

**Massachusetts Institute of Technology
Department of Architecture**

Visiting Team Report

Master of Architecture

Track I (pre-professional undergraduate degree + 80 graduate credit hours)

Track II (undergraduate degree + 114 graduate credit hours)*

*M.I.T. uses a different credit hour system, one that documents the total hours of engagement rather than the hours of instruction. The credit hours listed above are one third of the M.I.T. credit hours, a conversion recommended by the M.I.T. star as a good approximation of equivalent semester credits at other institutions.

The National Architectural Accrediting Board
March 4, 2015

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

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I. Summary of Team Findings

1. Team Comments and Visit Summary

In April 1861, by an act of the Massachusetts legislature, the Massachusetts Institute of Technology was established. Its founder, William Barton Rogers, reported on the curriculum and organization of the school in the document *Scope and Plan of the School of Industrial Science*, which was issued in 1864. It established that degrees would be offered by leading school divisions as follows:

The Degree of Mechanical Engineer
The Degree of Civil and Topographical Engineer
The Degree of Builder and Architect
The Degree of Industrial Chemist
The Degree of Geologist and Mining Engineer

MIT offered the first formal architecture curriculum in the United States in 1865. Since that time, the MIT School of Architecture and Planning has perennially been an international leader in research, technology, and design. Under the capable leadership of Professor Nader Tehrani—and, most recently, Professor Meejin Yoon—and the faculty, the program remains in capable hands well into the future. Additionally, Professor Yoon is a respected professional following in the celebrated footsteps of accomplished female practitioners such as Julia Morgan, Sarah Harkness, Denise Scott-Brown, and Adele Santos.

The visiting team's focus is on conformance with the NAAB's conditions and on student performance consistent with the NAAB's mission, which is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

A review of past visiting teams' reports reveals highlights of curriculum delivery challenges faced in recent years—challenges of delivering fundamental professional knowledge and skills within a milieu of intellectual discourse and rigorous investigative pursuits. The program, through intense ongoing faculty dialogue and debate, is navigating these issues with incremental success.

2. Conditions Not Met

B.4. Site Design
B.6. Comprehensive Design

3. Causes of Concern

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development: Students

The team acknowledges the concerted effort made by the program to recruit and enroll underrepresented minorities, particularly individuals of African-American descent. Other ethnic groups are represented among the faculty and students; however, the team did not see any African Americans in the department during the visit, a group that represents over 14% of the U.S. population.

Part One (I): Section 2 – Resources

I.2.3 Physical Resources

The program is housed on several levels in a campus landmark (Rogers Building). Space is limited and coveted. Current space allocation appears adequate; however, there is no permanent gallery for student/alumni/faculty display or presentations, which is unexpected in a program having MIT's reputation.

4. Progress Since the Previous Site Visit (2009)

2004 Condition 5, Studio Culture: *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

Previous Team Report (2009): Although the program has a written studio culture policy posted in the studio spaces, the statement is generic and was developed without the involvement of the students. As written, the studio culture policy is a document that lacks ownership. The program appears to have a studio culture with several unique and positive aspects that are not articulated in the policy statement.

Student records show a high number of "incomplete" grades received for some non-studio coursework. This appears to be an arrangement mutually agreed to by faculty and students as a way to manage student workloads and avoid conflicts between end-of-term studio reviews, course due dates, and final examinations. The team is concerned that the use of incompletes as a time management tool combined and the unfinished quality of some of the studio work indicates some problems with workload that may have a negative impact on studio culture.

2015 Visiting Team Assessment: Cohorts are small and blend well socially. They are interactive and respectful. Likewise, the faculty is close to and respectful toward students. Reducing thoughts and values to a written statement on studio culture is not essential in a program of this size. The team found a strong, supportive culture among the students. This condition is now **Met**.

2004 Criterion 13.12, Human Behavior: *Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.*

Previous Team Report (2009): Some, but not all, of the Level II and III choice studios address this subject area through student field observations and structured dialog with prospective users. The team room did not contain sufficient evidence that all students attain this SPC.

2015 Visiting Team Assessment: In fulfillment of the 2009 criterion, C.2 Human Behavior, evidence was found in the Core Design Studio II course (4.152) (Lamere, Miljacki), Project Lechmere T stop. This criterion is now **Met**.

2004 Criterion 13.22, Building Service Systems: *Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

Previous Team Report (2009): There are limited introductions to plumbing and electrical systems in Building Technology 1 (4.461). There is no evidence that vertical transportation, communication, security, and fire protection systems are explicitly addressed in the curriculum.

2015 Visiting Team Assessment: In fulfillment of the 2009 criterion, B.11. Building Service Systems Integration, the Building Technology 1 (4.461) and Building Technology 4 (4.464) Energy in Design courses provide evidence of students' understanding of building systems' integration (Kresge Auditorium site visits). This criterion is now **Met**.

2004 Criterion 13.23, Building Systems Integration: *Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Previous Team Report (2009): The design studio work demonstrated attention to structural and envelope systems but there was little indication of life safety systems or building service systems.

2015 Visiting Team Assessment: This criterion is similar to the 2009 criterion, B.11. Building Service Systems Integration. See 13.22 comment above.

2004 Criterion 13.25, Construction Cost Control: *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2004): Some evidence of basic building cost projections were found in Professional Practice (4.222). However, no substantial evidence of life-cycle costing or construction estimating was found in the coursework reviewed.

2015 Visiting Team Assessment: In fulfillment of the 2009 criterion, B.7. Financial Considerations, evidence was found in Professional Practice (4.222) (Freelon): Lecture 7 (10/18/13) on construction cost management, financial management – firm-wide budgets and controls, and Lecture 11 (11/15/13) on construction administration, construction cost management. This criterion is now **Met**.

2004 Criterion 13.28, Comprehensive Design: *Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

Previous Team Report (2009): The team was impressed by the diversity in scope and size of the various assignments offered in the vertical studios, as well as the students' opportunities to experience that diversity. Projects exhibited integration with basic structural systems, and building envelopes. Some projects incorporated one or more aspects of sustainable architectural systems. However, while many of the elements required in this criterion were found, the team found a general lack of inclusion of normal building support systems, such as HVAC, plumbing systems, and in the case of larger projects, vertical transportation. Of particular concern was the lack of documentation confirming that the students analyzed and consistently incorporated issues of accessibility and life-safety.

2015 Visiting Team Assessment: This criterion remains **Not Met**. See the 2015 team assessment below.

II. Compliance with the 2009 Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

I.1.1 History and Mission:

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

2015 Team Assessment: The history of the MIT, School of Architecture and Planning (SA+P), and Department of Architecture dates to 1861, when the Institute was founded. Its origins are in science and technology, with an emphasis on learning and research through experimentation and application. The SA+P is one of five academic schools in the Institute and contributes significantly to the Institute's efforts to address contemporary—national as well as global—cultural, social, and environmental issues. The architecture program is the first offered in the United States. The department's five disciplines—Architectural Design; Building Technology; Design and Computation; Art, Culture, and Technology; and History, Theory, and Criticism of Architecture and Art—are leaders in research and advanced teaching programs dealing with the environment, technology, culture and society, and urban design theory.

Graduate programs in the SA+P focus on social and environmental concerns in the areas of specialized architecture and urban planning, computation in planning and design, building technology, real estate, visual art, and the history of art and architecture.

Additionally, the following topics are supported through the curriculum:

Environment: There is a focus on climate change, energy, conservation of natural resources and sustainable approaches to building design, and urban spaces and sustainable cities that encourage healthy life styles.

Technology: Understandably, the school excels in the role of digital technology in today's society and is an international leader in the effort to make it available to the profession and the public.

Culture and Society: The curriculum prepares students with a knowledge of history and social understanding when pursuing designs for built environments.

City: The program studies the impact of designed environments on natural systems and strives to integrate architecture, urbanism, and landscape.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

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

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

2015 Team Assessment: Having a faculty and student body with international ties, the SA+P is culturally diverse. Embracing this diversity and leveraging it with learning objectives, MIT enjoys a fertile learning environment. The department is clearly committed to the NAAB’s values of “optimism, respect, sharing, engagement and innovation between and among the members of its faculty, student body, administration and staff.”

The administration encourages open discourse by inviting faculty to town hall discussions, informal events, and dialogue sessions. The team had concerns regarding the lack of African-American student representation in the program. The school actively recruits underrepresented groups to expand student diversity; however, actual progress in this area was not evident in cohorts observed during the visit.

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

- A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

[X] The program is responsive to this perspective.

2015 Team Assessment: Relatively small in comparative size, the school maintains a prominent standing within the Institute. Through academic and service engagements, the school maintains a dialogue with outside disciplines and student groups. These exchanges include participation in the Festival of Art, Science, and Technology and global learning initiatives in conjunction with MITx, edX, Japan, Cambodia, and Haiti.

The department has recently pursued interdisciplinary courses with structural and civil engineering peers within the Institute.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: Evidence of the students' preparedness to thrive in a global culture was observed through team interactions with faculty, administrators, and students. Although M. Arch students are not active in the American Institute of Architecture Students (AIAS) organization, student participation and leadership in the Architecture Student Council is particularly strong. Increasingly, students are provided with international travel opportunities through Option studios, including the Venice Biennale U.S. Pavilion curatorial team. Additionally, many students are teaching and research assistants, which cultivates a spirit of lifelong learning.

- C. Architectural Education and the Regulatory Environment.** *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

[X] The program is responsive to this perspective.

2015 Team Assessment: Professor Chan's and Professor Freelon's course in Professional Practice (4.222) addresses practice issues with distinction. Students are informed, prepared, and intend to become licensed practitioners.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: MIT students have opportunities to engage the profession and are also encouraged to challenge existing systems and standards. The Professional Practice course (4.222) covers relevant issues, including the NAAB's accreditation process, intern challenges/issues, the Intern Development Program, the Architectural Registration Examination, and Licensure.

The school regularly invites local and national AIA faculty and lecturers to engage these issues with the students. During the optional January Independent Activities Period (IAP), students are assisted in gaining office internships.

- E. Architectural Education and the Public Good.** *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the*

architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2015 Team Assessment: Students are encouraged to seek and promote responsible engagement of the environment and appropriate use of natural resources. Having diverse backgrounds, students are aware of cultural and social commonalities and challenges. Through Professional Practice courses, reinforced by mini-term office internships, students gain insight into practice logistics and ethical matters.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2015 Team Assessment: Long-range planning in the SA+P is through committees. After debate and dialogue at the committee level, and with the dean's endorsement, curriculum changes are recommended and adopted. Changes are tracked through regular interaction between the dean and the program head. It was noted that resources for the SA+P generally lag behind those of allied professional programs in the Institute. This did not appear to be a pressing problem beyond the need for more physical space; however, it is a symptom that, if left unaddressed, will become a problem in attracting MIT-quality faculty and students.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

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

2015 Team Assessment: Self-assessment and long-range planning issues are covered in Curriculum Committee discussions on course offerings and objectives, and include faculty and student input. Heads of discipline groups propose changes to the school head for review and integration into the larger curriculum. A department Visiting Committee reviews the program biennially to critique the curriculum and offer suggestions. Students, faculty, and alumni are surveyed for their views on the NAAB's Five Perspectives and the program's engagement of each. Survey results are reviewed, and the curriculum is

often modified as a result. Administration and school leadership have expressed interest in interdisciplinary interactions and more service-oriented engagements.

PART ONE (I): SECTION 2 – RESOURCES**I.2.1 Human Resources and Human Resource Development:**

- *Faculty and Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies, which may include, but are not limited to, faculty and staff position descriptions.²*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (faculty and staff) are adequate for the program,

2015 Team Assessment: The program's mission is: to provide the highest quality programs of education and research in all areas of study and investigation where strength and competence have been developed, and to do so with a strong commitment to public service and to a diversity of backgrounds, interests, and points of view among faculty, students, and staff. The department's human resource development efforts focus on this mission. The department hires faculty with skill sets that include "creativity, professional competence and leadership, ability and desire to teach, and willingness to cooperate with other departments in promoting the work and welfare of the Institute as a whole."

Affirmative action vacancies are filled through a targeted Faculty Committee. Promotion and tenure are formally reviewed by the entire faculty—criteria include creativity, professional accomplishment, and service to the Institute. Student input is also solicited in evaluations for promotion and tenure. Faculty development opportunities include grants, sabbaticals for research or professional study, and Institute recognition awards.

The Institute offers liberal childbirth/new parent leave privileges in which faculty may not only take time off with a new child, but may also have the option to extend his/her tenure review clock if needed.

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

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

2015 Team Assessment: Applications to and enrollment in the school have remained steady over the past 5 years. With 45% of the student body being female and 40% composed of students from international origins, MIT maintains a reasonable level of diversity, but continues to monitor the issue.

A variety of support services is available to students, including personal and career advising. Individual Registration Officers work with students to track a student's progress. Optional internships are available during the January Independent Activities Period (IAP), which provide office experience and IDP credit. International internships are available through the MIT International Science and Technology Initiatives.

Through department-sponsored field trips and funding, the department encourages student travel to attend design conferences. Graduate students have opportunities to work as Research and Teaching Assistants.

The team was concerned regarding the lack of African-American students in the Master's program and felt that the school should increase its efforts to bring this underrepresented minority into the program.

I.2.2 Administrative Structure and Governance:

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

[X] Administrative structure is adequate for the program.

2015 Team Assessment: The Department of Architecture has a clear administrative structure, as guided by the Department Head and Associate Department Head. The Department Head is the chief academic officer and senior faculty member responsible for handling all departmental administrative and academic business, as well as department budgets, and for making all recommendations regarding appointments, promotions, and tenure to the dean of the school and the MIT Academic Council. The Department Head serves as chairman of the faculty for policy discussions and represents the department at MIT functions. The Associate Department Head assists with department administration. Additional administrative positions include Administrative Officer, Fiscal Officer, Administrator of Academic Programs, Administrator for Master's Degree Programs, and Computer Resources Office Network Manager.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The Curriculum Committee determines course offerings and goals, with input from faculty and students. Heads of discipline groups propose curriculum changes and facility needs to the Department Head for review and integration into the larger curriculum. The department's Visiting Committee meets biennially to offer a curriculum critique and suggestions.

Students participate in town hall meetings with the Department Head. These discussions allow students to provide input on course, faculty, or facility matters.

At the conclusion of each semester, students complete online course reviews, the results of which are made available to the individual faculty members and department administrators. Often, these reviews provide guidance on adjusting individual courses.

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

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

[X] Physical resources are adequate for the program.

2015 Team Assessment: The MIT Department of Architecture occupies roughly 40,000 assignable square feet. Over 90% is in five contiguous buildings of the Main Group at 77 Massachusetts Avenue. The remainder is in two buildings that are 10 minutes away on foot.

The department occupies two levels off the rotunda at MIT's main entrance and stretches linearly down MIT's "main" corridor. A café (renovated in summer 2014), design studios, and a classroom converted into the "Long Lounge" in 2010 are all on the fourth floor. The Long Lounge provides lecture seating for 100 people.

Shop and research spaces are in remote buildings with fenced outdoor areas suitable for full-scale construction. One building has high-bay space, which is used for studio teaching and research. Building Technology has HVAC test chambers in one of the buildings.

During the period from 2010 to 2013, digital fabrication space was quadrupled. There is a traditional wood shop with a large CNC router. Other digital fabrication equipment and a spray-paint booth are adjacent to the design studios. The fabrication shops are professionally managed and are controlled by card access, which is linked to the safety training of student users.

Credible, dedicated gallery space for permanent display of student/alumni/faculty work was noticeably absent.

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

[X] Financial resources are adequate for the program.

2015 Team Assessment: Institutional and financial resources are adequate to support student learning and achievement. In discussions with Ms. O'Connell and Mr. Le Vie, the team learned that the program receives adequate support. Departmental requests are received by the administration and, within reason, are honored. There is a need to grow scholarship support to reach the higher levels of achievement expected of the program. One of the concerns is increasing financial aid to M. Arch students.

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

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and

develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information resources are adequate for the program.

2015 Team Assessment: The Rotch Library serves the School of Architecture and Planning and is located in Building 7, Room 238, adjacent to the SA+P. Ms. Lareese Hall is the librarian. This library includes over 185,000 volumes and journals and an archive of drawings by noted graduates, which is accessible to students. There is also a current, online resource list. Students have access to five MIT campus libraries and materials from 25 academic libraries in Boston and the Northeast. In addition, the Institute honors most addition requests, and it purchases trials of databases (and assesses their usefulness before expiration and renewal) when requested by students, faculty, and researchers.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics*
 - *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
 - *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports were provided, and they provide the appropriate information.

2015 Team Assessment: Statistical Reports were provided via hyperlinks and digital .pdfs, appeared to be in order, and provided the appropriate information.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

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

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

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

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

2015 Team Assessment: Annual Reports were available via hyperlinks and digital .pdfs.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2015 Team Assessment: MIT's faculty are well qualified and prepared to deliver the program as outlined in the mission statement. Many faculty are recognized practitioners and assist students in obtaining internships.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2015 Team Assessment: The required policy documents were provided to the team in a policy review .pdf available at <http://web.mit.edu/arch/NAAB-2015/PolicyReview>, and copies of the documents were available in the team room.

Additional policy information is in the *Handbook for Graduate Students*, which is found at: <http://architecture.mit.edu/handbook/graduate-students> and <http://architecture.mit.edu/handbook/resources>.

The policy information includes:

- Studio culture policy
- Self-assessment policies and objectives
- Personnel policies, including:
 - Position descriptions for all faculty and staff
 - Rank, tenure, and promotion or reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty development, including, but not limited to, research, scholarship, creative activity, or sabbatical
- Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions requirements
- Advising policies, including policies for the evaluation of students admitted from preparatory or pre-professional programs, where SPCs are expected to have been met in educational experiences in non-accredited programs
- Policies on the use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resource collection development
- A description of the information literacy program and how it is integrated into the curriculum

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2015 Team Assessment: Communication skills are evident in work observed in the Core Studio II (4.152), Precedents in Critical Practice (4.210), Thesis Preparation (4.189), and Thesis. Students are articulate and poised in expressing their views.

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

[X] Met

2015 Team Assessment: Design thinking skills are evident throughout the curriculum. Evidence of these skills was seen in projects developed in Core Studio I (4.151), Thesis Preparation (4.189), and Design Thesis.

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

[X] Met

2015 Team Assessment: Students acquire skills in conventional representation in Geometric Disciplines and Architecture Skills I (4.105) (Lamere) and in Core Studio II (4.152) (Yoon, Parrero, Tibbits). Students develop 2D and 3D visualization skills in Core Studio II.

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

[X] Met

2015 Team Assessment: Evidence of this criterion was found in the BT 3: Building Structural Systems II course (Ochsendorf, Love): Assignment S3 – Sizing for Wind Loads and Vertical Loads.

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

[X] Met

2015 Team Assessment: Evidence of investigative skills was seen in Thesis Preparation (4.189), Research Programs in Modern Architecture (4.646), and Thinking About Architecture (4.607).

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

[X] Met

2015 Team Assessment: Evidence of this criterion was found in Architectural Design: Core Studio I (4.151) (Garcia-Abril, Goulthorpe, Clifford); projects: Hugh Magee – Strangeness in Detail, and James Addison – Implied Compression.

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

[X] Met

2015 Team Assessment: Evidence of this criterion was seen in Precedents in Critical Practice (4.210) and Core Studio II (4.152).

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

[X] Met

2015 Team Assessment: Evidence of ordering systems skills was seen in projects developed in Core Design Studios I and II (4.151 and 4.152).

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

[X] Met

2015 Team Assessment: History, Theory, and Criticism classes fulfill this requirement. The Term One course, Precedents in Critical Practice (4.210), and the Term Two course, Architecture from 1750 to the Present (4.645), provide students with exposure to traditional and culture-specific environments.

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

[X] Met

2015 Team Assessment: Professor Dutta's course, Selected Topics in Architecture: 1760 to the Present, covers the continuum of historic and cultural influences on the evolution of design. Evidence of this criterion was also found in the secondary source, Professional Practice (4.222), fall 2014 (Chan), primarily in the "Diversity and Practice Management" taken from the *AIA Handbook*. The student body is, likewise, diverse, and students have opportunities for foreign travel during their academic tenures.

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

[X] Met

2015 Team Assessment: Students investigate design theories of invention and analytical aptitude in framing their approach to designing buildings. Evidence of this criterion was found in M. Arch Thesis Preparation (4.189) (Goulthorpe, Ulmer, Jarzombek, Lavin, Dutta). Work in these courses was thorough and exemplary. This criterion was **Met with Distinction**.

Realm A. General Team Commentary: MIT students represent an international cross-section of the brightest critical thinkers currently pursuing the profession. With varying backgrounds, the students' representational skills, likewise, vary; however, they excel in digital representational media.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

Architects are called upon to comprehend the technical aspects of design, systems, and materials, and to be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

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

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

[X] Met

2015 Team Assessment: Evidence of students' ability to prepare a comprehensive program and assess user needs was seen in projects developed in Core Studio II and III (4.152 and 4.153) (Yoon, Parreno, Tibbs in Core Studio II, and Kennedy, Scott, Garcia-Abril in Core Studio III).

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

[X] Met

2015 Team Assessment: Evidence of the ability to use accessibility standards and design sites, facilities, and systems for accessibility was found in the BT 1 Architectural Building Systems course (4.461) (Solander).

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

[X] Met

2015 Team Assessment: Evidence of the ability to design buildings that are sensitive to the environment and natural resources was found in the preliminary assignments and final projects of Core Studio III (4.153), fall 2014. Research concerning embodied energy and the carbon footprint impact was thoughtful, relevant, and exemplary. This criterion was **Met with Distinction**.

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

[X] Not Met

2015 Team Assessment: The team found adequate evidence of students' ability to respond to urban site challenges and vegetation (Project Lechmere T stop); however, evidence was not found to support a student's ability to respond to soil, topography, and related watershed (drainage) issues.

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

[X] Met

2015 Team Assessment: The integration of basic life-safety egress systems was seen in Assignment 5: Final Project for Building Technology 1 (4.461), fall 2013 (Solander/Fernandez); however, the team did not find similar evidence of this ability in Core Studio III (4.153) projects. See B.6 response.

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

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Not Met

2015 Team Assessment: The team did not find evidence to support a student's ability to produce a comprehensive design that demonstrated a student's capacity to make decisions across scales addressing the following SPC:

- B.2 Accessibility
- B.4 Site Design
- B.5 Life Safety
- B.8 Environmental Systems

The team recognizes the value of the BT 1 Architectural Building Systems and BT 4 Energy courses in Building Design and Core III projects; however, it is concerned that issues remain regarding delivery sequence and evidence that clearly satisfies this criterion in a single, comprehensive project.

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

[X] Met

2015 Team Assessment: Evidence of this criterion was found in Professional Practice (4.222) (Freelon): Lecture 7 (10/18/13) on construction cost management, financial management – firm-wide budgets and controls, and Lecture 11 (11/15/13) on construction administration, construction cost management.

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

[X] Met

2015 Team Assessment: An overview of and performance options for building service and environmental systems are presented in Architectural Building Systems (4.461) (Solander) and Energy in Building Design (4.464) (Norford)), which includes the application of engineering principles and a practical application of passive and active energy management systems.

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

[X] Met

2015 Team Assessment: Evidence of this criterion was found in Building Structural Systems I and II (4.462 and 4.463) (Ochsendorf), which include analysis of structural systems and assemblies, including member behavior and load analysis (computation) – example, Assignment #3: Beam Design.

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

[X] Met

2015 Team Assessment: Building envelopes are studied extensively in Architectural Building Systems (4.461), Building Structural Systems (4.463), and Core Studio III (4.153) through case studies, back engineering, fabrication systems, and application to specific design assignments. Projects in Core Studio III (4.153) (Kennedy, Scott, Garcia-Abril) explore the impact of building system decisions and the environmental impact (carbon footprint). The team found the studies and building skin analyses to be thoughtful and well done. This criterion was **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Building service systems, such as air, water, and power management, are presented in Architectural Building Systems (4.461) (Solander) and in BT 4 Energy in Building Design (4.464) (Glicksman and Norford), which explores thermal comfort, passive/active energy management, indoor air quality, and their practical application to building design.

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

[X] Met

2015 Team Assessment: Building assemblies, including heating, cooling, power, water, and roofs, are presented in Architectural Building Systems (4.461) (Solander). Building support and gravity management is also covered.

<p>Realm B. General Team Commentary: Students are challenged to pursue deeply intellectual analyses of critical building components; however, certain skill sets are not prioritized, are overlooked, or are not focused, which results in ability gaps in this realm.</p>

Realm C: Leadership and Practice:

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

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

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

[X] Met

2015 Team Assessment: Students are collegial and comfortable expressing their views. In a discussion with the provost, the team learned that an institutional objective is to promote cross-disciplinary collaboration. The current curriculum includes close interaction and collaboration with allied engineering professionals, which requires students to interpret and extrapolate engineering principles to support their designs. This occurs in Core Design Studio III (4.153) and is reinforced via small team assignments in Professional Practice (4.222) (Chan).

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

[X] Met

2015 Team Assessment: Evidence of an understanding of the fundamentals of human behavior, the environment, and the building response was seen in Core Design Studio II (4.152) (Lamere, Miljacki), Project Lechmere T stop.

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

[X] Met

2015 Team Assessment: MIT students are eager to become practitioners, which drives the need to understand fundamental client interactions and contractual duties. Professor Chan's and Professor Freelon's Professional Practice course (4.222), coupled with Core Studio II (4.152), exposes students to basic architect-client responsibilities and the value of clear communication to stakeholders and constituent groups involved in place-making. Professor Chan's and Professor Freelon's course outline and the depth of practice issues analyzed by the students were considered outstanding. This criterion was **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Students are exposed to project procurement methods in Professional Practice (4.222) (Chan/Freelon), and, through a diverse and talented faculty, students are able to see actual examples of project delivery, consultant engagement, and management challenges. Overcoming these challenges is essential to achieving excellence in design.

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

[X] Met

2015 Team Assessment: Professor Chan's and Professor Freelon's Professional Practice course (4.222) is exemplary in explaining the mechanics encountered in office management. Additionally, students regularly serve as interns in recognized office environments, which serves to reinforce principles learned in this course. This criterion was **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Professional Practice (4.222) (Chan/Freelon) covers the architect's responsibilities as leader of the design process and the architect's subsequent role as team member during the construction process. Students understand the multiple leadership roles that they must fill in their careers and with regard to society.

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

[X] Met

2015 Team Assessment: Students in Professional Practice classes (4.222) (Chan/Freelon) are exposed to issues regarding the legal practice of architecture and the myriad regulations that architects face when planning and constructing buildings. This criterion was **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Students gain an understanding of ethical issues, for example, those involved in the Citicorp Center – LeMessurier – Hartley episode in Professional Practice (4.222) (Chan/Freelon). In addition, Thinking About Architecture (4.607) (Varnelis) addresses the issues of ethics and professional judgment. This criterion was **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Sensitivity to existing historic structures and working in the public interest was seen in Professional Practice (4.222) (Chan) and in Architecture from 1750 to the Present (4.645) (Dutta). Students gain an understanding of this criterion by reading "Public Interest Design" in the *AIA Handbook* and through a guest lecture titled "Public Work" by Elizabeth Minnis, AIA.

Realm C. General Team Commentary: Students are exposed to both intramural and extramural practitioners during their academic experience. Professional Practice classes taught by Professors Freelon and Chan provide guidance on practice and ethical issues. Students appear capable of leadership in multiple roles and settings.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: The Massachusetts Institute of Technology is accredited through the New England Association of Schools and Colleges (NEASC) The department provided a current letter of confirmation of accreditation from the NEASC.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch, and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2015 Team Assessment: The Department of Architecture at MIT has structured its M. Arch program to comply with the requirements of the National Architectural Accrediting Board (NAAB). The M. Arch degree is awarded upon satisfactory completion of an approved program of 312 graduate subject units and an acceptable 24-unit thesis (total of 336 units). The program follows NAAB degree title protocols.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: The Department's M. Arch Curriculum Committee develops, reviews, and periodically refines the M. Arch curriculum structure, sequence, and content. Committee members are appointed by the Department Head and are faculty from department discipline groups (Architectural Design; Building Technology; Design and Computation; Art, Culture, and Technology; and History, Theory, and Criticism of Architecture and Art).

The M. Arch Curriculum Committee meets twice per academic year and, if necessary, more frequently to address the development of strategic program changes. It engages faculty from different discipline groups, particularly when those groups are revising the content and sequence of M. Arch courses. This effort ensures that SPCs are addressed in coursework and that productive interactions of these courses with core studios are identified. Curricular issues pertaining to the content and sequence of M. Arch design studios are also considered in design faculty meetings, typically once per month.

The Committee on Graduate Students (COGS) meets monthly to review policy, curricular, scheduling, and related issues across all graduate degree programs and to discuss proposals from within the

department that may require review and approval at higher Institute levels, such as degree names or the creation of defined discipline groups.

Upon conclusion of a course, students complete online evaluations, the results of which are made available to individual faculty members and department administrators. Based on an analysis of the evaluations, the administration and faculty may choose to rethink and adjust courses.

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

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

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

[X] Met

2015 Team Assessment: M. Arch applicants are evaluated by an Admissions Committee composed of faculty, administrators, and currently-enrolled M. Arch students. Standard protocols are followed and documented for each applicant. Successful applicants are expected to demonstrate intellectual achievement, motivation, discipline, responsibility, imagination, perception, and open minds. The academic backgrounds of applicants vary, and the candidates are assigned academic tracks as follows:

M. Arch candidates without formal architectural study usually take approximately seven semesters to complete the curriculum. Admissions requirements include:

- A Bachelor's degree with high standing from a recognized institution
- Two successful semesters in college-level math
- Two successful semesters in college-level natural sciences
- Six successful semesters in college-level humanities or social science
- Official transcripts
- Statement of objectives and letters of recommendation
- English proficiency proof
- Graduate Recommendation Examination Score
- Digital portfolio

M. Arch candidates may receive credit for course credits received from other institutions upon submitting a request to the program with appropriate supporting documents. These requests are reviewed by the Program Committee. Requests must be approved or resolved before the start of the student's pre-final semester.

Candidates who already hold a professional degree in architecture pursue the SM. ArchS (Master of Science in Architectural Studies) program, not the M. Arch program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

[X] Met

2015 Team Assessment: Access to the NAAB's statement on accredited degrees is available to the public on the MIT Architecture Department Information page (<https://architecture.mit.edu/department/information>) under the National Architectural Accrediting Board Statement pull-down menu.

II.4.2 Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: Access to the NAAB's Conditions and Procedures is on the MIT Architecture Department Information page (<https://architecture.mit.edu/department/information>) under the National Architectural Accrediting Board Statement pull-down menu.

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aias.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: Access to career development information is provided on the MIT Architecture Department Information page (<https://architecture.mit.edu/department/information>) under the National Architectural Accrediting Board Statement pull-down menu.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2015 Team Assessment: The aforementioned documents, including the Annual Reports and narratives and the NAAB Responses, final decision letter from the NAAB, most recent APR, and final edition of the most recent Visiting Team Report, are available to the public in the Rotch Library in the Department of Architecture at MIT.

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

[X] Met

2015 Team Assessment: ARE Pass Rates are found on the MIT Architecture Department Information webpage, under the National Architectural Accrediting Board Statement; drop-down to the NCARB website link, under ARE School Pass Rates tab.

III. Appendices:

1. Program Information

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

Reference MIT, APR, pp. 1-1 to 1-3

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

Reference MIT, APR, pp. 1-3 to 1-6

C. Long-Range Planning (I.1.4)

Reference MIT, APR, pp. 1-16 to 1-18

D. Self-Assessment (I.1.5)

Reference MIT, APR, pp. 1-19

2. Conditions Met with Distinction

Realm A: Critical Thinking and Representation:

A.11. Applied Research

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

B.3. Sustainability

B.10. Building Envelope Systems.

Realm C: Leadership and Practice

C.3 Client Role in Architecture

C.5 Practice Management

C.7 Legal Responsibilities

C.8 Ethics and Professional Judgment

3. The Visiting Team

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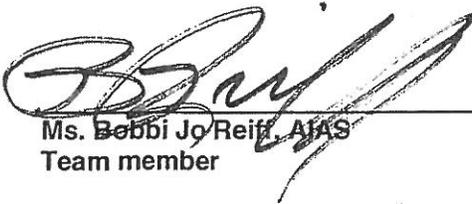
IV. Report Signatures

Respectfully Submitted,



Mr. Marzette Fisher
Team Chair

Representing the NCARB



Ms. Bobbi Jo Reiff, AIAS
Team member

Representing the AIAS



Mr. David Shove-Brown, AIA, NCARB
Team member

Representing the ACSA