

Massachusetts College of Art and Design

Initial Accreditation Visiting Team Report

Master of Architecture

Track I

(102 credit hours = 42 credit hours pre-requisites plus 60 graduate credit hours)

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

The National Architectural Accrediting Board

16 October 2013

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The 2013 team gratefully thanks the Massachusetts College of Art and Design (MassArt) administration, faculty and staff for its hospitality and openness during this visit. We particularly want to thank President Dawn Barrett for her obvious understanding of issues of accreditation and its importance to continuous improvement in the Graduate Architecture Program. We also want to thank Graduate Program Head Patricia Seitz and the faculty, staff and students who worked so tirelessly in making a team room that clearly showed the school's efforts in meeting NAAB conditions.

The program has made great strides since the last visit a short two years ago and has addressed the host of concerns that the prior team articulated. We are well aware of the efforts necessary to make the changes and adjustments that have taken place.

We would also make the following observations:

- The administration and faculty both full-time and part-time are passionately committed to the program and the students and fully embrace the mission of the program and the college.
- The students are smart, creative, articulate, entrepreneurial and vocal about the accessibility of the faculty and administration.
- There is a palpable sense of community and collegiality that permeates the program.
- The fabrication facilities and workshops are impressive and support the "craft" aspects of the program.
- The emphasis on making is readily apparent and more importantly is its potential to impact the Boston urban community.
- The program is a vital addition to the thriving Boston architectural and educational community especially because it is public and affordable.

For these and other reasons we see great potential in the MassArt Graduate Architectural Program but as a young and evolving program it must continue to work hard and focus on its opportunities to create a high quality distinctive architectural education.

2. Conditions Not Met

- B.2 Accessibility
- B.6 Comprehensive Design
- II.4.1 Statement on NAAB-Accredited Degrees
- II.4.5 ARE Pass Rates

3. Causes of Concern

A. Maintaining Momentum

The program has done yeoman's work over the past seven years to fulfill its desire for accreditation. This momentum must be maintained in order for the program to grow in a culture of continuous improvement. Resources from the college including sufficient financial, administrative and faculty support are required not only in the years of accreditation visits but as a basic foundation for the program. The program will only be sustainable if the six goals of the Architecture Long Range Plan are implemented.

B. Faculty

As noted above, the team is impressed with the passion and dedication of the faculty. However, there are several concerns. For the program to prosper and maintain its quality there needs to be an emphasis on bringing on more full-time faculty to shoulder the burden of administering a robust program. There must be a balance struck between the importance to the students of having practicing professionals in the studios and classrooms and the need for people dedicated to issues such as curricular change, assessment, and long-range planning.

Also of concern is the proportion of faculty who are credentialed by regional schools and in particular MIT. This is understandable given where the program is in its evolution. However, degree as well as gender and ethnic diversity can enrich the program in ways the program may not be aware. This should be taken in consideration in future hires. As the reputation of the program goes nationwide, attracting faculty from a broader spectrum should become easier.

C. Transitions

Of the five full-time faculty, two are nearing an age where retirement is an option. The structural sequence, which is a core part of the curriculum and particularly unique in its make up, may be vulnerable to disruption without a strategic effort to introduce and incorporate additional faculty in these areas of the curriculum within a reasonable period of time.

D. Identity

While the college places a high value on the integration of the graduate architecture program with the other allied arts, the college has not established an identity for the architecture program separate and apart from other departments that also reflects the unique nature of the professional degree which involves inherent legal responsibilities and duties to client and community.

E. Facilities

Long horizon capital planning and funding processes suggests it may be a significant amount of time before the physical resources of the "Tower" are brought up to acceptable standards for accessibility, productivity, human comfort, code compliance and energy performance.

F. Community and Social Responsibility

The Student Performance Criterion C.9: Community and Social Responsibility has been cited as met. The team is also aware that MassArt considers this a hallmark of the program. However, the team is concerned that there are missed opportunities to enhance this aspect of the program beyond the Community Build studio and into a broader context.

G. Cultural Diversity

Although criterion A.10: Cultural Diversity is cited as met and meets the basic requirements of NAAB and the architecture history sequence has content related to developing an understanding of cultural diversity, the overall curriculum and student work product is still focused predominately on Boston- and New England-based projects.

4. Progress Since the Previous Site Visit (2011)

2009 Condition I.5.1, Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.gh*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

Previous Team Report (2011): Although the APR contains an articulate five-year strategic plan, which addresses key areas for improvement and growth through 2014, in itself it does not promote timely, rigorous, and consistent self-assessment practices that integrate the evaluative perspective of all constituencies suggests room for improvement. While the APR lists a variety of self-assessment practices—including topic driven “faculty days”; curriculum meetings; combined meetings of the students and faculty; standard course evaluations; and a three-person professional advisory committee—program administrators were unable to produce substantive documentation of these self-assessment exercises, in the absence of which it would difficult to assess their effectiveness or influence on productivity or academic outcomes, measurable or otherwise.

2013 Visiting Team Assessment: This condition has been met. The program has initiated a robust assessment program described in the APR, p. 41-49 and further described in the 2013 team comments on this condition.

2009 Condition I.2.1 Human Resources & Human Resource Development:

Faculty & Staff:

- *An accredited degree program must have 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. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions¹.*
- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*

¹ A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Previous Team Report (2011): Three full-time faculty members reside in the undergraduate and graduate architecture programs; an additional full-time faculty member teaches in both architecture and other areas within the institution. Part-time adjunct faculty members therefore teach the bulk of the curriculum. This places a large burden on a few full-time faculty who run the program. The full-time faculty/student ratio in architecture of 20 (54 undergraduates and 26 graduate students with 4 full-time faculty) is very slightly below the average for the institution. One of the full-time faculty members serves as the IDP coordinator. One administrative assistant serves several programs and therefore architecture's share of this support is .25 FTE. This multiplies the administrative load already shouldered by the few full-time faculty members. At the time of this visit, no definite professional development program for faculty and staff exists.

The APR provided website links to various MassArt personnel policies. The criteria for determining rank, reappointment, tenure, and promotion are part of the state-wide employee bargaining contract (Massachusetts State College Association/Massachusetts Teachers Association/National Education Association).

2013 Visiting Team Assessment: As noted below, this condition has been met. Evidence for this condition is found in the APR, p. 49-53, and through interviews of faculty, staff and students. The team is concerned about the future of the program as it grows that the administrative load on full-time faculty is excessive and part-time faculty work above and beyond the call of duty. To sustain a healthy and growing program will require more full-time faculty in proportion to the number of adjuncts. See further comments in the Causes of Concern above.

2009 Criterion A.8, Ordering Systems; Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

Previous Team Report (2011): Although ordering systems are suggested in projects through largely gridded structural frames—for example in several noteworthy student from the Comprehensive Design (AD750)—evidence of exercise within the vast array of compositional strategies and ordering systems is clearly lacking. The Curriculum Map directs the team to four studios for evidence of understanding of ordering system skills: AD305, Architectural Design I (secondary understanding); AD310, Architectural Design I (primary understanding); AD320 Architectural Design III (primary understanding); and AD750, Architectural Design VII, Comprehensive Studio (secondary understanding). The majority of do not integrate into other design thinking skills an understanding of fundamental figure/ground relationships, contrapuntal compositional strategies, or the fundamental principles of hierarchy, proportion, rhythm, repetition, juxtaposition, direction, and procession, among other well-established traditional and contemporary analogical and computational methodologies, classical and modern. Too many projects defaulted to structure or extruded area diagrams as the basis for order to justify awarding a "met" under this criterion.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 Criterion A.10, Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

Previous Team Report (2011): The concentrated focus on New England and Boston-based projects and the lack of broader and more diverse geographic and cultural contexts for projects hinders compliance with this performance criteria.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 Criterion A.11, Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Previous Team Report (2011): Not met, despite strong evidence in documentation accompanying edAD216 and 316

2013 Visiting Team Assessment: As noted below, this criterion has been met. The team was particularly impressed with how applied research has become central to projects found in the team room and through the thesis preparation course.

2009 Criterion B.3, Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Report (2011): AD302 is taken in the spring semester of the first year for Track 1 students, and is taken as part of the BFA program for Track II. The syllabus of the lecture course in Spring 2009 covered broad topics while the syllabus of Spring 2011 narrowed the topics somewhat to concentrate more on buildings especially wood frame construction. Assignments in binder were not graded but did provide evidence of understanding introductory topics in sustainability.

The papers provided in the AD401/720 binder are not graded and are reflections on readings. Students do various studies (not graded) on bioclimatic design and energy efficiencies and make recommendations. Although some of these contain details—e.g. the R-value needed in wall assemblies—work samples present these details in isolation, outside the context of an overall project design strategy. Although student material exhibits some understanding of sustainability topics, the evidence does not demonstrate *ability* in this AD302 or in the upper level design studios.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 Criterion B.4, Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Previous Team Report (2011): Topography is discussed as part of lecture material of AD310 Architectural Design II. Although student design projects exhibited different attitudes in dealing with topography and slope, they did not address other issues in site design. The APR also listed AD700 Architectural Design VI in satisfaction of the criterion, but the work shown was on a flat site. While this work might satisfy an *understanding* of site design, it did not demonstrate *ability*.

2013 Visiting Team Assessment: As noted below, this criterion has been met through EDAD520, 530, 702 and 752 and reinforced by other coursework in the program.

2009 Criterion B.7, Financial Consideration: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

Previous Team Report (2011): The APR references two courses as satisfaction for this criterion. AD 402, Professional Practice, and AD 602, Design-Build Studio. AD 402 Professional Practice contains curriculum geared primarily around licensure, setting up a practice, and acquiring and conducting business, including marketing, contracts, etc. This is delivered through articles, case studies, guest lectures, and class assignments. While some costs of business are contained in this curriculum, it does not contain information required to meet this criterion. AD 602 Design Build Studio exhibits three design-build projects over the past three years. Each project (Haley School, Drumlin Farm, and Carter School) was similar in nature and included common elements: material schedules, outline specifications (Haley School did not include an outline specification), construction drawings, construction cost estimates, material schedules, construction schedule, client agreement and invoicing. Cost estimating was an integral component of the project process, as was budget control and value engineering to remain in budget. Acquisition costs, operational costs and life-cycle costs accounting were not in evidence.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 Criterion C.4, Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.*

Previous Team Report (2011): The APR references two courses as satisfaction for this criterion (AD 402 Professional Practice and AD602 Design-Build Studio). AD402 includes some exposure to marketing and project delivery, there was no evidence in the testing or assessments of student understanding. Similarly, AD602 is defined by a single delivery method and does not show evidence that it encompasses sufficient understanding of marketing, consultant selection or alternative project delivery approaches to meet this criterion.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 Criterion C.8, Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

Previous Team Report (2011): In AD402 (listed as a primary course for this criterion) the syllabus indicates that the last lecture of the semester includes a discussion of ethics and architects' responsibilities to the public, to the client and to the profession; the date of this last lecture was also the date of the final exam. The AIA 2007 Code of Ethics & Professional Conduct was included in the faculty member's material. There is no student work that documents an understanding of these topics in this criterion. The class assignments did not cover that material nor did the exams provided. There was no material presented in Design Build (AD602 (also listed as a primary course for this criterion) that discussed these issues.

2013 Visiting Team Assessment: As noted below, this criterion has been met.

2009 II.3, Evaluation of Preparatory/Pre-professional Education: *Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Previous Team Report (2011): Although the APR suggests that the architecture program admission policy effectively integrates its assessment of the preprofessional MassArt BFA with rigorous review of the portfolios and experience of applicants from outside MassArt or with non-traditional undergraduate degrees, the team was unable to obtain and review documentation of the application review process, and therefore cannot substantiate the satisfaction of this condition.

2013 Visiting Team Assessment: As noted below, this condition has been met.

2009 II.4.3, Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*
www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

Previous Team Report (2011): Despite repeated efforts, the team could not access the resources required under this condition.

2013 Visiting Team Assessment: As noted below, this condition has been met.

2009 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 available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

Previous Team Report (2011): Despite repeated efforts, the team could not access the resources required under this condition.

2013 Visiting Team Assessment: As noted below, this condition has been met.

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 (2011): Although the first cohort of M. Arch students graduated in May 2011, they have not yet had the time to complete all of NCARB requirements for ARE Exam. The first graduating class will be this year, May, 2011.

2013 Visiting Team Assessment: This condition has not been met because the first graduating class is not yet eligible to take the ARE.

II. Compliance with the 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 is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2013 Visiting Team Assessment: History and Mission are clearly described in the 2013 APR on pp. 4-17.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2013 Visiting Team Assessment: This condition is met through observation of the graduate studios. The students collectively assume a familial relationship and generally have respect for each other's work and take notes for each other during critiques. The student engagement component is verified by the faculty comments with the visiting team. In their opinion, and we in agreement through observation, the students are well-vested in their education and maintaining engagement with what they are expected to learn while in the program. Though the studio culture policy is not physically posted in the studios, the students and faculty know it exists and adhere to its expectations. In a larger context MassArt provides services conducive to a healthy environment by providing counseling services as well as academic advising.

The social equity criterion is met through pages 101 through 105 of the APR demonstrating diversity occurring in the program and rising in diversity, which leads us to believe the environment in which the program exists is conducive to culturally rich discussions and work. Though limited in background the growing diversity trends of the program parallel the growth of diversity in the school.

***I.1.3 Response to the Five Perspectives:** Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.² In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 Visiting Team Assessment: Evidence for meeting this condition may be found in the APR, p. 22 and through interviews with the Program Head, the President and the Provost.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 Visiting Team Assessment: This condition is met through demonstration of students' understanding the context with which they design as observed in the studio environment. In addition, professional outreach is experienced through many adjunct faculty, AIAS involvement and university-wide travel opportunities to gain international understanding of the professional expectations.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and;

² See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 Visiting Team Assessment: This condition was met in the 2013 APR on Page 24 and through Professional Practice coursework.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 25, and in EDAD402/535 and EDAD805 (Professional Practice I and II). The evidence provided suggests these courses are comprehensive in developing an understanding of the architect-in-practice including, but not limited to pathway to licensure, basic accounting principles and budgeting, fundamental risk management, contractual issues, and professional ethics. Samples of student work also demonstrate an understanding of the role architects play in addressing the impact of design on the environment and the needs of communities.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 26-27 as well as the programs emphasis on ethics and social justice as found in the professional practice courses and in the general discourse of faculty and administrators.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 28-39. The graduate architecture program is in the process of an aggressive five-year (2012-2018) strategic planning process to address several goals to achieve multi-year objectives oriented to continuous improvement of the program. The first is to achieve NAAB accreditation. The strategic plan is well defined in terms of articulating broad goals with specific objectives and includes action plans assigned to key faculty currently with the program. In discussions with administrative leadership it is clear that relevant data is collected

from an appropriate range of sources, assessed, and then referenced to make strategic decisions related to the growth and development of the graduate architecture program.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 41-49 and as reinforced by discussions with the faculty, program head, students and administrators. The president of the college is particularly attuned to this process and was instrumental in putting together the resources of the college in assisting the program in designing an assessment system as well as actually assessing the program. This included bringing to the program outside peer reviewers. To gain professional insights to the curriculum, a reorganized advisory board has been created but to date has only met once but plans are to meet three or four times a year in the future.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have 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. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions³.*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 49-53, and through interviews of faculty, staff and students. The team is concerned about the future of the program as it grows that the administrative load on full-time faculty is excessive and part-time faculty work above and beyond the call of duty. To sustain a healthy and growing program will require more full-time faculty in proportion to the number of adjuncts. See further comments in the Causes of Concern above.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2013 Visiting Team Assessment: This condition is met. The program understands that as it grows and matures the need for faculty and staff will likewise grow.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

³ A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

[X] Administrative Structure is adequate for the program

2013 Visiting Team Assessment: The organization chart for the College is found on page 68 of the 2013 APR. The team asked for and received an organization chart for the M. Arch. program. The college is in the process of hiring a new Dean for the graduate program. Program position descriptions are found on pages 72 & 73 of the 2013 APR and in the *Handbook for State Colleges (now Universities) Department Chairs* and the MSCA Union Contract located in the team room.

Governance: *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

[X] Governance opportunities are adequate for the program

2013 Visiting Team Assessment: The evidence for this criterion is found in the APR, p. 69-75, and from interviews with the program head, faculty, students and upper level administration. The administrative structure is in the process of being reorganized per the above, but the personal relationship between the program and upper level administrators has been able to bridge this gap.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program

2013 Visiting Team Assessment: The evidence for this condition is found in the APR, p. 76-91, through team observations and through a meeting with the COO. The graduate architecture program is housed primarily in the Tower Building, vintage 1970's, with dedicated studio space on the 4th floor. There is adequate square footage in the building for individual student desks, pin-up areas, faculty offices, instructional areas, meeting rooms, and exhibitions. The graduate program has a dedicated CAD studio and shares IT support, library, and several related fabrication capabilities with the co-located allied arts programs. The physical resources are adequate to serve the current student and faculty population, however, due to its age and apparent deferred maintenance the environmental conditions in the Tower Building are substandard and should be addressed to improve user comfort and safety (see Causes for Concern).

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program

2013 Visiting Team Assessment: The evidence for this condition is found in the APR, p. 92-94 and through interviews with the program head and the CFO and COO and through more detailed budget information provided by the President.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program

2013 Visiting Team Assessment: This condition is met through evidence found on pages 95-97 of the APR, but also in meetings with the librarians; the information resources are plentiful and accessible. The librarians acquired since the last team visit seem to provide an academic vigor to the program because of their credentials in the arts and art history that is excellent for the intellectual capabilities of the thesis work as well as continued support throughout this graduate program. A unique capability of the program in an urban condition is their close proximity to other institutions' information resources and the existing reciprocal relationship of these resources for students in the program to utilize for their research needs.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports⁴. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were provided and provide the appropriate information

2013 Visiting Team Assessment: This condition is met in pages 101-105 of the APR. Race statistics indicate an increase in diversity. Gender statistics indicate an increase in male students entering the program. This information is verified upon speaking with students and observation throughout studio spaces. Faculty composition parallels race/ethnicity trend in increased diversity of faculty. There have been no faculty promotions to tenure track as indicated on page 105 of the APR. There are more licensed faculty teaching at the program from 2011 to 2012.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to 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.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports

⁴ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Visiting Team Assessment: This condition has been met on page 106 of the APR. The Integrated Postsecondary Education Data System is responsible for annual submission to the National Center for Educational Statistics as verified by Associate Director of Institutional Research. Recent annual reports were provided.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁵ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Visiting Team Assessment: This condition is met in pages 107-111 of the APR, in addition to resumes/curriculum vitae provided in appendices. Though heavily weighted with graduates of one distinct, nearby school; the qualifications, experiences and intellectual vigor these faculty can provide is sufficient. Many of which are AIA members, NCARB certified, and/or LEED certified (see Causes for Concern about faculty).

⁵ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Visiting Team Assessment: The required policy documents were provided in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & 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:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in EDAD526, 711, 760, 806, and 808 as well as through meetings and interviews with students and viewing critiques.

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

2013 Visiting Team Assessment: Evidence for this criterion is found in EDAD5318/518 700/702 and 750/752. There is ample evidence in the course descriptions, class assignments, and student work provided that design thinking skills are developed through the Architectural Design Series III, VII and VIII in a sequential, progressive manner built initially on a foundation in Revit proficiency (EDAD 318/518), enhanced through exploration of broad contextual and planning issues in EDAD 700/702 and further realized through the comprehensive design assignments in EDAD 750/752.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2013 Visiting Team Assessment: This criterion is met through several of the studio sequences. Most notably, high-level visual communication skills are demonstrated with accuracy and appropriateness in course EDAD 760.

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

[X] Met

2013 Visiting Team Assessment: Evidence of the ability of students to meet the requirements of Technical Documentation was found in student work provided in the team room, and specifically in EDAD605 Community Build Studio, EDAD 720 Integrated Systems and EDAD 752 Architectural Design VIII.

- A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in EDAD700/702, 750/752, 760, 806 and 808. Specific examples include broad context demographic studies, ground plane analysis, assessment of environmental data, site investigation, study of precedents, record of existing conditions and ample references and annotated bibliography in thesis work.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is met through EDAD530 and 702.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is met across several courses including EDAD 520 and EDAD 760.

- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is addressed through courses EDAD 223/510, 310/520, 318/518 (320/530?), and 750/752, essentially across the spectrum of the Architectural Design Studio sequence. The team found examples of the exploration and development of design concepts based on a variety of natural and formal ordering systems in the studio and thesis examples. The earlier design studios deliberately reference a variety of ordering systems however the origins of design concepts are not as well developed or clearly articulated in the examples provided of later studio work.

- A. 9. **Historical Traditions and Global Culture:** *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

[X] Met

2013 Visiting Team Assessment: This criterion has been met through the coursework in EDAD 516 and 526, *History of Architecture and Urban Planning I & II*, and EDAD 711, *Making Cities Work: Urban Landscape Systems and the Public Realm*.

- A. 10. **Cultural Diversity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

[X] Met

2013 Visiting Team Assessment: Whereas the APR refers to EDAD 310/520, 302/532, 702, and 711 as sources for meeting this criterion, the Team found very little content in these course binders and examples in the Team Room to support this. Instead, the History of Architecture and Urban Planning series EDAD 216/516 and 316/526 contain more relevant course material that addresses this SPC. Evidence of understanding resides in open-ended written examinations. This part of the curriculum could be enhanced to better meet the NAAB condition (see Causes for Concern).

- A.11. **Applied Research:** *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

[X] Met

2013 Visiting Team Assessment: This criterion is met through EDAD760, 806 and 808 and there is ample evidence that research is valued across the curriculum.

<p>Realm A. General Team Commentary: Critical Thinking and Representation: The evidence clearly shows that students are well-grounded in abstract and critical thinking, using research methods to create concepts and communicating those concepts by appropriate means.</p>
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Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2013 Visiting Team Assessment: This criterion is met with course EDAD 520 and exceptionally well in EDAD 760 which is a very intensive pre-design course as a stepping stone to a final thesis project.

- 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.**

[X] Not Met

2013 Visiting Team Assessment: 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.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

2013 Visiting Team Assessment: This criterion is met through EDAD 532, 711 and 752.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2013 Visiting Team Assessment: This criterion is met by EDAD530, 530, 702, 752.

- B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.***

[X] Met

2013 Visiting Team Assessment: This criterion is demonstrated in the coursework for EDAD 520, *Architectural Design II*, EDAD 518 *Architectural Design III*, EDAD *Architectural Design VII*, and EDAD 750/752 *Architectural Design VIII*.

- 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

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.5. Life Safety

**A.9. Historical Traditions and
Global Culture**

B.7. Environmental Systems

B.9. Structural Systems

[X] Not Met

2013 Visiting Team Assessment: 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.

- B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in EDAD 402/535, 602/605 and 805. While the coursework in EDAD 602/605 does not appear to contribute to the requirement for consideration of life cycle cost analysis, EDAD 805 does with specific course content, including operating costs concepts. Further, lecture content in ED402/535 now includes introduction to development costs including the fundamentals of acquisition and financing, valuation, risk management and tax planning.

- B. 8 Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.***

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in EDAD 302/532, 327/537, 401/720, 417/547, and implemented in EDAD 750/752. The team finds sufficient evidence of fundamental understanding of the principles of environmental systems through examples of work assignments and related examinations.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2013 Visiting Team Assessment: This criterion is met by EDAD517, 527,537, 547 and 750/52

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is addressed in EDAD 302/532, 401/720, and 750/752. The team found sufficient evidence of appropriate depth of course content involving a variety of building types, scale and complexity, and understanding of the fundamental aspects of building envelope systems through class assignments in the integrated design and advanced design studio work

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2013 Visiting Team Assessment: This criterion is met through several courses including: EDAD527, EDAD537, EDAD547 and EDAD720. While the criterion is met in several locations, the pedagogy of the sequence needs to be re-evaluated and subsequently labeled and identified more accurately as a building systems sequence of courses.

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2013 Visiting Team Assessment: This criterion is met by EDAD502, 605 and 720.

Realm B. General Team Commentary: Integrated Building Practices, Technical Skills and Knowledge. The students have a strong grounding in the technical aspects of architecture and how they inform the design process. However there is concern about the lack of pervasiveness of an understanding of accessibility, site context and sustainability in the work shown in the team room.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2013 Visiting Team Assessment: This criterion is met through EDAD720, a course that utilizes collaborative group-projects. Multi-disciplinary team collaboration is also met with the inclusion of shared shop resources with industrial designers, artists and fashion designers. In addition, the nature of the program is a part of a larger university setting and Fenway Consortium that allows access to multi-disciplinary resources and opportunities.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

2013 Visiting Team Assessment: This criterion is met by EDAD516, 526, 720 and 711.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is addressed in the Professional Practice series EDAD 402/435 and 805, and in the Community Build Studio EDAC 602/605. Understanding is demonstrated through classroom assignments and related examinations, and the fulfillment of the real-world experience as part of the Community Build Studio experience.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

[X] Met

2013 Visiting Team Assessment: Evidence that students understand the elements of Project Management is demonstrated in EDAD 535, *Professional Practice I* and EDAD808 *Professional Practice II*.

- C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in the Professional Practice series EDAD 402/435 and 805 course descriptions, readings, lectures and class assignments. Topics include selecting forms of business, fundamentals of financial accounting for architects, various forms of contracts and risk management, project scheduling, record keeping and professional ethics. Further, the high proportion of adjunct faculty in current practice informs the student work with real-world experience. Students demonstrated understanding of this subject matter through mid-term and final examinations.

- C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2013 Visiting Team Assessment: This criterion is met by EDAD535 and 605.

- C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2013 Visiting Team Assessment: This criterion is addressed in the Professional Practice series EDAD 402/435 and 805 course descriptions and subject matter, appropriate readings, lectures and class assignments. Students demonstrate understanding through mid-term and final examinations.

- C. 8. **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2013 Visiting Team Assessment: Evidence for this criterion is found in the Professional Practice course EDAD 805 course description and 2-part lecture series facilitated through an in-depth look at the AIA Canons and Ethics. Students demonstrated understanding of this subject matter through multiple choice and essay format mid-term and final examinations.

- C. 9. **Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2013 Visiting Team Assessment: This criterion is met in part by EDAD 602/605, however, we find that aspects of instructing the architect's responsibility to work in the public interest including globally are not evident. Protection of historic resources is highlighted in EDAD 808. Improving the quality is met within several courses including EDAD 602/605, however there is limited acknowledgment of a global context.

Realm C. General Team Commentary: Leadership and Practice: The students are particularly well informed about the legal, social, ethical and professional issues confronted by architects. Having a faculty that is largely practitioners enriches the course material through field trips and visits to area offices.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following 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).*

[X] Met

2013 Visiting Team Assessment: This condition has been met on page 122 of the APR. The institution is member to the New England Association of Schools and Colleges (NEASC) through the spring of 2015.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 126-35 and in college publications and advising guides.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 136-37 and through interviews with administrators, faculty and students.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2013 Visiting Team Assessment: Evidence for this condition is found in the APR, p. 138-40 and through review of student files and interviews with the program head and the graduate office.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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.

[X] Not Met

2013 Visiting Team Assessment: 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

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Visiting Team Assessment: The NAAB conditions and procedures are on the college website as well as a link to the NAAB website.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2013 Visiting Team Assessment: Access to career development information is on the college website.

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 available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Visiting Team Assessment: Annual reports, NAAB responses to annual reports, APR's and VTR's are on the college website and hard copies are located in the Morton R. Godine Library which is open to the public. The NAAB final decision letter is NOT on the website or in the library as it hasn't been issued yet.

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.

[X] Not Met

2013 Visiting Team Assessment: ARE pass rates are not yet available as the earliest graduates have not had time to complete IDP.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Massachusetts College of Art and Design, *APR*, pp 4-9.

B. History and Mission of the Program (I.1.1)

Reference Massachusetts College of Art and Design, *APR*, pp. 10-17.

C. Long-Range Planning (I.1.4)

Reference Massachusetts College of Art and Design, *APR*, pp. 28-39.

D. Self-Assessment (I.1.5)

Reference Massachusetts College of Art and Design, *APR*, pp. 40-43.

2. Conditions Met with Distinction

1.2.5: Information Resources: The team was impressed with the credentials of the librarian and the availability of resources through the inter-library loan program

A.11: Applied Research: The team acknowledges great strides made since the last visit

C.5: Practice Management: The team was impressed with the pro-practice sequence.

3. The Visiting Team

Team Chair, Representing the ACSA
Stephen Vogel, FAIA
Professor of Architecture
Senior Principal, Detroit Collaborative Design Center
University of Detroit Mercy
School of Architecture
4001 W. McNichols Road
Detroit, MI 48221
(313) 578-0307 direct
(313) 231-7616 mobile
(313) 993-1510 fax
vogelsp@udmercy.edu

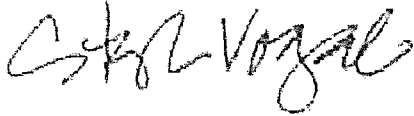
Representing the AIA
Jon Luft, AIA, LEED®AP
Vice President
HKS
3655 Nobel Drive
Suite 550
San Diego, CA 92122
(858) 380-5655 direct
(619) 921-3419 mobile
jluft@hksinc.com

Representing the AIAS
Brandon McLaughlin
987 W. Washington Street
Tempe, AZ 85281
(425) 299-0266 mobile
mclaughlinb38@gmail.com

Representing the NCARB
Barbara A. Field, FAIA
33 Haywood Street
Asheville, North Carolina 28801-2835
(828) 255.7899
(828) 255.8593 fax
(828) 712.1998 mobile
bfield@buncombe.main.nc.us

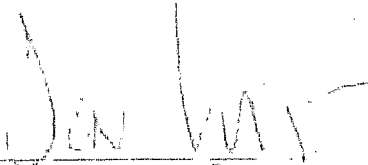
IV. Report Signatures

Respectfully Submitted,



Stephen Vogel, FAIA
Team Chair

Representing the ACSA



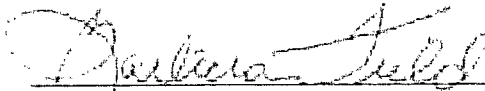
Jon Luft, AIA, LEED[®] AP
Team member

Representing the AIA



Brandon McLaughlin
Team member

Representing the AIA5



Barbara A. Field, FAIA
Team member

Representing the NCARB

Program Response to the Final Draft Visiting Team Report

MASSART

MASSACHUSETTS COLLEGE
OF ART AND DESIGN

January 15, 2014

**Massachusetts College of Art and Design – Master of Architecture
Response to the Final Draft of the 10-16-13 Initial Accreditation
Visiting Team Report**

NAAB Visit: October 12- October 16, 2013

To the NAAB Office and the Visiting Team:

We thank the Visiting Team chaired by Stephen Vogel and including Barbara Field, Jon Luft, and Brandon McLaughlin for their thorough and thoughtful review of our program. This review was notable for its engagement of the entire community in a range of discussions that not only addressed areas of student work, but also included conversations with each constituent on image, ethos and program goals. It was a review that enabled our program-wide discussions after the visit to be energetic and focused in areas that we will continue to develop. We provide the following commentary in this same collaborative spirit. These are noted in order as found in the report, and are additionally keyed to the 2013 VTR page numbers for clarity.

We have also keyed many of our comments to areas in our Strategic Plan, included in the APR. The M. Arch program has a robust Strategic Plan that contains 6 primary goals:

- I. Achieve Accreditation
- II. Develop Faculty, Staff, Resources (diversity of financial, physical, faculty, staff, and students) and Communication (marketing, admissions and within the Graduate Studies division of the college)
- III. Continue to Evolve the Curriculum including, but not limited to, environmental stewardship, public interest opportunities (locally and globally), and applied research.
- IV. Develop Internal and External Collaborations (develop opportunities to expand civic engagement projects internally across programs and externally leading to global studies, enhance professional nature of the curriculum)
- V. Increase Enrollment and Retention (develop enrollment strategy, identify feeder schools, stabilize tuition, increase inclusion and diversity)

- VI. Participate in MassArt's Strategic Planning Process for upgrading existing facilities, (contribute to development of technical requirements for equipment and space needs in the new Design and Media Center including the Digital FABLAB, lighting labs, and special project spaces)

Conditions Not Met (p.1)

- B.2 Accessibility
- B.6 Comprehensive Design
- II.4.1 Statement on NAAB-Accredited Degrees
- II.4.5 ARE Pass Rates

Of the Conditions Not Met, **II.4.1 Statement on NAAB-Accredited Degrees** is a typo in our website that we have rectified. This condition should now be met. We cannot meet **II.4.5 ARE Pass Rates** as graduates from the program are not yet eligible to take the ARE. We discuss both **B.2 Accessibility** and the areas indicated in **B.6 Comprehensive Design** beginning on page 7 of this VTR response.

Causes of Concern (p. 1-2)

- **Maintaining Momentum.** The President, Provost, graduate program and faculty are dedicated to continuing in support of the M. Arch program and its continued evolution. Some examples of this commitment are outlined below.
 - **Current construction on campus** – The MassArt Design and Media Center will offer the department opportunity for project specific spaces, new lighting labs, enhanced woodshop and digital fabrication labs as well as exhibit and critique spaces.
 - **Graduate Studies Dean search** – A search for a new Dean of Graduate Studies commenced last fall. Patricia Seitz, Head of the Department of Architecture Graduate Program, is a member of the search committee. Her inclusion on this committee recognizes the importance this new hire is to the architecture program and graduate programs on campus.
 - **Fund raising campaign** – This spring, the Department of Architecture, in conjunction with the MassArt Foundation, will commence a fundraising and marketing campaign.
 - **Elevating the Graduate Program** – Our president, the former Dean of Architecture at RISD prior to becoming President of MassArt, is committed to elevating Graduate Studies on campus as a whole, and has highlighted the Department of Architecture's professional degree program and its importance within the college.

- **Broadly based momentum** – The momentum is strong not only among this leadership, but among our adjunct faculty and students as well. The AIAS e-board and many student members attended Forum over break, and are currently planning Spring QUAD 2014, which will be hosted by MassArt. There is engagement and excitement across the campus.
- **Faculty** – The Visiting Team noted two areas of concern relative to the current faculty.
 - **Spreading the burden** – This area in our strategic plan will involve the development of a succession plan, as well as creating new positions and continuing to build curricular models that include co-teaching and collaboration with other graduate programs. In the APR, the Architecture Program Strategic Plan 2012-2018 includes this in Goal II, “Develop a long-term staffing plan for the graduate and undergraduate program in architecture that supports the development of faculty work and research and promotes diversity, excellence and a broad vision in the curriculum (AY2012-2018), and also in Goal V, Objective 3, “As a college community that values and works to establish a culture of inclusion and diversity, develop external partnerships that further promote these goals within the architecture department”. In addition, we anticipate that we will be granted new full and part-time positions that will be vehicles for expanding our faculty base.
 - **Broadening Faculty Diversity** – The Visiting Team expressed concern about faculty background with a majority having M. Arch degrees from MIT. We are aware of this, but also look to a broad range of criteria when considering a new faculty hire. Even though many current faculty received their M. Arch. degrees from MIT, there is a great deal of diversity in their undergraduate degrees, where they went to undergraduate school, the nature and scale of their professional practices, cultural diversity and experience within other cultures. However, as expressed in our APR, and as a first step in this transition, we have expanded our adjunct faculty diversity in the past two years to include new female hires from such diverse schools as U. C. Berkley and Harvard GSD. As the program grows, and as the Visiting Team noted that as “...the program goes nationwide...”, we expect to have a broader selection of candidates to consider for new full time faculty positions. As the program grows, we also anticipate that new faculty will bring a broader range of specialized skills and experience to augment current faculty strengths.
- **Transitions** – As part of our Strategic Plan, we addressed the development of a succession plan. In the building science sequence (*structures, building service systems, environmental systems, sustainability and enclosure systems*), we anticipate full time and adjunct faculty retirement within the next few years. In anticipation of this transition, we have added additional adjunct faculty and professional practitioners (such as mechanical engineers, day lighting and lighting designers) as part of MassArt’s “visiting artists” program to support the courses in this sequence.

These professionals have acted as participants in the classes and studios for 1-2 week periods. Others have acted as tutor/advisors to students with an orientation that supports teaching to a wide range of learning modalities. It is our goal to build continuity in methodology of teaching as additional full and part-time faculty are brought into the Department, while recognizing that the organization of the building science sequence in particular, is very likely to change.

- **Identity** – We are fortunate that our new President was the Dean of the RISD Architecture Department prior to coming to MassArt. As noted by the Visiting Team, she has already demonstrated strong support for the MassArt Graduate program and a deep commitment and understanding of what is needed to develop and strengthen MassArt’s Department of Architectural Design. As Graduate Studies at MassArt continues to develop and our program expands, we expect to build our professional identity within and outside of our program and as separate from other departments, highlighting the unique elements of a professional program that leads to licensure.
 - **Recent Graduates** – Even though our program is only in candidacy, a large portion (over 80%) of our recent graduates have found jobs in leading architectural firms including Perkins and Will and Add, Inc. (the firm that designed the recently opened dormitory at MassArt).
 - **Marketing and recruiting** – Since the visit this past fall, we met with Admissions to work on new materials for program applicants, identified potential feeder schools within the state, nationally and abroad, and are now providing materials for college marketing. The college is developing a video of our program that will incorporate a clip from our Community Build studio produced by our graduate students. This spring we will commence a campaign for fundraising to highlight the strengths of our program, its graduates, and our goals.
 - **Spring QUAD 2014 at MassArt** (See “maintaining momentum” above) – Our AIAS students are also developing a video and website to publicize the upcoming Spring QUAD March 21-23, with a themed topic of “The Art of Architecture”. These will be live soon.
- **Facilities** – The school has made incredible facilities changes including significant new construction in the last year. Because MassArt is understood by our legislature to have a significant role in the creative economy of the Commonwealth, the college has had access to much funding and support.
 - **A New Design and Media Center** – This 40 million dollar facility, currently under construction and located adjacent to the Tower Building housing the Department of Architecture, will significantly expand the Department’s access to state of the art project specific spaces, new lighting labs, enhanced woodshop and digital fabrication labs as well as exhibit and critique spaces.

- **New Dormitory** – In 2012 MassArt completed a 21-story, 400 plus room dorm on campus purposely designed to heighten MassArt's identity in Boston. The building, designed by ADD, Inc., has won many architectural awards, including LEED designation. Principles at the firm have actively participated in our Integrated Systems course and studio reviews.
- **Next Goals – The Tower Building**, where, the architecture department is currently housed, needs a new, more energy efficient and sustainable envelope system as a first priority, and other upgrades to the interior spaces. The Department is actively engaged in the development of programming criteria and modernization goals for this set of improvements. As MassArt is on the forefront of sustainable campuses in the region, this will certainly have a prominent role in the next phase of the facility improvement plan, which will be complete late spring 2014.
- **Community and Social Responsibility** – We agree that this area is of significant importance as we develop the program going forward. Over the long term we seek to partner with programs overseas to complement our Community Build program, which presently serves Boston public/non-profit entities. A significant element of this goal is to provide funding for all of our students who might participate who would otherwise not be able to pay due to financial limitations. Our fundraising campaign, which will commence this spring (see above), will include funding for this initiative.
 - Dan Serig, Dean of Academic Programs has recently completed a five-year partnership agreement (fall 2013) with the University of Cuenca in Ecuador, a large public university. This will provide opportunity for faculty-student exchanges between the schools. Our Dean also met with the Dean of their architecture program, one that is well known in Ecuador and South America for its commitment to work in indigenous cultures and materials. We are looking forward to building this relationship in the next few years.
 - The department is also supporting college-wide development of local community partnerships working with neighborhood schools. Five of our current M. Arch students provided workshops in skill-building for students in MassArt's Artward Bound program, a college access program in the visual arts supporting underserved Boston youths. The workshops covered site analysis, the design process, drawing in scale, sustainable practices and materials, and presentation skills, and culminated in a final project for an underutilized space on MassArt's campus. The architecture department chair, Paul Hajian, worked with Carloyn Lewenberg, Artward Bounds' Associate Director of Curriculum and Instruction, to develop the innovative curriculum. The initiative to offer K-12 teaching opportunities to our students, 'Designovate', was first offered in fall 2013.

- **Cultural Diversity** – We are actively working to expand and improve our program in cultural diversity. We are approaching this from several different directions.
 - **Student body** – Our recent student cohorts include students from Southeast Asia, Africa, India, the Middle East, and Eastern Europe. We continue to seek students from as broad a range of backgrounds and economic circumstances as possible. As a state school, we are, by law and by choice, committed to non-discrimination with regard to age, gender, religion and sexual orientation.
 - **Faculty** – The tenured faculty is evenly divided between women and men. Our current faculty, including adjuncts is comprised of members who have been brought up, lived in and/or worked in Japan, Thailand, Greece, Cyprus, Italy, Tanzania, Eastern Europe, and Chile.
 - **Broadening student understanding of cultural diversity** – Expanding cultural design opportunities for our students farther afield is essential to our strategic plan Goal III, Objective 3, “Expand Breadth of global public interest education opportunities”. Starting this spring, we will expand the required history curriculum to include greater global content and history faculty will address global traditions in more detail. We are also developing cultural diversity content in other course requirements. For example, studio faculty are augmenting or aligning projects in studios with urban analysis and theory addressing global contexts.

II.1.1 Student Performance Criteria – Addressing Criteria Not Met

We address accessibility and Comprehensive Design in response to the following paragraphs of the 2013 Visiting Team Assessment:

B.2. Accessibility (p. 22)

2013 Visiting Team Assessment Statement: *“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.”*

Attention here will continue in earnest. A civil liberty, this criterion is one MassArt embraces as a public institution. We are addressing improvement of student ability to incorporate accessibility into studio work as follows:

- **Initial implementation** – This past fall (2013), as a result of the Team Visit, studio instructors are requiring that accessibility considerations be made more visible in student design presentations.
- **Criteria formalization** – Beginning with this spring's studio courses, we will be requiring students to identify specific applicable accessibility standards relevant to each upper level studio project.
- **Student Assessment** – Beginning with this spring's studio courses, we will include specific items in Reviewer Evaluation Forms that assess each student's ability to sufficiently document compliance with applicable accessibility standards at the building and site plan levels.

B.6. Comprehensive Design (p. 23)

2013 Visiting Team Assessment Statement: *"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."*

We are addressing the criteria cited as follows:

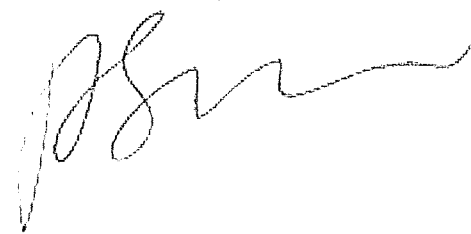
- **Urban Theory and Site Context** – Following recommendations from our Advisory Board we began to strengthen student understanding and improve student ability to incorporate urban theory and site context into their studio work in the fall 2013 studios. However, studio work had not progressed far enough along by the time of the Visiting Team's visit to document progress in this area.
- **Theoretical development** – Last fall (2013) we offered an "Urban Visionaries" course, and began to expand this material across the studios from the undergraduate and pre-professional studios forward.
 - **Studio implementation:** This work will continue when we gather as a faculty in spring 2014 to review and assess the past semester and elements of the curriculum in light of our Plan. We will also share these observations from the NAAB Visiting Team with our Advisory Board at our upcoming winter meeting.
- **Accessibility** – See our response to SPC B.2 Accessibility above.
- **Sustainability** – The Visiting Team determined that the SPC B.3 Sustainability had been met in EDAD532, 711 and 752. Beginning in spring 2014, when the Comprehensive Studio is offered next, we plan to significantly improve student ability with regard to sustainability in the following ways:

- **Prerequisite course modifications** – EDAD720 Integrated Systems is one of the primary prerequisite courses for EDAD750/752. This past fall, we modified the Integrated Systems course by increasing the emphasis on sustainability through integration of environmental systems in addition to building enclosure. We brought in HVAC and day lighting/lighting practitioners to advise students, critique student work and provide presentations on environmental systems sustainability theory.
- **Comprehensive Studio Consultants** – Beginning with the spring 2014 Comprehensive Studio, the Integrated Systems course faculty and professional practitioner advisors are scheduled to consult with each student throughout the semester. The intent is to improve each student's ability to devise architectural solutions that integrate climate, site and context appropriate passive systems in a way that substantially reduces the need for active environmental systems. Once the need for active systems is reduced, faculty and practitioner advisors will work with students to improve their ability to evaluate, select and integrate the most efficient active environmental systems into their design proposals.
- **Sustainability Documentation** – We have developed plans to enable students to demonstrate how sustainability is integrated within their design work, leading to more evidence-based design proposals. We plan to help students develop additional skill sets including, but not limited to, quantitative design preparation analysis, energy modeling and illustrative diagramming.
- **Student Assessment** – Beginning with this spring's Comprehensive Studio, we will include specific items on Reviewer Evaluation Forms that assess whether each student has provided sufficient evidence that sustainability is deeply integrated within their design proposal.

Again, we thank the Team for their close and detailed examination of our program.

Respectfully submitted,

Patricia Seitz



Professor and Head, Graduate Program in Architecture