

2024 Visiting Team Report

Massachusetts College of Art & Design
Graduate Architecture Program

M.Arch.

Track I: 102 credits

Track II: 60 credits

Continuing Accreditation Visit
March 10-13, 2024

NAAB

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I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the faculty, students, and staff of MassArt, the M.Arch. Program, and the Architecture Department for their hospitality in hosting the team and preparing for the visit, and in particular M.Arch. Program Director Paul Hajian and Architecture Chair Patti Seitz for their collective effort to prepare an extensively detailed APR and thorough team room and attentiveness throughout the process. The responsiveness of faculty, staff, and students during the visit process not only facilitated the team's work before and during the visit, but also allowed the team and program to proactively and efficiently address questions related to the Conditions for a full and constructive assessment.

In both review of the APR and discussions with stakeholders during the visit, the team observed several noteworthy aspects of the program:

- As noted in one of our meetings, MassArt is truly a “Bauhaus in Boston;” a culture of making pervades every aspect of both the program and the college as a whole, creating a distinct niche among the area’s neighboring architecture programs. This heavily influences why students and faculty come to MassArt as well as how the program structures its curriculum. With an approach that emphasizes hands-on creation, students are encouraged to engage directly with physical materials and construction processes, fostering a deeper understanding of design principles, real-world applications, and other professional pursuits.
- An emphasis on social and environmental justice, as illuminated and influenced through design, distinguishes both college and department. As noted in several discussions during the visit, social equity is in the bones of MassArt as a public institution, with the architecture program as a prime example of instilling design as a public benefit.
- Despite the challenges posed by the COVID-19 pandemic, the program demonstrated resilience by adapting swiftly. This led to the implementation of innovative learning methods and provided additional learning opportunities, ensuring continuity in education despite the disruptions caused by the pandemic.
- The program benefits from exceptional fabrication and material resources that are readily accessible to students. These resources include various labs and workshops such as the woodshop, laser lab, 3-D print lab, printer lab, and metal shop, as well as resources in other arts disciplines such as glass blowing and ceramics, among others. Additionally, there are ample gallery and presentation spaces available for students to showcase their work throughout the campus as well as off-campus, providing a conducive environment for creative exploration, experimentation, and cross-disciplinary influence.
- The current president, Mary Grant, brings a sense of optimism and potential for positive change. Her leadership style and vision instill hope regarding the enhancement and growth of the M.Arch. program, which she cited as a unique and compelling outward face of MassArt’s mission.
- The small size of the program fosters a strong sense of community or “family” among staff, faculty, and students. This appears to encourage collaboration, support, and a shared commitment to the program’s goals and values.
- Despite the small size of the department and limited funding, the program benefits from a small, dedicated core of full-time professors supplemented by a large number of adjunct faculty. Both full-time faculty and adjuncts identified goals for the development and increase in full-time positions and better integration of adjuncts into the department’s sense of community.
- The collaborative leadership of Paul Hajian and Patti Seitz exemplifies the success of the department. Their coordination and collaboration extend across both undergraduate and graduate programs, ensuring alignment with MassArt’s overall educational mission and goals, and building on the legacy of founding faculty Meg Hickey, a maker and educator who laid the foundation of the department’s distinctive ethos. At the same time, current faculty, students, and administrators all expressed the desire to continue that evolution by actively nurturing emerging voices in the program’s leadership.

b. Conditions with a Team Recommendation to the Board as Not Achieved

Following review of the program's Architecture Program Report, an assessment of evidence in the team room, and discussions with stakeholders during the team visit, the team found that of the 33 Conditions for Accreditation, only one, **Condition SC.6 Building Integration**, was **Not Met**. Specifically, while the team found sufficient evidence of student achievement for most aspects of the Condition, the team did not find consistent documentation of students' ability to apply **life safety** requirements as a part of integrated design decisions within architectural projects, as well as consistent documentation of evaluation of the integration of life safety in the studio evaluation forms used as part of the assessment process. (See response to SC.6 for further details.)

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

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

Previous Team Report (2016): 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.

2019 IPR Board Review: Pursuant to the NAAB Board of Directors' Two-Year Interim Progress Report (IPR) Decision Letter dated April 19, 2019, "After reviewing the 2-year Interim Progress Program Report (IPR) submitted by Massachusetts College of Art and Design, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the most recent Visiting Team Report."

2024 Team Analysis:

The specific requirements of SPC B.2 Site Design do not map directly to a corresponding PC or SC under the 2020 Conditions, although the *synthesis of site conditions in design decisions* is included as a part of SC.5 Design Synthesis; please see the team response to SC.5 below.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2024 Team Analysis:

The most fundamental adjustments to the program as result of the 2020 Conditions involved a realignment of the course matrix to directly address the new Program and Student Criteria. As noted in detail in the APR as well as during discussions on-site, these changes primarily resulted in greater emphasis on sustainable design, ecological literacy, and social equity issues throughout the curriculum. At the same time, the influence of the COVID pandemic spurred further structural adjustments in how the curriculum is delivered that dovetailed with new emphases in the 2020 Conditions, such as the bifurcation of the Community Build Studio to allow for a four-week DESIGN session offered in a hybrid model, where learning occurs both remotely and in person, followed by a seven-week BUILD session working with community partners on-site. Another curricular evolution noted in the APR involved reworking the structures sequence to more closely align with studios, including a new Building Operating Systems course and a faculty proposal to augment the structural lab component "*to envision, design, and then test the limits [of structural concepts and system design] that inform future architectural projects.*" (APR p.10) Outside the curriculum, the program and department have placed greater emphasis on opportunities for student leadership and professional development via teaching assistantships, peer mentoring, and involvement with AIAS and NOMAS.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (Guidelines, p. 5)

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.
- 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.
- 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).

Team Findings:

Met

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, with 10 students from other countries including Brazil, Canada, India, Japan, South Africa, and the United Kingdom across these years.

2024 Team Analysis:

As documented in MassArt’s most recent Strategic Plan, the mission of the college’s academic and co-curricular programs is to *“prepare artists, designers and educators from diverse backgrounds to shape communities, economies, and cultures for the common good.”* (APR p.11) As the nation’s oldest public art and design college, MassArt benefits from the rich cultural and educational environment of Boston’s

“Avenue of the Arts” and the neighboring Colleges of the Fenway. With a culture dedicated to developing each student’s unique creative voice, the architecture program benefits from exposure to students of other arts disciplines within a compact academic setting. Students’ active participation in other creative disciplines *“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.”* (APR p.13) Facilitating this context is a focus on equitable access to the arts through both its tuition model and in the robust array of opportunities for learning both in and out of the studio. These include not only informal avenues such as the department’s Tuesday Talks, but also curricular aspects such as the Community Build Studio and the combination of in-person and on-line offerings that resulted from assessment of course types as part of development of the updated Strategic Plan. As stated in the APR, and reinforced through stakeholder discussions, this context and mission guides *“students to understand their personal methods of designing and how they can leverage these throughout a design investigation.”* (APR p.12)

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

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. *(p.7)*

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. *(p.7)*

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. *(p.7)*

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. *(p.8)*

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. *(p.8)*

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. *(p.8)*

Team Findings:

Met

2024 Team Analysis:

The APR describes in detail how the M.Arch. program, as well as the larger institution, address the profession’s Shared Values, further elaborated upon in discussions and observations during the team visit. From this information, the team could see how various methods of responding to the Shared Values often overlap, reinforcing the integrated nature of the values as a foundational basis for the discipline.

Underlying much of the program's approach is its context within a larger art and design college, leveraging other creative disciplines in which students participate throughout their course of study. Collaboration among faculty in the college's nine graduate concentrations buttress this context through both the curriculum and long-range planning. Students likewise benefit from cross-disciplinary opportunities, which often provide avenues for the introduction of new knowledge and innovative materials/techniques from faculty research across the college and local profession, as well as initiatives such as the common sustainability minor offered across the affiliated Colleges of the Fenway.

As noted in the APR (pp. 8-9), the program seeks to elevate ecological literacy, social equity, and inclusion on the micro level via specific assignments within the curriculum, as well as integrating these principles into students' life-long approach to design on the macro level. Studio projects reflect this, including rigorous analysis of sites and user demographics that seek to create design solutions incorporating community-building agendas to improve the social and environmental experience for diverse user populations. The department's 2020 Five-Year Plan supports these efforts via strategic hiring in areas from building technology and structures to architectural history and environmental stewardship.

In terms of student equity, the program's tuition model notably addresses expanded access to the profession, being based entirely on a per-credit model. Building upon adjustments necessitated by the COVID pandemic, the college's strategic planning has continued to expand availability for remote classes, further facilitating more equitable access. This is coupled with public high school outreach via the Artward Bound program and the Compass program supporting first-generation college students.

The program acknowledges the intersection of knowledge creation and creative practice by supporting development of students' unique approach to design informed by exposure to the expertise of faculty and alumni. This includes opportunities such as alumni presentations on research topics and contemporary issues in the discipline through the Tuesday Talk lecture series, as well as student research participation on the expanding role and responsibility of the profession through the college's Office of Justice, Equity, and Transformation.

Perhaps the most notable demonstration of the Shared Values in action occurs in the Community Build Studio, which brings students and public/non-profit community partners together in a real-world design/build exercise encompassing community outreach, socio-cultural and environmental site and program analysis, and student leadership of collaborative design and construction teams. The Community Build Studio *"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."* (APR p.18)

Other activities exemplifying this integration include active mentoring of undergraduate BFA students by students in the M.Arch. program, student participation in the college's Center for Art and Community Partnerships, and skill-building workshops developed by the program's AIAS chapter. Observations and discussions with faculty, students, and administrators during the visit highlighted many of these examples, as well as reinforcing the program's general ethos of social and environmental justice as a component distinguishing MassArt from its many neighboring architecture schools.

The APR succinctly summarizes the program's response to the Shared Values on p. 39, noting that 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. 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."*

3—Program and Student Criteria *(Guidelines, p. 9)*

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.

3.1 Program Criteria (PC) *(Guidelines, p. 9)*

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

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for courses EDAD 535 Professional Practice I, EDAD 805 Professional Practice II, EDAD 608/609 Community Build Studio, non-curricular Tuesday Talks, and non-curricular student body organization AIAS events.

Professional Practice I and II (EDAD 535 and 805) address topics of firm management, financial management, marketing and business development, ethics, and professional practice (EDAD 535), and frameworks of practice, in-practice, and implementing practice (EDAD 805). EDAD 608-609 focuses on a summer long design-build project. Design takes place in EDAD 608, and students then implement and construct with supervision of professionals in EDAD 609.

Non-curricular weekly Tuesday Talks offer lectures from a range of professionals in both architecture and other related fields. As noted in the APR and in student discussions, AIAS *“engages the local architecture community through field trips, organizes firm visits and social events...35 percent of our students participated in our AIAS chapter....”* (APR p.29)

As described in the APR narrative and further elaborated upon by the program director and AXP advisor, assessment of student learning and course adjustments involve holistic approaches, incorporating feedback from faculty, practitioners (including practicing adjunct faculty), alumni, conferences, and research of approaches used in peer schools. This is in addition to learning outcomes assessment, allowing faculty to evaluate courses and content *“to ensure that they are up-to-date with the evolution of licensing requirements, and adjusting accordingly.”* (APR p.27) In the case of EDAD 535 Professional Practice I and EDAD 805 Professional Practice II, for instance, this iterative process resulted in a two-course sequence covering regulations, exam updates, practical experience requirements, evolving practices, remote learning, and architectural business. Assessments and course adjustments based on direct student learning outcomes occur as well. As the program director related to the team in an example directly related to this PC, *“...an exam test question on contracts – which came back with very low pass rates for the entire class – faculty addressed this by proposing a separate section on contracts, adding limits of liability/risk to tie the topic into the guest coming to class. It made the subject more visible in addition to the specific topical readings and in class review.”* This meets the NAAB objectives and criteria 5.2 and 5.3 of assessing and improving course content and goals.

The team confirmed compliance with this PC by examining the provided course syllabi, various assignments, assessment processes, and evaluative criteria. The team also confirmed compliance in conversations with the program director prior to and during the site visit, as well as with students during the visit.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for EDAD 502 Methods and Materials, EDAD 510 Architectural Design I, EDAD 520 Architectural Design II, EDAD 530

Architectural Design III, EDAD 608/609 Community Build, EDAD 702 Architectural Design VII, EDAD 711 Making Cities Work, EDAD 752 Architectural Design VIII, and EDAD 808 Thesis II. Evidence included a complete APR narrative, course syllabi and assignments, grading methodology, and self-assessment documentation.

Early in the program students explore the design process through the context of small-scale projects. As students move through the program, each sequential studio course provides an opportunity to develop larger scale projects culminating in EDAD 702, where students work on projects with more complex programs and sites. During the visit, the team also found many examples of student work in the team room from EDAD 752 that included technical design for different building systems and design studies at urban/city scale as well as building scale.

The program's requirement for "making electives" exposes students to methods by which the design process integrates multiple factors. Students are required to take classes outside of the architecture department so that they understand that "*the craft of architecture is one part of a larger creative context. Students often produce conceptual models that include welding, casting and collage.*" (APR p.30) In another example on this theme, the program encourages students to "observe design through precedents studies" by visiting architectural works within blocks of the campus, such as the Boston Museum of Fine Arts.

The program's approach to teaching design benefits and advances due to ongoing faculty assessment of student work and discussion at regular faculty meetings, including such examples as course adjustments to require hand drawing prior to use of digital technology. On a more conceptual level, faculty have revised the Architecture Department Learning Goals to stress an understanding of architecture "*to be above all, a social art....*" (APR p.31) Thus the curriculum addresses multiple spheres: the institutional community, architectural community, and the global community.

The program's holistic method of assessment, typical for courses across the curriculum, primarily consists of mid-term and final reviews with faculty, outside critics, and direct student feedback; discussing key assignments and student learning outcomes that are identified in reviews within end-of-term faculty meetings; and making improvements as appropriate as a result of these meetings. The team heard details of this assessment method throughout the visit, as well as reviewing examples of meeting minutes demonstrating the process, which reinforced evidence of condition achievement the team observed in course materials and additional information provided by the program.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for EDAD 532 Sustainable Architecture, EDAD 530 Architectural Design III, EDAD 567 Building Operating Systems, EDAD 702 Architectural Design VII, and EDAD 720 Integrated Systems. Evidence included a complete APR narrative, course syllabi and assignments, grading methodology, and self-assessment documentation.

The primary evidence meeting this criterion appears in EDAD 532 Sustainable Architecture, which is now taught earlier in the program so that students have the tools to integrate sustainability themes into future studio work. This course integrates new research, including recent literature on sustainable architecture (sources referenced in the APR). This course also requires students to develop a "sustainable strategies" board for their studio work, which assessment found to be limited in confirming student understanding. Accordingly, starting in Fall 2023 students will take a final exam in addition to producing the boards.

In EDAD 567, students study sustainability under the lens of building operating systems, including wall assemblies, advanced insulation, innovations in energy use, and the production of technical drawings. Students also perform a sustainability analysis of a site near campus. In EDAD 720, students also develop wall assembly drawings and details incorporating sustainable building systems. During the program visit, the team found many examples of student work posted in the team room from coursework in EDAD 720 that included the study of specific site climates and corresponding appropriate building materials and systems. Wall sections included an analysis of HVAC systems and structural systems coordination. In EDAD 502 Methods and Materials and EDAD 608/609 Community Build Studio, students learn and research sustainable materials which they then use in an actual built project.

On a non-curricular level, the program's lecture series Tuesday Talks includes topics on environmental stewardship with outside experts providing the content.

As with most other criteria, the program's method of assessment for this criterion utilizes the grading of specific assignments, studio project critiques, and evaluation forms at studio project reviews. Discussions during the visit noted that staff have worked to update the review forms in Fall 2023 to better document student achievement and evaluation.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for two sequential required courses: EDAD 516 History of Architecture and Urban Planning I and EDAD 526 History of Architecture and Urban Planning II. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and self-assessment documentation. These courses cover the histories and theories of architecture and urbanism globally from pre-history to the present. The lectures and reading assignments frame the global histories and theories of architecture and urbanism within the diverse social, cultural, economic, and political forces that shape them nationally and globally. In addition to curricular work, students can attend public lectures on various subjects delivered by invited architectural historians as part of the department's ongoing lecture series.

Student learning objectives are clearly articulated in the syllabus and regularly assessed through various exam formats and written and graphic assignments related to the course topics. Course syllabi include clearly established rubrics and grading benchmarks for student achievement. The role and curricular contributions of the architecture history courses are regularly assessed in conjunction with the studio course assessment process. Recent outcomes of this assessment strategy include adjustments to align architecture history and studio course assignments better and complement student learning in each area.

The team confirmed compliance with this PC by examining the provided course syllabi, lecture content, and course assignment samples. The team also confirmed compliance in conversations with the faculty and students during the site visit.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for two sequential required courses: EDAD 708 Thesis I and EDAD 808 Thesis II. Evidence included a complete

APR narrative, full course syllabi and assignments, grading methodology, and self-assessment documentation. In EDAD 708, students are required to develop a comprehensive thesis statement based on extensive research. In EDAD 808, students are required to translate their theses into comprehensive architectural solutions based on further research. Whereas in EDAD 708 the program prepares and requires students to engage and participate in architectural research, in EDAD 808 students are required to test and evaluate innovations in the field to realize their theses. In addition, the program seeks to incorporate research as an integral part of its course offerings – both qualitatively and quantitatively – including program, site, and/or materials research in each studio prior to the thesis studio.

The student learning objectives for both thesis courses are clearly articulated in the course syllabi. Students are given specific guidelines and are required to conduct thesis research using diverse research methodologies, covering different aspects of an architectural proposal. Each course has a comprehensive assessment process with clear evaluative criteria for each assessment stage. The assessment process in both courses includes external reviewers at different points.

The team confirmed compliance with this PC by examining the provided course syllabi, various assignments, assessment processes, and evaluative criteria. The team also confirmed compliance in conversations with the faculty and students during the site visit.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through materials provided for the joint course EDAD 608 Design and EDAD 609 Build (the Community Build Studio), which included a full APR narrative, comprehensive syllabi, detailed schedule, and grading methodology & assessment. EDAD 608/609 Build demonstrate the collaborative and multidisciplinary needs of PC.6 criteria through an approach that “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.” (APR p.36) This also includes engagement from graduate students through critiques and review boards. This reflects a level of collaboration and leadership from undergraduates, graduates, professionals, and the community in which the Community Build projects take place.

EDAD 608 Design and EDAD 609 Build successfully assess course content where, “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 ... [assessment] takes place in faculty meetings both at the beginning of the semester and at the end as we plan for the following semester.” (APR p.37)

In addition to the Community Build Studio, the program at MassArt takes pride in its identity as a collaborative and multi-disciplinary art school. Students and faculty collaborate within an environment rich in art methods, materials, and philosophies. This integration not only enhances individual projects and the goals addressed, but also contributes to a broader social and educational experience within the school community.

The team confirmed compliance with this PC by examining the provided course materials in the APR and team room, as well as in multiple conversations with the faculty and students during the site visit.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through its Studio Culture Policy (SCP). Alongside the SCP, the APR details school-wide cultural values and strategies that aim to foster “*optimism by encouraging students to creatively problem-solve solutions for today’s social, environmental and technological challenges.*” (APR p.39)

Detailed in the SCP, the school’s policy primarily addresses students’ abilities “*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.*” (APR p.38) The program reflects a focus on a work-life balance that centers on a productive and respectful studio environment where both faculty and students are discouraged from unhealthy habits such as extensive studio hours and disruptive studio critiques and behavior. Reflected in the APR, the school understands and embraces students’ individuality in their work processes to improve faculty, student, and peer relations and learning experiences. The program also states policies where workstations are kept clean and organized, benefiting school staff, faculty, and peers also utilizing studio spaces.

Alongside the SCP, both faculty and students at MassArt embrace a hands-on approach to learning. Through experimenting with materials, exploring cross-disciplinary electives, and drawing from the influence of art school traditions, the program cultivates a unique, personalized, and optimistic environment for learning.

The team confirmed compliance with this PC by examining the provided Studio Culture Policy in the APR, as well as in multiple conversations with the faculty and students during the site visit.

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. (p.9)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through courses EDAD 520 Architectural Design II and EDAD 711 Making Cities Work. Evidence included a full APR narrative, comprehensive syllabi, detailed schedule, and grading methodology/assessment. By embracing the diversity of their students (most notably in diversity of economic backgrounds), courses EDAD 520 and EDAD 711 encourage students to utilize their own backgrounds to guide and influence their own work. Students must also work with narratives and stakeholders that further influence an understanding of diversity and social contexts. As noted in the APR, “*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.*” (APR p.40)

As with other coursework, assessment of student learning occurs in a holistic process including specific assignments, critiques of student work/projects by faculty, peers and outside professionals, and faculty reviews of syllabi. Discussion at regular faculty end-of-term meetings aggregates these assessments and facilitates adjustments for continued improvement. Beyond coursework and course philosophies, program work and content are also reviewed and updated with university resources, with primary assessment via the college-wide Office of Justice, Equity, and Transformation.

The team confirmed compliance with this PC by examining the provided course materials in the APR and team room, as well as in multiple conversations with the faculty and students during the site visit.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines p.10)

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. (p.10)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of student achievement at the prescribed level primarily in materials provided for EDAD 567 Building Operating Systems, EDAD 720 Integrated Systems, EDAD 608/609 Community Build Studio, EDAD 711 Making Cities Work, and EDAD 752 Comprehensive Design Studio. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and self-assessment documentation.

The program has met this criterion primarily through a new course offering: EDAD 567 Building Operating Systems. This course "separates building systems from structural systems" and includes looking at various systems related to health, safety, and welfare (HSW). Students learn how architects collaborate with engineers to design a healthy environment, HVAC systems, HSW issues related to building materials selection, and energy calculations. In EDAD 720 Integrated Systems, students draw wall sections in detail in conjunction with their studio project. This work allows students to understand evolving standards for building envelope systems and develop a "sense of reality" of a building envelope system.

As part of the EDAD 608/609 Community Build Studio, students hear from outside experts on structural systems and building processes related to "structural loads, accessibility and impact on site. EDAD 752 requires students to develop building programs that support multiple stakeholders, provide public use, address egress requirements, and accessibility throughout the building and site. EDAD 711 addresses similar issues of how design affects occupant HSW on the urban scale.

In general, studio courses include curriculum around HSW in increasing complexity as a student moves through the program. Examples of topics mentioned in the APR are structural systems, egress requirements, natural light, fire lanes, accessibility, and basic understanding of sprinkler systems.

In addition to direct evaluation via specific assignments and quizzes, particularly in EDAD 567, assessment in studio courses employs the program's holistic method of mid-term and end-of-term critiques of student work/projects and faculty feedback. Regular faculty discussion of syllabi and course sequences based on the results of the critique evaluations identify course or assignment adjustments as necessary.

In addition to primary evidence in the digital documentation, the team also observed examples of student work in the team room from EDAD 720 and EDAD 702 Architectural Design VII showing the study of building systems, including lighting and HVAC plans. In the materials posted electronically in the team room there also were examples of quizzes in EDAD 567 covering technical topics of building systems both for electrical and mechanical systems.

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. (p.10)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of student achievement at the prescribed level primarily in materials provided for EDAD 535 Professional Practice I, EDAD 805 Professional Practice II, and EDAD 608/609 Community

Build Studio. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and self-assessment documentation.

Course outlines, lecture materials, readings, and assignments in the two-course sequence of EDAD 535 and EDAD 805 thoroughly demonstrate coverage of professional ethics, regulatory requirements, fundamental business practices, and a Socratic exploration of forces influencing evolution of these topics. Assigned essays, projects, and test questions demonstrate assessment of student learning outcomes, with clearly established rubrics and grading benchmarks for student achievement outlined in the course syllabi. Assessment evidence included documentation of added class discussion and guest speakers on topics where grading metrics did not meet expected benchmarks. In addition to the grading metrics, assessment includes student surveys by course faculty in open discussion at the end of each semester (subsequent to course evaluations), which have resulted in the expansion of various identified topics in the course structure, increased exposure to local practitioners/consultants, and changes in the scope of final projects.

In addition, practical application of these aspects of professional practice by students occurs in EDAD 608 and 609, where students helm all aspects of a real-world design/build project with community partners over the course of the two-term summer course sequence. Assessment of student learning in these studios occurs in the same manner as in other core design studios (see 5.2.3, 5.3.1), including end-of-term meetings with faculty, students, outside critics, and community partners examining course success and areas for improvement, which the program director and department chair then compile and act upon with course faculty prior to the next offering.

The team confirmed compliance with this SC by examining the provided course syllabi, various assignments, assessment processes, and evaluative criteria. The team also confirmed compliance in conversations with the program director prior to and during the site visit.

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. (p.10)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of student achievement at the prescribed level primarily in materials provided for EDAD 608/609 Community Build Studio, EDAD 752 Comprehensive Design Studio, EDAD 535 Professional Practice, EDAD 805 Professional Practice II. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and self-assessment documentation.

The most direct way the program exposes students to the regulatory process is in the EDAD 608/609 Community Build curriculum, in which a project is designed, permitted, and built. Students engage with building code interpretation, meetings with inspectors and town engineers, as well as addressing zoning and land use laws. The professional practice sequence includes content related to laws and regulations that apply to building codes in the U.S. Studios include life safety principles, land use, and building codes information as part of the design process. In EDAD 752, students are introduced to the fundamental principles of life safety. Students are also required to research their site in the context of site history for its land use and include this information in their site analysis.

As with other studio courses, the program utilizes a holistic assessment method including critiques of student work/projects throughout the semester and follow-up discussions by faculty after final reviews. Coupled with online student evaluations and input, faculty then evaluate courses within the overall curriculum to determine any adjustments that may be warranted. For example, after receiving student input, the program adjusted the final summer's course requirements in order to provide the space for students to pursue and obtain an internship that would provide experience in the regulatory environment.

The team confirmed compliance with this SC by examining the provided course syllabi, various assignments, assessment processes, and evaluative criteria, as well as in the meeting with faculty and students during the site visit. Student work posted in the team room included work from the EDAD 608 Community Build that included construction documents and building permit documentation. Secondly, displayed work from EDAD 702 Architectural Design Studio VII and EDAD 808 Thesis II documented student understanding of planning/land use study within studio projects.

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. (p.10)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through courses EDAD 517 Architectural Structures I, EDAD 527 Architectural Structures II, and EDAD 577 Structures Overview, as well as in EDAD 752 Comprehensive Design Studio. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and student & course assessment documentation.

Courses EDAD 517, EDAD 527, and EDAD 577 cover a variety of material that is formatted to build upon each other as a means of segmenting and refining technical knowledge throughout the course of the program. As noted in the APR (p. 46), Structures I covers wood and foundations, Structures II covers concrete and steel frames, and Structures Overview reviews all building methods as a way to reinforce the material, particularly for students who come from cultures where building in wood or steel is uncommon. EDAD 752 Comprehensive Design Studio addresses the economic objectives of SC.4, where students “*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.*” (APR p.46) The studio also requires students to work on a short exercise in pricing by choosing a material such as flooring and comparing costs in order to assess material/methods impacts in projects.

All courses were reviewed, evaluated, and reflected upon in a holistic manner, including review of benchmark achievement of student learning outcomes as well as end-of-term evaluation meetings and subsequent review in faculty meetings. This process resulted in a curricular adjustment in the structures/materials course sequence starting in 2019 to better align it with studios and perceived gaps in student experience. Among recent improvements made were adjustments to cater to the variety of learning styles required for a diverse body of students, “*added in behavioral material to the course content to support multiple modes of learning,*” (APR p.198) while still utilizing math as a tool to better communicate with engineers once in practice. The program is also adapting and assessing new technology through a newly formed faculty/staff group that aims 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.*” (APR p.47)

The team confirmed compliance with this SC by examining the provided course syllabi, various assignments, assessment processes, and evaluative criteria, as well as in the meeting with faculty during the site visit.

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. (p. 12)

Team Findings:

Met

2024 Team Analysis:

The team found evidence of condition achievement primarily through courses EDAD 752 Comprehensive Design Studio, EDAD 608/609 Community Build Studio, and EDAD 720 Integrated Systems, with additional evidence found in EDAD 702 Architectural Studio VII. Course objectives for EDAD 752 Comprehensive Design Studio state that “*students work on a single project, adding more information as they design... learning across many areas of requirements, and the [work]sheets continue to break down the parts into discrete areas of research.*” (APR pg.47) EDAD 720 and EDAD 702 begin to apply these requirements and goals, with EDAD 608/609 applying them in a real-world project. Evidence included a complete APR narrative, full course syllabi and assignments, student work, grading rubrics and methodology, and student & course assessment documentation.

Student work in EDAD 608/609 Community Build Studio clearly demonstrates synthesis of user requirements. Through designing and constructing real projects for clients within the community, students engage in client meetings, community reviews, permit acquisitions, and physical construction in order to fulfill user needs. This two-part summer course not only addresses diverse disciplinary demands but also requires a comprehensive understanding and integration of user needs into the design and final construction. In addition, by going through an actual permitting and construction process, EDAD 608/609 requires students to engage with building code interpretation, meetings with inspectors and town engineers, and address zoning and land use regulations as well. Studio faculty are licensed architects and provide feedback in technical areas such as regulatory requirements that students then synthesize into their project work.

EDAD 752 requires students to research their site in the context of site history for its land use and include this information in their site analysis as part of the design process. Studio assignments require students to collectively document and individually respond in their design to all pertinent site conditions. The submitted student projects document and demonstrate a consistent response to various site factors, including the social and cultural context of the site, circulation, orientation, physical condition, zoning, and accessibility, among other factors.

EDAD 752 also includes specific assignments regarding accessible design and student work in the form of project worksheets included in the project’s final design portfolio. While the extent and complexity of universal design applicable to the studio programs appears quite limited in scope, being primarily site access due to the nature of the program, student work provides evidence that design decisions synthesize aspects of accessible design applicable to the program. EDAD 608/609 clearly shows more detailed incorporation and documentation of accessible design integrated into the design/build project.

While EDAD 608/609 requires students to research sustainable materials and use them in their project through the design and construction phases, EDAD 720 requires students to evaluate emerging technologies in regard to energy consumption and environmental impact and use this information to design and document specific wall assemblies incorporating items such as thermal breaks, foundation details, wall connections, and envelope assemblies. Student work from EDAD 752 demonstrates how this is then incorporated into a comprehensive design project.

As with other coursework, the program utilizes a holistic assessment method including critiques of student work/projects throughout the semester and end-of-term reviews with all faculty, including technical adjunct faculty and external practitioners. This includes specific worksheets required in EDAD 752 that explicitly address the sub-criteria of this condition. Based on these reviews, studio evaluation forms completed by reviewers, and online student evaluations, faculty then aggregate feedback at end-of-term meetings and evaluate courses within the overall curriculum to determine any adjustments that may be warranted.

The team confirmed compliance with this SC through review of student work, course syllabi and assignments, additional evidence provided by the program, and meetings with faculty during the site visit.

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. (p. 12)

Team Findings:

Not Met

2024 Team Analysis:

The team examined evidence for condition achievement primarily through courses EDAD 752 Comprehensive Design Studio, EDAD 608/609 Community Build Studio, and EDAD 720 Integrated Systems, with additional evidence found in EDAD 702 Architectural Studio VII and EDAD 567 Building Operating Systems. Evidence included a complete APR narrative, full course syllabi and assignments, student work, grading methodology, and student & course assessment documentation. While the team found sufficient evidence of student achievement at the prescribed level for most sub-criteria of this condition, the team **did not find consistent documentation of students' ability to apply life safety** requirements as a part of integrated design decisions within architectural projects, as well as consistent documentation of evaluation of integration of life safety in the studio evaluation forms used as part of the assessment process. While these concepts are taught in the relevant coursework, evidence of the ability to apply them in an integrated fashion across the cohort is inconsistent (see below for more detail).

Projects in EDAD 752 Comprehensive Design Studio clearly demonstrate students' ability to integrate building envelope systems and assemblies into an architectural project. Syllabi and course assignments require it, and student projects include detailed wall section drawings that demonstrate an understanding of standard building envelope systems and assemblies applied to the requirements of each project.

The program has designed EDAD 752 Comprehensive Design Studio and EDAD 608/609 Community Build Studio to ensure students comprehend and integrate structural systems and concepts into both studio and built projects. Course criteria for EDAD 752 requires students to integrate structural systems in their individual projects, and structural diagrams and models are present in project documentation. EDAD 608/609 challenges students to work with a variety of construction and design factors "... *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).*" (APR p.50) The Community Build Studio requires students to draw, detail, and construct real projects that must demonstrate a clear understanding and application of structural system integration.

The program initially addresses the integration of environmental control systems in EDAD 720 and EDAD 567, including topics on building service systems and ways of understanding building performance, as well as systems within a building that allow it to function, exploring building systems like electrical, plumbing, lighting/daylighting, shading, fire detection/prevention, and sprinkler systems. This culminates in EDAD 752, which requires students to study existing built precedents in relation to systems integration, among other design considerations. Students then factor environmental control decisions in a studio project integrating passive systems and schematic layout of HVAC systems in relation to structural design, as well as calculation of energy consumption by using energy modeling programs.

The syllabus and course assignments for EDAD 752 require students to demonstrate the integration of life safety requirements in their studio project, particularly pertaining to egress and fire suppression systems. Although student work clearly stated relevant life safety code requirements, indicating a level of *understanding* as noted above, the team did not find consistent documentation of the students' *ability* to apply those requirements as a part of integrated design decisions within their projects or other work provided by the program. Further, evaluation of life safety integration in the studio review forms was inconsistent, appearing contradictory among reviewers or absent altogether, which, together with inconsistent student work evidence, resulted in ambiguity as to how the required student learning outcome for this sub-criterion was effectively included in overall assessment.

Integration of measurable outcomes of building performance in design decisions is evident in course syllabi, assignments, and student work for EDAD 752, with different applications tailored to the specific conditions of the project programs, which differ from year to year. This appears in project worksheets for EDAD 752 Spring 2023 in the form of Comcheck analyses of different alternative building configurations, while in Spring 2022 projects, this appears in the manipulation of models for physical structural performance field testing.

As with other coursework, the program utilizes a holistic assessment method including critiques of student work/projects throughout the semester and end-of-term reviews with all faculty, including technical adjunct faculty and external practitioners. This includes specific worksheets required in EDAD 752 that explicitly address the sub-criteria of this condition. Based on these reviews, studio evaluation forms completed by reviewers that correspond to the sub-criteria (see above for evaluation of life safety in regard to these), and online student evaluations, faculty then aggregate feedback at end-of-term meetings and evaluate courses within the overall curriculum to determine any adjustments that may be warranted.

The team evaluated compliance with this SC through review of student work, course syllabi and assignments, additional evidence provided by the program, and meetings with faculty during the site visit.

4—Curricular Framework *(Guidelines, p. 13)*

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 *(Guidelines, p. 13)*

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings:

Met

2024 Team Analysis:

The APR includes a link to MassArt's most recent accreditation letter from the New England Commission of Higher Education (NECHE), formerly known as NEASC, dated 7 December 2017, scheduling the next comprehensive review for spring 2025: <https://massart.edu/institutional-effectiveness>. The APR Appendix A also includes a copy of the 2017 NEASC Self-Study Accreditation Letter and the 2021 NECHE Interim Report Letter.

4.2 Professional Degrees and Curriculum *(Guidelines, p. 13)*

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. *(p.13)*
- 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. (p.14)

- 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. (p.14)

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.

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.

- 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.

- 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.

- 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.

Team Findings:

Met

2024 Team Analysis:

The APR documents the requirements and curriculum for the M.Arch. degree, for which two tracks are offered. Track 1, for students with little or no architectural experience, consists of 102 credits (42 credits preparatory and 60 credits at the graduate level). Track 2, for students with a non-accredited undergraduate architecture degree, consists of a minimum of 60 credits. In both tracks, students fulfill the remaining credits required by section 4.2.5 through their documented undergraduate degree. The course requirements for the M.Arch. degree also appear in the on-line Academic Catalog on the college website: http://academic-catalog.massart.edu/preview_program.php?catoid=13&pooid=601. The M.Arch. program exceeds the minimum 30-credit graduate coursework requirement of both NAAB and NECHE for a master's level degree.

The APR documents the required & elective Professional Studies courses (87 credits Track 1; 51 credits Track 2) and Optional Studies (15 credits Track 1; 9 credits Track 2) for the M.Arch. degree. NECHE does not require General Studies as part of a graduate degree but rather requires that all undergraduate students complete the equivalent of 40 semester credit hours in general education courses. Accordingly, admitted students in the M.Arch. program must document completion of required General Studies via an acceptable baccalaureate degree or other preparatory coursework evaluated by the department prior to commencing graduate studies (see section 4.3 below).

The APR also notes the non-NAAB-accredited undergraduate degree offered by the department, the 120-credit Bachelor of Fine Arts (BFA) with a concentration in architecture.

4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*

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.
- 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.
- 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.

Team Findings:

Met

2024 Team Analysis:

The program has a multi-step process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria. It is posted on the M.Arch. admissions 'Program Placement Evaluation' website.

The program director, in collaboration with the Office of Admissions, departmental faculty, and the graduate dean, evaluates all M.Arch. applicants for placement into Track 1 (102 credits) or Track 2 (60 credits). The initial evaluation is based on a review of portfolios, college-level transcripts, and documentation of prior architecture coursework or experience. Only graduate-level courses are accepted for transfer to the M.Arch. program. Undergraduate courses may be approved for exemptions or waivers only. All transferred or waived courses must have received a B- or better grade and covered the same material as the program's M.Arch. courses that satisfy an NAAB PC/SC. After an initial review, applicants are asked to submit detailed syllabi, including all course projects, reading assignments, and exams for courses that may qualify for transfer, waived, or exempted credit. The Admissions Committee, comprised of the program director and architecture faculty, evaluates the submitted coursework. After reviewing the submitted coursework, the qualified applicants are offered an interview. Any remaining questions regarding the applicants' preparatory education are addressed during the interviews.

Following the interviews and further Admission Committee discussions regarding the status and placement of the applicants, the admitted applicants are informed of their acceptance and placement in either Track 1 or 2. At this stage, applicants are informed of any transfer, waived, or exempted credits given, leading to their specific placement. Students whose preparatory education exceeds placement in

Track 1 but is insufficient for placement in Track 2 are offered the opportunity to make up for the preparatory requirements of Track 2 before being placed in that track.

The college's graduate admissions website clearly articulates the evaluation of baccalaureate-degree content in the admissions process. The applicants are provided ample information regarding the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

The team confirmed the program response provided in the APR through the college graduate admission website, discussions with faculty and students during the site visit, and examination of a sampling of individual student evaluation records.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

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.
- 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.

Team Findings:

Met

2024 Team Analysis:

Through materials provided in the APR and discussions with stakeholders during the visit, the program described both the administrative structure of the Architecture Department and the accredited M.Arch. program, as well as the role of faculty, staff, and students in governance. On-site discussions with the team included those with the MassArt president, Dr. Mary Grant, Provost & Vice President of Academic Affairs Brenda Molife, and Associate Provost & Dean of Graduate, Professional, and Continuing Education Lucinda Bliss, in addition to leadership and administrative staff in the Architecture Department. Although housed as an integral part of the Architecture Department, led by department chair Patricia Seitz, the M.Arch. program, by state policy, falls under the Associate Provost & Dean of Graduate, Professional, and Continuing Education Lucinda Bliss, to whom Program Director Paul Hajian reports. Dean Bliss, in turn, reports to the provost, as does the department chair directly. However, since inception of the M.Arch. program, both undergraduate and graduate leadership in the department have operated cooperatively in areas such as budget, curriculum, faculty/student support, and faculty hiring, with the support of institutional administration in both the graduate dean's and provost's offices. Though state law mandates the financial and operational division of graduate programs from state-supported undergraduate programs, discussions during the visit confirmed that the administration of the department and the college have consistently sought means to minimize this distinction in practice.

MassArt mandates both faculty and student representation on governance committees, including the Graduate Education Council (GEC), which governs graduate programs such as the accredited M.Arch. program. As outlined in the APR, the GEC approves graduate courses and program changes, advising on budgets and scholarship allocations, and reviewing initiatives and opportunities across the college and the nine graduate programs. At the department level, faculty, adjunct faculty, and student representatives participate on the curriculum committee, which oversees recommendations for curriculum development across both the undergraduate BFA degree and the graduate M.Arch. degree. Both full-time and adjunct faculty noted that the M.Arc. program director and department chair encourage them to innovate within their courses, as most faculty teach in both the undergraduate and graduate programs. Full-time support staff also have committee responsibilities, giving them the ability to serve on the GEC.

In addition to formal governance committees, the department also holds department-wide forums once a semester, where administrators, faculty, and students may discuss course planning, questions, and concerns. The department also uses additional bi-weekly faculty meetings (including adjunct faculty) and other ad-hoc meetings to discuss issues that may arise from faculty and students.

5.2 Planning and Assessment *(Guidelines, p. 18)*

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

- 5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

Team Findings:

Met

2024 Team Analysis:

The team found evidence that the program has a planning process for continual improvement in the area of multi-year strategic objectives. This includes: MassArt's ten-year strategic plan (currently in the fifth year); Architecture Department Strategic Objectives (which include a five-year hiring plan, curriculum assessment related to NAAB requirements, bi-weekly faculty meetings related to semester planning and departmental business, and regular meetings for student input); evaluation of the M.Arch. program impact in the greater Boston region; multi-year objectives to deepen connections with the local architecture community; leveraging peer critiques, juried reviews, and one-on-one discussions to focus on evaluating curriculum requirements with NAAB conditions; and integrating 2020 NAAB student criteria into syllabi, assignments, and critique assessment forms.

The APR identifies various institutional performance indicators, while the program primarily uses open discussions at mid-term and final reviews, including assessment forms completed by faculty and guest reviewers, as performance indicators of the quality of studio work. End-of-term faculty meetings aggregate this feedback for holistic assessment and proposed improvements. The MassArt College Curriculum Committee gives final approval for course changes, though there is a two-year pilot window for course adjustments prior to committee action, which allows for more responsive initiatives for improvement. In discussions during the visit, Dr. Junelyn Peeples, Assistant Vice President of Institutional Research and Strategic Effectiveness, shared that she is working with the Architecture Department to develop new and more effective ways to memorialize student learning outcomes.

The program has made progress in centering studio projects on social justice and environmental stewardship, as well as integrating state-of-the-art design technology into the program using digital fabrication labs. The five-year hiring plan, including full-time tenure-track faculty, is progressing, and the department is continuing work to grow donations to an endowed scholarship fund for the M.Arch. program.

Both the APR and discussions during the visit identified a plethora of program strengths, challenges, and opportunities. Highlights of program strengths include the diversity of graduate students and their interaction with the undergraduate program; the multi-disciplinary nature of the program's context in a school of art and design; an ethos of "making and remaking" that encourages cross-disciplinary work; first-hand experience with materials via the college's fabrication labs; its location in the Boston area, providing rich and diverse resources for students; and a tuition model based on units rather than semesters, providing flexibility for students. At the same time, studio space, while spacious, is overdue for an upgrade, and maintaining gender diversity among both full-time and adjunct faculty remains a

challenge. The program looks forward to expanding technology resources to include state-of-the-art tools like virtual reality, augmented reality, and animation, leveraging the online/virtual classroom in new ways of learning, and, since being NAAB-accredited, utilizing a pool of alumni who can help with student reviews, act as advisors, and share their own work with students.

Both the APR and discussions on-site attest to external input, including a deep bench of adjunct faculty from among regional design professionals, an Advisory Board of outside practitioners and alumni, Tuesday Talks lecture series, participation in the BSA Educational Advisory Committee, and participation by outside reviewers at end-of-term reviews.

As outlined in the APR, in course materials in the team room, and various discussions with the team both prior to and during the site visit, the program has provided considerable evidence of how it uses the results of self-assessment to effect changes promoting student and faculty success. Responses to the Program and Student Criteria highlight many of these course-specific and curricular adjustments, as well as the various assessment mechanisms that led to them. Notable examples on a macro level include: more explicit integration of inclusion and social justice in coursework and teaching; opportunities for students to acquire a wider range of digital skills; rationalization of the architectural history, structures, and thesis sequences; increased access to facilities during mid- and end-of-term deadlines; more opportunities for critical writing; expansion of diverse educational delivery methods and platforms; and the overall alignment of studio work with NAAB conditions.

5.3 Curricular Development (*Guidelines, p. 19*)

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

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

Team Findings:

Met

2024 Team Analysis:

The program primarily relies on bi-weekly faculty meetings to discuss its curriculum and make necessary adjustments. The bi-weekly faculty meetings are attended by the program's four full-time faculty and are open to part-time faculty and student representatives. The program uses the mid-term and final studio reviews to assess its studio course offerings. All full-time faculty attend all studio reviews along with invited reviewers and adjunct faculty. All reviewers complete a detailed evaluation form, and faculty receive feedback from students in the program in the course of this process. The ensuing faculty meetings aggregate these evaluations and discussions at reviews (including student input and self-assessment) to assess the strengths and weaknesses of the studio course offerings in relation to other required course offerings. The small size of the program allows this holistic assessment mechanism to effectively lead to curricular adjustments for continuous improvement, and in the case of individual courses, more rapidly than would otherwise be possible. This process has led to a host of curricular changes and adjustments in recent years, including the necessary adjustments to align the curriculum with the NAAB 2020 conditions, changes to the structures courses in relation to studio offerings, greater diversity of building types in the studio sequence in response to student input, and others. In addition, the faculty uses the mandatory course assessments each term to assess individual courses and make adjustments. The department provides faculty with a comprehensive document – *Assessment Methods and Strategies for Student Learning in Architecture at MassArt* – to aid their course assessment process.

The department chair and graduate program director comprise two of the four full-time faculty members attending the bi-weekly faculty meeting. This committee sets curricular agendas and initiatives. In addition, the college-wide Curriculum Committee reviews and approves new courses, program changes, and curricular initiatives. The Graduate Education Council is another governance committee that

conducts work similar to that of the curriculum committee at the graduate level. The program has a full-time faculty representative on each committee.

The team confirmed the program response via the submitted support documents, examples of faculty meeting minutes, and discussions with faculty, administrators, and students during the site visit, including a meeting with the college's Assistant Vice-President of Institutional Research and Strategic Effectiveness.

5.4 Human Resources and Human Resource Development *(Guidelines, p. 19)*

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

Team Findings:

Met

2024 Team Analysis:

The program's full-time faculty must carry a twelve-credit teaching load per semester. The faculty bargaining agreement and the Massachusetts State College Association contract mandate this teaching load. Most full-time faculty teach two six-credit courses per semester, allowing time for advising students, serving on committees, and their professional creative work. Full-time faculty members 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. Faculty also noted during the visit that they feel well-supported by the placement of capable TAs and staff of the various fabrication labs and shops. Contractually, the adjunct faculty may teach a maximum of two courses per term. They have no other obligations to the program. They have, therefore, the opportunity to pursue professional careers outside of the college, though that work is not financially supported by the college.

The program has a well-qualified licensing advisor who regularly attends the biannual NCARB Licensing Advisor Summit and effectively ensures that students have all the resources required to make informed decisions on their path to licensure at their disposal.

Faculty teaching schedules are organized to allow faculty consecutive days to pursue creative and professional work. The college's Office of Academic Affairs provides modest grants for faculty to invite guest speakers and the opportunity to attend conferences within program budgets. This office has plans underway to create a new Teaching and Learning Center that will be a "*faculty-run, cross-departmental, and mutually supportive space for continuous professional and interpersonal enrichment.*" The college's Advancement Office offers faculty grants of up to \$5,000 for travel or research. A program full-time faculty has been the recipient of this grant in recent years. Adjunct faculty noted that they do not currently receive the same level of professional development support, largely dependent on their state contract as negotiated by their union.

The college's Office of Student Development provides students with a wide range of services. These include a Counseling and Wellness Center, the Career Development Office, the Academic Resource

Center, and commuter programs. The Office of Justice, Equity, and Transformation offers additional support through a comprehensive list of services and activities intended to achieve systematic equity in all academic areas through transforming campus culture. Faculty noted that the relative affordability of the M.Arch. program reinforces this aspect of career development, particularly in terms of access to the profession.

The team confirmed the program response provided in the APR through the college website and discussions with faculty, administrators, support staff, and students during the site visit.

5.5 Social Equity, Diversity, and Inclusion *(Guidelines, p. 20)*

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.
- 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.
- 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.
- 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.
- 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.

Team Findings:

Met

2024 Team Analysis:

The APR provides a thorough overview of the resources dedicated to diversity, equity, and inclusion (DEI), alongside supporting materials provided by the program's documentation, website, and other schoolwide DEI initiatives.

The M.Arch. program's tuition model demonstrates MassArt's commitment to equity, diversity, and inclusion. Adopting a tuition structure that halves fees and allows for flexibility in pacing, the program accommodates students facing financial, familial, or other challenges. Additionally, consistent tuition rates for all graduate students, including international students, promote inclusivity. The provision of graduate scholarships further reduces financial barriers, with special consideration given to underrepresented groups through the Vision Scholarship. Access to resources, including studio spaces, fabrication labs, and faculty support, is equitable for all M.Arch. students, aligning with MassArt's longstanding commitment to equity.

The establishment of the Office of Justice, Equity, and Transformation (JET) reflects MassArt's commitment to diversity and inclusion. Led by Dean Lyssa Palu-ay, the JET office serves as a resource for students, faculty, and staff, which aims to foster a supportive and inclusive learning environment. Initiatives such as the Thriving Classrooms workshops and Adderley Lecture Series promote diverse perspectives and encourage collaboration across departments. The program Artward Bound offers free art education to underrepresented high school students, fostering diversity in the future generation of artists and designers.

The program's hiring plan provided in the APR outlines strategic initiatives to diversify its faculty, including the recruitment of individuals with diverse backgrounds and expertise. Efforts to stabilize structural engineering and hire faculty with expertise in architectural history and environmental stewardship reflect the program's commitment to interdisciplinary learning, though challenges exist, such as limitations on part-time positions. As of Fall 2023, the M.Arch. faculty comprises 14% BIPOC individuals, marking a one percent increase since 2015 (from 13%). APR narratives acknowledge this discrepancy and highlight ongoing efforts to enhance faculty diversity within the program. According to the APR (p.88), the program strives "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." The MassArt program demonstrates a strong presence of women, with figures such as Patricia Seitz and Meg Hickey (faculty member of over 50 years) playing pivotal roles in shaping and advancing the M.Arch. program.

The program's strategies for increasing student diversity involve outreach to minority architects and designers through organizations such as BOSNOMA. Collaborations with community organizations, alumni, and initiatives in the ACE mentorship program aim to introduce architecture to underrepresented groups and provide pathways into the profession. In comparison to faculty demographics, the Fall 2023 student population includes 22% BIPOC individuals, fluctuating between 10% to 40% over five years. While the BFA program's BIPOC student percentage stands at 31% in fall 2022, indicating a gap, the program continues to engage in recruitment strategies and financial support initiatives to bridge disparities.

MassArt's commitment to mentoring international students and engaging with diverse communities reinforces its inclusive approach to admissions and recruitment, although feedback from the student body indicated a sense of isolation among the international student cohort. However, students noted that faculty and staff provided plenty of support and a sense of welcoming despite this sense of isolation. At the student meeting it was also noted that some international students choose not to participate in student meetings, possibly due to this feeling of isolation.

As described in the APR, MassArt's Equal Opportunity, Diversity, and Affirmative Action Plan, along with the Office of Justice, Equity, and Transformation, provide a framework for promoting social equity, diversity, and inclusion at the institutional level. Collaborations with state-wide initiatives and ongoing efforts to update diversity statements demonstrate MassArt's commitment to creating an inclusive campus environment. Reflected in the program's APR, MassArt offers a range of resources to support students with different physical and mental abilities, including counseling services, academic support, and improved campus accessibility. Collaborations with programs like Aspire further enhance inclusivity and provide opportunities for individuals with intellectual disabilities and autism.

5.6 Physical Resources *(Guidelines, p. 21)*

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

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.

Team Findings:

Met

2024 Team Analysis:

As described in the MassArt APR, the school prioritizes studio-based learning as a cornerstone of its pedagogical approach. The program provides dedicated graduate studios, offering each student personalized workspace to cultivate creativity and hands-on exploration. The inclusion of collaboration spaces within studios fosters a sense of community and peer learning. Additionally, the Design and Media Center (DMC) serves as a hub for interdisciplinary studio work, equipped with advanced fabrication technology to facilitate project realization.

The program describes the campus as containing a variety of spaces tailored to support didactic and interactive learning experiences. Lecture halls, seminar spaces, and small group study rooms are equipped with current technology, facilitating dynamic teaching methodologies and collaborative engagement. Flexible furniture arrangements aim to enhance adaptability, ensuring spaces can be tailored to meet the unique needs of each course. The college also features a spacious woodshop, an adjacent laser lab, a large 3-D print lab, a well-equipped printer lab with a variety of support and printer sizes, a glass blowing area available to students, a metal shop, and a variety of gallery and presentation spaces for studios and students both on and off-campus.

MassArt recognizes the integral role of faculty in student success and provides ample resources to support their diverse responsibilities. Faculty offices are strategically located across campus and adjacent to studios, fostering accessibility and collaboration. Meeting rooms and conference spaces are available for advising sessions, research discussions, and course preparation. Additionally, access to college-wide resources, including printing services and research databases, facilitates scholarly endeavors.

The program's APR expresses a range of learning formats and pedagogies, ensuring resources are accessible and adaptable to meet evolving educational needs. The integration of learning management software, such as Moodle and Google Classroom, facilitates online learning experiences. Furthermore, digital fabrication labs, equipped with current technology to support 3D making and modeling, accompany traditional classroom spaces. The inclusion of hybrid teaching approaches ensures flexibility and inclusivity in educational delivery. Discussion in support staff meetings during the visit noted that the program is exploring the integration of remote software licensure for students in the upcoming years.

While MassArt's pedagogy predominantly relies on physical resources to support hands-on learning experiences, the institution has demonstrated adaptability during the pandemic. The integration of digital platforms for remote teaching and critique sessions has facilitated continuity in education. However, the institution remains committed to maintaining a balance between digital and physical resources, recognizing the unique value of in-person interactions and studio-based learning experiences.

The team found primary evidence of required physical resources in the APR narrative and the on-site tours conducted by the team and faculty.

5.7 Financial Resources *(Guidelines, p. 21)*

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.

Team Findings:

Met

2024 Team Analysis:

Under Massachusetts state law, the graduate M.Arch. program must be self-supporting, which in practice means that it is financed primarily through per-credit tuition and fees tied to individual courses, augmented by institutional support for shared college items such as facilities, maintenance, office and staff support, student services, and shared faculty expenses. Although faculty who are teaching in both the undergraduate BFA and graduate M.Arch. programs are hired under state contracts with the college, the M.Arch. program budget covers the contract costs of graduate course faculty loads, and the program pays a yearly assessment to the college's general fund to cover a portion of other shared resources. Outside of this assessment, the graduate program finances are distinct and autonomous, allowing

flexibility with revenue and the ability to maintain its own financial books. The department's undergraduate BFA program is financed by per-term tuition and fees as well as a percentage of state funding.

Based on the financial data provided in the APR (p. 100), the M.Arch. program annual revenue since FY 2022 has been higher than expenses. For FY 23 and FY 24 the program is projecting continued growth and revenue approximately 38% above expenditures. Also, for over a decade the M.Arch. program has steadily increased its annual fund balance while meeting its financial obligations.

Although the undergraduate department chair and graduate program director receive separate budgets, in practice they collaborate operationally by pooling resources to include more faculty development, incidental costs per course, options for travel, and on-going student support.

The team found evidence demonstrating condition compliance primarily through the APR narrative, additional information provided by the program, and discussions with administrators on-site.

5.8 Information Resources *(Guidelines, p. 22)*

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.

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.

Team Findings:

Met

2024 Team Analysis:

The college's Godine Library houses the architecture book and journal collection. The library holdings include 200 serials in print and access to full-text articles from another 12,000 journals, magazines, and newspapers. The library's book holdings are in excess of 90,000 volumes focused on art and design. The architecture collection consists of 5,227 print books, 1,845 e-books, 12 current periodicals in print, 61 past subscription periodicals in print, and 84 periodicals through electronic databases. The college library is part of an inter-library loan program with the Fenway Libraries Online Library Consortium. The Fenway Libraries coordinate their collection and new acquisitions to avoid duplication. In addition, the library is developing a comprehensive materials library intended to serve all college majors.

The senior librarian is the library liaison to the architecture program and oversees the maintenance and expansion of the architecture collection, in addition to playing an active role in aiding faculty and students in their research. In addition, the library offers various workshops and presentations for students. The library also has a visual resources librarian on staff. The library is open and staffed year-round.

The program has access to an image service in place of a slide library. The image service allows students and faculty to view, download, and store images for their work. Additionally, Artsor.org provides faculty and students access to their art and design video library.

The architecture faculty are annually asked to recommend new acquisitions for the architecture collection. Students conducting research can request resources and have them added to the collection. Purchase requests can be made through the library website.

The team confirmed the program response provided in the APR through the college website and discussions with the librarians, faculty, and students during the site visit.

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 *(Guidelines, p. 23)*

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.

Team Findings:

Met

2024 Team Analysis:

The Statement on NAAB Accredited Degrees appears under *Accreditation* on the Master of Architecture page of the department website: <https://massart.edu/degree-programs/master-architecture>.

6.2 Access to NAAB Conditions and Procedures *(Guidelines, p. 23)*

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 (2014)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2015)

Team Findings:

Met

2024 Team Analysis:

Links to the 2014 & 2020 NAAB Conditions and the 2015 & 2020 NAAB Procedures appear on the NAAB Documents page of the department website: <https://massart.edu/naab-documents>, as well as on the Graduate Student Resources blog: <https://blogs.massart.edu/gradstudents/march-resources/>.

6.3 Access to Career Development Information *(Guidelines, p. 23)*

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.

Team Findings:

Met

2024 Team Analysis:

MassArt's Career Development Office assists students and alumni with career planning and development, offering guidance on resume and cover letter preparation, portfolio advice, job listings, internships, and interview guidance. Links appear on the Career Development page of the college website: <https://massart.edu/careerdevelopment>.

MassArt posts career resource links for both the Career Development Office and external architectural organizations on the M.Arch. Resources page of the department website: <https://massart.edu/march-resources>, as well as on the Graduate Student Resources blog: <https://blogs.massart.edu/gradstudents/march-resources/>.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

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

Team Findings:

Met

2024 Team Analysis:

Links to all required reports and NCARB ARE pass rates appear on the NAAB Documents page of the department website: <https://massart.edu/naab-documents>, as well as on the Graduate Student Resources blog: <https://blogs.massart.edu/gradstudents/march-resources/>.

The department shares policies on learning and teaching culture on the Community Standards page of the college website: <https://massart.edu/community-standards>. The Studio Culture Policy appears on the M.Arch. Resources page of the department website: <https://massart.edu/march-resources>, as well as on the Graduate Student Resources blog: <https://blogs.massart.edu/gradstudents/march-resources/>.

The department shares policies on diversity, equity, and inclusion on the Community Standards and Ensuring a Safe Campus pages of the college website: <https://massart.edu/community-standards> and <https://massart.edu/ensuring-a-safe-campus>, including a link to the Equal Opportunity, Diversity, and Affirmative Action Plan for colleges and universities in Massachusetts.

6.5 Admissions and Advising *(Guidelines, p. 24)*

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 a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Team Findings:

Met

2024 Team Analysis:

Links to the M.Arch. program application appear on both the Master of Architecture and the Graduate Admissions pages of the college website: <https://massart.edu/master-architecture> and <https://massart.edu/how-apply>.

Application requirements, the admissions procedure, and the process for evaluation of track placement and advanced standing, including evaluation of the content of non-accredited degrees, appear on the Master of Architecture and the Advanced Placement Evaluation pages of the department website: <https://massart.edu/master-architecture> and <https://massart.edu/master-architecture/advanced-placement>. MassArt also uses forms stored in an applicant's SLATE profile (the college's on-line application portal) through which applicants request admissions placement and evaluation of preparatory education (examples of which also appear in the APR Appendix H).

Information on applying for financial aid appears on the Applying for Financial Aid page of the college website: <https://massart.edu/applying-financial-aid>. Evaluation for scholarships is included in the admissions application process and does not require separate application.

MassArt posts its admissions policy, including its non-discrimination policy and policy for evaluating financial need/financial assistance on the Admissions Policy page of the college website: <https://massart.edu/admissions-policies>.

6.6 Student Financial Information (*Guidelines, p. 24*)

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

Team Findings:

Met

2024 Team Analysis:

The program provides access to resources and advice for making financial aid decisions, including information on scholarships, student loans, and assistantships, on the Financial Aid and Graduate Financial Aid pages of the college website: <https://massart.edu/financial-aid> and <https://massart.edu/graduate-financial-aid>.

The M.Arch. program tuition is per credit rather than per semester, facilitating a student's calculation of the total cost of the program once they establish the total number of credits required. MassArt provides links for full tuition information, estimates for housing and supplies, health insurance, and a net price calculator on the college website: <https://massart.edu/tuition-and-fees>, <https://massart.edu/graduate-cost-attendance>, <https://massart.edu/health-insurance>, and <https://massart.edu/net-price-calculator>.

V. Appendices

Appendix 1. Team SPC Matrix

Curriculum Map

COURSE MATRIX PC's and SC's

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

NAAB 2023-2024



NAAB CRITERIA	
PROGRAM CRITERIA (PC)	
PC.1	Career Paths
PC.2	Design
PC.3	Ecological Knowledge + Responsibility
PC.4	History and Theory
PC.5	Research + Innovation
PC.6	Leadership + Collaboration
PC.7	Learning and Teaching Culture
PC.8	Social Equity + Inclusion
STUDENT CRITERIA (SC)	
SC.1	Health, Safety & Welfare in the Built Environment
SC.2	Professional Practice
SC.3	Regulatory Context
SC.4	Technical Knowledge
SC.5	Design Synthesis
SC.6	Building Integration

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

SEM.		CREDITS	COURSE #	PC.1	PC.2	PC.3	PC.4	PC.5	PC.6	PC.7	PC.8	SC.1	SC.2	SC.3	SC.4	SC.5	SC.6
I - SUM	Methods and Materials	3	EDAD502														
	Architectural Structures I	3	EDAD517														
	Architectural Design I	3	EDAD510														
II - FALL	Architectural Design II	3	EDAD520														
	History of Architecture and Urban Planning I	3	EDAD516														
	Sustainable Architecture	3	EDAD532														
	Architectural Structures II	3	EDAD527														
	Digital Tools	3	EDAD511														
	Professional Elective	3	MENU Prof Elec														
III - SPR	Architectural Design III	3	EDAD530														
	Building Operating Systems	3	EDAD567														
	History of Architecture and Urban Planning II	3	EDAD526														
	Professional Practice I	3	EDAD535														
	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	EDAD702														
	Integrated Systems	3	EDAD720														
	Structures Overview	3	EDAD577														
	Making Cities Work	3	EDAD711														
	**Professional Elective ON MAKING	6	MENU Prof Elec														
VI - SPR	Architectural Design VIII (Comprehensive)	6	EDAD752														
	Thesis I	3	EDAD708														
	Adv HTC Seminar or Theory in Practice	3	EDAD505														
	Professional Elective	3	MENU Prof Elec														
SUM	Opportunity for Internship or Break Students may elect to take courses																
VII - FALL	Thesis II	6	EDAD808														
	Professional Practice II	3	EDAD805														
	Professional Elective	3	MENU Prof Elec														
		60															

Total Required M. ARCH Credits 102 (60 professional)

NON-CURRICULAR	
Tuesday Talks	
AIAS/NOMAS	
Studio Culture Policy	
MassArt Shared Values	

* Students may elect to take a course in a later semester or intercession
 ** Professional Elective / ON MAKING: A design / fabrication course in any 3D discipline may be taken in any semester of the T2 program

KEY

- PRIMARY for the course. In addition, includes collected course materials (work) demonstrating ability wholly
- SUPPORTING UNDERSTANDING that may also be INTRODUCTORY

All degrees are STEM in the Architecture Department

Appendix 2. The Visiting Team

Team Chair, Practitioner Perspective

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VI. Report Signatures

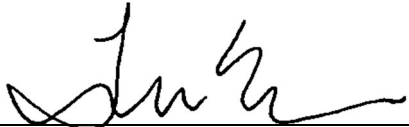
Respectfully Submitted,



John Edwards, Assoc. AIA, LEED AP-BD+C
Team Chair



Amir Ameri, PhD
Team Member



Tonie Esteban, AIA, LEED AP-BD+C
Team Member



Grant Fraikor
Team Member