NAAB National Architectural Accrediting Board

Plan to Correct for Continuing Accreditation

2020 Conditions and Procedures

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

INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation

previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.

- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. **In demonstrating compliance with Program and Student Criteria, programs are expected to provide primary evidence and supporting materials as described in the NAAB Procedures. If programs are reporting on SC.5 and/or SC.6, this evidence should include at least three examples of student work for SC.5 and at least three examples of student work for SC.6 in addition.**
3. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.

Conditions Not Met	Corrective Actions	Timeline
2. Shared Values of the Discipline and Profession: 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.* *Not Met Response: The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of how "knowledge and innovation" are to be continued to be addressed in long-range planning.*	**<u>Strategic Framework and Core Values</u>** Our department has engaged in comprehensive curriculum review over the past two academic years, identifying five core values that guide our approach to knowledge creation and innovation: Building, Making, Structure, Climate, Community, and Research. These values are embedded in our long-term strategic plan and directly address how we create and disseminate knowledge in response to evolving professional conditions. Under the leadership of our new graduate Dean, Mariah Doren, who brings extensive curricular expertise to graduate architectural studies, we have developed a cohesive framework that aligns with MassArt's Strategic Plan priority: "Advance Learning, Teaching, Creativity, and Exploration." This alignment ensures our innovation efforts contribute to the College's mission of preparing students to "use the power of art and design to transform our world." **<u>Evidence of Knowledge Creation and Innovation</u>** **1. Professional Engagement and Research Integration** Our faculty actively bridge professional practice and academic innovation through several key initiatives: Faculty Research in Global Design Initiative for Refugee Children (GDIRC): MassArt faculty recently won an AIA National Collaborative Achievement Award and are currently exhibiting their research at the Venice Biennale 2025 focusing on portable play and construction of outdoor spaces for displaced children worldwide through this needed effort. This collaborative research brings together architects, landscape designers, and mental health experts to create healing environments that promote development and social cohesion in refugee communities, demonstrating how faculty research directly addresses humanitarian needs while informing academic programs. Affordable Housing Innovation: Faculty participate in the case study development of Accessory Dwelling Units (ADUs), bringing cutting-edge housing typology research directly into the classroom. This work generates new knowledge about sustainable, affordable housing solutions while addressing critical societal needs.	*List the timeline for all corrective actions, including actual or planned start and completion dates.* *2020 to present with 2025 exhibition completed* *2024 planning and committee work, typology building 2025-26*

	Boston Society for Architecture (BSA) Design Research Lab Partnership: Through collaboration with the BSA's Design Research Lab, faculty engage in research that informs MassArt program development. This research partnership creates innovative cross-disciplinary solutions while connecting MassArt programs with diverse firms, non-profits, and community partners, establishing a vital feedback loop between professional innovation and academic curricula. Our new MassArt Architecture Advisory Board includes a range of faculty and professionals who have formed a cohesive group that meets regularly with our department faculty throughout each academic year, and who use their wealth of experiences to bring new ideas from the field, evaluate potential opportunities with the department and to engage with students. This has been a significant opportunity for the program to move forward with outreach to local and national communities for design initiatives, engaging directly as research partners and/or student thesis advisors in practice, and support for participation in the profession for our students. As practice and education each move to offer more collaborative models in the education of an architect, their counsel is a necessary and cutting edge component for our program to hear. **2. Technology and Fabrication Innovation** We have systematically integrated advanced digital tools and fabrication techniques into our curriculum through a dual approach that combines student-led innovation with professional expertise. Working with current faculty and thesis students developed into a comprehensive series of workshops on software, digital tools, and design fabrication technologies that were attended by nearly all students during the 2024-25 academic year, bridging academic and professional innovation while building standardized technological competency across the program. Simultaneously, faculty bring advanced techniques from their professional contexts directly into the curriculum, ensuring students gain exposure to cutting-edge tools used in contemporary practice and creating a dynamic feedback loop between academic exploration and professional application.	*Committee formed 2024-25* *4 meetings per year* *Formed and expanded to include new members 2022-present* *4 to 5 meetings per year* *Meetings and input, with Fall 2024 start and continuing to spring 2025* *On-going next AY 25-26*

	3. Artificial Intelligence (AI) Policy and Integration Recognizing AI's transformative potential in architecture, we have developed comprehensive guidelines for ethical AI use in design education. Starting in 2024 students explored various areas using AI content in writing and visual imaging using AI for prototype sampling and rendering 3D models. Our faculty and graduate students participated in AIA 2025 National Convention sessions exploring AI tools and applications in architecture, fabrication, materials sourcing, documentation and 3-D modeling. We also have the opportunity to receive College of the Fenway's grant funding to develop AI-related educational resources. **4. Community Build Course - Sequence Changes** The MassArt Community Build program partners graduate architecture students with community organizations to design and build public projects like performance pavilions, garden spaces and multi-use outdoor classrooms. As this program has expanded in scope we have to ensure building permits are acquired. To accommodate the time required to secure necessary permits the design build experience will be divided into two phases: fall design (3 credits) and summer construction (9 credits), ensuring timely completion while broadening community impact through architecture as a cultural change for the whole community. **<u>Long-Range Planning for Continued Innovation</u>** **1. Ongoing Implementation Timeline** Our approach to knowledge and innovation operates on multiple timeframes: ● Immediate (2024-2025): Continuation of workshop series, AI policy implementation, and BSA partnership expansion. The graduate student who developed the workshops is expanding student training in software as part of their thesis research to reach multiple ages and abilities across the architecture program and in local schools by teaching multiple software in the same course. The hypothesis is already showing progress in training that happened this past spring and summer, and that this will be more effective than singular courses and more accessible as a student learning method. ● Short-term (2025-2027): Integration of Community Build Studio reforms to create expanded design research opportunities	*2023-24 student experiments and 2024 dept meetings* *2025 AI policy formed and AIA conference attendance by students and faculty* *Planning 2024-25 with revised sequence, BHE submittal planned for AY 2025-26 for Board approval* *2024-25 Continuation of workshops* *2024-25 sequence discussions, with 2-year project implementation of plan* *First hires in 2023-24 with a 5 year plan in coordination with College wide resources and faculty*

	● Long-term (2025-2030): Full implementation of department strategic plan with targeted faculty hiring in innovation-focused curricular areas **2. Sustainable Innovation Framework** The department has committed ongoing funding to support continued technology workshops addressing evolving professional tools, BSA Design Research Lab knowledge committee collaboration, faculty development in emerging technologies and methodologies, and student research initiatives that contribute to disciplinary knowledge. This comprehensive funding commitment ensures that our innovation efforts remain sustainable and responsive to the rapidly changing technological landscape of architectural practice. **3. Assessment and Adaptation** Our End-of-Year (EOY) Reports, completed annually for Academic Affairs review, document annual progress and identify areas for continued development. This systematic review process ensures that our innovation efforts and planning remain responsive to changing professional conditions while maintaining alignment with our core values and the College's strategic priorities- as shown in the 10 year refresh of our Collegewide strategic plan highlighting student centered professional design education. Through strategic partnerships, technology integration, research initiatives, and systematic planning, our program demonstrates a comprehensive commitment to creating and disseminating architectural knowledge. Our approach ensures that innovation serves both immediate educational goals and long-term disciplinary advancement, positioning our graduates to contribute meaningfully to architecture's evolution as a cultural force.	*2022-23 and 2023-24 EOY with projected improvements in 2025-26* *Strategic college wide support for student centered curriculum initiatives as planned to expand 2025-26* *Spring 2025 and Faculty discussions Fall 2026* *Review of department goals and College wide plans Spring 2026*

	Supporting Evidence: **<u>Supporting Evidence</u>** Evidence of Knowledge Creation and Innovation 1. Professional Engagement and Research Integration a. ADVISORY BOARD MASSART ARCHITECTURE 2023.pdf 2. Technology and Fabrication Innovation a. Workshops 3. Artificial Intelligence (AI) Policy and Integration a. Graduate Department AI policy 4. Community Build Course - Sequence Changes a. Changes to Architecture Curriculum - Community build Long-Range Planning for Continued Innovation 1. Ongoing Implementation Timeline a. 2025 Architecture Strategic Hiring Plan.pdf 2. Sustainable Innovation Framework 3. Assessment and Adaptation a. MassArt Strategic Plan - 10 year refresh b. ARCHITECTURE End of Year Report 2022-2023.pdf c. ARCHITECTURE End of Year Report 2023-2024.pdf	

Condition Not Met	Program Narrative:	
<u>SC.6 Building Integration (with examples of individual student work)</u> *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.* *Not met Response:* *The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of an assessment process that includes assessment of students' ability to integrate life safety requirements in their design decisions within architecture projects and evidence of that ability in student work."*	**1. Assessment Process Implementation** Following the Visiting Team's identification of insufficient documentation for life safety integration assessment, our program has implemented a comprehensive evaluation framework within EDAD 752 Comprehensive Design Studio. Our faculty collaborated to develop standardized assessment tools that ensure that each student demonstrates competency in integrating life safety requirements into their architectural design decisions, and that the program is able to document it. **2. Curriculum Enhancement and Documentation Methods** The EDAD 752 course syllabus has been substantially revised to include dedicated instruction on fire sprinkler systems layout, with specific attention to building type considerations (combustible/non-combustible construction), calculation sheets for piping spacing, head type selection, and layout optimization based on room configuration. Faculty developed a structured lecture series that provides students with step-by-step processes for identifying and integrating building systems, utilizing color-coded graphics and detailed annotations for clear tracking and documentation. Our assessment methodology centers on comprehensive worksheets that require students to document means of egress, reflected ceiling plans (RCP), and fire suppression systems as integrated components of their design process. Each student must complete a "Design Development" drawing set consisting of 11-12 sheets that demonstrate how life safety systems, structural systems, environmental controls, and building envelope assemblies work cohesively within their overall building design. Faculty document the student progress through multiple channels and we are working to streamline the collection of evidence: email correspondence, completed drawings and worksheets, and posted comments that track individual development and system integration competency. Scheduled reviews- at mid-project to final drawings are then evaluated by faculty against criteria.	Faculty discussions 2024-25 with curricular changes proposed Start in spring 2024 with initial worksheet, and with multiple quick sheet templates in Spring 2025 Faculty to evaluate Fall 2025 Department meetings to review templates Fall 2025

	3. Evidence of Student Learning and Assessment The program has compiled comprehensive documentation demonstrating student ability to integrate life safety requirements into design decisions. This includes three exemplary student projects from EDAD 752 that showcase integrated systems thinking, accompanied by their corresponding assessment worksheets that document faculty evaluation of life safety integration competency. Each project demonstrates students' ability to make informed design decisions that address building envelope systems, structural requirements, environmental control systems, and life safety compliance as unified design solutions. Additionally, we have implemented hands-on assessment exercises that measure building performance understanding. Students develop step by step structural system concepts, create physical mockups, and conduct load testing to observe structural behavior—providing tangible documentation of their comprehension of building performance outcomes and system integration principles. The use of color to easily identify systems and life safety notations as part of code compliance were also introduced. **4. Ongoing Assessment and Quality Assurance** Our assessment process includes systematic end-of-semester reviews involving peer practitioners, faculty, and alumni who evaluate student work and provide feedback on system integration competency. The Graduate Program Director and Department Chair attend these reviews, documenting observations and recommendations that inform continuous curriculum improvement. Faculty meet regularly to discuss review comments and develop targeted assignments that address identified learning needs, with these discussions and resulting curriculum modifications documented in the annual End-of-Year reports. The department is expanding assessment documentation to include additional worksheets for structural systems evaluation and energy analysis program integration, ensuring comprehensive measurement of student competency across all building systems. These enhanced documentation methods will be fully implemented throughout the upcoming	Ongoing review and implementation of assessment tools 2025-26

	academic year, providing robust evidence of each student's development in building integration competencies. **5. Continuous Improvement Framework** Moving forward, the program will maintain detailed minutes from faculty meetings where curriculum and assessment issues are discussed, incorporating these records into EOY reports to document our ongoing commitment to assessment refinement. This systematic approach to documentation and assessment ensures that students consistently demonstrate the ability to make design decisions that successfully integrate all building systems while meeting life safety requirements—directly addressing NAAB's identified concerns and providing clear evidence of student learning outcomes.	
	Supporting Evidence: 1. **Assessment Process Implementation** a. EDAD 752 Quick Sheets.pdf 2. **Curriculum Enhancement and Documentation Methods** a. EDAD 752 Fire Sprinkler Notes b. EDAD 752 SYLLABUS Spring 25 c. SC.6 Life Safety Reference & Lecture 3. **Evidence of Student Learning and Assessment**. a. Student Work: Means of Egress AvaWessels BarshaKC EvrimEfe 4. **Ongoing Assessment and Quality Assurance** a. EDAD 752 ASSIGNMENT 1.pdf b. EDAD 752 Project 2.pdf 5. **Continuous Improvement Framework** **AvaWessels_Quicksheets_Spring2025.pdf** **AvaWessels_30X42 Layout 5.21.25.pdf** Student work examples continued on page 11.	

	BarshaKC_Quicksheets.pdf BarshaKC_Spring2025.pdf EvrimEfe_Quicksheets All.pdf EvrimEfe_Comprehensive Final Boards.pdf	