



Massachusetts College of Art and Design

2016 Visiting Team Report

Master of Architecture

Track I (102 credit hours = 42 pre-requisite credit hours plus 60 graduate credit hours)

Track II (120 undergraduate credit hours plus 60 graduate credit hours)

The National Architectural Accrediting Board

March 2, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The team found the Master of Architecture program at the Massachusetts College of Art and Design (MassArt) to be a vibrant learning environment with energetic students and dedicated faculty. The interim dean, chair, program coordinator, faculty, and staff are excited about the architecture program and are highly invested in its future development. The clarity of the work displayed in the team room and the organization of the team room space and exhibit of work were greatly appreciated by the team.

Observations:

- The learning environment of MassArt promotes close collaboration within the college, with local community, and with local professionals. This is accomplished through the leadership of dedicated faculty and staff.
- The administrative leadership at all levels provides strong support to the mission of the college. There is a respectful and collegial atmosphere among the faculty, students, staff, and administration. The location of the program within the City of Boston offers a multitude of opportunities to students regarding urban context, community engagement, and employment.
- The faculty members are dedicated to teaching, and the large number of practicing architects on the faculty demonstrates the strong connection between practice and the academic learning environment. Accomplished work by the faculty in their private practices indicates that there is diversity in professional engagement.
- The small class size at the college promotes informal mentorship between faculty and students. The students display a level of professionalism, maturity, respect, and academic rigor, which is reflected in their enthusiasm for the program and their desire to help one another.
- The program benefits from its placement within an arts institution, and architecture students have tremendous opportunities for multidisciplinary collaboration and community involvement, such as those offered by the Center for Art and Community Partnerships.
- The new Design and Media Center (DMC) on the MassArt campus provides an impressive facility for expanding future learning and collaboration opportunities. The interdisciplinary energy that occurs on the campus now has a focal point in the DMC.
- During the faculty entrance meetings, the team noticed that there was a continued lack of diversity among full-time/part-time faculty members and adjunct faculty.
- Providing adequate office and/or conference space for adjunct faculty is a concern due to the large number of adjunct faculty in the program.
- Safety is a concern where students have 24/7 access to the small woodshops adjacent to the design studio spaces without any supervisory monitoring.
- The student work displayed in the team room did not reflect the interdisciplinary opportunities that the college offers.

b. Conditions Not Achieved

B.2 Site Design

II. Progress Since the Previous Site Visit

2009 II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

Previous Team Report (2013): The NAAB-Accredited Degree information is on the college website. It is exact with the exception that the word "The" is missing from the beginning of a paragraph and the paragraphs are not in the same sequence.

2016 Team Assessment: This condition is **Met**. Refer to Condition II.4.1.

2009 II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

Previous Team Report (2013): ARE pass rates are not yet available, as the earliest graduates have not had time to complete IDP.

2016 Team Assessment: This condition is **Met**. Refer to Condition II.4.5.

2009 Criterion B.2, Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities*

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

2016 Team Assessment: This condition is **Met**. Refer to Criterion B.3.

2009 Criterion B.6, Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills
A.4. Technical Documentation

A.5. Investigative Skills
A.8. Ordering Systems

**A.9. Historical Traditions and Global
Culture**
B.2. Accessibility
B.3. Sustainability

B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.9. Structural Systems

Previous Team Report (2013): The work displayed from EDAD 750/752 has well-conceived design concepts and the course contributes to the students' learning. Structural systems are well-documented and well-developed within this attempt at integration across scales as well. However, the level of development of site context, urban theory, accessibility, and sustainability including a response to global warming are not consistent with graduate level work.

2016 Team Assessment: This condition is **Met**. Refer to II.1.1 Realm C.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: The program has provided evidence describing its history, mission, and culture and how they have shaped the program's pedagogy and development (see the APR, pp. 4-5, <http://history.massart.edu>, and http://www.massart.edu/About_MassArt/Mission_and_Values.html).

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The program provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning situations, both traditional and non-traditional (APR, p. 8). Both faculty and students emphasize design that comes from the craft of making. This is evident throughout the studios and the campus.

The program has also provided evidence of a written and implemented studio culture policy that addresses time management, general health and well-being, work-school-life balance, and professional conduct. It also describes the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities. The studio culture policy was made known in the APR (p. 8) and was found at <http://tinyurl.com/qh33dqp>.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: From meetings with the program coordinator, chair, faculty, and students, it is clear that the program is committed to principles of diversity and social equity (APR, pp. 8-10).

There are 5 FTEs for permanent faculty. The breakdown is 4 full-time faculty (2 males and 2 females) and 2 part-time faculty (both female), which make up the fifth FTE. The ratio of women to men is 66% female to 33% male. In terms of adjunct faculty, there are 5 women to 22 men, and there appears to be very low racial diversity among them.

Efforts have been made to increase faculty diversity. A new FTE has been approved for fall 2016, and efforts to hire a diversity candidate for this FTE are strong. All of the decision makers for new hires—the college administration, program coordinator, chair, and interim dean—expressed strong commitment to furthering Equal Employment Opportunity.

The graduate students are highly diverse, more so than the general population, but they seem unaware of any concern about the diversity of the faculty. The students' work represents a diversity of expression, with the incorporation of some regional characteristics from their countries of origin, which adds an extra layer of interest to the program. Further, in EDAD605 Community Build Studio, students work with a local non-profit to promote greater social equity in the community.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social

responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review:

- A. The perspective of collaboration and leadership is addressed in the APR (p. 10) and was clearly reiterated by permanent faculty, adjunct faculty, students, and alumni. All of them take great pride in the program, and there is strong camaraderie and collegiality at the college. Students described the program as an extended family, and they felt that the faculty/professors really cared for them as individuals.
- B. The structure of the program is designed to provide students with a progressively more complex series of problems by integrating supporting lecture coursework and studios at each level.
- C. This perspective is **Met with Distinction**. The program has made substantial effort to prepare students for the next steps with respect to internship, licensure, and career alternatives. The Architecture Licensing Advisor (ALA) is up to date and knowledgeable regarding the regulatory environment, and he coordinates a wide variety of opportunities for students to engage and learn from community professionals. The ALA is clearly known by the students and easily accessible. He attends the NCARB Licensing Advisor Summit each year and provides workshops throughout the academic year, as well as individual counseling, to assist students on the path to licensure.
- D. In addition to providing lecture courses and design studio assignments, MassArt is dedicated to educating the next generation in global thinking and public service as part of its mission. The chair and program coordinator are also involved in the college-wide Sustainability Committee to encourage a sustainable culture in the daily learning environment.
- E. EDAD605 Community Build Studio teaches students to collaborate in service of the community as they use design to enhance the collaboration. EDAD532 Sustainable Architecture and EDAD806 and 808, Thesis I and II, allow for exploration into a variety of cultural contexts, which enriches the experience of all students in the program. Additional evidence for this condition can be found on pp. 12-13 of the APR and is clearly visible in students' projects.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision-making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: This condition is **Met** by long-range planning goals found on pp. 13-15 of the APR, and by the "Strategic Plan - Narrative Draft" 4/2/14, "Long Range Plan 2015 Updates Summary," and "Long Range Plan Summer 2015 Update." The college's objective of increasing diversity in the faculty and building redundancy into its program is not yet fully realized, and several of its goals and objectives are not yet systematized into multi-year goals and objectives with continuing data collection, trending, and strategy. The total number of FTEs has increased from 5 to 7 FTEs (8 people, with 2 of them sharing one FTE), but 2 of them are not architects. There could be clearer targets with metrics to show the optimum size of the student body and faculty as the program grows.

Where the program interfaces with the college Strategic Plan, there is an added dimension. The new Design and Media Center has just opened, and a new president is about to come on board; therefore, a new strategic planning process is about to begin. A growing Master of Architecture program will need enhanced facilities to be a successful professional program, and there is a plan to provide them in the long-range plan. The enhancement of facilities will be developed more fully once the new president is on board.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

2016 Analysis/Review:

A. Program Self-Assessment: The program has provided evidence indicating that it conducts regular self-assessments in the various required areas. The information is presented in the APR (p. 15), along with more exhaustive supplemental material (see Self-Assessment at <http://tinyurl.com/puvmuzl>).

B. Curricular Assessment and Development: The program has provided evidence indicating that it has an established process in place for curricular assessment and adjustment. The information is presented in the APR (p. 17) and in a process flow chart for Curricular Assessment in the Graduate and Undergraduate Architectural Programs. Additional information, such as course evaluation forms and program survey results, is provided in Section 4 Supplemental Materials, Self-Assessment, at <http://tinyurl.com/puvmuzl>.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: The college provides workload balance with course releases for faculty who are taking on administrative duties or special projects. In addition, the graduate teaching assistantships provide extra support for studio and lecture courses.

The program's ALA is clearly known by the students and easily accessible. The ALA attends the NCARB Licensing Advisor Summit each year and provides workshops throughout the academic year, as well as individual counseling, to assist students on the path to licensure.

There is strong encouragement for the pursuit of professional development opportunities and a demonstration of ongoing activities of full-time, part-time, and adjunct faculty. Their research, publications, and creative work are displayed in the faculty exhibit.

In addition to informal mentoring between faculty and students, MassArt provides centralized student support services, academic advising, and career support. The Counseling and Wellness Center also provides services to students. The college Career Development Office advisors attend the program's IDP workshops to maintain their expertise and knowledge of current policy in order to advise students on career opportunities.

This information was demonstrated through interviews and was available on pp. 26-60 of the APR.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: MassArt has physical resources that are appropriate for a small program in a state system. They are housed in an older urban facility. The evidence fulfilling this condition was found through the APR (pp. 24, 61-79), team observations, and meetings and tours with the interim president, the facilities manager, and other faculty members. The graduate architecture program is housed primarily in the Tower Building, vintage 1970s, with dedicated studio space on the fourth floor. There is adequate square footage in the building for individual student desks, pin-up areas, instructional areas, meeting rooms, and exhibitions. The graduate program has a dedicated CAD studio and shares IT support, library services, and several related fabrication capabilities with the co-located allied arts programs. The physical resources are adequate to serve the current student and faculty populations; however, due to the Tower Building's age and apparent deferred maintenance, the environmental conditions in the building are substandard and should be addressed to improve user comfort and safety. These causes of concern do not appear to have been resolved since 2013.

Still, the college has recently completed construction of a new dormitory called the Treehouse and the new Design and Media Center. Both of these facilities are already changing the dynamics of the campus. The administration has discussed a strategic utilization plan for facilities that will move residents out of one dormitory into the Treehouse, which creates an opportunity to move the architecture program into better facilities. The new studio, gallery, media facilities, and assembly spaces in the DMC include a large woodshop (monitored 24/7) and other facilities that are available to the architecture students. The DMC is a great resource. Finally, the 10-year plan will include the replacement of the Tower Building.

Given these strategic efforts, the college has demonstrated a commitment to providing space to support and encourage studio culture, as well as didactic and interactive learning. The college also supports a full range of faculty roles, responsibilities, and resources to support all learning environments and pedagogies in use by the program.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2016 Team Assessment: The program has provided evidence to demonstrate that it has appropriate financial resources to support student learning and achievement. Detailed information in this regard has been provided in the APR (p. 79), along with the FY2015 Fiscal Operations Report Consolidated Budget Summary. The interim dean is working on a strategic financial plan to retain the annual assessment, thereby creating a reserve to protect the program from fluctuations in enrollment.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature, information, and appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Team Assessment: The program has demonstrated that all students, faculty, and staff have convenient, equitable access to literature, information, and appropriate visual and digital resources that support professional education in the field of architecture. Furthermore, the program has made strong

efforts to increase the size of the library's architecture collection, both in print and online. Students noted the library's flexibility in attaining books that were not in the collection, at the request of students. The program demonstrated that all students, faculty, and staff have access to architectural librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning. This evidence was found through the APR (pp. 84-91), a tour of the facilities, <http://tinyurl.com/p77ghjm>, and <http://inside.massart.edu/Library/Services/Acquisitions.html>.

1.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment:

A. Administrative Structure: The administrative structure was demonstrated through various organizational charts, the position descriptions in the APR (p. 92), and the Administration and Faculty Meeting Notes binder. Because of the small size of the program, many of the full-time and part-time faculty share multiple responsibilities.

B. Governance: Information was provided that described the roles and relationships of the faculty, staff, and students in both the program and institutional governance structures. This information was presented in the APR (p. 94), in the Student and Faculty Meeting Notes binder, and in specific references to various www.massart.edu links.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability to write and speak effectively and use appropriate representational media both with peers and with the general public.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio; EDAD752 Architectural Design VIII (Comprehensive); EDAD760 Thesis Prep; EDAD806 Thesis I; and EDAD808 Thesis II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio; EDAD702 Architectural Design VII; EDAD711 Making Cities Work; EDAD806 Thesis I; and EDAD808 Thesis II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio; EDAD720 Integrated Systems; EDAD711 Making Cities Work; EDAD752 Architectural Design VIII (Comprehensive); EDAD760 Thesis Prep; and EDAD806 Thesis I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD520 Architectural Design II; EDAD702 Architectural Design VII; EDAD720 Integrated Systems; and EDAD752 Architectural Design VIII (Comprehensive).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD510 Architectural Design I and EDAD520 Architectural Design II.

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

[X] Met

2016 Team Assessment: Evidence fulfilling this criterion was found in various studio project examples prepared for EDAD510 Architectural Design I; EDAD520 Architectural Design II; EDAD711 Making Cities Work; and EDAD806 Thesis I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD510 Architectural Design I; EDAD516 History of Architecture & Urban Planning I; and EDAD526 History of Architecture & Urban Planning II. Additional evidence was found in several projects and lectures in EDAD532 Sustainable Architecture; EDAD720 Integrated Systems; and EDAD806 Thesis I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD516 History of Architecture & Urban Planning I and EDAD526 History of Architecture & Urban Planning II. Additional evidence was found in several projects and lectures in EDAD530 Architectural Design III; EDAD806 Thesis I; and EDAD808 Thesis II.

Realm A. General Team Commentary: The college has developed a skill-based program that is focused on research, writing, and graphic analysis as the foundation of the design process. Evidence of the required "abilities and understanding" for this realm—consisting of conveying architectural ideas, writing, investigating, speaking, drawing, and modeling—has been found in the associated Student Performance Criteria.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio; EDAD752 Architectural Design VIII (Comprehensive); and EDAD806 Thesis I.

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.

[X] Not Met

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

B.3. Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD520 Architectural Design II; EDAD530 Architectural Design III; EDAD752 Architectural Design VIII (Comprehensive); and EDAD806 Thesis I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio; EDAD702 Architectural Design VII; and EDAD720 Integrated Systems.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD517, 527, 537, and 547, Architectural Structures I-IV; EDAD520 Architectural Design II; EDAD702 and 752, Architectural Design VII and Architectural Design VIII (Comprehensive); and EDAD720 Integrated Systems.

- B.6 Environmental Systems:** *Understanding of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD532 Sustainable Architecture; EDAD720 Integrated Systems; EDAD702 Architectural Design VII; and EDAD752 Architectural Design VIII (Comprehensive). Additional evidence was found in EDAD806 Thesis I and EDAD808 Thesis II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD532 Sustainable Architecture, EDAD702 Architectural Design VII; EDAD752 Architectural Design VIII (Comprehensive); and EDAD720 Integrated Systems.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD502 Methods & Materials; EDAD532 Sustainable Architecture; EDAD605 Community Build Studio; EDAD720 Integrated Systems; and EDAD752 Architectural Design VIII (Comprehensive). This criterion is **Met with Distinction**.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD527 Architectural Structures II; EDAD537 Architectural Structures III; and EDAD547 Architectural Structures IV. Throughout the program, the technical courses are intertwined holistically in the structural courses. Additional evidence was demonstrated in EDAD720 Integrated Systems and EDAD752 Architectural Design VIII (Comprehensive). Student thesis projects also illustrated evidence of an understanding of building service systems.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD605 Community Build Studio and EDAD805 Professional Practice II.

Realm B. General Team Commentary: The program's strong foundation of "making" was evident in its approach to the technical aspects of building practices, design, systems, and materials. There was evidence of the students' ability to apply the required technical "abilities and understanding" to architectural solutions, with the exception of B.2 Site Design.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD752 Architectural Design VIII (Comprehensive); and EDAD806 Thesis I and EDAD808 Thesis II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD720 Integrated Systems and in studio work prepared for EDAD752 Architectural Design VIII (Comprehensive).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD720 Integrated Systems and in studio work prepared for EDAD752 Architectural Design VIII (Comprehensive).

Realm C. General Team Commentary: The program has demonstrated evidence of the students' abilities with respect to synthesizing a wide range of variables into integrated design solutions. Specific examples of complex architectural projects are found in the following courses:

EDAD752 Architectural Design VIII (Comprehensive)
College of Fenway-Commencement Hall Project
Roxbury Interfaith Worship Center Project

EDAD720 Integrated Systems
Infotech Project
Quaker Meeting House Project

EDAD702 Architectural Design VII
Innovation Through Free Education Project
Chicago Studio Project
Quaker Studio Project

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.*

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in the course descriptions, readings, lectures, and class assignments. Topics included project initiation and phasing, with defined working relationships between architects, consultants, clients/owners, users, community

members, and contractors. Additionally, EDAD605 Community Build Studio allows students to have real-world experience working on a project that has a real client and a consultant engineer, and that gives students the opportunity to collaborate on the working drawings and construction in the community. This provides students with actual experience in reconciling stakeholder needs and constraints. This criterion is **Met with Distinction**.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in course descriptions, readings, lectures, and class assignments. Topics included selection of consultants, project teams, phases of a project, project estimating, project scheduling, and project delivery methods. Specifically, EDAD605 Community Build Studio, which is required, allows students to collaborate on project management from the pre-design phase all the way through construction.

- D.3 Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in course descriptions, readings, lectures, and class assignments. Topics included selecting forms of business, fundamentals of financial accounting for architects, human resources, marketing architectural services, and office management. EDAD805 Professional Practice II goes into greater depth regarding estimating, financial models, and professional fee structures. Students demonstrated an understanding of this subject matter in their mid-term and final examinations.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in course descriptions, readings, lectures, and class assignments. Topics included building codes; zoning regulations; the architectural licensing process; construction disputes, liability, and resolution; AIA contracts; risk management; and the legal roles and responsibilities of the architect, owner, and contractor. Students demonstrated an understanding of this subject matter in their mid-term and final examinations.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student

work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in course descriptions, readings, lectures, and class assignments. EDAD805 Professional Practice II explores professional ethics more deeply using a multi-part lecture format to facilitate an in-depth look at the AIA Canons and Ethics, and the NCARB and ARE requirements. Students demonstrated an understanding of this subject matter in their mid-term and final examinations through a multiple choice and essay format. Alumni retain favorable memories of this experience.

Realm D. General Team Commentary: The sequence of EDAD535 Professional Practice I and EDAD805 Professional Practice II in different years, with different professors, allows for comprehensive instruction in the professional practice requirements of working professionals. The high proportion of adjunct faculty in current practice informs the students' work with real-world experience. Incorporating EDAD605 Community Build Studio into Track II of the Master's program ensures that all students get hands-on experience with every aspect of professional practice related to project development and execution. This is an excellent complement to the academic courses. The program has demonstrated evidence of student understanding of business principles concerning the practice of architecture. This includes student learning in the areas of project management, stakeholder roles, business practices, legal responsibilities, and professional conduct, as illustrated through the required Student Performance Criteria.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency, may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: On pp. 112-121 of the APR, the program has provided evidence of its regional accreditation through the New England Association of Schools and Colleges (NEASC).

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: On p. 122 of the APR, the program has provided evidence to demonstrate that it meets the requirements set forth for the professional degrees and curriculum.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The program has provided evidence that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of those being admitted to the program, as illustrated in the APR (p. 134). Graduate Admission Review Forms and Evaluations were also provided in the team room.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The program, a NAAB-accredited degree program, has provided evidence of the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, online at <http://tinyurl.com/qcxdc4e>, which makes it available to the public.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The program has provided evidence that the *2014 NAAB Conditions for Accreditation* and *NAAB Procedures for Accreditation* in effect at the time of the last visit (2009) are publicly available online at <http://tinyurl.com/qcxdc4e>. They are also available at the Morton R. Godine Library, as noted online.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: The program has provided evidence that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans. These services are available publicly online at <http://tinyurl.com/nkrwvyb> and http://inside.massart.edu/Campus_Life/Career_Development.html. The team also noted a strong effort by the Career Development Office to understand NCARB's IDP Program.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: The program has provided evidence of the NAAB Responses to Interim Progress Reports (2009-2012), the 2013 initial accreditation letter (the most recent) from the NAAB, the 2013 APR (the most recent), and the final edition of the 2013 Visiting Team Report (the most recent), including the attachments and the agenda. They are all publicly available online at <http://tinyurl.com/qcxdc4e> and at the Morton R. Godine Library, as noted in the APR (p. 136).

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: The program has provided evidence of its Architect Registration Examination pass rates, which are available publicly online, with instructions for access at <http://tinyurl.com/qcxdc4e>.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2016 Team Assessment: The program has provided evidence of publicly documented policies and procedures that govern how applicants to the accredited program are evaluated for admission. These include policies and procedures for evaluating first-time, first-year students as well as transfers from within and outside the institution. This evidence is found publicly online and in the APR (pp. 137-138).

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- 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.

[X] Met

2016 Team Assessment: The program has provided evidence of student access to information and advice for making decisions regarding the financial aid fund both publicly online and on p. 138 of the APR.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2016 Team Assessment: The program has provided verified evidence of submittal of annual statistical reports in the format required by the NAAB Procedures in the APR (p. 139).

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[] Met

[] Not Met

2016 Team Assessment: This is not applicable since the program received its 3-year accreditation in 2013.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.4.C. Professional Opportunity

2016 Team Assessment: The program has made substantial effort to prepare students for the next steps with respect to internship, licensure, and career alternatives. The Architecture Licensing Advisor (ALA) is up to date and knowledgeable regarding the regulatory environment, and he coordinates a wide variety of opportunities for students to engage and learn from community professionals. The ALA is clearly known by the students and easily accessible. He attends the NCARB Licensing Advisor Summit each year and provides workshops throughout the academic year, as well as individual counseling, to assist students on the path to licensure.

B.8 Building Materials and Assemblies

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDAD502 Methods & Materials; EDAD532 Sustainable Architecture; EDAD605 Community Build Studio; EDAD720 Integrated Systems; and EDAD752 Architectural Design VIII (Comprehensive).

The Community Build Studio offers hands-on experience for students to not only understand material components and assemblies in a full-scale setting, but to also apply this knowledge. The half-scale models provide another opportunity to demonstrate this understanding. Students apply this knowledge rigorously in studio projects.

D.1 Stakeholder Roles in Architecture

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Professional Practice classes (EDAD535/402 and EDAD805) and in the course descriptions, readings, lectures, and class assignments. Topics included project initiation and phasing, with defined working relationships between architects, consultants, clients/owners, users, community members, and contractors. Additionally, EDAD605 Community Build Studio allows students to have real-world experience working on a project that has a real client and a consultant engineer, and that gives students the opportunity to collaborate on the working drawings and construction in the community. This provides students with actual experience in reconciling stakeholder needs and constraints.

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



Hsu-Jen Huang, Ph.D.
Team Chair

Representing the ACSA



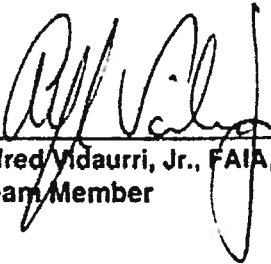
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