

Name of Institution: Wentworth Institute of Technology

Name of Academic Unit: College of Architecture, Design and Construction

Interim Progress Report

Master of Architecture [BS-Architecture + 36 credits]

Please provide contact information for the following individuals:

Program Administrator: Michael MacPhail, Department Chair

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Michael MacPhail, Department Chair

Provost: Russell F. Pinizzotto, Provost and Vice President for Academic Affairs

President of the Institution: Zorica Pantic, President

Individual submitting the Interim Program Report: Michael MacPhail, Department Chair

Name of individual to whom questions should be directed: Michael MacPhail, Department Chair

Year of the Previous Visit: 2012

Current Term of Accreditation: 6 years

Submitted to: The National Architectural Accrediting Board

Date: 4 December 2014

NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report
a. Conditions I.1-I.5 or II.2-II.3

b. Conditions II.1 (Student Performance Criteria)

B. 2. Accessibility See PDFs of project materials and student work

B. 5. Life Safety See PDFs of project materials and student work

2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

Life Safety

Since the 2012 NAAB review we have been addressing the two SPC (B.2. Accessibility B.5. Life Safety), that were deemed conditions not met, in the development of our undergraduate curriculum. Within studio, students have been issued materials and readings (please see the submitted project materials and examples of student work from the previous section on conditions not met) for review that directly address egress, occupant loads and basic life safety issues when designing buildings.

Limited Shop Facilities

Much has changed since the 2012 NAAB visit regarding our shop facilities. We worked with our shop technician, Alex Cabral, to both develop a strategic plan for expanding the shop facilities as well as increasing student access to those facilities.

In terms of the facilities, when the NAAB team visited we had our shop located in three separate rooms totaling 862 sf. Since then, we have demolished two walls between three rooms to create one larger space and added an additional 663 sf. We have updated the electrical system for the shop to accommodate new equipment and increased student use. Please see the new shop plan.

In terms of equipment, we added a 3D printer, a vacuum former, a “stop saw” table saw and some new equipment. We also opened access to the shop for all sophomores, juniors and seniors in the program. The shop is now a thriving hub of fabrication activity.

External applicants to the M. Arch Program

In 2013 we admitted our first external graduate student into the two-year M.Arch program. She had completed a BSc in Architecture at Roger Williams University. This academic year (2014/2015) we admitted 7 external students into our M.Arch program. Six of the seven began in the fall with three of them in the two-year program and three of them in the three-year program.

We continue to actively recruit and have seen increased interest since the fall in our two-year and three-year graduate programs.

3. Changes or Planned Changes in the Program

Such as

- **Faculty and Administration changes (dean, department chair, provost)**

There have been a number of changes in leadership and staffing since the 2012 NAAB review. In terms of faculty, we have had three open positions since the NAAB visit. Two of these positions have been filled with excellent candidates and one position has not been filled due to declining enrollment in the undergraduate program (a nationwide trend). After Professor Beth Gibb resigned in May of 2012 and moved with her family to Los Angeles, we had Professor Troy Peters (a nationally recognized building technologist and environmental systems expert) join us in August of the same year and Professor Anne-Catrin Schultz (a successful scholar and architectural historian) join us in August of the following year (2013).

In the spring of 2013, a review of the leadership structure of the architecture department by both the Dean of the College and the Provost concluded that having three department chairs created an inefficient and problematic leadership structure. Instead, a decision was made to have a single chair and a director of the graduate program, who would report to the department chair. In August of 2013, Ann Borst and John Ellis resigned their positions as curriculum chairs and returned to faculty. Michael MacPhail, who had been a chair since January of 2011, then became the sole department chair.

In August of 2013, academic coordinator Jessica Beeby resigned to take a new administrative position at a local university. She was not replaced.

In May of 2014, the Dean of the College, Glenn Wiggins, resigned. We now have an Interim Dean, Chuck Hotchkiss, who is concurrently an Associate Provost of the Institute. Hotchkiss was a long-time professor and chair of Urban and Regional Planning in the College of Environmental Design at Cal Poly Pomona. He also has prior experience at the dean level, having served for two years as Dean of the School of Community Economic Development at Southern New Hampshire University. Hotchkiss has worked with the department chair and faculty to ease the transition to the new single-chair administrative structure. There is an ongoing search by the Institute for a new college Dean.

The summer of 2014 also saw the resignation of an architectural history professor, Marc Neveu. He is now at another university on the West Coast.

At the end of the summer semester the Director of the Graduate Program, Jonathan Foote, left his position. We now have an Interim Director of the Graduate Program, Elizabeth Ghiseline.

- **Changes in enrollment (increases, decreases, new external pressures)**
The architecture program at Wentworth, like many accredited professional programs across the country, has recently been experiencing declining enrollment in the BSc Architecture program, most noticeably over the last two years. Prior to 2012 our enrollment was robust and steady. In 2011 and 2012 we had approximately 210-220 incoming freshman at the start of the semester. However, in 2013, we had 195 incoming freshman at the beginning of the fall semester and in 2014 we had 145 incoming freshman. The institute and the department are working together in a diligent fashion to reverse or stop this trend.

- **Significant changes in educational approach or philosophy (e.g., new provost = new approach)**
Approximately 5 years ago, the Provost, Russ Pinizzotto, initiated a strategic vision called EPIC learning (externally collaborative, project-based, interdisciplinary curricula) that was meant to be a dramatic reconceptualization of Wentworth's pedagogical approach. Although the implementation of this vision is still in its early stages, by the fall of 2015, the goal is to have every student in each of the professional programs in the institute experience an EPIC based course at least once a semester. See <http://blogs.wit.edu/provost/> for more information.

4. Identity & Self Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

INSTITUTE OVERVIEW

Wentworth Institute of Technology, a nationally and internationally recognized university with more than 3800 full-time day students, offers baccalaureate degrees in the disciplines of interior and industrial design, computer science, engineering, engineering technology, and management, as well as master degrees in architecture, construction management and facility management. The Institute was founded in 1904 through a bequest of Arioeh Wentworth, a prominent Boston merchant, with a mission “to furnish education in the mechanical arts.” It has since graduated students who have assumed leadership roles in the professions, industry, education, and government. Wentworth co-op students and graduates are highly sought after for their ability to adapt to the workplace, their problem solving skills, and their preparedness for leadership roles in the profession.

The Wentworth Institute campus is located on thirty-five acres fronting Huntington Avenue in the Fenway area of Boston. It is near the Museum of Fine Arts, Symphony Hall, and numerous institutions of higher education. The location supports Wentworth’s membership in the Colleges of the Fenway, one of Boston’s largest academic collaborations. This partnership with Emmanuel, Simmons, and Wheelock Colleges; Massachusetts College of Art; and Massachusetts College of Pharmacy and Health Sciences provides students with expanded academic options and a broad campus community.

Wentworth Institute offers a three-part learning model. Theories presented in the classroom are tested in studios and labs, and then applied in professional settings through cooperative education. Each stage has unique strengths:

- Small classes provide direct contact with professors and supporting a highly interactive environment.
- On-campus studios and labs help bring classroom theory to life, giving students the confidence to master complex tools and techniques. Studio and lab work are integral components of all majors.
- After two years, classroom learning and studio/lab experience are “put to work.” All baccalaureate programs require two semesters of co-op education, with an optional third semester. Students are encouraged to seek co-op positions across North America and the globe in order to gain a broader perspective and expand their professional opportunities. Experience from co-op employment serves students within their coursework, and many co-op positions lead directly to full-time employment after graduation.

Institute and Department History

From its inception, Wentworth has offered programs related to architecture and building technology. As a school for the mechanical arts, its curriculum provided students with the knowledge and skills to enter careers in the architectural profession. After World War II, returning veterans seeking jobs in architecture

and related disciplines were accommodated by the introduction of a two-year associate degree program in Architectural Construction, later called Architectural Engineering Technology (AET).

In 1972 Wentworth began graduating students from its first baccalaureate degree programs. The Bachelor of Science in Architectural Engineering Technology (BAET) was created as a two-year extension to the AET associate degree. As in all bachelor's degree programs at Wentworth, the BAET program required two semesters of cooperative work experience. The co-op program continues to be a central feature of practicum-based learning for all architecture students at Wentworth to this day.

During the late 1980s, new demands from within the architectural profession and the evolving architectural curriculum at Wentworth led to the initiation of a five-year professional degree program – the Bachelor of Architecture degree. The curriculum of the new program was founded on Wentworth's emphasis on technology and the art of making, and its growing faculty of experienced licensed architectural practitioners.

After a successful team visit in 1992 the National Architectural Accreditation Board (NAAB) awarded Wentworth's Bachelor of Architecture degree full accreditation. NAAB's visiting team gave special notice to the program's unique emphasis on technology in architecture, its newly formed semester abroad program, and Wentworth's commitment to offering an accessible route to professional credentials for students from a wide variety of backgrounds. Along with accreditation the department witnessed many new infrastructure improvements; new studios, critique spaces and faculty offices were constructed in support of the new curricular and studio culture goals.

In September of 2003, the department launched a substantially revised B.Arch. curriculum. This included a new foundation program for freshman and sophomore students, a revised upper level curriculum with new studios closely coordinated with co-requisite technology courses, and a newly restructured study abroad program in Berlin, Germany.

Along with these curricular changes the Institute authorized a significant number of new full-time faculty positions in order to strengthen the department. Subsequently a talented and energetic group of new faculty joined a dedicated team of experienced faculty to form a cohesive and highly motivated department. Concurrently, the department worked intensively with the Institute to implement a laptop policy that has succeeded in integrating digital technology throughout the curriculum, affecting all students and faculty.

Beginning in 2005 the Institute leadership team, including Dr. Zorica Pantic as president, Dr. Russell Pinizzotto as provost and vice president for Academic Affairs, Bob Totino as vice president for Finance and David Wahlstrom as vice president for Business, has made significant contributions to the Institute and department, both academically and institutionally, such as the recent Institute restructuring into colleges.

Following the NAAB visit in 2006, when the B. Arch. received a full six-year accreditation, the Department began developing its proposal to offer graduate studies in architecture, and petitioned the Institute to pursue a charter change to allow graduate-level programs, including the Master of Architecture degree. The Architecture Department, with the support of President Pantic and the Board of Trustees, led the approvals process with the Massachusetts Department of Higher Education (approved in 2008), as well as the accreditation process for master's level studies with the New England Association of Schools & Colleges (approved in 2009).

In the process, the architecture department revised the five-year B.Arch. degree to create a four-year Bachelor of Science in Architecture (B.S.-Arch.) and a one-year Master of Architecture degree (M.Arch.), which was approved as a nomenclature change by the NAAB in 2009. Beginning in the academic year 2012/13, the department initiated a two-year M.Arch. degree for outside candidates who hold a B.S. or B.A. in Architecture from a NAAB-accredited program. In addition to the new two-year M.Arch degree, the department initiated a three-year M.Arch the following academic year 2013/2014.

The current course of studies provides a well-rounded liberal arts curriculum along with pre-professional and professional degrees. Beginning in the foundation years and continuing through both the B.S.-Arch. and M.Arch. courses of study, students are challenged to view their education holistically, through required and elective courses outside and within the architectural curriculum. Courses in the humanities and social sciences from Institute and Colleges of the Fenway offerings work together with the department's advanced courses in concentration studies. These advanced offerings are grouped into three concentrations (Urbanism, Emerging Technologies and Adaptive Interventions), and all sophomore students commit to one concentration. Along with graduate courses such as thesis preparation, advanced studies serve in developing and focusing the skills and powers of inquiry required for seeing architecture within its larger global cultural context. These courses also offer a forum where students develop abilities in advanced problem solving, independent research, and writing within the architectural and humanities curricula (See II.1 - Student Performance Criteria).

The Study Abroad program has expanded to 3 semester-long options: fall and spring terms in Berlin, Germany and spring in Girona/Barcelona, Spain. Travel-based studios offering M.Arch. students the chance to engage global issues in special topics studios began in 2009/2010. These studios have focused on global issues in locales such as Istanbul, Sarajevo, London, Hong Kong, San Juan and Kyoto.

Prior to the 2012 visit, a number of physical and cultural changes were enacted in support of the M.Arch. program. The most visible of these changes are the new M.Arch. studios, a new student lounge, and a digital fabrication lab. There were also been significant renovations made to the third and fourth year studios, as well as new critique spaces that are shared by all studios. (See II.2.4 – Physical Resources)

With expanded access to resources, student involvement in co-curricular activities has increased. New leadership opportunities have cultivated the emergence of more student leaders and a more energized student body. In spring 2010, an inaugural studio-wide thesis exhibition, student/faculty gala, and a noteworthy commencement address by an architect demonstrated and celebrated a strengthened culture of architecture within the student body and the Institute.

In January of 2011, under the vision and leadership of Provost Russell Pinizzotto, the Institute implemented a reorganization of its academic structure. Seven departments (Architecture; Applied Mathematics and Science; Civil, Construction, and Environment; Computer Sciences and Systems; Design and Facilities; Electronics and Mechanical; Humanities, Social Sciences and Management) and the Division of Professional and Continuing Studies became four colleges: Architecture, Design, and Construction Management; Arts and Sciences; Engineering and Technology; and Professional and Continuing Education. The new structure enables the Institute to be more inclusive and interdisciplinary, and to facilitate collaborative exchanges between the architecture department and the allied fields of interior and industrial design and construction management. About 60% of the Institute's student population is enrolled in engineering and technology programs, about 28% is in design programs, and about 12% is in management programs.

Dr. Charles Hotchkiss is the Dean (Interim) of the College of Architecture, Design and Construction Management, which includes the Departments of Architecture, Interior Design, Facilities Management, Industrial Design, and Construction Management. The Department of Architecture is now administered by Department Chair, Michael MacPhail and Director (Interim) of Graduate Programs, Elizabeth Ghisline.

INSTITUTE MISSION

Wentworth's institutional mission is presented in the following text:

Mission Statement

Wentworth's core purpose and mission is to empower, inspire and innovate through experiential learning. Our motto is Do, Learn, Succeed

Values Statement

At Wentworth, our core values reflect that we are student-centered, that we are passionate for real-life, hands-on teaching and learning, and that innovation and creativity are at the center of what we do. We express these three core values as Students first – The world is our classroom –Thinking without a box.

Wentworth's Fundamental Values

Honesty, in thought, in word, and in deed, that sees with precision things as they are, that speaks fearlessly without selfishness or malice, and that acts always with confident straightforwardness;

Energy, of mind and body, that comes with the full development of all our powers and the ability to concentrate them all at will;

Economy, steadfast and constant, that is the natural product of the exercise of sound judgment, self-restraint, and self-denial, and;

System, the cultivated habit of orderly and well-considered procedure in thought and in conduct."

COLLEGE MISSION

The College of Architecture, Design, + Construction Management's mission is presented in the following text:

Mission Statement

The College of Architecture, Design, and Construction Management at Wentworth is deeply rooted in the tradition of design, construction, and technological innovation. These core values are woven throughout each of the departments within the college. The degree programs seek to educate well-grounded professionals, equipping graduates with the skills and insights to make positive contributions to our built environment. The programs place particular emphasis on the tangible, material nature of making, and the technologies that inform it.

DEPARTMENT MISSION

The Department of Architecture's mission is presented in the following text:

Mission Statement

Architectural education at Wentworth embraces the complex nature of architecture as a conceptual, technical, and social practice that is ultimately centered on the art of making. The program encourages deep explorations in the material culture of architecture and challenges students to deploy this knowledge in ways that enrich the built environment and enhance people's lives.

Program Description

The Bachelor of Science in Architecture (BS-Arch) program's rigorous course of study centers on the design studio, where students work closely with faculty in explorations of design and design methods. Associated courses in history, theory, technology, and professional practice are closely related to design studio problems. Student learning is enhanced by two semesters of cooperative work experience as well as study abroad options.

All entering freshmen are admitted to the four-year BS-Arch program. During the sophomore year students focus their educational interests by choosing one of the three concentrations: Urbanism, Emerging Technologies and Adaptive Interventions. The concentrations are not divergent areas of study, but rather run parallel to each other and allow students to pursue a particular focus within their study of architecture.

Upon successful completion of the BS-Arch curriculum, Wentworth students may apply to the M. Arch. program at Wentworth, or they may elect to continue their architectural studies at another institution or gain professional experience. Admission to the M. Arch program is based on application, including a portfolio submission

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

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A. Architectural Education and the Academic Community

Some of the most meaningful educational experiences within or outside the classroom are the product of collaborations, exchanges, or other shared engagements with a larger academic community. Wentworth students and faculty benefit from strong relationships with valued educators and researchers ranging from those within the Institute to the program's international partners, as well as the academic vision of the provost. The learning culture at Wentworth is open and evolving as a result of these many collaborative interactions.

The Department of Architecture is one of the largest programs on the Wentworth campus, with 20 full-time faculty and approximately 600 students enrolled in its four degree programs. The department is in the process of developing working relationships with the three other departments in the newly-formulated College of Architecture, Design and Construction Management: Industrial Design, Interior Design, and Construction Management. Architecture also maintains a collegial relationship with other departments at Wentworth: Applied Mathematics and Sciences; Civil, Construction and Environment; Computer Science and Systems; Electronics and Mechanical; and Humanities, Social Sciences and Management; and the Division of Professional and Continuing Studies. Faculty from all departments work together through Institute committees, and inter-departmental relationships are increasingly encouraged with a new Institute-wide emphasis on EPIC (externally collaborative, project-based, interdisciplinary curricula) learning.

The architecture department is well respected by its peers at the Institute. The program has a reputation for being challenging, and its students for being highly engaged in their educational growth. The department's work has provided paradigms for other departments at the Institute in important areas: the laptop program, ambitious curricular revision, study abroad programs, experiential learning travel components, and the establishment of graduate studies. The department was instrumental in achieving the charter changes required for the Institute to offer graduate degrees, and has served as a model for other departments in developing advanced degree programs.

The department has benefited from strong leadership by the provost, Russ Pinizzotto, with regard to curricular development and program initiatives and enjoys a collaborative working relationship with the administration. In turn, architecture has contributed to the strengths and reputation of the school in a number of ways. Service-based learning opportunities for architecture students provide assistance to local community groups, homeowners, and individuals, augmenting the Institute's local profile. The growth of faculty research, presentation, and publication activities has enhanced the department's and the Institute's recognition regionally and nationally. Above all, the growing stature of the graduate program serves to advance the Institute's reputation for educational excellence. The rising expectations and student achievement of this program contribute to all aspects of the department and the Institute.

INTERACTION WITH OTHER PROGRAMS IN THE INSTITUTION

The architecture department interacts with other programs in significant ways. Under the leadership of the Department Chair, Michael MacPhail, new collaborations are underway in the foundation-level curriculum as well as the potential for joint elective course offerings and student-related initiatives within the college (see I.1.4 Long Range Planning). Study abroad programs and experiential learning travel components for architecture students are already providing the framework for developing new opportunities for interior and industrial design students.

Within the Institute, the department collaborates with other departments in areas of mutual interest and opportunity, notably with Humanities and Social Sciences to develop courses that strengthen students' grounding in the liberal arts and with the library to promote student research skills. Architecture students are exposed to the humanities and social sciences throughout their program of study, from the first year writing courses to advanced elective offerings in the graduate program. Students choose from a wide range of offerings within the Department of Humanities and Social Sciences or one of five partner colleges and universities within the Colleges of the Fenway (COF) consortium.

The Alumni Library staff has been generous in responding to the department's needs as well as in assisting our students, who they identify as the most active in the Institute (see I.2.5 Information Resources). Librarians make presentations in courses from Foundation level to Thesis Prep. on how to conduct research and utilize library resources effectively. Librarians are pro-active and acute in acquiring books and expanding the collections in a manner that supports the department's curriculum and mission. They are also very responsive to faculty requests for materials deemed of value for students, in support of both course content and independent research.

The architecture department works directly with Career Services and the Co-op Office on many fronts. The department chair and the IDP coordinator serve as liaisons with this office. Together they have cultivated a close working relationship with the co-op staff to promote better knowledge of our students' skills and potential, and to expand and improve the quality of job placements. New initiatives such as seminars on professional resume and portfolio preparation have assisted students in their search for high quality cooperative work placements. Seminars on topics such as LEED and BIM have provided students with alternate professional development options during the economic downturn of the past few years. The architecture co-op coordinator is an integral part of the department, and students recognize and benefit from the cohesiveness between the two programs (see Perspectives C and D).

Wentworth and the Department of Architecture have had a strong relationship with the COF since the collective's inception in 1996. The member schools (Emmanuel, Simmons, and Wheelock Colleges, Massachusetts College of Art; and Massachusetts College of Pharmacy and Health Sciences) have worked together to share experience and resources regarding curricular issues and study abroad opportunities. This cooperation across institutional boundaries has served to expand the department's outlook and resources: students cross-register for classes at other schools and faculty participate in joint committees, lectures, symposia, grant applications, and travel planning with their colleagues in related fields.

Engagement within the Institute and participation in local, national and international academic communities produce opportunities for all members of the architecture department to participate in the development of new knowledge and to contribute to education and the larger academic community.

CONTRIBUTIONS OF THE INSTITUTE TO THE PROGRAM

The Institute has advanced the department's mission and programs in numerous ways and has been particularly robust in supporting departmental initiatives. The creation of an M.Arch. degree program was strongly supported and expedited by the president, the provost, the Board of Trustees and the Institute Curriculum committee. The ongoing development of the architecture graduate program, along with other advanced degree programs on campus, is a major component of institutional strategic planning.

The Institute's commitment to the integration of advanced digital technology supports the department's faculty and students at the forefront in this area. All faculty (full-time and adjunct) and students are issued advanced Macintosh laptops, equipped with a full suite of graphics programs and other relevant software. Related needs, including printing, plotting, networking and technical advice, are addressed by the Department of Technology Services. A broad array of faculty training and development seminars is available through Learning and Development (LD). As a result of these efforts, digital expertise has expanded dramatically, both in the classroom and in student work. LD also sponsors a peer mentoring program, encouraging faculty to assist one another in developing new digital proficiencies (see I.2.3 Physical Resources).

Recognizing the importance of appropriate workspace to the program, the Institute has made multiple capital improvements to the department's facilities. In 2005, the Institute implemented plans to provide all second year students in the architecture program with dedicated studio space in the lower level of the Annex North, giving students and faculty an environment that fosters and extends studio culture to the earlier years of the program, and fully integrates Foundation level students with those in the upper level studio sequence. In 2006, a new studio space was created on the first floor of the Annex North, adjacent to the faculty offices, which later became the graduate studio. This quality of this area was improved and refined in a subsequent (2009) remodel. The studios on the second floor underwent renovations in 2007 and 2008, resulting in the creation of six critique rooms and the configuration of open studio space into smaller, more focused teaching areas. The department offices have been renovated as needed to provide additional faculty offices and improved workspaces. All full-time faculty and staff have private offices, which facilitates student advising. The model shop facilities have been expanded to incorporate new digital modeling equipment (see I.2.3 Physical Resources).

The Institute supports the intellectual quality and growth of the Architecture program in a number of ways. Faculty-student ratios are kept low in studios (from 1:16 maximum in first year studios to 1:11 in graduate studios) and in graduate seminars (1:15 on average,) to foster increased contact and interaction. Faculty members are expected to be involved in creative and/or scholarly work, and students are exposed to these activities through advanced level seminars and special topics studios. The provost's initiative on EPIC learning promotes the discovery of new models in professional education. The new college structure will provide the platform for curricular development across the allied design fields. International perspectives are fully appreciated; the department's proposal to incorporate experiential learning travel segments in the fall term M.Arch. studio was supported by the provost and implemented within months of its approval. This initiative further enables faculty to develop and pursue a research agenda within the

curricular framework, serving as a model for students as they formulate their own thesis proposal for the spring term (see I.2.1 Human Resources).

INTERACTION WITH THE BOSTON-AREA ACADEMIC COMMUNITY

The program and the Institute are committed to take advantage of the rich resources of Boston, as described in the Mission and Vision Statements (see I.1.1 History and Mission). Home to a large population of design students and some of North America's most respected architecture schools, Boston provides valuable resources and opportunities within the larger academic architectural community. Wentworth architecture faculty and staff maintain close personal and professional ties to the five other architecture schools within metropolitan Boston. Students have regular contact with guest critics and lecturers drawn from this community, just as Wentworth faculty and staff members regularly contribute to other programs. The close proximity of multiple architecture programs, in concert with an extensive mass transit system, gives students easy access to a rich selection of lectures, events, and libraries. The symbiosis between academic and professional life in Boston is recognized as a significant factor in the city's status as a center for education and creative enterprise.

Beyond the boundaries of any individual program, faculty, staff and students benefit from and contribute to the larger regional design community through service, community engagement, and scholarship.

Faculty roles in recent years include:

- Chair of the Boston Art Commission
- Designator to the Henderson Foundation, which provides grant funding for proposals to enhance the physical environment of Boston
- Board member of the Rappaport Institute for Greater Boston, which provides graduate fellowships to promote emerging leaders in the city
- Co-founder of the Boston Society of Architects Research Grants program, to fund original research in architecture
- Editorial Board members of *Architecture Boston* magazine
- President of the New England Society of Architectural Historians
- Founding partner of Boston's first and only private gallery devoted to architecture, producing exhibitions, symposia, catalogs and other publications
- Core members of the not-for-profit group ArtForming, a network of designers who insert public art into the environment (staff, students, and alumni also involved)
- Producing a multimedia installation in Boston's Cyclorama for an event sponsored by SHIFTBoston (a not-for-profit organization founded by several recent alumni).

CONTRIBUTION TO THE LARGER ACADEMIC COMMUNITY

Wentworth faculty and staff also maintain a significant presence in the academic community of North America and beyond. In the past years, our faculty members have disseminated original research through papers, session topics, poster sessions, or similar contributions at national and international meetings, conferences, symposia and conventions. Faculty members have been invited to offer lectures to audiences all over the region, nation and world, including in Caracas, Shanghai, Medellín, and Paris. In addition to the 2009 expansion of our Study Abroad program to include France and Germany, faculty

have used their national and international connections to offer special topics studios with travel segments to New York, San Francisco, London, Texas, Los Angeles, Madrid, Beijing, Puerto Rico, Sarajevo, Kyoto, and Istanbul. Faculty roles in the larger academic community include:

- Organizers and hosts for the symposium “Designing For Life: Medellín | Caracas” (2008); featuring a keynote address from Sergio Farjardo, former mayor of Medellín and Colombian presidential candidate.
- Contributing editor for *Places* online journal
- Sponsor and host for a Fulbright scholar from Paris La Villette School of Architecture (2009-10)
- Sponsor and host for two visiting faculty from Central University of Venezuela (Summer 2011)
- Grant recipient for research on contemporary French urbanism in post-industrial centers
- Host for a visiting scholar from Istanbul Technical University (Fall 2011)

B. Architectural Education and Students

The Department of Architecture is deeply committed to helping each student reach and extend his or her potential in design and the art of building. Wentworth offers a student-focused learning environment that is both challenging and supportive. Entering freshman, in general, have a high level of interest but little or no academic background in architecture. During their four years of undergraduate study, students develop substantial design and technical skills and are introduced to a range of social and environmental issues. (see Perspective D, ‘Social and Ethical Development’) In the graduate program, students develop more autonomy, defining their own research and design agenda, as well as gaining the perspective to assume roles as mature, responsible citizens and professionals.

ROLE IN LEADERSHIP, GOVERNANCE, AND DECISION-MAKING

Architecture students have the opportunity to participate in shaping their educational experience in many ways. The department takes particular pride in its openness; channels of communication between students and faculty have always been strong. Student clubs provide a focused voice and their officers often speak at faculty meetings. Students are active participants in departmental committees, as well as some Institute committees. In these roles, they provide valuable insight on issues and concerns of students in the program and increase student awareness of departmental policies and decisions, thereby fostering a sense of mutual respect and understanding. Student feedback also contributes directly to long-range planning, by identifying areas for improvement and new initiatives to better support student learning and growth.

The continuous development of the Studio Culture Policy – building on and formalizing longstanding qualities of the program – provides the opportunity for a variety of discussions that encourage students’ sense of ownership and responsibility for their learning experience and environment (see I.1.2 Learning Culture and Social Equity).

Within the graduate program, selected students take on the role of ‘section leaders’ and participate as guides and mentors in foundation level studios. These (paid) positions have a special role in the program: section leaders enhance the learning environment for younger students while providing leadership roles for the graduate students, and also help strengthen connections across all five years of the program.

The Office of Student Leadership Programs (www.wit.edu/slp) works with student clubs, organizations, and interested students, offering leadership-building programs and activities organized for the Wentworth community. Architecture students regularly volunteer to participate in admissions-related activities such

as campus tours, presentations at open houses, and hosting prospective students. These roles build self-confidence and enhance students' ability to present themselves and their activities.

Student clubs provide an opportunity for students to gain experience and confidence in leadership roles and to develop organizational and collaborative skills. Faculty advisors provide guidance when required, but architecture students at Wentworth have demonstrated remarkable initiative to assume leadership roles and make informed choices regarding governance and other issues affecting the quality of academic life on campus. Club participation also allows students to appreciate a diversity of viewpoints and agendas and to resolve issues with respect for differing outlooks.

EXPOSURE TO THE PROFESSION

Opportunities for extracurricular involvement at Wentworth are extensive, including organizations and professional associations affiliated with students' majors. These provide many benefits to students, including exposure to professional organizations and networks, and insight on issues in contemporary practice. The outcomes are a valuable component in the growth of Wentworth students. Activities and introduce a diverse range of work and practitioners, and prepare students for leadership within the profession.

Student Architectural Organizations

There are two firmly established architecture clubs, with a third club in its second year of development. Each club, managed by students, has a focused mission and outreach ranging from national interests to local community involvement. Combined, these student-initiated organizations address the diverse interests of a large student body.

American Institute of Architecture Students Chapter

The department has had an active chapter of the American Institute of Architecture Students (AIAS) since 1978. There has been an increase in membership over the past few years, and student members have had a growing involvement at the regional and national level, exposing Wentworth students to a broader student culture.

The AIAS Club at Wentworth establishes ties to the larger regional and national architectural community. Annual attendance at AIAS Forum provides officers of the AIAS opportunities to foster awareness of our program and to gain valuable insights to other programs in North America. Club members have also participated in graduate program recruitment events at Forum, a role that they've embraced with enthusiasm and skill.

Recent AIAS travel opportunities include:

- *Chicago, Spring 2010:* AIAS co-sponsored a trip with the Wentworth Architecture Club (see below) in Spring, 2010. Students organized formal building tours, including buildings by Frank Lloyd Wright in Oak Park and Mies van der Rohe in downtown Chicago and on the campus of IIT. In addition, teams of two students each studied a building precedent and presented research to the group. Other activities included visits to many parks and museums, including Millennium Park and the recent addition to the Art Institute. Students also visited the Chicago office of SOM, gaining a view of a large-scale international office.
- *AIAS Forum, Toronto, 2010:* Two AIAS officers and two non-AIAS architecture students attended the AIAS Forum in 2010. Throughout the four-day program, these students were able to attend numerous daily lectures and activities as well as explore the lively capital of Toronto. As noted above, recruitment efforts were well served by student participation.

- *San Francisco, Spring 2011:* AIAS organized and co-sponsored with the Office of Student Leadership a five-day trip to San Francisco in Spring, 2011, for twenty students and two faculty advisors. As with other sponsored trips, each student researched a building and prepared a short presentation to lead a group discussion. More than fifteen precedent studies of historical civic monuments as well as contemporary projects were presented over the five-day visit. Upon returns, students presented documentation of the trip to faculty and members of the student leadership office at Wentworth.

Wentworth Architecture Club (WAC)

The role of WAC is to complement the regional and national goals of AIAS with department-focused, Boston-based activities for students. An active club that functions at the Institute level and builds upon the studio culture, WAC sponsors several events each semester including the summer term. This club introduces students to the local architectural community, generating an increased awareness of the department in the community. WAC enriches studio culture each semester through a series of department-wide events geared to the specific interests of the student body. The club membership ranges from freshmen to M.Arch. candidates.

Wentworth Architectural Review

This student-initiated, student-run, and Institute-funded group publishes a journal of student and faculty work, with the goal of increasing awareness of Wentworth's architecture program both regionally and nationally. In 2010, Wentworth Architectural Review published its first journal, including the work of approximately 45 students ranging from sophomores to M.Arch. students. Organized by students with assistance from a number of faculty advisors, members of Wentworth Architectural Review obtained funding from the Institute, established budgets, and worked with a local print shop to produce the journal. With more than 1,000 copies printed, the first edition has been used for department marketing efforts, establishing connections with alumni, and outreach to design firms and surrounding design schools. The group is currently working on a fifth publication for 2015, soliciting work from the entire student body and faculty, including work from other departments within the newly formed college.

Additional Student Activities

In addition to major trips mentioned above, other activities for students include visiting lecturers, faculty talks, and fundraising and promotional events. Recent activities include:

- Student resume review: an opportunity for students to receive feedback on resumes and portfolios from faculty as they prepare for their internship search. Students informally present their work to faculty for advice on content, layout and overall design.
- Guest lecture series: a club-sponsored speaker series in Spring 2010 and 2011.
- Department T-shirt contest: students submit designs to a student-selected guest jury. Sales of the winning design support student activities.
- Dinner with a Professor (2-3 per semester): Professors from the department and occasionally from outside the Institute present their research and built work in an informal setting to a group of interested students. These sessions give students valuable insight into the work and interests of faculty members outside the classroom and studio.
- Local Building Tours: Trips are organized several times a semester to tour buildings and construction sites in Boston and New England. Recent trips include the Gropius House, buildings at MIT by Steven Holl and Frank Gehry, the Norman Foster addition to the MFA, and a daylong visit to the Storm King Sculpture Park in New York.

SUPPORT OF DIVERSITY

Wentworth recognizes and values the diversity of its student population. The Institute and the architecture department are committed to ensuring that a quality educational experience is provided to all, and that all students are provided with the opportunity to fulfill their potential as innovators, learners, and leaders.

The Institute's commitment to supporting cultural diversity and tolerance for differing opinions is communicated to students, faculty and staff in many ways. Policies on these matters are published in the Wentworth's catalogue, student handbook, and personnel handbook, as well as being disseminated through periodic messages from the president, provost, and Human Resources via workshops and written correspondence. The provost meets with all incoming freshmen to convey the importance of such values in an intellectual community. The Dean of Students, and the Offices of Student Affairs, Multicultural Activities, International Students and Resident Life organize a variety of student activities throughout the year that celebrate and promote awareness of diverse cultures and outlooks. The department's policy on social equity and diversity is published in all course syllabi, and provides the foundation for an open, inclusive learning culture (see I.1.2 Learning Culture and Social Equity).

Students are greatly affected by the culture of their learning environment, and the department believes in teaching by example. Cooperative working relationships within a diverse body of students, faculty and staff engender a spirit of self-worth and mutual respect. Differing viewpoints are seen and heard in an atmosphere of openness and collective inquiry. The department is a community that wholeheartedly welcomes and supports a wide range of backgrounds, cultures, and points of view.

Architecture students engage in many activities that strengthen a culture of understanding and inclusiveness. Collaborative skills are introduced and nurtured through team-based classroom and studio assignments, clubs and extra-curricular activities (described above), all-studio charrettes, reviews, and end-of-year open house exhibitions. The fourth year studio curriculum places particular emphasis on addressing diverse needs and viewpoints through the community design process. Co-op work placements in not-for-profit settings provide opportunities to engage with faculty and/or community groups in ways that foster understanding and insight (see Perspective E, 'Service Learning Opportunities').

The study abroad program furthers the goal of cross-cultural exposure and learning, with the added dimension of global perspectives. Also, many students serve as peer tutors, often fostering a close relationship with someone whose background is quite different from their own.

Graduate level studies continue to promote these values by introducing a global perspective to the program. This is accomplished in the fall Special Topics studio where the focus is on specific international cultural issues of place, and in Professional Practice II where global perspectives on the practice of architecture are introduced and discussed. As a result of these many and varied settings for interaction, students in the program are deeply inculcated with the values of diversity, dignity, and self worth.

C. Architectural Education and the Regulatory Environment

The Department of Architecture is distinguished by its commitment to preparing students for rewarding roles in professional practice, as affirmed in the department's mission statement and the college's vision statement. The curriculum and related educational experiences provide students with breadth and perspective on the field of architecture, as well as the skills and insight to make positive contributions to the built environment. Wentworth's emphasis on 'the art of making' supports the practice-oriented nature of the program (see I.1.1 History and Mission).

The focus of the program leads naturally to an emphasis on professional registration, which is reinforced in a number of ways. Faculty members serve as role models: all hold professional registration or a PhD, and many conduct active practice. Adjunct faculty, guest lecturers, and critics (drawn primarily from Boston-area architectural offices) bring further contact with the professional world. The cooperative

education program ensures that each student has at least two semesters of experience in a professional work setting, and this is applicable to a student's Intern Development Program (IDP). The curriculum promotes an understanding of the process of advancement towards professional registration, and many faculty members serve as IDP mentors. Finally, many distinguished alumni and local professionals participate in the department's Design Professionals Advisory Council (DPAC), offering expertise and support on matters relating to the profession. (Team Room: DPAC membership list and resumes)

Student participation in professionally sponsored clubs such as the American Institute of Architecture Students (AIAS) heightens their awareness of, and ability to envision their place in, the professional world. Interaction with the AIA and the Boston Society of Architects (BSA) is strongly encouraged. All graduating M.Arch. students are offered free first-year membership at the BSA, so as to encourage their participation in the active professional community in Boston. (see Perspective B, 'Exposure to the Profession')

COOPERATIVE EDUCATION AND IDP

One of Wentworth's great strengths is its nearly three-decade commitment to cooperative education. The department seeks to integrate the educational gains of professional internship in the program's curriculum, as seen in the two professional practice courses and the comprehensive design studio. Faculty observe that students return from their cooperative education experiences more motivated about their academic experience, more aware of the internship process, and greatly matured in their professional outlook.

Wentworth has been at the forefront in incorporating professional development in the curriculum. Nearly a decade ago, the department selected a faculty member to serve as IDP coordinator, who has spearheaded the effort to prepare and qualify students for internship development within the co-op program. Since Fall 2007, all third year students in the B.S.-Arch. program enroll in ARCH370 – IDP Registration. Taught by the department's IDP coordinator, this course informs students of all aspects of the internship process and requires students to register for IDP and establish an NCARB file number prior to their first required co-op placement. Co-op placements do not carry academic credit, so that time accrued may apply to a student's IDP requirements and thereby contribute to the student's progress towards licensure.

A mandatory IDP program establishes a true model of embedded internship, which maximizes the school's ability to help students in their journey through education, work experience, and licensure. Enrollment for ARCH370 averages 140 students per year; the total number enrolled stays at approximately 300 active interns at any one time. Approximately 25% of alumni maintain contact with the IDP coordinator as they progress towards registration. A weighted average of available statistics from NCARB shows a 70.42% pass rate for exams taken 2005 through 2008 (see II.4.5 ARE Pass Rates).

The department's IDP coordinator has maintained a very active role with NCARB, and helped to prompt the recent changes that allow first and second year students to establish IDP files (thereby allowing them to accrue hours during earlier, optional co-ops). A special task force used the Wentworth model to present options to the NCARB Board, and the new regulations went into effect October 1, 2010. (ARCH370 remains a third year course, but students who secure qualified employment beforehand are mentored through the process and registered early in IDP). In addition to the pro-active role of the IDP coordinator, the Dean of the college was named as the ACSA representative to the AIA / NCARB IDP Advisory Committee, and served a two-year term in this role, ending in 2014.

The IDP coordinator also teaches in the professional practice sequence, in which he conveys information about the context of international, national, and state regulatory environments. As IDP coordinator, he attends the annual conference in Washington, and has been involved in providing web-based access to the Emerging Professionals Companion (EPC).

FACULTY ROLE

Wentworth requires that all full-time Architecture faculty members hold or acquire appropriate professional registration (with the exception of those holding doctoral credentials). Many faculty members are licensed in multiple states and have NCARB certification. Thus, faculty serve both as role models and as informed resources for students with regard to professional registration. Many faculty members continue working with students after graduation, serving as their IDP mentors. This allows first-hand knowledge of how well students make the transition from the academic setting to the workplace and offers valuable feedback on the program and the curriculum. The department's IDP coordinator makes presentations to the faculty at regular intervals, to ensure that all are abreast of the latest guidelines and regulations for the program.

ALUMNI/AE ROLE

The department draws heavily on alumni and local professionals to serve as both mentors and role models for current students. Select alumni are regularly invited to the department to speak with students about critical issues concerning the profession, including registration, IDP, and continuing education. Their career experience provides inspiration and valuable insight for students. One of the goals of building a departmental alumni network is to increase students' access to alumni for career development, mentoring and co-op / job placement (see I.1.4 Long Range Planning).

Alumni surveys also help to gauge registration and progress towards licensure of the program's graduates. A 2008 architecture alumni survey revealed that 57% of responding B.Arch. graduates (82 total, through 2007) hold professional registration; a 2010 survey of 77 students who graduated with a B.Arch. in 2007 and 2008 indicated that 40% are eligible to sit for the ARE and 25 % are already in process (see I.1.5 Program Self-Assessment).

DESIGN PROFESSIONALS ADVISORY COUNCIL

The Design Professionals Advisory Council (DPAC) provides a direct interface between the department and the profession, especially with regard to licensure and practice. It strengthens ties among alumni, local design professionals, and educators. Members of the Council bring valuable professional and educational insight, and their participation continues to grow and become more influential over time. Their input on curricular structure, content, and student learning outcomes is critical to the program's success in preparing students for the transition to internship and licensure and to the pursuit of rewarding professional lives. DPAC discussions have contributed to long-range planning initiatives that address these and related issues.

D. Architectural Education and the Profession

A core strength of the architecture program at Wentworth is the preparation of students to enter practice directly and contribute immediately. The B.S.-Arch. to M.Arch. sequence offers students both a strong background and multiple role models for responsible professional careers in architecture. The curriculum is structured to give students broad exposure to the field through lecture courses, studios and the professional practice sequence. Two semesters of cooperative work experience afford students direct exposure to professional practice and provide direct experience of the architect's many roles and responsibilities. Full-time and adjunct faculty add valuable insight on the nature of architectural practice through their own engagement in the profession. Off-campus learning experiences, community design studios, and study-abroad programs further reinforce the connection between classroom learning and engagement with the world at large. Commitment to professional practice animates the culture of the program. This ethos, based on recognition of the positive impact of design on the built environment, can be seen in required and elective courses, co-curricular programs, and activities that extend beyond graduation.

CURRICULAR COMPONENTS

Cooperative Work Experience

The Institute has a substantial and well-established cooperative education component embedded in the curriculum (see Perspective C, 'Cooperative Education and IDP'). This program provides students with two semesters of experience in an architectural or allied design professional's office. The department works with the Co-op Office to reinforce the learning content of these placements and to align work experiences with the NAAB SPC and the IDP Guidelines. ARCH370-IDP Registration prepares students for their co-op semesters by giving them a full orientation to the internship process and guiding them through the process of establishing an NCARB file. The IDP Coordinator's role ensures that the academic and internship realms work seamlessly together. As a result of their co-op placements, graduating students have a sense of perspective on the range of roles and responsibilities within the profession, and their career path is often informed by their co-op experience.

Professional Practice Curriculum

In addition to co-op, students develop an understanding of the profession through a two-semester Professional Practice sequence, and may extend their knowledge through additional elective courses related to the topic. In Professional Practice I, students gain a broad knowledge of technical information and project-based skills, including content and methods of construction documentation using drawings and specifications. Pro Practice II, the follow-on course for M.Arch. students, provides a comprehensive view of the diverse collaborative roles assumed by architects in practice. Topics related to various forms of traditional practice include: professional ethics, responsibilities to the client and the public, financial planning, organizational structure, project management, project delivery approaches, the project team and consultant roles and responsibilities. Emerging trends in practice are also addressed, including: BIM, international and globalized practice, and alternative forms of practice. The curricular content on professional ethics is enhanced by the use of case studies from the AIA's "Emerging Professionals Companion" (EPC). A resource not only for the narrative content, the EPC also serves as a source of exercises and case studies. Exercises are used as a basis for seminar discussions, written assignments and in lecture as examples in the introduction of AIA documents, procedures and ethical considerations. Students are also taught the value of doing the exercises, with the help of a supervisor, when on cooperative employment in order to gain IDP credit through supplemental education.

Design Curriculum

The design studio sequence also address the multiple needs and expectations of diverse clients, populations and communities, through design briefs that, cumulatively, expose a breadth of issues. For example, in second and third year studios design problems are typically based on 'real world clients' such as Boston-based community and/or business entities who participate during the semester. All studios stress the importance of sustainable or environmentally responsive design. The M.Arch. Special Topics studio addresses issues in a more global setting –primarily international locations – through which students learn to respond to the needs of diverse clients, populations and cultures.

Social And Ethical Development

The Department of Architecture is committed to educating students both as good citizens and as highly skilled design professionals. Towards this end, the curriculum has been structured to convey core values of collaboration, inclusiveness, and social and environmental responsibility. Faculty assist students in understanding how to balance a wide range of parameters and agendas in the process of developing design proposals.

Communities and diversity

The community design studio is particularly challenging and revealing for students, as they apply their skills to a real-world design problem and learn how to interact with a wide range of professional and community outlooks. This multi-section course includes several team projects that require students to express and debate their ideas in the process of developing master planning documents and establishing

shared design guidelines. Recent iterations of the course have included a 'stakeholders' exercise', encouraging students to develop a direct understanding of the dynamics of collaborative practice enterprises.

Wentworth's Center for Community and Learning Partnerships (CCLP) reinforces the department's efforts to engage students in service learning opportunities. CCLP has helped a number of architecture students find community-based work-study and co-op placements and has worked with architecture faculty in sponsoring programs and events that respond to neighboring community needs.

Environmental responsiveness

Sustainability is a core value and theme, woven throughout the curriculum. Studios and co-requisite courses build students' knowledge base from a qualitative understanding of environmentally responsive design in the foundation years to a more detailed and quantitative ability in the later years. Several courses in the third year focus intensively on this subject. The fourth year Comprehensive Design studio requires students to translate this knowledge into highly resolved building systems and assemblies. Thesis preparation seminars introduce readings on sustainability, and students often choose the topic as part of their research. Sustainability is a recurrent theme in the thesis studio as well, where it has become a major topic and guiding principle for numerous thesis projects.

In addition, all design studio syllabi include the following statement: "Studio projects shall be designed in a socially and environmentally responsible manner. All projects should demonstrate the manner by which they reduce dependencies on non-renewable resources." (Team Room: Course Syllabus template)

PROFESSIONAL RESOURCES

Faculty

Students in the architecture department at Wentworth develop an awareness and understanding of the profession of architecture primarily through time spent with architects and design professionals. All fulltime Architecture faculty hold appropriate professional registration(s) or a PhD, and most adjunct faculty are licensed architects. Faculty members are engaged in practice or research (or both) as part of their professional development. This combination of practice and research provides critical interaction between the faculty and the profession that is, in turn, conveyed to students.

Architecture faculty members serve as strong role models in promoting the values of life-long learning and continuing education. In addition to their role as teachers and advisors, faculty participate in a widevariety of continuing education, ranging from seminars to the pursuit of advanced degrees. Many faculty members participate in design competitions, individually or through a design studio topic, and thus introduce students to a stimulating process that many continue to pursue after graduation. Wentworth faculty, students and alumni have been recognized for their participation in several Boston-area design events such as the 2009 and 2011 ideas competitions sponsored by SHIFTBoston (a not-for-profit design organization).

Students and Alumni

Student clubs and activities also promote students' development as leaders and responsible design professionals. Student involvement in co-curricular activities has increased appreciably in recent years (see Perspective B). The Office of Student Leadership Programs (www.wit.edu/slp/leadership/index.html) offers leadership-building programs and activities, including the Emerging Leaders Program (ELP). ELP provides freshman and sophomores with a series of skill-based sessions, on topics such as public speaking, leadership and critical thinking. Architecture students are very active in SLP, and these roles help them gain valuable skills in governance and responsible leadership.

With the introduction of graduate studies, leadership has emerged as an increasingly important issue in student development. Approximately 35-40% of graduate level students are offered a 'section leader' role, through which they serve as mentors and guides to younger students in the studio setting. This experience builds leadership skills and gives all participants the opportunity to work collaboratively. The department has begun the process of building a dedicated architecture alumni organization, based on the expressed interest of recent graduates. By responding to a survey conducted in 2010 (Team Room: Department Assessment Binder - M.Arch. Alumni Survey 2010), alumni from the classes of 2007 and 2008 have indicated their interest in offering their professional experience and contacts to current students through formal and informal mentoring. The department has shared these contacts with the Coop office, to assist them in increasing the co-op employer base.

Design Professionals Advisory Council

The architecture department seeks the wisdom and perspective of design professionals, academic peers and alumni through its Design Professionals Advisory Council (DPAC). The present council includes principals and associates of major design firms, colleagues from peer institutions, and alumni who have achieved significant roles in practice. (Team Room: DPAC membership list) Faculty members present current topics in curriculum development, student learning experiences, and departmental strategic planning. The DPAC participates in overall curriculum assessment, especially regarding the program concentrations, graduate studies, design studio sequence and content, and department mission statement and strategic goals. The group meets twice annually to discuss departmental issues and review student work. The Council has identified areas where members can contribute to the program by sponsoring office visits and co-op placements, student mentoring activities, community service opportunities, fundraising, etc. The members' collective experience with matters of professional practice provides an invaluable tool for program assessment in the department (see I.1.4 Long Range Planning and I.1.5 - Program Self Assessment).

Boston-Area Resources

Boston has a rich pool of highly skilled design professionals, who provide an invaluable resource as adjunct faculty. Adjunct professors bring a broad perspective to the institution, and their firms often hire Wentworth students for cooperative education internships and/or full-time positions after graduation. While the full-time faculty is responsible for course development and coordination, adjunct faculty members make a considerable contribution to both course content and the outlook of the program. In addition, many members of the design community take part in studio reviews on a regular basis, and have become increasingly vested in their role at Wentworth. Students are further exposed to the profession through a series of guest lectures each semester that feature Boston-area practitioners and scholars.

The Boston Society of Architects (BSA) plays a central role in the Boston design community, and the Department Chair serves as a member of its Board of Trustees. Recent initiatives include relocating the BSA to a prominent location in central Boston, to further its goal of becoming more accessible and influential in the public realm, as well as to expand opportunities for exhibition and sponsored events. Through participation on the Board, Wentworth works to strengthen ties between the professional and academic communities, and to increase opportunities for students to interact with this organization and its many resources. Numerous events, lectures, ARE-related seminars and entrance to Build Boston (a major design-professionals convention) are offered to students either for free or at a greatly reduced rate. All students are offered free membership to the BSA for one year after graduating from the M.Arch. program. The BSA's recent competition to showcase student work from the six Boston-area schools of architecture drew strong participation from Wentworth students, whose work will comprise 60% of the exhibition in Fall 2011, promoting program recognition and forging stronger ties with the professional community of Boston.

E. Architectural Education and the Public Good

The Department Mission Statement explicitly speaks to architecture's transformative role as a "social practice." Architecture students at Wentworth develop an understanding of social and environmental issues in architecture through a curriculum designed specifically to address these topics. Foundation survey courses provide an introduction to the role and responsibilities of architects as shapers of the built environment. The upper level studio and co-requisite course sequence systematically introduces environmental and social issues in design, as well as decision-making and ethical issues in professional practice. Graduate level coursework promotes students' awareness of their leadership roles and responsibilities in shaping our communities and the built environment.

The Architecture faculty reinforces values of responsibility and civic engagement through teaching and professional activities. Faculty members serve as role models, through involvement with environmentally responsible design and commitment to professional and community service. The "public good" is a common theme in the continuous reevaluation of course objectives throughout the curriculum as the architecture program responds to emerging global challenges.

Building on a long history of collaborations with communities throughout Boston, the architecture program has extended its learning partnerships, challenging students and faculty to engage a larger public "in ways that enrich the built environment and enhance people's lives" locally, across the nation, and increasingly, around the world.

CURRICULAR FRAMEWORK

Foundation Curriculum – Breadth And Diversity, Social Role

From initial courses in first year, the curriculum reinforces the inherently civic role of building design. All first-year students are enrolled in a two-semester sequence that provides an experiential studio-based curriculum (Field Studies) focusing on a real engagement with Boston's excellent examples of architecture. These studios examine the history, theory, social context, and technological evolution of architecture and urban design. The second-year sequence presents a sequence of building technology courses, with an emphasis on environmental issues in the spring semester. These courses, team-taught by faculty members with diverse backgrounds and complementary fields of expertise, were developed to expose students to a broad range of topics in the design of the built environment and to convey a sense of the architect's role and responsibilities in balancing many agendas, including social and environmental concerns.

Upper Level Curriculum – Environmental and Social Issues – Studio and Coursework

Environmental and building technology issues are a focus in the third year curriculum, through coordinated lecture and studio course content. Students must demonstrate how studio design proposals respond to issues of site conditions, environmental conservation and sustainability. A third technology course, Tech03, addresses topics in energy efficiency and environmentally responsive design, including site strategies and building envelope design that serve to reduce energy consumption.

Social and community planning issues are of primary concern in the fourth year design studio. Students participate in actual design problems in nearby communities, typically medium-density urban projects that include housing, civic and commercial facilities. This studio engages residents, business leaders, community organizers and city officials at several points in the sequence of master planning/urban design, schematic design, design development and final articulation of a design proposal.

Students working in teams take on the agendas of distinct stakeholder groups to test the capacity of their design skills to reconcile differences that might otherwise appear to be mutually exclusive. Throughout the studio sequence students confront the challenges of balancing needs of clients with broader community goals and obligations.

Our students and our collaborators from the larger community have reported far-reaching benefits from these engagements. In several cases, students have credited their experience with helping them to identify a thesis topic, or a career path that leads in the direction of further design work with community organizations. One graduate plays a key role in the Community Design Resource Center (www.cdrc-boston.org), and has recently brought his background and expertise back to the department through elective course offerings and co-op placements.

Graduate Studies

Building on their undergraduate foundation, M.Arch. students put these values into practice in several ways. Thesis preparation courses provide an introduction to research topics in community issues and public responsibilities, and many students pursue design proposals grounded in socially and environmentally responsive design. Professional practice seminars address the architect's roles and responsibilities in shaping the urban and built environment, as well as leadership and ethical roles in practice.

SERVICE LEARNING OPPORTUNITIES

Students are introduced to service learning in a variety of ways, including coursework, club activities and on-campus service learning opportunities that convey the Institute's commitment to educating committed, socially responsible professionals. Wentworth's center for Community and Learning Partnerships (www.wit.edu/clp/) supports an array of service learning programs for students, including work-study and co-op placements in community service settings. The department's co-op advisor has worked to develop co-op placements with not-for-profit community organizations such as Habitat for Humanity Boston and the Community Design Resource Center. The architecture department strongly encourages student participation in service learning activities.

Wentworth faculty members have assumed leadership roles in providing service to larger national and global communities, and have inspired students to follow their example. Faculty work in this realm includes:

- Remediation efforts after the 2005 Katrina disaster, through a series of Alternative Spring Break student workshops that brought several dozen Wentworth students from multiple departments to engage in design-build reconstruction efforts in New Orleans. This work became the focus of the spring 2006 Sophomore Studio design project. The most promising ideas were integrated into a single design proposal that was built by students working with faculty in New Orleans.
- Developing curriculum that addresses architecture's role in social transformation. For example, the 2008 Designing For Life symposium (see Perspective A, Contribution to the Larger Academic Community) led to an advanced topics seminar on "Design for Life," while a community design studio created architecture and infrastructure proposals for an informal settlement in Caracas, Venezuela.
- Responding to the crisis in Haiti after the 2010 earthquake by co-hosting a two-week intensive "Train the Trainers" workshop for a group of 36 Haitian design and construction professionals
- Supporting a student team entry to the international Design Haiti competition

- Facilitating architecture student participation in Institute efforts targeting communities in need, such as the civil engineering program's initiative to help rebuild a community center in a remote, flood-devastated village in Peru
- Reconstruction assistance in Sumatra after the 2004 earthquake and tsunami, and service as the American representative to the international organization Emergency Architects
- Teaching and leading a group of students in community-based research and projects through Beijing Architecture Studio Enterprise
- Organizing the Spring 2007 department lecture series around the theme of "Social Engagement," with talks by prominent local and regional design professionals

STUDY ABROAD – GLOBAL PERSPECTIVES

The opportunity to live and study in another culture has enormous impact on students' ability to understand contexts and values that differ from their own experience. The M.Arch. program introduced an 'experiential learning' component in its Special Topics studio in 2010, through which faculty propose studio problems grounded in on-site research and study of diverse communities and cultures. Based on short but intensive travel segments to places such as Istanbul, Kyoto, San Juan, and Sarajevo, students develop design responses to issues of sites, cultures, histories and traditions in ways that challenge their assumptions and extend their understanding.

The B.S.-Arch. program has offered a full semester study abroad option since 1991, and currently offers programs in Berlin and in Girona/Barcelona. The programs are directed by German and Spanish architects who are members of the department. Students become well grounded in local culture and building traditions, and work closely with design and planning professionals. Study abroad is a transforming experience for most students, many of whom have not previously had the chance to travel overseas. Faculty observe that students are greatly changed by the experience – their perspective on the world is broader and more inclusive as a result. The department plans to expand this type of crosscultural exchange, and is considering options for study abroad programs in Asia and/or Latin America.

STUDIO CULTURE – LOCAL PERSPECTIVES

The process of regularly reviewing the program mission statement, and the ongoing evolution of the studio culture policy provide opportunities to reaffirm the core values of the department and expand the key qualities of the program: a positive, respectful learning environment, within which the academic and civic growth of students and faculty are nurtured and supported. Wentworth's ethos of working collectively, respecting differing viewpoints, and valuing a diversity of backgrounds has become stronger and more explicit as a result of the studio culture process.

The architecture program is moving in significant ways to expand its role in surrounding communities around the corner and around the world. In recent years the department has regularly engaged in the critical reevaluation of its course curriculum to make changes both small and large. Many of these changes have been motivated by the opportunities for greater public engagement. Other changes have come about as the result of individual and group initiatives in the face of local and global challenges. As a consequence of both its culture and the deliberate focus of ongoing efforts, the program is positioned to seize further opportunities for the mutual benefit of students and their larger communities of engagement.

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

INSTITUTE STRATEGIC PLANNING PROCESS

Wentworth is dedicated to providing high quality professional practice-oriented education in architecture as well as a range of design and engineering disciplines. The Department of Architecture's mission and strategic plan is strongly grounded in this mission.

During her first year as Wentworth's president, Dr. Zorica Pantic initiated a strategic planning process that engaged all constituencies of the Institute – trustees, administrators, faculty, staff, and students. The results of this multi-year process are documented in the Institute's Strategic Plan, which provides both a vision and an action plan for the future growth of the institution (www.wit.edu/president/plan.html). The chair of the department of architecture served as co-chair of the Strategic Planning committee.

Following the Institute strategic planning process, the department updated its mission statement. It was approved by the provost in 2005, and updated in the fall of 2010. All revisions to the mission statement are the product of intensive review and discussion by the full faculty and the department's external Design Professionals Advisory Group (DPAC). The current mission statement was adopted by the department, supported by DPAC and presented to the provost in late 2010.

In the winter of 2011, Provost Russell Pinizzotto, whose visionary outlook has re-invigorated the entire Institute, assembled a 2012-2017 Strategic Plan Steering Committee, representing a cross-section of the constituents of the Institute. It includes students, faculty, staff, administration, alumni, and members of our neighboring communities. This group is developing the initial ideas and parameters that should be examined for inclusion in the 2012 – 2017 five-year plan.

ARCHITECTURE DEPARTMENT STRATEGIC PLANNING PROCESS

Assessment Committee Role

Since the 2006 NAAB accreditation, based on a complete assessment of the 2006 Long Range Plan, the department's assessment committee has undertaken three primary activities: the development of a master's program (accredited in 2009), further refinement of its undergraduate curriculum, and creation of three concentrations for undergraduate study. (Team Room: Progress on the 2006 Long Range Plan)

Assessment Full-Faculty Role

Starting in the spring semester of 2009 the entire department – faculty, administration, staff, DPAC, and students – have been engaged in developing the current long-range plan. A long-range planning retreat was held in May of 2009 with the primary goal of articulating a departmental vision. Five primary areas of focus were identified at the meetings: program identity, curriculum content and structure, program requirements, and recognition. Subsequently, faculty focus groups met over the summer of 2009 to discuss each of the areas, with special emphasis on curriculum content.

These five areas were then taken up and distilled by the then three department chairs into a five-point strategic plan:

1. program recognition and reputation
2. curricular development
3. program development
4. program enrichment
5. external relationships.

The development of the plan was an inclusive process including review and input from full-time faculty, student organizations, DPAC, alumni focus surveys and focus groups. All concerned, from the full faculty to DPAC, have unanimously endorsed the strategic plan. A notable result of the strategic planning process has been the full-faculty curricular review, assessment and visioning meetings held throughout the fall of 2009. (Team Room: Departmental Curricular Chart)

Role of the Five Perspectives

Our strategic planning process, including all short term and long-range goals, is a true community undertaking, channeled by the authors of this APR. Continued involvement from all constituencies, including students, faculty and staff, the Institution, the profession (AIA and AIAS), DPAC, and all local, national and international partners is crucial to its success. This strategic plan contains the department's ongoing and the aspirational goals, which will provide the vehicles for its continued growth and success.

STRATEGIC PLAN

1. Program Recognition and Reputation

Context

The architecture department at Wentworth has pursued an ambitious program of renewal and reinvention over the past eight years, culminating in the conversion of the Bachelor of Architecture program to a Master of Architecture program in 2010. The curriculum has been completely re-written to reflect an emphasis on intensive design investigations grounded in the tangible material nature of architecture. Significant resources – including new faculty, expanded and improved studio space, the laptop initiative, and a digital modeling shop – have transformed the quality of the learning environment. Students have the professional training and the critical thinking skills to provide design leadership in a practice setting. Our co-op students and our graduates are now working in well-recognized firms – locally, nationally, and internationally. By continuing to vigorously address program recognition, we will raise our graduates' stature in the professional world, as well as increase our ability to attract highly qualified candidates.

Plans and Initiatives

Short Term

- Develop media presence / subject experts
Method: Collaboration with Public Affairs Office
- Increase national and international admissions recruitment
Method: Collaboration with Admission Office and AIAS
- Develop an Alumni Association
Method: Establish a department committee to initiate and guide this process
- Develop an alumni network/database
Method: Collaboration with Development Office, Career Services, web presence

Long Term

- Reinforce recognition and reputation at local and regional scale
Method: Continued DPAC activity, co-op placements, collaboration with Development Office

- Establish recognition and reputation at national and international scale

Method: Faculty and student papers, presentations, competitions

2. Curriculum Development

Context

The primary engine for change in our department is robust and ongoing curriculum development, a process led by the Department Chair and developed by the faculty. In Spring 2010 a comprehensive review of the curriculum resulted in a chart that maps course content and learning objectives across all five years of coursework. In 2013, we developed curricular goals for a two-year and three-year M.Arch. graduate program.

Plans and Initiatives

Short Term

- Revise foundation curriculum

Method: Develop a common first year for allied design fields, reinforce humanities regarding research and writing skills, and introduce themes that support the upper level curriculum

- Review third and fourth year

Method: Increase continuity between technology courses and studios to increase technical design competency of students.

- Examine the role played by the concentrations in the undergraduate curriculum

Method: Develop appropriate assessment tools

- Investigate design and digital fabrication options

Method: Develop Fall 2012 graduate studio on the topic

- Implement interdisciplinary project-based learning

Method: Initiate a college investigation into shared curricular electives

Long Term

- Expand graduate studies options

Method: Investigate identity for a two- and three-year M.Arch., and develop interdisciplinary postprofessional degrees in architecture

3. Program Development

Context

The recent formation of the college structure places architecture in a closer relationship with the allied design disciplines of industrial design and interior design, as well as construction management. This new structure can serve to support a variety of curricular initiatives, such as shared introductory coursework and interdisciplinary project-based learning. It also holds the potential of long-range growth through the

development of related disciplines such as landscape architecture and graphic design. We should consider new and emerging trends in education and practice.

Plans and Initiatives

Short Term

- Initiate interaction with allied design disciplines in the college

Method: Collaborations with interior and industrial design students in the foundation-level curriculum, elective courses, study abroad programs and experiential learning components

Long Term

- Consider new disciplines – landscape architecture, graphic design, digital / computational design and fabrication

Method: DPAC, departmental research on other institutions

- Develop opportunities within construction management

Method: Student and curricular exchange through electives

4. Program Enrichment

Context

The strength of our program resides in our human resources: a talented, energetic faculty, and a hardworking student body. With this we have achieved a great deal. Nevertheless, we are reaching the limits of our physical resources, and need to look at ways to support and expand our curricular goals. For example, our commitment to the art of making is restricted by our facilities for fabrication and construction of larger scale design investigations. Our nascent research presence will require guidance and support for faculty and students, as well as interaction with colleagues at other institutions. Many of our offcampus learning initiatives have associated costs; we need to find ways to underwrite these expenses to ensure that all students are able to participate.

Plans and Initiatives

Ongoing

- Support and expand student opportunities through the development of new academic facilities, design and fabrication facilities, experiential learning and elective travels, summer semester events and activities

Method: Seek financial support through development office

- Faculty Development through research initiatives, collaborations with other institutions, and grants and outside support

Method: Grants office in cooperation with the department's research director

Long Term

- Outside voices, such as visiting scholars, master classes, and distinguished guest faculty

Method: Development office, corporate sponsors, individual benefactors

5. External Relationships

Context

Wentworth's location in Boston is undoubtedly one of the program's greatest assets. The city supports our program goals in many ways, through its rich inventory of historical and contemporary architecture, its multiple schools of architecture, and its extraordinary professional community and co-op opportunities. The initiative of architecture faculty, students and alumni program also contributes to the culture of the city and its communities. We should reinforce and expand these valued connections.

Plans and Initiatives

On-going

- Engage with city and community

Method: service learning (Community Design Resource Center), alternate spring break

- Engage with professional community

Method: Boston Society of Architects activities, exhibitions, sponsored programs, continuing education, design charrettes

- Engage with other academic institutions

Method: Regional exhibits, shared lectures, collaborative electives, collaborative exhibition for the ACSA 100th anniversary meeting in Boston next year.

- Develop national and international relationships

Method: faculty exchanges and collaborations (Venezuela, Spain, Turkey, Japan), student experiential learning, co-op

Long Term

- Develop alumni relations

Methods: continuing education, networking and career development, participation as visiting critics, secondary thesis advising, mentoring, teaching, fundraising, co-op placement

d. Program Self Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

INSTITUTE SELF-ASSESSMENT

In 2008 the Institute started to implement new changes to its assessment practices, beginning with the founding of the Assessment Task Force (ATF) to revisit the Institute learning objectives. These fourteen learning and competency goals became seven learning objectives based on the methodology of Bloom's Taxonomy. The next step is to incorporate these definitions in the online course evaluations, so as to provide an assessment measure for the new objectives.

Several assessment vehicles within the Institute provide valuable information to the department, including co-op employer and student surveys (semester basis), laptop survey (annual basis), and various measures undertaken by the Alumni Library (see I.2.5 – Informational Resources). The co-op surveys are the most consistently used by the department. As part of the evaluation process for the student to receive co-op credit both the student and employer are required to complete an evaluation covering student knowledge and effectiveness, quality of interaction with the co-op program, and the student's learning experience.

These surveys have significantly assisted the department in identifying and pursuing high quality co-op positions. Similarly the Institute's laptop program, which began in the architecture department, is assessed on an annual basis regarding ease of student use, quality of support, and determination of whether laptops are provided with software that appropriately facilitates learning.

The faculty of each department at Wentworth is served by an assessment committee that works in tandem with an Institute-wide Assessment Task Force. This body examines assessment methodologies, instruments, results, and data within individual departments and between institutional peers, and uses quantitative and qualitative methods as appropriate. The Institute Assessment Committee has worked to develop Institute-wide manageable and sustainable assessment policies. Institute assessment information, instructions and informational links are placed on the committee's website (www.wit.edu/icc).

Lastly, as part of the Institute's requirement to meet the New England Association of Schools and Colleges accreditation, the department participates in accreditation every ten years, including reporting on assessment processes. This process examines the overall efficacy of the Institute in meeting its stated learning objectives and mission statement.

DEPARTMENT SELF-ASSESSMENT

Self-Assessment Process

The architecture department employs assessment as a cyclical process in which qualitative and quantitative evaluations fuel discussion on such matters as curriculum improvement, development of the three concentrations and departmental organization. It also lays the groundwork for long-range planning and strategic initiatives to further program goals (See 1.1.4 - Long Range Planning)

The department's assessment committee is responsible for developing and implementing formal assessment procedures. The faculty as a whole has been engaged in a wide range of these processes, from individual course evaluation to updating our Studio Culture Policy and Mission Statement. Forums for discussion include weekly faculty meetings, committee participation and in-house retreats. All of these efforts have provided meaningful feedback and guidance for the department.

Assessment Tools

Departmental level assessment instruments include the following:
(Team Room: Department Assessment Binder)

- Student Evaluation Forms: These forms are used each semester for all classes, and provide qualitative and quantitative data.

- Faculty Annual Report: In this report, faculty evaluate each course they teach. These evaluations are a response to student comments and faculty experiences in the classroom. They provide each faculty member the opportunity to reflect on the strengths and weaknesses of the courses they teach and to consider methods of extending success and improving weaknesses. They also provide administration a chance to have exchanges with faculty and to provide input from the perspective of an administrator.
- Architecture Alumni Survey: Professional program alumni are surveyed every three years in an effort to better understand how the Wentworth education has prepared them for practice.
- Wentworth passing rates for the Architect Registration Exam: Each year the department receives a report from the national licensing board which compares the success of Wentworth graduates with graduates of other accredited universities in their efforts to successfully pass the various sections of the registration exam.
- Curriculum Assessment and Planning: Performed annually for all large classes. Faculty teaching a given course meet to review the course content, the success in meeting course learning objectives, and NAAB criteria. The result of these meetings is a planning document that is used for the next version of the class.
- Rubrics. Based on faculty-wide discussions of curricular learning objectives, faculty develop or review course-specific rubrics against which assessment occurs. The rubrics are distributed to students with each syllabus, along with assessment sheets that follow each studio project, providing students direct feedback on their work while giving them a broader picture of their development and progress. The development of rubrics is also helpful in creating greater uniformity among the grading in different studios by defining expected levels of skill or achievement.
- Guest Critics: Visiting critics are often asked to complete assessment forms that evaluate student work from their external, professional viewpoint.
- Student Focus Groups: At a minimum of once each academic year, focus groups are held with students to provide an informal venue for gathering student input. Results from these focus groups have impacted numerous aspects of the department, from curricular content to the physical fabric.
- Co-op Evaluation: The co-op process includes an important assessment instrument that is quite rare among architecture schools, as employers assess each student's skills and knowledge within a professional context, and students assess their own preparedness for professional practice. The evaluations are done at the end of every coop semester.
- Student Portfolios: Students are required to complete a portfolio prior to the start of the junior year. Portfolios provide an opportunity for the entire faculty to review the achievements of the class.

Assessment Cycles

Cycle One: Course Assessment – Semester and Annual Basis

Both the Institute and the department have devoted considerable effort to developing stronger assessment processes to improve coursework, teaching, and student learning, and to provide guidance for larger-scale curricular decisions. At the department level this focus has taken the form of a single course syllabus template, which includes grading requirements, expectations, and links to important student information in the Institute catalog. Additionally, course goals and learning objectives, NAAB student performance criteria and Institute learning outcomes have been refined. There have been numerous discussions each semester about tailoring assignments, design problems and exams to clearly state the proposed learning outcomes and acceptable evidence of student learning. The semester's accumulation of these assessment vehicles should reflect the course objectives in total. This effort is the key to development of our assessment process in the department (Team Room: Departmental Curricular Chart).

The Institute requires that course manuals be prepared for each course, every semester; these provide the structure for course assessment. The course manual includes all class handouts (including syllabus, reading lists, assignments, exams, etc.), administrative documentation of attendance and grades, documentation of high- and low-passing student work examples, and an assessment section which archives the assessment feedback on student work and notes on focus groups or surveys distributed in the course as appropriate.

Course coordinator meetings and student conferences are important components in assessment at the course level. Coordinator meetings occur several times during the semester between the multiple instructors for studio classes (5 - 13 sections) and large lecture classes. It allows instructors to align pedagogical objectives, compare teaching methods, and discuss problems. Conferences between faculty and individual students (typically at the end of the semester) allow a more holistic approach to student development and provide immediate feedback.

A final tool is the course evaluation system, overseen by the registrar. Two weeks prior to student access the evaluations are open for amendments particular to each course; the 20 standard scaled questions and three open-response questions can be augmented with specific questions chosen by faculty. This allows for some customization by faculty and the ability to tailor the assessment to the course learning objectives. As part of the annual faculty review process each professor is required to summarize their evaluations and comment on what changes were made to the course in response to the evaluations, creating a loop between evaluations and course design. This part of the evaluation is then placed into the course manual.

Cycle Two: Curricular Program Assessment

The department evaluates its strengths and weaknesses to fine-tune the curriculum. Building from the course evaluation process, we investigate how various years of the curriculum work together, ensuring content is consistently and thoroughly introduced and reinforced in sequential course work, and that desired outcomes and quality levels are met.

The department is structured as core/foundation (first three semesters) sequence, a concentration specific (next four semesters) sequence, an options studio (last semester) and a graduate (fifth year) program. There is a single Department Chair as well as a Director of the Graduate Program who reports to the Department Chair. As student progress, department committees not only evaluate progress, but also assess general trends, core competencies, and minimum standards of skills and understanding across all student work. Every year the committees create a report documenting the process, observations and decisions and present these findings to the full faculty.

The department revisits its curriculum chart on a semi-annual basis. This process takes place in meetings engaging the entire full-time faculty. Each course is listed along with its learning objectives and the classes it supports (by introducing material or concepts) or reinforces (by repeating content or sponsoring deeper investigation of a topic). This helps facilitate the alignment, ordering, and sequencing of lecture and studio courses. It also assists in identifying inconsistencies and missing links within the program and prompts interventions in curricular or course structure.

The department's Design Professionals Advisory Council (DPAC), a group of distinguished practicing architects, academics and representatives from the Boston Society of Architects also review curriculum on a regular basis. Typically the department mounts a show of the semester's studio work (related coursework may be included) and studio instructors present the projects and learning objectives to the council. Feedback gathered here is presented at the next faculty meeting, and provides an important component to overall department assessment.

Curriculum-level assessments may also be targeted at specific programs or pending decisions. Examples of these include chair-led focus groups with students, annual meetings around curriculum tracks, coordination meetings with faculty, faculty retreats, and directed surveys.

Cycle Three: Overall Department Assessment

Related to the previous cycle, but larger in scope, is the assessment of the department in its entirety, its progress toward fulfilling its mission, and decision-making around major department initiatives such as additional degree offerings or fundamental organization (Team Room: Progress on the 2006 Long Range Plan). Assessment at this level is built on the more incremental results of the previous two cycles but includes the viewpoints of all constituencies, including reaching out to alumni and the larger professional community. The cyclical process revisits ideas and notes from previous retreats while advancing new agendas and ideas born out of big-picture thinking of the faculty as a whole.

Assessment vehicles are more likely to be larger one-off surveys of specific groups, for example multiple years of data from alumni and co-op surveys or reports from task forces created to study specific ideas. Because departmental assessment is tightly woven with Institutional assessment, and because the department's mission and goals are in keeping with the Institute's broader mission, results of surveys can be used to continually inform and improve both Institute-level and department-level planning. (Team Room: Department Assessment Binder).

The new department mission statement, adopted in Spring 2011, articulates a grounded position in architecture, emphasizing the linkages between theoretical frameworks, design intentions, and the tangible material nature of architecture. The department has developed a strategic planning document that promotes the fulfillment of the mission and its objectives. The strategic plan addresses curricular development, facilities enhancement, faculty development and enhanced program recognition.

Assessment Of Progress Towards Mission

Following the 2006 NAAB accreditation team visit the department began working on the goals developed prior to the accreditation visit. The department began a thorough assessment of its current programs with a desire to identify goals in the ongoing evolution of the curriculum. The aim was to closely align the programs of study with the strengths of the Institute and department, the goals and aspirations of the students, and the skills required by the profession. (Team Room: Progress on the 2006 Long Range Plan)

These curricular objectives demanded a comprehensive look at the assessment vehicles, constituencies, and logic engaged in the decision-making process, as detailed below. As part of this effort the faculty refined the 2005 mission statement so that it succinctly states its primary objectives, through the department's strengths and objectives, in a way that allows direct assessment of the progress in achieving and maintaining those objectives. (see II.2.3 – Curriculum Review and Development

DEPARTMENT ASSESSMENT COMMITTEE ANALYSIS

In an effort to connect the assessment process with long range planning, the Department Assessment Committee conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the department's accomplishments since the last NAAB visit and projections for current and future initiatives.

This document was brought to the full faculty for discussion and refinement, and serves as an important reference in departmental and college long-range planning. (Team Room: Department SWOT Analysis)

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: This section is not required for programs submitting reports in 2013.)

I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

Revised to integrate the core tenets of studio culture into all elements of the learning environment:

The department has always approached our studio culture policy as a set of values that extend to all aspects of the learning environment, rather than a set of rules that pertain only to the physical setting of studio. One role of the studio culture committee is to solicit feedback from all students (via their class representative on the committee) with regard to issues and initiatives related to the aspirations of the policy. Faculty have promoted the visibility and ongoing discussion of studio / learning culture by incorporating text on this subject within all course syllabi.

I.1.4 LONG RANGE PLANNING

New condition:

The department is actively engaged in long-range / strategic planning. This has been a critical component of our program's development and evolution, as well as a requirement of the provost. Our 2006 APR addressed this topic under condition 1.5 Program Self-Assessment. The new condition's guidelines have prompted a more comprehensive vision by connecting this process to other aspects of departmental identity and self-assessment.

I.1.5 SELF-ASSESSMENT PROCEDURES

Revised to connect all four preceding conditions: History and Mission, Learning Culture and Social Equity, Responses to the 5 Perspectives, and Long Range Planning:

As above, self-assessment is a key component of department life, serving as a guide for curriculum development and strategic planning as well as a means of appraising the quality of our learning environment. The provost places great emphasis on this process; the new guidelines have prompted a more comprehensive vision by connecting this process to other aspects of departmental identity and planning.

II.1 STUDENT PERFORMANCE CRITERIA

This condition comprises the largest number of substantive changes to the Conditions for Accreditation, and has been carefully analyzed by the Department Chair for its impact on curriculum content and structure. The changes and clarifications in this condition are very positive, especially the grouping of SPC by realms, which matches well with our pedagogical approach. The Department Chair works with individual faculty (or groups in the case of larger courses and studios) to review the both the aspirations and the detailed requirements of each SPC, as well as to identify the appropriate means of demonstrating the required level of achievement for each.

The curriculum review process conducted with the faculty in spring 2010 (see II.2.3 Curriculum Review and Development) provided a forum for in-depth discussions about all aspects of this extensively

reformulated condition. Each course was reviewed individually and in sequence to ensure that its goals and learning objectives are consistent with the new or revised SPC, and adjustments to the matrix were made accordingly.

Supplemental Material

Instruction: Include the following as a list of individual URLs or provide instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).
Be sure to identify the changes/outcomes expected.
 - a. New/revised syllabi
 - b. Student work demonstrating the change
2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)
3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative biography or one-page CV)
4. Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These shall be presented in Word or Adobe PDF*
2. *Student work*
 - a. *Studio work shall be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers must be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them. Instructors' comments and grades shall be visible or available. Students' identities may be removed in order to comply with FERPA.*
 - b. *Classroom work shall be presented in digital form (PDF) after grading. Instructors' comments and grades shall be visible. Students' identities may be removed in order to comply with FERPA.*
 - c. *Presentations or other oral projects shall be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*