Pratt Institute
School of Architecture

Visiting Team Report

Bachelor of Architecture
(170 undergraduate credit hours)

Master of Architecture
(undergraduate degree plus 84 graduate credit hours)

The National Architectural Accrediting Board
24 March 2010

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I.   **Summary of Team Findings**

1.   **Team Comments**

The team found the Bachelor of Architecture and Master of Architecture programs at Pratt Institute to be a vibrant learning environment with energetic students and dedicated faculty.

The president of the institute and the institute's administration are excited about the architecture program at Pratt and they are extremely supportive of its future. This includes greater support of career services at the school and a newly appointed vice president for institutional advancement. Additionally, alumni and professionals are proactive on the school's behalf, and the graduates from the architecture program are highly sought after by architectural firms throughout the nation.

The strengths within the program include the following:

a)   Administrative leadership at all levels provides the structure to support the mission of the program.
b)   Respectful and collegial atmosphere among faculty, students, staff, and administration.
c)   Faculty:
- Dedicated to teaching and informal mentorship
- Strong connection between practice and academy demonstrated by a high number of practicing architects on faculty
- Accomplished and diverse work by the faculty in their professional practices
- High percentage of adjunct faculty provides a diverse influence on student work

d)   Students:
- Strong involvement in school-wide leadership
- Advanced ability in the digital presentation of architecture
- Diversity of student body

e)   School Attributes:
- Constantly improving quality of students
- Balance of digital media, history/theory, technology, and design in the curriculum
- Considerable attention brought to the school by the reconstruction/renovation of Higgins Hall
- Extraordinary devotion to review, assessment, and coordination of the program
- Growth and enhancement of the M. Arch program

According to the NAAB Conditions and Procedures, the program is responsible for sending the *Architecture Program Report* (*APR*) to the visiting team at least 30 days before the visit. However, the visiting team members received the APR and supplemental information less than 30 days prior to the visit.

2.   **Progress Since the Previous Site Visit**

Perspective 1.5, Architecture Education and Society (2004): The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Previous Team Report (2004): Undergraduate program: There was a broad range of social and environmental issues addressed throughout the program.

Graduate program: There was an excellent focus on the digital and formal aspects of architecture; however, there was not sufficient evidence that the social and environmental responsibility of the profession was presented. See detailed comments in Section 12 Student Performance Criteria related to this concern.

2010 Visiting Team Assessment: This condition is now met

Condition 6, Human Resource Development (2004): Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report (2004): The architecture faculty at Pratt are distinguished practitioners and researchers, as well as teachers. They enjoy a national and international profile as innovative, award-winning and well-published practitioners, researchers, theorists and historians. They recognize and value the work of their colleagues. Yet, there is dissatisfaction on the part of faculty members with institutional support for their intellectual and professional development.

The President and Provost are very aware of the situation and have initiated development efforts to focus on these issues regarding faculty and staff development.

Pratt's history as a teaching institution has meant that research activities have historically not been well-supported. While the senior administration has voiced a willingness to support and develop faculty research initiatives, specific concerns include: 1) lack of existing institutional support for faculty research development, recognition and promotion; 2) an institutional need to support entrepreneurial activities on the part of design faculty.

A second major concern expressed is poor benefits and health care for part-time faculty, which will affect recruitment and retention. This is critical to the retention of quality faculty especially in an institution that utilized significant adjunct professionals.

This year, the School began to use M.Arch.II students as teaching assistants in the undergraduate design program. This initiative could be extended with the use of M.Arch.I students as teaching or marking assistants in other lecture-based courses in the undergraduate program. Such a move would further broaden graduate students' intellectual development, responsibility and communicative skills, while providing valuable role models for undergraduates.

2010 Visiting Team Assessment: This condition is now met

Criterion 12.14, Accessibility (2004): Ability to design both site and building to accommodate individuals with varying physical abilities

Previous Team Report (2004): Undergraduate program: Insufficient evidence of student ability to integrate accessibility concerns into the vast majority of work presented and the

comprehensive design work was found. While some accessible design was not fully successful, there was some evidence of attention to ADA issues, although very minimal. More attention to this issue should be introduced throughout the design sequence.

Graduate program: The comprehensive building studio shows a poor understanding of accessibility issues in relation to building design, specifically in terms of circulation within the buildings. There was insufficient evidence in the Masters program that accessibility is addressed either as legal ADA requirements or as a fundamental issue of human rights.

> **2010 Visiting Team Assessment:** This criterion was still not met at the time of this visit (See Conditions Not Met section)
>
> The team has not found evidence of ability in either site or building accessibility. The principals of accessibility, which are taught in coursework have not translated into the studio work demonstrated to the team.

Criterion 12.19, Life Safety Systems (2004): Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

Previous Team Report (2004): Undergraduate program: While covered in technical courses, the condition is minimally met and a clear connection to the studio design work has not been established.

Graduate program: This is a fundamental issue of practice as defined by law, codes and professional standards and must be met. There is not adequate evidence of these issues in the technical support course materials or the design studio work as presented.

> **2010 Visiting Team Assessment:** This criterion is now met

Criterion 12.26, Building Economics and Cost Control (2004): Understanding of building economics, and construction cost control within the framework of design project.

Previous Team Report (2004): There was minimal but insufficient evidence of an exploration of financing or cost control in either program. It is imperative that our profession demonstrate an understanding of this critical issue as a fundamental issue in design in order to fully realize the excellent design work demonstrated by the student exhibitions.

> **2010 Visiting Team Assessment:** This criterion is now met

Causes of Concern taken from VTR dated September 29, 2004:

Although this section is titled Causes of Concern the intent of the visiting team is to outline the issues in terms of areas of opportunity for development by the students, faculty, staff and administration. The real opportunity is for all segments of the School of Architecture to work together to maximize the potential of the educational experience.
Human Resource Development

The issue of salary compensation and benefits relative to regional and national standards are well recognized by the office and the faculty. The critical issue is to develop strategies that will provide an understanding of the value of the profession and its professional educators.

The issue of overall resource development for faculty and staff is also critical in terms of daily support, technical support for research development, computing technology, travel opportunities to scholarly meetings and sabbatical/development programs.

Resource development is a major function of the Dean and administration. As the major capital investments in the facilities must continue, there must be adequate (preferably a full time development staff person located within the Dean's Office) support for the Dean. Investment proposals submitted to design professionals must be expanded to include major product manufacturers, suppliers, and the construction industry.

Clarification of Academic Programs

The visiting team concurs with the previous report that the faculty have heavy responsibilities as evidenced by the fact that the programs are expanding as in the previous visit yet the total FTE faculty and staff has been only modestly increased. There is an opportunity to clarify the relationship between the two architectural programs and the other programs within the School and Institute and to take advantage of other academic departmental offerings to support both of the professional curriculums.

There is a need to clarify the specific mission, goals, and performance objectives of the design sequence for both programs. While the accreditation criteria overall were well met, it was evident that the diversity of options at the upper levels did not require all students to continue their development and total synthesis of all criteria. In essence, the final projects need to have more consistency in their comprehensive architectural development. Again, many projects demonstrated exceptional structural, spatial and material tectonics. The integration of all major systems and sub-systems offer exceptional design opportunities.

As expressed by the students, there should be a comprehensive review of the grading and performance standards. The visiting team (based on the work provided in the team room) suggests that an examination of this issue by the faculty be explored. In essence, the range of quality between the high and low pass exhibits of student projects is a minor concern that can be easily corrected by the faculty.

Student advising is an area of some concern. The emergence of multiple degree programs and sequence options does require the advising system to be operating at maximum effectiveness. The full time faculty agree with the student assessment. With the higher proportion of visiting and adjunct positions there is an undue burden of advising and committee assignments on the full time faculty. These interrelated issues should be addressed by the students, faculty, and administration.

Emerging Technologies and Professional Communications

The rapid emergence of computing technology is outstanding; however, there are daily issues of technology "glitches" that still require refinement in operation hours, staffing, technical support and operational policy. This issue requires resource and administrative attention.

The emergence of the computer technologies has produced highly resolved graphics and animated simulations. The major concern expressed here is the need to continue with basic design and graphic communication skills and that an appropriate balance be established in all forms of professional communication skills, including hand crafted models and drawing.

The emergence of the computer technologies presents new challenges and opportunities to both students and faculty. Specifically, there must be developmental programs to assist faculty who have operated throughout their professional careers with mechanical rather than electronic technologies. The issue is not just in the area of computer-aided design and production. Every

course in the entire curriculum should be examined for its appropriate use of electronic information technology and innovation by the faculty.

Development Opportunities

Faculty development and strategic planning as presented by the President and Provost are essential. This experienced faculty has the potential over the next few years to engage in consulting and entrepreneurial opportunities. This potential must be fully considered in developing the strategic human resource plan for the School. Investments must be made equitably in both junior and senior faculty. Opportunities for sabbatical or development leaves, special technology course work, provision of research stipends, release time for scholarship or professional service, and mentoring for promotion and tenure are essential for the growth and development of the faculty.

Recognition of the diverse academic backgrounds of the current student body is also essential to the continued development of the professional programs in architecture. Students require the full support of the faculty and administration given their many and diverse intellectual interest. Quality advising is essential in directing the students to maximize their educational experience.

Recognition of the many opportunities that will be provided by the development of new educational technologies and philosophies will require the constant attention of the faculty and administration. The curriculum is neither "locked in the past" nor locked in by "rigid accreditation standards" as it must be a dynamic structure to provide excellence in architectural education for future generations of professionals.

> **2010 Visiting Team Assessment:** The NAAB visiting team is very positive as to the overall quality of the architectural programs at Pratt Institute and recommends that the entire faculty collectively pursue the continued refinement and development of its *Strategic Plan for the School of Architecture*. The addition and incorporation of the concerns identified by the team are intended to enhance this critical process. It is apparent that the students, faculty and administration are seriously committed to the continued development of the programs and that the accreditation process has been beneficial to all in the assessment and demonstrated quality of the professional programs in architecture.
>
> a) **Human Resource Development**
>   The concerns are now met
> b) **Clarification of Academic Programs**
>   The concerns are now met
> c) **Emerging Technologies and Professional Communications**
>   The concerns are now met
> d) **Development Opportunities**
>   The concerns are now met

3. Conditions Well Met

13.1	Speaking and Writing Skills	(B.Arch and M.Arch)
13.9	Non-Western Traditions	(B.Arch and M.Arch)
13.11	Use of Precedents	(B.Arch and M.Arch)
13.21	Building Envelope Systems	(B.Arch and M.Arch)

4.   **Conditions Not Met**

    13.14   Accessibility   (B.Arch and M.Arch)
    13.17   Site Conditions   (B.Arch and M.Arch)
    13.28   Comprehensive Design   (B.Arch only)

5.   **Causes of Concern**

a)   **Interactions between schools**
Faculty collaborations between schools such as with the School of Liberal Arts and Sciences have had a great impact on the program. A greater connection with the School of Art and Design would expose the student to a wider array of design disciplines as a part of the overall growth and development of the programs at Pratt.

b)   **Diversity of faculty**
The team noticed during the faculty entrance meetings that there were a very low number of female faculty members present. In the NAAB annual report it also appears that there is a lower ratio of female faculty.

c)   **Physical resources**
With a large amount of adjunct faculty in the school, an increase in office and/or conference space for adjunct faculty is crucial, as well as further improvement of audio-visual equipments in the lecture/seminar classrooms.

d)   **Institutional Advancement**
The significant school-specific alumni and development effort is essential, whether it is situated centrally in the institute, or as part of the office of the dean, the new appointment of an institute vice president for institutional advancement is a significant step. The team advocates strongly for continued, vigorous attention and effort in this specific area.

e)   **Building Cost Analysis**
The team is concerned that the building cost analysis done in the B.Arch program does not cover a broad enough spectrum of general cost comparison analyses.

f)   **Life Safety**
The evidence was provided by the technical courses. Most of the studio design work and in the Contract Documents have minimal conceptual understanding of exiting requirements.

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1   Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The School of Architecture both benefits from and contributes to the institute, but this relationship could be stronger and more explicit in the academic lives of the students and faculty. Architecture students choose to apply and enroll at Pratt in part, because of the arts-based academic and creative environment of the Institute. Yet their intellectual and creative interaction with their colleagues in the other Institute schools and areas is less tangible. While there are some significant faculty collaborations between schools (a good example of this being the language and writing program in the School of Liberal Arts and Sciences) a greater connection with the School of Art and Design would expose the student to a wider array of design disciplines as a part of the overall growth and development of the programs at Pratt (refer to Causes of Concern). To its credit, the school has taken a lead role in the institute's sustainability efforts.

1.2   Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The administration and faculty support students in seeking leadership roles not only within the School of Architecture, but also within their community. These leadership roles mostly consist of students taking the initiative within their own curriculum, which is

possible through course evaluations and discourse with the faculty. In addition, a dedicated, actively practicing faculty greatly inspires students to pursue leadership roles in the professional world. Students also work collaboratively on a variety of studio projects, which gives the students an opportunity to emerge as leaders in a group setting.

The study abroad programs enrich the students culturally, but also give them the chance to interact with students of different cultures. The success of Career Day and the Lecture Series also give students significant access to the profession.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The program offers students in both the B.Arch and M.Arch programs significant knowledge of the processes leading to licensure including internship. The professional practice courses fully cover these issues. The recently licensed adjunct faculty also provides incite to the students.

The team does have concern regarding the professional practice course in the B.Arch program being offered late in the program sequence.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The students in both the B.Arch and M.Arch programs benefit from well structured and taught professional practice courses. The faculty are knowledgeable professionals familiar with the roles and responsibilities found in practice today. This information is presented to students in a logical and relevant sequence.

1.5   **Architecture Education and Society**

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

A range of the students' work in both the B. Arch and M. Arch programs demonstrates that the students have an informed understanding of social and environmental issues and have the ability to mitigate those issues with architecture and urban design decisions. The students have an opportunity to work with multiple stake-holders in both their design studios and other courses.

Projects such as The Haiti Soft House, the playground project and the housing studio (Ninth Ward Redesign) in New Orleans indicate the students' commitment to serving society. In both the B. Arch and M. Arch professional practice courses, the students gain an understanding of ethical issues and the responsibility of serving the architecture profession.

2.   **Program Self-Assessment Procedures**

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school's procedures, policies and schedules of program assessment are substantial, thorough and consistent. Curricular reviews, portfolio reviews, coordination of teaching objectives and schedules, faculty retreats – across levels, course sequences and programs – are notable. The array of assessment opportunities is rigorous and commendable. The commitment of administration, faculty and students to this array is evident and energetic.

3.   **Public Information**

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a

professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The *2008-2009 Bulletin* and the *2008-2009 Graduate Bulletin* clearly indicate that the B. Arch and the M. Arch programs include the exact language found in the *NAAB Conditions for Accreditation* and links to the NAAB website so that students can access all information related to accreditation.

4.   **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 an educational environment in which each person is equitably able to learn, teach, and work. The school 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. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The faculty are represented by the United Federation of College Teachers (UFCT) union. Appointments, promotions as well as change of status are managed by the faculty review committee. The team commented on the diverse student body, but team has a concern that during the faculty entry meetings that there was a very low number of female faculty members present. In the NAAB annual report it also appears that there is a lower ratio of female faculty.

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.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The *Studio Culture Policy* was written cooperatively among the administration, faculty and students and is an accurate depiction of the culture that currently exists at the institute. The exchange of information between faculty and students is strong and both parties are respectful of one another. The administration, staff, faculty, and students are optimistic about their future at Pratt and thrive on the energy of the extensive faculty and student population as a whole. Because of the publication of the policy – it has not yet been assimilated into studio life.

6.   **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an

administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school demonstrates that it is providing adequate human resources for its professional degree programs. The administration and faculty are engaged and effective, and there is a highly productive tutorial exchange with the students. While teaching loads vary, the majority of the members of the faculty are active practitioners and scholars.

The diversity of the students in both programs is notable and there has been a steady growth in enrollment and therefore more selectivity since the last visit.

7. **Human Resource Development**

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school provides both individual and collective opportunities for faculty and student growth inside and outside the program. The lecture series and exhibitions presented are of superior quality. Previous concerns about academic advising of students have been addressed in both programs through staff hires. Although greater knowledge of this staff role is needed among M. Arch students. Career Services continues to work effectively.

The school now facilitates faculty research, scholarship and creative activities. Evidence is provided in the *APR* and is confirmed in discussions with faculty. This support should continue and be enhanced.

8. **Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

In general the conditions set out for physical resources are met and the *APR* contains the required information. However, there are some areas for improvement. Adjunct faculty have expressed the need for office space. Additional care should be taken regarding the location of doors as there are instances in the studio area where they are blocked.

The renovations to Higgins Hall represent a substantial improvement to the previous condition and afford a central location for studios, review spaces, exhibits and lectures. Lecture and seminar spaces as well as administration offices appear to be adequate.

9.   **Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The institute is fortunate to have a historic library building on the main campus that is well managed and maintained and relatively close to the School of Architecture. Information is available in hard copy and electronic formats and the library hours of operation are responsive to students' schedules.

10.   **Financial Resources**

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The school has an ambitious agenda across both programs. With a highly tuition-reliant budget, in which expenditures essentially match revenues, short or long-term growth in financial resources for any strategic purpose of the school can only be accomplished by development of external funds. The school is achieving a great deal with limited means, but further progress in scholarship aid, faculty support, extracurricular programs, events and physical facilities can only be achieved through significant development, alumni gifts and funded research.

Significant school-specific alumni and development effort is essential, whether situated centrally in the institute or as part of the office of the dean. The appointment of an institute vice president for institutional advancement is a significant step, as are recent institute-level discussions with the dean and program chairs concerning development strategies, needs and opportunities

11.   **Administrative Structure**

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). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Pratt Institute is accredited by the Middle States Association of Colleges and Schools. A 10-year Accreditation was reaffirmed in 2005.

12.   **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.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Language and Writing Program contributes strongly to the first-year B. Arch curriculum. The fast-track approach to physics, chemistry and mathematics in the general studies curriculum may provide more immediate access to architecture-specific courses, but it overlooks the fundamental underpinnings of the physical and natural world.

13.   **Student Performance Criteria**

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1   **Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The Architecture Writing Program: Language/Making, being integrated into the studio environment, is an innovative move towards the initiative of educating students to be expressive not only through design but through the full spectrum of communication.

13.2   Critical 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 them against relevant criteria and standards

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.3   Graphic Skills

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.4   Research Skills

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.5   Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.6   Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.7   Collaborative Skills

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.8   Western Traditions

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.9   Non-Western Traditions

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The coursework addressing non-western traditions is extensive and well-situated throughout the curriculum. The presentation of this knowledge base is clear, sensitive and global in content and perspective.

13.10   National and Regional Traditions

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.11   Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Students not only incorporate relevant architectural precedents into their work but also analyze philosophical writing to extract important themes that are then translated into spatial conditions that are implemented into their designs.

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.13 Human Diversity

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.14 Accessibility

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

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

The team has found insufficient evidence of ability in both site and building accessibility. The principals of accessibility which are taught in coursework have not translated into the studio work.

13.15 Sustainable Design

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.16 Program Preparation

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[ ]	[X]

Insufficient evidence was found in studio work of an ability to design to site conditions to the level demonstrated in building design. Heavy emphasis by the program on urban sites does not allow full development of pedestrian and vehicular flow and accessibility. Little evidence has been provided that site factors have been incorporated into the final building design and orientation.

13.18 Structural Systems

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.19 Environmental Systems

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.20   Life-Safety

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The evidence was provided by the technical courses. Most of the studio design work and in the Contract Documents have minimal conceptual understanding of exiting requirements.

13.21   Building Envelope Systems

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The study of built building enclosures as evidenced by work represents exceptional understanding of the fundamental physics, system integration and assembly of components. This understanding provides a strong foundation for later design expression and later studio work, the student has a clear understanding of these concepts with an even more advanced comprehension of the detailing and assembly of components.

13.22   Building Service Systems

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.24   Building Materials and Assemblies

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.25   Construction Cost Control

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

Although the criterion is met, the team has concerns that the building cost analysis done in the B. Arch program does not cover a broad enough spectrum of general cost comparison analysis (refer to Causes of Concern).

13.26   Technical Documentation

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.27   Client Role in Architecture

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.28   Comprehensive Design

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

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[X]	[ ]

The team found strong evidence of a well-conceived process for teaching the integration of building systems in the M.Arch program. A companion technical class requires the student to study building systems and apply them to their specific design project. Technical faculty is available for project review in studio. The combination of design and technical knowledge displayed was exemplary.

The team did not find the same level of rigor in the integration of building systems in the B.Arch program. Coursework does give the students the understanding of building systems, but their studio work did not fully demonstrate the ability to integrate these systems into their design. The team looked beyond the specific studio work designated by the program to show comprehensive design but, again, could not find adequate integration.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.32 Leadership

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

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[ ]

The team found this criterion satisfied.

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III.   **Appendices**

Appendix A: Program Information

1.   **History and Description of the Institution**

The following text is taken from the 2010 Pratt Institute *Architecture Program Report*.

Industrialist Charles Pratt, a partner in the Standard Oil Trust, established Pratt Institute in 1887. His objective was to create a center of higher learning concerned with the "making" of things, to promote skills necessary for an advanced industrial society, and to insure that these skills were made widely available in a systematic way. The center was located in his home city of Brooklyn, and because of the city's diverse and changing population, a central concern of the Institute was to provide access for people outside the traditional avenues to higher education. Pratt, for instance, was among the first institutions to educate women for the professions.

Like other philanthropist educators who established similar "institutes of technology" in the late 19th century, Charles Pratt insisted that study of the applied arts be accompanied by the study of liberal arts, and this basic educational approach has continued for 122 years. The Institute is comprised of five major schools: Architecture, Art and Design, Liberal Arts and Sciences, Professional Studies and Information and Library Sciences. The Institute offers 22 undergraduate and 18 graduate degree programs. From an initial enrollment of 12 students in October 1887, the Institute has grown to over 4500 students: 2900 undergraduates and 1600 graduates. Currently, the Institute has approximately 800 faculty members, 40 administrative staff personnel and 70 clerical staff personnel.

Physically, Pratt Institute's campus has grown in the past century from its original five-block area to twenty-five acres in the historic Clinton Hill district of Brooklyn. The park-like campus is a complex of green lawns, brick pathways and 23 buildings housing classrooms, studios, a library (the first public library for the Borough of Brooklyn), student and faculty housing, administrative offices, computer and shop facilities, and a recreation and multimedia facility. In addition, Pratt's new permanent home for its Manhattan campus is at 144 West 14th Street. The seven-story, 80,000-square-foot property offers state-of-the-art facilities within a distinctive, turn-of-the century Romanesque revival building. Pratt's expanding Manhattan-based programs, which had previously been housed in leased facilities in SoHo's historic Puck Building benefit from the new property's cutting-edge technology and prime location. Students are close to Union Square, Chelsea's art district, and several other leading educational institutions.

The Institute is accredited by the Middle States Commission on Higher Education. The Institute was last re-accredited for a ten-year term in 2005.

2.   **Institutional Mission**

The following text is taken from the 2010 Pratt Institute Architecture Program Report.

(revised and endorsed summer 2000)

The mission of Pratt Institute is to educate artists and creative professionals as responsible contributors to society. Pratt seeks to instill in all graduates aesthetic judgment, professional knowledge, collaborative skills and technical expertise. With a firm grounding in the liberal arts and sciences, a Pratt education blends theory with creative application in preparing graduates to become leaders in their professions. Pratt

enrolls a diverse group of highly talented and dedicated students, challenging them to achieve their full potential.

3. **Program History**

The following text is taken from the 2010 Pratt Institute Architecture Program Report.

Origins and Development: 1896 - 1967

The school of architecture began as an architectural course offered in the School of Fine Arts in 1896. By 1928, this course had developed into a three-year academic program in architecture leading to an Institute Certificate. This program focused primarily on building construction and architectural design. A four-year professional program leading to the Bachelor of Architecture degree was approved and registered by the New York State Board of Regents in 1938. The National Architectural Accrediting Board (NAAB) awarded accreditation in 1948. This five-year bachelor's program of 1948 included Design, Construction, Representation, History of Art and Architecture, General Studies and professional courses and was flexible enough to change to meet growth in the field. By July 1, 1954, the Department of Architecture had grown to such an extent that the Board of Trustees, with the strong encouragement of the NAAB, designated the architecture curriculum and department as a separate and distinct school within the Institute with its own independent faculty.

The School has always adhered to Charles Pratt's goal to be responsive to the changing needs of society and the profession. The School witnessed substantial enlargement of the professional program after WWII. Rapid economic growth and a concomitant building boom led the School to focus on technical and professional concerns, graduating competent entry-level employees for the expanding profession. The faculty included a number of well-known and highly respected professional architects. The Graduate City and Regional Planning Program was established in 1959 to investigate social issues; the Pratt Center for Community & Economic Development (an independent research center for urban studies) was founded in 1963 as an outgrowth. The Construction Management program evolved from a continuing education program into a program offering nine degrees: a Bachelor of Science and a Bachelor of Professional Studies in Construction Management.

Graduate studies in architecture began in the form of a specialized program entitled the Master of Science in Tropical Architecture. It was initiated in 1960, and evening courses were held in professional offices in Manhattan. The courses focused on environmental and design issues for buildings in hot and humid climates. Cities in many of these climatic areas were experiencing explosive population growth, so the program examined urban and infrastructural problems as well. By the mid-1970s the program had grown to 70 students, mostly from countries where this course of study would be relevant. All of these students had professional architecture degrees, as this program was a three-semester non-accredited program.

B. Social Change: 1968 - 1979

In 1968, the curricula of the various programs came under sharp criticism. Student protests forced the school administration to respond to the growing demands for increased professional alternatives in architecture. In the summer of 1969, a group of faculty and students was appointed to work collaboratively on the modification and redesign of the undergraduate curriculum and its relationship to graduate studies. The

resulting new undergraduate curriculum was composed of a two-year core of design studios and required professional courses, and professional and all institute electives. The restructured curriculum was designed to provide skills and knowledge necessary for meaningful responses to contemporary society and the profession.

The '68 curriculum also gave students the opportunity and responsibility, after successful completion of the core program, to tailor their education through elective offerings leading to more personalized career paths. During this period, the position of Dean was dissolved and the School was managed by 5 co-directors. Social action options, foreign programs, independent study, interdisciplinary programs and intensive faculty and student advising were introduced. The initial disruption caused by academic restructuring led to confidence and trust among administration, faculty and students, and the school successfully adjusted its academics to the prevailing social and professional changes. A focus on specialization encouraged students to continue their studies in the graduate programs of planning and architecture, and many did so at this time. In 1970, the undergraduate and graduate architecture programs relocated from Pratt's Main Building to Higgins Hall (acquired in 1965 from Adelphi Academy) in the hope of establishing a stronger school identity. The School initially shared the building's facilities with the School of Fine Arts. The ample classroom space in Higgins Hall had the potential to transform the classroom-based education by fostering the establishment of a studio-based culture. The rise in transfer student population to 60% of the student body radically transformed the School in 1974. It also further increased the demands on student advising. In 1979, the renovation of the multi-media center in the Higgins Hall auditorium was completed. The new facilities served the Architecture School and the Institute at large.

C.   Diversification and Change: 1980 - 1989

The social, professional and academic experimentation of the 1960s and 70s contributed to the School's identity and sustained its international reputation through much of the 1970s. By 1980, many of the changes in the School reflected the Institute's need to address financial concerns and create administrative stability. After a period of successive coordinators, co-directorships and directors, the Dean of the School of Architecture position was re-instituted by the President. The student advising staff was significantly reduced.

The overall operating budget of the school was also reduced, despite record enrollment years in the undergraduate program, in order to assist the art and design school during a period of low enrollment. Staffing and budget cuts led to staff burnout, reduced faculty participation and strained communication between administration and faculty. As a result of administrative conflation and the lack of academic coordination, the diversity of faculty strengths and interests devolved into faculty isolation and fragmentation. Facilities were not well maintained and growing competition from other schools began to affect the number and quality of matriculating students. Despite the escalation of economic and administrative problems, the School survived because of the strength and quality of its dedicated faculty and students. The new School of Architecture Journal, published by Rizzoli, reflected increasing student and faculty interest in theory and culture. The introduction of computer technology pointed to the future of practice.

In spite of these financial and administrative difficulties, graduate architecture was gradually transformed into a more generalized program. The focus on tropical architecture was completely phased out by 1977, and an interim chair, in consultation with faculty, re-organized the program. By the fall of 1979, a new chair, Professor Theo David, created a three-semester post-professional program focusing on theoretical issues and research of

a more general nature. During this time, leading architects and theoreticians taught in this dynamic, new program. While enrollment dropped to about 45 students, the make-up of the student body changed dramatically. Students came from a much broader range of countries, enriching the program and providing a stable enrollment base in the context of Institute-wide uncertainty.

D.   Stabilization and Renaissance: 1990 - 2000

By 1990, the Institute took steps to resolve economic and administrative instability. In 1992, under new administrative leadership, the Undergraduate Architecture Program began its own evaluation of standards and procedures. Curriculum redundancies were reduced and pedagogical goals were clarified in an effort to provide students with the skills and knowledge to work more independently in the advanced curriculum of the upper years.

Faculty coordinators for design, technology, and history/theory were appointed to assist the Chair in regular meetings with faculty, coordinating curriculum, and improving communication with faculty and administration.

Establishing a studio-based culture for the both the undergraduate and graduate programs began with the purchase of individual drafting stations in 1992, concluding in 1996. A $1.5 million Title III Grant was awarded in 1994, to establish the school's computer facility and allowed for the integration of computers into the architecture curriculum. The School woodshop was installed in 1995 in Higgins Hall. That same year, a school archive was established and an annual journal of student work, inprocess, was first published. A study abroad option in Rome was consolidated and strengthened into a fourth year program within the Bachelor of Architecture program. 30 students now live and work in Pratt apartments and studios in Rome for the spring term.

During this time Graduate Architecture changed leadership and focus. In 1989, Professor Richard Scherr became chair of the Graduate Architecture and the Graduate Urban Design programs. Urban Design was a 20-student, two-year graduate program that was started in the mid 1970's under the direction of a coordinator. After placing this program and architecture under one chair, urban issues came to the forefront in both courses of study. Both degrees required the completion of a thesis. In 1994 the combined program in architecture was created for students who wished to complete both their undergraduate and graduate degrees in architecture at Pratt. This allowed students with a non-architecture bachelor's degree to matriculate into undergraduate studies and proceed through the graduate program in approximately three or four years. With the exception of combined degree students, the student population in graduate architecture remained largely international through the 1990's.

In the summer of 1996 a devastating fire destroyed the center section and substantially damaged the north wing of the Higgins Hall complex. While the fire threatened much of the progress the school made in the early 1990's, the Institute began an aggressive rebuilding program. By fall 1999 the $10,000,000 renovation of the north wing was complete. Another $6,000,000 was applied to the renovation and reconstruction of the top two floors of the south wing and was completed in the fall of 2003. After renovation of the north wing, the Graduate Architecture and Urban Design studios moved to the fourth and fifth floors where they remain today.

Coinciding with the challenges of 1996, Thomas Hanrahan was appointed Dean in that year. One of the first initiatives was to develop a strategic plan for the school. As part of the 1996-2001 strategic plan the various programs began in 1996 a review of the

curriculum of all the programs within the school. The Bachelor of Architecture program consolidated the curriculum to five courses per semester and further clarified curriculum goals in the five-year sequence. These included the extension of the core to three full years, the introduction of an independent senior degree project and the implementation of professional practice courses. The Master of Urban Design program consolidated its 2-year program into a 3-semester course of study, making it comparable to competing programs. After strong work in the Bachelor of Architecture program the NAAB gave the program a five-year re-accreditation in 1999. That same year the PAB gave the Master of City and Regional Planning program a full five-year re-accreditation.

During this time the Graduate Architecture program changed leadership. Catherine Ingraham came to Pratt from Iowa State in 1999 and undertook several new strategic initiatives. These involved raising admission standards in Urban Design, increasing the focus on computer-based design in the post-professional architecture program and planning for an accredited 3-year Master of Architecture I program. This program was approved by the Institute and the state of New York in the Spring of 2001 with the first class entering in fall of that year. The program was visited by the NAAB beginning September 9, 2001 and the visit was disrupted by the events of September 11. In spite of this disruption the visiting team was able to complete its report and the program was given candidacy status the following summer. The post-professional nomenclature was changed to Master of Architecture II.

The positive academic initiatives undertaken during this time together with administrative stability inspired a new confidence among administration, faculty and students. The first five-year strategic plan began with the important curriculum revisions noted above as well as initiatives aimed at improving communication and governance, strengthening admissions standards, creating more computer-based classes, improving coordination within and between programs, strengthening the identity of the school as design and studio based, and completing the renovation of the Higgins complex. Regular faculty and curriculum coordination meetings and written memoranda improved communication, participation and support.

E. Expansion and Technology: 2000 - 2005

The second five-year plan from 2001-2006 focused on establishing the computer as the common tool in all classes, enriching the intellectual and interdisciplinary content of all studio courses, and improving writing and speaking skills while maintaining the school's emphasis on design and applied research. In 2003 Professor Evan Douglis was appointed to the Chair position of the Undergraduate program. This program had approximately 100 students per class, and it became clear that the program was stable enough for further articulation and definition in the curriculum which included specific themes and shared programs through the core, raising the standards of the CAP studios and making the culmination project rigorous and demanding. The M. Arch. I program grew quickly to 80 students and a summer program in Rome was created for graduate students in the first-professional degree (after second year) and post-professional degree program (after the first year). Students use the Pratt facilities in Rome. In the spring of 2003, a B. Arch student won the Skidmore Owings and Merrill Fellowship, another B. Arch student came in second place in the Eleanor Allwork Scholarship Grant sponsored by the New York chapter of AIA, validating the enormous improvements in the design curriculum within the last five years.

Enrichment expanded substantially with the growth of the lecture series and symposia and publications including the graduate student-run TARP, a commemorative catalog celebrating 25 years of the Rome program, a catalog of the Superstudio Exhibition with the Design Museum of London and the ever-growing diversity and quality of inprocess

As digital technology transformed the profession in these years, the School of Architecture responded in kind with a multi-year technology plan as part of the school strategic plan. The technology acquired through the Title III grant was moved from campus to Higgins Hall to create the school's own computer lab and plotting facility. Additionally B. Arch and M. Arch students were required to purchase laptops and software in order to bring digital practices directly into the studio environment.

In 2002, faculty from the Graduate Planning program created a separate Graduate Historic Preservation program. The two-year 44 credit program quickly grew to 25 students after approval by the State Education Department and NCPE. Together with the Master of Architecture program, the School of Architecture at the time of the last visit comprised the following nine undergraduate and graduate programs:

Bachelor of Architecture
Bachelor of Science in Construction Management
Master of Architecture
Master of Science in Architecture (nomenclature change in
2007) Master of Science in Architecture and Urban Design
Master of Science in City and Regional Planning
Master of Science in Urban Environmental Systems
Management Master of Science in Historic Preservation
Master of Science in Facilities Management

Finally, interdisciplinary work and research activities were initiated in the final years of this strategic plan. The B. Arch program introduced interdisciplinary work in both first year studio and thesis studios where Liberal Arts and Science writing professors assisted students in developing their writing, speaking and research skills. A joint studio comprised of interior design and architecture professors and students explored overlapping issues between design and architecture. B. Arch, M. Arch and Graduate Planning professors worked together for the first time on a grant proposal for low rise high density housing, and while unsuccessful, served as the basis for partnerships that succeeded in obtaining significant research grants in subsequent years.

F. Research and Global Practice: 2005 to Present

Following the successful NAAB visit in 2004 where the B. Arch was re-accredited and the M. Arch received full accreditation status, the two programs embarked on a new strategic plan after significant personnel changes. B.Arch Assistant Chair Caleb Crawford left to become the Director of the Undergraduate program at Mississippi State University, while Catherine Ingraham returned to the faculty after seven exceptional years of service as Chair of Graduate Architecture and Urban Design. Adjunct Assistant Professor Lonn Combs became the B. Arch Assistant Chair, while Associate professor William MacDonald was selected from a nation-wide search to chair the graduate programs. With this new leadership in place, the chairs, together with the dean and the advice of the senior faculty, drafted a shared and new strategic plan emphasizing global practice (including sustainable design practices) and research in 2006. In response to the 2004 NAAB visit the graduate architecture programs clarified their nomenclature. After seeking and obtaining approval from the New York State Education Department, Office of the Professions in 2007, the first-professional graduate program was officially registered as the sole Master of Architecture program, while the post-professional program was re-registered as the Master of Science in Architecture. With respect to the Strategic Plan, global practice recognizes that the profession of architecture is changing rapidly in the 21st century as architecture literally 'globalizes' through the movement of people and information, and as local design decisions affect the sustainability of the earth's eco-system. The B. Arch program has been realizing this

strategic theme by strengthening its current international programs, creating new ones and adopting integrated teaching methods in studios that stress new technology and sustainable design practices. Current international programs include the full semester Rome program, which now has 30 students, the summer Design Institute in Copenhagen and the summer semester to Machu Picchu in Peru. New programs created since the last accreditation visit include faculty exchanges with the University of Cyprus and the summer semester at the Central Academy of Fine Arts in Beijing, China, which has grown from 12 students to over 30 students in 4 years. An integrated teaching model was developed with graduate architecture in order to bring the principles of current practice into the studio. Primarily used in the CAP studios, the integrated model brings architects, engineers and environmental and technical specialists together as a teaching team. Students also work in teams. The Digital Futures Committee was formed at this time in order to exploit the exceptional talent and knowledge base of the current professors. Meeting twice a semester, this committee is composed of all of the professors specializing in digital media, and they develop strategies to educate larger numbers of both students and faculty with more sophisticated softwares and programs. Their innovations have included assigning digital assistants to particular curricular clusters, as well as workshops for both faculty and students.

The Graduate Architecture and Urban Design programs (GAUD) created new international relationships as the program grew in size and diversity. An urban design studio and workshop was created for cities in Brazil, allowing students to travel during the semester to study the city. The GAUD also participated in an international exhibition in Florence as part of the `IMAGE' series and exchanged faculty with AEIDES in Berlin and the University of Cyprus. The summer semester in the Rome facility is now in its fifth year growing to 20 students from all graduate programs. The GAUD created the integrated teaching modelfor the CAP studios four years ago, and is now used in the B. Arch program which also strongly emphasizes sustainable design strategies. The success of this model was recognized widely and contributed to the award of an NCARB research grant in 2007. Finally, Pratt joined forces with MIT and the University of Pennsylvania and conducted shared studio presentations, serving as a model for both integrated teaching as well as a `global' or shared classroom made possible by digital technology.

Both the B. Arch and M. Arch programs established research initiatives since the last accreditation visit as part of school Strategic Plan. Research was primarily conducted through designated studios and tended to be design-based. The integrated teaching model was used in appropriate circumstances, particularly where entire studios worked as a team on a single project and drew upon a range of invited experts. A studio was considered a research studio if it was producing work for a specific sponsor, funded or un-funded. Most sponsorships involved funding and allowed studios to create more sophisticated research work, while unfunded sponsors tended to be community organizations or not-for-profits that would use the studio as a `think tank'. The research themes were diverse but tended to be in two areas: 1) Urban Design/Sustainable Communities; and 2) New technologies involving sustainable practices, digital fabrication and parametric design (BIM). The following is a list of sponsored research activities over the last five years.

B
U
Sponsored Research 2005- 2009

Light Research Studio	HunterDouglas	$30,000
Lighting Center (Porter)	Various	
9 Ward re-Design,	COPC, HUD	$270,000
New Orleans (with NJIT)		
Industrialized Construction	Kullman Corporation	$ 50,000
Genetic Components (BIM)	Bentley Corporation (software donation)	
Beta Testing		
Sky/Lite Studio	Velux Corporation	$ 30,000
Sustainable Surfaces	Design Tex	$ 10,000 plus
Zero-Energy PreFab Cabin	Haefele/Trespa Corporation	$ 30,000 plus
`Script': Beyond Media Exhibition	IMAGE, Florence Italy	$ 10,000
$100,000 House	Houses of Sagaponac	
Carbon Neutral District, NY	Bed-Stuy Development Corporation	
Liquid Urbanism,	S.E.S.C. Cultural District	
Sao Paulo, Brazil		
UNESCO Project for	UNESCO	$ 68,000
n Machu Picchu Region		
Atlantic Avenue Correctional	Brooklyn Borough President	
Facility Re-Design		
Nano-Architecture Studio	Hitachi (Microscope on Loan)	
New Digital Fabrications	Dupont Corporation (Materials)	
Theory and Practice Film	NCARB	$ 5,000
Architecture Film	Various	
Sustainable Design Curriculum	FIPSE, Dept. of Education	$400,000
(with Provost)		
Deployable Surfaces	Sperry Sails (in material & assembly)	$ 20,000
Fabric Architecture	Fabric Images	$ 25,000
Long Island Sustainability Plan	Arup Associates	$ 25,000
Total Research		$973,000

On-going programs also continued in the last five years, growing in diversity and quality. Inprocess grew again to its current 256 page format; TARP continued publication; exhibitions were mounted in Higgins Hall and the Pratt Manhattan Center; and the lecture series continued to host architects from around the world as well as several major symposia including "Programming Cultures" and "Pre-Fab". Curricular improvement continued with improved assessment initiatives including design retreats and discussion for the both B. Arch and M. Arch programs. In this period Pratt students have continued to excel in their design work. Every year for the last decade Pratt students have won at least one of the AllworkAIA design fellowships for New York State, while a B. Arch student won the first ever KPF Travelling Fellowship. Architect Magazine and Surface Magazine have published B. Arch and M. Arch student work for the last three years.

Finally, the Higgins Hall center section was completed and the entire complex opened in the Fall of 2005. The complex now includes a named gallery and lobby, additional studio space, and a 200-seat auditorium with state-of-the-art equipment. The completion of the building has created a new sense of community and has sponsored a renewed commitment to studio culture. As part of this transformation, the Studio Culture Policy was completed in the Spring of 2009. The technology and fabrication initiatives were supported by expanded shops with new digital fabrication equipment, and the added space allowed continuing creation of faculty offices. Most recently, five of the non-architecture programs in the School joined together to form an interdisciplinary group aimed at fostering academic interaction and joint research. The Graduate Planning, Historic Preservation

and Facilities Management programs have joined together with the Construction Management program to create the Programs for Sustainable Planning and Development.

4.   **Program Mission**

The following text is taken from the 2010 Pratt Institute Architecture Program Report.

School of Architecture Mission Statement (2000):

The School of Architecture's mission is to educate the future leaders of the design disciplines in the professional fields of architecture, urban design, city and regional planning, construction and facilities management, and historic preservation. This effort builds upon a strong context of professional education within an art and design institute that stresses the relationship between intellectual development and creative activity. The school provides a broad cultural base in the liberal arts and sciences, while providing the specialized knowledge unique to individual disciplines. The importance of life long learning is emphasized by studio based curricula and research-oriented thesis programs.

School of Architecture Vision Statement (2006):

The School of Architecture at Pratt Institute seeks to create a culture of research and innovation in both the faculty and student body. The School of Architectures recognizes that in the design world of the 21st century, important research is being conducted by innovative professionals, and that traditional academic categories of research are giving way to "research-driven practice", particularly in the areas of digital design, material research, sustainability and community planning. The School of Architecture can therefore play a pivotal role in the development of this emergent research culture by creating a flexible, adaptable and technically supportive environment where students are engaged in studio and research courses with teaching professionals in their respective discipline. The School of Architecture will maintain its commitment to professional evaluation and accreditation standards, but will augment these standards with educational experiences in the form of "think tank" or "incubator" models.

Bachelor of Architecture Mission Statement (Revised and Adopted 2005):

The five-year Bachelor of Architecture program prepares students to become leading professional practitioners. The study of architecture is posited as a meaningful cultural project dedicated to the sustenance of the imagination and the necessity for material embodiment within a larger social and ethical context. The design sequence offers a thorough foundation of knowledge integrating critical thinking, design, technology, building, representation and social responsibility. Firmly committed to contemporary material practices, the program is constantly integrating new technologies into the curriculum. Students are encouraged to aspire towards creative and intellectual independence as well as to commit to authentically inspired architectural research.

Bachelor of Architecture Vision Statement (2006):

The Bachelor of Architecture Program offers a progressive educational experience for the beginning student of architecture. Organized as an interconnected matrix of area groups, the curriculum is comprised of architectural design, technology, and history/theory and is collectively conceived as a critical foundation of knowledge that will prepare students to become future leaders in the profession for years to come.

The educational mission of the Bachelor of Architecture program can be distinguished for its emphasis on critical thinking, experimentation, contemporary digital practices, ecological concerns, daring innovation with a focus on new technologies, and a variety of interdisciplinary initiatives that seek to elevate the intellectual and creative breadth of our student body.

In response to a changing world and the demands to provide a variety of complimentary educational opportunities beyond the required courses attributed to a standard architectural education, the current curriculum deploys a series of strategically placed 'transdisciplinary clusters' throughout the five year program. These initiatives fall into three broad categories; Interdisciplinary Cluster Initiatives, Mentoring Cluster Initiatives, and Technology Cluster Initiatives. These finely tuned academic initiatives are intended to offer specialized knowledge, technical expertise and mentorship support in areas of the curriculum that can be significantly strengthened by supplemental resources and in turn contribute to the larger academic culture of the school.

Master of Architecture and Urban Design Mission Statement (Revised and Adopted 2005):

The mission of the Graduate Architecture program is twofold: for the professional degree program, students are trained for leadership roles in the professional practice of architecture by giving them substantive methods of design and inquiry together with professional expertise; for the post-professional architecture and urban design programs the mission is to expand a student's professional training into new forms of thinking and types of practices. In all cases, the programs help students to develop their life-long relation to their respective design field. In both the professional and post-professional programs, students are exposed to contemporary and historical debates and issues in architecture through academically rigorous history and theory electives, computer and technology courses that emphasize critical thinking as well as techniques, and design studios that ask students to be responsible for the integration of theoretical and technical knowledge.

Master of Architecture and Urban Design Vision Statement (2006):

The Graduate Architecture and Urban Design (GAUD) program at Pratt Institute's School of Architecture is a progressive design environment for advanced architectural research located in New York City. The program proposes speculative debate and experimental architectural production based on a relational construct between theoretical inquiry, digital research, and design, material and technological investigation, and environmental systems. To this end, Pratt Institute's GAUD program seeks to formulate a contemporary approach to architecture that is "ecological" in the sense that it provides collective exchanges that are both trans-disciplinary and trans-categorical.

This ecological approach encourages feedback relationships among architecture, landscape, urbanism, theoretical fields, technology, software programming, material sciences, and social, political, and environmental agencies that are newly emerging in contemporary culture. The program seeks to productively intensify heterogeneous interests and disciplines. In addition, the program sees architectural education as a flexible and perpetually re-generative construct that must be re-writable, responsive, and adaptive to innovations in both the theory and practice of architecture and the interconnected phenomena out of which it emerges.

Recent courses at Pratt Institute's GAUD have investigated such topics as iterative processes, fluid systems, emergent phenomena, logics of organization, complex urbanisms, globalization and politics, computational logics, material performance, and

speculative fabrication. Working on these complex topics allows us to investigate this evolving field in which architecture is a cultural act.

5.　　**Program Self Assessment**

The following text is taken from the 2010 Pratt Institute Architecture Program Report.

Process

The self-assessment processes of the Bachelor of Architecture and Master of Architecture programs are generally similar in that discussions and assessment occur on various levels across the academic community. These processes will again be addressed in Program Self-Assessment Procedures, Section 3.2, but included below is a schematic outline of the various groups involved in self-assessment and the kind of documents and outcomes that these groups produce. While there is no single self-assessment document summarizing all these perspectives, the School Strategic Plan serves as the primary document that guides year to year planning and problem solving. The self-assessment groups are the following:

I.　　Dean and Chairs (every three weeks) Academic Planning Committee (Dean, Chairs, Selected Faculty every semester) Faculty Governing Group (Dean, Chairs, All Senior Faculty every semester)

These three groups constitute the planning and assessment core of the school. They are involved in preparing the Strategic Plan, understanding and evaluating curricular goals, assessing significant program changes and discussing future challenges to the school and the profession. The Academic Planning Committee is the school-wide curriculum committee. The Dean oversees these meetings, prepares agendas and keeps a record of comments that are used for future meetings and planning.

II.　　Chair and Coordinators (At least every semester)
Chair and Area Coordinators (As needed, at least every semester)
Coordinators and Area Faculty (As needed, at least every semester)
Committees: Sustainability, Degree Project, Digital Futures (As needed)

These groups constitute the planning and assessment core of the individual programs. They review the overall curriculum for respective programs, content of area courses (design, technology, history, etc.), content of individual courses and performance standards. All other committees are generally ad-hoc, staying in existence until their work is completed (curricula amended, e.g.).

III.　　Student Government and AIAS, B. Arch and M. Arch (2-3 times every semester) Dean/Chair Forum with students (every semester)

Student government and the AIAS meet regularly with the Dean and Chairs to review all aspects of the school from curricula to physical plant. The all-school or all-program forum allows the Dean or Chair to hold general discussions and questions and answer sessions with students on important topics or upcoming changes (studio culture policy, performance standards, e.g.).

IV.　　Exhibitions and Year End Reviews Alumni Events and Discussions

Special exhibitions, alumni events, and most importantly, year-end design juries and reviews allow alumni to examine the work of the students and offer their perspectives and participate in the development of the program.

Strategic Plan and Self-Assessment

As mentioned, the school and programs have strategic plans that serve as the primary planning document for the school. The plans reflect concerns and opportunities that arise from all groups participating in self-assessment, and are prepared by the Dean and Chairs in consultation with senior faculty. These plans were incorporated into the Institute Strategic Plan in 2006-2007. The entire strategic plan for all programs including an assessment of strengths, weaknesses, trends and goals is included in the Supplemental Information 4.8, Strategic Plan.

School of Architecture Strategic Plan 2005- 2010

1. Hire faculty to maintain leadership   AY 07-08, 08-09, 09-10, 10-11
   and fulfill vision

2. Hire dedicated Development Office   AY 08-09, 09-10, 10-11
   for the School of Architecture to develop
   alumni relations, funding opportunities
   and research

3. Hire dedicated Officer for Web-site,   AY 09-10, 10-11
   Publications and Exhibitions

4. Create Sustainable Design Curricula   AY 08-09, 09-10, 10-11
   in all programs

5. Expand Research Activities   AY 06-07, 07-08, 08-09, 09-10, 10-11

6. Interdisciplinary and Global initiatives   AY 08-09, 09-10, 10-11
   increasing intra and extra school visibility,
   partnerships, and awareness of integrated
   practice

The Strategic Planning process together with responses from all other self-assessment groups has produced a number of identified strengths and weaknesses that provide the basis for the strategic plan. Below is a compilation of strengths and weaknesses from the Strategic Planning Process.

School of Architecture

    Strengths
        - strong design and professional curriculum in a design-oriented context
        - large and diverse school with nine undergraduate and graduate
        programs
        - progressive environment emphasizing contemporary issues and a
        growing research culture
        - narrow but extremely strong enrichment programs including school
        publications and lecture series
        - superb physical resources with a new building within a
        restored campus and revitalized neighborhood
        - exceptional alumni in leadership positions around the world

Weaknesses
- low full-time faculty ratio
- limited engagement with alumni
- limited development activities
- limited visibility and engagement globally
- limited opportunities within school for part-time faculty as well as limited salaries and benefits

Bachelor of Architecture Program

Strengths
- superb design education from core to degree project in a design-oriented institutional context
- diverse and strong faculty with both professional and academic orientations multi-cultural and diverse student body
- strong emphasis on new technology from digital/scripting to construction techniques and sustainable design
- growing research and design/build culture
- strong interdisciplinary initiatives
- very distinguished alumni, including Board members
- excellent study abroad opportunities

Weaknesses

- low full-time ratio (18%)
- low salaries for full or part-time faculty relative to competitors, excepting newer hires limited research funding/new equipment
- limited integration of sustainable design strategies across the curriculum; limited to `specialty' areas

- extremely limited engagement with alumni

Master of Architecture Program

Strengths
- superb design and professional curriculum in a design-oriented institutional context
- diverse and strong part-time faculty, particularly those with a professional orientation, and a limited number of extremely strong full-time faculty with academic orientations - strong student body from all backgrounds and regions, with strong international representation
- strong integration of teaching/disciplines with strong emphasis on sustainability in Cap studio
- growing emphasis on global practice with rising global visibility
- strong digital curriculum

Weaknesses

- low full-time faculty ratio (varies 15-20%)
- limited stipend funding for coordination and assessment
- limited scholarships and financial aid
- limited engagement with small group of alumni (5 years of graduates only)
- limited study abroad opportunities
- Landscape Architecture program is needed; currently no space

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Pratt Institute
School of Architecture

National Architectural Accreditation Board Visit
Bachelor of Architecture
Master of Architecture
Spring 2010

SCHEDULE

Saturday, March 20

      6:30pm Team Introductions at Hotel Lobby (Brooklyn Marriott)

      8:00pm Dinner at Gotham Bar & Grill, 12 East 12th Street
          Visiting Team and Observers

Sunday, March 21

      7:30am Breakfast at Brooklyn Marriott
          Visiting Team and Dean

      9:00am Introduction to Team Room
          Visiting Team and Chairs & Assistant Chairs

      11:00am   **Brunch in Woo Room**
          Visiting Team and Chairs & Assistant Chairs

      12:00pm   **Tour of Pratt Brooklyn Campus**
          Visiting Team and Observers

      1:00pm Tour of Main Library
          Visiting Team and Observers

      2:00pm Tour of Higgins Hall and Team Room
          Tour of Computer Labs
          Tour of Production Labs
          Tour of Center for Experimental Structures
          Tour of Lighting Lab
          Visiting Team and Observers, Program Administrators, Lab Directors
          Associate Director of Academic Computing

      3:00pm Working Session in Team Room
          Visiting Team and Observers

      7:00pm Dinner, TBD
          Visiting Team

Monday, March 22

8:30am Breakfast at Brooklyn Marriott
M. Arch Chair and Assistant Chair

9:30am Entrance Meeting at Founder's Room
President Schutte and Provost Barna

11:00am   Entrance Meeting at 106C, HHN
Dean Hanrahan

12:00pm   Entrance Meeting in Auditorium
All Students

1:00pm Lunch in Team Room
Student Representatives

2:00pm Entrance Meeting in Woo Room
Staff
All Administrative Assistants
Advisors
VP of Enrollment Management (or Rep)
Director of Career Services
Coordinator of Career Day

3:00pm Tour of Multi-Media Services
Director of Multi-Media

3:30pm Entrance Meeting in Room 308 (HHN)
Design Faculty

4:30pm Entrance Meeting in Woo Room
Liberal Arts and Science Dean & Faculty

5:30 – 7pm   Reception in Siegel Gallery
Alumni and Faculty Exhibition

7:00pm Dinner, TBD
Visiting Team

Tuesday, March 23

7:30am Breakfast at Brooklyn Marriott
B. Arch Chair and Assistant Chair

8:30am Entrance Meeting in Woo Room
Media and Digital Technology Faculty

9:30am Entrance Meeting in the Woo Room
Professional Practice Faculty
10:30am   Entrance Meeting in Woo Room
Building Technology, Technics and Structures Faculty

11:30am   Entrance Meeting in Woo Room

History/Theory/Planning Faculty

12:30pm   **Lunch in Team Room**
Area Coordinators/Curriculum Coordination

2-5:30pm   **Working Session in the Team Room**
Visiting Team and Observers

7:00pm Dinner, TBD
Visiting Team

<u>**Wednesday, March 24**</u>

8:30am Exit Interviews at Brooklyn Marriott
Program Chairs

9:30am Exit Interview in Founders' Room
President Schutte and Provost Barna

10:30am   **Exit Interview in 106C**
Dean Hanrahan

11:30am – 1pm Exit Interview in Auditorium
Visiting Team, Students and Faculty

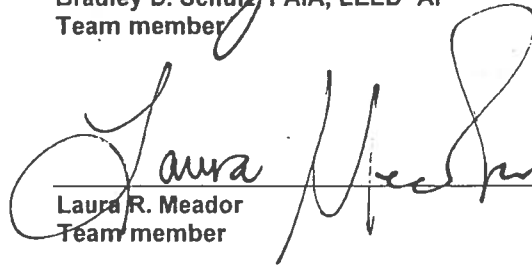IV.   **Report Signatures**

Respectfully submitted,

Hsu-Jen Huang, Ph.D.   Representing the ACSA
Team Chair

Bradley D. Schulz, FAIA, LEED® AP   Representing the AIA
Team member

Laura R. Meador   Representing the AIAS
Team member
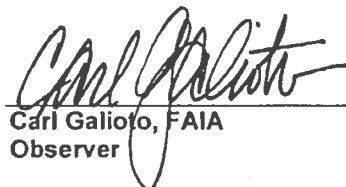
S. Edward Jeter, AIA   Representing the NCARB
Team member

Peter MacKeith   Representing the ACSA
Team member

Carl Galioto, FAIA
Observer

Robert Livesey, FAIA
Observer

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