

Report of the RIBA visiting board to the Pratt Institute School of Architecture

Date of virtual visiting board: 10, 13 & 14 May 2021
Confirmed by RIBA Education Committee: 29 July 2021

1 Details of institution hosting courses

Pratt Institute
School of Architecture
Higgins Hall
61 St. James Place Brooklyn
NY 11238
USA

2 Dean

Dr Harriet Harriss

3 Programmes offered for validation

Bachelor of Architecture Program (5 years)
Master of Architecture Program (3 years)

4 Programme Leaders

Bachelor of Architecture Program (5 years): Erika Hinrichs, Chair of Undergraduate Architecture
Masters of Architecture Program (3 years): David Erdman, Chairperson of Graduate Architecture

5 Awarding body

The Pratt Institute

6 The visiting board

Professor Sally Stewart – Chair
Professor Lorraine Farrelly – Vice Chair
Alison Mackinder
Matthew Tabram

Stephanie Beasley-Suffolk – validation manager – in attendance

7 Procedures and criteria for the visit

The visiting board was carried out under the *RIBA procedures for validation and validation criteria for UK and international courses and examinations in architecture* (published July 2011, and effective from September 2011); this document is available at www.architecture.com.

The timetable was modified to allow the Board to work remotely, to accommodate the time difference between the UK and New York and the availability of visit participants. This also necessitated conducting the visit over three days.

The Board size and composition was modified with the agreement of the RIBA and Pratt team to be appropriate for a virtual visit.

8 Recommendations of the visiting board

On 29 July 2021 the RIBA Education Committee confirmed unconditional validation of the following courses and qualifications:

- Bachelor of Architecture Program (5 years): RIBA Parts 1 & 2 on completion of the 5 year programme.
- Master of Architecture Program (3 years): RIBA Part 2

The next full visiting board will take place in 2026.

Note:

- Graduates should refer to the RIBA website for membership eligibility requirements: <https://www.architecture.com/join-riba>
- Graduates wishing to register as architects in the UK will need to meet the requirements of the Architects Registration Board: www.arb.org.uk

9 **Standard requirements for continued recognition**

Continued RIBA recognition of all courses and qualifications is dependent upon:

- i external examiners (or an acceptable alternative) being appointed for the programme
- ii any significant changes to the courses and qualifications being submitted to the RIBA
- iii any change of award title, and the effective date of the change, being notified to the RIBA so that its recognition may formally be transferred to the new title
- iv submission to the RIBA of the names of students passing the courses and qualifications listed
- v In the UK, standard requirements of validation include the completion by the institution of the annual statistical return issued by the RIBA Education Department

10 **Academic position statement (written by the School)**

Throughout its history, Pratt Institute's School of Architecture, located in Brooklyn, New York, has produced highly lauded, research-driven spatial outcomes with real-world impact. Across both the undergraduate and graduate architecture programs, It's approach is distinguished by its direct engagement with the social, environmental, pedagogical, and professional challenges of our time. It develops and deploys contextually integrated design methodologies - that range from the interdisciplinary and transdisciplinary to the technologically advanced and theoretically experimental - in order to support the generation of innovative spatial outcomes. The pedagogies and curricula are enriched by research specialisms captured on the recently launched microsite. The curriculum and pedagogy are designed to educate those who aspire to practice as registered and licensed architects, as well as those that seek to impact the world with their architectural expertise across a range of other sectors and spheres of influence. This is because our program is dedicated to developing students who can critically engage with the forces that impact upon the design of the built environment, ranging from the material and ecological, the historical and technological, the ethical and theoretical, and the equitable and inclusive.

Since its inception in 2000 the Graduate Architecture and Urban Design (GAUD) department has been a progressive design environment for

advanced architectural research arguably the epicenter of cultural and architectural development in New York City. The programs within the GAUD engage in lively cultural debate, integrated architectural work and Directed Research. To this extent, we are a nimble department that joins school-wide efforts to engage issues of health (pandemics), politics (neoliberalism), economics (wealth distribution) and climate crisis in the built environment; on our own terms and with a resilience that allows us to embrace and weather disruptive, rapid changes to the profession and discourse.

ACADEMIC POSITION

The three programs comprising the GAUD and its nearly 200 students, are advanced by our esteemed faculty who encourage design research, theoretical inquiry, technological investigations and who foster "circular" thinking and methodologies. To this end, we seek to imbue our graduates with a high level of disciplinary precision, adroit technical ability, and a deep understanding of architecture and urban design that allows them to engage questions and challenges, which both the profession and discipline are facing now and in the future. We feel it is important to equip students with a balance of understanding and expertise to operate comfortably on unknowable problems. These are wicked, complex, 21st century and often intractable problems that tend to trigger more questions than answers, ones which may be provocative and/or disruptive and which require discernibly architectural thinking. By educating our students in this manner, we believe they have the necessary potential to evolve into tomorrow's thought leaders, the will and the courage to induce change in the profession and beyond.

Recent courses at Pratt Institute's GAUD examine our understanding of architectural contexts and architectural mediums, which are seen as key issues in the development of buildings, cities, their exurban and rural counterparts in emerging geopolitical and environmental frameworks. The Directed Research platform provides a vehicle for these explorations through courses that reflect a wide array of subjects and student interests. Urban densification, architectural adaptation, and building conservation, are several examples of environmentally pertinent contextual issues. Other courses have investigated the use of augmented reality, carbon fiber composites, robotics and pre-fabrication, as well as the use of color, horticulture, and other media encountered in the design and live experience of architecture. Inequity, displacement and access underscore these research areas with a concerted effort to explore the space between environmental and social justice. Each of these courses and research investigations engage partners and participants from the international, national, and greater New York City professional and academic communities.

They bridge and interlace with a broader ecology of seven research themes emerging across the school of architecture and captured on the recently launched microsite.

CURRICULAR APPROACH

The curriculum and its diagram (pp 20, developed in 2016), is reflective of a series of restructurings and refinements following our NAAB accreditation visit in 2016; a timeframe which coincides with Chair Erdman's hire. In order to amplify the role of integrative thinking across multiple mediums and in contending with the complex design problems/thinking encountered in architectural practice, students in the first year of the core curriculum gain skills and ability in various modes of representation. In both semesters they are actively mixing 2D and 3D, physical and computational methods, gaining knowledge of their related assembly logics and understanding their architectural implications through small and medium scale design problems. Overlapping mediums courses and related history theory and structures courses complement these themes. The second year, as students are progressively approaching their third year, introduces alternative modalities of practice. Increased integration of design studios, history and theory, advanced mediums, building technology and professional practice are introduced through medium to large scale design problems focused on density, the scales between architecture and infrastructure and on sites of tangible and current political, climatological and economic sensitivity. These circular and integrative methods of thinking and designing are sharpened in the advanced curriculum by students' engagement with speculative design projects. This final year aims to resituate students as collaborative partners of the faculty, to allow them to expand their knowledge and understanding and to engage themes of interdisciplinarity that leverage design research as a mode of critical inquiry and civic engagement. RIBA General Criteria, Attributes and their associated goals of enabling skills, abilities, understanding and knowledge are mixed, in differing proportions, in the core curricula of the first two years: Design, History and Theory, Building Technology, Professional Practice and Architectural Mediums. This ensemble of courses are designed to overlap one another and, as a whole, fulfill RIBA General Criteria and Attributes. In the final year these areas of study coalesce and fan-out into individual research trajectories as students engage in both inter- and extra- disciplinary projects that test their skills and abilities and expand their levels of knowledge and understanding.

11 Commendations

The Board commends the following:

- 11.1 The Board commends the institution's commitment to equality, diversity and inclusion, and the degree to which this is evident within the School of Architecture from its programme aims and objectives and as a focus for its faculty and student communities.
- 11.2 The Board commends the institution's investment in the development of teaching facilities and library and workshop facilities. This includes the extent to which specialist staff support the work generated in academic programmes.

- 11.3 The Board commends the School of Architecture on the extent to which the student voice is evident as a dynamic presence within the school and programmes, and in a rich variety of ways through student representation, employment and mentoring opportunities.
- 12 Conditions**
There are no conditions.
- 13 Action points**
The visiting board proposes the following action points. The RIBA expects the university to report on how it will address these action points. The university is referred to the RIBA's criteria and procedures for validation for details of mid-term monitoring processes. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.
- 13.1 The Board encourages the school to consider how the evidencing of General Criteria GC8 & GC9 can be sustained and developed in the later years of the Bachelor of Architecture programme.
- 14. Advice**
The visiting board offers the following advice to the School on desirable, but not essential improvements, which, it is felt, would assist course development and raise standards.
- 14.1 The Board advises the School to consider how the distinct characteristics from the two programmes can be clearly articulated.
- 14.2 The Board encourages both programmes to further explore the potential for the exploration of social and physical context through design project site evaluation, analysis and brief development in supporting the pursuit of the institution's pillars of *diversity, equity and inclusion & civic engagement*.
- 14.3 The Board advises the School to provide clear documentation for students confirming the benefits and status that RIBA validation provides to graduates of both programmes.
- 14.4 The Board advises the School to consider introducing an equivalent to the Critic-at-Large system in the Bachelor programme.
- 15 Delivery of graduate attributes**
It should be noted that where the visiting board considered graduate attributes to have been met, no commentary is offered. Where concerns were noted (or an attribute clearly not met), commentary is supplied. Finally, where academic outcomes suggested a graduate attribute was particularly positively demonstrated, commentary is supplied.
- 15.1 Part 1**
The Board confirmed that all Part 1 graduate attributes were met by the graduates of the BArch programme on completion of all semesters.

15.2 Part 2

The Board confirmed that all Part 2 graduate attributes were met by the graduates of the BArch and MArch programmes.

16 Review of work against criteria

It should be noted that where the visiting board considered a criterion to have been met, no commentary is offered. Where concerns were noted (or a criterion clearly not met), commentary is supplied. Finally, where academic outcomes suggested a criterion was particularly positively demonstrated, commentary is supplied.

16.1 The Board made no further comments.

17 Other information

17.1 Student numbers

There were 1001-1010 students enrolled during the academic year across 2020-21 semester 01 and semester 02.

17.2 Documentation provided

The Department provided all documentation as required by the Procedures for Validation.

18 Notes of meetings

On request, the RIBA will issue a copy of the minutes taken from the following meetings: **These notes will not form part of the published report but will be made available on request. The full set of notes will be issued to the mid-term panel and the next full visiting board.**

18.1 Meeting with head of school course leaders and curriculum area coordinators

The meeting discussed: the importance of validation; the structure of the BArch and MArch programmes; response to Covid; developing the architecture skills of direct entrants to the MArch; student agency; diversity and inclusion; links with practice, development of other briefs; and any other relevant issues. The following reflects the main points made.

- The School is rising in the ranks of architecture education and is a centre of academic excellence and research culture, offering a global education, and advancing innovation and entrepreneurship. Validation is seen as important in helping the School in the furtherance of these ambitions.
- The School spoke of the importance of community engagement and international outreach.
- The meeting clarified the structure, aims and objectives of the BArch and MArch programmes respectively, which helped the Board's understanding greatly. The programmes are sufficiently flexible to allow students to design their own curriculum using electives and minors.
- The School is performing at or above average for institutional diversity, but this is a work in progress. Representation is expanding in the student body at international and domestic level. Scholarship and aid funding has increased. Stipend funding is available to support faculty.

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- Staff explained how technology and studio work are aligned and integrated. Technology is seen as complementary. Students are encouraged to understand that technology is integral to the design process and not problem solving.
 - The School discussed the process of alignment of curricular areas, through a series of curriculum review workshops and planning events, helped by the introduction of bridge instructors.
 - The 3-year Master's accredited architecture programme is the dominant model in North America. Students are admitted from any discipline. The non-degree Master's constituency is a very important element and such students are often the highest performers, enriching the experience for all students. As Pratt offers both pathways it can compare the relative merits of both and can see the strength of the 4+3 model. The programme is iterative with proportions increasing as the students progress. The Master's programme encourages a sense of being a collaborator rather than a student. The system contributes to the integrated ethos coming out of RIBA.
 - The academic position of the Master's is to ask questions and to promote open lines of enquiry. The student as collaborator is very important. Work is horizontally and vertically integrated. As at BArch level, students can choose their own areas of focus.
 - Cross-sectional reviews are important. The critic-at-large system is an innovation. The School has also introduced new ways of teaching and learning.
 - The MArch course leader arrived soon after the course had attained 8 years of accreditation which allowed the School to undertake a complete review, including of structures and elements of the criteria with the aim to increase integration in anticipation of the subsequent NAAB reviews.
 - The meeting clarified the respective functions of Direct Research 1 and 2.
 - All students in semesters 5 and 6 are asked to define the brief to an extent, in terms of defining their own idea of an architect and what they give to the discipline. Non-architecture students are encouraged to bring their own experience to architecture. Students use actual real time briefs, from different client typologies.
 - Student work interrogates the direction of the profession. External practitioners from a wide range of practices support and enhance the academic experience. Students also undertake a placement. The approach is one of increasing complexity and connections with relevant interdisciplinary professionals to ensure that students build up a comprehensive view. As part of a school credit programme, students produce journals which discuss their practice and evidence their value to the profession regionally, nationally and internationally.
 - During the present time the School seeks to support all students when working from home, using Miro and Whiteboard to foster creative positive interaction with the digital platforms. Virtual modelling replaced normal physical modelling.
 - The School provides a teaching incubator for its own graduates and those of surrounding schools to promote an academic career.

18.2 Meeting with students

The Board met over 80 current students online. The meeting discussed: students' choice of Pratt; knowledge of the RIBA and its perceived value; integration of supporting courses into studio work; integration of "directed research" in the MArch; brief development and choice; support for students entering from non-traditional or non-architectural backgrounds; student representation; School's response to problems; preparation for practice and future careers; and any other issues the students wished to raise. The following represents the main points made.

- Reasons for choosing Pratt included;
 - Location
 - National and international reputation
 - Access to the industry, particularly the links through the high calibre faculty
 - Access to other arts schools, such as Parsons, bringing opportunities for cross-pollination.
 - For first generation students, the 5-year accredited programme was attractive as entering directly into a Master's was daunting.
 - Campus setting
 - Availability of minors
 - Focus on research
 - Educating students for the profession of the future was stressed at open day. Although a solid foundation is established, it is not overly tied to tradition.
 - Quality of laboratory facilities across the range from handworking to robotics, supported by staff who help them to work at a range of scales.
 - The strength of technology teaching and research.
 - The School's open-mindedness to students entering architecture from widely varied academic and professional backgrounds.
- RIBA validation was attractive as it demonstrated that students had achieved an internationally-recognised standard and allows them to access the RIBA's resources.
- In a competitive, international profession they hoped that it would give them the edge and prove attractive to employers. Students understood that they would still have to undergo licensing procedures in individual countries.
- The external critics invited to comment on the graduate programme include international professionals. As this year has been online, this has helped students feel part of an international community and they hope that international validation will foster this sense of belonging.
- There is overlap between the supporting subjects and studio work which allows them the freedom to pursue their own interests yet integrate these into a whole. Integrating all areas is challenging but very rewarding. The directed research and opportunities to pursue their own interests enriches their education. Pursuing research at an early stage in the Master's not only informs their work but also increases personal confidence.
- In integrated courses students meet staff from other disciplines. They also value the input from external experts.

- At undergraduate level the course structure facilitates rapid learning and development.
- Each professor presents his or her briefs for the advanced studios; students appreciate the breadth of choice.
- The structure of the MArch enables those from a non-architecture background to achieve excellence in a short time. The system of mutually beneficial; the intersectionalities between these students and those from an architecture background produce fascinating outcomes.
- The challenges of entering at graduate level are recognised and full support is provided. The camaraderie among students and faculty is notable. Students are treated as potential colleagues.
- The primer course and summer immersion are valuable to all students, including those from an architectural background.
- Students are encouraged to become self-advocates for their work.
- International students found their US experience developed their thinking about architecture and enhanced growth.
- Lack of practice experience is not an issue due to the number of faculty practitioners.
- Student representation is very important; students have direct representation at all levels from student adviser to the Dean to representation on student council and other important fora. Student groups include undergraduate and graduate representative groups and different ethnic groups, promoting diversity and inclusion. Pratt Futures is student-led. Students appreciate the degree of agency they have within the School and their ability to influence the way the School is run.
- The School's response to Covid and the level of support to all students in difficult circumstances was praised. The School accommodated particular issues in areas in which students lived. Staff support encouraged them to continue working. Class timings were changed to accommodate those living at home in different timezones.
- One of the strengths of Pratt is that students are prepared to use their skills in a variety of fields in addition to practice, including exploring academic careers, journalism, advocacy for women in architecture or other under-represented groups, or entrepreneurship. Pratt challenges their idea of what architecture means and supports these ambitions by means of its diverse student and faculty and access to relevant resources and bodies. The Pratt job platform provides access to an extensive network.

18.3 Meeting with the head of institution

The Board met the President, the Provost and the Vice-President for Academic Affairs. The Board was interested in discussing: the significance of Architecture within the institution; the institution's ambitions over the next five years; links with the profession and commercial world; challenges involved in supporting architecture programmes; supporting cross-disciplinary working in an art and design institute; the difference between the BArch and MArch; and any other relevant issues. The following represents the main points made.

- Architecture is of long standing at Pratt and is seen as one of the premier programmes. It is highly ranked in the institution at all levels and well respected across the nation.

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- Its faculty members are renowned. The School also benefits from its location in NYC which provides access to top practitioners in the world, many of whom teach at the School. Faculty are thought leaders in the institution who set the standard in the institution for professionalism and rigour. The tenure and promotion process also sets the standard and model for other schools in the institution.
 - Pratt has developed all-institution learning goals, the three major ones of which are justice, environmental sustainability and global citizenship. Architecture conforms to these with intensity and commitment. It stands out in thought leadership and global engagement.
 - The School of Architecture is very future facing and is deeply committed to the institution's new strategic plan, developed two years ago.
 - A new Masters in Landscape Architecture, has recently been approved by the state of New York. Future programme development will probably take the form of interdisciplinary collaborations across the Schools of Architecture and Design, Architecture and the School of Information, and similar. There are many opportunities to develop institutional rather than school-specific threads.
 - The School of Architecture is one of the biggest schools in the institution and there is great depth to its work. Architecture a leading department in addressing the institution's points of focus. At an early stage of development are plans to forge new partnerships with other institutions in the US and globally, addressing equity and access concerns and developing porous boundaries. Architecture especially at the vanguard of such initiatives.
 - A significant part of the architecture programmes is taught by field specialists. Adjunct faculty are an integral part of the service profile and leadership, alongside full-time faculty. The breadth of faculty is one of the strengths of the School. Technology has enabled the institution to increase the level of engagement of the global profession.
 - The institution aims to be a "cradle-to-grave" institution. Up to 97% of graduates will have a job in their chosen or an adjacent field. Graduates will be able to use the school career centre for life.
 - Opportunities for collaboration include courses in Architecture Writing to support undergraduates in this area. Students can also take Minors offered by other Schools, and often take the initiative to cross over themselves. Opportunities for staff include participation in formal and informal sessions at the Centre for Teaching and Learning and mentoring for Research Leadership. Architecture is an active participant. The institution would like to build an informal structure to develop formal opportunities. Curriculum development is constant.
 - Degree types and nomenclature were reviewed 20 years ago, resulting in the rigorous BArch and MArch system. Entrants to the BArch have already decided to do architecture. Those at MArch have chosen to explore a wider education before deciding upon architecture. The present model allows MArch students to complete the work. The level of maturity of MArch entrants is key to this. The BArch must also meet the requirements of a liberal arts degree, whereas the MArch is focussed on professional requirements.

- Architecture will be a key participant in the Pratt Research Yard, a new facility being built in the Brooklyn Navy Yard. This will be a hub of research and will connect to practice and commerce.

18.4 Meeting with MArch Critics-at-large

The Board met the critics-at-large attached to the graduate programme, a well-known group of practitioners and teachers who have taught in and acted as visiting critics in a wide range of schools across the nation. Type of graduate; strengths of the programme; benefit of international projects; quality and performance of non-architect entrants to the MArch;

- Students at Pratt are taught to think, to have ideas and test them. This allows them to advance their creative vision and use of imagination.
- There is no artificial division between practice and education; students are able to discuss all aspects of a project.
- Those who have admitted Pratt undergraduates to their own graduate school found them to be well-prepared for graduate work.
- The School's ability to connect architecture graduate students with the world outside in Brooklyn or New York is notable, essentially dealing with real world clients in different constituencies. Technical skills are high. Students demonstrate a high degree of confidence.
- The School has a long history and high profile. It attracts a different kind of student from other schools. The faculty are an unusually strong group of thinkers, comprising a mix of practitioners, academics and educators. The School produces grounded, pragmatic architects with an excellent work ethic who are highly thought of in practice .
- The School reflects the diversity of NYC and the specific diversity of Brooklyn. It has many international students; this, combined with the international outlook of the city creates a strong international culture, which recognises that many issues faced by the city are experienced across the world.
- Direct entrants to the MArch contribute to the diversity of the student body and bring a strong work ethic.
- The Master's is very research-oriented. Under the present course leader there has been a synthesis as a critical mass has been achieved by the mix of thinkers and makers in faculty and the link between conceptual making and practice, the benefits of which are evident in student work. Project and practice have been linked in the school. The pragmatism may be what attracts students to Pratt. Students deal with the pragmatic and conceptual synthetically.
- Students' ability to navigate the world is impressive. They are very independent – which instils confidence.
- The graduate programme leader is to be commended. His innovations at graduate level have created a rich experience. The graduate Critic at Large program breaks up the rhythm of the semester and brings vitality to the school.

18.5 Meeting with staff

The Board was interested in discussing: the distinctions between the two programmes and their graduates; pedagogy, in particular “directed research”; the strands and how they work in design studio; admissions,

particularly direct admission to the MArch and support for such entrants; the interface between university learning and practice; adjustments to Covid; any issues raised by mapping the course to RIBA criteria; and any other issues the staff wished to raise. The following represents the main points made.

- The distinctiveness of Pratt is evident in many ways. Its location is an aspect of its distinctiveness but only a part of the story. Its emphasis on history and theory is unusual, as is the critical character of the programme, critiquing architecture as a discipline and profession in all its aspects, supported by strong studio, technical and history and theory faculty. The programme is also strongly self-reflective.
- Series of connections with the city, internal intellectual development of the students with Students are active participants in the conversation.
- The School is well integrated with the profession, but also benefits from exceptional staff in other disciplines who drive innovation in a broad range of areas.
- The School also benefits the environment in which it exists; it is not only defined by it but also benefits it, actively engaging the local community, its reach continuously expanding. Flexibility and dynamic leadership allow this to happen and to continuously redefine itself. It is inclusive in sense that it redefines its place in the world as a centre for architecture, planning and related disciplines. Reaching out to create new partnerships, such as with the RIBA, is a continuation of this mission.
- One of the benefits of validation is engagement, which is critical for intellectual and creative growth and retaining relevance in rapidly evolving global situation
- The School will reach a much wider international audience. Students' work is notable for its increasing diversity. Student ambition has grown beyond the practical practice of their work, embracing climate change, social justice, technology towards the benefits of humanity. The ambition is important even though it is not necessarily realised in their work. Global connections will increase the School's ability to embrace diversity in all its aspects.
- Staff believe that the Pratt faculty has one of the strongest faculties in the world but does not receive due recognition.
- As students enter a wide range of fields, staff hope that more global accreditation will provide opportunities for exchanges of staff and students at an international level. RIBA validation is seen as a benchmark of quality which will assist the students in developing their careers.
- As Pratt staff constantly re-evaluate and assess the curriculum, preparing for the validation visit was not a unique experience but a further opportunity for reflection. The mapping exercise was useful in reviewing the undergraduate programme, which builds on a foundation and then develops over the years into diverse strands of individual research. It revealed unexpected areas of integration, which will provide more opportunities for integration, directed research and community outreach. The School is also trying to create deep lateral connections with technical courses as well as developing progression in comprehensive design, to allow students to produce high quality design work in studio AND have technical proficiency.

- Admitting students from different undergraduate disciplines into the 3-year MArch is an established route. They are an important and enriching part of the MArch cohort as they come from a very wide range of educational and professional backgrounds. Those from a 4-year architectural background often have to “unlearn” what they have done before and develop in a different direction. By the end of the first year, the non-architecture entrants have caught up and each group enriches the experience of the other. This is also challenging and invigorating for faculty as they have to begin to understand fields outside traditional architecture backgrounds.
- The summer primer has a primarily technical emphasis to allow incoming students to start on the same level, but also allows students from different cohorts to get to know each other and sets the tone for the year.
- The School is also embracing new communications mechanisms employed by younger students and exploring different representation techniques. This demonstrates how the School continuously adjusts ideas as generational shift happens and looks to the students to lead the staff.
- One of the strengths of Pratt is diversity of practice within the institution, benefiting from the commingling of a diverse group of educators and practices with a diverse student body. The makeup of the student body continually challenges the School to review programmes, anticipating the future of practice and education. This brings practice into the classroom and makes learning tangible. Working with professional consultants, partnering with real community partners using a fictional client emulates reality.

18.6 Resources

The Board also had the opportunity to meet representatives of major physical resource provision, who described the wide range of facilities available to the students, how these were adapting to support students during the pandemic and how they would develop in the future.

Pratt Libraries

- The Library places emphasis on developing more diverse collections.
- It provides literacy and research skills
- Extensive outreach activities include exhibitions and events, such as pop-up projects to bring the Library to the community.
- Following its move to digital at the advent of Covid, the institution is now discussing the post-covid situation. Moving to digital put them in a virtual space where they needed to be; Spanish language provision opened up the library to a new constituency and is a vital part of inclusivity ambitions. The institution wishes to take advantage of this and to participate in a blended world permanently with the support of the Dean.

Workshop facilities:

- Pi-fab.com provides all the workshops for the Pratt School of Architecture, covering a wide range of materials and media from wood and metal to robotics. It is also home to the Consortium for Research and Robotics, which engages with external stakeholders and the community.
- The School has the largest LD print facilities in NYC. Due to Covid, a broader view of what constitutes an architectural process was taken to

accommodate the lack of opportunity to make physical models for most students. The School set up contactless pick-up for those who still wished to print.

- To cope with increased demand, the print facilities developed a visual community called Launchpad which made all software available for all students equally as there was no need for a high-specification laptop and enabled them to work in the Cloud. This also enabled the School to consider the affordability of models and means to combat architecture student technology poverty.
- Students can now submit work from anywhere in the world. Access to this infrastructure will be extended to alumni and the public. The aim is to use public access to drive down the cost for students.