We continued to support the integration of detailing as a requirement in understanding the primacy of an envelope enclosure in obtaining near net zero results. Integrated Systems EDAD 720 introduced new environmentally sustainable, renewable products and systems to complement students' designs in the Architectural Design VII EDAD 702 studio.

All of our design faculty are also practicing architects and designers and regularly incorporate current and emerging technologies with examples from their professional lives into the program's courses. For example, in recent years, some faculty have worked on projects that use cross laminated timber (CLT) and have shared what

they have learned professionally in their studio courses. As students explore systems and assemblies, faculty offer guidance around the practical application of the material choices. For example, students who are considering large expanses of glass in their building envelope are encouraged to evaluate the energy consumption factors in relation to the building orientation and sun exposure.

Our three required Structures courses: Structures I EDAD 517, Structures II EDAD 527, and Structures Overview EDAD 577 expose students to the behavior of materials through physical and mathematical analysis. Structures I includes wood and foundations, Structures II covers concrete and steel frames, and Structures Overview reviews all building methods as a way to reinforce the material for our students, some of whom come from cultures where building in wood or steel is uncommon. Structures Overview also discusses trusses and more complex framing, including sections on acoustics, elevators, seismic, wind and other experiential or asymmetrical loading patterns.

We expose students to technologies in design through software in Digital Tools; in more advanced studios and thesis projects, students test lighting systems, exposures and orientations, as well as draw high R-Value walls. In Integrated Systems EDAD 720 students apply their knowledge of envelope to their concurrent studio projects.

The Comprehensive Design Studio EDAD 752 asks students to evaluate their building assemblies using a digital heat loss tool and then modify their design and run the program again in order to see firsthand how architects' design decisions impact operating costs. In addition, students complete a short exercise in pricing where they choose a material such as flooring and compare costs.

The Community Build Studio EDAD 608 and EDAD 609 engages students during the design process budget to make sure that budget constraints are met, work with the structural engineer to develop loading and wind conditions, as well as post and beam sizing to assist in sourcing materials. City and town purchasing often requires obtaining multiple bids even in this compressed timeline for project delivery. The students develop a nimble system of testing out their designs and then seeing how best to accomplish these. For example, in the Butterfly Pavilion Project, (Community Build 2022) the initial estimates for an ADA compliant railing system exceeded the budget by a significant amount. Students had to work to fine tune the system, and suggest changes while meeting the code requirements. In the process, they discovered a source for a kit-built assembly that could be shipped flat packed. This resulted in a more simplified installation, reduced the materials cost by over 40%, and saved on the time spent anchoring in the field.

Additionally, in Integrated Systems EDAD 720 students look at emerging technologies with regard to energy consumption and sustainable material choices throughout the course. To help students understand how to make decisions about materials and assemblies, they develop a highly detailed wall section that incorporates material finishes, thermal breaks, foundation, connections, and envelope assemblies that meet the course goals while giving students a chance to explore how to design a building envelope from foundation to roof where

intersections at changes in orientation are critical in the design of buildings that function well.

All of the faculty who teach studios are licensed architects and have experience through education, continuing education and practice in these technical areas. Our engineering faculty also attend reviews and support students as their offices are within the graduate studio spaces – which means that they pass by most of the students' desks as they go to and from classes. The result is that this supports and fosters informal interaction within the studio context. This landscape is also changing with the advent of artificial intelligence (AI) and media technologies, and to this end the College has formed a new faculty/staff group to look at AI systems and how they interact with artists, designers, and architects. Smart systems, integrated building, experimental structures, and interactive environments are just a few of the possibilities. A new committee to look at AI across all departments at the college was formed this summer.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Courses that apply to this SC:
Community Build Studio EDAD 608 and EDAD 609 (Introductory)
Architectural Design VII EDAD 702 *Paired with EDAD 720*
Integrated Systems EDAD 720
Architectural Design VIII EDAD 752 (the Comprehensive Studio)

We look at four primary courses for providing alternative ways to understand SC.5, which looks at projects holistically. Our intention is to provide students with multiple ways of synthesizing design goals in a single project through application of program and design requirements with building design development. This is accomplished through a series of design sheets in Architectural Design VIII the Comprehensive Design Studio EDAD 752. In this model, students work on a single project, adding more information as they design, similar to how design occurs in an office environment. The single studio model continues to support student learning across many areas of requirements, and the sheets continue to break down the parts into discrete areas of research or study, enabling students to understand the added complexity of design as buildings and sites develop. We have included this in the curriculum for multiple years. Recently we discussed alternative models in our faculty meetings, and we have planned for a new faculty to teach this in the spring 2024 semester to test alternative methods and outcomes.

Our faculty continue to rely on faculty meetings, student conversations, and the accumulated knowledge of a semester of final reviews, all of which many of us attend, to enable us to gain a granular understanding of program achievement and to assess program development. As a small program, we are able to attend all final

reviews; it is how we can then discuss the curriculum as a whole, as well as identify students who need extra support. We look at synthesis also as working at a wider range of scales of design interventions and address these issues in multiple contexts, with various building typologies, user groups and through multiple teaching styles while always requiring a range of built models, digital models, hand and digital sketches, diagrams, drawings and renderings. That these skills require different faculty to teach them is fundamental to how we learn from each other, and provide diverse methods of teaching with opportunities for student learning, through research, design, and application.

The Comprehensive Design Studio EDAD 752 is the final studio course before Thesis. This studio requires students to develop work that considers the interrelated requirements of a building. It follows the fall semester where students detail envelopes in the Integrated Systems course. In the Comprehensive Design Studio, faculty choose a site that is complex either for its shape, neighborhood adjacencies, social history, or other elements that challenge design intervention and provide a program outline to students. Students are asked to evaluate the program outline and, as a group, propose changes that would better serve the users of the project. The remainder of the semester is spent developing a building proposal.

Recently, students in EDAD 752 were asked to develop a commencement venue for The Colleges of the Fenway (COF) on a site that is shaped by two different neighborhood block grids in the city of Boston. The COF is a five-college consortium that includes MassArt. None of the schools in the COF has an adequate commencement space, therefore each school is left to solve the problem in their own way, either by installing temporary tents or, as in MassArt's case, by leaving the neighborhood to hold commencement at a concert venue downtown. Students are asked to evaluate the site and program in relation to two neighborhoods that define the edges of the site – both with economic and public space challenges – and develop their work in a way that benefits these neighborhoods. They are challenged to propose a design that could be used year-round for a range of events that serve the institutions as well as the public. Through in-class discussions, the concept of sharing resources within the built environment as a sustainable strategy was introduced.

The course has changed over time to better integrate technical requirements with the design process and deliverables of the course. The faculty concluded that while design exercises meant to develop the ability to synthesize complex building elements were successful, students often did not include the depth of this work, such as assembly details, in their final boards. To address and improve the evidence of this work, faculty have been more prescriptive regarding the final presentations and require students to include a detailed wall section, environmental strategy diagrams, and construction detail, along with the usual set of images.

In addition, students complete separate worksheets throughout the semester that isolate specific topics that architects consider when designing. Worksheet exercises include program development, pre-design research, program adjacencies, structure study, precedent study, self-assessments, site accessibility, egress, costing exercise, water management, HVAC diagrams, site materials, reflected ceiling plan diagram, and a sustainability summary.

Finally, students are required to produce a set of base drawings that, in practice, could be used to develop a set of construction documents. While the set of drawings is not expected to be fully developed, this work gives students the experience of producing drawings that approximate professional working drawings.

Model-making is also an important part of the course throughout the semester. Students make a shared context model with a removable site so that each student can install their work in a context. Concept models, building models and a detail model are part of the final body of work.

Architectural Design VII EDAD 702, the design studio before the Comprehensive Design Studio EDAD 752, addresses Design Synthesis as part of the course at an intermediate level and prepares students for more advanced integration of design synthesis into their work for the following semester.

Integrated Systems EDAD 720 investigates systems individually to see the limitations of each system and emphasizes the importance of looking at systems early in the design process to have a better comfort, performance and cost outcome. Fire detection systems, HVAC, elevators/escalators, embedded carbon in building materials and other environmental considerations are integrated into the coursework.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Courses that apply to this SC:
Community Build Studio EDAD 608 and EDAD 609 (Introductory)
Architectural Design VII EDAD 702 *Paired with EDAD 720*
Integrated Systems EDAD 720
Architectural Design VIII EDAD 752 (the Comprehensive Studio)

We look at the same four primary courses for providing alternative ways to understand SC.6, which looks at the technical side of decision-making that occurs holistically in design projects. Our goal is to support an integrated learning agenda that connects our major course learning areas in structural engineering, building systems, history, design, and design as practice with “building as making”. It is our intention for students to achieve SC. 6 through a combination of several courses, each covering the criterion in part or in whole. We all attend reviews and see how the work proceeds through this course sequence, over which students learn to work with increasing complexity of design decisions that integrate technical knowledge.

The assessments here are primarily culminations of most of the program’s intended knowledge base and outcomes. As faculty we support the integration of skills that architects need to inform the design decisions they make. The last two studios in the

graduate sequence, along with Integrated Systems EDAD 720 collectively include detailing, building service systems, life safety systems and ways of understanding building performance. In the three courses after Community Build, each student works independently on these projects.

Integration for us also includes community making, along with consensus decision making in collaborative work, and the skills to make decisions as a team to make a project happen. It provides a context that requires a functioning studio collaboration and individual passion. We see this as integral to the education of an architect. While supporting social, cooperative and an example of how people work together, we include local projects in the Community Build EDAD 608 and EDAD 609 courses. Community Build sets the stage for the individual work of the other courses in this list by including structural engineering and life safety, with community engagement and actual building experience (but in this case as collaborative teams that work through an entire project). We continue to support making at full scale a critical skill in architectural education. Our big picture for building integration is that it occurs through teamwork and drive, and developing the ability to manage complexity. This starts with a pavilion project in Community Build and moves to the larger projects in the later design studios. These skills also require different faculty to teach students to think broadly and through detailing. We continue to rotate faculty who teach them to provide new insights to the program as it evolves. These projects also have the benefit of supporting non-profit and public entities in diverse communities.

As noted above, the Comprehensive Design Studio EDAD 752 requires students to make design decisions that integrate building envelope systems and assemblies, structural systems, environmental control systems, life safety, and measurable outcomes of building performance. In this course, students produce a basic energy analysis of their work. The assignment asks students to choose either a part of their design proposal or the entire building and calculate the energy consumption by using ComCheck or other energy modeling programs. Once students get their results, they change an element of the design and recalculate the results as a way to see firsthand how design decisions directly impact environmental factors.

As projects develop, students research building envelope systems that relate to their project goals. They make drawings based on schematic details and from researching manufacturers of products that students imagine using as professionals. Since students take Building Operating Systems before taking Comprehensive Design, this is not their first time working out an exterior wall section and building envelope.

Students are required to schematically lay out an HVAC system as part of their proposal. For this exercise, students must demonstrate an understanding of the relationship between structural systems and HVAC systems.

Georgia Tech's Kendeda Building was recently included as an exemplar for a number of requirements in this course due to its detailed documentation in several formats and as a precedent for how designers apply the Living Building Challenge standards in a project. The use of instructional videos, visits to campus buildings to discuss building envelope systems (in our new building) and a range of ceilings that contain exposed HVAC, sprinklers, lighting, etc., have improved students' direct engagement with topics that, in the past, relied on textbooks. Additional

improvements to the course include retaining a copy of the construction documents for our Design and Media Center (DMC) which opened spring 2016 within the studio for students to reference as needed.

In addition, Building Operating Systems EDAD 567 focuses on the systems within a building that enable it to function. Each system is explored individually to first learn about its benefits and limitations, then in relation to other systems. Students learn about insulation and building envelope in relation to structure, electrical, plumbing, and lighting/daylighting/ shading. Fire detection/prevention and sprinkler systems are also studied in this course. The course addresses how architects make choices based on sustainable factors such as embodied carbon, for example. At the beginning and end of the course, the importance of an integrated design process and consideration of the range of systems early in the design process are emphasized through lectures and course exercises and assignments.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

MassArt is accredited by the New England Commission of Higher Education (NECHE), formerly known as the New England Association of Schools and Colleges (NEASC).
Appendix A. MassArt Accreditation Letters

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

MassArt program requirements are posted in the online Academic Catalog. The link for the 2023-24 M.Arch requirements is:
http://academic-catalog.massart.edu/preview_program.php?catoid=10&poid=420

A requirement chart for Track I and II is included in this APR document. This presents our required professional courses and optional studies.
M.Arch Requirements APR Chart

The Course Matrix, indicating the required courses and the related Program Criteria, Student Criteria, and Program Values is linked in.
Appendix B. Curriculum Map / PC and SC Course Matrix

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how

students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Students enrolling in MassArt's M.Arch program enter with the general education credits required by their undergraduate institutions. We confirm that students have been awarded these degrees (BA, BFA, BS etc). As an example, MassArt's BFA degree requires 42 general education credits. NECHE, MassArt's regional accreditor, does not require general education credits in a graduate degree program. NECHE, our regional accreditor states that, "The institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor's degree program. in general education."

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

The curriculum is designed to allow students to take elective courses within the department, and across disciplines at MassArt. In addition, MassArt maintains a long-standing agreement with The Massachusetts Institute of Technology (MIT) that allows students to take courses for elective credit. Students also take advantage of independent study courses where they design a proposed subject of interest with a faculty member to focus on a particular area of study. A minimum of five electives are required in the M.Arch program, one of which must be focused on digital competency, another focused on studio work in whatever discipline the student chooses, and the others are unrestricted. These elective classes in the fine arts and design provide direct experience with materials and material science, for example in ceramics (glazing and clays), glass (cast, annealed, and blown), metals (welding, steel shapes and foundry), wood (furniture, species, sustainable sourcing and grading), and fibers (fabrics, warp and weave) are a few of the options available for

students. There are additional courses in digital design and fabrication, media techniques, as well as collage that provide the breadth of learning using new technologies, so that students may continue to develop either analog or digital tools in their work.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

MassArt also offers an undergraduate degree, the Bachelor of Fine Art (BFA) (120 credits) with a concentration in Architecture. This is a STEM degree.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

N/A MassArt does not offer the B.Arch. degree.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Our Master of Architecture has two entry points – Track 1 for students with no or some architecture experience and Track 2 designed for students with a relevant degree and experience. Students in Track 1 take an initial 42 credits plus the 60

credits included in Track 2, for a total of 102 credits. Students who have prior courses that meet our requirements may be able to complete the degree in less than 102 credits.

Track 2 is comprised of 60 credits. All graduate students must complete at least 60 credits within the program. Some Track 2 students are required to take additional courses to fulfill their Track 1 requirements. Examples are Professional Practice 1 EDAD 535, which pertains to licensure and practice in the United States, and Structures I or II.

In addition, we often have our structures and history faculty review transcripts and syllabi on a case-by-case basis to ensure that students' structures and systems sequences, as well as their history of architecture coursework, meet the level of required competency.

Master of Architecture Program Requirements

Track I First Year Courses (may be taken in an undergraduate program)			
Required Architecture Courses	**CR**	**Optional Studies - Electives**	**CR**
EDAD 502/202 Methods and Materials	3	2 electives at 3 credits each	6
EDAD 510/223 Architectural Design I	3	May be taken in architecture or other subjects.	
EDAD 517/227 Architectural Structures I	3		
EDAD 511/211 Digital Tools (Competency)	3		
EDAD 516/216 Architectural History & Urban Planning I	3		
EDAD 520/310 Architectural Design II	3		
EDAD 527/317 Architectural Structures II	3		
EDAD 532/302 Sustainable Architecture	3		
EDAD 526/316 Architectural History & Urban Planning II	3		
EDAD 530/320 Architectural Design III	3		
EDAD 535/402 Professional Practice I	3		
EDAD 567/367 Building Operating Systems	3		
Required Architecture Course Credits	**36**	**Optional Studies - Elective Credits**	**6**
Total Track I First Year Credits			**42**

- Continued on next page.

Track II, and Track I Second & Third Year Courses			
Required Architecture Courses	**CR**	**Optional Studies - Electives**	**CR**
EDAD 608 Community Build I - Design, and EDAD 609 Community Build II - Build, 6 credits each (formerly EDAD 605)	12		**9**
EDAD 577/427 Structures Overview	3		
EDAD 702 Architectural Design VII	6		
EDAD 711 Making Cities Work	3		
EDAD 720 Integrated Systems	3		
EDAD 708 Thesis I	6		
EDAD 752 Architectural Design VIII (Comprehensive Design) Studio)	6		
EDAD 5XX Adv. Arch. History, Theory or Criticism Seminar	3	For EDAD 5XX, students often take Theory in practice EDAD 505 which changes topics each term	
EDAD 805 Professional Practice II	3		
EDAD 808 Thesis II	6		
Required Architecture Course Credits	**51**	**Optional Studies - Elective Credits**	**9**
Total Credits - Track II: Four-Term Program			**60**
Total Credits - Track I: Seven-Term Program (42 first year credits plus 60 remaining credits)			**102**
60-Credit Track II includes 51 credits in required architecture courses and 9 credits of optional studies - electives **102-Credit Track I** includes 87 credits in required architecture courses and 15 credits of optional studies - electives			

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

N/A - MassArt does not offer this degree.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Our faculty review applications and develop a list of applicants whom we want to learn more about. We are committed to interviewing the candidates as it gives us a chance to discuss this next part of their architectural education directly with faculty, as well as talk about any academic, work, and life experience relevant to placement or that may replace a required course in our curriculum. In addition, we review transcripts and require students to submit a syllabus for courses that might be applied toward our M.Arch degree, as well as in cases assignments and examples of their work.

The outline of our sequence for assessing prior coursework for advanced placement is as follows:

Our program's graduate admissions administrator reviews applications for completeness, including initial course materials if submitted and marks candidate materials ready for review by the faculty committee.

The program's director reviews materials, including the faculty admissions committee comments in our applicant portal, and if appropriate moves the candidate to interview.

Once acceptance decisions are made, Paul Hajian, Program Director for the graduate program in architecture, works closely with faculty to finalize any accepted courses from accepted students' transcripts along with confirmation of placement in the correct Track I or II program. The details of this sequence are listed below.

The evaluation of a student's pre-professional or prior educational experience occurs over several steps (rounds). First, the Associate Director of Graduate Admissions and Operations checks that applications are complete, and that the applicants have met all of the requirements. The candidate is then ready to be moved forward, and the architecture admissions committee composed of the M.Arch Program Director and architecture faculty completes a review of all application materials submitted, in order to determine which applicants are to be offered an interview.

At completion of the review of the student's submitted materials, we follow up with a syllabi request to all applicants who have not included them in their application, so

that we may review the information in detail as early as possible, and align these with their transcript and grades.

The second review occurs prior to the interview. The Program Director reviews transcripts and available syllabi before the interview, and relays this information to the committee in order for faculty to be prepared to ask informed questions about applicants' course content and experience. Prior courses in architecture are reviewed against the M.Arch requirements for all applicants to determine initial program placement, in either track, or for advanced placement in Track I at this time.

The committee looks for any prior coursework that is sufficiently equivalent to our M.Arch requirements, particularly towards M.Arch Track 1 first year course requirements in Architectural Design I, Structures I, Building Operating Systems, Sustainable Architecture, Digital Tools (CAD/Revit), and Arch History/Planning.

Students entering Track 2 must have met the majority of the Track I first year requirements prior to entering the program, but if any are missing must take them, with careful advising as to when, during their M.Arch Track 2 program. The Program Director often consults with the structures, building tech, CAD software, design, or history faculty for their review of syllabi and relevant assignment materials that relate to their specific course content for more information and comparison. Faculty Committee member notes are also referred to in our follow up admissions meetings.

Most applicants who have completed the application and provided materials are interviewed. After the interview, and after committee discussion, an applicant's track (102-credit Track 1, Track 1 with advanced placement, or 60-credit Track 2) is confirmed by the Program Director, and the information is added in SLATE, our application portal. For an advanced Track 1 student, faculty make a recommendation for either a summer or fall term program start.

As part of our efforts to make a user-friendly way to document the evaluation of preparatory education, the Associate Director of Graduate Admissions, in conjunction with the M.Arch Program Director, created an evaluation form in SLATE, that identifies the M.Arch requirements and provides space to indicate students’ prior course experience, along with decisions regarding courses accepted towards the M.Arch program. This allows for any documentation and decisions to be entered earlier in the admissions process, and provides a place to hold this information for access by faculty advisors, the admissions and graduate program staff. Downloading the form will allow us to provide information to the Registrar as students enter the program. A pilot of the new form is planned in the next admissions cycle of AY23/24. Appendix H. Admissions Placement / Preparatory Education Evaluation forms

Once these decisions are confirmed, the Academic Program Manager, in consultation with the Program Director, updates the credit counts and courses in the student’s record. As an intermediate step between the SLATE portal and the college’s data system, the Academic Program Manager maintains an Excel form listing the decisions on course substitutions for each student.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

The methods and standards for evaluation of preparatory education are articulated in the M.Ach Program Placement Evaluation policy included in full in section 4.3.3. Any prior course used against an M.Arch course that covers NAAB program or student criteria, are thoroughly evaluated, for sufficient equivalency to the M.Arch course which covers specific criteria. To be approved for M.Arch course substitution or transfer credit, courses must meet the minimum transfer grade of B- or better, and demonstrate parity in content and NAAB Student Performance Criteria (NAAB Conditions for Accreditation document) with corresponding M.Arch requirements. Applicant's transcripts, portfolios and course descriptions and syllabi are reviewed. In some cases applicants are also able to provide coursework for review.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

MassArt's process and policy for evaluation of preparatory education are posted on our M.Arch admissions Program Placement Evaluation website so that applicants are aware of the process. The text is included below.
https://massart.edu/master-architecture/advanced-placement

M.Arch Program Placement Evaluation

MassArt's M.Arch Program Director, in collaboration with the Office of Admissions, Departmental Faculty and the Graduate Dean, evaluates all M.Arch applicants for placement into Track I (pre-professional and professional coursework) and Track II (professional coursework), and for advanced placement in Track I or for transfer credit in either program. This evaluation includes review of portfolios, college-level transcripts and documentation of prior architecture coursework or experience.

Portfolio Review

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

Track I portfolios demonstrate design ability and may include art, fabrication, building and/or architectural work. Track I (102 credits) is designed for applicants holding a

bachelor's degree in a non-architectural discipline, and applicants with a degree in architecture who upon review do not meet the requirements for entry into Track II.

Portfolios for acceptance into Track II must demonstrate an applicant's ability to manipulate structural and environmental systems and to integrate these systems into the design work presented. Track II applicants hold a bachelor's degree in architecture or a related field.

Transcript Review

Application transcripts are reviewed for architectural courses from prior pre-professional or professional education. To be approved for M.Arch course substitution or transfer credit, courses must meet the minimum transfer grade of B- or better, and demonstrate parity in content and NAAB Student Performance Criteria (NAAB Conditions for Accreditation document) with corresponding M.Arch requirements.

In addition, transfer credit is approved only for graduate level courses as evidenced on a graduate transcript, and courses must not have been applied towards a prior degree. Undergraduate courses may be approved for course exemptions or waivers. Course content is reviewed based upon documentation submitted for evaluation as described below. Transcripts are also reviewed to determine the number of non-architecture-major courses students have taken in their undergraduate degrees.

Submission of Documentation

Applicants submit documentation in their admissions application, for review towards program placement, when they have prior architectural courses or experience. This includes M.Arch applicants who would like to be evaluated for advanced placement in Track I, for admission into Track II, or for transfer credit in either program.

All evaluations must be complete prior to matriculation and are final. Please note, submission and review of course and work experience documentation does not guarantee acceptance towards M.Arch requirements.

Courses Requiring Documentation

See M.Arch Program Requirements and Course Descriptions for comparison with prior educational experience.
Track I: Applicants may provide documentation for any successfully completed college-level coursework or work experience corresponding to the following M.Arch requirements. With the exception of Structures Overview, these are the Track I first year pre-professional requirements.

- Structures and building systems courses: EDAD-517 and EDAD-527 Structures I and II, EDAD-567 Building Operating Systems, and EDAD-577 Structures Overview. Structures faculty may also interview or test applicants.
- History of architecture courses: EDAD-516 and EDAD-526 History of Architecture and Urban Planning I and II
- Construction/fabrication experience: EDAD-502 Methods and Materials

- Sustainable design courses evidenced in project work and theory: EDAD-523 Sustainable Architecture
- Professional practice courses: EDAD-535 Professional Practice I
- 2 electives in architecture or related fields
  Track II: Applicants must provide documentation demonstrating completion of all M.Arch Track I first year pre-professional requirements–excluding EDAD-502 Methods and Materials and EDAD-532 Sustainable Architecture–in their prior educational or work experience. Any missing requirements must be taken in addition to Track II requirements.

Documentation Must Include:

- College transcript(s) with final grades. The application may include an unofficial transcript. Admitted students must submit official transcripts in order to enroll, and for final verification of grades for any prior courses to be accepted towards M.Arch program requirements.
- Course descriptions and course syllabi. Course syllabi include weekly topics, course assignments, list of books or reading materials required.
- Where applicable the following materials shall also be submitted in support of course syllabi or experience: additional portfolio work, coursework, exams or papers, a letter from an employer documenting work experience.
- International documents must be officially translated into English. For international college transcript admissions requirements, see International Students.

Definitions

1. Course waivers, requiring replacement with M.Arch courses, may be granted for undergraduate or graduate level coursework, and are offered in both Track I and II.
2. Course exemptions, with reduction of credit load, may be granted for undergraduate and graduate level coursework, and are generally only offered in the Track I program.
3. Transfer credit, with reduction of credit load, may be granted only for graduate level coursework included on a graduate transcript. Courses should not have been used towards a prior degree. Transfer credit may be offered in both Track I and II.

After review, a program evaluation specifying the accepted coursework and the balance of degree requirements to be taken at MassArt is issued to accepted applicants following the review. All program requirements missing the required documentation remain in the balance of courses to be taken in the M.Arch program. Required credits for M.Arch program completion are followed: Track I requires 81-102 credits depending on accepted prior coursework; Track II requires 60 graduate credits with a maximum of 6 graduate transfer credits. See Graduate Academic Policies. Registration information will be sent to applicants by the Program Director and Graduate Programs Office.

The M.Arch program begins in early June. International students are encouraged to submit program deposits as early as possible in order to obtain the I-20 and student visas. *End of policy.*

After applicants' prior education and experience is evaluated according to the above policy, and interviews have been conducted, they are contacted regarding their admission status. Accepted students are sent a letter from the Program Director and the Dean of Graduate Studies welcoming them into the program and confirming their placement into a Track. Once students have been accepted into the M.Arch program, either an in-person or remote advising session is scheduled with the Program Director to review any course or placement questions with each accepted student.

Upon completion of these advising meetings, and review of any additional submitted syllabi, course materials, faculty input or example assignments (if necessary) is then reviewed for input with the Academic Program Manager to update the credit counts toward their degree, and to record the information in the College's Colleague database. Once matriculated, students access their program requirements and track these credit decisions in their plan through Self-Service.

NAAB

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

As a public university, MassArt's Board of Trustees (BOT) is appointed by the Governor of the Commonwealth of Massachusetts. Our President is Dr. Mary Grant, our Provost and Vice President of Academic Affairs is Dr. Brenda Molife, and our Associate Provost and Dean of Graduate, Professional, and Continuing Education is Ms. Lucinda Bliss.
Appendix I: Organizational Charts: Academic Affairs and Graduate Programs

The Architecture Program is administered by Professor Patricia Seitz, Chair of the department and Professor Paul Hajian, Program Director of the M.Arch degree. Alice Stanne and Yolanda McLean are the administrative assistants for all of the undergraduate design departments at the College. While the administrative work for the department is shared between the Graduate office and the Design department office, the majority of graduate program related administrative work is conducted by our Graduate Programs office, noted below:

Dean Bliss and the Graduate Program staff support activities in our nine graduate programs, including our M.Arch program. The Graduate Program staff includes:

- Associate Provost and Dean of Graduate, Professional, and Continuing Education, Ms. Lucinda Bliss
- Associate Dean of Graduate, Professional, and Continuing Education, Camellia Sousa
- Graduate Academic Programs Manager, Nadia Savage
- Graduate Business and Financial Manager, David Carder
- Director of Graduate Programming / MxS Co-Director, Rebecca Morrison
- Director of Graduate Program Resources and Exhibitions / MxS Co-Director, Felicia Scott

Other key offices/positions that support the M.Arch program include:

- Academic Resource Center
- Bursar's Office
- Registrar's Office
- Student Financial Assistance Office
- Student Development
- Student Government
- Studio Managers

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Faculty, staff, and students actively engage in the decision-making process and planning at MassArt. Faculty serve on hiring committees for key administrative roles and our governance committees are mandated to have faculty and student representation.

The Graduate Education Council (GEC) is the governance committee devoted to graduate programs at MassArt. Faculty who serve on the GEC fulfill their governance committee requirements as per the faculty union contract. Professor Hajian currently serves on this committee, and he reports back to the architecture faculty during our regular faculty meetings. The GEC committee work includes approving graduate courses and program changes, advising on administrative matters such as budgets and scholarship allocations, reviewing and contributing to college-wide initiatives and developing opportunities for each of the nine graduate programs.

Within our department, faculty, adjunct faculty and students are included in faculty meetings and our curriculum committee. The curriculum committee is made up of our four full-time faculty, one student from our undergraduate program, and one student from our graduate program. These students regularly report back to their respective cohorts.

Since returning from COVID disruptions to in-person meetings, we have returned to department-wide meetings once a semester as an open forum to discuss department matters that include course planning. We also use these meetings to respond to questions and concerns. The communication between faculty and students also occurs in multiple advising meetings and informal ad-hoc meetings. Students may request a meeting at any time.

Additionally, students informally share information with our Program Director and the Architecture Department Chair about proposals for new courses or any other issues within the program. These are then discussed among the faculty in our bi-weekly department meetings, and followed up with our graduate and undergraduate students collectively.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Since our last NAAB visit, MassArt created a ten-year Strategic Plan; we are currently in the fifth year of the plan and are reviewing it and refreshing it for the next five years.

MassArt's Strategic Plan is centered on the following Mission and Values:

Mission
Massachusetts College of Art and Design is a public, independent institution that prepares artists, designers, and educators from diverse backgrounds to shape communities, economies, and cultures for the common good.

Values

- *We pursue a just, compassionate, and equitable learning environment*
- *We cultivate rigorous creative practices by observing, questioning, making and remaking*
- *We honor courage, honesty, mutual respect, and self-expression*
- *We believe in the power of art and design to transform our world*

https://massart.edu/our-vision-future

Strategic Priority Areas:

- Environment for a creative campus
- Quality workplace organization
- Transformational learning and thinking
- Reputation and resources
- Justice, Equity, Diversity and Inclusion

The Architecture department's strategic objectives are closely aligned with MassArt's Strategic Plan. The Plan aims to increase community engagement, foreground our values in our decision-making process, evolve to meet the needs of contemporary creative disciplines, and remain focused on students. The pursuit of an equitable learning environment continues to guide the institution and our department. Appendix J. Architecture Five-Year Hiring Plan

The program's multi-year strategic objectives are discussed and developed in our bi-weekly faculty meetings and include a five-year hiring plan, curriculum assessment regarding how the changes to our courses are succeeding since integrating the NAAB 2020 conditions and advancing our efforts to deliver courses in ways that are most helpful to students. Faculty meeting topics also include semester planning and department business is discussed. In addition, we have a subcommittee that focuses on curriculum that meets after the general faculty meeting. With the campus now operating as it was before the COVID pandemic, we have reinstated our practice of meeting with students as a group in person, once a semester specifically to discuss the program.

As our M.Arch program enters its second decade, the department is reviewing our impact within greater Boston and beyond. We have built a strong alumni network that models our program's strengths in the professional space. Local firms have taken

notice and we are gratified to see that our alumni are moving into leadership positions. This has laid the groundwork for our plans to deepen connections between our program and the local architecture community. This multi-year objective includes fundraising for graduate scholarships, broadening our lecture series topics, expanding our roster of visiting critics and engaging local professionals on our Advisory Board.

Since the last NAAB visit the Graduate Program has established five named endowed funds, ranging from $1,000 to $25,000 and the program has gained support from local professionals of approximately $37,000 solely from practitioners in the field of architecture.

Peer critique, juried reviews and one-on-one discussions are central to our teaching philosophy. We focus on understanding students' design intentions and assess their work for clarity of intention along with our curriculum requirements, which include the NAAB conditions.

Within the department, we have assessed proposed courses and studio topics with environmental stewardship and social justice as key guides to both course development and outcomes. The 2020 NAAB student criteria was integrated into syllabi, assignments and our critique assessment forms.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Broadly, MassArt's Board of Trustees (BOT) receives financial, student demographic and enrollment reports at their public meetings that are provided by the various departments. The BOT is also briefed by Academic Affairs, regarding accreditations, program reviews, curricular and outreach initiatives, and overall institutional progress, as well as faculty promotions and tenure. The Trustees are responsible for the approval of new programs before these are advanced to the Board of Higher Education at the State level. They are involved in much more than budgets and enrollment; they play a substantial role in the governance process of the College. Our Architecture program reviews our performance both in this larger context and within our specific department's initiatives and plans.

Institutional performance indicators also include evaluations of faculty including: student course evaluations; class visits by department chairs and deans/provost; and promotion, tenure, and post tenure reviews for full time faculty as determined by the MSCA faculty contacts.

The College and our accrediting organization, NECHE, use retention rates, graduation rates, and the average time to completion as performance indicators for the BFA and graduate programs.

The retention rate, the percentage of students enrolling in their 2nd year in the program, has been very strong across the past 5 years. Retention was the lowest in 2018 at 75%, and was 100% for three of the years including 2021 and 2022.

Average Time to Completion in Months

Entering year	Track 1	Track 2
2016	32	27
2017	35	19
2018	36	27
2019	32	23
2020	36	21
2021		20
Normal time to completion in months		
	31	19

We recognized that the prior 3-course thesis sequence significantly impacted the graduation and time to completion rates. In the prior course sequence, Thesis Preparation was taught in spring, followed by Thesis I in the summer and Thesis II in fall. The program's curriculum committee combined the first 2 courses into a single 6-credit Thesis I EDAD 708 course in spring, followed by the 3-credit Thesis II course in fall. This removed requirements from the summer term, in support of and as requested by students.

Within the thesis courses, changes were made to the sequence of deliverables, and we strengthened periodic and regularly scheduled reviews with thesis advisors, practitioners, and faculty. These changes led to an increase in the number of students submitting their thesis on time. This process has worked over several years, and led to thesis projects of greater reach. For example, a mixed-use thesis project using innovative materials and construction techniques was presented to the Cambridge Zoning Department for a selected site development and well received. We do find that a number of students who obtain internships/employment while completing this semester may finalize their thesis document and book as well as take an elective or two in one additional spring term. In addition, our cohorts are very small, so one student's data can strongly skew the average time to completion, as demonstrated for Track 2 for the 2016 and 2018 cohorts.

Percent Graduating Within 150% of Normal Time to Completion

Entering year	Track 1	Track 2
2016	71%	80%
2017	100%	80%
2018	50%	75%
2019	100%	83%
2020	75%	50%
2021		100%
Normal time to completion in months		
	31	19

The number of students graduating within 150% of normal time to completion is affected by both the number of students who leave the M.Arch, either close to program start, or further into the sequence, and those who return to complete their thesis book after a short hiatus. We find that students who don't complete their thesis within 150% of the usual time to completion are working full-time. Some students leave the program entirely, without an intent to complete additional courses. In all of these cases, we know and advise these students in order to keep in contact. Students who have either taken a significant number of credits, or who have completed all but their thesis or a particular course are encouraged to return to earn their degree. Again, with small cohorts, it takes just a few students to make a relatively large impact on these percentages.

We also conduct periodic surveys of our alums to learn about their career paths and licensure status. As part of this self-study, our faculty realize the need to make these surveys an annual process.

The quality of studio work at mid-semester and end-of-semester reviews is evaluated by all full-time faculty who attend every review of student work. We also take into account our outside professionals–often principals from Boston and Cambridge architecture firms and other design schools–who provide general feedback on the work with the students during each presentation and also at the end of the critiques. Since all of our full-time faculty also sit on our departmental curriculum committee, they are evaluating both the student work, and how the course aligns with department goals and NAAB criteria. Information gained in the reviews is closely considered as faculty plan the following semester and academic year.

The program uses mid-term and final review assessment forms, completed by faculty and guest reviewers, as performance indicators. Each form is designed for the specific course and they include NAAB conditions. In addition, many studio courses require students to complete self-assessment forms and use them to discuss improvements to their work. As part of this self-study, the program has identified

areas in our studio course assessments that can be improved, and will refine the forms over the next term. Samples of review forms are included in the appendix. Appendix K. Assessment Forms – Review of Student Work

MassArt's governance committees play a role in monitoring and overseeing performance reviews. The College Curriculum Committee reviews all new courses after they have completed two semesters. They review name changes to courses, new programs and any substantial change to a department's curriculum. One of our program's faculty sits on this committee which reviews curricular changes, program changes, new course proposals, and proposals for new minors. This past year, with the JET office (Justice, Equity, and Transformation), the committee reviewed syllabi language for consistency in approaches, materials, assignments and assessments. Another program faculty member sits on the Graduate Education Council which reviews new and revised graduate curricular changes in program and individual syllabi, and approval of proposed new programs, and college-wide initiatives.

This past academic year a special committee was formed to review changes made to the way MassArt schedules courses, applies faculty workload credit to courses, determines course length and provides open meeting times for community work. Associate Professor Paul Paturzo represented the architecture department on this committee during the 2022-23 academic year and will continue in this important work. This institutional level work required stakeholder input in many forms including surveys, workshops, and student meetings. The findings of this committee, while broad, will be evaluated by each department in the 2023-24 academic year. The intent is to give departments more discretion regarding how they determine course types, length of courses, as well as incorporate teaching modalities such as asynchronous, hybrid online/in-person, and fully remote courses. The committee found that students support options that include online courses for several reasons. During COVID, for example, we learned that students who commute into Boston registered for more online morning classes to minimize travel time to class. Offering courses via a video link has made the courses more accessible between students living on campus and those who commute.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

Our curriculum has made progress in centering studio projects on social justice and environmental stewardship. As mentioned earlier in this document, our program goals align with MassArt's most recent Strategic Plan goals therefore we are supported in this work by our office of Justice Equity and Transformation. Dean Paluay has attended critiques and other department events, and contributed to shaping language regarding justice, equity and inclusion in our syllabi.

Through faculty and alumni professional connections, we have raised almost $40,000 in donations from local firms towards an endowed scholarship fund for our M.Arch program. The donor who initiated the first gift is now partnering with us to raise more money. During the spring of 2023, she attended a faculty meeting and

underscored her commitment to supporting programs that provide accessible design education and noted the impact that our graduates have in bringing diverse backgrounds and perspectives to the firm environment.

We have made considerable progress toward acquiring and integrating state-of-the-art design technology into our work. Our digital fabrication labs enable students to iterate design ideas more quickly and MassArt supports the labs with a staff of technicians who help students learn how to use both the software and hardware. In addition to a traditional woodshop and metals shop, students have access to a plasma cutter for sheet metals and steel plates, a water jet for many materials including stone and glass, several 3D printers, three laser cutters, and four CNC routers. As a result of these new resources, students are able to advance their design work further within one semester and understand material behavior first-hand since these labs accommodate materials commonly found in the building industry. These improvements were made possible through a $200,000 grant from the Massachusetts Skills Capital Grant Program.

The program's hiring plan is progressing and we are hopeful that a search for a full-time tenure track faculty will take place in the fall of 2023. We are fortunate that our adjunct faculty remain committed to the program and offer diverse backgrounds and a range of professional insight.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

It is important to note that we are celebrating our 150th anniversary as an institution that was formed by an act of legislation that, in 1870, recognized the need for drawing and design training, and accessible education to support industry in the Commonwealth of Massachusetts. Civic engagement was part of our school's ethos since its founding and we, the College and the program, have remained committed to these values and embedded them into our everyday practices.

Strengths:
Our students' motivation to engage with our discipline inspires our faculty to be in dialogue with contemporary ways of approaching design. Our graduate students partner with faculty as they bring their interests, diverse cultural perspectives, and range of professional experiences to enrich and inform the teaching and learning environment. Our graduate students' work ethic has strengthened our undergraduate students' work as well. The students' commitment to returning to campus in person to work alongside each other has reestablished our program's sense of community as we return from the pandemic.

As a small program within the context of an art college, we are able to work individually with students on their creative process and connect them to other creative disciplines that support their interests. As mentioned earlier in this document, our campus supports creative development through making and remaking

work as a cultural cornerstone. Our students explore concept development through cross-disciplinary work, writing and by being part of a culturally diverse community.

MassArt's fablabs and shops benefit the architecture students by giving them first-hand experiences with materials such as ceramics, metals, glass, wood and digital fabrication materials in the context of artists who are using the materials in unique ways. MassArt students are encouraged to claim public campus space for works in progress, installations and events. Our students take advantage of this by regularly installing small, full-scale built forms around campus. Often these installations are connected to our Methods and Materials course.

Civic engagement is strong at MassArt and occurs through our Center for Art and Community Partnerships, in our courses and through initiatives across the College. Our program is supported by MassArt's leadership when we have the chance to collaborate with community partners as in our Community Build course and other courses that offer benefits to outside groups. Last year, for example, our Sustainable Furniture Design course worked with a land trust and designed furniture for their welcome center. For this project, the wood was sustainably harvested in collaboration with the New England Forestry Foundation a year in advance to allow it to reach a moisture content appropriate for the course work. Students designed, built and analyzed the table for its carbon sequestration before it was installed.

Our location within the city of Boston is another strength. Since Boston and Cambridge are home to many educational institutions, our students can take advantage of public lectures at several other architecture programs as well as host student events at MassArt. As part of the Colleges of the Fenway consortium, students from MassArt can take courses at Emmanuel College, Massachusetts College of Pharmacy and Health Sciences, Simmons University, and Wentworth Institute of Technology. In addition, our students can take courses at MIT without additional financial obligations.

Our tuition model is another strength since the cost of tuition is based on credits rather than semesters. Therefore, when a student needs to take fewer courses in a semester, the tuition is lower. Many of our students have obligations outside of school that require them to take advantage of our tuition model.

Students in our program are encouraged to initiate exhibitions and submit their work to exhibitions that take place on our campus and in our downtown gallery, MassArt x SoWa. These opportunities underscore the relevance of their work in the context of our community and motivate students to reach a high level of craft in their presentations. Recently, one of our M.Arch candidates received the Presidential Merit Award in our annual all-school exhibition. In addition to this recognition, we were pleased that our department was well-represented and supported by MassArt's leadership.

Challenges:
In the context of a public institution, our program has carefully managed our resources to deliver a professional degree program with increasingly recognized successes in the architecture community.

The studios on campus, while spacious, are overdue for an upgrade. This work has been delayed as the building in which they are located, The Tower Building, is currently under review by the state for a major renovation to its facade and many of the adjoining spaces that will be directly impacted.

Maintaining gender diversity among our faculty has been a recent challenge. Until 2020, our full-time faculty included two women and two men, one of whom is part of the LGBTQ+ community. In 2020, one of our full-time tenure-track female assistant professors left unexpectedly and we hired a temporary full-time faculty member to fill this position. While this has impacted the gender diversity of our department, the faculty member is a Latino man, born in Mexico and with dual degrees in architecture and structural engineering, who brings diversity in these respects. While our adjunct faculty represent a broad range of ethnicities, we continue to have a gender imbalance with male faculty outnumbering female faculty by a large margin. However, we continue to make progress. This summer (2023), our Community Build course is being taught by two women for the first time. The structural engineer and many of our consultants are women experts in timber framing.

The cost of living in Boston creates financial challenges for our students. While commuting is an option from outlying towns, students that commute from a distance are less engaged with studio culture, extracurricular activities and evening programs. Professor Hajian, who manages our lectures with a group of students, has continued the practice of providing video links to our lectures for students who cannot be on campus, as we did during the pandemic. As we seek to improve access to extra-departmental activities for students, we have shifted our community meetings to start just as classes end with the Department providing dinner so that our commuting students are able to participate.

Fabrication equipment at the college is very closely monitored for safety reasons. While our program agrees with this effort, our students are increasingly competing for time on the equipment with students from other departments. The end of the semester is particularly challenging during this high demand period. We are working with our administration to provide increased access to resources during mid and final points in the semester in order to better accommodate student needs. Recently, campus access has been decreased during holidays making it impossible for students to work in their studios. While challenging, this change also supports the need for students to plan and take time off.

Opportunities:
As MassArt expands technological resources for our curriculum, our department has an opportunity to utilize state-of-the-art design tools. For example, it is now possible to include time-based architecture presentations such as virtual reality, augmented reality, and animation as part of our work.

As mentioned earlier, our program is beginning to reap the rewards of our first decade as a NAAB accredited department. We now have the opportunity to call on our alumni to participate in student reviews, act as thesis advisors, share their work through guest lectures and connect current and graduating students to our network of design professionals who graduated from our program. In addition, the architecture community in Boston has become better acquainted with our program

through hiring our graduates. This has expanded our network of guest reviewers and potential adjunct faculty.

MassArt has recently formed a committee to assess how we deliver our curriculum after successfully pivoting to online/virtual classrooms during the pandemic. Before the pandemic, very few courses took advantage of streaming and remote learning. Now that many of our faculty have experience teaching online, they see the benefits for courses that do not require studio time and shops. Our colleagues have had to utilize a wider range of teaching modes by necessity and are now more open and able to experiment with different modalities that include: intensive courses over winter break, hybrid online/in-person, and fully remote courses that can bring in expert faculty and lecturers beyond Boston to teach in our program.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

All full-time tenured/tenure track faculty who teach studios are registered practicing architects who are well-connected with our region's design professionals and regularly host architects, engineers and other professionals in our field for guest lectures and workshops. Our mid-term and final reviews always include outside professionals, our lecture series hosts both local and national practitioners, and our Advisory Board has been in existence for over a decade.

The Advisory Board is made up of practitioners, one current student member and one alumnus from the M.Arch program who meet on campus at least once each academic year. Additionally, one of our program faculty maintains contact with each advisory board member throughout the year. The exception was during the period of disruption due to COVID19, when the board did not meet as the department was solely focused on delivering a full academic experience to our students.
Appendix L. Advisory Board Members

Our lecture series, Tuesday Talks, hosts approximately six professionals per term. In recent years topics have included speculative design proposals meant to mitigate storm surges in the Boston Harbor. We have hosted architects, fabricators, carpenters, interior designers, engineers, sustainability experts, artists, educators, writers and historians to bring diverse perspectives to the conversation. Recent speakers and topics include:

- Gabe Cira / Constructing the Social: Making Architecture Public
- Andreus Ridley and Thomas Green / Indigenous Woodworking in Massachusetts
- Parke MacDowell / Architecture Making and the Power of Shared Agency
- Emily Anderson / Designing your Future: Creating Value in your Career
- Michael Grove / Essential Workers: Landscape Architecture as a First Line of Defense
- Tamara Metz / Building Meaning: On Design, Theory, and History
- Marc Rosenbaum / Plainfield NH School: Deep Energy Retrofit Project
- Stephanie Lee and Ellen Shakespear / Instruments of Service

- Sekou Cooke / Hip-Hop Architecture
- Verónica Mansilla / Caring Cities

Our department regularly gathers students, alumni and outside reviewers as our end of term critiques conclude, to reflect on the student work andstudio content, and to discuss opportunities to improve courses and curriculum based on what we all see in students' work. This is also a non-hierarchic way to demonstrate respectful, constructive criticism in a collective forum, and to show how each participant can contribute and make positive changes in the program.

Professor Hajian is on the Boston Society for Architecture's educational advisory committee and has a continued role as elected to the BSA's Board as educational representative for all of the local Architectural schools (GSD, Northeastern, BAC, MIT, Wentworth, and MassArt).During his recent BSA Governance Committee work looking at Board make-up and member numbers, a change was passed to increase student participation, and to advocate for more student involvement in decisions and voting. Our students have a direct interest in participating in what will affect them as future practitioners, and support the idea to add direct student representation on the Board. These changes were embraced by the joint Foundation/BSA Boards in an effort to engage the next generation of professionals–and to hear their voices while they are in school. This new opportunity resulted in the nomination and selection of Massart students as member participants.

Paul's attendance at AIA regional meetings, ACSA conferences, and as part of the discussion on changes to professional practice, education requirements, and the examination process during the yearly NCARB Licensing Advisor Summits has resulted in more pathways for students in architecture. This is essential for students who come from a range of backgrounds and experience, and desire to take advantage of opportunities in the profession. Reciprocity and engagement in a global practice are just some of the exciting changes which would directly benefit our students, and acknowledge those interested in international work. Hosting follow-up department wide presentations, with attendance by alumni relating their experiences, state registration board members, and principal practitioners to deliver their experience to our students as well as technical info on new ARE exam and AXP requirements is ongoing each year. Staying up to date on the information, along with careful review of information on state registrations to advocate for multiple pathways to licensure is important to our students' success. He has held this position for over a decade, and continues his role in leading the discussion.

Finally, many of our alumni stay in contact with faculty and the program and return to campus for special events. Our connection with our graduates has impacted some of our curricular decisions including which digital tools are best for students to develop to be competitive in the job market. We pay attention to their feedback on how prepared they were when entering the field, including which courses supported their goals. They are invaluable sources of information about how designers at their career stage see the profession.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Our program engages in continuous assessment of our curriculum, pedagogy, and student feedback to evaluate what is working and why, and what needs to be improved to better serve our students and meet our curricular goals.

Our most recent Strategic Plan which highlighted the need to center equity, inclusion and justice in our community prompted our department to examine where these topics are addressed in our department's curriculum and how we might increase the inclusion of these topics throughout our program. While our studio topics usually include the social role of architects, we are now more explicit in the way inclusion and social justice are integrated into our coursework and teaching. For example, a recent studio, Comprehensive Design Studio EDAD 752 studied the work of Facing History and Ourselves, a non-profit organization that works to educate teachers on how to bring difficult histories into their classrooms in ways that are age-appropriate. The organization's vice president for special initiatives participated with the class throughout the semester as students developed a new headquarters, taking into account the mission of the organization.

We have broadened content for our digital skills course, moving from a focus on one modeling program to a Digital Tools EDAD 511 course where students have the chance to acquire a wider range of digital skills. This change occurred after students discussed the need at a department community meeting.

Architectural History and Urban Planning II EDAD 526 was moved to the spring semester, in order to align the content with what they are learning in their architectural studio. Structures II is also taught in this semester; topics in engineering address the content in the history course and reinforce the studio work.

Structures III EDAD 537, which contained content in structures and systems was changed to Building Operating Systems EDAD 567 after faculty assessed the need to address the increasing complexity in building science and sustainability in practice.

Structures Overview EDAD 577, was created to respond to changes in the Architecture Registration Exam and provides competency in all the major building systems. Additionally, it also serves the purpose of providing a condensed study of wood framing for students who have limited experience with wood structures.

In the prior course sequence, Thesis Preparation EDAD 760 was taught in the spring as a 3-credit class followed by EDAD 806 a thesis research course in the summer. The program's curriculum committee restructured them into a single 6-credit course taught in the spring, EDAD 708 Thesis I, combining the content of both courses. This removed requirements from the summer term, as requested by students.

We have also examined how the curriculum and course sequence supports or hinders students' success. For example, after hearing feedback from students that the curriculum needed a period where students could take a break, our program changed the sequence of the curriculum beginning in 2019 to allow for a break somewhere in the curriculum schedule. The M.Arch program typically schedules courses during summer semesters to expedite program completion. After deliberating on the benefits and drawbacks to this practice, students and faculty recognized that the summer before Thesis II is a good time for students to rest and informally reflect on their work from Thesis I and other courses. (Students have the option to take electives or do internships during this summer.)

Other examples of where faculty have responded to recent student feedback include a plan to provide students with more access to facilities during mid- and end-of-semester deadlines, and more opportunities for critical writing exercises within studio courses.

Some faculty have increased the number of field trips to help students learn from observation through sketching and on-site discussions, with the expectation that what is learned on the field trips will contribute to their academic and studio work. This summer (2023), Community Build visited WinWood lumber where the owner, a Wampanoag-Penabscot indigenous sawyer, taught about wood, genetics, and biology. This event and others like this give our faculty the opportunity to learn alongside students.

In an effort to align studio courses with the new NAAB conditions, faculty have worked to shift topics in our courses and to develop exercises that address the criteria in a sequence that makes sense for our overall curriculum structure. Faculty reexamined the course matrix that includes the previous conditions and together, noted courses where the new conditions make sense. Faculty also revised worksheets in Comprehensive Design, increased social justice content throughout the curriculum, and expanded environmental stewardship topics in Building Operating systems among other recent improvements to our curriculum.

Learning and teaching through the COVID pandemic required our entire community to expand our course delivery methods and gather feedback from students as the changes were occurring. MassArt required all classes to complete the spring 2020 semester virtually, giving faculty spring break plus one week to transition. During this time students and faculty came together to figure out how this would work; students were full participants in the planning. Once we were able, we returned to studios taught in a hybrid online/in-person mode, starting in summer 2020 in Community Build, where the design portion was remote for four weeks, and the build portion was in person, on site and masked, for seven weeks. The result was that our faculty emerged from this experience with a new understanding of how online courses can be a useful option when appropriate. Since returning to in-person teaching, our faculty continue to hold additional office hours and are available to conference with and advise students through a video link outside of class time. In addition, many faculty continue to make use of technology to deliver course material, bring short digital videos in place of longer readings, and work with students to better develop presentation styles, layouts, and writing, in order to better serve student needs.

NAAB

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

Assessment of the department's curriculum occurs in a number of ways including what we learn from reviewing student work, from developed processes to review new courses, as well as student evaluations and observations of teaching.

The program's full-time faculty attend reviews for both required and elective studio courses and encourage part time/adjunct faculty to attend as they are able. The faculty role for these events is both to evaluate student work and assess the course overall. Faculty report that this method of engaging with all courses twice per semester as a group provides the opportunity to participate in courses outside of the ones that they are teaching, including courses that may be a prerequisite for an advanced course. This helps faculty understand where students may need additional review or instruction during their own courses as well as to review and evaluate our course sequence.

As a small department, our faculty sit on our curriculum committee and use reviews as a resource for curriculum review.

All new courses must be approved by the Graduate Education Council. Courses are developed within departments by faculty.

Students evaluate each course at the end of the semester. This process is managed by the graduate office for the M.Arch program and is conducted as mandated by the Massachusetts State College Association (MSCA) Division of Graduate and Continuing Education (DGCE) Bargaining Agreement (faculty contract). Faculty are able to review student evaluations to better understand how their courses are received.

In addition, the DGCE Chair or Graduate Dean Chair makes visits to graduate courses to assess faculty in a mandated format as per our MSCA DGCE faculty contract. Faculty of shared BFA/Graduate courses are evaluated under the MSCA Day contract.

Information collected by these assessment methods is reviewed and is discussed at faculty meetings to plan future semesters, update course syllabi and project work, consider working across courses within matching weekly time slots, and advance the community interactions within the program.

The faculty review the curriculum twice per semester by attending the mid- and final-reviews with attention on student success and the curriculum requirements. In addition, faculty meetings occur bi-weekly where time is allotted to specific topics in our curriculum.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Assessment information has a direct impact on the way we improve our courses and evolve the curriculum. As a small program with high faculty participation across courses and other activities, the program is able to recognize opportunities and issues as they arise and make adjustments accordingly. For example, the department recently recognized that our structures course would improve by incorporating hands-on tests of the principles in the course. Schematic structure models that test forces were assigned and there is a plan to expand on this approach in the coming semester.

Our student meetings offer direct insight into how our students experience the program both in terms of course content and our community. During the spring of 2023, for example, students discussed increasing the range of building types in our studio sequence therefore the faculty is currently identifying opportunities in our course sequence where students are able to engage with design projects that broaden their experience.

The Comprehensive Design Studio EDAD 752 was adjusted to include current NAAB conditions with assessments integrated into the design process. Students assess energy consumption and materials costing during in-class exercises to give them the experience of seeing first-hand how architects' decisions impact resources and how considering resources at every stage of design is required. In addition, students complete self-assessments at two points during the term as an assignment. The review assessment sheets that critics receive for the mid- and final-reviews of student work outline criteria that aligns with the NAAB 2020 conditions, as a way to underscore the connection between the conditions and assessment of student performance.
Appendix K. Assessment Forms – Review of Student Work

More broadly, faculty and students discuss the NAAB criteria in relation to their coursework during department meetings and faculty meetings. Courses have been adjusted accordingly to address the NAAB 2020 conditions, issues of equity and inclusion, and benefits of in-person and remote learning.

Students fill out course assessment forms for each course they take. Faculty receive summaries and adjust their courses as necessary in response to these evaluations as well as through student/faculty meetings that specifically discuss the program.

The assessments that we conduct happen within courses, primarily through meetings and at the close of each course review, allow for faculty, students and guests to collectively comment and analyze better strategies for our curriculum. These comments are weighed and analyzed at follow up faculty meetings, and if approved incorporated into some existing courses, and used in development of new courses.

Our goal was to enhance studio projects, by bringing new materials into coursework (mass timber for example in structures and studio), and adding new projects that encourage students to collaborate with the community, research and utilize the

building codes and local zoning issues. One of these projects was a high-rise mixed-use development for which we used two different sites proposed by the city of Somerville (along the expansion of the MBTA green line to Union Square. Students also compared the high rise solution with another project choice in that same studio that looked at infill housing of a lower scale to understand the differences in density, community scale, and light. Another project was a community-based elementary school in Everett, MA (Arch Design III EDAD 530).

In a more advanced studio the faculty member investigated a large scale housing project that mirrored an upcoming DCAM (Department of Capital Asset and Management) state project that looked at transitioning residents from a state institution to a new community of multi-family units in a sustainable context (Eco-Village EDAD 702 and EDAD 720).

Architectural Design II EDAD 520 has evolved to introduce students to the ways in which design can improve under-resourced communities through a process of collaboration and stakeholder engagement. Students learn about equity in the built environment by studying access to open space, food, and affordable housing and incorporate what they learn in their design work. This course was re-focused in this way as a result of an ongoing curriculum review that aims to align our coursework with the NAAB 2020 conditions and our institutional and departmental goals.

The pandemic required immediate assessments of our courses as we shifted to a virtual teaching model, then eventually a hybrid one. Faculty learned a great deal about our students' experience and found that our curriculum benefited from integrating virtual/online tools into our courses even when we returned to in-person teaching. During the height of the pandemic, faculty met (via Zoom) weekly to discuss the curriculum and how course delivery was succeeding or in need of attention. At the same time, the new NAAB conditions were discussed, thus our course assessment meetings had the dual purpose of understanding the new NAAB conditions while sharing our experiences during the shift to online teaching.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The College-wide Curriculum Committee within our governance meets to discuss and create curricular decisions that include the development of travel courses, minors, and interdisciplinary courses. This committee also reviews and approves courses, changes in programs and new undergraduate programs. Professor Seitz from our department currently sits on this committee.

The Graduate Education Council is another governance committee that conducts similar work to the curriculum committee at the graduate level. Professor Hajian is currently on this committee and was requested to continue in this role. The committee votes to approve new courses, programs and procedural changes that directly impact all of the Graduate Programs. The committee also works in an

advisory capacity to the dean on issues such as setting tuition, scholarship allocations, new program development, and special events.

As a small department, our department chair and graduate program director make up 50% of the full-time faculty, and serve on our department's faculty and curriculum committees. (Armando Plato, Paul Hajian, Patricia Seitz, and Paul Paturzo are the voting committee members.) This committee meets bi-weekly to discuss new course development, scheduling, and faculty staffing and planning. In addition to dealing with these short-term goals, the committee discusses long-term goals such as creating a minor in architecture. Our meetings include adjunct faculty, and student representatives from our undergraduate and graduate program. In addition, we often bring in our studio managers to contribute to curricular and faculty meetings, particularly when we have specific questions that involve their roles or we need their input into the development of enhanced communication between our studio work and their input into specific projects that they are able to support in the model shop and materials availability.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
Appendix C. Faculty Resumes

Full time faculty teach twelve credits per semester as mandated by the faculty bargaining agreement and MSCA contract. Since courses are either three credits or six credits, many full-time faculty teach two courses per semester leaving time for advising students, serving on committees, and their own professional creative work.

Full time faculty receive either a stipend or course releases when they take on special projects on behalf of the College, or are assigned as Program Directors or Chairs.

Full-time faculty work on nine-month contracts paid out over twelve months. Summer courses are seen as outside of regular duties and faculty can choose to be paid as a stipend for the additional course, or can apply the course to their following semester course load with approval of the dean and provost.

Adjunct faculty, by contract, may teach a maximum of two courses per term. Since most of our adjunct faculty are practitioners, a course load of one or two courses without other duties in our program works well to support time for practicing, community service, and to succeed in their professional architectural careers.

Studio managers also play a key role, as do the TA's in our graduate program, who support the undergraduates and graduate students in fabrication, tool learning, and training of students at both levels in software. Their roles are a critical component in our department, and support student learning in all the fabrication labs, model shops, and at times, in the wood and metal shops which are all all-school facilities.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Professor Paul Hajian, AIA is our Licensing Advisor. He is a practicing architect and is an active member of the Boston Society of Architecture where he serves on a number of committees, and is currently the education Board member representing all of the local architecture schools. He provides a broad resource for students, alumni, and working professionals in both MassArt's graduate and undergraduate programs, and is trained in the issues of AXP. He regularly attends info sessions, New England regional advisor conferences and forums, on-going training by NCARB, and has attended the National AXP Advisors and State Education Coordinators Conference each year for over a decade. Paul maintains an active practice in both residential and commercial/ institutional work, and is a teaching faculty member who can speak from experience to students about the relevant issues regarding licensure, firm best practices, and navigating the Massachusetts landscape of regulations.

As a licensed professional and teacher, and member of various College-wide curriculum committees, and with over 30 years of experience, Paul is able to draw from a wide range of resources to help both the architecture program grow and to balance the way each of our students develop. Using a wide professional network, he engages students with connections to recent alumni who have successfully become licensed. By hosting lectures and panel discussions at MassArt with practitioners to talk about their experiences in architecture, he helps to make the process visible. Showing the potential for opportunity to each student and the success that is possible through becoming licensed is a key component of the work. Paul has made a commitment to our students and alumni to be available for personal advising, during both their academic and professional careers, as a steady resource. He connects alumni to the ARE study materials, NCARB licensing program guides, and reaches out to the national leadership with specific questions for any candidate. Keeping up with relevant changes to the field, fulfilling continuing education requirements to maintain an active license, and demonstrating a commitment to the growth of what is possible in the field of architecture are all essential parts of his role.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

The Office of Academic Affairs offers opportunities to faculty and staff to pursue professional development in several ways. The office offers modest annual grants for faculty to bring in guest speakers. Larger annual grants are also available on a rotation across faculty. Faculty also can attend conferences within department budgets.

Faculty schedules are determined to support the ability of faculty to have consecutive days without teaching to pursue their creative work. While constructing a schedule that is responsive to student needs, the administration also understands that the ability of faculty to have blocks of time to work on their own projects enhances their teaching and mentoring of our students.

Providing support for faculty to develop and design or redesign courses and practice new methods of teaching and assessment, the office of Academic Affairs has plans to create a new Teaching and Learning Center that will be “faculty-run, cross-departmental and mutually supportive space for continuous professional and interpersonal enrichment.…”

The Center will focus on creating and sustaining 21st-century relevant art and design curricula, offer in-house professional development for faculty and act as an advisory resource for Academic Affairs. Planning is currently underway and will continue through the fall semester of 2023. Academic Affairs is committed to launching this initiative by the end of the 2023-24 academic year.

Annually, through our Advancement office, the school offers faculty grants of up to $5000 for travel, or to support research for projects that enhance faculty development. These are open to all faculty and allow them the opportunity to do a deep dive into an initiative they are currently researching.

In 2017, Professor Seitz received a faculty grant and traveled to Lebanon collaborating with members of our furniture program, architecture and landscape architecture students across Boston area programs, and local designers, to design and build a social space and playgrounds for a refugee community in Beirut. Due to diminished safety in the region, the work was changed to focus on research of displaced people in Lebanon along with searching for a new site. Now in its 7th year, this group has completed several projects in Lebanon for SAWA for Development and Aide in the Bekaa Valley, and with the Kayany Schools. Projects have also been completed in Mexico, Uganda, Lesvos, Greece and locally in Dorchester, MA. We are presently reviewing potential projects in Ukraine and a partnership for testing portable play with the Children’s Museum in Boston. This work has deepened our department’s discourse regarding architecture’s role in improving the lives of people. The project has been presented at the Boston Society for Architecture (BSA) and the Boston Society for Landscape Architecture (BSLA) and various conferences focusing on refugees in New York. In 2020, Professor Seitz and her three co-founders were honored with an AIA National Collaborative Achievement award. Since then, other MassArt faculty have traveled to Mexico as part of a playground design/build practice. MassArt has continued to host design events for developing the scope of these projects as part of the program’s community engagement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

MassArt's Office of Student Development provides a wide range of services to our students.

Counseling and Wellness Center
Our counseling and wellness center provides students with both short-term and long-term counseling. Students are encouraged to use this resource as we are committed to supporting our students holistically. Our Counseling and Wellness Center supports students as they develop as artists, designers and educators and works to honor, respect and support all aspects of the identities of MassArt's community members and aid students on their journey toward healing and wholeness. MassArt Counseling Center staff provide free 24-hour mental health support (MartyAid) that offers in-person or telehealth appointments, case management to help with referrals, and meditation, mindfulness and wellness apps.
https://massart.edu/counseling-wellness

The Career Development Office provides students and alumni resources and support as they search for professional jobs and internships. The office offers internship advising, assistance with writing resumes and cover letters, interview guides, and portfolio assistance. It also collects job and internship listings, and generally advises students and alumni.
https://massart.edu/careerdevelopment
https://massart.edu/your-creative-career#key

The Academic Resource Center (ARC) collaborates with students and faculty to support instruction, enhance academic success, and retain a diverse student body. Academic Advisors, Success Coaches, Peer Academic Liaisons, and Writing Specialists in the ARC guide students in identifying strengths, managing challenges, planning courses of study, and in developing the communications skills necessary to share their artistic vision. The ARC serves as a space for peer-to-peer interactions that enhance the academic and studio experience. Student Accessibility Services within the ARC ensures that students with disabilities are provided the necessary accommodations and supports that assist in their success at MassArt.
https://massart.edu/academic-resource-center

Commuter Programs: The Office of Student Development provides students who live off campus with access to parking, commuter rail and subway pass discounts and project storage/lockers. Note: Our students do not need lockers since they receive their own studio space.
https://massart.edu/commuter-programs

Our Office of Justice Equity, and Transformation (JET), in addition to MassArt's Office of Student Development, provides support with the goal to lead work that

achieves systemic equity in all areas of the educational institution through the transformation of campus culture.
https://massart.edu/jet

JET Services and activities include:

Antiracism dialogues to increase our capacity to have courageous conversations about race and racism. This approach is grounded in the belief that individual change is simultaneous to addressing institutional racism.

The annual Tyrone Maurice Adderley Lecture was developed in response to the suicide of student Tyrone Maurice Aderley, a talented and popular painting student. MassArt made a commitment to increasing its recognition of multiple viewpoints and the presentation of artists outside the mainstream. In his memory, faculty organized a lecture series to bring artists from underrepresented groups to give an honorary lecture to share their work and wisdom.

Thriving Classrooms is a series of workshops aimed at building community and collaboration between departments. Resources will be provided to navigate issues impacting students in the classroom, studios, and beyond where everyone can thrive.

Artward Bound is a free four-year college access program that prepares 9-12th grade Boston-area students interested in art and design with the artistic, academic, and life skills needed to thrive in college and beyond.

The Compass Mentoring Program supports undergraduate students with advising, tutoring, and navigating issues of transition in academic, creative, social, cultural and personal areas. JET facilitates programmatic connections that support curricular and co-curricular retention and mentoring initiatives for students, staff, and faculty. JET support extends but is not limited to those who identify as ALAANA, BIPOC, DACA, LGBTQ, and international community members.

JET Student Leaders are integral to the achievements of the JET office, its programs and initiatives. They provide outreach and support to their peers and provide critical feedback to aid the College in achieving its goals for equity and inclusion.

The JET Pack (accessible with MassArt NetID and password) is a resource-based initiative to nurture, heal, and inspire. It acknowledges that sometimes, to move forward together we might have to take time apart. It offers programs and resources to personally engage in these types of spaces by setting up a framework for robust learning opportunities for our community. The JET Pack is a living collection that is constantly being updated with information.

Jet Statement on racism, response and renewal: Fighting racism cannot be done by one person, one initiative, one policy, or one program. Our hope is that every one of us at MassArt can respond to this important challenge for ourselves, and to realize our strength as a community in this work.

In response to a list of demands by the Artists of Color Union, MassArt has compiled a summary of progress as we look to the future and our strategic plan.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The Graduate Program's tuition model is a direct way that we demonstrate our commitment to equity, diversity and inclusion. Courses are billed by the credit at ½ tuition and ½ fees, but without any additional significant fees. This enables a student to move through our program at a slower pace if they need to due to financial, family or other reasons with no increase to their total degree cost. This approach has enabled our program to accommodate students who are raising children, changing careers, and students who need to work while pursuing their degree. Additionally, our tuition is the same for all graduate students including international students.

Graduate scholarships offer discounts on tuition on top of the relatively low $850 per credit cost. These scholarships, ranging from $1000-$10,000 per student are awarded on admission, and are maintained through a student's course of study. In addition, graduate applicants indicate on the application form, if they would like to be considered for the Vision scholarship. The approximately $800 per year scholarship is designed to support students from underrepresented groups who are financially and academically deserving.

All M.Arch students have access to equivalent resources, studio spaces, access to shops and facilities, etc. This commitment to equity has been a longstanding MassArt value. Our students each receive a studio on campus, regardless of the number of credits they are registered for, and have access to our fabrication labs and shops. Faculty make themselves available to students outside of class to ensure the success of all students. They also offer additional support to students, as needed, to complete their thesis and/or coursework. Students are also encouraged to seek assistance in the Academic Resource Center.

In 2016, MassArt's Diversity and Social Justice Task Force created the MassArt Plan for a More Diverse, Inclusive and Socially Just University.
Appendix N. MassArt Plan for a More Diverse, Inclusive and Social Just University

The primary goals of this effort include:

1. Improve the experience of African American, Latino/a, Asian/Asian American, and Native American students.
2. Improve and enhance instruction and learning
3. Recruit and retain diverse students, faculty and staff

Since 2016, MassArt has evolved the position of Chief Diversity Officer to a staffed Office of Justice, Equity, and Transformation (JET), which is headed by Dean Lyssa Palu-ay. Under Dr. Palu-ay's leadership, the JET office has become a resource for students, faculty and staff as we work to improve the ways in which we support, learn from and celebrate how diverse community members enrich our learning environment.

Thriving Classrooms - A series of workshops designed for MassArt's faculty and staff aimed at building community and collaboration between departments.

The Adderley Lecture Series - A lecture series dedicated to increasing the recognition of multiple viewpoints and the presentation of artists outside the mainstream. Past speakers include Dr. Cornel West, Cr. Carole Boyce Davies and Andres Serrano.

Artward Bound - The nation's first art-centric college prep program that provides access to art and design education for Boston Public High School students, from their first year of high school through their senior year. Classes and activities are held on the MassArt campus and the program is free of charge to the participants.

In addition, the JET Office awards grants to BIPOC students and faculty and staff who are seeking opportunities for transformational learning that promotes justice, equity, diversity and inclusion for the MassArt community.

The JET Office is located adjacent to the president's office and reports to the President. Its location was chosen to underscore the importance of this work. The JET office includes seven full time members, nine student leaders, and two graduate assistants (one of the current graduate assistants is from our M.Arch program).

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

As mentioned elsewhere in this self-study, the Association of Independent Colleges of Art and Design (AICAD) launched the AICAD Post-Graduate Teaching Fellowship in 2015 and MassArt has been participating in the program by nominating graduates and hosting teaching fellows. The fellowship is specifically designed to increase the racial and ethnic diversity of AICAD faculty by offering significant professional development to graduating students of color.While we have yet to host a teaching fellow within the program, MassArt has hosted fellows in other disciplines and we are proud to report that one of our M.Arch graduates was accepted as a teaching fellow at Pratt Institute, where he has continued to teach after his fellowship concluded.

Engaging in this program supports our efforts to achieve a diverse faculty in our program and extends our participation toward diversifying faculty more broadly.

As part of this self-study, the faculty in our program recognize that we should take better advantage of this membership and actively seek fellows for our visiting faculty positions created by sabbaticals. The College also provides professional development funds for faculty research, and there is additional support and grants through both Pro Arts and the Colleges of the Fenway (COF) consortiums.

The Architecture Department has a five-year hiring plan which was developed in 2020 by the faculty as part of the agenda for faculty meetings. The plan seeks to address four key goals and strategic initiatives:

- Stabilize Structural Engineering
  We gained a temporary position for which we posted an advertisement for someone with multiple skills. This position has existed for one year, and will extend into next year while we start a search for a permanent tenure/tenure track faculty member. In the meantime, our visiting faculty has provided the needed skills to teach in our program and contribute to the ongoing improvement of the program by sharing his experience in teaching and practice. This individual is a licensed structural engineer, licensed architect and an artist.

- Hire a building technology position
  All of our Community Build faculty have generally been adjuncts except for the last three summers, including this summer where the lead faculty member has been from the department. During the summer semester of 2023, the department is pleased to have a visiting professor who is a timber framer and students will learn timber framing skills as well as manage all of the other components of the course. This summer, as noted earlier, the team for the first time is composed of all women, demonstrating to our students that gender should not be a barrier in any aspect of architecture. We hired a recent graduate as an adjunct faculty to teach Methods and Materials (a woodshop based course) this summer. We have expanded our adjunct group of professionals and hope to continue to develop these positions.

- Hire an architectural historian
  We have been joined by another faculty member (recently back from completing a PhD and postdoc) who is teaching our two history courses, and developing a new course for this coming spring. We hope to continue this position and develop a search partnering with the History of Art department to have a new joint hire.

- Hire a temporary part-time position in environmental stewardship
  We haven’t yet hired a faculty member for this position, however we have engaged a former adjunct to teach two courses: Architectural Details: Craft and Continuity EDAD 538, and an updated version of Making Cities Work EDAD 711 which focuses on the broad empathic concerns of accessibility in the context of site and user information.

Our collective goal is to support an integrated learning agenda that connects the diversity of our required course topics (design, sustainable engineering, detailing and materials, history of architecture, landscape and cities, new software and professional practice). We are continuously evolving our curriculum to emphasize resiliency across the board.

Additionally, we are committed to hiring a diverse faculty, whether full or part-time, as we are approved for new hires. We strive to hire faculty who reflect our student body which for our program is at least 50% women and this past year is 22% non-white. For our M. Arch program that is technical as well as highly design based, it is critical that we hire an architect/engineer “archineer” (as we have proposed) who has knowledge of the two fields, who is committed to our values of equity and inclusion, who can teach to a diverse population, and who can connect with our students and provide appropriate levels of challenge and support. For the design-builder, we seek candidates who are architects and builders. This can be a challenge for half-time positions due to the constraints of our union contract which does not permit these positions to be benefited, and limits the candidate pool. Both recent and returning faculty teaching in the graduate program for the past two academic years, 24% are people of color. While current part time contracts and health care policy make hiring more challenging, we continue to work to build a strong and diverse faculty through both short and long-term hires.

As one of our faculty will be on sabbatical in 2024-25, and another potentially in 2025-26, and we are planning to hire a visiting faculty member to teach their courses. The search will prioritize experience with teaching environmental resiliency that equally engages equity as a necessary and sustainable element along with the credentials needed to cover the courses of our faculty on sabbatical.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program’s student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

Our strategies for increasing diversity include outreach to colleagues within BOSNOMA by requesting recommendations and posting on their website, as well as posting on the BSA website, to capture a network of minority architects and designers. Leadership positions in this organization by our alumni have led to programs that introduce the MassArt Architecture program to a range of students active in the group, and who are considering architecture as a career field. We also have reached out to colleagues in indigenous populations who are working in the lumber industry, and who have an interest in meeting students to help them select the raw materials that we need for studio supplies. Andreas Ridley, of Penobscot/Wampanoag background is a sawyer and millworker who we relied on heavily this past summer to provide the lumber and materials of better quality and in a shortened time frame for the Community Build project. He was recommended by other sawyers through our furniture design faculty working in collaboration with the

Department of Conservation and Recreation in Massachusetts. They are now using Andreas for cutting the lumber for multiple projects in architecture and other furniture courses.

We are continuously asking for references from architectural colleagues across the Boston area for any support personnel they might know including architects, engineers, fabricators and materials suppliers. We also help promote their work by including them in newsletters or social media where possible, and have invited possible faculty to present at one of our on-going Tuesday Talk lectures. During Career Days and our participation in BSA sponsored career high school events, we have had alumni practitioners and faculty meet with young students to talk about our program and offer their experience. This has been an encouraging process and led to campus visits, applications, and attendance at our Tuesday lectures and end of term reviews. We find that showing what is possible in architecture first hand creates this spark.

Many of our alumni are members of the Boston chapter of the National Organization of Minority Architects (BOSNOMA) and our faculty refer our students and recent graduates to the organization and host events for them. Recently our program provided space at the College for BosNoma's Project Pipeline, an event for high school students that includes a hands-on design workshop for young people from underrepresented groups in our field to an introduction to architecture as a profession. Our program supports this organization by posting events and connecting our students to alums who are active members. We plan to continue this work and expand our engagement by including members in our events and sharing resources whenever possible.

Faculty also engage with community outreach whenever possible. Associate Professor Paturzo, for example, has worked with the Neighborhood of Affordable Housing, Inc. (NOAH) since 2022 on projects that engage young people in design activities that address climate change in East Boston, a neighborhood in Boston that is both rich in cultural diversity and geographically positioned to be highly impacted by sea level rise and storm surges. The students in this program are all from underrepresented groups in our discipline, therefore this collaboration provides an introduction of our program to students who may not otherwise see possible career opportunities in design. As a program, we plan to continue to engage with more programs like this one.

MassArt's Youth Program conducts architectural design courses in their summer program and has partnered with our program to develop courses and offer opportunities for M.Arch and undergraduate students to teach middle school and highschool students about design. This program offers faculty, graduate students, undergraduate students and young people a chance to engage with design in a way that scaffolds skills and experience. The goals of this program include helping young people see pathways into our discipline by including designers at a range of points in their development.

In other programs students may teach and develop curriculum during the summer, such as in Artward Bound, which intentionally is designed to engage our alumni. These alumni then work with current students in the program as TA's for their

courses, essentially grooming them to teach in the future. These 1, 2 and 3-week workshops in both types of programs are geared toward high school and middle school students, supporting making design accessible to those who may not see themselves yet as makers and designers. These “making” intensives are playful, expose students to our woodshop, model shops and digital fabrication labs, as well as the studios, addressing individual skill building, community projects, and collective learning projects often for real clients from local Boston neighborhoods. They are geared to make design available to a wider audience of students and identify areas they might look toward in future careers. In Artward Bound, for example, the students come from under-resourced schools and neighborhoods in the Boston area. Fees are purposefully kept low to provide economic accessibility.

Our international student population has been steady in number for the past 5 years. We currently have international students from India, Great Britain and Japan, comprising 24% of our M.Arch student population for fall 2023. The percentage of international students has varied from 30% to 22% in the 5 years including fall 2023. In addition we have students from Canada, and Brazil who are US residents or dual citizens. As a comparison, in fall 2022, the BFA program international student population was 5%. One of the ways that we have been successful with international students is by mentoring them, as with all our M. Arch students, in their career development during their Optional Practical Training (OPT). OPT is available to most international students on an F-1 visa. Many of our faculty remain in touch with them, include them in reviews, and enjoy their continued presence in our studios.

In the M.Arch program, the percentage of students reporting BIPOC ethnicities has varied widely from 10% to 40%, in the 5 years including fall 2023. In fall 2023, we expect to have a BIPOC population of 22%. This is due to our small program enrollment sizes, so that just a few students make a large difference in our student population. The fall 2022 percentage of BIPOC students, for the BFA program, the College’s largest population, was by comparison, 31%.

Alumni have engaged our program and faculty in the ACE mentorship initiatives, and we continue to engage in supporting architecture, engineering, and construction careers for students. Attending events and admissions programs by staff and faculty to talk about MassArt’s hands-on programs, and stress our belief that you work with a range of materials to envision and build your designs. We find that this resonates with students who are considering a career in architecture.

We have also started to convene more events with BOSNOMA and many of our alumni are connected with this group on their e-board. For example, BOSNOMA and MassArt hosted an event for high school students who are interested in architecture with one of our alums, Elyse Ayoung and the Architecture Construction Engineering (ACE) Real Time series. This program is specifically targeted to supporting and bringing more diverse participants to the design fields. The program encourages upcoming high schoolers and college applicants to engage our current architectural design students in conversations about their own experiences, sharing stories of exploring architecture, and specific educational paths. One of our students participated in the ACE program in high school, and landed at MassArt for his architectural education.

MassArt also encourages and provides opportunities through our lecture series, Tuesday Talks each year, and that feature a diverse group of designers and architects (from various cultures and backgrounds) who present. Our students were engaged and spoke about possible mentor programs, summer internships, graduate education and research/thesis opportunities with speakers to link their experiences with relevant MassArt's programs.

Through lectures and design charrettes, our program has increased our engagement with the public, neighborhood community programs, and by example demonstrating what architects and citizen designers are able to accomplish. A number of our faculty have also gained recognition through the BSA Board, research projects, and honors and awards. We hear from new applicants about their interest in working with these members and their research directly.

We are also encouraging faculty to engage in research and writing if not design and fabrication. Some are now building portfolios around this work.

We are encouraging all of our faculty to raise funds specifically for the M. Arch degree, regardless of how small, to support their studios and courses, as well as scholarships in the program. Some of this work has started to build links to the professional community to create a framework for future scholarships for students from diverse backgrounds. This is a longer term project, but we are committed to this along with our Dean of Graduate Programs who has also started a fund for larger scholarships in the program. In addition, graduate applicants indicate on their program application, if they would like to be considered for the Vision scholarship. The scholarship is approximately $800 per year and is designed for students who are financially and academically deserving, from underrepresented groups who contribute to MassArt’s commitment to the inclusion of diverse perspectives and voices.

The graduate admissions team is also on board to bring new students, by visiting specific locales and events on their own, as well as with faculty.

At MassArt we understand that diversity is an asset, and are always seeking to bring in a diverse student body. It is our philosophy to admit as many applicants that meet our criteria as we are able, to meet enrollment goals without exceeding capacity; admissible candidates that apply late may be added to the waitlist. In this effort, we do not set specific numeric diversity goals.

To address unconscious biases, we have created a holistic application review process. This process utilizes a committee of faculty reviewers and standardized review forms to determine admissibility. A number of factors are considered, including academic achievement, clarity of writing, and technical accomplishments, and presence and quality of concept/vision within an application portfolio. Standardized forms and a committee review process with checks and balances set a foundation for equitable application review, with the hopes to limit any unconscious biases.

Diversity goals may impact marketing and recruitment; we may seek different/additional advertising and recruitment sources if we are not meeting

diversity goals with current sources, or continue if we are. Information Sessions, individual meetings and interviews are scheduled considering remote programming and different time-zones, to accommodate as many people as possible.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Since the last NAAB visit, MassArt has identified a set of principles within our Strategic Plan that guides our administrative, curricular and overall community. These include pursuing a just, equitable, and compassionate learning environment, and honoring mutual respect. In 2017, the Office of Justice, Equity, and Transformation was created and is led by Lyssa Palu-ay, Dean of Justice, Equity, and Transformation. The office provides faculty training, student support, lectures, and gives representation to underrepresented groups at the executive level of administration.

MassArt, along with other Massachusetts state colleges created an Equal Opportunity, Diversity and Affirmative Action Plan. The plan was completed in 2018 and updated in 2020, and approved by the Massachusetts Board of Higher Education.
https://massart.edu/sites/default/files/EOPlan.pdf

This plan was part of the launch of a state-wide Strategic Plan for Racial Equity that creates a framework for all higher education institutions within the Massachusetts higher education system that aims to address long standing deficiencies in the way racial equity is considered in our higher education system. Dr. Palu-ay plays an important role in this state-wide initiative.
Appendix O. Massachusetts Department, of Higher Education Strategic Plan for Racial Equity

While course syllabi across the College already include a college-wide statement regarding diversity, equity, and inclusion, this past spring, the college-wide curriculum committee collaborated with the Justice, Equity, Diversity and Inclusion Committee to draft a plan for academic departments to craft their own statements that will better reflect contemporary ways in which we use language pertaining to diversity, inclusion, and justice, and how these values are integrated into the curriculum. A series of prompts will be provided to departmental curriculum committees to assist them with this work, with the expectation that statements will be reviewed and approved in spring 2024.

In writing this report, our program discovered that our diversity and racial equity statement on our admissions application is out of date. As part of the actions we are taking during this self-study, the Graduate Program is recrafting this statement in order to express our commitment to these values in sharper focus. In addition, the Graduate Program office is closely involved in the design of a new website which will

take the approach of integrating our commitment to justice and equity across our web presence.

MassArt's Human Resources Office Equal Employment Opportunity statement:

MassArt is an affirmative action/equal opportunity employer and gives consideration for employment to qualified applicants without regard to race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, gender identity, genetic information, military service, or because of marital, parental, or veteran status or any other characteristic protected by law. If you'd like more information about your EEO rights as an applicant under the law, please download the EEO brochure to view your rights.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

MassArt has a network of resources to support students with different physical and/or mental abilities. Associate Vice President for Student Development and Dean of Students, Jamie Costello, oversees our fully staffed counseling center, and Academic Resource Center and works closely with our residential administrative team on issues that may arise in our residence halls.

The Student Counseling and Wellness Center provides mental health counseling and support to all MassArt students. The MassArt Academic Resource Center (ARC) provides academic support services to students and works closely with faculty advisors. This includes tutoring, study skills, coaching, and assistance with time management and organization, which is particularly helpful to students with learning challenges.

In recent years the campus has improved both wayfinding and accessible access. Our academic buildings are connected and were built over time which meant that community members with mobility challenges often had to leave one building and re-enter through a connecting building for access. To address this, in 2016, the campus has added two elevators in key areas that link to accessible access throughout the connected buildings. In addition, signage has been updated. A new space connecting our Tower Building to our new Design and Media Center has been renovated, providing both linked space and an informal study area.

During the summer of 2021 our Community Build course designed and constructed a project in our courtyard intended to integrate the existing handicap ramp with the landscape. This project increased the quality of accessible access and directly engaged our students with the efforts of the College to integrate accessibility across our campus.

During COVID we all worked hard to build an inclusive and safe environment for students who joined us in person or on campus. Those who did not feel well or could

not attend for other reasons were able to join via large screens in our studios and classrooms. Our goal was to create a normal environment for students to participate if they did not feel well so they could stay home and attend virtually if they were able. We took more field trips and reached out to those further afield. Overall, the graduate program remains stable. However, we are now seeing more incoming sophomores to our program who had difficult high school experiences during Covid and we are working to address their needs. We understand that longer lasting emotional effects linger and remain observant and vigilant with each new class.

During this self-study, the program recognized the need to engage with MassArt's Aspire program. This program is in partnership with the Massachusetts Inclusive Concurrent Enrollment Initiative and the Department of Higher Education and provides an inclusive education for individuals with intellectual disabilities and/or autism.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Graduate studios offer a workshop feel and students are encouraged to make the space their own. Each student receives a roughly 12 x 12 foot space with a desk and a locker. In addition, we have a collaboration space and a place to gather as a group within the studio. Some faculty offices are directly adjacent to the studios and this supports a strong sense of community.

Every discipline at MassArt recognizes that our students learn best through making and remaking their work, and assessing work through the critique process as concepts are developed. The entire campus is dedicated to providing space, equipment, and opportunities for students to engage with their creative process. The following is a list of resources that all students are encouraged to utilize:

The Design and Media Center (DMC), completed in 2016, was designed for interdisciplinary studio work. Departments, courses, and individuals are able to reserve space for special projects and events. The building houses our most advanced fabrication technology and lighting labs. The heart of the DMC is the atrium which serves as our main entrance, town square, and installation space for students and events. Building on the success of the interdisciplinary engagement and management of this building, MassArt plans to expand the ways in which resources can be shared throughout the campus. This approach is also being applied at the graduate level to other areas of the campus. The main Woodshop is in the basement of the DMC and is accessible to students once they have completed training or have taken a course in the shop. The New FabLab also provides work space and access to advanced 3-D printing and modeling for any student at the college.

Our Computer Arts Center (the Lab) has high-quality large format printers, book binding machinery, scanners and other equipment that is open for everyone to use. The center is staffed with graduate student teaching assistants who are adept in the programming software. Many of them come from our department and are often within the labs as well as directly with our students in the studios. They serve both as TAs and studio monitors to provide shop fabrication support, training, and assistance with student projects.

The Plaster Room Located in the 3D Fine Arts department, our plaster room is open to all students and has a slop sink, buckets, and shelves for work in progress. The College supplies the plaster so that students are not required to purchase and transport plaster. The college-supplied plaster makes it possible for students who may have physical challenges to use the room without having to transport this heavy material. This provided resource also makes it possible for students with financial constraints equal access to a resource. In addition, it encourages students who may not want to experiment with plaster due to material cost to try a material without much risk. Students in our program have used plaster to cast site models and portions of their building proposals.

MassArt's Metal Shop is open to all students and is staffed with a studio manager who trains students on equipment. Welding, metal bending, plasma cutting, grinding and other tools are available to students in this shop.

While the Small Metals Shop and Forge are not "walk in" shops, students are encouraged to take electives in these shops and attend iron pours and exhibitions of work created in them. Many architecture students have taken courses in this area. Rhino, the software used in jewelry design, is the same software many of our students use in their design studios which helps them to make connections across departments.

Through their required and elective courses, students have access to more shops including the ceramics studio, hot and cold glass shops, printmaking, sound studios and photography studios. They also connect with fibers for occasional materials queries, and the studio for interrelated media for support in lighting environments.

Critique spaces are utilized throughout the campus in both formal juried reviews and informal pin-up style presentations. Our Design and Media Center is designed with wide corridors and appropriate lighting for sharing work for discussions, which creates many opportunities for our community to see work across disciplines.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

MassArt's campus supports a full range of learning modalities. We have three lecture halls with state-of-the-art technology and staff support for faculty in order to learn the systems and set up for lectures. Most of our classrooms have large monitors, white

boards and/or chalkboards. In addition, most classrooms have furniture that is easily movable so that each class can reconfigure the room to meet their needs. Tower 201, for example, is a classroom that is used for lectures, seminars, and critiques because the walls are designed for students to hang work while the desks and chairs are easily moved. Each time MassArt initiates a capital improvement project, faculty are consulted regarding what is needed to support the pedagogic needs of our courses.

MassArt's library has informal group study spaces as well as study rooms for small groups that can be reserved in advance or used if available on demand. In addition to these spaces, students and faculty have several small study areas throughout the campus. The second floor mezzanine in the Tower building has both individual tables and larger collaboration tables where students can work outside of their studio for a collaborative/group study session.

As noted above, our labs, shops and equipment are generally accessible to students and training is offered by the staff and faculty. There is room for students to work in each lab and shop when they are not at a machine. Our woodshop has a bench room, the digital fabrication labs have large tables that do not have equipment on them so that students can set up their work adjacent to the equipment they need.

Our collaboration spaces within the design studios serve as critique spaces, as well as informal gathering and socializing spaces. Our strong group of supportive alumni, who are often here to attend end of term reviews, usually drop in and participate, even assisting in the discussion. This open collaborative model creates opportunities for our current students to network with alumni working in area firms.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Our faculty have ample office space on several floors of the main campus building. Professor Seitz, Chair of the Architecture Department, has an office within the Design Department main office suite which also houses department assistants, the Communication Design Chair's office and general resources such as faculty mailboxes and printing. Additional faculty offices are located on the tenth floor of the same building, adjacent to the undergraduate architecture and industrial design studios, and also on the fourth floor adjacent to the graduate architecture studios.

Conference rooms and meeting spaces are available throughout the campus and can be reserved through an online system. Faculty can reserve rooms for meetings, preparing for classes, collaborating with and advising students.

Faculty are encouraged to use college-wide resources for research and are supported for this work by having free access to our printing services. Research databases, publications and journals are available to faculty throughout the year in our library.

Advising is usually scheduled in faculty offices, however students sometimes prefer to meet virtually. Academic advising is conducted by appointment for advanced students and graduate students. Students who are new to the department are advised in person in a faculty office and/or as a department event in a reserved room.

Course preparation is done in various ways including within faculty offices, the library, and off-campus. In addition, faculty spend time in the wood shop, metals shops, and fabrication labs preparing materials for the semester.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

All courses can take advantage of MassArt's learning management software. We currently use Moodle and Google Classroom, the College recently completed a study of several other platforms and will implement a new platform soon with the goal of having a more flexible and universal system across the College. (Over the 2022/23 academic year, a faculty committee, with assistance from our technology staff, tested several platforms and held town hall meetings to demonstrate the options.) These changes will be finalized and incorporated in Fall 2023.

Lecture courses typically are held in classrooms or in one of our auditoriums. Each studio course is assigned a classroom space in addition to the studio. Studio courses, which typically meet twice a week, may meet in a classroom once per week. With careful planning, this works for our program; we have an additional group space with a monitor within the studios if we need to meet for presentations on a day when a room is not available, or for informal lectures.

Courses that require shops receive a classroom or classroom areas within the shop. Courses that require shops have exclusive use of the shops during scheduled class time, but open times are available for students to complete their projects. The FABLab is also a resource for 3-D making and has work space that is available for anyone to use.

Faculty are given a computer from the College and have access to suites of programs and college sponsored resources, including a Zoom account for online teaching, the Adobe suite of programs and a range of digital modeling programs.

Our Community Build course requires students and faculty to be on a construction site for a large part of the course. The Graduate Program supplies tools, corded and battery equipment, materials, safety equipment and other necessary items for the course. When the tools are not in use they are stored within our department.

The Graduate Program's professional gallery, SoWa, is located in downtown Boston alongside other professional galleries to create a lively art and design community.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Because our program requires all the above physical resources, a response to the prompt is not applicable.

However, during the pandemic, MassArt's community learned that teaching in a digital space is indeed possible and sometimes preferred, therefore we have embraced teaching in a digital space for a few courses and have integrated video-conferencing with our work. Initiating a brief video conference is encouraged by faculty, and students take advantage of this opportunity for an online critique or content exchange. We are committed to help our students move their work forward with a number of modes, and it is not uncommon for faculty to either stop by studios over a weekend, or comment on student work via video conferencing.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The M.Arch program receives support from MassArt's Office of Academic Affairs through administrative support and a system of sharing faculty between the undergraduate program and the M.Arch program. Because our M.Arch program is a hands-on program with a small cohort, Academic Affairs and the Graduate Program recognize the benefit of faculty teaching both undergraduate and graduate classes as it offers graduate students a broad range of faculty within a small program and provides opportunities for faculty to teach at the graduate level. Graduate courses are funded by the graduate program and courses that are a mix of graduate and undergraduate students are funded by either Academic Affairs for the Graduate Program, depending on the majority population in the course. The College provides grants of up to $5000 for travel, or to support research for projects that enhance faculty development, which all faculty may apply for.

The College also provides institutional support via facilities and maintenance, various office staff and services, student services, and shared faculty expenses. The graduate programs pay a portion of revenue to the College, as an assessment, to offset part of these costs. A planned capital improvement was identified in a study of the Tower building for replacement of the facade and systems. We have recently done a complete assessment of ADA compliance and renovated and opened the MassArt Art Museum (MAAM). MassArt is financially stable and able to support the M.Arch program through the next term of accreditation (see data below).

The governing statute of Massachusetts College of Art and Design requires that graduate programs operate at no expense to the Commonwealth of Massachusetts,

which subsidizes undergraduate degree programs through the current Partnership Program with Commonwealth. In order to achieve this requirement, the graduate program pays a yearly assessment into the College's general fund from which the cost of maintaining space, security and all physical plant requirements is funded. This assessment also helps support the student services provided by MassArt offices. The assessment has historically been determined in consultation with the Dean of the Graduate programs by the College, with input from Program Directors of each of the specific majors. The assessment is being reviewed to determine if the use of comparative metrics could inform the amount assessed, including the cost and methodologies related to shared faculty.

Outside of the assessment, graduate program finances are distinct and autonomous from the College. This gives the M.Arch program flexibility with revenue and the ability to maintain its own financial books. The graduate architecture program is financed primarily through tuition/fees tied to courses, while the undergraduate architecture program is financed from tuition, fees, and a percentage of state funding.

The M.Arch program has sufficient financial resources to support student learning (see budgets below). Annual revenue, with the exception of one year in the past 8 years, have been higher than expenses, and for FY 23 and FY 24 we are projecting continued growth, and revenue approximately 38% above expenditures for the M.Arch program.

For over a decade, the Graduate Program has steadily increased its annual fund balance while meeting its financial obligations. This has enabled the department to invest in initiatives that enrich student learning and offer students opportunities to engage with projects and events funded by the Graduate Program. For example, the MassArt x SoWa Gallery in Boston's arts district, opened in 2020, is a new initiative that has hosted M.Arch students in exhibits. M.Arch and BFA students in the furniture design course, designed and built the reception desk at the gallery.

The M.Arch program is one of ten MassArt Masters degree programs, and revenue from each program makes up the graduate programs' operating budget. The graduate program's general operating budget funds: salaries for faculty who teach graduate courses, financial resources for the administration of the graduate department, graduate assistantship stipends and scholarships, stipends for student led workshops, studio maintenance, educational supplies and tool costs, graduate student events and graduate gallery, marketing, and various other expenses.

The Undergraduate Chair and the Graduate Program Director both receive budgets to support efforts for their separate areas: the collaborative nature of the department management results in pooling the resources to include more faculty development, incidental costs per course, options for travel and on-going student support. The graduate and undergraduate Architecture programs share any expenses that benefit the entire department such as stipends for our Tuesday Talk lecturers, AIAS events, and professional memberships.

The BFA program is funded in part by state funds. In FY22, approximately 41.9% of the cost to educate an undergraduate student at the College was funded by the state of Massachusetts for in-state students. Tuition and fees cover the rest of the

undergraduate educational costs including faculty salaries, benefits, and other requirements to run the undergraduate program.

In the courses that enroll both graduate and undergraduate students, the graduate program contracts and pays the faculty salary for graduate classes. The College contracts and pays the faculty salary of BFA Architecture courses that graduate students register for. In most cases, faculty salaries and course expenditures for Track I first year courses are paid for by the College At times, in these shared courses, when either population is the majority, the related department (Graduate Program or the College) pays the faculty salary. Faculty salaries are projected to increase based upon the (Massachusetts State College Association) MSCA collective bargaining agreements, and this is included in the projected data below.

As noted above, the Graduate Programs are financially autonomous from the undergraduate programs. The Graduate Program department retains tuition/fee revenue and submits annual budgets to the Board of Trustees for approval. The proposed budgets, see below, include tuition rates and financial projections as well as costs for new initiatives. Within the graduate program, graduate directors submit budget proposals that identify initiatives for their department. Proposals include funding requests for memberships, faculty travel, attendance at conferences, equipment, stipends for visiting professionals, and support for student events and teaching materials. Program Directors work with the Dean on the faculty hiring and searches, which affects the overall budget.

Budget Charts

M.Arch Program Revenue

Revenue from All Sources	FY 2022	FY 2023	FY 2024 Projection	FY 2025 Projection
Total	$362,529	$583,827	$646,520	$717,637

FY 2025 estimate at 111% of FY-2024

M.Arch Program Expenses

Expenses	FY 2022	FY 2023	FY 2024 Projection	FY 2025 Projection
Faculty and Staff Payroll	$215,817	$186,316	$212,139	$235,474
Operating Expenses	$140,368	$112,413	$186,989	$207,558
Total	**$356,184**	**$298,729**	**$399,128**	**$443,033**

FY 2025 estimate at 111% of FY-2024

NAAB

Architecture Program Allocated Budget

Architecture Graduate Program Expenditures from the Graduate Program General Fund (Excluding Faculty/Staff Salaries)

	FY 2022	FY 2023	FY 2024 Projection	FY 2025 Projection
ACSA Membership	$9,131	$9,359	$9,593	$10,648
Faculty Conferences	$500	$554	$750	$833
Library and Classroom Materials	$159	$9,314	$10,614	$11,782
Honoraria for Visiting Professionals	$2,000	$150	$1,746	$1,938
AIAS event support (National Conf.)	$0	$0	$0	$0
Other AIAS event support	$0	$0	$0	$0
Food Services and Misc.	$0	$508	$3,050	$3,386
Total	**$11,790**	**$19,885**	**$25,753**	**$28,586**

FY 2025 estimate at 111% of FY-2024

M.Arch Scholarships and Assistantships

Scholarships and Assistantships	FY 2022	FY 2023	FY 2024 Projection	FY 2025 Projection
Scholarships	$34,311	$29,211	$40,144	$44,560
Assistantships	$11,553	$17,761	$14,010	$15,551
Total	**$45,864**	**$46,972**	**$54,154**	**$60,111**

FY 2025 estimate at 111% of FY-2024

MassArt Revenue and Expenses for All Programs - FY 2022, and FY 2023 Estimate

	FY 2022	FY 2023
Revenues	88,898,319	89,090,833
Expenditures	82,020,002	83,367,077
Net - Revenue minus Expenses	**6,878,317**	**5,723,756**

The College's financial health is documented for FY 2022 in the Performance Report of 2022.
https://massart.edu/sites/default/files/Performance_Report_2022_final.pdf

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

MassArt's library contains a substantial collection of architecture books and periodicals. Each year, our librarians ask faculty for book requests enabling faculty to play an active role in building and maintaining our collections. In addition, students engaged in active research are able to request resources and have them added to the collection. The library is also a repository for other resources such as drawings and images that are accessible to faculty and students. In addition, we have an image service that has taken the place of a slide library, where students and faculty can view, download, and store images for their work. Artsor.org enables faculty and students to watch videos from their art and design video library.

The library is located on the twelfth and thirteenth floors of the Tower building. Recently, it received a furniture upgrade that better reflects the ways in which students use the space. Students are encouraged to use the library as a place to work, relax, and access resources.

Our library is part of an inter-library loan program with the Fenway Libraries Online library consortium.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

MassArt's librarians are accessible during library hours and regularly assist students and faculty with their research. Senior Librarian Rachel Resnik is the architecture department's assigned librarian as part of her position. Caitlin Pereira is the Visual Resource Librarian for the College. Our librarians are considered faculty within MassArt collective bargaining agreement with the state of Massachusetts and therefore, take an active role in helping students conduct research and find resources to support their work. The library is open and staffed year-round.

Faculty also consult with our librarians in order to reinforce these research habits and proper documentation. Thesis students use the librarians as a constant resource, and faculty often invite library staff to their classes for in house sessions. In addition, when there is a studio or research project that includes a library component, faculty have invited the librarians to attend both process and final reviews for their input and

experience. These members have been incredibly generous with their time and knowledge to support our student learning.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

MassArt is in the process of reworking our Massart.edu website. Links to the following pages may change. We will provide the team with new links after the new website is published.

MassArt posts the statement on our NAAB-Accredited M.Arch Track 1 and M.Arch Track 2 degrees under the header, "Accreditation", on our M.Arch page: https://massart.edu/degree-programs/master-architecture

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

MassArt posts the 2020 NAAB Conditions and Procedures for Accreditation, and the documents in effect at the time of our last team visit, the 2014 Conditions and 2015 Procedures at: https://massart.edu/naab-documents

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

MassArt's Career Development office assists students and alumni with their career planning and development. The office offers guidance on resume and cover letter preparation, portfolio advice, job listings, internships and interview guidance and practice. https://massart.edu/careerdevelopment

MassArt posts career resources links for both MassArt's Career Development Office, and external architectural organizations at:
https://massart.edu/march-resources
Career resources are also posted internally for our students on the M.Arch Resources page of our Graduate Students Resources blog:
https://blogs.massart.edu/gradstudents/march-resources

Because the architecture faculty are also practitioners, the program is well-positioned to help students make connections with practitioners in the region. Often, guest critics from local firms reach out to the department when they are hiring and our growing alumni network has been instrumental in placing graduates in design positions.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

MassArt posts our NAAB accreditation reports and Related Documents on our NAAB Documents page. A link to the NCARB ARE 5.0 pass rates is also posted there.
https://massart.edu/naab-documents

MassArt posts policies on learning culture in its Community Standards at:
https://massart.edu/community-standards

MassArt posts the M.Arch Studio Culture Policy, an important part of the program's learning culture at:
https://massart.edu/march-resources

It is also posted internally for our students on the M.Arch Resources page of our Graduate Students Resources blog:
https://blogs.massart.edu/gradstudents/march-resources

MassArt posts policies on diversity, equity, and inclusion on the following websites:
https://massart.edu/community-standards
https://massart.edu/ensuring-a-safe-campus links to:
The Equal Opportunity, Diversity, and Affirmative Action Plan for Massachestts colleges and universities: https://massart.edu/sites/default/files/MassArt_EOP_92121.pdf
The non-discrimination, harassment and retaliation policy: https://massart.edu/non-discrimination-harassment-and-retaliation-policy

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

a. Application forms and instructions

The M.Arch program application is posted at:
https://massart.edu/master-architecture
This is linked on the main graduate application page:
https://massart.edu/how-apply

b. Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

MassArt posts information on the application process including the application requirements for transcripts and portfolios, and advanced placement, on the M.Arch application site:
https://massart.edu/master-architecture

Linked on the page above, additional information on the process of evaluation of transcripts, portfolios and review towards advanced standing is on the Advanced Placement Evaluation page:
https://massart.edu/master-architecture/advanced-placement

The admissions applications forms for applicant request of course equivalencies, and Program Director and Admissions Committee review of preparatory education are included in the appendix.
Appendix H. Admissions Placement / Preparatory Education Evaluation Forms

c. Forms and a description of the process for evaluating the content of a non-accredited degrees

The Advanced Placement Evaluation page provides information on the process of evaluation of transcripts, portfolios and review towards advanced standing. The review processes and policies are the same for accredited and non-accredited prior degrees.
https://massart.edu/master-architecture/advanced-placement

A new "Reviewer" form will be used by the Program Director and Admissions Committee for logging review of prior educational experience in the SLATE application portal.
Appendix H. Admissions Placement / Preparatory Education Evaluation Forms

d. Requirements and forms for applying for financial aid and scholarships

MassArt posts information on how to apply for financial aid at:
https://massart.edu/applying-financial-aid
Detailed information on how to apply is posted at:
https://massart.edu/applying-financial-aid
Students do not apply to MassArt for scholarships, but are included in the admissions scholarship process.

e. Explanation of how student diversity goals affect admission procedures

MassArt posts its admissions policies, including our non-discrimination policy and financial need or financial aid awards policy, at:
https://massart.edu/admissions-policies

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

MassArt financial aid information for graduate students is posted at:
https://massart.edu/financial-aid
Financial Aid information for Graduate Students:
https://massart.edu/graduate-financial-aid

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

The Graduate Program is committed to accessible, affordable education and has a long-standing model for tuition that enables students to financially plan for their degree.

Our tuition is per credit, rather than per semester, therefore students may calculate the total cost of program courses once they know the total number of credits required. The M.Arch Program does not charge additional fees. This model has proved useful for M.Arch students as they are able to manage their tuition by the number of courses they take in a semester.

MassArt posts financial information for students as navigation links on its tuition and fees page:
https://massart.edu/tuition-and-fees
The cost of attendance for the graduate program, with a general estimate for housing and supplies:
https://massart.edu/graduate-cost-attendance
The cost for college health insurance for 2023-24:
https://massart.edu/health-insurance
A NetPrice Calculator:
https://massart.edu/net-price-calculator

NAAB

Appendix B.
Curriculum Map / Course Matrix

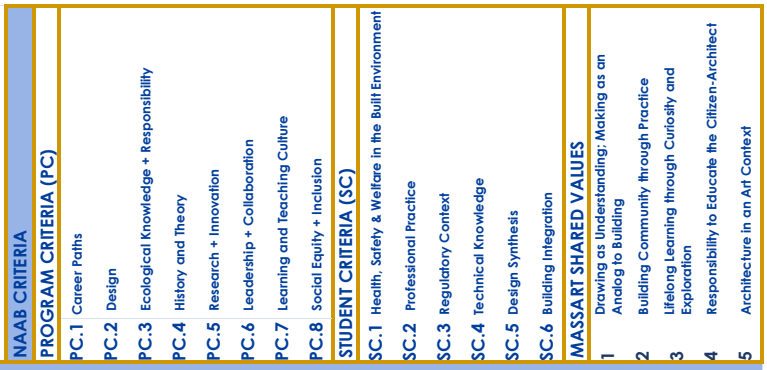
Department of Architecture
Graduate Program in Architecture
2020 NAAB Conditions and Procedures

NAAB 2023-2024

MASSART
MASSACHUSETTS COLLEGE OF ART AND DESIGN

PRE-PROFESSIONAL - TRACK I START - 42 CREDITS TOTAL
42 + 60 = 102 CREDITS TOTAL

TERM		CREDITS		COURSE #
I-SUM	Methods and Materials	3		EDAD 502
	Architectural Structures I	3		EDAD 517
	Architectural Design I	3		EDAD 510
II-FALL	Architectural Design II	3		EDAD 520
	History of Architecture and Urban Planning I	3	Summer Also	EDAD 516
	Sustainable Architecture	3		EDAD 532
	Architectural Structures II	3		EDAD 527
	Digital Tools	3	Summer Also	EDAD 511
	Professional Elective	3	MENU	Prof Elec
III - SPR	Architectural Design III	3		EDAD 530
	Building Operating Systems	3		EDAD 567
	History of Architecture and Urban Planning II	3		EDAD 526
	Professional Practice I	3		EDAD 535
	Professional Elective	3	MENU	Prof Elec
		42		
PROFESSIONAL - TRACK II START - 60 CREDITS TOTAL				
IV - SUM	Community Build Studio	12		EDAD605 / 608 + 609
V - Fall	Architectural Design VII	6		EDAD 702
	Integrated Systems	3		EDAD 720
	Structures Overview	3		EDAD 577
	Making Cities Work	3		EDAD 711
	**Professional Elective ON MAKING	6	MENU	Prof Elec
VI - SPR	Architectural Design VIII (Comprehensive)	6		EDAD 752
	Thesis I	3		EDAD 708
	Adv HTC Seminar or Theory in Practice		MENU	EDAD 505
	Professional Elective	3	MENU	Prof Elec
SUM	Opportunity for Internship or Break			
	Students may elect to take courses			
VII - FALL	Thesis II	6		EDAD 808
	Professional Practice II	3		EDAD 805
	Professional Elective	3	MENU	Prof Elec
		60		
Total Required M. ARCH Credits		102	(60 professional)	



* Students may elect to take a course in a later semester or intercession

** Professional Elective / ON MAKING: A desogn / fabrication course in any 3D discipline may be taken in any semester of the T2 program

All degrees are STEM in the Architecture Department

KEY

SUPPORTING UNDERSTANDING that may also be INTRODUCTORY

PRIMARY for the course. In addition, includes collected course materials (work) demonstrating ability wholistically

Architecture Department Learning Goals that help to define the learning environment

The Curriculum Map / Course Matrix is a department-wide tool used to understand our course sequence and curriculum. We share it with students, faculty, and administration to visualize our program. We have also created a curriculum map for the BFA Architecture program - not included here.