

MASSACHUSETTS COLLEGE OF ART AND DESIGN ARCHITECTURE PROGRAM

SEPTEMBER 2009

CONTINUATION OF CANDIDACY PROGRESS REPORT TO THE NAAB BOARD OF DIRECTORS

Master of Architecture

TRACK I PROGRAM – 101 CREDITS (Students from programs other than architecture - 41 credits which match the MassArt undergraduate professional program plus 60 graduate credit hours for a total of 7 semesters)

TRACK II PROGRAM - 60 CREDITS (Students from BArch, BS Arch and BA Arch programs would start no later than the 4th semester of Track I for a minimum of 4 semesters - some may require additional specific courses from the earlier three semesters of the program based upon extensive review of their coursework, including review of portfolios for design studios and professional studio electives, and all course descriptions, syllabi, papers and other learning outcomes).

BFA 4+2 PROGRAM (120 MassArt undergraduate credit hours with a major in architecture BFA, plus 60 graduate credit hours, Track II, above)

Program Administrators

Patricia Seitz, Head, Graduate Program in Architecture
617.879.7677 patricia.seitz@massart.edu

Paul Hajian, Chair, Undergraduate Program in Architecture
617.879.7652 paul.hajian@massart.edu

George Creamer, Dean Graduate Programs
617.879.7163 george.creamer@massart.edu

Johanna Branson, Senior Vice President, Academic Affairs
617.879.7365 johanna.branson@massart.edu

Kay Sloan, President
617.879.7100 katherine.sloan@massart.edu

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I OVERVIEW: Administrative Plan

Institutional Support and Commitment to Continuous Improvement

In order to limit the length of this report, avoid redundancy and allow a thoughtful response in detail to the primary issues of this progress report, as required by the February Visiting Team Report outcomes, we respectfully are shortening those sections that do not directly address the questions raised. Specifically we simply reiterate here our Institutional and Program Mission Statements, and combine Part Two and Part Three to include in addition, the Narrative. Since receiving the letter from the President of NAAB, the program heads and administrative heads have met and discussed the letter, our program goals, the visiting team report and outcomes. We renewed our goals and support of the architecture program, and sought advice on specific areas from other schools and NAAB to comprehensively address these issues. We submit the following for your review. It is our express goal to meet the target date of spring 2011 for an initial accreditation visit. Our first cohort of Master of Architecture students will graduate in September, 2010.

History and Description of the Institution

Established in 1873, Massachusetts College of Art (MassArt) was the first, and remains the only, independent four-year public art and design college in the United States. The college offers a wide range of graduate and undergraduate majors in design, fine arts, art history and art education, and currently has an enrollment of about 1600 students.

Institutional Mission

During the 1997-98 academic year, a broad segment of school personnel developed the college's current mission statement, which was adopted April, 1998, and updated in February, 2007:

Mission Statement

Massachusetts College of Art + Design is a public, independent college of art and design. The college's professional baccalaureate and graduate programs prepare students to participate in the creative economy as fine artists, designers, and art educators, and to engage in the well being of their society. As a national leader in visual art and design education, the college influences contemporary culture through the accomplishments of its alumni/ae and the creative activities of its faculty and staff.

We base our priorities on a set of shared values:

We affirm the inherent value of the arts as a life enhancing force. We recognize the power of art and design in many spheres of public life.

We take pride in our unique heritage as the only publicly supported freestanding college of visual arts in the United States. We are committed to being an educational and cultural resource for the citizens of Massachusetts.

We believe that academic excellence is fundamental to professional education in the visual arts.

We believe that diversity—in background, status, culture, and viewpoint—is essential to a vital and creative community.

We respect the roles and views of all members of our college community and operate our institution in a spirit of collegiality.

We aspire to an ideal of service to the wider community and of advocacy for the value of the arts.

As artists, designers, and educators, we are committed to the following priorities:

We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning and designed to encourage individual creativity. We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.

We work to build diversity and inclusiveness in our faculty, staff, and student body. We foster community-building both inside and outside the college.

We educate students to examine critically the form and content of art, both their own and others', to understand it in historical, social, and global contexts.

We choose faculty who are practicing professionals in their disciplines and whose work reflects the level of excellence we promote for our students.

We seek students with excellent potential, regardless of limitations in their opportunities for preparation. We nurture the development of students as artists and as individuals, through services which meet their academic, personal, and social needs.

We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and we promote innovative and responsible uses of technology in the realization of artistic concepts.

We recognize that artists and individuals educate themselves over a lifetime and are dedicated to serving that need.

Program History

Established in 1973, the architecture program confers a BFA, with a major in architectural design, and is housed within the Department of Architecture – this department was established this past spring 2009, from the Department of Environmental Design that formerly housed architecture, industrial design and fashion. The Graduate program started at the beginning of summer, 2008 with a new cohort of students with undergraduate degrees in other programs, entering at that time a Post Bac series of prerequisites. It became clear that summer, that the Post-Bac model did not work well with the accessibility to adequate financial aide for our students, and we requested the Board of Higher Education of the Commonwealth (now called the Department of Higher Education) to allow us to convert this program to graduate program status, now known as the Track I program, comprising of seven full semesters. The

goals of the program continue to support sustainable design-build initiatives in a community context. Highlights of this process of our structure include:

- In October 2006, the Board of Higher Education (BHE) of the Commonwealth of Massachusetts formally accepted the Master of Architecture degree granting program for the College.
- In August 2008, we submitted an amendment to the BHE to clarify that the 2 year (4 semesters) Master of Architecture program may extend up to 7 semesters for students entering the program with prior degrees in other than architecture or otherwise not fully meeting the prerequisites required for entrance into the 60 credit Master of Architecture degree (now called Track II). This enabled the College to formally admit these students as Graduate Students rather than Post-Baccalaureate or special students, which is how that first cohort of students were admitted into the program. Track I students, those requiring extra preparatory semesters, join incoming Track II students, those with undergraduate architecture training, for a continuation of the program, their final 4 semesters (60 credits). The Track I extended program gives students access to greater financial aid, as well as clarifies and streamlines the admission process. Almost all of students admitted in that first year (summer 2008) were students with degrees other than architecture and in this Post Bac configuration. In late Fall 2009, we received approval from the BHE to name the prerequisite Track I portion of the graduate program, and remove it as a Post BAC program preceding the Track II sequence. Students admitted this year into the program (summer 2009) include alumni from our undergraduate program entering these last four semesters (Track II) who joined the original 2008 cohort; and new students into the Track I - 7 semester program. This new Track I group includes one graduate from MassArt's Industrial Design program.
- In February 2009 we organized and conducted a Candidacy visit with NAAB
- Subsequent to the NAAB visit, and based upon their commentary at the visit this past spring 2009, our faculty met and added credits to the first three semesters of the program for Track I students to align it with the BFA requirements in the undergraduate program at MassArt.
- Spring 2009, the College established the History of Art program as a free-standing department (Department of Art History) formerly housed as an Area within the large Critical Studies Department that included all Liberal Arts courses in the college. This has enabled us this summer to work directly with their new department chair, Ellen Shapiro, also an architectural historian, who understands directly our Architectural History requirements.
- Summer 2009, the College established the architecture program as a free-standing department (Department of Architecture), it was formerly housed as an Area in the Department of Environmental Design with two other majors – Industrial Design and Fashion.
- Courses in our undergraduate program that have 200 numbers that are taught in the graduate program have obtained new numbers 300 and above to align criteria developed by the institution. Additionally, outcomes required of students in these courses has been increased to reflect the higher level of graduate work required. The majority of these courses are taught in the summer program of Track I, which includes all of the content of the required courses in our sophomore program. (Note that these courses are indicated throughout the report with both numbers to align with those in the APR for clarity).

Program Mission

During AY2006-2007 the faculty fine-tuned the program mission statement. It continues to include our four core goals for training designers who are: skilled in the practical design of buildings and urban environments; knowledgeable about structural form, materials and construction techniques; dedicated to building community within the program and through community service while taking leadership in community service projects; and mindful of the imperative of sustainability in a global context. These revisions were adopted in November of 2007 as follows:

Massachusetts College of Art will provide underserved Boston and area graduates a rigorous, accessible, affordable master of architecture program. With a basis in sustainable building and site design, structures, engineering, and construction through artisanship, this program will combine the requirements of the professional degree with hands-on design-build opportunities focusing on community building and advocacy of community development, thereby fostering the value of places and place-making in the surrounding urban neighborhoods. The small school setting will equip the students with a passion for sustainable design, ethics, historic perspectives, and the technical and structural skills to support community in a professional architectural environment.

Current Program Structure (May 2009)

1. MassArt is now offering M.Arch programs to three categories of students:
Our own undergraduates with a 4-year pre-professional BFA in architectural design (120 credits). These students add on another 4 semesters (60 credits) to form a 4+2 M.Arch program. We refer to these final 4 semesters as the Track II course sequence, which comprise the last four semesters of the 7-semester Track I program.
2. Bachelors degree graduates from disciplines other than architecture, either from MassArt or other schools in the US or abroad. These students enter the Track I program, which requires substantial preparatory work for 3 semesters before entering the final 4 semesters, this same Track II sequence of courses. (101 credits)
3. Bachelors degree graduates from architecture programs at other schools. These students may enter directly into the Track II sequence (60 credits) after a thorough review of their undergraduate experience and course outcomes to insure that it matches our requirements. In some cases a few Track I preparatory courses may be required, particularly in construction skills, and in some structures/environmental systems knowledge, sustainable architecture, and in our new course sequence in architectural history. Specific faculty in design, structures/environmental systems, construction, and architectural history review portfolios, review projects showing construction skills with a meeting to determine tools skills, as well as review exams, papers, course descriptions, and syllabi taken together to discern a particular student's satisfactory completion of materials that match our courses requirements and outcomes.

This spring and summer our faculty (full time, part time and adjuncts) have been meeting to revise the program requirements for these three tracks. The attached tracks show our current plan, incorporating the key elements of each track into a cohesive set of requirements. The summer program changes were made for this summer, 2009 and those new courses were taken by our incoming cohort of students, in the first semester of the 7 semester program.

Our admissions experience over the past 2 years has shown us a great variety of applicants requiring a lot of individual advising about appropriate placement within the program tracks. This experience has led us to develop transfer credit policies and record documents, which can serve the large variety of applicants we are seeing.

Our team visitors noted some inconsistencies in the requirements to be achieved by the different categories of students. Some of these arose from our undergraduate program being designed to meet NASAD and NEASC guidelines, so that the proportion of credits devoted to major courses within the school's 120 credit graduation total had required us to classify some essential courses, such as Structures 4, Sustainable Architecture, courses in the History of Architecture (History of Modern Architecture), as electives, rather than major courses. Additionally, courses in the undergraduate program with numbering below 300 were revised with 300 level numbers and above in the graduate program to meet NASAD and NEASC requirements. Our administration recognizes that an exception must be made for the undergraduate architecture students, and this is reflected in new program listings with higher major credits for architecture undergraduates, attached.

We have also reorganized and lengthened the summer semester 1 Track I requirements to ensure that all three categories of M.Arch students have standardized preparation for the final four semesters of that sequence - Track II, including the preparation for design/build experience that we require of our sophomore students.

The policy for residency and transfer credits is noted, below:

Residency

Incoming students admitted to Track I who have not studied in an architecture department require a 7-semester residency at full time to fulfill the requirements. Students who have taken courses at an accredited M. Arch program and fulfill our Track I requirements (the first three semesters in full), including students in the MassArt BFA program with a degree in architecture, the residency will be 4 semesters. Students entering the program who meet most, but not all, of the Track I requirements will be required to take those courses that are missing, and will be placed appropriately in the sequence.

Credits

The Master of Architecture degree is awarded upon successful completion of the requirements of an approved program meeting all the requirements and an acceptable thesis. Track I students must complete 101 credits of which up to 9 credits meeting MassArt requirements may be transferred into the program. Track II students must complete 60 credits of which up to 6 credits may be transferred into the program from other institutions. All transfer credits are subject to approval by the Department.

The subjects required for the professional degree include:

- Six architectural design studios (AD305, AD310, AD320, AD600/AD601, AD700, AD750) including the design-build studio*
- One preliminary construction course (AD308 Methods + Materials)*
- Two architectural design competency skills courses (AD306 Technical Drawing, AD319 AutoCAD and 3D modeling and other software as may be amended)*

- *Four structures/building systems courses (AD309, AD317, AD327, AD417)*
- *Two courses in sustainable design and building detailing - Sustainable Architecture and Integrated Systems (AD705 and AD720)*
- *Two courses in History, Theory and Criticism (HART 515 and HART 586)*
- *Four elective subjects either from the AD professional electives, architectural history advanced seminars or from fabrication courses with a minimum of two that form a concentration*
- *Professional Practice (AD770)*
- *Thesis Preparation (AD760)*
- *Thesis (AD800)*

Currently we have a cohort of 12 Track I students, (including 1 MassArt industrial design graduate,) who have just finished their first semester in summer 2009. Our first cohort of 10 Track II students, (which includes 4 MassArt BFA architecture graduates,) has just finished their first summer in a design/build course in which they designed, detailed, costed, fund-raised materials and donations, and organized and built a project for a local school serving special needs children. At our February visit we had no Track II studio work to show, so we include a preliminary design documentation booklet and other coverage of the summer design build studio with this report. (At the writing of this report the students were still in session and building).

The design/build studio includes new students entering at Track II level at semester 4, MassArt architecture BFA graduates, and Track I students who have just completed their 3 semesters of preparatory classes. A side benefit of the design/build project has been that this diverse mixture of students has developed a strong sense of community, and has initiated regular student/faculty meetings to discuss any issues concerning us all.

Our faculty is continuing to develop the remaining coursework in the Track II sequence. We have had very helpful collaboration with the art history faculty to identify and hire highly qualified faculty who will teach world and national architecture, in the upcoming fall and spring semesters. We have also developed the content range of the remaining studios, so that, without tying the faculty down to any particular project, students will be required to address larger and more complex projects before embarking on individual theses. Although the first cohort has not identified their thesis topics yet, we are also interviewing and assembling resumes of architects who are interested in participating as thesis advisors for various sorts of projects.

In addition to future required courses we are developing electives suitable for graduate level design, such as sustainable site design, offered this coming fall. We have successfully obtained a grant from the Nuckolls Foundation to fund a two-course lighting design sequence to be repeated twice over the next 4 years.

The head of graduate programs at the college, recognizing our increased need for administrative help in organization and documentation, is hiring a half-time assistant dean to assist us. Architecture has now been made a separate department: this simplifies our administrative and budgetary processes and makes faculty/administration communication more direct. New publicity for the program is also being developed. Our intention is to keep the graduate program small, with each track maintained at about 15 students. Although our school, as most others, has sustained significant budget cuts, our administration is fully committed to supporting the continued development of our program.

II. Narrative Response

Part I - Narrative Response to the VTR Causes of Concern and Perspectives

Part II - Areas Not Met and Actions taken since February 2009 visit

As noted above, these two content areas are combined to efficiently and directly address the VTR concerns and report our progress since the visit, as well as our plan for the next 18 months.

Overall Team Comments Causes of Concern

There were several general areas that were highlighted at the beginning of the VTR noted as Team Comments. Though a number of issues were addressed in this section, some were also noted later in the report. Many of the overall comments originated from the new cohort in a Track I program – students with little or no previous experience with professional courses in the field. We address these overall comments and Causes for Concern along with the NAAB Perspectives first (Part I) and follow with each Condition and SPC individually for the NOT MET and NOT YET MET areas as presented in the VTR (Part II), below. Our comments note specific progress since the visit, as well as our proposals to rectify concerns in the upcoming academic year. It is our goal to have gone through our modified program twice prior to the team visit in Spring 2011.

NAAB Perspectives

These are noted in the overall team comments section in Part I section of our Narrative, and are not repeated:

- 2. Program Self-Assessment Procedures
- 6. Human Resources
- 7. Human Resource Development
- 12. Professional Degrees and Curriculum

Conditions Not Met

These areas are noted in Part II of this section
Student Performance Criteria – these are noted in order

- 13.2 Critical Thinking Skills (Track I)
- 12.3 Graphic Skills
- 13.11 Use of Precedents
- 13.13 Human Diversity
- 13.14 Accessibility
- 13.15 Sustainable Design
- 13.17 Site Conditions
- 13.18 Structural Systems
- 13.19 Environmental Systems
- 13.20 Life Safety
- 13.24 Building Materials and Assemblies
- 13.32 Leadership

Conditions Not Yet Met

- 13.2 Critical Thinking Skills (Track II)
- 13.3 Graphic Skills
- 13.7 Collaborative Skills
- 13.8 Western Traditions
- 13.9 Non-Western Traditions
- 13.10 National and Regional Traditions

- 13.16 Program Preparation
- 13.21 Building Envelope Systems
- 13.22 Building Service Systems
- 13.23 Building Systems Integration
- 13.25 Construction Cost Control
- 13.26 Technical Documentation
- 13.27 Client Role in Architecture
- 13.28 Comprehensive Design

PART I – NARRATIVE RESPONSES TO OVERALL TEAM COMMENTS AND CAUSES FOR CONCERN

PROFESSIONAL DEGREES CONFIGURATION AND CURRICULUM

Coordination of Track I program cohort with 4+2 BFA program

As this issue affects many others, we detail the changes since February that significantly impact many of the later Conditions and Criteria.

As noted in the VTR, many of the Causes for Concern came from adding the Track I program, which we have now modified. This spring and summer, subsequent to the visit, through a set of focused meetings with the architecture faculty and the administrative heads, we made a number of changes to the design studio content, program course sequence, and curriculum requirements. Students have been well-informed of these changes and we have been meeting with throughout the summer.

Degree Configuration

During spring 2009 in May and June, architecture faculty met to discuss, clarify and revise the requirements in each tracked program leading to the M. Arch degree – (internal 4+2 program; Track I - 7-semester program for students entering with other degrees; and the Track II – 4-semester program for students with undergraduate degrees in architecture). Prior to the start of the summer program for the Track I and Track II students, the following amendments were made to align the Track I students with the 4+2 students in the program.

Courses added to the Track I program, effective May 2009:

These courses include those existing in the undergraduate curriculum:

ed/AD202 AD308 Methods and Materials (This course has been required of our undergraduates for a number of years and was added this summer, 2009 to our incoming Track I cohort).

ed/AD3X0 AD705 Sustainable Architecture (This three-credit course has been offered in the undergraduate program since 1997, and is now a requirement in the program in all tracks. It also acts as a prerequisite to the Integrated Systems course).

ed/AD417 Structures IV (This long standing fourth course in the combined structures/environmental systems sequence of our undergraduate program was converted into a requirement in each track).

A new architectural history sequence is now offered for both the undergraduate and graduate curriculum:

HART515 World Architecture Traditions

HART 586 Modern and Contemporary Architecture History and Criticism

The track I students are now required to take all BFA requirements in our undergraduate program except ed/AD350 Building Components (an existing required undergraduate course in materials assembly). The content of this course – and more - is obtained by graduate students in both Track I and Track II during the 4th semester - AD600/AD601 design-build studio and construction sequence. Additionally the content in AD200 Pattern Language and Morphology and AD223 Architectural Design I taught in the fall and spring in the sophomore year of the undergraduate program have been combined into the AD305 Architectural Design I coursework for incoming Track I students, taught in the first summer. This course introduces students to presentation techniques and requirements including graphic skills (students take Technical Drawing AD306 concurrently), building systems in wood, with the integration of foundation systems to support these structures (students take Structures I AD227/AD309 concurrently), and beginning fundamental design skills with relatively simple building programs. This tripartite of courses matches our sophomore year studios and program requirements.

The revised 4+2, Track I and Track II programs are attached.

The entering 2009 cohort of Track I students will meet these requirements. Students in the current Track II program will be required to show evidence of coursework per our transcript review and documentation or to make up these courses, many of whom are doing so starting this fall. As these program changes affect this current Track II cohort the most, we met with the group together and individually this summer to discuss the changes and review their transcripts, portfolios, course materials, papers and exams in all affected courses to determine their requirements to fulfill the revised program.

The College recognizes that our 4+2 internal architecture program must also set clear requirements for our students. Students in the undergraduate program have been taking Architectural History electives and Sustainable Architecture through advising, which is required throughout the year in the undergraduate program and preceding registration each semester. We are working with the Academic Vice President to insure that these revisions and additional requirements in the undergraduate program comply with NASAD and NEASC as well as the requirements of the affected departments to codify these changes and reflect them in required coursework. The History of Art Department, formed this spring out of an overall Critical Studies major, is working with us to achieve this end. Our Administration has also expressed support for an increase in requirements for our undergraduate architecture majors.

The Track I program with these additions now has 101 credits. The revised Track Requirements were forwarded by the Head of the Graduate Program in June, and approved by the Dean of the Graduate Program; they will be reviewed by the Graduate Council, made up of faculty members from each of the graduate programs in the college in Fall 2009. We have also made several proposed minor sequence changes in the 4+2 undergraduate program in addition to the architectural history sequence requirement; these have been reviewed by the Academic Vice President and have her support. These course suggestions will be submitted to the College Curriculum Committee, where undergraduate curriculum changes are reviewed by college wide faculty, in Fall 2009. We should be able to further report on the administrative reviews in the November Narrative section of the Annual Report. Once written approval has been made by the Graduate Council, these changes will be forwarded to the Commonwealth of Massachusetts Board of Higher Education. With these changes, all curricular tracks of the M. Arch match. Additionally, at our faculty meetings in May and June, we used the

Draft 2009 Conditions as the basis for developing changes to the content of these classes to fully meet the Student Performance Criteria. We are continuing to update these changes using the Final version of the 2009 Conditions and Procedures requirements. We are also starting to revise all of our course descriptions to meet the standards in the Final 2009 Conditions Appendix samples.

Development and review of the degree curriculum with cohort school administrators

We have spoken recently to Steve Schreiber, Head of the Graduate program at U Mass Amherst to review our requirements and comment on our approach, content, and sequencing, as well as specific questions on their program coursework that satisfies various Conditions. Steve has had experience in guiding two schools under his leadership to accreditation. U Mass Amherst is also a state university under the requirements of the Department of Higher Education (DHE, formerly the Board of Higher Education) in Massachusetts, as we are. His comments have been invaluable. We have also spoken to Lee Peters, Director of Foundation Studios at the BAC, who is one of our alumni, comparing our program approach, our students and the marketplace with the BAC. Though very dissimilar to their program, these conversations have also been helpful. Along with our architectural history faculty, we additionally reviewed the history curriculum of the local accredited schools, and used these courses as our base in developing our courses and in hiring our new history faculty. The history curriculum is discussed in greater detail below. We will continue to create opportunity for these conversations locally among our cohort schools, as well as at annual conferences.

CURRICULUM

Curricular content

Building Design Studio Sequence

In May and June the faculty met to review and recast the design studio sequence of projects relative to the VTR commentary and our design/structures/environmental systems goals for each term. We have generally paired the studios and structures courses to have overlapping content to reinforce the use of these systems in buildings as they are designed. We reviewed the prior year and made changes to add complexity and type to the project sequence, including those graduate studios to be taught for the first time this fall and spring. We mapped out curricular content ability areas for each studio, including paired studio elements with our structures sequence, building/project types and length of project. As the studios progress, the main project will increasingly become the single project for the studio, requiring greater complexity of program type and enabling the students to design in progressively more depth and detail. These studios will cover a range of scales.

Design Studio Hours: Studios in the BFA program and graduate first three semesters Track I meet twice a week for 3 hours, with faculty office hours, studio critiques and reviews in addition; graduate Track II studios (semesters 4, 5, and 6) meet twice a week for 5 hours a week, with office hours, critiques and reviews in addition. We note the AD600/AD601 Design-Build studio meets essentially full time over 10 weeks, with additional time as required to complete construction by mid-August.

New faculty added for this year for the Track II fall and spring studios include for fall, Matthew Frederick, who has a B. Arch from the BAC, is President of Frederick Design Studio and has teaching experience at our sister institutions, BAC and Wentworth Institute of Technology; he comes to us with a number of publications – [101 Things I](#)

Learned in Architecture School; “Bringing Urbanism Home,” September 2009 Architect Magazine; “Radical Urbanism,” Summer 2009 Architecture Boston Magazine. He is working on several other books and articles and will bring a wide range of topics to bear on the AD700 studio. He will lead the students in continued discussions of urban architecture and planning in the course of the studio design project. In the spring 2010, Steve Imrich, a LEED AP Principal at Cambridge Seven Associates in Cambridge with a large portfolio of institutional and public projects will lead our integration studio. A graduate of Goddard College and MIT with an M. Arch and teaching experience at MIT and a former adjunct at MassArt, he brings a strong professional perspective to the studio AD750, which will focus on building envelope and comprehensive design issues with integration as a focus. We welcome both to the upcoming year and look forward to their continued participation in our program.

Course descriptions for the studio sequence are appended.

History of Architecture

See under History SPC areas, below. We added a two-course requirement to the graduate and undergraduate program and hired two new faculty to start Fall 2009. A larger discussion of the courses and faculty hired is noted in specific commentary of SPC 13.8, 13.9 and 13.10 below.

Structures course requirements

The Visiting Team was concerned that the full 4-course sequence in structures and mechanical/environmental systems be incorporated into the requirements. These four courses are now requirements in all Tracks, as indicated in each program curriculum, attached.

Consistent Syllabi and Course Description formats

We created a new template and have requested that each faculty member revise and use this model. Additionally, we cast the course “Understandings” and “Abilities” (using the 2009 Conditions), for each course to be included in the syllabus and project outcomes when we met as a faculty in June. We note that the final version of the 2009 Conditions has additional requirements for course descriptions, and the course descriptions attached do not yet meet these requirements—they are in progress. A value of the existing descriptions, though lengthy, is that the content is detailed. We will continue discussion with our faculty on the format and content to meet our combined NAAB, NASAD and NEASC requirements. Faculty are presently in the process of modifying their course descriptions to meet the shorter formats in the 2009 Conditions Appendix.

New Courses

During the visit, the team considered quite a few new courses, many of which had not yet been taught. At the next visit, spring 2011, all courses will have been taught twice except for two- the spring studio in Track II (which will be in its second year at that time, and the Thesis which occurs for the first time in summer 2010. We noted the new courses above, below are changes to two of the existing courses that were reviewed by the Team.

These new courses reviewed this past spring included AD401/720 Integrated Systems, and a community project in the course AD3X7 AD730 Urban Architecture that focused on the waterfront of the City of Gloucester, MA. In the prior visit the urban course had

focused on a site in New Orleans subsequent to Katrina. In our faculty meetings, we added the required content of urban architecture into our architectural history course sequence, and the fall AD700 studio, and have made this course a professional elective. In response to adjunct meetings with the visiting team and our faculty meetings as well as the VTR commentary, we have revised the content of the AD401/720 Integrated Systems course to include the background material and detailing for building systems and envelopes that will inform the spring Track II AD750 design studio. Integrated Systems will act as a prerequisite to this studio, as well as a companion to AD700 (they are taught in the same semester) where students will be directed to produce drawings of their previous designs to Design Development stage. This course will focus primarily on the building envelope design, while also incorporating environmental and service systems in details, sections and plans. Consistent with our mission and our commitment to sustainable design principles and coursework that seeks to have students first understand then apply the combination of structures, environmental systems and envelope responsibly, we have designed an iterative design sequence to address these issues. We see the combined courses – Sustainable Architecture, Integrated Systems, AD700 Architectural Design VII and AD750 Architectural Design VIII comprising over a year of courses that will enable our students to grasp these issues as well as allow our faculty a range of courses in which to add content in an area that will likely expand and evolve.

PERSPECTIVE 2

PROGRAM SELF-ASSESSMENT PROCEDURES

We have instituted the following to more fully comply with this issue:

- Whole faculty curriculum meetings will occur in January, May, June and August – meeting at the end of each semester and during the summer to develop curriculum, discuss content, studio projects, sequencing and outcomes. A calendar of meetings will be distributed to the faculty before each academic year.
- Student/Faculty meetings will be held monthly while school is in session: to discuss topics presented by students, to give a platform for faculty to discuss curricular goals and present curricular changes, and to provide a forum to discuss/develop/evolve academic responses to new directions in the field. A calendar for these meetings will be set at the beginning of each semester. A slot in students' schedules has been reserved each week for meetings to allow them to meet internally, and with other student groups.
- Greater participation is planned with our sister schools in discussing academic content, and initiating attendance and participation with ongoing ACSA, AIA and NCARB activities and conferences. We are also encouraging and supporting our adjunct faculty to attend these as well. It is our goal to encourage faculty to make presentations of their work and pedagogy and invite discussion on their ideas, research and design work in the context of other schools and the professional field.
- Course evaluations each semester for all courses are required by our union contracts and will be continued in both the graduate and undergraduate programs.
- A summary of issues brought forth from meetings with academic communities, students and faculty will be presented at the start of each academic year for renewed consideration. A draft 5-year strategic plan, evolved from these discussions, will be reviewed this fall with faculty, administrators and students participating.

PERSPECTIVE 5 STUDIO CULTURE

Since the visit in February we started meeting formally with our graduate students each month, to hear their comments and encourage them to get involved with the program and the profession. Based upon these meetings, in May the graduate students redesigned their studio spaces to be more open and requested funds to have this built. Additionally they began to discuss having their own studio culture policy as their studios are on a separate floor from the undergraduates. Facilities made the design changes at the end of May. The students moved back in several days later prior to their summer courses. Several of the Track II graduate students also attended orientation for the Track I students and led them on tours and discussed the program with them. We have encouraged them to become involved in AIAS and the BSA, our local AIA chapter. Professional organization participation will again be raised and discussed in the September full program faculty/student meeting.

Graduate students have key card access to the building and their studios 24 hours. Undergraduates are limited to midnight curfews except in the weeks preceding final reviews where 24 hour access is granted college-wide.

ADMINISTRATIVE ISSUES

Transcript Review

This spring 2009 we developed a Transcript Review form for then current applicants, and a Tally Sheet of all courses taken, including transfer courses, for matriculated students. We also clarified and codified policies concerning transfer credits and residency for each Track. Students entering Track I may transfer up to 9 credits and those entering Track II may transfer up to 6 credits into the program based upon successful review. Structures and Architectural History faculty directly reviewed course descriptions, syllabi and papers, research and exams to determine transfer credit in these areas. Portfolio review determined transfer credits in construction, drawing and design courses, reviewed by design faculty (graduate and undergraduate program heads). Faculty also met individually with each student to craft their program prior to the start of the 2009 summer session. As these students are in session during the summer, we have been meeting monthly with them throughout the summer. During the academic year, these monthly meetings will include all students (graduates and undergraduates) in the program.

These changes amplify the core professional content of our undergraduate program in each professional degree track.

Financial resources

Although this was checked “met”, due to the comment below, we have attached an updated budget. Additionally, the Dean of the Graduate Programs, George Creamer, contacted the NAAB offices, Steve Schreiber, Head of the Architecture Program at UMass Amherst, and followed up with Patricia Kucker, our Team Chair at the last visit to seek clarification on this issue. Patricia Kucker’s comments to our Dean specifically addressed issues of financial aide. In a review of our peer institutions, we discovered that our program costs approximately 2/3 of these other programs, and though our aide to students is lower than our peers, the differences between us disappear when tuition costs are factored. Dean Creamer’s comments are appended to this report. We believe the attached budget will clarify the need for additional evidence of our support and commitment to our students.

2009 Visiting Team Assessment: Expenditures per student were included in the current APR, however there does not appear to be significant evidence of a commitment and clear understanding of support for the M. Arch enrollment. Please see the 2009 Visiting Team Report (below) for further information.

PERSPECTIVE 6 HUMAN RESOURCES

Current and Short Term Developments

Assistant Graduate Dean. We have proposed and will shortly advertise, interview and hire for this position. The job description includes considerable help for our architecture program and includes the following: update web content, schedule space throughout the year, organize orientations and advising, handle inquiries to the program, develop opportunities for faculty research to be published, maintain and update faculty and student projects and research on an expanded website; and provide support, budgeting and scheduling during the summer session with woodshop and metals shop monitors, and with IT for coordinating computer lab scheduled re-imaging and computer layouts, equipment and student materials budgets.

Academic Advising

We worked with the existing campus academic advising personnel, who are becoming familiar with our program, and will provide support in transcript review issues such as: follow-up with accepted students on course syllabi for transfer credits, and review by the appropriate faculty – History of Architecture, Structures/Environmental Systems curriculum and Design Studios. They are becoming more fluent with our present contingent of students and their undergraduate architecture programs.

Marketing

We set up a marketing program with our Director of Marketing and Communications this spring. Their plan includes notifications, photography, review and venues to publish student - community projects in the architecture curriculum. Students in the graduate program as well as faculty have become active with them particularly as the design-build project has progressed and generated publicity. A local newspaper, the Boston Herald, had a short article at the commencement of construction, in July 2009. And Dwell Magazine posted an online article on the project, a link is noted in the "Supplemental Documentation" section of this report. A number of other publications want to see a selection of images, drawings and plans from the final project (just completed 8-21-09) before they decide to move forward with writing the story. We are in the process of assembling these materials with the students now. These include - the Chronicle of Higher Education, Architect Magazine, Architectural Review, Green Builder Magazine, ArchNewsNow, Folio, and the Mission Hill Gazette (the local neighborhood in which this project is built), as well as the Boston Globe.

Funding

We set up accounts with the College for donations both monetary and in-kind, which are now tracked through the business and MassArt Foundation office, and used to process the donations received for the summer design-build program.

Urban Arts

We further engaged with Urban Arts (a private organization with MassArt affiliation) to stay connected to the BSA programs and events, work to use their staff to schedule events through their organization and ours particularly in sustainability and community partnerships through the BSA.

Adjunct Faculty in Committees

Adjunct faculty have been brought into detailed planning issues of the program and have helped lead program faculty discussions on curriculum development. We will further involve them in curriculum reviews relative to the new 2009 Conditions, academic advising, and support their attending conferences and symposia relevant to their interests, course content and proposed research.

Lecture Series

Outreach to the profession for lectures, expansion and planning of our “Tuesday Talks” series started this past spring semester. These were well-received by our graduate and undergraduate students. Faculty and visiting lecturers included, Ed Allen – “The Poetics of Brickwork”; Stefan Behnisch – “Current Projects, Concepts and Ideas”; Mitch Ryerson – “Public Seating as Habitable Sculpture”; and Bob Lowe and Ed Wonsek (Arrowstreet), “Inside the Box: Graphic Design in the Architectural World”.

See the attached flyer from Spring 2009.

The program funded these lectures and is committed to ongoing year-round funding to support these lectures each year. This year the lectures will include principals from Lam Partners in a series on daylighting and sustainable lighting principles and projects (in support of our Nuckolls Fund Grant and as a supplement to the lighting elective), and Susan Cranmer, one of the first women carpenters unionized in the Boston area, as well as Ed Allen, FAIA, who will supplement the content of our graduate studios with two evening lectures, also scheduled for this fall. We are currently building the year long-schedule for these and other lecturers and participants. This will be reported on in more detail in the Annual Report.

Reading/Discussion Group

Graduate students at the close of the spring 2009 semester suggested a forum to discuss a series of current ideas in the field. Some of these will be reflected in upcoming Tuesday Talks, and in a Reading Discussion Group with faculty on campus each semester. One of the suggestions from meetings this summer included “modular housing” as a topic. We are currently engaged with a new Architectural History seminar faculty, Vicki Koppel, whose area is modern architecture, to develop a graduate seminar. Her final course description, evolved from these discussions is attached in the Course Descriptions section of the Supplemental Documentation.

PERSPECTIVE 7 HUMAN RESOURCES DEVELOPMENT

Faculty Research and Creative Work

Recognizing that we are a small program, with full time design faculty who have spent the majority of their focus on teaching, academic administrative duties and practices, we have endeavored to use our evolving and enlarging program as an opportunity to hire faculty with greater diversity in ethnic and professional backgrounds. Our new hires include published practitioners with ongoing research, practitioners who have a larger

range of projects and have taught in other NAAB accredited programs, and faculty native to other countries with wide travel experience ethnic backgrounds. Tanja Conley, who will teach our World Architecture Traditions, in addition to a Ph.D from Cornell, has a degree in the History of Architecture and Historic Preservation from the Technical University in Belgrade, and is eager to contribute in reviews, lectures and critiques to our students' ongoing projects in their design studios. We have also hired an African American to teach design studio in the Interior Architecture program. Wesley Spruill, who as an Associate Principal and Director of Interior Design at Arrowstreet, a local renown firm, holds a Master of Architecture from MIT and a Bachelor of Environmental Design from North Carolina State, will also be available for thesis support.

That being said, we recognize the need and desire among all our faculty to have support in projects and opportunities both inside and outside the program. We are working on codifying a policy in our draft strategic plan to further support research, publication, and attendance at conferences, and to allow faculty time to research. Margaret Hickey, our full time faculty in structures and mechanical systems attended the Building Technology Educators Society in Albuquerque, New Mexico this summer. Additionally, we have identified areas in which we can, once this program is established, begin to expand and develop publications. We are also working to obtain funding both on campus and through marketing to develop our long-term adjuncts and create an environment that supports and reflects a faculty who are continuing to engage the field both outside and within the academic environment. Our five-year plan will seek to expand this through hiring of new faculty whose interests and achievements include research and publication, faculty whose practice includes a broad range of project types and sizes, and academic support of our existing faculty on campus in research projects.

Significantly, it is important to clarify that our faculty, who are primarily “practitioners” in the field, whose architectural projects and/or research have been published, meet our institutional requirements.

A policy outlining opportunities for faculty and student growth inside and outside the program is included in the goals of our strategic plan.

Faculty Resource Planning

Faculty Development. Our plan includes promoting faculty to part time permanent and full time positions in the graduate program, or shared with the two programs, as resources allow. This summer we were able to increase faculty per course remuneration through the graduate program.

Faculty Diversity

Expand the diversity of our faculty body to include ethnic, educational background and a diversity of experience in practice, taking our program evolution as an opportunity in hiring. For 2009-10 we have hired two new architectural history faculty (University of Belgrade and Cornell and Yale); an African American Interior Architecture faculty member; and three new architectural design studio/electives faculty. We are seeking academics who have experience teaching in NAAB accredited schools – this includes architecture, preservation, urban design and interiors experience, research and/or publications. The new design faculty also have large, complex and varied building type and structural design portfolios.

Lighting Program Electives

Patricia Seitz, Head of the Graduate Architecture Program received a grant from the Nuckolls Fund this spring to fund new lighting faculty to teach a two-course lighting sequence on sustainable lighting over the next four years. This grant supports a new adjunct for each of the courses. The first course will be taught this fall 2009. The faculty member is a Project Designer at Lam Partners a well-published and renowned lighting design firm with projects nationally and worldwide. We will also be including each of the four partners in a lecture series during the first year to complement the course offering this fall.

Expand Research Opportunities and Endowed Chair

As a school that incorporates elements of design/build we have initiated a campaign that will formalize over the next year to develop income streams from manufacturers (we have identified several in the lighting industry, for example), to support program evolution, faculty education, research and publication, as well as products and fabrication donations for existing and ongoing design-build projects in the curriculum. During the next 10 years we plan to develop relationships with industry leaders, with a long term goal to provide sufficient funding for an endowed chair in the program. We will be meeting with the Dean of Graduate Programs, and new MassArt Foundation Director to formally establish goals and a campaign this Fall 2009. The outcome of this meeting will become part of our strategic plan.

Student Resource Planning

Lighting/Materials Lab. We plan to develop a lighting and materials laboratory to support design and prototyping in the studio projects across the curriculum. We are working with our new lighting faculty members to develop manufacturer donations in support of the Nuckolls Fund lighting grant. Our goal is to provide opportunity for students to design and develop lighting systems and to begin to work with other program students, community partners and professionals in future joint projects. Several local manufacturers have already expressed interest in working with us to build the lab.

II. Part II Narrative Response

Areas Not Met and Actions taken since February 2009 visit

STUDENT PERFORMANCE CRITERIA

Conditions Not Met

Student Performance Criteria

13.2 Critical Thinking Skills (Track I)

13.3 Graphic Skills

13.11 Use of Precedents

13.13 Human Diversity

13.14 Accessibility

13.15 Sustainable Design

13.17 Site Conditions

13.18 Structural Systems

13.19 Environmental Systems

13.20 Life Safety

13.24 Building Materials and Assemblies

13.32 Leadership

Conditions Not Yet Met

13.2 Critical Thinking Skills (Track II)

13.3 Graphic Skills

13.7 Collaborative Skills

13.8 Western Traditions

13.9 Non-Western Traditions

13.10 National and Regional Traditions

13.16 Program Preparation

13.21 Building Envelope Systems

13.22 Building Service Systems

13.23 Building Systems Integration

13.25 Construction Cost Control

13.26 Technical Documentation

13.27 Client Role in Architecture

13.28 Comprehensive Design

STUDENT PERFORMANCE CRITERIA

Conditions Not Met

13.2 Critical Thinking Skills (Not Met and Not Yet Met) – addressing both Track I and Track II students

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

Met Not Met Not Yet Met

[] [X] [X]

The Team was unable to review Thesis for our graduate students as this course had not

yet been taught, but felt that the criteria in AD450, our undergraduate thesis research semester in part achieved this outcome. As their theses were in production during the visit, they were unable to see the evidence of their research demonstrated in completed design projects. Modeling our existing AD450 Research - Senior Degree Project in the undergraduate program, the graduate program incorporates **AD760 Thesis Preparation** as the primary vehicle for this Condition, with the application of their research in **AD800 Thesis** in the following semester. Thesis has been a central part of our undergraduate curriculum and is mirrored in the graduate program as a significant endeavor and benchmark for each graduate student. The first graduate version of AD760 Thesis Preparation will be taught in Spring 2010 and AD800 will be in session next summer 2010. Each student will arrange a meeting this fall with the faculty member to begin to discuss their project goals in preparation for Thesis Preparation in the spring.

AD760 Thesis Preparation Course Description

A major design issue of complexity and relevance to both the student and the current practice of architecture is proposed and undertaken during this first research semester of a two-semester investigation. The thesis/hypothesis shall be central to the students' previous work and investigation. The course begins with a student's analysis and review of their work leading to the development of a proposal/investigation in architectural design, form, material and/or construction issue. Students shall each develop a methodology for addressing their research and proposal, and an approach to the design issue. Each thesis proposal shall be approved by the primary faculty advisor and thesis advising committee - a minimum of three professionals with backgrounds relevant to the thesis topic.

This course is the first of a two-semester thesis project. This project is the vehicle for students to develop techniques to self sufficiently research, explore, develop and ultimately demonstrate the validity of an architectural thesis/proposition put forth by the student.

In this semester, students analyze their work and identify a thesis/proposition relevant to their previous work and investigation, develop a comprehensive preliminary architectural program that supports the thesis/proposition, and identify a locally available site which will provide the context for the project. Through research, evaluation, analysis and testing, the student will confirm the feasibility of the chosen project to accomplish the architectural goals and support the thesis/proposition stated by the student.

Course Objectives

Learning outcomes students must meet to successfully complete the course include the following:

Students are given the opportunity to correctly select appropriate information and to apply it to the solution of a specific architectural problem in the following categories:

1. Speaking and Writing Skills - The ability to read, write, listen and speak effectively.
2. Research Skills - The ability to gather, assess, record and apply relevant information.

3. Program Preparation – The ability to prepare a comprehensive preliminary program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

4. Site Conditions – The ability to respond to natural and built site characteristics in the development of an architectural program.

In addition, students review the following topics focusing on integrating appropriate information into the project architectural program in preparation for further intensive studies in these topics during the second semester thesis design course AD800.

1. Client role in architecture - Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user in establishing an architectural program.

2. Building Service Systems - Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems in developing an architectural program.

3. Building Systems Integration - Ability to assess, select, and conceptually integrate structural systems, building, envelope systems, environmental systems, life-safety systems, and building service systems into an architectural program.

Course Content

Group workshops address: techniques for organizing course work; stating an architectural thesis/proposition; selecting a site; conducting code analyses appropriate to the programming phase of design; identifying values and needs; selecting and analyzing precedents, building systems, and MEP/FP systems; writing interview, meeting and design review notes; preparing sun shadow diagrams; implementing a “dummy book” mockup to organize and preview a complex document containing text, charts, diagrams, spread sheets, photos, drawings and sketches.

At the end of this course students submit a comprehensive description of the proposed project and initial design concepts that define the nature and scope of the problem to be solved by further design work in Course AD800 Thesis. These studies are organized into two volumes:

The Preliminary Architectural Program -This document includes, but is not necessarily limited to, the following: Table of Contents; Introduction; Executive Summary (Abstract); Detailed Thesis Statement/Proposition; A systematic presentation of the purposes to be served, values, goals and needs to be met; Design Considerations (including identification of viable opportunities for sustainability); Voluntary and Involuntary Project/Site Constraints; Project Performance and Design Requirements which include Descriptions of Key Program Areas and the nature of their interrelationships with one another; Construction Cost

Considerations in the form of a discussion of major Quality/Quantity Issues and Phasing; and an Appendix. The appendix includes written interview, meeting and review notes organized and consistently formatted, a description of methodology, acknowledgements, references and a directory of key contacts.

Program Analysis and Testing – This second volume documents the student's initial design ideas and testing to confirm the probability that the site and program are a suitable fit with one another. It also tests feasibility that the proposed project can accomplish the design goals and support the student's thesis argument. This document includes a review of relevant precedents; descriptions of initial design concepts and alternatives; descriptions of initial choices for building, mechanical and conveying systems (including discussions of reasoning behind the choices made); Shadow Studies; Site, Design and Regulatory Analyses (as applicable to the student's project) that affect building form, siting, organization and system choices. This document includes a variety of coordinated 2D and 3D sketches and drawings, text, diagrams, charts, spread sheets and photographs (of existing conditions, precedents, and physical model studies). Students are responsible for selecting and using the most appropriate hand and/or computer media and techniques to illustrate or demonstrate their findings.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

Met	Not Met	Not Yet Met
[]	[X]	[X]

In AD102 Technical Drawing and AD319 AutoCAD and Space Planning (which includes 3D modeling), both preliminary courses, students learn the basic techniques of drawing, perspective, and rendering freehand, followed by autoCAD and 3-D modeling. Similarly, in AD202 Methods and Materials, students learn the basics of structural design, wood framing principles and model-making. These skills are built upon in each subsequent studio as students continue to use 3D and 2D computer programs, and model-making using the structural framework as an analog for the construction process in their studio projects. This combination of drawn *and* built project representations is required in every studio, and is a program element that supports our central mission that the students understand construction systems, in context of a studio project, and develop the future ability to work directly with fabricators, suppliers and general contractors.

Recognizing that at the time of the visit, the design-build and later studios had not yet been taught, we believe that with the design studio sequence in the last 4 semesters of the graduate program, the students will complete this criteria, addressing prototype development sketches and models, sketches for construction, technical drawings in the development of program, and construction drawings in the design-build studio AD600/AD601, and 3D modeling skills for increasingly complex projects and construction systems, and in increasingly complex detailing in AD700, AD750 and AD800 the thesis. We believe that we have a strong technical drawing program that in the beginning of Track I studio as well as the undergraduate program studios, prepares students to draw plans, sections, elevations and details, 3D building perspective sketch concepts as well as modeling AutoCAD. We also have a strong elective in free-hand

rendering, as well as workshops in new software, additionally our students present sketches in material such as charcoal, marker, watercolor and other medium.

Our central mission of also having students succeed at model-building that support their understanding of construction systems in each studio may have detracted from the drawings which are required in each studio, and were presented. We will insure that final drawing components for each studio are clearer in each syllabi and course outcomes in all future work of the students.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects.*

Met Not Met Not Yet Met
[] [X] []

With the inclusion of a history sequence, the precedent studies in the studios will be able to link the historic, both past and present, with their design studios. The two new architectural history faculty as well as the existing architectural history faculty have agreed to attend reviews, and periodically come into the studio classroom to lecture on historic material relevant to the studio project. We believe that the combination of a strong history sequence, and the participation of these faculty in our studios will provide the required basis for our studios in this area. The revised matrix shows AD310 Architectural Design II and AD320 Architectural Design III meets this criterion in the Track I. AD310 includes an urban neighborhood analysis, a mixed use multi-storied building including artists residences, studios, galleries and other commercial/industrial use in a mixed urban site accessible to the studio. The AD320 studio course includes an urban space analysis in downtown Boston, and an environmental field station of 20,000 sf. The precedent analyses for both projects includes elements of urban design and the generation of cities and neighborhoods, building precedents that incorporate elements of the building programs in each studio, user groups and systems, as well as precedents from multiple cultures where these issues are primary. The studio faculty and history faculty will team to develop a cogent lecture of images and examples. Students will be required to pursue those ideas researched into their studio projects.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.*

Met Not Met Not Yet Met
[] [X] []

The Team felt that this criterion was partially met in AD320 through analysis and observation of local urban places, along with selected readings giving a sense of human behavior in the physical environment. We will include elements of this criterion in both AD310 and AD320 this year. As a school with a diverse student population, we also encourage each to bring their analysis and precedent studies to bear on global communities and buildings that address multiple cultures (and their own for those who come from outside or other parts of the US). In our presentations on precedents developed with our history faculty, we will include both urban and building examples, and

will have the history faculty simultaneously present examples that can support these projects in their curriculum (AD310 and AD320 will be taught when students in the program are taking World Architecture Traditions and Modern Architecture.)

13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework.*

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows AD760 Thesis Prep meets this criterion, which is a requirement for both Track I and Track II students.

The team felt that the criterion is well met in AD450-Senior Degree Project – Research presently in our undergraduate thesis. We have included the course content for AD760, Thesis Preparation in the Graduate program, which mirrors this course. The course description is included under 13.2 Critical Thinking, above.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities.*

Met	Not Met	Not Yet Met
[]	[X]	[]

The matrix shows AD310 Architectural Design II, a housing studio on a terraced site, meets this criterion in the Track I program. The site, a slightly terraced site will continue to be used for this studio. A sketch project that clearly allows the students to understand the elements of accessibility – physical, visual and audible will be included as a preliminary element to the studio, and the principles clearly laid out and solved.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.*

Met	Not Met	Not Yet Met
[]	[X]	[]

The VTR noted that AD 3X0 – Sustainable Architecture, required of students in the undergraduate program provides more than adequate understanding of sustainable design. This is now a requirement for all Tracks in the graduate program, at the graduate level the course number is AD705.

See the attached revised programs, noted above at the beginning of this document under “Degree Configuration.”

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a*

program and the design of a project.

Met	Not Met	Not Yet Met
[]	[X]	[]

The Team felt that this criterion was met in our undergraduate Thesis preparation class, AD450, which we included in the exhibit. As noted above, this course is the model for the graduate thesis, AD760 Thesis Preparation, required of all graduate students in the program. It will be indicated as in this course in the revised matrix. This specific course, AD760 Thesis Preparation will be taught for the first time spring 2010 to the graduate students. We note that the AD450 course has been taught to the undergraduates in its current version for the past two years. The course description is included above in 13.2 Critical Thinking Skills.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Met	Not Met	Not Yet Met
[]	[X]	[]

The team noted that the sequence of four structures courses in place in the undergraduate program with Structures IV as an elective at the time of the visit met the requirement, We have since made the full sequence a requirement in all tracks (AD227 (also called AD305 in the Track I first summer), AD317, AD327, and AD417). We also include and combine Structures and Environmental Systems Criterion in the same courses (AD227/AD305, AD317, AD327, and AD417).

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.

Met	Not Met	Not Yet Met
[]	[X]	[]

The team noted that were the fourth course in our structures sequence included and required of all the cohort groups, the criterion would be met. At the time of the visit, the matrix showed this criterion is met in the Track I by AD 227, 317, 327 three of the four Architectural Structures courses. These courses cover structural and environmental systems content. The fourth course in the sequence is now included as required content for all three programs (Track I, Track II and our BFA 4+2 program).

The team noted that these environmental systems courses (AD227/AD305, AD317, AD327, and AD417) are well constructed and that the skills sets are met. Structures and Environmental Systems Criterion are combined in the same courses (AD227/AD305, AD317, AD327, and AD417).

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress.

Met Not Met Not Yet Met
[] [X] []

Life Safety will be introduced in each studio with ability being marked in AD310 Architectural Design II and later studios. Life safety issues will appear in each studio with explicit discussion and critique, addressing the life-safety issues in each studio relative to the project. The visiting team found evidence that criterion 13.20 – Life Safety is being met in ed/AD410. The elements of this studio that cover life safety in a full range of projects will be included across the curriculum. It is also included in the AD401/720 Integrated Systems, taught each fall. This combination of including elements of life safety of increasing complexity in each project, along with specific topics in the Integrated Systems studio, as recommended by the Team will fulfill this criterion.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.

Met Not Met Not Yet Met
[] [X] []

At the time of the visit, the matrix showed AD350 Building Components and Details and AD600/601 (Design-Build Studio) to meet this criterion. Through faculty meetings on curriculum we determined that the AD350 course would not become a requirement in the graduate program as the elements it covers are more than covered in AD600/AD601 Artisanry + Construction, the design-build studio. The combination of AD202/AD308 Methods and Materials as a preliminary construction assemblies course, along with the AD600/AD601 design build course has now been taught, and does partially satisfy material assemblies in a demonstrated and real way for each of the students. These courses introduce then give practical experience with materials applications and performance, construction products, and components, though the projects are limited in size and scale. Recognizing this, we determined that later studios, including AD700 Architectural Design VII and AD750 Architectural Design VIII, would include to a much greater extent the detailing of assemblies in larger and more complex projects. This combination will reinforce understanding of this criterion in a large scale project. Students will utilize their experience in building to inform their future detailing efforts.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities.

Met Not Met Not Yet Met
[] [X] []

Though not articulated as leadership in language – we have used words such as community building, for example - the design-build studio AD600/AD601 is a course in which the students have experienced this summer not only leadership, but the role of collaboration in the profession. An explicit program goal in our material is to have students understand the importance of community participation and the development of a sense of community. Students in the AD600/AD601 Artisanry + Construction, the

design-build summer studio have worked collaboratively with their client from the Carter School, Marianne Kopaczynski, Principal, and her staff throughout the summer. The Carter School serves special needs students, many in wheel chairs. The students designed a “multi-sensory entry way to learning” – a 60’ long shelter to protect the students from rain, snow and sun while accessing the chair vans.

In the design phase, they worked together with several structural engineers, one who volunteered his time to the students and one from the Facilities Department of the Boston Public School system who required changes in the design details as they developed technical construction drawings. The students reviewed their plans and with the Boston Public School administration, received permits from the Building Department. They provided cost estimates for the project, compared materials selections, bought out the project construction materials and ran the construction site. During the bid and construction phases, they also sought and received material and volunteer donations, working the details and managing the crews on site. They received materials donations from Structure Tone (a general contractor), Boston Sand and Gravel, and Mahoney’s (plants), and discounts from many materials suppliers. They managed a group of young men from Dorchester District Court community service program during construction of the project for a number of days.

The students detailed the connections between dissimilar materials with manufacturers and fabricators collaboration, to design and construct a project meeting the needs of the Carter School students as well as those of the agencies and engineers. They have demonstrated the ability to both lead and manage these diverse groups as well as work alongside them at different stages in the design and construction of the project. They have acted as managers of the overall project, developing cost estimates, creating marketing materials for obtaining funding, developing details and construction assemblies, and scheduling the project from design through construction. They have grown as a team and a community of designers and builders. Equally, they have formed a strong community bond as a group of students. We have attached documentation of this process and project – photos and documents made by the students in the course.

We will also include material, as noted in the matrix in AD770 Professional Practice to supplement this material emphasizing the project team, multiple professionals in the collaborative process, the fiduciary responsibility of a licensed architect to promote growth in the health, safety and welfare of projects, neighborhoods and communities in the creation of their designs through project and pro-bono work.

We also have provided opportunity for community collaboration and leadership in our professional electives. The Community Design Resource Center, a private non-profit equally funded by the Boston Society of Architects and the Boston Architectural College, is encouraging the linkage of local architecture school students to design and construct architectural and urban planning projects. Acting as a clearinghouse for community partners, they will seek to create the organizational format setting up the community contacts for joint projects for students from those architecture programs who have community based projects in their curriculum - MIT, Harvard GSD, Northeastern, Wentworth, The BAC, RISD and MassArt. Our tenured faculty, Paul Hajian, a long-standing member of this organization, has acted as Board Chair as well as President and has been working with many member professionals from the Boston Society of Architects to build and develop this opportunity. The first meeting of architectural program administrators is proposed to be scheduled in early fall, 2009.

We will clarify the language in our program literature to make the connection between leadership and community more explicit, and reference it to the 2009 Conditions.

CONDITIONS NOT YET MET

13.2 Critical Thinking Skills (Track II)

13.3 Graphic Skills

Both of these areas have been addressed in “Conditions Not Met”. Please refer to the response, above.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.

Met	Not Met	Not Yet Met
[]	[]	[X]

The Team noted that our alumni discussed collaboration in some detail in which they noted our community service projects were an important element of our program. With the AD600/AD601 design build-studio, this has allowed us to permanently add it to our program. Indeed, this is an element of the curriculum, covered in several Conditions, that is a primary focus for our program. We included this Condition in our matrix for the AD600/AD601 Artisanry + Construction (design-build studio) which has now been taught. We reference the comments under 13.32 Leadership above, and include images from the course in the “Supplemental Documentation” section of this report.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Met	Not Yet Met
[]	[]	[X]

Historic Traditions – Western, Nonwestern, National and Regional

In association with our architectural history faculty, we researched other NAAB accredited program architectural history courses, and designed a two-course required sequence for our students. Starting this fall, 2009, the program will commence a

required architectural history sequence (HART 515 and HART 586), focusing on global and national issues in architecture and urban design. As a prerequisite to the History of Modern Architecture, which focuses on critical thinking and theory, the first course, World Architecture Traditions, represents a survey through 1750 of the basic canons and traditions in the field. Both courses will have significant writing components. Although the courses represent a traditional sequence in architectural history, the underlying pedagogy and our goal in hiring a faculty member for each course was to identify scholars who are passionate about the field of history as it might inform design in the present, and who were also interested in attending critiques and working with students to identify the material, structural, historic and theoretical relationships between their studio projects and historic topics.

The World Architecture Traditions course will be taught by Tanja Crowley, who obtained a Ph.D. from Cornell University, College of Art, Architecture and Planning in the History of Architecture and Urbanism Program in 2003, and a Master's Degree in the History of Architecture and Historic Preservation from the Technical University Belgrade in 1997. She has taught previously in the faculty of Architecture in Belgrade and University of Texas at Arlington with survey courses in the History of Architecture I and II, as well as seminars in The Museum and the capital cities of central Europe. She comes to us with a great interest in making as well as a deep interest in city form and planning in cities throughout the world, and has travelled extensively.

The History of Modern Architecture Theory and Criticism will be taught in the spring by Victoria Solan, who graduated from Yale University with a Ph.D. in the History of Art in 2004. She has taught previously at the University of Chicago on Architecture in Motion, the American Built Environment, and the American Suburb. Her dissertation "Built for Health: American Architecture and the Healthy House 1850-1930" sets the stage for dialogue in national architecture as well as in modernism. She has also taught at Wheaton College, University of Toronto, Plattsburgh State University and Yale including courses in topics such as Architecture and Technology, Health and Architecture, and as a Ph.D. candidate at Yale led sections in History of the American Urban Landscape, Modern Architecture, and The Experience of Modernity.

We are delighted to have these two distinguished faculty join our program. Their CV's are attached. Brief course descriptions are included below. Students in the undergraduate program will also take these courses. Each faculty member is presently finalizing the syllabus.

HART 515 World Architecture Traditions

3cr

An examination of developments in world architecture and urban planning from ancient Egypt to c. 1750, covering the major monuments of the Western and non-Western tradition. Students will become familiar with the fundamental vocabulary and the major formal and structural systems of architecture, as well as the ways in which politics, technology, economics and patronage have influenced the built world.

The format of the course is lecture/discussion, and features a substantial writing component, in which students will be responsible for test essays, written responses to readings, and a research/critical paper.

HART 586 Modern and Contemporary Architecture History and Theory

3cr

An in-depth examination of world architecture and urban planning from the beginning of the nineteenth century to the present. Students will become familiar with the major formal and structural systems of world architecture of the last two centuries, and will examine the ways in which politics, economics, patronage and technology, as well as issues relating to sustainability, have influenced the modern and contemporary built world. In addition, students will become conversant in the literature of criticism and theory of the period in question.

The format of the course is lecture/discussion, and features a substantial writing component, in which students will be responsible for exam essays, written responses to readings, and a cogent critique of a building and/or urban design.

Faculty in the History program, in discussion with our graduate students, will also identify advanced seminars each year for those students interested in a highly defined topic. Additionally, they will provide slots in each of their advanced undergraduate architectural history courses, providing graduate reading seminars to compliment these courses each semester.

This past spring the graduate students discussed an interest in modular housing. In response to this, this fall we will also invite Vicki Koppel to work with a small group of interested graduate students on this topic. Vicki studied with Vincent Scully at Yale University, where she received her Masters in Architecture, and acted as his teaching assistant in his courses over three years. She has also studied at Columbia University where she worked with Kenneth Frampton, University of Paris IV, Sorbonne, and Smith College. She has worked with a number of architectural firms professionally, including Hammond Beeby Rupert Ainge Architects in Chicago.

A draft syllabus for this seminar is attached.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

Met Not Met Not Yet Met

The visiting team found evidence that program preparation is being met in the course associated with AD450 – Senior Degree Project Design. This course is the model for AD760 Thesis Preparation in which this condition will be met. The graduate course will be taught this spring, 2010. The undergraduate version has been taught for two years and will be taught again this fall 2009. The course description and contents are noted above in 13.2 Critical Thinking.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies.

Met Not Met Not Yet Met
[] [] [X]

In the revision of our program and curriculum sequences, this will be covered in each of the studios in the graduate program to involve details and assemblies of greater complexity. It will also be supported by the following courses. Sustainable Architecture will include wood frame systems of both existing and new structures, to include building envelope in energy-saving retrofits and new construction, specifically addressing the residential home industry. Students will be exposed to and research these assemblies for insulation, moisture control, rain barriers, and air leakage in these building types, then design details for their own apartment or one of a colleague in the program (much of the local housing stock nearby are wood-framed triple-deckers). In the next course, Integrated Systems, they review these details and systems as applied to commercial buildings of steel and concrete frames, and explore curtain walls and similar construction.

Additionally, we will have each studio develop details of increasing complexity of wall sections and building envelope assemblies. This culminates in the last studio before the thesis, AD750, in which they will detail envelopes, building service systems and integrate these systems into the building design and construction. This last studio will be taught for the first time this spring 2010. When the Team was on campus, the first cohort was taking Integrated Systems so they were not able to see the final course results. Integrated Systems will be taught again this Fall 2009.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

Met Not Met Not Yet Met
[] [] [X]

We address this condition in three of the 4-course sequence in structures and services systems, combined. Structures II includes plumbing, insulation and domestic heating; Structures III includes electricity, wiring and lighting; and structures IV includes acoustics, HVAC, passive solar, sprinkler, fire alarm and elevators. Additionally, AD3X0 Sustainable Architecture, addresses domestic heating systems and passive and PV solar design as well as other alternative systems (wind, geothermal, tidal, etc.), and AD410/720 Integrated Systems includes the integration of commercial HVAC systems into building design.

The team commented that they felt it would be met by the combination of Structures II and AD401/720 Integrated Systems, noting that the latter was in process but not yet complete at the time of the visit. These courses in combination and including all those above, will adopt specific reference to the topics in the course descriptions and syllabi to clarify the content. The clarifications in these syllabi are in process.

13.23 Building Systems *and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Met Not Met Not Yet Met

[] [] [X]

Students will gradually apply building systems integration in the Track II studios, paired with Integrated Systems AD401/720 in the fall semester. In AD700 Architectural Design VI, the fall studio, they have a first pass at the full building system integration; they follow up in AD750 Architectural Design VII, where they should all achieve the integration of these systems into a multiple-storied building requiring significant detailed sections, details and systems represented in the drawings. We have adopted portions of this in our senior thesis, not taken by the graduate students, and at the time of the visit, these materials were on display. The two graduate studios had not yet been taught at the time of the visit, and will be taught for the first time this year, 2009-10. The scale of the buildings in the design studio will match the commercial multiple-storied building scale discussed in AD401/720 Integrated Systems as well as the building service systems in Structures IV, taught concurrently with Integrated Systems and AD700 studio. With a semester to complete presentations of the systems and a design studio project to begin testing, we are confident that the outcomes in the AD750 studio the following semester will meet this criterion.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows this criterion is met by AD600/601 a community design build project scheduled for the summer of 2009 for Track I and Track II students. This course has just finished this summer. Students were exposed to the realities of construction cost controls through their own estimates of the construction costs for their design, and modified its scope during the design phase. The students prepared cost estimates, created line-item take-offs, obtained donations for portions of the project material working with manufacturers, compared manufacturer's costs of materials selected, modified selections based upon availability or cost, modified their cost estimates and kept track of purchases throughout the summer.

Although a smaller project, it included excavation, formwork, foundations, reinforcing, steel framed structural and wood framed structural components, water features through gutters, downspouts, interactive water pools, masonry, and finishes, each of which was included in their budget estimates, (including fasteners, material take-offs and similar). This course will be repeated each summer and although it will be a new project and client each year, will contain the same elements of cost estimating and line-item take-offs for purchasing and construction. Additionally we address issues of life-cycle costs specifically in Sustainable Architecture in the context of green materials - issues of warranty for new green products, and life cycle costs of replacement, reuse and recycling, and specifications that consider materials use in the second life of a building (use) and its materials (parts).

Life cycle costs are also discussed in Professional Practice.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design.

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows this criterion is met in the graduate program by AD600/601 a community design build project completed this summer 2009. As it included full design and construction services, the students made technically precise drawings and details, reviewed these with structural engineers where required, and revised and detailed these and other portions of the foundations, water features built into the concrete foundations, steel and wood structural system and roof covering. We expect that future projects each summer will have this same level of complexity and detailed drawing sets. Their work also included outline specifications and detailed material research for the component parts of the project that they were not as familiar with – roof coverings, foundation materials, steel and fastening components.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows this criterion is met in the Track I and Track II by AD600/601 a community design build project, this summer, 2009. See the discussion in 13.32 above. They ran client meetings during the design phase of the project, and interacted with the principal in scheduling, meetings during construction, and are in the process of planning a formal opening presently scheduled for the 17th of September to include the client, Boston Public Schools, MassArt and Carter School students, donating corporations and volunteers who helped with the project.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.

Met	Not Met	Not Yet Met
[]	[]	[X]

The matrix shows AD750 Architectural Design VIII meets this criterion in the last year of the graduate program. This course will be taught for the first time in spring of 2010, and also the thesis project for each student. The students will have their Thesis Preparation course in the spring of 2010 and their thesis the following summer/fall. The elements of building integration proposed for AD750 Architectural Design VIII (see 13.23, above), and the additional semesters of thesis programming and design will include all of these components.

Building integration, environmental and building service systems, details and structural systems is one that will be fully realized at the completion of advanced studios AD700

and AD750 which had not yet been taught at the time of the visit. AD700 will engage students on an urban site in a multi-storied building addressing issues of site planning and urban context, and introduce them to building systems and environmental systems applied to the whole building. We expect the students to use this studio to begin this process of detailing systems, and the first iteration of building integration and comprehensive design. In sequence, students will be taking the detailing and mechanical systems course, “Integrated Systems” at the same time. This combination is intended to assist them in the following studio AD750, where they will be required to succeed at putting the entire building together with ability to comprehensively design a building, its structural system, building components and service systems into a coherent package. Steve Imrich, a Partner at Cambridge 7 who will teach the second studio, has experience with large building types, detailing systems, materials and assemblies of many building types.

The AD750 Architectural Design VIII is attached, along with Steve Imrich’s Resume.

III. Two-year plan

TIMELINE: Fall 2009 - Fall 2011

June - August 2009

Annual Cycle

- New 2nd cohort Track I students commence semester I program of studies.
- Existing continuing Track I cohort commence semester 4 program of studies and are joined by BFA students in AD600/601 (Design-Build Studio)
- Issue new faculty contracts for studio and art history courses fall 2009, spring 2010
- Prepare Progress Report / Narrative Report for continuation of Candidacy to NAAB
- Prepare grad studio spaces for Track I students joining Track II area, studio orientation policies/culture for new graduate students
- Grad and Undergrad faculty attend summer studios final reviews
- Document and save work for next NAAB visit
- Supply program photos for print and web publicity
- Coordinate photos and publicity with marketing and design-build studio
- Finalize contracts/hiring for graduate and undergraduate new adjunct faculty
- Monthly faculty/student meetings
- Update graduate program web content

New Initiatives

- New summer studio courses taught for the first time or added to the program:
 - AD200/AD308 Methods and Materials
 - AD227/AD309 Structures I (this was changed from last year, which combined Structures I and II in an intensive, to only include Structures I. Students in the graduate program join AD317 Structures II in the fall)
 - AD600/AD601 Architectural Design Vi and Artisanry and Construction (Design-Build Studio)
- Interview candidates for graduate program assistant dean
- Interview and hire for new program 2009-2010 adjunct faculty : Matthew Frederick (AD750 Architectural Design VII); Gina Foglia (AD785 Sustainable Site Design); William Lewis (AD735 Lighting Design I – First Light); Tanja Conley (HART515 World Architecture Traditions); Victoria Solan (HART 585 Modern and Contemporary Architecture History and Theory); Steve Imrich (AD750 Architectural Design VIII); Marshall Audin (AD760 Thesis Preparation); Vikki Koppel (HART4XX Seminar – History of Modular Housing); Wesley Spruill, Interior Architecture Studio
- Finalize fall schedule for “Tuesday Talks” series (3-4 lectures per semester is anticipated)
- Continue working on draft of architecture program 5- year plan
- Submit proposed Track I and Track II graduate program changes for Graduate Council
- Submit proposed undergraduate program changes to College Curriculum Committee

September 2009

Annual Cycle

- Interview potential thesis advisors, outline and develop thesis requirements document, interview potential faculty member for Real Estate Development and Seminar on Materials, Details and Fabrication – both professional electives
- Issue new undergraduate and graduate architecture programs publicity
- Monthly faculty/student meeting (Follows studio orientation meeting in first week of classes)
- Architecture faculty meeting to review summer curriculum and 2009-10 academic year, review standards for submissions, syllabi; review publications, research proposals and faculty project documentation, program benchmarks
- Issue final spring 2010 course schedule
- Finalize Tuesday Talk series for the fall
- Start NAAB annual report process – gathering information from staff at Institutional Support, Salaries, Student Affairs, etc.

New Initiatives

- New courses to the program taught this fall
 - HART515 World Architecture Traditions (required)
 - HART4XX Seminar - History of Modular Housing (professional elective)
 - AD785 Sustainable Site Design (professional elective)
 - AD700 Architectural Design VII (required)
 - AD735 Lighting Design I – First Light (professional elective)
- Submit NAAB Progress Report
- Issue draft 5-year strategic plan for faculty discussion

October 2009

Annual Cycle

- Locate potential non-profit client projects for summer design/build studio
- Require track 2 students to begin definition of possible thesis projects, discussing project possibilities with program faculty, beginning identification of thesis advisors related to their topics
- Monthly faculty/student meeting
- Student meeting on IDP requirements and the profession
- Register students for spring 2010 courses

New Initiatives

- Report to the BHE on the changes in the program length for Track I, noting the new credits (subsequent to the Graduate Council vote)

November 2009

Annual Cycle

- Monthly faculty/student meeting
- Grad faculty and interested students attend New England Portfolio Day and BSA Portfolio Day
- Identify design/build studio non-profit for summer studio, begin working with faculty and their administrator on project scope, schedule, participants, finding, etc.
- NAAB Annual Report submittal

New Initiatives

- At this month's student and faculty meeting discuss and solicit input on architecture program 5-year plan

December 2009

Annual Cycle

- Issue new faculty contracts for studio and art history courses spring 2010
- Monthly faculty/student meeting
- Document and save work for NAAB visit
- Finalize Tuesday Talk series for the spring
- All faculty attend final reviews

New Initiatives

- Incorporate input from students and faculty on 5-year plan. Finalize report. Forward report to Dean of Graduate program, Senior VP Academic Affairs

January 2010

Annual Cycle

- Update web content
- Interview potential faculty member for Seminar on Housing Development, and possible seminars in Architectural History – professional electives
- Admissions deadline Jan 15, begin review of applicants
- Monthly faculty/student meeting
- Faculty meeting to review curriculum, and review of fall semester sequences, update on NAAB requirements, etc.
- Issue final fall 2010 and preliminary spring 2011 course schedule

New Initiatives

- New courses for spring 2010
AD760 Thesis Preparation
AD750 Architectural Design VIII
AD745 Real Estate Development
AD755 Seminar on Materials, Details and Fabrication
HART586 Modern and Contemporary Architecture History and Theory
HART4XX American Architecture
HART4XX (Architecture Now)
- Write report to Nuckolls fund on the completed first course in our lighting sequence with Bill Lewis, (Adjunct faculty), and principal of Lam Partners, Bob Osten
- Submit 5-year plan report to Architecture Program Board of Advisors
- Program Head to meet with marketing to continue to develop in-kind and cash donations to the program

February 2010

Annual Cycle

- Monthly faculty/student meeting
- Issue final fall 2010 course schedule

March 2010

Annual Cycle

- Issue acceptance letters for Track I, 3rd cohort and Track II, 2nd cohort
- Monthly faculty/student meeting

- Meeting Program Board of Advisors
- Finalize upcoming summer design-build program
- Program Head follow up meeting with marketing to continue to develop in-kind and monetary donations to the program
- Register students for fall 2010 courses

April 2010

Annual Cycle

- Faculty review and advise incoming students for registration and transfer credit decisions
- Issue new faculty contracts for thesis faculty/advisors
- Monthly faculty/student meeting
- Register graduate students for summer 2010 courses

New Initiatives

- Hire advising faculty for student summer Thesis work (independent study)

May 2010

Annual Cycle

- Grad and undergrad faculty attend final reviews; interested graduate students attend undergraduate reviews
- Monthly faculty/student meeting
- Document and save work for next NAAB visit
- Academic Year Wrap-Up faculty meeting to review curriculum
- All faculty attend final reviews

June 2010

Annual Cycle

- Orientation for new grad students
- Monthly faculty/student meeting
- 1st cohort of Track II students do theses (semester 7 for first cohort)
- 2nd cohort of Track II students take design/build course (semester 4 for second cohort)
- 3rd cohort of Track I students take preparatory classes in drawing, structures, methods and materials, design studio and AutoCAD (semester one for third cohort)
- Prepare APR and Narrative Report outline

New Initiatives

- New courses to the program taught this summer
- AD800 Thesis (one faculty member will act as course advisor, other faculty and/or outside professionals will act as additional advisors to each student)

July 2010

Annual Cycle

- Ongoing individual reviews of thesis students
- Mid-term faculty review of student thesis
- Grad faculty attend mid-term reviews of studio classes
- Monthly faculty/student meeting

New Initiatives

- TBD by program input – faculty and graduate students

August 2010

Annual Cycle

- Issue new faculty contracts for studio and art history courses fall 2010
- Prepare APR
- Prepare grad studio spaces for Track I students joining Track II area.
- Grad faculty attend summer studio and thesis final reviews
- First cohort Thesis presentations with Advisors, Faculty - Students who have successfully completed their work prepare Thesis book for library
- Monthly faculty/student meeting
- Document and save work for next NAAB visit

New Initiatives

- Work with Bob Osten and Lam Partners to finalize second lighting sequence course, finalize faculty contract

September 2010

Annual Cycle

- **Graduate first cohort of M. Arch students**, along with other graduate students in the “MassArt at the Fine Arts Work Program in Provincetown”
- Faculty meeting to establish documentation standards, storage for NAAB visit
- Submit NAAB requested documentation, as required
- Issue final spring 2011 course schedule
- Interview potential thesis advisors
- Monthly faculty/student meeting. (Follows studio orientation meeting in first week of classes)
- Architecture faculty meeting to review summer curriculum and 2010-1 academic year, review standards for submissions, syllabi; review publications, research proposals and faculty project documentation, program benchmarks
- Finalize Tuesday Talk series for the fall
- Start NAAB annual report process – gathering information from staff at Institutional Support, Salaries, Student Affairs, etc.

New Initiatives

- New professional elective
- AD740 Advanced Lighting and Sustainability – City Lights (second course in Nuckolls Fund grant cycle)
- Other professional electives TBD
- Graduation diplomas for first Track II cohort with completed programs

October 2010

Annual Cycle

- Begin preparation for NAAB visit, correspondence to establish schedule, work with new Assistant Dean on space preparation, coordination between departments for space requirements, equipment, lighting, storage and preparation for team housing. Schedule visit with NAAB Team Chair and NAAB offices, collect course materials all faculty, book space for NAAB visit display
- Locate potential non-profit client projects for summer design/build studio

- Require Track II (semester 4) students to begin definition of possible thesis projects, discussing project possibilities with program faculty, beginning identification of thesis advisors related to their topics
- Monthly faculty/student meeting
- Register students for spring 2011 courses
- Student meeting on IDP requirements and the profession

November 2010

Annual Cycle

- Monthly faculty/student meeting
- Identify design/build studio non-profit for summer studio, begin working with faculty and their administrator on project scope, schedule, participants, finding, etc.
- Grad faculty and interested graduate and undergraduate students attend New England Portfolio Day and BSA Portfolio Day
- Identify design/build studio non-profit for summer studio, begin working with faculty and their administrator on project scope, schedule, participants, finding, etc.
- NAAB Annual Report submittal

New Initiatives

- Report on 5-year plan progress to faculty

December 2010

Annual Cycle

- Issue new faculty contracts for studio and art history courses spring 2011
- Monthly faculty/student meeting
- Document and save work for NAAB visit
- Begin to assemble NAAB display materials
- Finalize Tuesday Talk series for the spring
- All faculty attend final reviews

January 2011

Annual Cycle

- Admissions deadline Jan 15, begin review of applicants
- Monthly faculty/student meeting
- Issue final fall 2011 and preliminary spring 2012 course schedule
- Continue assembly NAAB display materials

New Initiatives

- Write report to Nuckolls fund on the completed second course in our lighting sequence – “City Lights” with principal Lam Partners – Bob Osten
- Meet Architecture Program Board of Advisors, update on activity, upcoming NAAB visit, new initiatives, marketing plan, update on the 5-year plan report
- Program Head to meet with marketing to continue to develop in-kind and monetary donations to the program, review progress to date

February 2011

Annual Cycle

- Monthly faculty/student meeting
- Issue final fall 2011 course schedule

March 2011

Annual Cycle

- Issue acceptance letters for Track I, 3rd cohort and Track II, 2nd cohort
- Monthly faculty/student meeting
- Finalize upcoming summer design-build program
- Program Head follow up meeting with marketing to continue to develop in-kind and monetary donations to the program
- Register students for fall 2011 courses

New Initiatives

- NAAB visit
- Meet with faculty and students to discuss visit, review 5-year plan progress, develop new initiatives

April 2011

Annual Cycle

- Faculty review and advise incoming students for registration and transfer credit decisions
- Issue new faculty contracts for thesis faculty/advisors
- Monthly faculty/student meeting
- Register graduate students for summer 2011 courses

New Initiatives

- Hire advising faculty for student summer Thesis work (independent study)

May 2011

Annual Cycle

- Grad and undergrad faculty attend final reviews; interested graduate students attend undergraduate reviews
- Monthly faculty/student meeting
- Document and save work for next NAAB visit
- Academic Year Wrap-Up faculty meeting to review curriculum
- All faculty attend final reviews

June 2011

Annual Cycle

- Orientation for new grad students
- Monthly faculty/student meeting
- 2nd cohort of Track II students do theses
- 3rd cohort of Track II students take design/build course
- 4th cohort of Track I students take preparatory classes in drawing, structures, methods and materials, design studio and AutoCAD
- Prepare Narrative Report outline

New Initiatives

- Review new electives for fall based upon practice, construction industry, student interests and global issues in design
- AD800 Thesis (one faculty member will act as course advisor, other faculty and/or outside professionals will act as additional advisors to each student)

July 2011

Annual Cycle

- Ongoing individual reviews of thesis students
- Mid-term faculty review of student thesis
- Grad faculty attend mid-term reviews of studio classes
- Monthly faculty/student meeting

New Initiatives

- TBD by program input – faculty and graduate students

August 2011

Annual Cycle

- Issue new faculty contracts for studio and art history courses fall 2011
- Prepare grad studio spaces for new Track I students joining Track II area.
- Grad faculty attend summer studio and thesis final reviews
- Second cohort Thesis presentations with Advisors, Faculty Students who have successfully completed their work prepare Thesis book for library
- Monthly faculty/student meeting
- Document and save work for next NAAB visit

New Initiatives

- Work with Bob Osten and Lam Partners to finalize second pass of the introductory lighting sequence course, finalize faculty contract

September 2011

Annual Cycle

- **Graduate second cohort of M. Arch students**, along with graduate students in the “MassArt at the Fine Arts Work Program in Provincetown”
- Faculty meeting to review progress, goals and establish new directions
- Issue final spring 2012 course schedule
- Interview potential thesis advisors
- Monthly faculty/student meeting. (Follows studio orientation meeting in first week of classes)
- Architecture faculty meeting to review summer curriculum and 2011-12 academic year, review standards for submissions, syllabi; review publications, research proposals and faculty project documentation, program benchmarks
- Finalize Tuesday Talk series for the fall
- Start NAAB annual report process – gathering information from staff at Institutional Support, Salaries, Student Affairs, etc.

New Initiatives

- Develop new professional elective for spring, relevant to practice and curriculum
- Graduation diplomas issued for second Track II cohort with completed programs

IV Supplemental Documentation (attached as separate documents)

V Institutional Documentation/Report Signatures

Respectfully submitted,

Patricia Seitz, AIA, LEED
Head, Graduate Program in Architecture

Paul Hajian, AIA
Chair, Undergraduate Program in Architecture

George Creamer
Dean, Graduate Programs