Architecture
Program Report

Pratt Institute
School of Architecture

- **Bachelor of Architecture (B.Arch)**
- **Master of Architecture (M.Arch)**

SEPTEMBER 5th, 2024

NAAB

Institution	Pratt Institute
Name of Academic Unit	School of Architecture
Date of APR Submission	Sept. 7, 2024
Degrees Described in the APR Track(s) Include all tracks offered by the program under the respective degree, including total number of credits required for completion. Examples of tracks: · 150 semester undergraduate credit hours · Undergraduate degree with architecture major + 60 graduate semester credit hours · Undergraduate degree with non-architecture major + 90 graduate semester credit hours	☒ Bachelor of Architecture Track: 170 semester undergraduate credit hours ☒ Master of Architecture Track: Undergraduate degree with non-architecture major + 84 graduate semester credit hours Track: Undergraduate degree with architecture major + 56 graduate semester credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term)
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NOTE ON LINKS: APPENDIX, DOCUMENTS, ATTACHMENTS, AND LIVE LINKS

This APR is linked to the *Pratt SoA NAAB 2025* google drive. The structure in that folder is:

- Documentation
  - This section contains all the PC and SC documentation required for Section 3.

- Appendix
  - This section contains the following items:
    - The PC/SC Matrices for the B.Arch program
    - The PC/SC Matrix for the M.Arch program
    - Condition 4.2 B.Arch Curriculum Table
    - Condition 4.2 M.Arch Curriculum Table
    - B.Arch One-Page Faculty Resumés
    - M.Arch One-Page Faculty Resumés
  - This information is also located at the end of this document: Appendix

- Attachments
  - This section contains all other attachments to important documents that provide more context to the narrative contained in this APR. The section follows the structure of the APR.

- Live links
  - Efforts have been taken to ensure that all links to websites are live until at least December 2025.

- Copy of APR
  - A copy of the APR will also be included in the *Pratt SoA NAAB 2025* google drive.

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR. The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

CONDITIONS NOT ACHIEVED:

B.1 Pre-Design [Ability Level] (B.Arch and M.Arch)
B.10 Financial Considerations [Understanding Level] (B.Arch)
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II.4.1 Statement on NAAB-Accredited Degrees
II.4.5 ARE Pass Rates

B.1 PRE-DESIGN [ABILITY LEVEL] (B.ARCH AND M.ARCH)
Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

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

2016 Team Assessment:
B.Arch: The team found no evidence that students had learned to prepare a comprehensive program for an architectural project, either in the course indicated (*ARCH 301 Comprehensive Design 1*) or in any other B.Arch examples of student work. The team did not find evidence that programming had been presented or discussed in the coursework. Examples of zoning analyses and code examinations were evident in some student work but unclear even in many High Pass examples. There was little evidence that the students had solved site selection problems or conducted comprehensive site analyses. None of the comprehensive design projects included north arrows, which made it difficult, at best, to evaluate any project's response to climatic conditions.

B.Arch Program Response:

B.1 Pre-Design:
Since the last NAAB visit, in response to the 2018 IPR, *ARCH 301 Comprehensive Design 1* studio now requires students to synthesize data collected from zoning, code, and demographic analyses and to evaluate the project's site conditions, prevailing wind, solar orientation, etc., as part of the pre-design process, leading to the proposal of a program that balances the needs of the community with the challenges of place. The *ARCH 301* studio project is a fresh food market and community center in a New York neighborhood with severe income inequality, so that students' proposed programs for the market and community center also spur critical discussions about designing equitably for diverse communities. In support of the pre-design programming in the studio, *ARCH 363 Professional Practice* provides instruction in zoning. See SC.5 Design Synthesis, SC.3 Regulatory Requirements, *ARCH 301 Comprehensive Design,* and *ARCH 363 Professional Practice* where pre-design topics are addressed and demonstrated. See SC.5 Design Synthesis.

2016 Team Assessment (M.Arch)
M.Arch: The team found that, while site conditions were explored in *ARCH 703 Design Studio 3*, there was no evidence of student ability to develop a program based on the assessment of client and user needs or to prepare an inventory of spaces, either in the courses indicated or elsewhere.

M.Arch Program Response:
B.1 Pre-Design:
Since the last NAAB visit, the program has integrated pre-design assignments into the second-year coursework. In *ARCH 703 Design 3,* we shifted our focus to New York City Housing Authority (NYCHA) projects and required students to specify the programmatic requirements for adding units and amenities to an existing project. The project includes 70% residential and 30% commercial use in addition to parking and public and semi-public amenities. Students must develop programming for a specific user set with different unit types, combined live/work conditions, and urban concepts appropriate to the users. The technical course *ARCH 761 Building Technology 1: Environmental Controls* supports the studio project through assignments that require students to understand site access and the thermodynamics of occupied space. In *ARCH 704 Design 4: Integrated Contexts and Mediums,* students develop an understanding of the differing user requirements between public space, industrial spaces, and retail environments. They develop detailed wall sections to understand the technical role that the building plays in controlling human comfort. (*See SC.1 Health Safety and Welfare for a description of assignments in* ARCH 703 Design 3: Urban Qualities and Materialities *and* ARCH 761 Building Technology 1: Environmental Controls); (*See SC.5 Design Synthesis for a more detailed description of the assignments in* ARCH 704 Design 4: Integrated Contexts and Mediums.)

B.10 FINANCIAL CONSIDERATIONS [UNDERSTANDING LEVEL] (B.ARCH)
Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

B.Arch [X] Not Met

2016 Team Assessment:
B.Arch: While the team found evidence that students were exposed to cost estimating examples and project schedules in *ARCH 363 Professional Practice*, the team did not find sufficient evidence that the students came to understand how to consider project financing, feasibility, operational costs, or life-cycle analysis.

B.Arch Program Response:
B.10 Financial Considerations
Since the last NAAB visit and the 2018 IPR, the lectures and exams in *ARCH 363 Professional Practice* have been revised to augment students' understanding of project financial planning and methods, material and labor costs, feasibility, operational costs, and life-cycle analysis. (*See SC.4 Technical Knowledge* and the *ARCH 363 Professional Practice* course that addresses the economics of an architectural practice.)

D.3 BUSINESS PRACTICES (M.ARCH. ONLY)
Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

M.Arch [X] Not Met

2016 Team Assessment:
M.Arch: While evidence of student achievement at the prescribed level was found in student High Pass work prepared for *ARCH 861 Professional Practice*, comprehension of the material was not demonstrated in Low Pass examples.

M.Arch Program Response:

D.3 Business Practice

A deficiency noted in the M.Arch program's SPC D3 Business Practices was addressed in the five-year IPR. *ARCH 861* covers professional ethics and the fundamentals of business processes shaping professional. *(See SC.2 Professional Practice for more details on how this course covers business practices.)* As noted in the 2018 response, beginning in Spring 2021 we moved *ARCH 861 Professional Practice* one semester earlier in the core sequence to improve curricular cohesion and collateral teaching and learning in the second year of the core curriculum sequence. In Spring 2021 we also appointed an Academic Area Coordinator, Carisima Koenig, to oversee this area of the curriculum. Throughout, we have worked to expand and bolster representation across business practices, analyses of business models, consistencies across course sections, and the frequency and depth of student presentations. This adjustment was coupled with a series of visiting lectures by key thought leaders as well as the inclusion of professional practice seminars that allow students in their final year to further explore issues introduced in *ARCH 861*.

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

School [X] Not Met

2016 Team Assessment:

While the correct language was present on the Pratt Institute website, the printed course catalogs for prospective students had altered the statement and/or had an out-of-date statement.

School of Architecture Response:

The Visiting Team noted that the NAAB statement on accredited degrees was present on the website but was missing updated language in the 2016 bulletin. This was updated in 2016. Since then, the institute has replaced the bulletin with an online catalog. The School of Architecture works with the institute's Office of Communications and Marketing and the Office of the Registrar to monitor and include all updated language for accredited programs in marketing material and all catalog updates. This is now addressed in Section 6.1 of this APR, where we have shown the location of this statement on the website and the online catalog.

II.4.5 ARE PASS RATES

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

2016 Team Assessment:

No evidence was found on the pratt.edu domain that linked to the NCARB in reference to ARE pass rates.

School of Architecture Response:

The website pages to the Pratt School of Architecture and the B.Arch and M.Arch program have been updated with a link to a dedicated page with accreditation-related information, including a link to NCARB's ARE pass rates: https://www.pratt.edu/architecture/naab/

This information is also included in Section 6.4 of this APR.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

B.Arch Program Response:

The program has determined that the new 2020 Conditions and Procedures are able to be met within the current B.Arch curriculum structure. We do not foresee a need to articulate a Plan to Correct.

1. Third-year curriculum: We strengthened the third-year course coordination to apply assignment lessons directly to the studio problem. We also evaluated the studio deliverables with an eye to students' wellness by revising the project size, reducing the required deliverables while maintaining the outcomes, and providing in-class/lab assignment completion time with the instructor for the most technical lessons.

2. Curriculum evaluation: Following the NAAB 2016 visit, the B.Arch program reassessed the entire curriculum, involving the Undergraduate Architecture (UA) administration and many of our faculty to build a collective understanding and voice. After learning about the synthesis of the curriculum and its connection to the institute at large, a three-year effort by a faculty committee, and the chairperson's review, the UA faculty approved the recommendations in May 2019 and began integrating in the areas of Core Design, Advanced Design, Critical Thinking, Architectural Technologies, and Techniques and Methods, although some recommended program changes were delayed due to the pandemic.

   The primary outcome was greater integration of the required core coursework lessons, and the semester studio projects in the first three years of the program. Across the curriculum, the coursework exercises build on the previous semesters' goals and outcomes and synthesize the core learning experience. To ensure the faculty's understanding of the unfolding sequence and to continue assessing the curriculum, we hold a cross-core review at the end of each semester for all faculty who teach in the three-year core.

3. STEM: The B.Arch program became STEM registered, which provides our international students the opportunity for professional work experience in the U.S. for up to three years post-graduation. Presently, 171 Undergraduate Architecture students have participated in this program.

4. Strengthen architectural research and opportunities: Since the 2016 visit, the B.Arch has added an option course: *ARCH 563 Research Topics (optional studies)*. The course is also a part of our Minor and Concentration in Morphology with the Center of Experimental Structures. Open to students entering the sixth semester, it is structured similarly to an internship in that it places students with faculty to gain knowledge and experience in architectural research. The course broadens B.Arch students' critical thinking and design process that they then apply in their design studios. The course also gives part-time faculty an opportunity to engage in research for grant applications, conference papers, and pedagogical development.

5. International accreditation: The B.Arch program achieved Part 1 and Part 2 International Accreditation from the Royal Institute of British Architects (RIBA) in 2020, making ours the only B.Arch program in the United States with international accreditation. Our existing B.Arch curriculum structure and criteria met RIBA's Parts 1 and 2 requirements without any program adjustments.

M.Arch Program Response:

The program has determined that the new 2020 Conditions and Procedures are able to be met within the current M.Arch curriculum structure. We do not foresee a need to articulate a Plan to Correct. We made several curricular and extracurricular changes, including the following.

1. Core Curriculum: Following the 2016 visit, we made the following revisions to our core curriculum:
    a. We relocated the fourth-semester core studio site to New York City, so that students could better assess site conditions and understand local regulatory requirements.
    b. Co-teacher Teaching Incubator: We added co-teachers to the core studios to supplement instruction across sections. These co-teachers are primarily recent graduates of our program who are hired to gain teaching experience.
    c. We brought adaptive reuse programs into semesters 1 and 3 studios.
    d. We relocated *ARCH 861 Professional Practice* to the fourth semester to better align with other core coursework and to consolidate the required coursework into the first four semesters of the program.
    e. We created a third mediums course to allow students to choose an additional focus on fabrication, visualization, or communication.
2. Directed Research Curriculum: We added a requirement that third-year studio faculty align their studio syllabi with curriculum research interests and engage research partners and outside experts as secondary instructors in the courses.
3. Elective Seminars: We created a pre-approved list of all-institute electives to simplify taking courses outside of the program in interests adjacent to architecture.
4. Advanced Standing: We created custom course plans that allow students with undergraduate degrees in architecture to enter in the second year, to expand the diversity of students.
5. Assessment Cycle: We developed a direct and indirect assessment cycle to help us evaluate and refine the curriculum. This cycle is summarized and diagrammed in Section 5.2.2.
6. Critic at Large: We created the Critic at Large position for a respected leader in practice and/or academia to review the curriculum through a series of focused workshops throughout the year. The Critic at Large writes an assessment report at the end of each year that is discussed in the annual curriculum review workshop.
7. Non-Curricular Programming – Lectures and Events: We introduced a lecture series, Pratt Sessions, that dramatically increases students' exposure to contemporary practices and theories. We also began a series of flashtalks in which program graduates present different forms of practice and careers in adjacent fields.
8. Symposia and Workshops: We initiated two annual events, Wast[ED] and Real Estates, that expose students' work to outside audiences, including practitioners, political figures, and community stakeholders.
9. Pratt House on Governors Island: Our department led an initiative to give Pratt presence in a public exhibition and lecture space on Governors Island, a destination for the residents of New York for entertainment and educational programming, particularly around climate issues.
10. Center for Climate Adaptation: Our former chair created this Pratt center that partners with other institutions around climate and environmental research.
11. STEM: The M.Arch program became STEM registered, which provides our international students the opportunity for professional work experience in the U.S. for up to three years post-graduation.
12. International accreditation: The M.Arch program achieved Part 2 International Accreditation from the Royal Institute of British Architects (RIBA) in 2020, making ours the only M.Arch program in the United States with international accreditation. Our existing M.Arch curriculum structure and criteria met RIBA Part 2 requirements without any program adjustments.
13. Departmental Name Update: In the fall of 2022, we welcomed our first cohort to the new Master in Landscape Architecture (MLA) students. We updated our department name to the Graduate Architecture, Landscape Architecture, and Urban Design (GA/LA/UD) department to better reflect the composition of our department.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program. *Programs must specify their delivery format (virtual/on-campus).*

The founding vision of Pratt Institute in 1887 — based in a rapidly industrializing New York City — focused on providing an affordable education that combined liberal arts with applied knowledge in design and engineering, welcoming students from all walks of life and opening careers in their chosen craft, whether architecture, engineering, or dressmaking. Today, Pratt is one of the largest members of the Association of Independent Colleges of Art and Design (AICAD). The institute offers nearly 50 undergraduate and graduate degree programs for 3624 undergraduates and 1148 graduate students (Fall 2023) in Schools of Art, Design, Architecture, Liberal Arts and Sciences, and Information Studies, preparing students for success in creative fields and professional practice and intended to provide the creative leaders of tomorrow the knowledge and experience to make a better world.

Pratt occupies a 25-acre residential main campus in the Clinton Hill neighborhood of Brooklyn, in addition to the Research Yard that brings together Pratt's research activities under one roof in the Brooklyn Navy Yard, partnership in the New York Climate Exchange on Governors Island, an extension campus in upstate New York, and a public gallery in Manhattan. The Pratt School of Architecture is housed on the main campus in Higgins Hall, which was renovated following a 1996 fire and promotes a sense of community and commitment to studio culture. The undergraduate and graduate programs at the School of Architecture are delivered entirely in person. Pratt's 2018 strategic plan, led by President Frances Bronet and developed by a steering committee of administrators, faculty, students, and staff, is anchored in five pillars: diversity, equity, and inclusion; academic excellence; civic engagement; global education; and student success. The School of Architecture and its B.Arch and M.Arch programs have relied on the Pratt strategic plan to guide their own strategies, budgets, and priorities. The Pratt School of Architecture teaches courses in person, save for in moments of emergency such as during the COVID-19 pandemic. When an emergency does occur, we now have the infrastructure to remotely support students and faculty; we will continue to review processes in this regard.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

The Pratt School of Architecture has been highly ranked for many years, producing acclaimed, research-driven spatial outcomes with real-world impact through its focus on scholarship, design innovation, and professional training. The curriculum is informed by a broad cultural and analytical base in the liberal arts and sciences while providing the specialized knowledge unique to individual disciplines. The importance of independent learning is emphasized in studio-based curricula, research-oriented thesis programs, and independent research centers that provide opportunities to both graduate and undergraduate students. The school also partners with city and government agencies, community groups, academic and cultural institutions, and construction industry leaders to create outcomes that are powerfully positioned to advance scholarship, pedagogy, public policy, and professional practice.

The Pratt School of Architecture offers the following degree programs:
Undergraduate — B.Arch Architecture; B.P.S. in Construction Management; A.A.S. in Building and Construction.

Graduate — M.Arch (first professional degree with an advanced standing track); M.S. in Architecture; MLA; M.S. in Historic Preservation; M.S. in Historic Preservation Advanced Certificate; M.S. in Real Estate Practice; M.S. in Sustainable Environmental Systems; M.S. in Urban and Community Planning; M.S. in Urban Placemaking and Management; M.S. in Urban Design.

The professional B.Arch and M.Arch programs are distinctly designed and run and account for over three-quarters of students in the School of Architecture. They share the same building, same resources, and a coordinated lecture series, but have separate faculty, staff, and admissions structures. A studio-based professional studies education is at the heart of both the B.Arch and the M.Arch, augmented by undergraduate general studies and optional studies. Collaboration between the departments and increasingly across schools is encouraged. For example, the minor in Construction Management is available and taken by 30 B.Arch students, and M.Arch students take courses in masters programs across the institute. Students also take art and design courses in other Pratt schools. Dean Quilian Riano leads the school, with Stephen Slaughter serving as Chairperson of the Undergraduate Architecture department (UA) and Alexandra Barker as Interim Chairperson of the Graduate Architecture, Landscape Architecture, and Urban Design department (GA/LA/UD).

Pratt Institute's hallmarks are reflected in the culture, pedagogy, and curriculum of the School of Architecture: an emphasis on *creativity, "making," and innovation*; a focus on *civic engagement, urbanism, and human, cultural, and environmental sustainability;* speculative, boundary-pushing research that crosses the theoretical and the outcome-seeking; exploration of the *possibilities and applications of technology and computation; professional leadership*; and commitment to *teamwork and collaboration* in an environment of *diversity, equity, and inclusion*. The School's priorities and values are expressed in the schoolwide Studio Culture Policy, the B.Arch Program Ethos (i.e., learning outcomes), and the M.Arch Learning Outcomes. The Studio Culture Policy, which sets forth the core values of creativity, community, and commitment, guides the whole school. It appears on the Pratt website; the entire learning community receives it at the beginning of each academic year and discusses it especially with first-year students; and the faculty and students use it to assess climate and communicate to the Dean during all-faculty meetings and via student government. It helps keep lines of communication open among students, faculty, and staff so that issues that arise can be resolved quickly and effectively. Another sign of the school's supportive culture is the coordination of course deadlines, especially at midterm and at the end of the semester, so that students can experience work-school-life balance. Students are also encouraged to use support services offered by the Institute's Student Affairs division.

Three frameworks underlie the work of the school:

- Both the B.Arch and M.Arch curricula are organized to develop students' knowledge, skills, and critical thinking in an unfolding sequence:
    - Individual ➔ team ➔ profession and scholarship ➔ AEC and design industry context ➔ stewardship, social responsibility, civic engagement
- This developmental sequence is supported in every academic area, including design, innovation, making/prototyping/fabrication, representation, visual and written communication skills, history/theory, materials and building, and environmental science. Each segment balances research and scholarship with real-world industry and professional application.
- Research and learning especially take place in the realms of the urban environment; environmental stewardship and sustainability; community and social responsibility, social justice; and technology and innovation.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

The school hosts 12 student groups, among them American Institute of Architecture Students (AIAS) and National Organization of Minority Architects Students (NOMAS). The dean supports NOMAS members'

attendance at the national NOMA conference. Notably, the current president of NOMA national and the NYC NOMA chapter are Pratt alumnae. AIAS has hosted career fairs with support from the institute and school that help bring professionals to our campus. The school also has a long-standing relationship with New York City-based organizations such as the Center for Architecture (home to the local AIA) and the Architectural League of New York. Students participate in mentorship programs organized by both groups. Many student groups connect with affinity groups in the Center for Architecture. The school partners with the Architectural League to host lectures for its members and our school community.

Given the vibrant context of New York City, the institute, school, departments, and programs all find ways to make the city itself part of our pedagogy. Learning outside of the classroom takes place in workshops, labs, field trips, lecture series, research centers, and student organizations. Workshops and laboratories with computer-based and traditional production technology and support staff facilitate student work in the core curriculum. Field trips to project sites augment studio work; students analyze site conditions firsthand, with increasing expectations of technical documentation (e.g., from sight views to passive solar strategies) as they progress. In advanced, research-based studios, the site visit is often an opportunity to interact with a community group, while site visits amplify learning in history of architecture courses. Faculty and students also visit construction sites as they learn about technical drawings, and professional practice faculty take students to local offices. The school also offers a free lecture series featuring distinguished guests to which the entire Pratt community is invited. *A full list of lectures for the past year appears in the attachments.* The work of students is shared in *InProcess*, the School of Architecture's annual publication of work, featuring the design studios and other courses across the school.

Finally, learning takes place in four research centers focused on urbanism, sustainability, computation, and structural/material studies. B.Arch research includes, for example, studies of waterfront rehabilitation in urban and ecologically fragile sites; morphology and experimental structures; and digital computation and fabrication. M.Arch research has ranged from studies of the New York City East River Corridor waterfront ecology, adaptation and urbanization strategies for New York Housing Authority properties, architecture as infrastructure that localizes waste-to-energy processes at the community scale, and digital fabrication and visualization with a focus on renewable materials.

Summary Statement of 1—Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Pratt School of Architecture prepares students to respond creatively, innovatively, and ethically to complex and evolving challenges and to live a life of meaning, consequence, and contribution. Located within Pratt Institute in Brooklyn, New York, the school's B.Arch and M.Arch programs foster exceptional intellectual development, innovation, and production. Building on the institute's tradition of combining liberal arts with design, experimentation, and making, the school prepares students for the profession via a five-year undergraduate and three-year graduate curriculum and a full design studio sequence with advanced studios that further students' research, exploration, and collaboration and that help them define their role and interests as thinkers and future architects. Both curricula support students' development, from individual critical thinking and skill-building to teamwork and understanding the profession and the industry, to civic engagement, always balancing academic scholarship with real-world and professional application.

While the B.Arch and M.Arch programs are distinct from each other, they share common values expressed in the school's Studio Culture Policy. In addition, the school regards design, planning, and management of the building and living environment as avenues for addressing critical contemporary and future issues, from social justice to climate crisis. The school's curricular pillars include New York-based urbanism, environmental stewardship and sustainability, technology and innovation, and community and social responsibility. Pratt's architecture programs develop students' ability to leverage technique in service of a higher ideal, ultimately animating professionals to be greater stewards of the environment and citizens of the world.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Pratt School of Architecture expresses its collective values in its Studio Culture Policy and in the B.Arch program Program Ethos (or learning outcomes) and M.Arch program Learning Outcomes. These guiding documents refer to each of the shared values of the discipline and profession, as described below. In addition, the four "realms" in which the programs anchor their curricula — urban environment; environmental stewardship and sustainability; community and social responsibility and social justice; and technology and innovation — provide avenues for exploring and realizing the shared values.

NOTE:

At the Pratt School of Architecture, the professional B.Arch and M.Arch programs are distinctly designed and run. The programs share the same building, same resources, and a coordinated lecture series, but have separate faculty, staff, curriculum, and admissions structures.

For this reason, and to provide the NAAB visiting team a more legible and clearer document, we have separated Section 2 for the B.Arch and M.Arch.

Please follow these links for each section:

- **2—B.Arch – Shared Values of the Discipline**
- **2—M.Arch – Shared Values of the Discipline**

2—B.Arch – Shared Values of the Discipline and Profession

NOTE: THESE ANSWERS ARE ONLY FOR THE B.ARCH

Design

Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

B.Arch Program Response:

As described in the Undergraduate Architecture department's expressed Program Ethos, the B.Arch program's core values are a synthesis of the NAAB's shared values and thematic pillars from the institute's strategic plan. The program ethos defines the department's pedagogical identity as translated into curricular and non-curricular activities. As prompted in the APR, each B.Arch response to the shared values begins with language from our corresponding Program Ethos and is followed by a narrative that elaborates on both.

From the B.Arch Program Ethos:

> Design Excellence
> Pratt Undergraduate Architecture students transform design ideas into architectural proposals towards a more resilient and sustainable built environment by incorporating skills developed from core to advanced design.

The B.Arch program is founded on a pedagogy that reflects the legacy of socially engaged, justice-driven, and environmentally responsible practice championed by our faculty, students, and alumni. Supported by a high level of technical training in making, representation, and building science, the B.Arch curriculum prepares graduates to be responsible, critical, and dutiful custodians of the communities they represent, the environments they inhabit, and the profession they are committed to transforming.

Each semester in the five-year B.Arch program builds on the previous terms' course goals and student learning objectives. Each design studio represents a synthesis of the knowledge and skills acquired in the preceding and concurrent lecture, lab, and seminar courses. Each core design course is led by a faculty coordinator and follows a standard syllabus. Design faculty members guide each 12-student section through hands-on instruction. In addition to experiential learning, each design studio in core provides faculty micro-lectures; this arrangement introduces students to a diverse array of educational viewpoints and perspectives.

The first three years of the B.Arch program constitute Core Design. The first year, Introduction, imparts what architecture through formal and visual language can achieve, in addition to addressing the programmatic requirements related to human and non-human cohabitation. In the second year, Reinforcement, students analyze an architectural precedent, aided by tutors who train students on visualization software. The second-year design project also requires students to understand how building systems address the health, safety, and welfare of its occupants. In the third year, Mastery, which satisfies SC.5 and SC.6, the lessons of building and environmental systems, structures, professional practice, and construction documentation are applied to the fall and spring semesters' Comprehensive Design sequence. The design project final deliverables demonstrate the integration of the health, safety, and sustainability requirements of the building.

The Advanced Design sequence builds on lessons learned from Core and elevates them through a higher level of discourse that has a direct impact on the design process. Students choose their fourth-year options studio through a lottery system. Three one-semester options studios reinforce and advance skills such as critical thinking, architectural programming, digital fabrication, and computational representation, in preparation for the fifth-year degree project. In this final year, students master the design process

through a culminating project outlined in a degree project research document that encapsulates all the B.Arch program's curricular objectives. In the end, B.Arch graduates are prepared to choose to enter practice and contribute to shaping the future of the profession in pursuit of a smarter, greener, more equitable, and sustainable planet, or to leverage the skills acquired over the course of their training to advance society, culture, and knowledge outside the field of architecture.

As evidence of the efficacy of the program's culture of design, our undergraduate students have represented the school for many years in the annual Center for Architecture, New York Scholarships and Grants program. Their recognition of design excellence in the undergraduate program competitions is evident by our B.Arch students' success in winning the Eleanor Allwork Scholarship in 2024, 2023 (two students), 2022, 2019, 2018, 2016, 2013, and 2012.

B. Arch PC/SC Matrix

Environmental Stewardship and Professional Responsibility

Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

B.Arch Program Response:

From the B.Arch Program Ethos:

> Critical Thinking
> Pratt Undergraduate Architecture students employ creative and intellectual agility to apply architectural research, with a thorough understanding of the discipline's body of knowledge, histories, and theories and their role in shaping culture, society, and the environment.
>
> Technology and Innovation
> Pratt Undergraduate Architecture students critically engage emerging technologies in representation, fabrication, and building science, to advance innovations in research and practice, with the goal of promoting continuous disciplinary progress towards a more ethical and sustainable future.

The B.Arch curriculum has evolved over many years to provide salient guidance on how design choices affect the health and wellbeing of the natural and built environment, and its occupants, and how the profession is directly responsible for contributing to the escalating effects of climate change.

Core Design: The first-year design studio introduces students to the litany of factors that affect the design problem, such as solar orientation, the effects of wind and rain, and the considerations of co-habitation between human and non-human occupants. The architectural technology sequence in the second year provides instruction in the thermal performance of the building envelope and the life cycles of building materials. Students apply this knowledge to a case study analysis that teaches the properties of materials and how material assembly systems create efficient enclosures. The third-year curriculum integrates the lessons from professional practice, most specifically regulatory requirements, and the lessons from the building environment and services sequence, focusing on the technical integration of healthy living standards, code-compliant energy systems, and passive/active systems integration, into the studio design project. Students learn and apply technical and scientific principles related to environmental systems to their proposals for studio.

Advanced Design: The faculty-led options studios challenge students with design provocations that implicate our acquiescence to the climate catastrophe and provides opportunities for students to devise architectural solutions, at scale, all over the globe. Students continue to test and apply knowledge sharpened in core to investigate topics, such as new construction methods and materials, housing for

disaster relief, the relationship between landscape and environmental infrastructure, and the issue of rising water tables in coastal communities. Finally, in the fifth-year degree project, students address the issue of sustainability through research into contemporary environmental theory, culminating in design proposals that foreground sustainable practices. B.Arch students graduate with a dedication to the well-being of ecological systems globally.

Ongoing Faculty Research

Pratt Institute Recognized Research Units
The Recognized Research Units document details how Pratt Institute's research units (i.e., provost's centers, school centers, research accelerators, and HUBs) align with the institution's mission to promote academic excellence, diversity, equity, and community service. The School of Architecture provides paths to participate in these research opportunities.

The Housing Futures Research Lab
Coordinated by Pratt B.Arch faculty Professor Lawrence Blough and Professor Deborah Gans, the Housing Futures Research Lab is devoted to the development of forward-thinking housing solutions in urban contexts, with the belief that there are no more pressing crises in contemporary global culture than those involving housing, from global housing shortages and housing affordability to housing production and impact of housing on sustainability and the climate crisis.

RAMP Research Center
RAMP (Recover, Adapt, Mitigate, Plan), a project of Pratt School of Architecture Graduate Center for Planning and the Environment (GCPE) and faculty from the UA department / B.Arch program, offers an interdisciplinary research and action platform for exploring the interrelationship among social and racial justice, the environment, climate change, and design. It brings together faculty and students across disciplines with communities working on the frontlines of climate change and resilience. Through the RAMP infrastructure, studios and seminars have been taught between the UA and GCPE departments that look at resiliency in coastal communities such as the Rockaways in Brooklyn.

Equity, Diversity, and Inclusion

Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

B.Arch Program Response:

From the B.Arch Program Ethos:

Social and Cultural Thinking
Pratt Undergraduate Architecture students acknowledge that architectural discourse contributes meaningfully to culture and critical thought through research and design while embodying an ethos of equity and inclusion within a larger social, geographic, ecological, and ethical framework. Pratt Undergraduate Architecture students are immersed in diverse learning environments concerning both content and community.

Professional Leadership:
Pratt Undergraduate Architecture students practice the ethical application of aesthetic judgment and technical expertise through collaboration and the integration of theory with practice. They lead in ensuring that the profession is more responsive and responsible to the communities it serves.

The B.Arch program has a growing, diverse student body and a diverse faculty that allows our students to imagine their own futures from the models provided by our faculty and administration. As described in section 5.5.3 and elaborated on the institute's page on Diversity, Equity & Inclusion, the Office of Admissions and Financial Aid welcomes and encourages individuals of all backgrounds to contribute to Pratt culture. In 2020, three incoming BIPOC candidates were selected to receive the Chenault scholarships, providing them with full five-year tuition as part of an ongoing effort to support diversity in the institute.

The B.Arch program prepares students to engage in issues of diversity, equity, and inclusion in both the academy and their future in practice. From the first semester of the student's first year, the curriculum instills respect for community voices and narratives inside and outside of Pratt. As an introduction to the "design problem", the first-year project requires students to define the end user, as an active agent for shaping their proposals. In History and Theory, students learn what an architect is and how this definition has shifted over time in Western and non-Western contexts.

The second-year design studio expands on the problems and lessons from the previous semesters to address two civic projects situated in underserved and under-resourced communities in New York, a public pool and a public library. Presentations by the New York City Department of Parks and Recreation and the Brooklyn Public Library helps students understand the role these public institutions play in their communities. Assigned readings that describe both the culture of the community and their economic realities shift the student's perception of "the problem" and illuminates the historic sociopolitical conflict that has altered our cities and challenged the discourse of architecture. Students learn how local municipalities serve their communities and consider the significance of population's fundamental right to public services.

The third-year studio problems continue the focus on communities in need while integrating design methods common to professional practice. In the fall, students design a civic market that provides access to fresh food and facilities for community programming that addresses food insecurity. In the fall semester, partnering with a local not-for-profit, Amber Wave Farms, provided an opportunity for the students to understand the organization's programming in public engagement, farming apprenticeships for young adults to grow food, and children's educational programming. This engagement contributes to the program's interests in addressing the needs of underserved communities. The spring semester project brief, in partnership with the New York City Department of Housing Preservation and Development, addresses gentrification, housing affordability, and housing insecurity in nearby Bedford-Stuyvesant. Concurrently, the third-year curriculum teaches the interrelationship between professional practice and regulatory requirements, with attention to issues of equity and social responsibility.

In Advanced Design, the core curriculum's lessons serve as a foundation for advancing faculty-driven research in the fourth-year options studio and fifth-year, student-driven degree project. The fourth-year options studios require students to consider the needs of the occupant while developing innovative ways of accommodating diverse communities via equitable design solutions. The studios build on the critical discourse sponsored by the program's diverse student body and faculty, leading the charge to address the complexities of our collective futures.

The program's five years constitute a space in which students learn, take risks, debate, and advance their ability to manage complex issues that impact our present and future. Our students are prepared to enter the profession and contribute to the promise of a diverse, equitable, and inclusive world with the tools to advocate for themselves and promote the needs of the communities they are a part of. Additionally, the program adheres to the Pratt Institute's Learning Goals to emphasize the importance of community engagement, programmatic initiatives toward social and cultural awareness, student initiatives inside and outside of the school, and the faculty's commitment to those values.

Knowledge and Innovation

Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

B.Arch Program Response:

From the B.Arch Program Ethos:

> Technology and Innovation
> Pratt Undergraduate Architecture students critically engage emerging technologies in representation, fabrication, and building science to advance innovations in research and practice, which promote continuous disciplinary progress toward a more ethical and sustainable future.
>
> Urbanism
> Pratt Undergraduate Architecture students, as residents of Brooklyn, New York, draw from the urban context, discourse, and culture that defines the city and shapes the pedagogy of the program. Pratt Undergraduate Architecture students integrate research in multimodal, multi-scalar approaches to inclusive and sustainable design with an awareness of their work's impact on the urban environment.

The B.Arch History and Theory sequence in the first and second years of the curriculum provides students with critical reading and writing skills that build a foundation for design innovation, expanding their capacity to address broad social and environmental issues, critically. The reinforcement and mastery of core knowledge are vital to the curriculum and is strengthened by a rigorous research agenda, most notably in the fourth year. The throughline of critical reading, writing, and research as introduced in the History and Theory sequence, reinforced in *ARCH 454 Urban Genealogies: History and Theories of Urbanism*, and mastered in degree project, contextualizes the scholarly work and research pursued by faculty and is a direct benefit to the students by broadening their understand of contemporary discourse through their participation in its production.

In Core Design, digital technologies, tools, and learning through making are essential components to the curriculum. As a means of advancing this training, the school founded the Digital Futures Group to devise strategies for speeding the adoption of contemporary tools, technologies, and techniques in the curriculum. The team has merged with the institute-level Interdisciplinary Technology Lab (ITL) and supports the B.Arch's interest in fabrication and representation using new machines and new media. The school's fabrication facilities (PI-Fab) support curricular and non-curricular research in 3D printing, new material testing, 3D laser scanning, and robotics. *(See Section 5.6.2 for more information.)*

In the fourth-year advanced options studios, students help advance faculty research in new modes of working and thinking with respect to public interest housing, urban design, new media, materials and methods, use of parametric technique in the design of the building envelope, and the technological revolution in modular housing. Faculty research and scholarship have a direct impact on curriculum and the student experience.

The fifth-year degree project research seminar in the fall and design studio in the spring require the students to master advanced design through their participation in research that addresses site location and conditions. They define the project scope in the fall semester, producing the project brief that they follow in studio in the spring semester. The experience over the five-year sequence of building knowledge and learning critical thinking skills defines the student-driven work to master advanced design.

Ongoing Faculty Research

> The Center for Experimental Structures was founded by Pratt School of Architecture professors, the late William Katavolos and Haresh Lalvani, to bridge the gap between advanced and

emerging building technologies with the making and shaping of architectural structures, based on the fundamental principles of design in nature. Unique within schools of architecture and design in the U.S., the center has begun to establish academia-industry links. Students participate in this research through various academic and professional routes, including the UA-sponsored minor and concentration in morphology. CES faculty include Ajmal Aqtash, John Gulliford, Haresh Lalvani, and Che-Wei Wang.

Headed by Professor Duks Koschitz and Robert Brackett III, the Center for Design Research in Architecture (d.r.a. Lab) advances knowledge that connects geometry and material science with manufacturing processes in 2D to provide sustainable building solutions.
The d.r.a.'s interdisciplinary work focuses on making, a Pratt hallmark, and strongly influences pedagogy and curriculum. The d.r.a. Lab addresses the critical need for advanced, experience-based learning by challenging students to design and build full-scale prototypes while inventing new building systems.

Leadership, Collaboration, and Community Engagement

Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

School of Architecture Response:

Since 2020, one undergraduate and one graduate student from the B.Arch and M.Arch programs have been chosen each year as student advisors to work with each other, the dean's office, and the school's student council (representing all the school's student groups). The students in these positions facilitate collaboration and communication among students across the departments. The student advisors to the dean increasingly play a key role in liaising with the institute's student involvement infrastructure, leading to more student groups registering with the institute, receiving budgets, and putting on events. This position has been so successful that we have seen an increase in student engagement and events.

B.Arch Program Response:

From the B.Arch Program Ethos:

> Professional Leadership
> Pratt Undergraduate Architecture students practice the ethical application of aesthetic judgment and technical expertise through collaboration and the integration of theory with practice. They lead in ensuring that the profession is more responsive and responsible to the communities it serves.
>
> Urbanism
> Pratt Undergraduate Architecture students, as residents of Brooklyn, New York, draw from the urban context, discourse, and culture that defines the city and shapes the pedagogy of the program. Pratt Undergraduate Architecture students integrate research in multimodal, multi-scalar approaches to inclusive and sustainable design with an awareness of their work's impact on the urban environment.

During the first two years, B.Arch students become familiar with the reciprocity between a project's program and client. In the second year, they learn to listen to the needs of a community by attending lectures from civic organizations that serve the city, such as the New York Parks and Recreation Department and New York City Public Libraries. The professional learning model, employed in B.Arch's third year, folds lessons learned in seminar into their studio project, and stands as an essential midpoint between the core and advanced design curriculum. The third-year curriculum establishes a cross-disciplinary foundation for the student pairs, working together in collaboration with multiple instructors and

professional consultants, towards the complex resolution of the design problem. They learn what it means to work in a team, delegate tasks, and lead in making executive decisions.

When the students enter the three-semester fourth-year advanced design sequence, they have the confidence to integrate narratives from multiple voices and synthesize these stories into a design response. This range of outside voices expands to include sponsorships that support travel to provide an understanding of place, in situ. For example:

1. Industry sponsorships: Industries have donated materials for use in speculative and design/build studios centered around making and community engagement. Examples include the Aerated Concrete Institute and Velux as industry partners, and partnerships with industry-grade resin/fiberglass for modular construction research, brick for aggregate assembly experimentation, and found or donated construction materials for exploration in sustainable design for underserved communities.
2. Academic scholarship by faculty in collaboration with outside experts in the field engaging in research situated around housing: affordable housing, emergent typology, and the effect of policies such as the Green New Deal on rural towns.

By the fifth year, B.Arch students are prepared to apply their leadership and collaboration skills with instructors and their peers. In the fall semester, students define their directed research topic and identify their site, typology, and program, in the development of a brief that, in the spring, is translated into their projects. The students are instructed by a team of two B.Arch faculty, supported by one Humanities and Media Study instructor who assists with thesis research and writing that frame the student's final thesis project.

In the last three years of their academic journey, students employ critical listening and thinking skills as leaders, collaborators, and decision makers. They gain the experience of taking risks and assuming responsibility while serving others. This experience involves collaboration with various partners, including industry sponsors, academic research faculty, community organizations and non-profits, and most significantly, with their peers.

Lifelong Learning

Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

B.Arch Program Response:

From the B.Arch Program Ethos:

> Critical Thinking
> Pratt Undergraduate Architecture students employ creative and intellectual agility to applied architectural research with a thorough understanding of the discipline's body of knowledge, histories, theories, and role in shaping culture, society, and the environment.

The B.Arch program balances profession and disciplinary interests throughout the five-year curriculum. The goal is to develop diverse graduates who understand what architecture means to them personally, and how they will contribute to the profession and consequently the built environment. For lifelong learning, students must be able to think critically so that they can address issues that arise in each project. The program's faculty are architects, designers, scholars, researchers, artists, and engineers who, in their role as educators, model lifelong learning for the students.

Instruction in critical thinking begins in the first year. While Pratt's B.Arch program is one of the largest in the country, small student pods that remain together as a group for every course in the first year, provide familiarity and a safe environment as students begin to navigate a demanding professional degree. The first-year faculty communicate across the courses to monitor and support their student pod. In subsequent years, building on the foundation of their first-year experience, students become progressively more confident in critical thinking and continue to develop as learners.

The lecture/lab course delivery method further accustoms students to habits and styles of learning. In the required professional seminar courses, students listen to a rotating roster of faculty members lecture on each week's topic. The students later meet with their section instructor for focused discussion, questions and answers, and assignment review. As students become progressively more proficient in critical thinking and continue to develop as learners, they grow their capacity for expressing their ideas in architecture as well as the written word.

Opportunities for students to study abroad, either through our semester abroad programs to Rome or Berlin, or travel to Asia or South America in the summer, expand students' worldview and encourage them to pursue a wider base of knowledge in their studies. The fifth-year capstone experience, in which students define, research, develop, write, create, and ultimately present their design studio project, further instills the breadth of curiosity and understanding required of an architectural professional.

B.Arch Curriculum Matrix Table

2—M.Arch – Shared Values of the Discipline and Profession

NOTE: THESE ANSWERS ARE ONLY FOR THE M.ARCH

Design

Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

M.Arch Program Response:

The M.Arch program learning outcomes bridge between the NAAB shared values, the mission of the School of Architecture, the mission of the M.Arch program, and the curriculum. Our curricular benchmarks seek to continue improve alignments between our learning outcomes, our mission, and the values of the NAAB and our students' performance. Our key performance indicators, outlined in Section 5.5.2, give further details on how we assess performance and make improvements.

From the M.Arch Learning Outcomes:

> Integrative Design
> Our M.Arch students are trained to make complex design decisions that integrate architectural ideas with structural, building, and regulatory systems. Their integrative thinking advances environmental stewardship, social equity, and community resilience in all aspects of design work.
>
> Design Learning
> Our M.Arch students are trained to ask thought-provoking questions throughout their careers and their lives. They value forms of inquiry and collaborative exploration that deepen their understanding of architecture's connections to complex systems, including bodies of historical-theoretical knowledge, socio-economic forces, environmental dynamics, and cultural contexts.

The M.Arch program has long distinguished itself by its integrative approach to architectural education that advances environmental stewardship, social equity, and community resilience and safety in all aspects of architectural thinking and work. The curriculum is designed to provide students with a deep understanding of the diverse practices and modes of inquiry that converge in the architectural discipline and profession.

We introduce students to design integration gradually, from simple to increasingly complex settings and scales of development. The first two semesters of the core curriculum coordinate learning across design, technical, historical-theoretical, and media courses. Semester 1 and 2 studios align closely with the Mediums course sequence to allow students to develop their representational skills and apply them to the design of architectural proposals. By semester 3, students are prepared to take on design work in more challenging urban settings. The studio project for *ARCH 703 Design 3: Urban Qualities and Materialities* involves adaptations and alterations to a mixed-use residential tower in the Farragut Houses, a New York City Housing Authority (NYCHA) public housing complex near the Pratt campus, aimed at upgrading housing to reflect contemporary living needs, providing access to basic needs like food, laundry, and childcare, and better equipping the community for climate change. Students assess user needs and develop an understanding of health, safety, and welfare requirements for living environments. Final projects for this studio are integrated with knowledge and deliverables developed for the building technology series, specifically in *ARCH 761 Technology 1: Environmental Control Systems* and *ARCH 762 Technology 2: Materials and Assemblies*, in which students develop innovative building envelopes for their studio designs.

In semester 4, this coordinated learning culminates in the final core studio and final technology seminar, ARCH *704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building*

Systems. These courses combine the teaching of architectural design, building systems, and regulatory compliance through shared teaching and deliverables. Working in teams of two on a moderately complex project, a waste-to-energy composting center and greenhouse with integrated community facilities for neighborhoods along the East River corridor, students explore all phases of design development, from formulating a site response, to design development, to producing construction documents and details.

Throughout this curriculum, students not only reach the level of scholarship in design thinking and practice, but also learn that being stewards of the environment and engaging diverse communities are crucial aspects of the architectural discipline and profession. This integrated way of thinking supports design quality.

Our commitment to design quality is enforced by our belief that architecture fosters relationships across various domains, from diverse ecologies and living environments, to engagement with community partners and stakeholders, to collaborations with professionals from design and allied fields.

M.Arch Curriculum Map

Environmental Stewardship and Professional Responsibility

Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

M.Arch Program Response:

From the M.Arch Learning Outcomes:

> Environmental Design Practice
> Our M.Arch students are trained to embrace their responsibility as stewards of the environment. Their work reflects a deep awareness of architecture's impact on the living and building environments by integrating research on fragile ecosystems, ecologically responsive technologies, and sustainable materials.

The M.Arch curriculum is designed to instill in students a profound understanding of architecture's impact on the living and building environments, along with a commitment to designing for the health, safety, and welfare of all forms of life. Over the course of their education students learn about technologies, building systems, and material systems that make ecosystems safer and more resilient and sustainable. Many of our studios combine environmental stewardship with robust community engagement.

The studio courses progressively teach students to integrate architectural decisions with research on fragile ecosystems, ecologically responsive technologies, and sustainable materials. The first three semesters focus on adaptive reuse as a way of reducing construction waste and environmental degradation, design for flood-prone areas, equipping public housing for climate change adaptation, and waste-to-energy recycling centers and greenhouses.

Other courses reinforce the studio sequence. The History and Theory course, *ARCH 652 Knowledge, Design, and Context,* explores architecture's relation to natural and living environments, delving into the ethical, political, and aesthetic issues at stake in life systems, ecologies, human and non-human worlds. (*See ARCH 652 Knowledge, Design, and Context syllabus for details.)*

Faculty and students also participate in events that demonstrate their commitment to environmental stewardship as well as their communities, including "Real Estates," an annual discussion event focusing on environmental justice that facilitates dialogue between our students, NYCHA residents, and various community and industry stakeholders; and "Wast(ED): Living with Trash," a yearly event that integrates community engagement and collaborative work.

Our students' understanding of their professional responsibility toward the environment and its life forms has been recognized with various awards. In 2024, two projects from the elective seminar *ARCH 770 Constructing Complexity* won first and third places in the Mass Timber Design competition sponsored by the SUNY College of Environmental Science and Forestry. Also in 2024, the research project "Rescuing Woven Tales: The Ever Growing Sponge" received Pratt Institute's Research Start-Up Award and the People's Choice Award. This project explores the environmental impact and untapped potential of textile waste. Several recent graduate students have been awarded Fulbright grants to study climate issues in other cultures. Other students have been awarded the William "Bill" Menking Travel Scholarship, a travel scholarship for students who present a compelling proposal to conduct a study of the built environment in the areas of environmental stewardship and equitable access.

Professional relationships developed by faculty contributed to the development of Pratt's partnership with the NY Climate Exchange and spurred the establishment of the Pratt Center for Climate Adaptation by former GA/LA/UD department chair, David Erdman. The center's mission is to design and implement solutions for how we can sustainably live in the most vulnerable areas of the planet. Students participate in the center's climate-related initiatives and projects as research fellows.

Pratt has co-sponsored several high-profile events focused on issues of climate adaptation. The school hosted the 2022 ACSA Teacher's Summit for Climate Agency along with an exhibition, "Experimental Landings." Also in 2022, Pratt hosted the Architectural Humanities Research Association Conference, "Building Ground for Climate Collectivism: Architecture After the Anthropocene." The conference called for diverse collective engagement on alternative approaches to climate change and featured presenters from the Pratt faculty and community leaders and activists on topics relating to ground, food, and voice. In 2023, the Institute hosted a symposium in the U.N. Water Conference program called "Condensations." A follow-up event took place in Fall 2023, with several exhibitions and presentations by Pratt faculty and students focused on climate adaptation and featuring work from collaborations with local and international partners.

Pratt offers a scholarship to encourage applicants interested in focusing on climate change issues. Incoming M.Arch students can compete for the Diamonstein-Spielvogel Fellowship program. This annual fellowship is awarded based on the strength of the applicant's portfolio of work in addressing the impacts and challenges of climate change.

Equity, Diversity, and Inclusion

Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

M.Arch Program Response:

From the M.Arch Learning Outcomes:

> Inclusive and Equitable Design
> Our M.Arch students are trained to view equity, diversity, and inclusion as an integral aspect of design. They understand their responsibility to consider diverse needs, values, and physical abilities in design practices, and act on that understanding by integrating an ethos of equity and inclusion in their architectural solutions.

The M.Arch faculty and students embrace the responsibility of considering diverse needs, values, and physical abilities in design thinking and practices. In alignment with Pratt's All-Institute Learning Goals, the M.Arch program integrates an ethos of fairness and social justice in its coursework, community engagement, faculty and staff development, and student initiatives.

Beginning in 2017, core studios have increasingly incorporated principles of equity, diversity, and inclusion into course objectives and deliverables, focusing on interactions with New York City's diverse communities. For example, in the last three iterations of the semester 3 studio, students have proposed building alterations to NYCHA housing to prepare their communities to mitigate and adapt to climate change. These proposals have laid the groundwork for "Real Estates," an annual discussion event focusing on environmental justice that facilitates dialogue between our students, NYCHA residents, and various community and industry stakeholders. Accessible design, another crucial concern, is addressed throughout the core curriculum, especially in second-year projects. In Semester 3, students design for accessibility in residential spaces, while the Semester 4 studio investigates accessibility in public spaces.

Since 2017, history and theory courses have also broadened their cultural and geographical contexts, focusing increasingly on addressing architecture's role in fostering social justice, diversity, and inclusion. For example, *ARCH 753 Materiality and Cities* has increasingly focused on colonial and post-colonial histories and theories of architecture in global contexts, addressing contemporary urban-scale challenges around equity, diversity, inclusion, public health, and social and environmental justice.

Student initiatives also testify to our collective commitment to diversity and inclusion. Graduate students are actively involved in grant-winning projects focused on community development throughout New York City. For example, in AY 2021-22 two groups of M.Arch students and faculty received the Taconic Fellowship from the Pratt Center for Community Development for their work with local community stakeholders, including the Green Guerrilla gardening group and the Concourse House non-profit organization. These projects led to the revitalization of community gardens in the Bedford-Stuyvesant neighborhood near Pratt and the design of an outdoor learning environment for women and children living at transitional housing shelters in the Bronx. Students have also fostered respect and inclusion for different religious communities through projects like the Sukkah in Tribeca Park in Manhattan, completed in 2019 for the Jewish Community Project Downtown (JCP). These collaborations with diverse communities instill in our students the importance of respect and fairness in architecture across all scales, reaffirming our collective commitment to equity and inclusion in architectural thinking and practice.

All faculty and staff must also complete the Preventing Discrimination and Harassment training. A departmental DEI Committee was formed in 2021 to further advance the efforts of our graduate program toward social justice, diversity, and inclusion. The institute provides additional training through the DEI Allies Training Certificate Program.

Knowledge and Innovation

Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

M.Arch Program Response:

From the M.Arch Learning Outcomes:

> Design Knowledge
> Our M.Arch students are trained to think critically about architecture's role in the world. They use cutting-edge design methods, media, and technologies to advance architectural knowledge within the discipline and in culture more broadly.

The core curriculum facilitates the development and dissemination of new architectural knowledge. For instance, the three-course Mediums series, *ARCH 713A Fabrication*, *ARCH 713B Visualization*, and *ARCH 713C Communications*, explores novel applications of visual media, computational processes, and production methods. The semester 5 and 6 Directed Research studios invite students to test innovative forms of architectural knowledge. This new interdisciplinary studio format brings leaders of research-

based design practices to the M.Arch program to work with small groups of students and to experiment collaboratively with new software, visualization, and fabrication technologies that advance architecture as an innovative force in culture. Our roster of elective seminars, which complement our efforts to produce new architectural knowledge, is updated each semester to prompt critical thinking in rapid response to evolving conditions and scholarship.

Other core courses invite students to address the urban, climatic, and social challenges of our era. For example, in the Building Technologies course series, *ARCH 763 Technology 3: Integrated Building Systems* explores research and innovation in facade design and challenges students with assignments on innovative technology applications for environmental control in their design projects. In the History and Theory sequence, *ARCH 652 Knowledge, Design, and Context* prompts students to think about the design of the built environment in relation to ever-changing life systems, ecologies, human and non-human worlds, and broad biological, technological and political processes. The semester 3 studio tasks students with researching innovative building alterations to NYCHA housing aimed at better preparing their communities for climate change adaptation. Similarly, since AY 2018-19, semester four students have explored new waste-to-energy recycling centers with integrated community facilities. Since 2020, the chosen site for these explorations has been New York City, specifically neighborhoods along the East River Corridor. In addition, as described above under Environmental Stewardship and Professional Responsibility, Pratt has cosponsored several high-profile events focused on advancing knowledge of climate adaptation.

The many achievements of our faculty and students attest to this commitment to design knowledge. Our graduate faculty includes practicing architects and scholars involved in cutting-edge and award-winning design research on topics that range from sustainable design, new materialisms, architectural history, architecture and film, and experimental pedagogy. The work of our students has been recognized with both local awards like the Eleanor Allwork Scholarship sponsored by the AIANY Chapter and national awards, including Society of American Registered Architecture (SARA) Awards. Our students have been chosen as part of the Metropolis Magazine Future 100 graduating architecture students, a national competition. In 2024, the research project, "Rescuing Woven Tales: The Ever Growing Sponge," received Pratt Institute's Research Start-Up Award and the People's Choice Award.

Many practicing architects in our faculty are also involved in cutting-edge design projects. Their work contributes to our culture of research and innovation and offers inspiring paths of reflection for our students. Recent works include: Thomas Leeser (Leeser Architecture) — Museum of the Moving Image and BRIC House; Alexandra Barker (BAAO) — City Kids Educational Center and Surfboard House; Erich Schoenenberger (SU11) — DR Residence and Montauk Residence; Stephanie Bayard (AA64) — Soccerroof and AV Flagship Store; Henry Smith-Miller (Smith-Miller + Hawkinson) – Pratt Research Yard and OSU Energy Advancement and Innovation Center, and Carlos Arnaiz (CAZA) — Camsur Agro Town and Metropolitan Museum of Manila.

Pratt faculty have participated in conferences including the 2020 Architecture, Media, Practice (AMPS) Conference on Education, Design and Practice, the 2020 National Conference on the Beginning Design Student (NCBDS), the 110th annual ACSA Conference, and the 2021 ACSA Climate Conference.

The Pratt School of Architecture event series demonstrates a commitment to advancing new knowledge and promoting the continuous development of architecture. In 2023, History and Theory Coordinator Catherine Ingraham, Ph.D., instituted a yearly symposium entitled "Reports from the Discipline," which features Pratt faculty presenting the latest scholarship in architectural history and theory and discussing with students its implications for pedagogy and practices. In 2020, the then-GAUD launched Pratt Sessions, a discussion-oriented lecture format that engaged students in conversation with local and international practitioners around innovative mediums and contexts of architectural design.

Since 2017, the Critic at Large position has facilitated year-long conversations between students and leading educators or practitioners about projects and innovative forms of intellectual collaboration.

"If you were to ask us, from a Critic at Large perspective, how to describe the temperament or mind set at the Pratt Institute Graduate Architecture and Urban Design (GAUD) program, "fearlessly critical," a deliberate intention towards an innovative and sustainable discourse, comes immediately to mind. There is a palpable characteristic that imbues the program, where the suspension of an argument is more valued than the pretense of answers. Arguably, this characteristic is necessary to any sustainably relevant program in architecture and urban design, but at Pratt it becomes a passion." (Merrill Elam and Mack Scogin, 2019-20 Critics at Large)

Critic At Large Texts 2018-2023

M.Arch Curriculum Map

Leadership, Collaboration, and Community Engagement

Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

School of Architecture Response:

Since 2020, one undergraduate and one graduate student from the B.Arch and M.Arch programs have been chosen each year as student advisors to work with each other, the dean's office, and the school's student council (representing all the school's student groups). The two students in this position facilitate collaboration and communication among students across the departments. The student advisors to the dean are increasingly playing a key role in liaising with the institute's student involvement infrastructure, leading to more student groups registering with the institute, receiving budgets, and putting on events. This position has been so successful that we have seen an increase in student engagement and events.

M.Arch Program Response:

From the M.Arch Learning Outcomes:

> Collaborative Design
> Our M.Arch students are trained to practice creative leadership that benefits their clients, communities, and society at large. Their design work builds relationships, from collaborations with consultants and industry experts to outreach with community partners and stakeholders.

Learning collaboration, leadership, and engagement begin in the classroom. In studio courses, the M.Arch curriculum maintains a strong tradition of collaborative pedagogy. This collaborative spirit is nurtured early on, starting with team research and fabrication assignments in Semester 1 and continuing through Semester 3 in both studio and technical courses. Collaboration skills are honed further in the Semester 4 integrative studio, which combines design and technical courses. Recognized as distinctive by the NAAB visiting team during their last visit, the integrative studio is taught collaboratively by Pratt faculty with technical consultants from leading New York firms, and it requires students to work in teams on a single architectural project. This approach teaches our students early the ethos of collaboration that is such a crucial part of the architectural discipline and profession. They learn to appreciate different professional perspectives and to know that creative leadership entails more than just contributing to collective work: it involves seeking out and maintaining relationships with others.

In Semesters 5 and 6 students transition into more independent work with faculty and external collaborators. Semesters 5 and 6 make up the Directed Research framework, which was introduced after the last accreditation visit. Directed Research empowers students to take full responsibility for their learning, bringing their specific interests and skills to bear on their choice of design studios and elective seminars. Since 2017, faculty have supported this development by providing opportunities for students to expand their professional network, most notably by inviting a diverse cast of peer instructors into the

classroom. These include design practitioners, scholars from allied fields, industry partners, and community stakeholders, such as local nonprofits.

Since the 2016 accreditation visit, this collaborative teaching model has extended to history and theory courses as well. For instance, in the final project for *ARCH 753 Materiality and Cities,* students collaborate on a research assignment and assemble a group dossier. This fosters a habit of accountability for their own work and their contribution to group projects, leadership qualities that make them better, more empathetic thinkers and practitioners.

Our curriculum prioritizes not only collaboration, but robust community engagement. Since 2017, core studios have increasingly integrated community engagement into course objectives and deliverables, focusing on interactions with New York City communities, as described above under Environmental Stewardship and Professional Responsibility. Events such as Wast[ED], which engages the professional community and other institutions in an event at the Center for Architecture, and Real Estates, which includes a symposium and workshop that engages politicians, professionals and students.

To cultivate empathetic and inclusive leadership, the M.Arch program collaborates with practitioners and community stakeholders on initiatives that transcend traditional academic boundaries, fostering connections between students and local professionals and communities. This complements the considerable percentage of our faculty who are practicing architects: 65% of full-time/adjunct faculty are licensed, and 68% of faculty who have been teaching for five or more years at Pratt are licensed. Together with our faculty, these local professionals enrich the educational experience of our students with real-world insights about what it means to serve diverse clients and communities.

To further bridge academia with real-world practice, in 2017, the M.Arch program established the Critic at Large position. Each year, a leading educator or practitioner is appointed to engage students in debates about projects, workshop ideas with them, and test out innovative forms of intellectual collaboration. World-renowned architects, including Thom Mayne, Stan Allen, Neil Denari, Merrill Elam and Mack Scogin, Débora Mesa Molina, and Gary Bates have held this position. In Fall 2024, architect, engineer, and theorist Lydia Kallipoliti will be the Critic at Large.

Faculty and students also work on grant-winning community development projects throughout New York City. In addition to the examples described above under Equity, Diversity, and Inclusion, in 2020 a team of students from Pratt's M.Arch and Urban and Community Planning programs and real estate students from Columbia University won the ULI Hines student competition. These collaborations with real-world practitioners, community stakeholders, and peers from allied disciplines instills in our students the importance of engaged inquiry for the architectural profession across all scales, from the local to the global, reaffirming our collective dedication to serve our communities, clients, and discipline with empathy.

M.Arch students are also encouraged to pursue collaboration and leadership opportunities beyond coursework and design competitions. A main growth area over the last five years has been student leadership in the school's organization and programming life. The Graduate Student Council (GSC) grew in number from six to ten students, allowing for representation from each program as well as from our advanced standing cohort. This growth coincided with an increase in the frequency of GSC meetings, from two times a semester in 2017 to monthly meetings since Spring 2020. The scope of engagement of GSC members has expanded as well. Beginning in Spring 2020, members of the GSC were invited to join the department's Fall Planning Task Force, focused on pandemic-related planning issues, and since Fall 2020 all members of the GSC were invited to join monthly faculty meetings. In Spring 2024, GSC members organized a panel discussion with graduates of the program to share their experiences following different career paths.

Students also have leadership opportunities in publications. *Tarp: Digital* is the graduate student publication curated, edited, and operated by students. Its purpose is to provoke cross-disciplinary discourse. Originally a printed publication, it shifted to digital in 2017. Content includes student-led interviews with theorists and practitioners, composed pieces, and field work. *In Process* is an annual

publication that records and disseminates the work from the design studios, architectural mediums, technology, and history/theory courses. It provides a platform for faculty and students to set out the agendas, experiments, attitudes, debates, and speculations vital to the program's culture.

Graduate architecture students who are interested in teaching also have several opportunities to engage in local communities. Students are selected to participate as graduate assistants (GAs) alongside Pratt faculty in Pratt Young Scholars, a need-based, three-year scholarship program providing instruction in art and design with college preparation to motivated high school students on Pratt's campus. In the Thom Mayne Young Architects Program, GAs have the opportunity to lead teaching sessions in local public schools, advised by Pratt faculty.

M.Arch Curriculum Map

Lifelong Learning

Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

M.Arch Program Response:

From the M.Arch Learning Outcomes:

> Design Learning
> Our M.Arch students are trained to ask thought-provoking questions throughout their careers and their lives. They value forms of inquiry and collaborative exploration that deepen their understanding of architecture's connections to complex systems, including bodies of historical-theoretical knowledge, socio-economic forces, environmental dynamics, and cultural contexts.

One of the main goals for our graduate students is that they learn to value lifelong paths of inquiry that deepen their understanding of how architecture intervenes in the world. The primary pathway in the program is collaborative learning in the classroom. From group research and fabrication assignments in the semester 1 studio, to parallel teamwork in technical and history and theory courses in semester 3 and culminating in a single collective project in the semester 4 integrative studio, students learn firsthand the value of peer collaboration in advancing their inquiry.

These insights are put to the test through the Directed Research Framework of semesters 5 and 6. Introduced since the last accreditation visit, Directed Research further emphasizes the importance of interaction for lifelong inquiry. At this stage, students transition into independent work as collaborators with faculty members and are empowered to shape their learning path by bringing their interests and skills to bear on their choice of coursework.

Our faculty also support students in proposing and developing their own independent study electives. These studies complement the core curriculum and often build upon research students have undertaken in previous studios and seminars. Through self-directed study, students refine their ability to identify research topics, create research plans, assess their progress, and work closely with faculty mentors. Over the past five years, the number of M.Arch students pursuing independent study has increased by 50%.

In addition to coursework, students can expand their capacity for inquiry through graduate assistantship (GA) positions. These positions, offered twice a year to all students, involve tasks related to course development and coordination. Since the last accreditation visit, we have increased the number of GA positions available and expanded the scope of work they entail. One notable example is the Thom Mayne Young Architecture Student Teacher Fellowship, established in 2018 as part of an initiative launched

during Mayne's tenure as Design Ambassador for the Obama administration. In this fellowship, GAs teach a design-oriented curriculum to K-12 students in underserved New York communities.

Faculty also share their practice and research with students and colleagues at regular faculty "flashtalks," a series of short presentations by faculty about their work and research hosted by the school.

The graduate department has also established a "Teaching Incubator" to nurture recent graduates' masters-level teaching careers. This program provides a select number of students with three-year teaching internship positions working alongside established Pratt faculty advisors. Faculty also leverage their networks to help recent graduates find teaching opportunities. Since its inception in 2017, 17 M.Arch graduates have participated in the teaching incubator. Currently, 15 of them are Pratt faculty members. Five participants are now faculty members teaching in architecture schools across the U.S.

Engaging our graduate alumni is another strategy for fostering lifelong learning. We track the achievements of our alumni through the Center for Career and Professional Development, beginning with monitoring the passing rates of the ARE exam.

Alumni frequently participate in midterm and final reviews for graduate courses. Since 2017, they have also been invited to a spring portfolio review event, part of *ARCH 612 Mediums 2*, where they provide feedback on student portfolios. The professional practice course features seminars where alumni discuss the dynamics of the architectural profession with current students. Events, such as the "Flashtalks and Conversation with GA/LA/UD Alumni," connect current and former students with key figures in the field. Furthering the goal of expanded alumni-student relations for lifelong learning, we are currently developing a mentorship program. Through these initiatives, our alumni share their insights as working professionals, leveraging their training while re-engaging with a learning environment to stay abreast of current issues.

Finally, travel and study abroad open new perspectives and lifelong learning interests. Our graduate faculty and students have long been involved in successful summer programs. Initially established in 2004, an international four-week intensive summer program was restructured in 2017 to focus on Global South geographies. This elective seminar course concentrated on Havana and the Caribbean Belt in 2017-2018, and on Hong Kong, Singapore, and Southeast Asia in 2020-2024. These geographies offer a microcosm of 21st century challenges, straddling issues of social and environmental justice with global politics, economics, and design. The school gives the annual William "Bill" Menking Travel Award to a graduate student for academic or internship travel outside of the United States. Fulbright grants were recently awarded to M.Arch graduate Diana Kokoska to study cultural issues in Mauritius and to J. Craig Sinclair to study climate issues in Norway.

M.Arch Curriculum Map

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

NOTE:

At the Pratt School of Architecture, the professional B.Arch and M.Arch programs are distinctly designed and run. The programs share the same building, same resources, and a coordinated lecture series, but have separate faculty, staff, curriculum, and admissions structures.

For this reason, and to provide the NAAB visiting team a more legible and clearer document, we have separated Section 3 for the B.Arch and M.Arch.

Please follow these links for each section:

- ***3—B.Arch – Program and Student Criteria***
- ***3—M.Arch – Program and Student Criteria***

3—B.Arch – Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

NOTE: THESE ANSWERS ARE ONLY FOR THE B.ARCH

The B.Arch program is founded on a pedagogy that reflects the legacy of socially engaged, justice-driven, and environmentally responsible practice championed by our faculty, students, and alumni. Supported by a high level of technical training in making, representation, and building science, the B.Arch curriculum prepares graduates to be responsible, critical, and dutiful custodians of the communities they represent, environments they inhabit, and profession they are committed to transforming.

3.1 Program Criteria (PC)

PC.1 Career Paths

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

B.Arch Program Response:

The B.Arch third-year required course*, ARCH 363 Professional Practice*, teaches the professional requirements and potential careers in architecture. Facilitated by the National Council of Architectural Registration Boards (NCARB) Architectural Experience (AXP) coordinator and our internship coordinator, the course has three parts**:** the basics, licensure and law, and practice management. The course gives an in-depth understanding of the path toward licensure and instructs students in how to register for AXP to accrue credits toward professional licensure beginning in school. Outside professionals in all areas lecture throughout the semester.

In AY 2023-24, Pratt NCARB ALA Nicholas Agneta and guest Robert Lopez, the New York State Executive Secretary for Architecture and Landscape Architecture Licensure, gave a lecture on the path to licensure with emphasis on experience education and the ARE exam to satisfy the dual NCARB and regional state licensure requirements during their professional internship period. NCARB's Vice President of International Relations, Patricia Ramallo lectured on international practice, with career path information for our domestic and international student body.

Weekly topics address traditional and alternate career paths. The course presents for discussion the roles in a traditional architectural office, from clerical to principal, the architect's role as project manager or project representative with the owner, with the contractor as project manager, with estimators and shop drawing producers, and as members of municipalities as plan examiners, inspectors, and administrators. In the additional services lecture, students learn the roles for architects as consultants in each of the specialty services, including programming, planning, cost estimation, preparation of environmental reports, lighting, interior design, and post-project completion commissioning and tenant-related services. Pratt Professor David Burney describes architects' roles as directors of municipal design and planning review boards. Project management lectures introduce construction management and Pratt's construction management minor. At the end of the semester students and faculty visit a variety of professional architecture offices.

The international practice segment of the course highlights nontraditional career trajectories and career opportunities with NGOs. Guest lecturer Tenetia Mack from CookFox Architects describes career options such as media relations and human resources.

Non-Curricular
With respect to events which engage the topic of career path outside of curriculum, each year Pratt's Career Services department holds a Spring Career Day where students meet, interview, and potentially obtain an internship at some of the city's most renowned firms. As well, there are opportunities for students to meet practicing professionals in events such as Alumni-Student Video Game Night; there, students learn about the profession through the narratives of Pratt B.Arch alumni.

Resources/Data: Pratt 'First Destination Survey' Job Placement/ Position Types

Changes Since Last Accreditation
Since the last accreditation visit, the B.Arch program has become STEM-registered, which opens our international students to practice experience in the U.S. for up to three years post-graduation. Our global and domestic students can enroll in *ARCH 9401/02/03 Architectural Internship Course* (optional) throughout the academic year and summer term. These students document and report their experience with the architectural internship coordinator.

Career Paths – Assessment, Benchmark, and Improvement
The courses described above address the requirements delineated in PC.1 Career Paths. Detailed assessment results per course, gathered from curriculum assessment questionnaires distributed to faculty at the end of each semester, appear in the Assessment Report (see link below). The faculty cohort formulated questions based on the course material and student assignment results reviewed, the process described in APR Section 5.2 - Planning and Assessment. General benchmarks were assigned based on discussions with curricular coordinators.

The aggregated results for all courses that meet the Career Paths criterion are above. The program has set the benchmark of 85% positive ("yes") responses to the question of whether the student work reviewed satisfied PC.1 Career Paths; in the most recent curricular assessment, 100% of respondents answered positively. Despite this result, members of the teaching cohort suggested that more cross-section communication and sharing could improve the fulfillment of course goals and student learning objectives. Potential improvements also include an assessment of the benchmarks and an assessment of the questionnaire itself to obtain more granular information regarding the fulfillment of the criterion.

B.Arch PC_1_Assessment_Report

Links to Associated Materials	
Assessment Documentation	PC.1 Assessment Report
Course Materials	PC.1 Documentation

PC.2 Design

How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

B.Arch Program Response:

Over the ten semesters of the B.Arch program, students develop design knowledge and skills, from their initial introduction to the design process, to integrated design, to mastery via the comprehensive design sequence. In the first year, an average of 180 students are assigned to clusters of 12 to 15 students who take each course offered in the first-year curriculum, together. The faculty of each student cluster collaborate to help support the students' overall progress.

First Year Curriculum
Introduction to Core Design
Design Theme: Projected Form,
ARCH 101 Design 1: Mass, Envelope, Ground
ARCH 102 Design 2: Bodies, Materialities, Environments

The first-year design curriculum is a six and five course sequence taught by faculty who integrate design, language arts, structures, and representation.

The fall semester studio introduces students to design fundamentals and scales of architectural experience, from a singular stereotomic element to more significant contextual, or ground relationships. Students use analog and digital models and drawings, and different formal, material, and verbal language techniques to study and communicate their ideas. They learn multimodal and multimedia methods for understanding architectural form, space, and geometry.

In the spring semester, students begin to connect external inputs with internal design logics. The course integrates climatological and hydrological factors, such as the effects of light and shadow, and ground water runoff, into a project considerate of human and non-human cohabitants, and the interplay between structure, ground, volume, and space, on an East River waterfront site. The course requires students to conduct site research to inform their proposals, in the process, they continue to explore analog and digital techniques of representation and multimodal design approaches and begin to learn formal and informal programming.

Introduction to Techniques and Methods Core
The first-semester representation course, *ARCH 111 Representation 1*, introduces the fundamentals of drawing through exercises in orthographic projection at multiple mediums and scales.

In *ARCH 112 Representation 2*, through an intensive two- and three-dimensional drawing exercise analyzing the formal, spatial, and organizational principles of a significant precedent house, students learn the canons of architectural representation. Students' speculative drawings convey design agendas via projected drawings, models, and diagrams.

Introduction to Architectural Technologies Core
In keeping with Pratt Institute's tradition of learning through making, in the introductory course, *ARCH 131 Technics,* students explore the principles of structural stability through making, testing under load, and then breaking to understand how and why their structures fail. Methods, techniques, and materials vary from basswood stick models to metal/ plexiglass/ basswood/ cardboard 3D model compositions. A crucial aspect of the course is efficiency in structure fabrication, especially in jig-making, pushing for modularity and repetition, which enables students to generate more variations and improvements in their projects. The nature of the work and deliverables helps students develop creativity, critical thinking, and attention to sustainability for their design courses.

Second Year Curriculum
Reinforcement of Core Design
Design Theme: Organizational Consequences
ARCH 201 Intermediate Design 1: Horizontal Paradigms and Alterations
ARCH 202 Intermediate Design 2: Vertical Paradigms and Adaptations

The B.Arch's second year thematically explores organizational systems in the urban context. The second-year design studio sequence centers on building typology, precedent investigation, and site analysis, along with the understanding of programmatic, circulation, and structural systems, to arrive at design solutions.

The students are given four design assignments, two per semester. In the fall the projects are pursued through the conceit of the floor plan and build off the typology of the mat building as an organizing device. In the spring the project focuses on sectional development and explores the spatial relationships inherent to the tower as an organizational model. Each semester students analyze the spatial hierarchy in key architectural precedents, then translate their analysis into an organizational diagram. In the first project, they apply the diagram to a proto site to test how the conditions of the site pushes against the logic of the diagram. They then adapt the precedent diagram to expand the programmatic space of an existing civic structure. The fall studio program is collective bathing and through the partnership with the New York Parks and Recreation Department, the students learn and draw interest from the history of New York City's bathhouses. In the spring the studio works with early twentieth-century Carnegie branch libraries.

Reinforcement of Techniques and Methods Core
In *ARCH 211 Representation 3*, students learn advanced techniques in architectural representation, including an introduction to Grasshopper, as well as strengthening skills in computational visualization and animations, digital fabrication, and digital storytelling.

Third Year Curriculum
Mastery of Core Design
Theme: Collective Assemblies, Civic Space of Exchange
ARCH 301 Comprehensive Design 1: Fresh Food Market and Community Learning Center
ARCH 302 Comprehensive Design 2: Emergent Co-Housing Communities

The third-year design curriculum requires students to demonstrate the ability to synthesize knowledge and skills acquired in their supporting *ARCH 361 Building Environments* and *ARCH 362 Building Systems* courses regarding regulatory requirements, professional guidelines, and construction documentation, into their design proposals for studio. Students in the third-year design studio form teams of two and learn to work collaboratively, mirroring the experience of a professional office.

In keeping with two of the school's primary areas of concentration, urbanism in the context of New York City, and socially conscious and responsible design, the studio project in *ARCH 301 Comprehensive Design 1: Civic Spaces of Exchange* is a fresh food market and community learning center in Manhattan's Lower East Side. The purpose of the project is to provide the underserved and under-resourced community of the Lower East Side access to fresh food and instruction in nutrition, cooking, and gardening. The two-story project proceeds from an analysis of the context; the community (to define the users), site history, site conditions (i.e. climate, solar orientation, traffic patterns, etc.), market precedents, and other program adjacencies and requirements. The studio's final design proposals integrate the interior and exterior program with their solutions for site design (including parking, deliveries, and waste removal), material palette, structural & mechanical systems, and facade systems.

ARCH 302 Comprehensive Design 2: Emergent Co-housing Communities explores the social, economic, cultural, and architectural issues intrinsic to domestic typologies that are shifting away from the nuclear family as the dominant familial paradigm in the United States. The studio examines and defines the project's shared program spaces to develop semi-public programmatic opportunities for internal co-housing, cooperative communities. The project is a 45- to 65-unit co-housing complex in Bedford-Stuyvesant, a mixed socio-economic neighborhood in Brooklyn. The studio sections choose from three

programmatic clusters, each with a co-housing theme – single-parent, multigenerational, and live/work. Balancing research and critical thinking with real-world application, another hallmark of the B.Arch program at Pratt, students are introduced to contemporary discourse in co-housing social structures and cooperative communities. The final design of the studio is both a formal and technical invention and a sincere exploration in designing for diverse communities.

Fourth Year Curriculum
Reinforcement of Advanced Design
The Advanced Options studios in *ARCH 401/ 402/ 403/ 400i (Rome) Advanced Design* bridge the core design sequence of the curriculum and the fifth-year Directed Research or Degree Project. In these studios students reexamine core lessons and explore design ideas through research topics and pedagogical pursuits that range in subject from design-build projects and computational fabrication to community engagement practice, environmentally conscious urban design, and the impact of architecture on society and culture. Guided by faculty researchers, students synthesize the conventional aspects of a design problem such as site, program, and stakeholders, with unconventional approaches to disciplinary technique and material practice, to produce design proposals whose presentations demonstrate new modes of thinking and methods of production. In line with the program's balance of research and critical thinking with real-world application and the focus on community engagement, social responsibility, and environmental stewardship, these studios call for students to demonstrate a critical understanding of contemporary social, cultural, and political discourse.

B.Arch Advanced Design Course Description 400 Table

Fifth Year Curriculum
Mastery of Advanced Design
For the culminating educational experience of the B.Arch program, *ARCH 501 Degree Project Research* and *ARCH 503 Degree Project Studio,* students fully research, develop, and formulate their own design agendas, and self-identified design factors, such as premise, site, program, methodology, and media. The degree project also requires students to develop, through both writing and design, a degree project booklet that clearly defines a critical architectural question a research and design methodology can translate into an architectural proposal. While students develop their own design technique, the degree project sequence supports each student pair with a team of two architecture faculty, a Humanities and Media Studies faculty member, and a degree project assessment committee.

The following are the learning objectives for both the advanced design option studios and the degree project studio:

- Demonstrate the ability to design a complex project that integrates advanced building systems with complex programmatic and spatial hierarchies.
- Demonstrate the ability to represent advanced design ideas using advanced representation techniques to communicate ideas.
- Continue developing critical reading and writing skills through assigned text and research assignments that relate directly to the topic of the studio.
- Understand how research in precedent analysis provides insight into the intrinsic value of any design solution.
- Understand how site analysis assists in defining site conditions; urban, semi-urban, rural, landscape, and how to respond.
- Understand the application of advanced analytical skills, a) to support the preparation of the advanced design project description and b) to critically test functionality, organizational systems, building systems technologies, and environmental technologies in the design proposal.

B.Arch Advanced Design Course Description Degree Project 500

Design Assessment, Benchmark, and Improvement

The courses described above address the PC.2 Design requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results per course can be found in the assessment report *(see link below).* These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 - Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.2 Design, and based on the most recent curricular assessment results, 96% of respondents answered "yes" and 4% "partially." Potential improvements would include an assessment of the benchmarks and an assessment of the questions to obtain more granular information regarding the fulfillment of the criterion.

In general, architectural design studios scored high (>85%). *ARCH 112* and *211* (*Representation 2* and *3*) scored lower (<85%), with potential improvements in time spent on critical analyses of precedents in *ARCH 112* and more time spent on technical foundations in *ARCH 211*.

B.Arch PC_2_Assessment_Report

Non-Curricular

As part of the culture of design, the B.Arch program sponsors several events and awards to encourage student engagement in all facets of the design process and production. The following are a few that are essential to the program and revered by students:

- Michael Hollander Drawing Award: Michael Hollander was a member of the Pratt Institute Undergraduate Architecture faculty for over forty years. During that time, he mentored generations of future designers. In the spring, students post drawings for a small faculty committee to review. The committee awards a citation to one student from each academic year in recognition of their drawing's embodiment of the course's pedagogical approach. This annual award honors the legacy of Michael Hollander and celebrates the work of the next generation designers.
- AIAS Model Show-and-Tell: Each year the Pratt's chapter of AIAS organizes an exhibition that showcases the models from upperclassmen, looking at past student works from UA Archives, and hearing modeling tips from PI-FAB and ITL monitors.
- Pratt Shows: Each Pratt Institute graduating class participates in the Pratt Shows, an exhibition and presentations of their work. Representing years of research, exploration, critical thinking, creative inquiry, problem solving, growth, production, practice, and accomplishment, the shows celebrate student work before their May commencement.
- Undergraduate Architecture Distinguished Advanced Design and Degree Project Award Reviews Super Saturday: Between studio finals and the institute's finals week, for fourth year in the fall and fifth year in the spring, the school hosts an invited, juried review of a curated sampling of B.Arch's advanced design work.

Links to Associated Materials	
Assessment Documentation	PC.2 Assessment Report
Course Materials	PC.2 Documentation
Course Description Table	ARCH 400 Advanced Design
Course Description Table	ARCH 500 Degree Project

PC.3 Ecological Knowledge and Responsibility

How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

B.Arch Program Response:

The topic of environmental stewardship and sustainability is a cornerstone of the Pratt B.Arch program. It provides a lens for students to consider their responsibility to the built and natural environment and how as future architects and builders they can, through their own agency, be advocates for the living biosphere.

Reinforcement of Architectural Technologies
The second-year core course, *ARCH 261 Architectural Materials,* instructs students about the utility of wood, stone, masonry, and concrete as architectural materials, with attention to their history, current applications, and future trends. The concepts of sustainability and ecological responsibility, primarily via LEED certification standards, are reinforced.

ARCH 262 Architectural Assembly Systems builds on the knowledge from *ARCH 261* to emphasize the sustainable and ecologically integrated assemblage of fundamental building components. Students learn about the selection criteria for structural and building systems, including roofs, ceilings, interior partitions, and exterior load bearing and curtain walls. Students research and present precedent projects on new technologies that enhance building performance, using the curtain wall system as a strategy for integrating the building efficiencies.

Mastery of Architectural Technologies
Third-year core courses, *ARCH 361 Building Environments* and *ARCH 362 Building Services,* require students to analyze the physical environment and understand the relationship of each building service to the environments that require passive and active systems solutions, how they are deployed and calibrated, and how to maximize human comfort alongside building performance. Weekly labs and assignments reinforce lecture content.

The opening lecture in *ARCH 361 Building Environments* discusses how architecture can respond to climate change and be a vital element in reducing the use of fossil fuels and their resultant release of greenhouse gasses. In the related labs on basic principles, energy, and science, students explore concepts of natural energy transfer into a building system and how a building and its systems connect to the rhythms of the natural environment. In lecture and lab 2, covering climate, site design, and thermal comfort, students investigate climate zones and understand the characteristics of air and the physics of enthalpy. Lecture and lab 3, solar geometry, introduce students to the impact of the sun and radiant heat anywhere throughout the year.

Subsequent lectures and labs in *ARCH 361* build on this foundation to understand via analysis the natural environment — site orientation, wind and solar exposure, solar altitude, and azimuth — and investigate passive systems that can be part of an overall design methodology. The lecture content and diagram exercises focus on passive solar, shading systems, passive cooling, lighting/daylighting, and ecology/green infrastructure.

The spring semester course, *ARCH 362 Building Services***,** reinforces the understanding that passive systems increase resilience and reduce burden on the natural environment. The course focuses on heat transfer and flow through the building envelope in relation to building system sizing and energy use. In addition, it covers active components, such as water management, water delivery, fresh air delivery and return systems, heat and cooling, waste systems mitigations, life safety systems, and egress. Students

learn how to assess the positive impact of architecture and increased envelope performance on energy use, building performance, and climate impact, from site planning to morphology to wall assemblies.

Subsequent lectures and labs in *ARCH 362* build upon the fall semester and reinforce how active building systems function as part of an integrated building system. The lecture content and assignments focus on codes, life safety, latent heat-transfer, heat flow calculations, mechanical systems, electrical requirements, lighting, fire egress systems, acoustics, and noise control.

Ecological Knowledge and Responsibility – Assessment, Benchmark, and Improvement
The above courses address the PC.3 requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course can be found in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.3 Ecological Knowledge and Responsibility, and based on the most recent curricular assessment results, 89% of respondents answered "yes" and 11% "partially." Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

ARCH 261 Architectural Materials and *ARCH 361 Building Environments* scored high (>85%), while *ARCH 262 Architectural Assemblies* and *ARCH 362 Building Services* scored lower (<85%). Potential improvements for *ARCH 262* could be improved by increasing time spent on sustainability, beyond case studies. *ARCH 362* could include a more thorough analysis of emerging technologies.

See the curricular and non-curricular results in the linked PC.3 Assessment Report for more detailed potential improvements:

B.Arch PC_3_Assessment_Report

Non-Curricular
Many undergraduates participate in related minors. These optional courses satisfy the all-institute elective credits. The optional courses offer alternate ways to explore material systems and cross-disciplinary interests in sustainable practices. Architecture student minors include construction management (26 students), sustainability (44 students), and interior design (5 students).

Changes Since Last Accreditation
In the third-year sequence, the highly technical courses, *ARCH 361 Building Environments* and *ARCH 362 Building Services*, loaded students with technical reading and assignments with insufficient faculty-student interaction and faculty support. In keeping with the program's experiential learning orientation, we instituted more active learning in the lab to accomplish the assignments. In addition, students now receive the semester-long project assignment early in the semester, allowing them to ask questions and receive more guidance and support from the faculty instructor. The final presentation calls for students to apply technical lessons to the studio design project, so that students develop a real-world understanding of the technical material.

Links to Associated Materials	
Assessment Documentation	PC.3 Assessment Report
Course Materials	PC.3 Documentation

PC.4 History and Theory

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

B.Arch Program Response:

Introduction to the Critical Thinking Sequence
ARCH 151 History & Theory 1 begins with a survey of why and how we study architectural history, followed by a survey of early building practices around the world from prehistory to ~1400. Students learn how architecture shapes and is shaped by socio-cultural structures, belief systems, place, and the environment. They explore definitions of architecture and the architect's role, the impact of land, materials, resources, and technologies on architecture, and the influence of architectural theories and treatises in the long history of architecture. The students are asked to consider how cultures, technologies, and belief systems shaped architecture in early human settlements and cities worldwide. The course discusses palace-temple societies in South Asia, Central America, and Greece, and compare the Incan, Roman, and Khmer empires and the Umayyad and Abbasid dynasties.

ARCH 152 History & Theory 2 exposes students to major global architectural projects and styles from the 1400s to the mid-19th century and addresses the question as to how architectural cultures developed as a result of emerging trade, scientific, and political networks. The course asks students to focus on the emerging media of the day, both graphic (prints, drawings, plans, etc.) and written (treatises and manifestos) as a lens into the ethics of colonization and its influence on architecture. Students continue to explore how architecture, garden design, city planning, and infrastructural networks were used to usurp the cultural, social, economic, material, artistic, and geophysical histories in Africa, East and South Asia, and the Americas, by western colonizing empires. A research paper assignment and weekly notes help develop rigorous research skills and further refine writing and visual analysis skills.

Reinforcement of the Critical Thinking Sequence
In *ARCH 251 History & Theory 3***,** students examine how architects, and the buildings they design, have shaped and responded to the rise of the industrial revolution, the expansion of empires, the invention of photography, motion pictures, and other new media, and rapid urbanization from the 19th century until World War II. The course explores the influences that led architects to embrace new forms and ideas towards a new architecture. By tracing these developments through lectures, discussion sections, research papers, and weekly assignments, students gain a broad understanding of the debates and dialectics of the period.

ARCH 252 History & Theory 4 considers architecture from WWII to the present, globally. The students trace discussions in architectural discourse and compare architects' differing positions as they articulate new visions for what architecture and building can do formally, programmatically, and discursively. They attend lectures, give oral presentations, engage in class discussions, and write texts and reading responses that describe and critique past precedents. Students leave this course with solid analytical reading and writing skills, the ability to form and present their ideas about architectural precedents, and a solid understanding of the major theoretical arcs, and subsequent projects, of contemporary architecture.

Advanced Reinforcement of the Critical Thinking Sequence
ARCH 454 Urban Genealogies This course presents an overview of city planning and urban design by focusing on the history and theories of urbanism across history and geography. In addition to the lectures on urbanism, the course focuses on New York as a laboratory for studying urban form and design. Throughout the semester, students study selected examples of urban projects from New York and around the globe and relate them to the texts and case studies discussed in class.

Advanced Mastery of the Critical Thinking Sequence
In *ARCH 501 Degree Project Research*, fifth-year students advance their critical thinking and research skills through the analysis of contemporary social, cultural, and disciplinary discourse, which feeds into the production of a document that outlines the conceptual framework and methodology for a speculative project. This document, completed in the fall, becomes the students' project brief for their spring studio.

History and Theory – Assessment, Benchmark, and Improvement
The above courses address the PC.4 requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on course material and student work, can be found in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.4 History and Theory, and based on the most recent curricular assessment results, 96% of respondents answered "yes" and 4% "partially." Although the results were well above the benchmark, members of the teaching cohort suggested that giving fewer examples in lectures while emphasizing a great depth of investigation could improve the course fulfillment of course goals and student learning objectives. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

See the curricular and non-curricular results in the linked PC.4 Assessment Report for more detailed potential improvements:

B.Arch PC.4_Assessment_Report

Non-Curricular
The student zine publication, "25 FEET Off Higgins," advances the student culture of critical thinking and creative writing.

Changes Since Last Accreditation
The B.Arch curriculum evaluation prompted the program to review and expand the professional courses' bibliography to include non-Western authors, introducing decarbonized and decolonized points of view and further developing students' critical thinking abilities.

Links to Associated Materials	
Assessment Documentation	PC.4 Assessment Report
Course Materials	PC.4 Documentation

PC.5 Research and Innovation

How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

B.Arch Program Response:

Reinforcement of Advanced Design: *Arch 400 Advanced Design* Studios
Advanced design studio faculty present topics based on their own research and scholarship, introducing students to research methodologies that advance their design process and help shape them as scholars and thinkers. In keeping with the school's areas of study — urbanism and urban design, environmental stewardship and sustainability, social responsibility, and technology and innovation — topics offered for *ARCH 400 Advanced Design* studio include social housing and gentrification, urban design and development, design for low-income communities, experimentation in new materials and new practice and experimentation, parametric climate mitigation via building envelope design and modular housing and technologies.

In 2018 the B.Arch program received a $500,000 grant titled *Advanced Fabrication Education: Developing Pedagogic Prototypes for Industrial Application, housed in the Institute for Design and Construction (IDC)*. The goal of this innovative IDC research initiative was to address students' need for advanced, experience-based learning and to develop their research and entrepreneurial skills in the disciplines of design and construction. Through design prototyping with new building technologies and studio design proposals, students explored real-world challenges in lightweight material construction, integrated solar thermal envelopes, mass timber in the city, and affordable modular housing.

Mastery of Advanced Design
The *ARCH 501 Degree Project Research* and *Arch 503 Degree Project Studio* sequence advances students' conceptual exploration and theoretical positioning through innovative methods of design research (analytic, synthetic, discursive, speculative) resulting in an architectural position and design project. Students develop the ability to invent design methodologies and design determinants (e.g., site/context, program/content, material practice) to interrogate the design problem and synthesize intra- and extra-disciplinary knowledge in the form of historical and contemporary discourse. Their exploration is also expressed in innovative modes of representation for their final design.

Optional Coursework
Beginning in the sixth semester, in *ARCH 562 Research Topics,* students may participate with part-time and full-time B.Arch faculty to develop research for grants and conferences. Like an internship program, it places students with faculty to gain knowledge and experience through architectural research.

The B.Arch concentration in morphology**,** pursued through the Center for Experimental Structures, leverages the program's long history and interest in tectonics by exploring the relationships between the formal, temporal, and spatial aspects of material and geometry. The concentration and minor, which teach computational fabrication, foster cross-disciplinary research.

Research and Innovation – Assessment, Benchmark, and Improvement
The above courses address the PC.5 Research and Innovation requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.5 Research and Innovation, in the most recent curricular assessment results 93% of respondents answered "yes" and 7% "partially." Although the results were well above the benchmark, members of the teaching cohort suggested that giving fewer examples in lectures while emphasizing a great depth of investigation could improve the

course fulfillment of course goals and student learning objectives. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

ARCH 501 Degree Project Research scored high (100%), while *ARCH 401/2/3 Advanced Design* Studio and *ARCH 503 Degree Project* Design Studio scored lower although still above the benchmark. Suggested improvements include increasing the emphasis on design methodologies in *ARCH 401/2/3* and synthesizing the use of intra- and extra-disciplinary knowledge in *ARCH 503*.

See the curricular and non-curricular results in the linked PC.5 Assessment Report for more detailed potential improvements:

B.Arch PC_5_Assessment_Report

Links to Associated Materials	
Assessment Documentation	PC.5 Assessment Report
Course Materials	PC.5 Documentation

PC.6 Leadership and Collaboration

How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

B.Arch Program Response:

Reinforcement of Core Design
ARCH 201 and *ARCH 202 Intermediate Design 1 & 2*. The design prompts for the second-year studios build on skill and knowledge development, and balance research and critical thinking with real-world application. The studios partner with two civic institutions, the New York City Department of Parks and Recreation in the fall, and the Brooklyn Public Library in the spring. These partner institutions provide site tours and lectures, and they participate in critique to give students insight into their operation and their significance to the communities they serve. Since the pandemic, the second-year coordinator has organized a series of symposia for the studio, and the school, on both civic institutions to offer additional depth and discussion on the topic.

Mastery of Core Design
In the third-year design studio sequence, *ARCH 301* and *ARCH 302 Comprehensive Design,* the students work in two-person teams to develop their collaboration and leadership abilities. Through this collaborative experience, they learn to discuss, debate, and find solutions as a team, in the development of their studio project. Faculty and consultants guide the teams in keeping track of progress and development toward completion, with time management as a crucial element of the collaboration. The studio format also exposes students to leadership principles as they engage in and dialogue with local organizational leaders and community members and become sensitive to local conditions and concerns.

In the fall semester, the problem for the third-year design studio, *ARCH 301*, is to design a market that provides access to fresh food and a community center that provides programming to address food insecurity. The studio's community partner is the non-profit organization Amber Wave Farms, located in Long Island. It provides space for public engagement, farming apprenticeships for young adults to grow

food, and children's educational programming, and it supports local community members with issues of food insecurity through its farm and market. This collaboration allows for direct engagement with an active community group, and helps student learn to define and understand the project's stakeholders in relationship to their programmatic needs. *ARCH 302,* the spring studio, partners with the New York City Department of Housing Preservation and Development, a civic agency that has created an extensive plan to address gentrification, housing affordability, and housing insecurity in the nearby neighborhood of Bedford-Stuyvesant. The housing program requires the students to address the emerging trend of cohousing for single-parent, multiple-generation, and live/work communities with shared, communal space programs. The third-year design coordinators have rebuilt the stakeholder relationships and dialogue with community organizations.

Leadership and Collaboration – Assessment, Benchmark, and Improvement
The above courses address the PC.6 Leadership and Collaboration requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.6 Leadership and Collaboration, in the most recent curricular assessment results 93% of respondents answered "yes," 3.5% "partially," and 3.5% negatively. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Most architectural design studios scored high (>85%) except for *ARCH 201 Intermediate Design*, where 70% responded positively, below the benchmark. In this course, a potential improvement would be to define team leadership and roles more clearly.

See the curricular and non-curricular results in the linked PC.6 Assessment Report for more detailed potential improvements:

B.Arch PC_6_Assessment_Report

Non-Curricular
As a means of expanding the dialogue in collaborative practice at the school in the Fall 2023 the B.Arch program hosted the Engaging Communities, Pedagogy, and Practice Symposium. The event was a series of conversations that interrogated the litany, legacy, and practice of community engagement, as pursued by the academy, with the goal of unpacking these initiatives' past, present, and future.

Links to Associated Materials	
Assessment Documentation	PC.6 Assessment Report
Course Materials	PC.6 Documentation

PC.7 Learning and Teaching Culture

How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

B.Arch Program Response:

Pratt Architecture's Studio Culture Policy and the B.Arch's Program Ethos establish the program's learning and teaching culture and facilitates how the administration, faculty, and students work together. First, the longstanding practice of grouping 12 to 15 first-year students in cohorts that take their core courses together, creates a stable foundation for the demanding architecture program. This structure also supports communication among area coordinators and the five faculty members, who can stagger presentation and exam dates and observe and communicate students' progress and challenges. Second, the B.Arch Curriculum Matrix illustrates the integration of required coursework into the studio problem, creating an experiential learning process where students practice the direct application of lessons learned in supporting seminars. In addition, the required core sequence relies on a lecture + lab course delivery models. The entire class hears one lecture together; then, students meet with their respective section instructors for a deeper review and application. The B.Arch curriculum evaluation also resulted in the incorporation of micro lectures into first- and second-year design studios, allowing consistent delivery of course material from diverse perspectives.

Remaining versed on digital technologies, and tools, and their complementary relationship to analog techniques and processes, is integral to the institute, school, and program's culture of making. The Digital Futures Group founded in UA supported the fast growth of the program's technological resources. It has since joined Pratt's Interdisciplinary Technology Lab (ITL). This entity supports learning-by-making and experimentation equipment such as 3D printers and scanners in addition to our shop facilities.

Learning and Teaching Culture – Assessment, Benchmark, and Improvement
The above courses address the PC.7 Learning and Teaching Culture requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.7 Learning and Teaching Culture, in the most recent curricular assessment results 98% of respondents answered "yes," 1.5% "partially," and 0.5% negatively. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Most architectural design studios scored well above the benchmark, while *ARCH 202 Intermediate Design Studio* scored lower, while still above the benchmark. Potential improvements suggested for this course include a librarian workshop at a midpoint in the project for more programmatic understanding.

See the curricular and non-curricular results in the linked PC.7 Assessment Report for more detailed potential improvements:

B.Arch PC_7_Assessment_Report

Non-Curricular
Publications:
As part of the rich history of knowledge sharing in the department, the B.Arch program participates in the publication of *InProcess*, the School of Architecture's annual almanac of work, featuring the school's design studios, representation courses, and technology, morphology curriculum. Each year the publication provides a platform for faculty and students to set out the specific agendas, experiments, attitudes, debates, and speculations vital to the program's culture.

Events
The Research Yard is a 20,000-square-foot facility that brings together the research activities of Pratt Institute. Each year the center hosts the Pratt Research Open House to showcase faculty research in the institute. It serves as a forum for the Pratt community to experience the bleeding edge of design innovation.

Links to Associated Materials	
Assessment Documentation	PC.7 Assessment Report
Course Materials	PC.7 Documentation

PC.8 Social Equity and Inclusion

How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

B.Arch Program Response:

Community engagement and social responsibility are one of the school's critical areas of focus. The projects in the studio sequence and the required seminars, from second through fifth year, are purposefully charged with the issues that reflect the dilemmas of our day, to elicit solutions grounded in socially responsible and environmentally conscious design. Student design proposals embrace neighborhoods and communities in Brooklyn, New York City, and around the globe.

ARCH 251 History and Theory 3 and *ARCH 252 History and Theory 4* address the interaction between architectural history, recorded Western and non-Western cultural, social, political, environmental history, and the built and living environment.

ARCH 201 Intermediate Design 1: Horizontal Paradigms and Alterations
ARCH 202 Intermediate Design 2: Vertical Paradigms and Adaptations
The fall semester explores the mat-building typology for an addition to a New York City public swimming pool and the tower typology for an addition to a New York Public Library branch. Informed by studying the discriminatory history of access to public parks and the maintenance of our public libraries, both projects help deepen students' understanding of underserved communities and how to translate that understanding into responsive designs.

ARCH 301 Comprehensive Design 1: The Civic Spaces of Exchange
ARCH 302 Comprehensive Design 2: Emergent Co-housing Communities
The fall semester program addresses food insecurity, access to fresh food, and the effects of gentrification. The Lower East Side site's clientele range from higher-income occupants at the north end of the park site to a diminishing population of longer-time locals toward the south with limited access to affordable fresh food.

In the spring term, the program centers on creating cohousing to offer more affordable housing in Brooklyn's Bedford-Stuyvesant neighborhood, a community of diverse occupants who have struggled to remain in their neighborhood against a tide of wealthier new owners and developers.

Both studios require students to delve into social, cultural, and economic issues and characteristics and address them equitably in their design projects.

ARCH 454 Urban Genealogies
In this one-semester course, offered in the fall and spring, students shift their focus from building to city scale to understand how the urban condition, in New York and globally, affects people of different cultural and economic backgrounds.

In *ARCH 501 Degree Project Research*, fifth-year students apply their critical thinking and research skills to analyzing advanced texts and social and cultural information. Their study supports their degree project development, informs how they represent their projects visually, and culminates in a critical document of their Spring project proposal.

Social Equity and Inclusive Environments – Assessment, Benchmark, and Improvement
The above courses address the PC.8 Social Equity and Inclusive Environments requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied PC.8 Social Equity and Inclusive Environments, in the most recent curricular assessment results 95% of respondents answered "yes," 3% "partially," and 2% negatively. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Architectural design studios scored above the benchmark, except for *ARCH 152: History and Theory 2*, which scored below 80%. Potential improvements suggested for this course could include focusing more on a specific set of buildings as a lens through which to look at broader historical transformations.

Non-Curricular
In celebrating the diversity of the student body, faculty, and community that Pratt is a part of, we cite the spectrum of diversity as reflected in our student organizations, and events programming.
Student organizations:

- NOMAS + student-created NOMAS Resource (Student reps: Guillermo Garza, Alekhya Natarajan, Cheryl Lou, Chris Kim)
- Femmes of the Future (Student reps: Samantha Agostinelli, Tanvi Singh, Kriti Malik)
- LAAB (Student reps: Maria Gutierrez Matos, Maiya Hirschhorn, Natalia Rossi)

Events
Engaging Communities_ Pedagogy and Practice Symposium – A series of conversations that interrogated the litany, legacy, and practice of community engagement, as pursued by the academy, with the goal of unpacking these initiatives' past, present, and future.
Black Live(s) & Black Space(s) Care, Community: Housing – A conversation between African-American professionals, architects, and developers about the discriminatory housing policies that have devastated the economic and social fabric of the Black community, and how joy can be leveraged to repair it.

Changes Since Last Accreditation
The program has worked to re-establish connections with local community groups and stakeholders that were lost during the pandemic and that are intrinsic to the design studios. The second-year studio relationships have been restored. While the relationships with the third-year organizations are being rebuilt, the third-year studios are supported by stakeholder data, site information, history, and user-group information.

See the curricular and non-curricular results in the linked PC.8 Assessment Report for more detailed potential improvements:

B.Arch PC_8_Assessment_Report

Links to Associated Materials	
Assessment Documentation	PC.8 Assessment Report
Course Materials	PC.8 Documentation

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

The second-year general education course, *MSCI 271 Ecologies for Architects,* is a prerequisite for the environmental systems sequence. The architectural technology sequence begins in the second year with architectural materials, architectural assembly systems, and the structures sequence – statics, steel, and concrete. The third year offers more advanced studies in structures, environmental and building systems, with instruction addressing issues regarding the building's envelope, life-safety regulations, active and passive systems, and ecological imperatives.

Reinforcement of Architectural Technologies
ARCH 261 Architectural Materials defines what constitutes contemporary sustainable practices. LEED and LEED evaluation process are followed by a review of the periodic table and atomic bonding categories, with a detailed investigation of material usage in historic and prevailing practice. The course provides instruction in assembly systems, structures, and the building envelope that the students synthesize into a case study presentation.

Students working on the sustainable design case study assignment learn the fundamentals of sustainable design and construction in wood and masonry buildings, by researching and analyzing architectural examples, focusing on energy efficiency and material utilization. Their drawings and models demonstrate their understanding of the building envelope and its components, connections, materials, function, and operation. For the second part of the assignment, students construct a basswood bay model that articulates the building envelope's relationship to the building's structural system.

In *ARCH 262 Architectural Assembly*, students investigate the complex relationships between the building envelope and the environment by being introduced to the latest technological advances in curtain wall systems. The course reviews the fundamental interactions of fire, water, kinetics, sound, energy, and temperature control. Analysis of skin systems includes the extensive role of layering in the building and design process, particularly rainscreen design principles.

Mastery of Architectural Technologies: Building Environments and Services
ARCH 361 Building Environments helps students research and navigate the relationship between quantifiable data and subjective ideals of human comfort related to light, sound, temperature, and energy (light/dark, warm/cold, quiet/loud), so that they learn to calibrate building environments with both passive and active systems. They integrate these lessons into their fall semester final design studio proposals.

ARCH 362 Building Services delves further into active service systems: energy and enclosures, mechanical systems, plumbing systems, electrical systems, life safety and fire protection, vertical transportation, acoustic control, and lighting design, with an emphasis on integrated design and sustainability. These lessons further inform the third-year design studio final design project.

ARCH 364 Construction Documents teaches students to expand their facility in professional documentation through the technical integration of their third-year design proposal. Students understand that construction documents synthesize mechanical, egress, and environmental systems as essential measures of occupants' health and safety. They further develop life safety, environmental systems, and building envelope design, and test them for efficiency. The B.Arch program also hires instructors with expertise in building information modeling (BIM) technology.

Health, Safety, and Welfare of the Built Environment – Assessment, Benchmark, and Improvement

The above courses address the SC.1 Health, Safety, and Welfare of the Built Environment requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied SC.1 Health, Safety, and Welfare of the Built Environment, in the most recent curricular assessment results 86% of respondents answered "yes" and 14% "partially." Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Although aggregated results were higher than the benchmark, *ARCH 261 Architectural Materials*, *ARCH 262 Architectural Assemblies*, and *ARCH 362 Building Services* scored lower than 85%. Potential improvements for *ARCH 261* could be more emphasis on building codes and ADA, for *ARCH 262* more time spent on sustainability beyond case studies, and for *ARCH 362,* greater integration of system diagrams.

See the curricular and non-curricular results in the linked SC.1 Assessment Report for more detailed potential improvements:

B.Arch SC_1_Assessment_Report

Links to Associated Materials	
Assessment Documentation	SC.1 Assessment Report
Course Materials	SC.1 Documentation

SC.2 Professional Practice

How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Mastery of Architectural Technologies
The B.Arch program is committed to the Program Ethos, which states, "Pratt Undergraduate Architecture students lead in ensuring that the profession is more responsive and responsible to the communities it serves." The undergraduate studio culture reflects an atmosphere of collegiality among faculty and students and instills a sense of respectful and inclusive discussion and debate, through mindful regard of other cultures and communities.

ARCH 363 Professional Practice equips students with an understanding of both the requirements and opportunities of a career in architecture. *(See PC.1 for course details.)* Students learn the tenets of architectural practice and project management, including the phases of project development, standard services, building services, code analysis, and legal, professional, and statutory requirements between the architect, client, and the contractor. Through the AIA contract document series, laws, codes, ethics, and management theories, students understand the architect's contractual and ethical responsibilities in concert with sound business practices and in collaboration with consultants and industry partners.

Professional Practice – Assessment, Benchmark, and Improvement
The above courses address the SC.2 Professional Practice requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on the course material and student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to the faculty via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied SC.2 Professional Practice, in the most recent curricular assessment results 100% of respondents answered "yes." Although the results were overwhelmingly positive, members of the teaching cohort suggested that more cross-section communication and sharing could improve the course fulfillment of course goals and student learning objectives. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

See the curricular and non-curricular results in the linked SC.2 Assessment Report for more detailed potential improvements:

SC_2_Assessment_Report

Links to Associated Materials	
Assessment Documentation	SC.2 Assessment Report
Course Materials	SC.2 Documentation

Changes Since Last Accreditation
The course expanded its diversity of lecturers to reflect the diversity of the student body and the domestic and international interests of the current and future state of the built environment. The metropolitan area of New York City provides this opportunity for the students.

SC.3 Regulatory Context

How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

B.Arch Program Response:

Knowledge of laws and regulatory context begins in the second year of the curriculum's structural sequence. In *ARCH 232 Steel Structures*, students learn to use the American Institute of Steel Construction Manual when calculating structural steel equations in the course assignments and for the final project's analysis. The steel components and details are further explored in the steel framing project in *ARCH 262 Assemblies.* In *ARCH 331 Concrete Structures,* students are introduced to the American Concrete Institute's Building Requirements of Structural Concrete manual to test the calculations necessary for the course's assignments and projects. Both courses prepare the students for the Architect Registration Exam (ARE).

In *ARCH 362 Building Services*, students learn about codes related to life safety such as egress, sprinkler, and fire suppression systems. Additionally, the students understand the calculations for active

mechanical systems for comfort, health, and energy efficiency and apply these lessons to the *ARCH 302 Comprehensive Design 2* studio in their final projects.

In the third year, the required core seminar assignments apply specifically to the third-year studio project. In *ARCH 363 Professional Practice*, students review New York regulations and zoning requirements relevant to their design studio project. They also learn the contract documents required to provide a bid and authorize a project for construction. For the fall *ARCH 301 Comprehensive Design 1* studio, students write an environmental impact statement, and in *ARCH 364 Construction Documents* they learn to assemble and organize a set of documents to secure a building permit and obtain bids from contractors. In the course, the students understand how to synthesize site conditions and user, regulatory, and accessibility egress requirements, in a set of construction documents that, in practice, are submitted to building department regulatory agencies for approval. Additionally, the students understand the necessary specification documents that are required for a bid proposal from general contractors.

Regulatory Context – Assessment, Benchmark, and Improvement

The above courses address the SC.3 Regulatory Context requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied SC.3 Regulatory Context, in the most recent curricular assessment results 93% of respondents answered "yes," 4% "partially," and 3% negatively. Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Although aggregated results were higher than the benchmark, *ARCH 261 Architectural Materials*, *ARCH 262 Architectural Assemblies*, and *ARCH 362 Building Services* scored lower than 85%. Potential improvements for *ARCH 261* could be more emphasis on building codes and ADA, for *ARCH 262* more time spent on sustainability beyond case studies, and for *ARCH 362,* greater integration of system diagrams.

In general, all courses scored above the benchmark; *ARCH 302 Comprehensive Design 2* scored lower, although still above the benchmark. Potential improvements suggested for this course include instilling a deeper understanding of zoning requirements.

See the curricular and non-curricular results in the linked SC.3 Assessment Report for more detailed potential improvements:

B.Arch SC_3_Assessment_Report

Links to Associated Materials	
Assessment Documentation	*SC.3 Assessment Report*
Course Materials	*SC.3 Documentation*

SC.4 Technical Knowledge

How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

B.Arch Program Response:

The sequence of undergraduate technical courses gives students an overall understanding of the analysis and design of building structural systems and the ability to calculate the size of structural members and integrate the structure into an entire building. *ARCH 231 Statics and Strength of Materials* offers an introduction to the analysis and design of building structures. In *ARCH 232 Steel Structures*, students then learn about specific structural requirements for a steel building and, in *ARCH 331 Concrete Structures*, structural concrete systems, so that they can detail a concrete building structure.

Reinforcement of Architectural Technologies

ARCH 261 Architectural Materials reviews basic building materials, wood, masonry, and concrete, specific to small and medium scale projects, in the context of fundamental building issues. Each primary material is studied for its material properties, historical evolution, relevance to contemporary practice, use in existing and emerging products, and its profile regarding sustainability and LEED evaluation.

ARCH 262 Architectural Assembly Systems reviews the assemblage of materials as it pertains to building applications, including sustainable design and the interaction of structural and non-structural building assemblies: exterior building systems (building envelope, curtain wall and glazing systems, and roofing), and interior systems (ceilings, and interior partitions). The course investigates the complex relationships between the building's envelope and the environment, using the latest architectural examples in international technological developments. Analysis of skin systems includes the extensive role of layering in the building and design process, particularly rainscreen design principles.

Mastery of Architectural Technologies

Building Environments and Services

As future architects and contributors to the built environment, students must understand the applied science of calibrating building environments. In *ARCH 361 Building Environments*, they learn the complex relationship between quantifiable data of scientific principles, and the subjectivity of the ideal of human comfort. The course explores the scientific principles applicable to achieving the spectrum of relative "comfort," followed by using design as research to test its application. Students understand passive systems as the first measure for design and augmenting with active systems, which require modifications through clear passive environmental design principles. *ARCH 362 Building Services* proceeds from the fall course, focusing more specifically on the fundamental knowledge of "active" service systems employed in contemporary buildings, including energy and enclosures, mechanical systems, plumbing systems, electrical systems, life safety and fire protection, vertical transportation, acoustic control, and lighting design.

Professional Practice and Construction Documents

The project management lectures and assignments in *ARCH 363 Professional Practice* build students' understanding of contracts, bid documents, and financial management. These include identifying financial aspects of architectural office practice and pre-design selections for cost controls, construction financing evaluations, and structure of bidding methods.

ARCH 364 Construction Documents provides students with an understanding and competence in preparing construction documents for the construction of a medium-sized steel structure, based on the *ARCH 301* final project. Construction documents further develop the project through the technical documentation and specifications for how buildings are bid, approved, and built. Students examine all the phases of a project's evolution and understand what is necessary to describe and document a building for construction.

Technical Knowledge – Assessment, Benchmark, and Improvement
The above courses address the SC.4 Technical Knowledge requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied SC.4 Technical Knowledge, in the most recent curricular assessment results 95% of respondents answered "yes" and 5% "partially." Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

Although aggregated and individual course results were higher than the benchmark, *ARCH 361 Building Environments* and *ARCH 362 Building Services* scored below the benchmark. Potential improvements for *ARCH 361* could be using more straightforward building types for systems design precedents, and for *ARCH 362*, a more thorough analysis of emerging technologies.

See the curricular and non-curricular results in the linked SC.4 Assessment Report for more detailed potential improvements:

B.Arch SC_4_Assessment_Report

Links to Associated Materials	
Assessment Documentation	SC.4 Assessment Report
Course Materials	SC.4 Documentation

Changes Since Last Accreditation
B.10 Financial Considerations
Since the last NAAB visit and the 2018 IPR, the lectures and exams in *ARCH 363 Professional Practice* have been revised to augment students' understanding of project financial planning and methods, material and labor costs, feasibility, operational costs, and life-cycle analysis. See SC.4 - Technical Knowledge and the *ARCH 363 Professional Practice* course that addresses the economics of an architectural practice.

SC.5 Design Synthesis

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

B.Arch Program Response:

The third-year curriculum, which includes the comprehensive design studios and required core technical seminars, focuses on the professional and technical aspects of architectural practice. In the studio, upon completion of the project's schematic design phase at midterm, students turn their attention to resolving the synthesis and integration of the project's building and environmental systems and present their solutions as part of the deliverables for their final presentation. Design instructors and the student teams are supported by a cohort of professional consultants with expertise in structural, mechanical, and facade systems, emulating an office environment in which consultants actively participate in project development.

Mastery of Core Design and Architectural Technologies

The design studio theme for the third year is "Collective Assemblies – Civic Spaces of Exchange." The fall semester *ARCH 301 Comprehensive Design 1* studio project is a fresh food market and learning center in Lower Manhattan. As described in PC.2 and PC.8, the studio requires students to demonstrate their ability to research site conditions and the needs of community stakeholders via site visits and the analysis of accessible qualitative data. The faculty support the students with micro lectures and materials on fresh food markets, community centers, the history of the site, the history of the typology of markets, the issue of food insecurity, and the mission and impact of food organizations like the edible schoolyard and neighborhood community garden newsletters. The mechanical consultants provide in-studio lectures on passive and active environmental systems, foregrounding the lessons from *ARCH 361 Building Environments*. Alongside the design studio project development, students take *ARCH 361 Building Environments, ARCH 363 Professional Practice,* and *ARCH 331 Concrete Structures,* learning skills that demonstrate design synthesis. These accomplishments are then advanced in the spring semester in *ARCH 362 Building Services* and *ARCH 364 Construction Documents*. These support seminars introduce students to novel trends and techniques in user group research, passive and active environmental systems, life safety regulations, land use, zoning, and environmental impact processes, and are coordinated to have a direct impact on the students' studio project. In the spring semester course, *ARCH 364 Construction Documents,* students add technical and BIM abilities.

Third-year students demonstrate the elements of design synthesis primarily in the design studio, except for the *ARCH 363 Professional Practice* assignment of an analysis and statement regarding the ecological impact of the studio site; this report is included in the *ARCH 301* Student Asset Portfolio.

The fall curriculum also introduces the concepts of structural, mechanical, life-safety, and facade systems integration. Students demonstrate the following building and environmental system integration in their projects:

- Structural – steel construction, metal framing armature for facade assembly, and concrete foundations
- Mechanical – three zones of thermal conditions (conditioned for public learning/offices; unconditioned for the central market; exterior programmed spaces); system types (heat pumps for conditioned programs; passive strategies/ rainwater collection/ green roofs/ energy efficient roofs; ventilation systems; plumbing; and life safety)
- Envelope – rainscreens for walls with various roof systems (metal, glass, photovoltaic, skylights, and green) and window and door systems
- Site Design – exterior program planning, traffic access, parking needs, and pedestrian paths

B.Arch Curricular Matrix for SC5 and SC6 course relationship

Design Synthesis – Assessment, Benchmark, and Improvement
The above courses address the SC.5 Design Synthesis requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive ("yes") responses to whether the student work reviewed satisfied SC.5 Design Synthesis, in the most recent curricular assessment results 96% of respondents answered "yes" and 4% "partially." Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

In general, all courses scored above the benchmark, while *ARCH 361 Building Environments* scored lower, although still above the benchmark. Potential improvements suggested for this course include using the *ARCH 302* housing studio project to explore passive system implementation.

See the curricular and non-curricular results in the linked SC.5 Assessment Report for more detailed potential improvements:

B.Arch SC_5_Assessment_Report

Changes Since Last Accreditation
The third-year studio coordinators are working to restore relationships with local groups, organizations, and individuals that represent the community to their pre-pandemic state. Direct experience with community stakeholders provides students with a reflection of client and user group interaction and the challenges of engagement in practice.

B.1 Pre-Design:
Since the last NAAB visit, in response to the 2018 IPR, *ARCH 301 Comprehensive Design Studio* now requires students during pre-design to synthesize information collected from zoning, code, and demographic analyses, with their evaluation of the project's site conditions, prevailing wind, solar orientation, etc., leading to a programmatic solution that balances the needs of the community with the challenges of place. Working to define the program for the market and community center also stimulates critical discussions in designing equitably for diverse communities. In conjunction, *ARCH 363 Professional Practice* provides essential knowledge for pre-design. (Pre-design topics are also covered in SC.3 Regulatory Requirements.)

Links to Associated Materials	
Assessment Documentation	SC.5 Assessment Report
Course Materials	SC.5 Documentation
B.Arch Curriculum Matrix	SC.5 + SC.6 Condensed Matrix
Student Work	SC.5 Student Work

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

B.Arch Program Response:

Mastery of Core Design and Architectural Technologies

The project in the third-year spring semester studio, *ARCH 302 Comprehensive Design 2,* centers on emergent cohousing communities in the nearby, mixed socioeconomic neighborhood of Bedford-Stuyvesant. The faculty provides information and lectures on the Bedford-Stuyvesant community initiatives, issues of gentrification and affordable housing, the rise of shared economies, inventive models of living, and the local community's social and cultural environment shifts. Additionally, we discuss new housing models for growing housing demands for single-parent, multigenerational, and live-work communities that require innovations in housing and shared program opportunities.

The course builds on the introduction and reinforcement of SC.5 in the fall semester and provides a foundation for integrating structural and environmental systems, envelope assemblies, and measurable performance. In the spring studio, students demonstrate the ability to accomplish all the elements of SC.6 Building Integration, supported by *ARCH 362 Building Services.*

As in the previous semester, a group of consultants with expertise in structural, mechanical, and facade systems supports the studio environment. Once again, once the students have completed schematic design by midterm, they work on integrating the building envelope assemblies, structural and life-safety systems, and environmental controls, as well as measuring building performance outcomes, into the final design and the required deliverables. Their ability is demonstrated in their *ARCH 302* Student Portfolios.

Students demonstrate the following building and environmental system integration in their projects:

- Structural – concrete construction, concrete masonry units or metal framing armature for rainscreen, concrete foundations, thermal breaks for inside/outside, and retaining walls for the cellar
- Mechanical – two zones of thermal conditions: public programs ducted, with a scale fresh air supply; private programs with local heat pumps that circulate fresh air; rainwater collection/ green roofs/ energy efficient roofs; fire protection systems, ventilation, life-safety; plumbing riser diagrams and exhaust systems.
- Envelope – building facade systems; rainscreens for walls, with various roof systems (metal, glass, photovoltaic, skylights), balcony, window, and door systems.

B.Arch Curricular Matrix for SC5 and SC6 course relationship

Building Integration – Assessment, Benchmark, and Improvement

The above courses address the SC.6 Building Integration requirements. General benchmarks were assigned based on discussions with curricular coordinators. Detailed assessment results for each course, based on student work reviewed, appear in the assessment report *(see link below)*. These were obtained from curriculum assessment questionnaires distributed at the end of every semester to faculty and internal and external guest critics via the process described in Section 5.2 – Planning and Assessment.

The aggregated results for all courses fulfilling the criterion are as follows: With a benchmark of 85% positive (“yes”) responses to whether the student work reviewed satisfied SC.6 Building Integration, in the most recent curricular assessment results 95% of respondents answered “yes” and 5% “partially.” Potential improvements would include an assessment of the benchmarks and of the questions to obtain more granular information regarding the fulfillment of the criterion.

In general, all courses scored above the benchmark. However, potential improvements suggested for these courses include introducing structure earlier for deeper building integration.

See the curricular and non-curricular results in the linked SC.6 Assessment Report for more detailed potential improvements:

B.Arch SC_6_Assessment_Report

Links to Associated Materials	
Assessment Documentation	SC.6 Assessment Report
Course Materials	SC.6 Documentation
B.Arch Curriculum Matrix	SC.5 + SC.6 Condensed Matrix
Student Work	SC.6 Student Work

3—M.Arch – Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

NOTE: THESE ANSWERS ARE ONLY FOR THE M.ARCH

The M.Arch program guides students in the development of skills, knowledge, and perspectives from the individual to the team, the profession, and the global. The program also balances academic understanding and critical thinking with professional, real-world application, especially in the realms of environmental stewardship and sustainability, technology and innovation, community and social responsibility and social justice, and urbanism in the living context of New York City.

3.1 Program Criteria (PC)

M.Arch Program Response:

Assessment Benchmark and Data Collection/Analysis

Student work in the courses highlighted in PC and SC sections is collected and evaluated through direct and indirect methods.

Direct methods of assessment include faculty grading meetings (FGM) and peer course review sessions (PCR). The faculty and coordinator assess student work in the FGM before grades are due. A team of the coordinator and three faculty members assess student learning outcomes associated with each core course in the PCR. Following the PCR, the coordinator writes a PCR Assessment Summary which is discussed in the curriculum review workshop (described below).

Indirect methods of assessment include course evaluations (CE) and student course surveys (SCS). Students receive CEs following the final course meeting, and the administration and coordinators review the aggregated results. SCSs query each course's effectiveness at achieving the learning objectives and are distributed to students to gather data on their experience with learning outcomes.

At the curriculum review workshop held at the end of the academic year, the faculty together review and assess the accumulated data, including the Critic at Large reports. Following the CRW, the course faculty and coordinator hold a syllabus planning workshop (SPW) in June, where they identify changes to the student learning outcomes and syllabi. Course coordination meetings (CCM) are held in August, before the upcoming academic year, to finalize course details, bibliographies, assignments, deliverables and schedules.

Diagrams showing a graphic representation of the circular process of assessment can be found in the appendix.

M.Arch Assessent Cycle Diagram

(See Section 5.2.2 for a description of the assessment process.)

PC.1 Career Paths

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

M.Arch Program Response:

Students in the Master of Architecture program gain an understanding of expanding modes of architectural practice and range of career opportunities through the required professional course, *ARCH 861 Professional Practice* and the core design course *ARCH 601 Media and Methods*. Lectures, exhibitions, and events at the school bring other opportunities for students to learn about career paths in architecture.

Career Paths in Program Core

M.Arch students have their first exposure to the pathway to licensure in the semester 1 design studio, *ARCH 601 Design 1 Media and Methods*. In a workshop titled, *The Position of an Architect: Academy to Practice,* they learn how they can begin working toward licensure during their first year in the program.

ARCH 861 Professional Practice, developed by our Practice Coordinator and Architect Licensing Advisor, Professor Carisima Koenig. is taken in semester 4 and prepares students by exploring contemporary practice issues. The course covers a wide spectrum of topics, including political, social, financial, legal, environmental, and ethical issues, all through the lens of the health, safety, and welfare of the public. *ARCH 861 Professional Practice* has a seminar-lecture-discussion format focused on weekly topics that support three key practice themes: the establishment of the architectural practice, conditions of contemporary practice, and alternatives and near-future potentials. The course sections are taught by architects practicing in different roles in the New York region. The lecture series has invited guests who are innovating in architecture, engineering, and construction. Guests speak to the topic of the week and their place within the industry, including their own career path.

The week 2 lecture and assignment focus directly on pathways to licensure. Students gain an understanding of pathways, based on jurisdictional requirements, to becoming licensed as an architect in the United States. The pathway-to-licensure assignment calls for each student to describe the licensure pathway in New York State and another jurisdiction of the student's choice.

Career Paths in Non-Curricular Lectures, Exhibitions, and Events

The program, department, and school host lectures and events conducted by faculty, practitioners, and alumni to familiarize students with the range of paths to licensure and career opportunities possible with an architecture degree. M.Arch alumni participate in midterm and final reviews and share their insights as working professionals relative to their Pratt training. M.Arch alumni events allow students to learn about types of practice within the profession.

M.Arch alumni return to Pratt to present their professional work and to participate in panel discussions, where student attendance is required. In Spring 2024, GSC members organized GAUD Alumni Flashtalks, a panel discussion with graduates from various departments to share their experience of different career paths. At the event, Pratt alumni presented career paths including working in large corporate firms, owning small residential and commercial firms, fabrication, forensic architecture, product design and management, education, and hybrid practices that combine architecture with interior design and landscape.

Alumni review portfolios of first-year students in *ARCH 612 Mediums 2: Advanced Modeling and Drawing,* creating an opportunity for students to network and be advised on career paths and for alumni to connect with and mentor current students. Students have successfully secured employment through these events.

The school's Center for Career and Professional Development offers a popular yearly Career Day each spring with representatives from over 50 architecture firms, including some M.Arch alumni, who meet

individually with students. The link below provides a list of employers with whom M.Arch students have worked, both during summer internships and after graduation:

M.Arch PC. 1 Folder

Career Paths – Assessment, Benchmark, and Improvement
In *ARCH 861 Professional Practice*, career path knowledge is evaluated through assignments that cover paths to licensure. A review of the student work in these assignments in the FGM found that 90% of the students exhibited an understanding of career paths for people with an architecture degree. The PCR summary recommends augmenting assignment 1 to incorporate more innovative approaches to architecture education and professional preparation. Previously, the benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 601 Design 1: Media and Methods*, career path options are presented through lectures that cover paths to licensure. We aim to assess this in the future with an assignment that assesses student understanding of paths to licensure in their first semester of the program.

Following the 2016 accreditation visit, student and faculty feedback about curriculum led to two key changes. First, in 2017 *ARCH 861 Professional Practice* was moved from semester 5 (third year) to semester 4 (spring of second year), allowing students to acquire an in-depth understanding of practice before their last summer before graduation. Locating *ARCH 861 Professional Practice* in semester 4 also aligns it with the studio *ARCH 704 Design 4*: *Integrated Contexts and Mediums*, in which students work in teams with consultants. By taking the courses simultaneously, they gain a holistic view of professional practice.

The 2020 curriculum review suggested that *ARCH 861 Professional Practice* course sections were too dissimilar. Consequently, the practice curriculum was updated and unified under a single syllabus.

Links to Associated Materials	
Assessment Documentation	PC. 1 Assessment Documents
Course Materials	PC. 1 Folder

PC.2 Design

How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

M.Arch Program Response:

Pratt M.Arch students develop their individual skills and knowledge and learn how the design process shapes the built environment at multiple scales and settings through the sequence of four core studios, including *ARCH 601 Design 1: Media and Methods*, *ARCH 602 Design 2: Interiorities and Contexts*, *ARCH 703 Design 3: Urban Qualities and Materialities*, and *ARCH 704 Design: Integrated Contexts and Mediums.*

In parallel, the Mediums and Technology course sequences support the studio sequence through an emphasis on the development of representational, technical, integrative, and analytical skills.

Design in Program Core

The first-year design curriculum introduces fundamental relationships between buildings, inhabitants, and their immediate contexts through digital and physical forms of representation.

The studio project in *ARCH 601 Design 1: Media and Methods* is a conversion of existing residential buildings on Governors Island, which were once the homes of Coast Guard members, into artists' studios. Assignments call for a variety of representations and media to investigate spatial and material relationships between existing contexts and proposed interventions at the building scale.

In *ARCH 602 Design 2: Interiorities and Contexts*, students design a learning environment for a flood-prone site in Red Hook, Brooklyn to explore the relationship of a new structure to a city block in a low-rise urban context.

The second year introduces the fundamentals of building construction and systems. Second-year studios align with the advanced technology course sequence and have shared requirements and deliverables.

The *ARCH 703 Design 3: Urban Qualities and Materialities* project — a mixed-use residential tower in the Farragut Houses, a public housing complex two miles from Pratt's Brooklyn campus — focuses on contemporary architectural urbanity. Following the accreditation visit in 2016, the *ARCH 703 Design 3: Urban Qualities and Materialities* project was changed from a mid-rise to a high-rise, inviting students to understand how to design at the scale of the city.

Following the 2016 accreditation visit, the project in *ARCH 704 Design 4: Integrated Contexts and Mediums* shifted from sites around the globe to sites in New York City, allowing students to develop their design with direct observation of the building site. The "Living Machine" project in this studio combines a greenhouse, a food market, and a composting facility. The project highlights the comprehensive nature of integrating architectural design and building systems, the complexities of a design proposal's contexts, and the expertise required to handle a variety of architectural mediums.

Together, *ARCH 703* and *ARCH 704* teach the integration of multiple essential factors into the design process. In *ARCH 703 Design 3: Urban Qualities and Materialities* students consider structural and material requirements and integrate knowledge from the technology course sequence. In *ARCH 704 Design 4: Integrated Contexts and Mediums,* the design of a project of moderate complexity takes students through all aspects of design development, from formulating a response to a site through pre-design and design development, culminating in the development of a design development set that includes the documentation of typical construction details.

Design – Assessment, Benchmark, and Improvement

In all four core design courses, design knowledge is evaluated through review of all design assignments. In *ARCH 601 Design 1: Media and Methods*, the FGM review of the students' assignments found that 92% of the students exhibited an understanding of design thinking. Following the 2024 PCR summary, we will add assignments to improve students' understanding of site analysis, scale, and strategies for alteration. Specifically, assignments will be structured to improve students' precision, scaling, and detailing of the sites of intervention into the existing building fabric. Students will also diagram the relationship between the existing and proposed conditions of the building and its immediate context. Previously, the benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 602 Design 2: Interiorities and Contexts,* the FGM review of the students' assignments found that 91% of the students exhibited an understanding of precedent research, site analysis, and circulation systems. The PCR summary recommends an additional assignment to improve students' understanding of the concepts of site analysis. Specifically, assignments will include a required site plan and section to represent the project in the context of the neighborhood. Students will also be required to write an amended program that illustrates how they have reinterpreted the program requirements through their approach to the project. Previously, the benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 703 Design 3: Urban Qualities and Materialities*, the FGM review of the students' assignments found that 92% of the students exhibited an understanding of site analysis, housing precedent studies, and user group analysis. The PCR summary recommends an additional lecture to improve students' understanding of the concepts of user group analysis. Specifically, assignments will be revised to include both a detailed site research assignment regarding social and political contexts of housing projects (especially in sites with complex cultural histories) and a greater emphasis on detailed analytical drawings, such as building sections, so that students integrate technical knowledge into their design work more fully. Additional lectures from practitioners working in the adaptive reuse of NYCHA properties will be added to the syllabus**.** Previously, the benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, the FGM review of the students' assignments found that 94% of the students exhibited an understanding of integrated design. The PCR summary recommends adding a pinup and presentation requirement to the wall section assignment to improve students' understanding of the concept of integrated design. Previously, the benchmark was 85%. The goal for the next academic year is 96%.

Links to Associated Materials	
Assessment Documentation	*PC.2 Assessment Documents*
Course Materials	*PC.2 Folder*

PC.3 Ecological Knowledge and Responsibility

How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

M.Arch Program Response:

Environmental stewardship and responsibility constitute one of the All-Institute Learning Goals. M.Arch students gain a holistic understanding of the dynamic between built and natural environments in the core Advanced Technology and Design courses, including *ARCH 761 Technology 1: Environmental Control Systems; ARCH 762 Technology 2: Materials and Assemblies; ARCH 704 Design 4: Integrated Contexts and Mediums*; and *ARCH 763 Technology 3: Integrated Building Systems (IBS)*. Lectures, exhibitions, and events at the school augment students' learning about ecological principles and responsibility.

Ecological Knowledge and Responsibility in Program Core
In semester 3, *ARCH 761 Technology I: Environmental Control Systems,* the lectures and assignments teach sustainable approaches to the design of mechanical, electrical, plumbing, and other building systems. Students learn the U.S. Green Building Council's LEED framework and the concepts of environmental performance, integration, and responsible design practices; daylighting and site massing strategies in relation to solar shading; and alternative energy systems, including photovoltaic cells, wind turbines, and fuel cells and the concept of distributed generation. Assignments are based on the studio project and include a site analysis that considers the environment and the elements of light and orientation, noise, and prevailing wind; massing strategies that respond to light and views; and alternative energy sources integrated into the massing strategy.

In semester 3's *ARCH 762 Technology 2: Materials and Assemblies*, a series of case studies illustrates innovative sustainable design approaches and the technical development of building enclosures, including thermal and acoustic performance and moisture protection. Students follow building projects in depth from design through construction with a strong emphasis on fabrication and construction processes.

Faculty from *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems (IBS)* work together to advise students on a project shared between the two courses, and assignments become shared deliverables. In *ARCH 763 Technology 3: Integrated Building Systems* lectures teach students about site and building technology topics related to ecological, building performance, adaptation, and resilience principles necessary to mitigate climate change, specifically in New York City, with urbanism in Pratt's home city as one of the school's primary realms of study.

A series of lectures in *ARCH 763 Technology 3: Integrated Building Systems (IBS)* covers sustainable and integrative approaches to building systems. The "Sustainable Infrastructure" lecture is delivered by Robert LaValva, an expert consultant on sustainable infrastructure, food systems, and public space. Bob Kerns' lecture, "Sustainable Mechanical, Electrical, and Plumbing Systems," focuses on building performance and lessening dependence on fossil fuels. After students define the qualities of enclosure for the different parts of their projects, they attend Kate Kulpa's "Facade Concepts, Research, and Innovation," discussing building skin systems that reduce heat gain and loss.

In *ARCH 704: Design 4 Integrated Contexts and Mediums and ARCH 763 Technology 3: Integrated Building Systems (IBS),* students complete research assignments on site, climate, and facade innovation; they document ecological and climatic conditions and formulate adaptation and resilience approaches; and they incorporate into their design projects high-performance facade systems that consider heat gain and loss, ventilation, building life cycle, and the carbon footprint of material choices. Faculty assess the assignments for their technological accuracy and design integration.

In *ARCH 704 Design 4: Integrated Contexts and Mediums and ARCH 763 Technology 3: Integrated Building Systems (IBS),* shared assignments foster a holistic understanding of the dynamic between built and natural environments, an awareness that will lead students to approach climate change responsibly in their professional careers. Prior to the last accreditation, different sections of the *ARCH 704 Design 4: Integrated Contexts and Mediums* course studied climate conditions at different locations around the globe. Following the 2020 Conditions for Accreditation, faculty assessment of the learning objectives plus student feedback determined that, while students developed a wide base of ecological knowledge by studying global locations, it was more difficult for them to build an understanding of environmental advocacy. The *ARCH 704 Design 4: Integrated Contexts and Mediums* sites were therefore changed to waterfront locations in New York City, each with different site conditions but all affected by water level rise. The New York City sites facilitate students' awareness of their potential engagement in advocacy activities, especially as potential New York City community members, or citizens of any community affected by environmental challenges.

Since the 2016 accreditation visit, the *ARCH 704 Design 4: Integrated Contexts and Mediums* building program has shifted to address waste-to-energy, in response to the complex, controversial, and growing issue of waste management in New York City. The studio brief proposes localizing waste collection within NYC Community Districts and using the waste byproducts (heat, electricity, CO_2) in a public program that is integrated into the project. Studios in recent years have investigated waste-to-energy in the form of incineration, recycling, and, most recently, composting with a greenhouse that can make use of the heat and CO_2. Students learn about waste-to-energy methodologies and integrate a functioning composting system into their design projects.

Ecological Knowledge and Responsibility in Non-curricular Lectures, Exhibitions, and Events

Importantly, the studio work on climate change initiatives led to Pratt's partnership with the NY Climate Exchange and spurred the development of the Center for Climate Adaptation at Pratt Institute, led by former then-GAUD chair David Erdman. The center's mission is to design and implement solutions for

living sustainably in the most vulnerable areas of the planet. Students participate in climate-related, center initiatives and projects as research fellows.

Students also participate in events related to ecological knowledge and responsibility outside of the classroom, including several high-profile, Pratt-cosponsored public events focused on climate adaptation. (*See Section 2: Environmental Stewardship and Professional Responsibility for a full list of relevant events.*)

Ecological Knowledge and Responsibility – Assessment, Benchmark, and Improvement
In *ARCH 761 Technology 1: Environmental Control Systems*, ecological knowledge is evaluated through review of several assignments covering site analysis, massing strategies, and alternative energy systems. The FGM results found that 92% of the students exhibited an understanding of ecological massing strategies and alternative energy systems. The 2024 PCR summary recommends adding a lecture on alternative energy systems to improve students' understanding of the concept. The lecture format will be revised for more classroom interaction. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 762 Technology 2: Materials and Assemblies,* ecological knowledge is evaluated through review of precedent presentations and the final assignment, wall sections. A review of the student grades in these assignments in the FGM found that 79% of the students exhibited an understanding of sustainable materials. The 2024 PCR summary recommends an additional lecture on materials. The report also recommends creating moments of crossover between the design course and the technical courses in the third semester. Consequently, a new pinup between the two technical courses and the design course will allow discussion of shared topics, including ecological knowledge. The previous benchmark was 85%. The goal for the next academic year is 90%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems (IBS)*, ecological knowledge is evaluated through review of assignments covering precedent research and wall sections. A review of the student work in these assignments in the FGM found that 100% of the students exhibited an understanding of ecologically performative facades. The PCR summary recommends adding another in-person presentation involving all the IBS specialties (site, structures, MEP) and facade systems to improve students' knowledge integration and understanding of the concept of ecological design. The previous benchmark was 95%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	*PC. 3 Assessment Documents*
Course Materials	*PC. 3 Folder*

PC.4 History and Theory

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

M.Arch Program Response:

All M.Arch students, including advanced standing students, are required to complete a three-course History and Theory core sequence consisting of *ARCH 651 Six Crises of Representation in Architecture, ARCH 652 Knowledge, Design, and Context,* and *ARCH 753 Materiality and Cities.*

History and Theory in Program Core

ARCH 651 Six Crises of Representation in Architecture examines the history of canons and counter-canons of architectural representation from the Renaissance to the present. By studying the ways in which theories of architectural representation have changed and how these have been studied by Western and non-Western scholars, students develop their own critical interpretation of the relationship of architecture to diverse cultures, societies, technologies, economies, and environments. They also learn to analyze texts and projects, ask critical questions, and develop new ideas through discussion, research and following assessment of student performance. In AY 2020-21 the faculty of *ARCH 651 Six Crises of Representation in Architecture* introduced a research and information analysis workshop with the Art and Architecture librarian to deepen students' research skills.

ARCH 652 Knowledge, Design, and Context builds upon the critical framework established in *ARCH 651 Six Crises of Representation in Architecture,* turning to architecture's connection to the natural and living environment. The course considers the design of the built environment in connection with life systems, ecologies, human and non-human worlds, and broad biological, technological, and political processes. By the end of the course, students can critically discuss and write about the aesthetic, ethical, and political issues informing the relationship between built and natural environments.

ARCH 753 Materiality and Cities turns to the global histories and theories of urbanism and architecture. The course has evolved over time to incorporate colonial and post-colonial theories as well as an increasing number of case studies from the Global South. In AY 2023-24 the case studies examined the Indus River Valley, Mexico City, Port-au-Prince, Lagos, Shanghai, and Delhi. In this course students learn how histories and theories of architecture and urbanism are intertwined with histories of social, cultural, economic, and political processes, both in global and local contexts. The course also fosters historical understandings of contemporary urban-scale challenges around equity, diversity, inclusion, public health, and social and environmental justice. To enhance the student's understanding of these challenges, in AY 2023-24 the course organized a field trip to sites of social engagement in New York City.

Upon completion of the three-course sequence, students must complete two history and theory elective courses in semesters 5 and 6. In these elective courses, students test out their role as independent critical thinkers and researchers. Course topics focus on the historic, contemporary, and future developments of theories and practices of architecture and urbanism. Faculty-led assessment of final course grades and collegial evaluation of courses during the curriculum review workshop constitute the basis of assessment for these elective courses. *(See Section 4.2.3 for examples of recent elective courses open to M.Arch students.)*

History and Theory – Assessment, Benchmark, and Improvement

In the core history and theory courses, knowledge is evaluated through the review of reading responses and class assignments.

In *ARCH 651 Six Crises of Representation in Architecture,* the FGM review found that 89% of the students exhibited an understanding of canons and counter-canons of architectural representation. The most recent PCR summary recommends broadening the geographical context covered by the lectures to improve students' understanding of how architecture relates to different cultures. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 652 Knowledge, Design, and Context,* the FGM review found that 91% of the students exhibited an understanding of architecture's relation to the natural and living environments. The PCR summary recommends revising the syllabus additional course goals and assignments to assess students' understanding of academic expectations. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 753 Materiality and Cities*, the FGM review found that 91% of the students exhibited an understanding of colonial and post-colonial histories of urbanism and architecture. The 2024 PCR summary recommends including more theoretical-philosophical content to improve students' understanding of how these topics relate to urban issues. The previous benchmark was 85%. The goal for the next academic year is 95%.

Since the last accreditation review, the pedagogical delivery of the core history and theory sequence has been revised. Instead of the traditional lecture format, history and theory courses now adopt a dynamic lecture and discussion format for more active student learning. Weekly discussion seminars in the first and third courses of the sequence encourage small-group dialogue, while in-class debates in the second course involve students, faculty, and invited guest speakers to enhance the students' ability to engage in large-group conversations, in line with the developmental sequence of moving from individual- to team-level learning.

In AY 2023-24, the cultural and geographical contexts covered by history and theory courses were expanded to more fully address architecture's role in contemporary challenges, such as social equity, diversity, inclusion, and environmental stewardship. The three-course history and theory sequence now brings students to a point of critical insight and scholarship about how architecture shapes societies, cultures, and environments in global contexts and over long periods.

Links to Associated Materials	
Assessment Documentation	*PC. 4 Assessment Documents*
Course Materials	*PC. 4 Folder*

PC.5 Research and Innovation

How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

M.Arch Program Response:

M.Arch students begin to engage and participate in architectural research in the second year of the core sequence, including in courses *ARCH 761 Technology 1: Environmental Control Systems; ARCH 762 Technology: Materials and Assemblies; ARCH 704 Design 4: Integrated Contexts and Mediums;* and *ARCH 763 Technology 3: Integrated Building Systems*. These courses especially reflect the curricular balance of research and critical thinking with professional and real-world application. Lectures, events, and exhibitions at the school bring other opportunities for students to learn about innovation and research in the discipline.

Research and Innovation in Program Core

ARCH 761 Technology 1: Environmental Control Systems introduces students to innovative design tools and alternative materials and technologies that help improve building performance. Students use ClimateStudio software to analyze building massing and understand how its changes affect building performance, knowledge that they then apply to their studio project. They also learn alternative means of energy, such as photovoltaic cells, wind turbines, and fuel cells, and the concept of distributed generation, then speculate on how they could incorporate an alternative energy system into their studio project.

ARCH 762 Technology 2: Materials and Assemblies introduces students to construction systems and materials through pre-recorded lectures that explain the fundamentals of building construction, standard building materials, and the role of the architect in the process. Case-study lectures by core faculty focus on innovative aspects of building materials, cladding, and envelope to illustrate how design and building performance are integrated across a range of building construction systems. Digital simulations, design mockups, and field testing of assemblies demonstrate how iteration in the development of technical solutions and details help to maximize performance. Using built projects with which they have direct experience and knowledge, faculty show project overviews and in-depth examples through narratives, drawings, models, and construction site photographs. The students select an existing building to study, highlighting its unique and innovative features. They also produce wall sections and detail drawings to demonstrate their understanding of basic building assemblies, incorporating unique design ideas from their studio project.

In *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763: Integrated Building Systems,* students continue learning how to conduct architectural research and evaluate innovations in the field. In the 2016 accreditation, these two courses met the condition of integrated architectural solutions with distinction. Since then, we have added a joint lecture by technology faculty from all areas, including structures and mechanical systems, to introduce students to research and innovative strategies in facade concepts, materials, and systems.

Research and Innovation in Non-Curricular Lectures, Exhibitions, and Events

Outside of the classroom, a rich and varied school lecture series exposes students to innovations in practice and research. Lectures from practitioners include leaders in the use of innovative building system technology, mass timber structural systems, cutting-edge project delivery systems, and advanced digital fabrication tools. A panel discussion on alternative modes of practice is planned for Fall 2024.

A yearly symposium, “Reports from the Discipline,” features Pratt faculty presenting the latest scholarship in architectural history and theory and engaging in discussion with students about implications for pedagogy and practices. In 2020, the GAUD launched “Pratt Sessions,” a discussion-oriented lecture format that opens conversation between students and local and international practitioners around innovative mediums and contexts of architectural design.

The creation of the “Critic at Large” position in 2017 has facilitated year-long conversations between students and leading educators and practitioners about projects and innovative forms of intellectual collaboration. This coming academic year the position will be held by Lydia Kallipoliti, an architect, engineer, and theoretician whose research focuses on waste. *(See M.Arch Section 2, Leadership, Collaboration, and Community Engagement, for more details.)*

Pratt has cosponsored several high-profile events focused on issues of research and innovation. *(See Section 2: Knowledge and Innovation for a full list of events.)* Pratt faculty have participated in other recent conferences including the 2020 Architecture, Media, Practice (AMPS) conference on Education, Design and Practice, the 2020 National Conference on the Beginning Design Student (NCBDS), the 110th annual ACSA Conference, and the 2021 ACSA Climate Conference.

Research and Innovation – Assessment, Benchmark, and Improvement

In *ARCH 761: Technology 1 Environmental Control Systems*, research and innovation knowledge is evaluated through a review of several assignments that cover massing strategies and alternative energy systems. FGM review of the student work found that 100% of the students exhibited an understanding of

innovation in environmental controls. The 2024 PCR summary recommends adding lecture content that focuses on water management systems research and innovation to improve students' understanding of innovation concepts. The previous benchmark was 95%. The goal for the next academic year is 100%.

In *ARCH 762: Technology 2 Materials and Assemblies*, research and innovation knowledge is evaluated through review several assignments that cover the research of innovative construction methods and materials. FGM review of the student work found that 100% of the students exhibited an understanding of innovative construction systems. The PCR summary recommends adding lecture content that expands coverage of innovative facade and building construction systems to improve students' understanding of the concepts of innovation in construction. The previous benchmark was 85%. The goal for the next academic year is 100%.

In *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems (IBS)*, research and innovation knowledge is evaluated through a review of several assignments that include the research of innovative facades. FGM review of the student work found that 92% of the students exhibited an understanding of innovative material and construction methods. The PCR summary recommends adding an assignment that requires students to research innovation in the field of architecture to improve students' understanding of the need for research and innovations. The previous benchmark was 85%. The goal for the next academic year is 95%. In the coming academic year, the courses will add a separate lecture with case studies focusing on innovative materials, systems, and integrative design strategies.

Links to Associated Materials	
Assessment Documentation	*PC. 5 Assessment Documents*
Course Materials	*PC. 5 Folder*

PC.6 Leadership and Collaboration

How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

M.Arch Program Response:

The core curriculum begins with individual skills and knowledge. As students advance into the second year, the curriculum introduces a team-oriented approach that teaches leadership and collaboration skills. M.Arch students gain an understanding of leadership approaches through core courses that involve multidisciplinary teams, diverse stakeholder groups, and dynamic physical and social contexts, including *ARCH 762 Technology 2: Materials and Assemblies; ARCH 763 Technology 3: Integrated Building Systems; ARCH 704 Design 4: Integrated Contexts and Mediums;* and *ARCH 861 Professional Practice.* Lectures, exhibitions, and events at the school offer other learning opportunities.

In the 2016 accreditation assessment, Criterion D1, which covered the "understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders," was "Met with Distinction." Since 2016, we have expanded leadership and collaboration opportunities in the curriculum, described below.

Leadership and Collaboration in Program Core

In *ARCH 762 Technology 2: Materials and Assemblies*, case studies introduce students to the team dynamics of a building project from design to construction. Instructors present a project design and construction sequence and explain how the architect collaborates with other team members, including engineers, fabricators, and contractors in the design and construction phases, to better inform students of the architect's role as a member of a complex team that values communication, respect, and mutual learning.

In *ARCH 763 Technology 3: Integrated Building Systems* and *ARCH 704 Design 4: Integrated Contexts and Mediums*, students collaborate on a moderately complex design project with a high degree of technical resolution. Advised by a faculty team with different areas of expertise, the students work together to develop the design in multiple scales and through a variety of media. The project incorporates building systems which must be coordinated with each other through the leadership of the student team in the role of the lead designer. The product is a coordinated drawing set that brings together design concepts and agendas with technical resolution, including structural, mechanical, and facade systems and material concepts.

The lectures, assigned readings, and submitted assignments in *ARCH 861 Professional Practice* develop students' understanding of several approaches to leadership in multidisciplinary teams. Susan Radin, Project Executive at Turner Construction Company, lectures on the topic "Our Process: Design and Construction," and readings include Phil Bernstein's "Canonical Models of Architecture" and *The Architect's Handbook of Professional Practice,* chapters 9, 15.1, and 15.2. Students write interview questions for the design lead of the building that they have researched throughout the semester, and they learn to apply effective collaboration skills to solve complex problems in the completion of final presentations.

Leadership and Collaboration in Non-Curricular Lectures, Exhibitions, and Events

In public events such as the Wast[ED] symposium at the Center for Architecture and the Real Estates symposia and workshop at FXCollaborative, students take a lead in discussions about waste management and housing in urban contexts. Architecture faculty and students are also actively involved in grant-winning projects focused on community development throughout New York City. For example, in AY 2021-22 two groups of M.Arch students and faculty received the Taconic Fellowship from the Pratt Center for Community Development for their work with local community stakeholders, including the "Green Guerrilla" gardening group and the "Concourse House" non-profit organization. These projects led to the revitalization of community gardens in the Bedford-Stuyvesant neighborhood near Pratt and the design of an outdoor learning environment for women and children living at transitional housing shelters in the Bronx. In 2019, M.Arch students designed and fabricated a Sukkah in Tribeca Park in Manhattan for the Jewish Community Project Downtown (JCP). In 2020, a team of students from the Pratt M.Arch and Urban and Community Planning programs won the ULI Hines Student Competition in collaboration with real estate students from Columbia University. Together, these collaborations with real-world practitioners, community stakeholders, and peers from allied disciplines instill in our students the importance of engaged inquiry for the architectural profession across all scales, from the local to the global, reaffirming our collective dedication to serve our communities, clients, and discipline with empathy.

M.Arch students are also encouraged to pursue leadership in the school's organization and programming life. The Graduate Student Council (GSC) grew from six to ten students, allowing for representation from each program as well as from our Advanced Standing cohort. Meeting frequency also increased from two times a semester in 2017 to monthly by Spring 2020. The GSC's scope has also expanded: beginning in Spring 2020, GSC members joined the department's Fall Planning Task Force focused on pandemic-related planning issues, and from Fall 2020 all members of the GSC have been invited to join monthly faculty meetings. In Fall 2020, a GSC member joined the newly formed faculty DEI Task Force. In Spring 2024, GSC members organized a panel discussion among department graduates to share their experience of different career paths. The growth of the GSC in size and scope demonstrates our continued commitment to collaborating with students, expanding their visibility and representation and giving them opportunities to lead policy making and curricular decisions.

Leadership and Collaboration – Assessment, Benchmark, and Improvement
In *ARCH 762 Technology 2: Materials and Assemblies*, leadership and collaboration knowledge is evaluated through review of assignments that highlight the roles of multidisciplinary teams. FGM review found that 85% of the students exhibited an understanding of collaborative team structures. The PCR summary recommends adding a lecture that covers alternative structures for design teams. The previous benchmark was 85%. The goal for the next academic year is 90%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems (IBS)*, leadership and collaboration knowledge is evaluated through review of assignments that highlight the roles of multidisciplinary teams. FGM review found that 90% of the students exhibited an understanding of the collaborative design process. The 2024 PCR summary recommends adding more guidelines and documentation for members of the project team to ensure that the project was developed equally by all members of the team. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 861 Professional Practice*, leadership and collaboration knowledge is evaluated through review of assignments that highlight the roles of diverse stakeholder constituents. FGM review found that 88% of the students exhibited an understanding of leadership in the design profession. The 2024 PCR summary recommends adding an assignment to create an opportunity for students to interact with professional leaders through presentations or networking events to improve students' understanding of leadership concepts. The previous benchmark was 85%. The goal for the next academic year is 95%.

Links to Associated Materials	
Assessment Documentation	*PC. 6 Assessment Documents*
Course Materials	*PC. 6 Folder*

PC.7 Learning and Teaching Culture

How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

M.Arch Program Response:

The M.Arch program upholds a culture of teaching and learning that is supportive and respectful. Lectures, exhibitions, and events at the school fosters a positive and respectful learning and teaching culture. We prioritize teaching strategies that generate an environment where all participants, including faculty, students, administration, and staff, are viewed as peers in the learning process.

Learning and Teaching in Directed Research
In *ARCH 805 Design 5* and *ARCH 806 Design 6*, students transition from learners to active collaborators with faculty and the diverse group of colleagues that participate in the classroom, including instructors, design practitioners, scholars, industry partners and community stakeholders. *ARCH 805 Design 5* and *ARCH 806 Design 6* exemplify the core principles of the Directed Research framework, which allows students in their fifth and sixth semesters to delve deeply into their projects, engage with their interests,

and collaborate with outside practitioners and their community. This framework was established in 2017 and is an example of several curricular initiatives aimed at cultivating a positive teaching and learning culture.

Learning and Teaching Culture in Non-Curricular Lectures, Exhibitions, and Events

The Critic at Large position, established in 2017, underscores the value of empathetic peer collaboration. Each year, this position brings a leading educator or practitioner to the M.Arch program and gives students the opportunity to debate, workshop ideas, and explore innovative forms of intellectual collaboration with them.

M. Arch students interested in teaching have several opportunities to engage in local communities. Selected students participate as graduate assistants alongside Pratt faculty in Pratt Young Scholars, a need-based, three-year scholarship program on Pratt's campus that provides instruction in art and design plus college preparation for motivated high school students. In the Thom Mayne Young Architects Program, graduate assistants lead teaching sessions in local public schools, advised by Pratt faculty. Graduate architecture students may also teach during the Real Estates event. And Pratt students lead a workshop for local high school students about principles of architectural design through the lens of the housing project completed in *ARCH 703 Design 3: Urban Qualities and Materialities*.

Publications are another learning and teaching opportunity for graduate architecture students. The graduate student publication, *Tarp: Digital,* shifted from printed to digital form in 2017. The purpose of this online platform edited, curated, and operated by students is to provoke cross-disciplinary discourse. Content includes student-led interviews with theorists and practitioners, composed pieces, and field work. *In Process,* a printed annual publication, is organized by graduate assistants and shows the work from the Design Studios, Architectural Mediums, Technology, and History/Theory curriculum annually to record and disseminate the program's production. It provides a platform for faculty and students to set out the specific agendas, experiments, attitudes, debates, and speculations vital to the architecture program's culture.

Alumni are also involved in various aspects of our program to further encourage collaborative learning. They regularly participate in midterm and final reviews, portfolio reviews in *ARCH 612 Mediums 2: ARCH 861: Professional Practice* seminars, and events, such as "Flashtalks and Conversation with GAUD Alumni." M.Arch graduates are also invited back to review portfolios of first-year students in *ARCH 612 Mediums 2*. Alumni also provide informal mentorship and networking opportunities. These interactions not only enrich the learning experience but also foster a sense of continuity and community within the program.

Another initiative since 2017, the Teaching Incubator, nurtures alumni teaching careers by offering multi-year teaching positions in core and advanced studio courses, where they work closely with experienced faculty to refine their pedagogical skills. Of students who participated in the program, 88% are current Pratt faculty members. We have initiated a parallel mentorship program for early career visiting faculty who teach the History and Theory core sequence. These are Ph.D. candidates and graduates from top New York area universities who benefit from the mentorship of established faculty and gain valuable teaching experience to support their academic careers.

Furthermore, we promote a sharing culture through a robust series of events, lectures, workshops, and exhibitions that accompany each semester. Exhibitions showcase exceptional faculty and student work, promoting broader sharing within the Pratt community. These opportunities encourage students to engage in constructive dialogue with faculty and guests on contemporary architectural issues. *(See Section 2: Knowledge and Innovation for a full list of relevant events.)*

The graduate program encourages faculty to continually develop their skills as educators. Over the past five years, our faculty members have benefited from a range of professional development programs in the Pratt CTL–Center for Teaching and Learning and the Learning/Access Center. These programs include faculty learning communities on the scholarship of teaching and learning, workshop series on inclusive, mindful, and resilient learning pedagogies, and certificate programs on accommodations for equitable

learning access. Our faculty's commitment to positive and inclusive pedagogy has earned recognition from the institute. For example, MJ Sieira was selected as 2024 CTL Faculty Fellow to advance innovative pedagogical practices at Pratt, while Jeffrey Anderson was awarded the Faculty Development Fund in AY 2021-22. We also support our graduate administration and staff in their pursuit of lifelong learning: for example, we recently supported our Associate Manager of Admissions' pursuit of an additional graduate degree while employed at Pratt.

Pratt faculty have participated in recent conferences relating to architecture pedagogy, including the 2020 Architecture, Media, Practice (AMPS) conference on Education, Design and Practice, the 2020 National Conference on the Beginning Design Student (NCBDS), the 110th annual ACSA Conference, and the 2021 ACSA Climate Conference.

Diversity, Equity and Inclusion (DEI) initiatives are also a priority for our department. For more details about our DEI initiatives, please see M.Arch *Section 2, Equity, Diversity, and Inclusion*.

Learning and Teaching Culture – Assessment, Benchmark, and Improvement
In the Directed Research courses in the M.Arch program's third year, learning and teaching culture knowledge is evaluated through review of student evaluations. A review of the student responses found that 90% of the students exhibited an understanding of learning and teaching culture. The survey comments recommend adding an assignment requiring presentation of studio projects to improve students' understanding of the concepts of learning and teaching culture. The goal for the next academic year is 95%.

In the Teaching Incubator, learning and teaching culture knowledge is evaluated through a survey of the program participants. We aim to assess this in the future with a follow-up survey.

Links to Associated Materials	
Assessment Documentation	*PC. 7 Assessment Documents*
Course Materials	*PC. 7 Folder*

PC.8 Social Equity and Inclusion

How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

M.Arch Program Response:

The graduate program has long prioritized social equity and inclusion in its teaching and learning approach, including in core courses *ARCH 753 Materiality and Cities* and *ARCH 861 Professional Practice.* We also foster a collective commitment to social equity and inclusion through coursework, faculty-led DEI initiatives, and collaboration with richly diverse communities and stakeholders in the New York City area.

Leveraging the rich cultural and social diversity of New York City, our faculty and students recognize the importance of considering diverse needs, values, and physical abilities in design practices and of translating this awareness into action by integrating principles of equity and inclusion in architectural research and practice.

Social Equity and Inclusion in Program Core

In *ARCH 753 Materiality and Cities (described in PC.4)*, students are exposed to global histories and theories of urbanism and architecture, providing them with a deep understanding of concepts related to social equity, cultural diversity, and inclusion. Through lecture content and research assignments, students learn that urban-scale challenges related to equity, diversity, inclusion, public health, and environmental justice are intertwined with histories of social, cultural, economic, and political processes, globally and locally. Over the past five years, this course has evolved to address issues of equity and inclusion in colonial and post-colonial contexts, incorporating an increasing number of case studies from the Global South.

In *ARCH 861 Professional Practice*, students' understanding of social equity and inclusion is further enriched by a lecture by Becky Yurek, Chief Strategy Officer at NYC DDC, followed by a discussion on the topic, "The Client: Who do we work for?" Written resources in the syllabus bibliography encompass the range of clients and end users an architect designs for – people of different backgrounds, resources, and abilities – and accessibility. For example, Alice Friedman's *Women and the Making of the Modern House* challenges outdated notions of gender roles in the domestic environment.

Social Equity and Inclusion in Non-Curricular Lectures, Exhibitions, and Events

In addition to coursework, student initiatives testify to our collective commitment to diversity and inclusion. Graduate students are actively involved in grant-winning community development projects throughout New York City, including the Taconic Fellowship and the Sukkah design in Tribeca Park. These collaborations with diverse communities instill in our students the importance of respect and fairness in architecture across all scales, reaffirming our collective commitment to equity and inclusion in architectural thinking and practice. *(See PC.6 for more information about community projects.)*

Graduate architecture students have several opportunities to engage in local communities, including in the Pratt Young Scholars program and the Thom Mayne Young Architects program. *(See PC.7 for more information.)* The Real Estates Workshop, held at FXCollaborative, is an opportunity for students to connect with local high school students and lead a brainstorming workshop on design strategies for NYCHA housing.

Student-led organizations are critical to advancing equity and inclusion. The Graduate Student Council (GSC), established in 2002, serves as a critical liaison between students and faculty. Representatives from each year of each program in the department work together to raise student concerns with the administration. More recently, the GAUD Diversity, Equity, and Inclusion (GAUDDEI) organization, formed in 2021, consists of a cross section of students from the graduate architecture department to work with the department and school administration to help advance agendas of equity and inclusion at the school and in the department curriculum.

Pratt's Learning/Access Center (L/AC) facilitates full access for Pratt students with disabilities so they can freely and actively participate in all facets of Pratt life. The L/AC collaborates to provide institute-wide advice and consultation on disability-related matters (including legal compliance and universal design) and provides individual services and tools to facilitate diverse learning styles and accommodations in a sustainable, inclusive manner.

Additionally, the graduate department supports the commitment of faculty, students, and staff to social equity and inclusion through Diversity, Equity and Inclusion (DEI) initiatives. A departmental DEI Committee formed in AY 2023-24 to further advance these efforts. The DEI Committee focuses on enhancing diversity, equity, and inclusion within GA/LA/UD's design programs. They provide feedback and support to ensure that the program reflects diverse perspectives and meets its mission of offering historically sensitive, technically adept, and socially relevant education and research opportunities. Their work includes refining curricula, supporting diverse recruitment, and engaging with the community to keep the program inclusive and impactful. *(See Section 5.5 for more information.)*

We are committed to hiring diverse faculty and administrators: we solicit resumes from a wide range of faculty and colleague contacts. The institute has initiated a policy of advertising for all administrative positions to attract prospective employees from diverse backgrounds. Visiting assistant professors were previously selected through faculty networks. Our administration has initiated an applicant pool to use to select visiting faculty.

Faculty and student surveys help us assess perceptions of equitable practices. At the end of each semester, we review each course syllabus to assess curricular diversity, including geographic, demographic, and political topics of study, course readings, and guest speakers.

Social Equity and Inclusion – Assessment, Benchmark, and Improvement
In the *ARCH 753 Materiality and Cities*, social equity and inclusion knowledge is evaluated through review of reading responses and class assignments. FGM review found that 80% of the students exhibited an understanding of colonial and post-colonial histories of urbanism and architecture. The PCR summary recommends including more content from a theoretical-philosophical perspective to improve students' understanding of how these topics relate to urban issues. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 861 Professional Practice,* social equity and inclusion knowledge is evaluated through review assignments that highlight diverse social contexts within architecture. FGM review found that 90% of the students exhibited an understanding of diverse social contexts of the built environment. The PCR summary recommends adding an assignment that asks students to research and provide a critical reading of building case studies through the lens of diverse cultural contexts. The previous benchmark was 85%. The goal for the next academic year is 95%.

Links to Associated Materials	
Assessment Documentation	*PC. 8 Assessment Documents*
Course Materials	*PC. 8 Folder*

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

M.Arch Program Response:

M.Arch students gain an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, in core courses including *ARCH 602 Design 2: Interiorities and Contexts, ARCH 761 Technology 1: Environmental Control Systems; ARCH 703: Design 3: Urban Qualities and Materialities; ARCH 704 Design: Integrated Contexts and Mediums;* and *ARCH 861 Professional Practice.*

In *ARCH 602 Design 2 Interiorities and Contexts,* students are introduced to principles of health, safety and welfare. Assignment 2 requires students to conduct site research of the flood-prone area of Red Hook, Brooklyn. Students research existing infrastructure, zoning regulations, and traffic congestion. In assignment 4, students are introduced to the concept of egress and are expected to diagram egress as well as circulation paths in their projects.

In *ARCH 761 Technology 1: Environmental Control Systems*, students learn and demonstrate an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, through a series of lectures and related assignments that include site analysis (vehicular and pedestrian traffic, noise, prevailing winds, solar orientation); egress and core strategies in design; solar assessment as a tool for daylighting design; design criteria and space needs; and sprinklers and fire protection. Assignments include creating an egress diagram, using software to investigate the relationship between massing and daylighting, and analyzing the thermodynamics of occupied space.

In *ARCH 703 Design 3: Urban Qualities and Materialities*, students apply the site analysis strategies learned in *ARCH 761 Building Technology 1: Environmental Control Systems* to develop a site plan that addresses issues of pedestrian and vehicular traffic, noise, and solar orientation. In the user group analysis assignment, they determine the target user group(s) for the project, support facilities, and necessary infrastructure.

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, students build upon the knowledge from previous courses to develop a site plan that addresses access points for a mixed-use project, ensuring clear separations between points of access for the different programs. For the MEP and facade design required for the final review, students apply the concepts learned in *ARCH 761 Technology 1: Environmental Control Systems* to develop envelope and mechanical strategies that respond to the different programs in the project.

In the second week of *ARCH 861 Professional Practice*, students are introduced to the concept of health, safety, and welfare in architectural practice during the pathway to licensure lecture and discussion, titled, “The Position of an Architect: Academy to Practice.” In the sixth week, students attend a lecture on regulations in the architecture profession, the history of zoning and building codes, and the need for their continued evolution and expansion to protect the public’s health, safety, and welfare. This foundational lecture aligns with and reinforces the design studio curriculum. Students also complete an assignment, “Know Your Zone,” identifying key zoning issues via a case study, in preparation for the week 6 lecture.

During the last accreditation visit in 2016, when student work from *ARCH 703 Design Studio 3: Urban Qualities and Materialities* was presented to demonstrate the integration of user requirements in a design project, the visiting team found "there was no evidence of student ability to develop a program based on

the assessment of client and user needs or to prepare an inventory of spaces." To rectify the unmet user requirements criterion, then under Criterion B1 Pre-Design, and to respond to the 2020 criteria, the integration of user requirements in a design project is covered in *ARCH 703 Design Studio 3: Urban Qualities and Materialities, ARCH 761: Technology 1 Environmental Controls Systems,* and *ARCH 704 Design 4: Integrated Contexts and Mediums*. In *ARCH 703* and *ARCH 761*, students develop the ability to synthesize user requirements into their design process through the assignments outlined above that identify target user groups and explore the thermodynamics of occupied space.

Health, Safety, and Welfare – Assessment, Benchmark, and Improvement
In *ARCH 602 Design 2: Interiorities and Contexts,* knowledge of health, safety and welfare is evaluated through assignments that cover site analysis and egress. We aim to assess this in the future with a follow-up survey.

In *ARCH 761 Technology 1: Environmental Control Systems,* knowledge of health, safety, and welfare is evaluated through review of assignments that cover site analysis and thermodynamics of occupied space. FGM review found that 91% of the students exhibited an understanding of health, safety, and welfare issues. The 2024 CRW PCR summary recommends adding an assignment on sprinkler systems to improve students' understanding of life safety concepts. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 703 Design 3: Urban Qualities and Materialities*, knowledge of health, safety, and welfare is evaluated through review of assignments that cover site analysis and user group analysis. A review of the student work in these assignments in the FGM found that 93% of the students exhibited an understanding of health, safety, and welfare. The 2024 PCR summary recommends scaling down the size of the project and increasing the deliverables relating to user requirements, including egress planning, to improve students' understanding of the concepts of safety requirements. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, knowledge of health, safety, and welfare is evaluated through review of assignments that cover site research. FGM review found that 94% of the students exhibited an understanding of egress. The 2024 PCR summary recommends an additional deliverable on egress to improve students' understanding of the concept of health, safety, and welfare. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 861 Professional Practice*, knowledge of health, safety, and welfare knowledge is evaluated through a review of assignments that cover zoning laws and regulations. FGM review found that 95% of the students exhibited an understanding of zoning regulations and requirements. The PCR summary connecting students with design studios to provide additional support on how to work through building code and zoning. The previous benchmark was 80%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	*SC. 1 Assessment Documents*
Course Materials	*SC. 1 Folder*

SC.2 Professional Practice

How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

M.Arch Program Response:

Students in the M.Arch program gain an understanding of architecture as a practice through the required core courses, *ARCH 601 Design 1: Media and Methods, ARCH 861 Professional Practice,* and *ARCH 761 Technology 1: Environmental Control Systems*.

ARCH 601 Design 1: Media and Methods introduces M.Arch students to pathways to licensure in semester 1. A workshop titled, "*The Position of an Architect: Academy to Practice,"* presents a step-by-step guide to enable students to start working toward licensure during their first year in the program.

In *ARCH 761 Technology 1: Environmental Control Systems* students are introduced to the regulatory requirements of professional practice through lecture 2 and assignment 2: FAR and zoning. In assignment 2, students create three massing options which meet the FAR requirements of the site. For one of the massing options, students will generate an Excel spreadsheet for their site and proposed massing, identifying the height, total floor area, perimeter, and setback, and lot coverage, as well as estimated number of units and public spaces. Through these assignments, students understand how regulatory requirements such as zoning and FAR impact different massing strategies in creating perimeter, light, and air penetration, as well as adjacencies of light and shade.

ARCH 861 Professional Practice has a seminar-lecture-discussion format focused on weekly topics that support three key practice themes: the establishment of the architectural practice, conditions of contemporary practice, and alternatives and near-future potentials. Students are introduced to the six canons of the Code of Ethics and Professional Conduct of the American Institute of Architects during their first year in the program in a workshop, *"The Position of an Architect: Academy to Practice,"* led by the Professional Practice Coordinator, who is also the NAAB Architect Licensing Advisor for the graduate program.

In addition to professional ethics, the fundamentals of business processes shaping architectural practice are at the core of *ARCH 861 Professional Practice*, the required course for all M.Arch students. The course addresses the following questions: What is an architect? What is the process of licensing? What are the contractual responsibilities of an architect? What are the stages of an architectural project? The faculty teaching this course present to the students the tools for starting, maintaining, and evolving an architectural practice.

The *ARCH 861 Professional Practice* lecture series includes innovators in architecture, engineering, and construction. Guests speak to the topic of the week and their place within the industry, including their career path. Recent guests include Anthony Cohn AIA, Principal of Anthony Cohn Architects and Manhattan Community Board 8 Chair, who spoke about agencies that govern and regulate design and construction; Michael Zetlin, founder of Zetlin & De Chiara LLP; who spoke about contracts; and Susan Radin, Project Executive at Turner Construction Company, speaking about design and construction. *(Link to 5.4.2 Architecture Licensing Advisor)*

During the previous NAAB visit, the visiting team noted that one core syllabus should be maintained with all faculty aligning to and supporting that curriculum. A coordinator for professional practice was established to create a cohesive practice curriculum for all M.Arch students. Each year the *ARCH 861 Professional Practice* curriculum is assessed to align with contemporary practice topics and NAAB Conditions.

Following the previous NAAB visit, the *ARCH 861 Professional Practice* course now reflects the increasingly complex socioeconomic context for the practice of architecture as well as technological

advances. The revised curriculum also addresses how multiple agendas and agencies influence the development of architecture and its practice. Students learn how to orchestrate these influences while preserving architectural principles. The revised course also explores changes in the design-to-construction sequence in the context of rapid technological innovations and the increasingly complex political, social, financial, legal, environmental, and material conditions surrounding the practice of architecture.

Professional Practice – Assessment, Benchmark, and Improvement
In *ARCH 601 Design 1: Media and Methods*, knowledge of professional practice is evaluated through lectures that cover paths to licensure. We aim to assess this in the future with a follow-up survey.

In *ARCH 761 Technology 1: Environmental Control Systems*, professional practice knowledge is evaluated through a review of assignments that cover zoning regulations. FGM review found that 89% of the students exhibited an understanding of professional practice. The PCR summary recommends adding additional detail and examples to Lectures 2 and 3 to improve students' understanding of the concepts of zoning and egress. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 861 Professional Practice*, professional practice knowledge is evaluated through a review of several assignments that cover the history, ethics, requirements, and processes of architectural practice and licensure. FGM review found that 89% of the students exhibited an understanding of professional practice. The PCR summary recommends adding assignments and updating the course speakers to improve students' understanding of contemporary issues of professional practice. The previous benchmark was 80%. The goal for the next academic year is 95%.

Links to Associated Materials	
Assessment Documentation	*SC. 2 Assessment Documents*
Course Materials	*SC. 2 Folder*

SC.3 Regulatory Context

How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

M.Arch Program Response:

Pratt M.Arch students gain an understanding of architecture's regulatory requirements through a range of technical, design, and professional practice courses, including *ARCH 602 Design 2: Interiorities and Contexts, ARCH 761 Technology 1: Environmental Controls; ARCH 703 Design 3: Urban Qualities and Materialities; ARCH 704 Design 4: Integrated Contexts and Mediums;* and *ARCH 861 Professional Practice.*

Regulatory Context in Program Core
In *ARCH 602 Design 2: Interiorities and Contexts,* students are introduced to principles of land use and regulations. Assignment 2 requires students to conduct site research of the flood-prone area of Red Hook, Brooklyn. Students are expected to research existing infrastructure, zoning regulations, and future development of the site.

In *ARCH 761 Technology 1: Environmental Control Systems*, students learn about FAR and zoning, egress, and sprinklers and fire protection. They also create massing strategies in accordance with zoning regulations.

In *ARCH 703 Design 3: Urban Qualities and Materialities*, lectures and assignments enable students to understand the fundamental principles of life safety, mixed land use, and composite building use. Concepts introduced in *ARCH 761 Technology 1: Environmental Control Systems* are applied to the concurrent *ARCH 703 Design 3: Urban Qualities and Materialities* design project. Assignments include zoning research as part of the project site analysis, a precedent study which includes documentation of life safety systems and site and egress plans. A lecture on light and air requirements and ADA requirements for residential spaces provides additional information for students to use in developing their final design.

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, students apply principles of site, egress, and ADA regulations learned in the fall semester to the design of a mixed-use waste-to-energy composting facility, greenhouse, and market. Final studio requirements include a site plan that follows setback and open space requirements, egress plans that integrate paths for different use groups within the project, and ADA bathrooms for public spaces with different occupancy levels.

In *ARCH 861 Professional Practice*, lectures and assignments instruct students about laws and regulations that apply to buildings and sites in the United States. In assignment 2, "Framework Assignment: Know Your Zone," students research a specific site in New York City and consider the following questions: How has your site been zoned over time? How was land acquired during? Who acquired this land? How is your site zoned? Were there zoning bonuses? What building code was your building designed under? What Community Board is your site within? In week 6, students attend an in-person lecture, "Regulations in the Architecture Profession."

Regulatory Context – Assessment, Benchmark, and Improvement

ARCH 602 Design 2: Interiorities and Contexts includes assignments that cover site research and zoning regulations. We aim to assess students' understanding of zoning regulations in the future with a follow-up survey.

In *ARCH 761 Technology 1: Environmental Control Systems*, students' understanding of regulatory context is evaluated through review of assignments that cover massing strategies and egress and fire regulations. A review of the student work in these two assignments found that 91% of the students exhibited an understanding of regulatory requirements. The 2024 PCR summary recommends adding detail and examples to on egress and fire safety. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 70: Design 3: Urban Qualities and Materialities*, the understanding of regulatory context is evaluated through the review of several assignments that cover life safety. In the final project submission, 89% of student work demonstrated an understanding of life safety. The PCR summary recommends adding a lecture early in the semester that specifically addresses egress and fire suppression systems. The variety of precedents chosen by students also did not result in a uniform understanding of egress. A specific lecture on egress followed by an assignment that asks students to integrate life safety concepts into their design work will enable students to gain a base understanding regardless of the precedent they choose to study. The previous benchmark was 85%. The goal for next academic year regarding the understanding of life safety systems is 95%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, understanding of regulatory context is evaluated through the review of several assignments that cover zoning, egress, and ADA requirements. In the final project submission, 97% of students demonstrated an understanding of zoning, egress, and ADA requirements. The PCR summary recommends that lectures on light and air and ADA requirements be given before the midterm review so that students will be able to incorporate concepts of zoning,

egress, and ADA requirements successfully in the midterm review deliverables. The previous benchmark was 85%. The goal for the next academic year is 100%.

In *ARCH 861 Professional Practice*, understanding of regulatory context is evaluated through the review assignments that cover zoning. In the assignment submission, 95% of students demonstrated an understanding of zoning. The PCR summary recommends that the assignment "Know Your Zone" be further expanded to require students to determine the usage of specific sites. The previous benchmark was 85%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	*SC. 3 Assessment Documents*
Course Materials	*SC. 3 Folder*

SC.4 Technical Knowledge

How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

M.Arch Program Response:

M.Arch students gain an understanding of the established and emerging systems, technologies, and assemblies of building construction in *ARCH 761 Technology 1: Environmental Control Systems; ARCH 762 Technology 2: Materials and Assemblies; ARCH 704 Design 4: Integrated Contexts and Mediums;* and *ARCH 763 Technology 3: Integrated Building Systems.*

In *ARCH 761: Technology 1: Environmental Control Systems*, students demonstrate an understanding of established and emerging systems, technologies, and assemblies of building construction, as well as the methods and criteria architects use to assess those technologies against project design, economics, and performance objectives. Following an introduction to sustainable practices related to site and orientation that establish the performance objectives of design projects, students complete a site analysis that considers environmental factors, including solar orientation, prevailing winds, noise, and vehicular and pedestrian circulation. After the lecture on thermodynamics of occupied space, students design an apartment plan that incorporates the concepts of thermal comfort, along with an assessment diagram. In the mechanical and water systems assignments, students locate and diagram the central heating and cooling plants, fresh air intake, and stormwater and plumbing riser systems in their studio project. After learning about alternative energy systems in many new buildings and retrofit projects, students locate the central electrical room in their studio project and propose the integration of alternative energy sources, such as photovoltaics. Finally, they study artificial lighting systems and create lighting plans for spaces in their project.

In *ARCH 762 Technology 2: Materials and Assemblies*, students are introduced to technical principles, construction systems, and materials through pre-recorded lectures to understand the basics of building construction, standard building materials, and the role of the architect in the process. Case study lectures cover how and why design and cost considerations, and regional construction preferences determine systems and material selections. In the final technical drawing assignment, students draw a wall section that develops the building envelope of their third semester studio project. In the road map drawing

assignment, students learn conventions of technical drawings with scaled layout, reference keys and symbols, and descriptive notations and become more familiar with two-dimensional drawing standards for the technical representation of building assemblies and details.

ARCH 704 Design 4: Integrated Contexts and Mediums and *ARCH 763 Technology 3: Integrated Building Systems* are taught by a team of design and technical faculty; students develop a design project and deliverables that include requirements shared by both courses. The project builds on the semester 3 technical classes and applies them to an integrated design project. Through discussions between design faculty and IBS faculty, students understand the dependent relationships between primary structural systems selections and modules and facade systems, facade performance, and MEP systems design.

The shared deliverables ask students to research precedents relevant to the program and structural or facade system desired for the project and to present their research to their peers. They also ask students to analyze a range of site characteristics, including the geologic, geographic, demographic, and urban context and the environment and the site's solar, wind, water, and climatic characteristics. These analyses help to establish the project's design, economics, and performance objectives. Students present their building envelope systems and assemblies to both design and technology faculty and revise them based on their feedback.

The shared deliverables for the midterm review include facade diagrams and structural diagrams. Students are required to understand the envelope and structural systems and how they work together at a schematic level. Following the midterm review, a lecture on MEP systems presents strategies for incorporating mechanical systems into the studio project design. The integrated wall section assignment requires the student to bring together design and technical aspects of the project through the development of facade details.

In the final project deliverables, students generate complete mechanical and structural plans, fully detailed and scaled wall sections (including dimensions and material hatches), a three-dimensional axonometric of the entire structural system, facade assembly isometric with primary and secondary building structure, cladding panelization, unit modules, and attachment connections, concept diagrams, final plans, egress diagram, sections, and elevations within a coordinated and highly detailed design development set. Specific details include vehicular and pedestrian access points, zoning setbacks, structural grids, ghosted mechanical layouts, ADA bathrooms, and facade material callouts and dimensions.

Technical Knowledge – Assessment, Benchmark, and Improvement

In *ARCH 761 Technology 1: Environmental Control Systems*, as described above, technical knowledge is evaluated through the review of several assignments that cover site analysis, thermodynamics of occupied space, mechanical systems, water system integration, alternative energy systems, and artificial lighting systems. FGM review found that 89% of the students exhibited an understanding of plumbing and electrical systems. The 2024 PCR summary recommends adding additional detail and examples to Lectures 8, 9, and 10 to improve students' understanding of the concepts of plumbing and electrical system design. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 762 Technology 2: Materials and Assemblies*, technical knowledge is evaluated through the review of assignments that cover wall section detailing and drawing. A review of student work in this assignment in the FGM found that 92% of the students had a high level of achievement in completing the work. The PCR summary recommends adding additional guidelines and constraints for the wall section exercise to allow students to develop more detail in their drawings. The previous benchmark was 85%. The goal for the next academic year is 95%.

In *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology: Integrated Building Systems*, technical knowledge is evaluated through the final deliverables of the integrated studio project. A review of student work in the FGM found that 95% of the students had a high level of achievement in incorporating technical knowledge into their projects. The PCR summary recommends

additional pinups to help students refine their deliverables to a higher degree of technical resolution. The previous benchmark was 85%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	SC. 4 Assessment Documents
Course Materials	SC. 4 Folder

SC.5 Design Synthesis

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

M.Arch Program Response:

M.Arch students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions through *ARCH 704 Design 4: Integrated Contexts and Mediums*. In this course, students work collaboratively with their peers and a team of faculty, including a design instructor and technical instructors from the parallel course, *ARCH 763 Integrated Building Systems*, on a project that is developed to a high degree of technical resolution.

ARCH 704 Design 4: Integrative Design builds upon the skills acquired in the previous semester in *ARCH 761 Technology 1: Environmental Controls Systems* and *ARCH 703 Design Studio 3: Urban Qualities and Materialities*. Lectures and assignments in *ARCH 761* and *ARCH 703* covered site analysis including the physical, geographic, demographic, zoning, and climatic conditions, user requirements, regulatory requirements, accessible design, and consideration of the measurable environmental impacts. In *ARCH 704 Design 4: Integrated Contexts and Mediums*, students demonstrate these skills through assignments and final deliverables, many of which are requirements shared with *ARCH 763 Technology 3: Integrated Building Systems.*

Design Synthesis in Program Core

In *ARCH 704 Design 4: Integrated Contexts and Mediums,* three programs comprise the studio project: an education center and marketplace, a composting facility, and a greenhouse. In *ARCH 704 Design 4: Integrated Contexts and Mediums*, students learn about the program components through precedent research and site visits to local facilities. In Spring 2024, students visited and toured a local precedent, allowing them to ask firsthand questions of stakeholders in a project like the studio project and helping them make design decisions about user requirements. Class lectures by local architects of similar projects enabled students to engage directly with professionals who have successfully navigated a complex design project with a variety of stakeholders. For example, in the last five years, the project architect from Ennead presented the Newtown Creek wastewater treatment plant; and project managers from Selldorf Architects presented the Sunset Park Material Recovery facility and their CSO projects as examples of architectural approaches to infrastructure projects that incorporate public spaces.

Students research, document, and present in class a precedent research assignment that deepens their understanding of the programmatic requirements of the three distinct areas of the project and enables them to assess client and user needs. Their detailed research covers site conditions including zoning and setback requirements, vehicular and pedestrian circulation, existing infrastructure, geographic and demographic context, and environmental context, including solar and wind orientation and noise considerations. They also prepare an inventory of spaces and, incorporating other requirements and conditions of the project, integrate the program into a schematic design (SD) proposal that they present to both design area and technical area faculty in a formal review.

In the midterm review, students present a progress set of their final deliverables. The mix of programs in the design project between infrastructural and public functions means that the building will have different user requirements, depending on whether spaces are intended for human occupancy; project documentation needs to reflect those different requirements. Deliverables include an updated site plan that demonstrates awareness of zoning setbacks, solar orientation, and pedestrian and vehicular access points. Progress drawings of building plans and sections are required to show awareness of paths of egress and accessibility requirements. Facade drawings are required to demonstrate awareness of climatic conditions and human comfort needs.

The *ARCH 704 Design 4: Integrated Contexts and Mediums* final deliverables include complete mechanical and structural plans, fully detailed wall sections, a three-dimensional axonometric, and concept diagrams, final plans, sections, and elevations within a coordinated design development set. The cohesiveness and completeness of the set demonstrates the student's understanding of the principles of design synthesis, where the diverse inputs and variables of a project are identified and evaluated to help drive decision making in an integrative design project.

During the last accreditation visit in 2016, when student work from *ARCH 703 Design Studio 3: Urban Qualities and Materialities* was presented to demonstrate the integration of user requirements in a design project, the visiting team found "there was no evidence of student ability to develop a program based on the assessment of client and user needs or to prepare an inventory of spaces." To rectify the unmet user requirements criterion, then under Criterion B1 Pre-Design, and to respond to the 2020 criteria, the integration of user requirements in a design project is covered in *ARCH 703 Design Studio 3: Urban Qualities and Materialities, ARCH 761 Technology 1: Environmental Controls Systems,* and in *ARCH 704 Integrated Contexts and Mediums*. In *ARCH 704*, students learn to understand the different user requirements for infrastructure and public spaces and the design considerations for building envelopes in addressing human comfort needs.

Design Synthesis in Non-Curricular Lectures, Exhibitions, and Events

Students have an opportunity to share their work with a wider audience and get additional feedback through Wast[ED], an annual New York City symposium and exhibition on architecture, infrastructure, and waste management, where they present their work from the semester 4 core studio to architectural practices and other stakeholders. Sponsored by SOM, Wast[ED] takes place at the Center for Architecture during the annual Archtober event series.

Design Synthesis – Assessment, Benchmark, and Improvement

In *ARCH 704 Design 4: Integrated Contexts and Mediums*, design synthesis is evaluated through the final deliverables of the studio project. FGM review found that 96% of the students had a high level of achievement in incorporating principles of design synthesis into their projects. The PCR summary recommends adding assignments on user requirements so that students refine their deliverables to reflect a more synthetic design outcome. The previous benchmark was 85%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	*SC.5 Assessment Documents*
Course Materials	*SC. 5 Folder*
Student Work	*SC. 5 Student Work*

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

M.Arch Program Response:

M.Arch students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance in *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems*. As described above in *SC.5*, these meshed semester 4 courses culminate in a coordinated design development drawing set (DD).

In 2016, Criterion C2, which covered the "ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project," was "Met with Distinction." Students designed the same architecture project in multiple geographic locations to learn how to integrate different climate conditions into their building designs. After 2016, the building sites were consolidated in New York City and focused on waterfront sites to focus on adaptation to sea level rise. Students are also able to visit their sites and incorporate their social and cultural observations into their designs. The program has also shifted to focus on scaled-down waste-to-energy systems that process the waste of their own local communities. Public programming is integrated into the project to take advantage of the byproducts of the waste-to-energy process and to create public awareness of issues of waste management.

Building Integration in Program Core

The structure of the semester 4 core courses, *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems*, taught together by a team of design and technical faculty, mirrors the way that projects progress in professional settings and allows students to experience the complexities of the design decision process. During the semester, the design team grows from a team of students and their design instructor to include structural, mechanical, and facade consultants. At the same time, the course deliverables begin with precedent studies and site analysis and end with a design development-level coordinated drawing set.

These requirements and the related assignments call on students to demonstrate building integration knowledge. In the development of a design project in tandem with a technical and design course, students build on content learned in the technical classes of semester 3 and apply them to an integrated design project. Through discussions between design faculty and IBS faculty, students begin to understand the interdependent relationships between primary structural systems selections and modules

and facade systems, facade performance, and MEP systems design. They learn that the resolution between structure, facades, and environmental systems requires a more holistic, coordinated, and integrated technical approach. *(See SC.4 for description of assignments.)*

Building Integration – Assessment, Benchmark, and Improvement

In *ARCH 704 Design 4: Integrated Contexts and Mediums* and *ARCH 763 Technology 3: Integrated Building Systems*, building integration is evaluated through the final deliverables of the integrated studio project. A review of student work in the FGM found that 94% of the students had a high level of achievement in incorporating principles of building integration into their projects. The 2024 PCR summary recommends that adding assignments on assessing building performance, using tools introduced in *ARCH 761: Technology 1, Environmental Controls,* would help students refine their deliverables to reflect a more measurable building performance outcome. The previous benchmark was 85%. The goal for the next academic year is 100%.

Links to Associated Materials	
Assessment Documentation	*SC.6 Assessment Documents*
Course Materials	*SC. 6 Folder*
Student Work	*SC.6 Student Work*

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

School of Architecture Response:

Pratt Institute is accredited by the Middle States Commission on Higher Education (MSCHE), one of six regional accreditors in the United States. The institute has just had its accreditation reaffirmed in 2024; the next evaluation visit is scheduled for AY 2031-32.

At the heart of this process was a self-study analysis that reflected on Pratt's educational quality and success in meeting its mission along with opportunities for improvement and innovation, all in light of MSCHE's standards and requirements of affiliation and federal regulations. Based on Pratt's mission, strategic plan, and current and planned initiatives, the self-study focused on these four priority areas:

- Offering a creative, critical, and inclusive academic experience
- Fostering student success and faculty and staff communities that support student success
- Advancing diversity, equity, inclusion, and access
- Stewarding resources and relationships

MSCHE accreditation background and documents appear here:

- Pratt Institute's Middle States Commission Accreditation Page (website)
- Pratt Institute's Middle States Commission Accreditation Page (PDF)
- Pratt Institute's Middle States Commission on Higher Education Self-Study Report
- Middle States Commission on Higher Education Evaluation Team Report
- Middle States Commission on Higher Education Accreditation Letter

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

4.2.1 Professional Studies

Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

B.Arch Program Response:

The B.Arch program is based in experiential learning, with the lessons in the seminar courses integrated, tested, and applied in the design studio. The first three years constitute Core Design (Introduction, Reinforcement, Mastery) and the last two, Advanced Design (Reinforcement, Mastery), for a total of 107 professional studies credits out of the 170 credits required for the Pratt B.Arch. The professional studies program consists of five curricular areas: 1) Core Design, which develops students' design skills during the first through third years; 2) Advanced Design, years four and five; 3) Techniques and Methods, which

equips students with technical skills in analog and digital representation; 4) Architectural Technologies, which provides instruction in structures, building services, environmental systems, professional practice, and construction documentation. At the end of the third year, students demonstrate their mastery of core design and the criteria of SC.5 Design Synthesis and SC.6 Building Integration. The fifth curricular sequence, Critical Thinking, then furthers students' critical reading, writing, academic research, and oral communication skills. The sequence culminates in the students' fifth year degree project research book and design studio project which attest to their mastery of the advanced design curriculum.

Bachelor of Architecture AY 2023-24 Professional Studies Curriculum Table

M.Arch Program Response:

The Master of Architecture is a six-semester program with four curricular areas: Studio, Mediums, Technology, and History/Theory. The first four semesters comprise the core curriculum, and the last two, Directed Research. The M.Arch curriculum embraces an integrative approach to design that weaves together technical knowledge and creative practice, building science and environmental stewardship, and professional responsibility and equity. We engage rigorously with the pressing climatic and social challenges of our era.

In the four core studios, students investigate architectural, urban, and environmental design problems of increasing scale and complexity. Project sites in New York City allow students live access. Studios 1 and 3 address adaptive reuse strategies in design. Studios 1 and 4 are sited along the East River Corridor and investigate design approaches to climate adaptation in the context of sea level rise.

Through the Mediums sequence, students learn to design making strategic use of a variety of tools and techniques from the fundamental to the most cutting-edge. The final course in the sequence deepens expertise in fabrication, visualization, or communication.

The technology sequence provides instruction in technical knowledge, including building structures and environmental system design, building envelope design, and professional practice.

All students, including advanced standing students, are required to take the three-course core history and Theory sequence, which is intended to train students to become leaders in the professional practice of architecture with innovative methods of design research and inquiry.:

ARCH 651 History and Theory 1: Six Crises of Representation in Architecture (three credits)
ARCH 652 History and Theory 2: Design, Knowledge, and Context (three credits)
ARCH 753 History and Theory 3: Materiality and Cities (three credits)

All students, including advanced standing students, must also take *ARCH 861 Professional Practice.*

In the third year, through directed research studios and seminars, students pursue independent lines of inquiry and enter into collaboration with faculty. Students choose from a mix of research studios and elective seminars, with a distributional requirement for two history/theory and two architecture electives. The final two courses required to satisfy the degree can be from outside the department.

The required professional courses for the M.Arch program are listed on the Pratt Institute Catalog website.

Advanced Standing

Advanced standing students entering the M.Arch program in Semester 3 are exempted from the Semester 1 and Semester 2 studios and mediums courses, *ARCH 601 Design 1: Media and Methods, ARCH 602 Design 2: Interiorities and Contexts* (five credits each) and *ARCH 611 Mediums 1: Modeling and Drawing,* and *ARCH 611 Mediums 2: Advanced Modeling & Drawing* (three credits each). They may also be exempted from one or more of the following courses:

ARCH 631 Structures 1: Structure as Medium (three credits)
ARCH 631 Structures 2: Structural Materialities and Qualities (three credits)

ARCH 761 Technology 1: Environmental Controls (three credits)
ARCH 762 Technology 2: Materials and Assemblies (three credits)

Advanced standing M.Arch students are required to take the history and theory sequence courses:

The three-course sequence is intended to train students to become leaders in the professional practice of architecture with innovative methods of design research and inquiry. This educational goal can be found on the Pratt website.

Applicants with an undergraduate degree from Pratt Institute can apply to the M.Arch program through an expedited application. Instructions appear on the Pratt website.

M.Arch Curriculum Tables

4.2.2 General Studies

An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.
Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

B.Arch Program Response:

Pratt Institute General Education Requirements
The institute requirement of 21 general education credits is intended to expand students' knowledge of subjects outside of their degree discipline. Areas of study include written and oral communication skills, critical analysis, science and quantitative reasoning, technology skills, respect for our global community, and historical and cultural awareness.
.
The complete general education curriculum for a typical Pratt student includes the following 21 credits in the first two years:

- Six credits of literary theory and direct instruction in writing, provided through the *HMS 101A/201A* humanities core sequence or the equivalent.
- Nine credits, three from each of following core menus, including six writing intensive:
    - Mathematics and Science Core menu -- 3 credits
    - Global Perspectives Core menu
      By the Department of Social Science & Cultural Studies -- 3 credits
    - Ways of Knowing/Thinking/Doing Core menu
      By the Social Science & Cultural Studies -- 3 credits
- Six-credit, two-course sequence: *HAD 111/112 Themes in Art/Culture*

General education post-core requires an additional 15 credits of elective content from Mathematics and Science, Humanities and Media Studies, and Social Science and Cultural Studies. At least nine of these credits must be at the 300 level or above. The School of Liberal Arts and Science (SLAS)-administered minors can fulfill post-core general education requirements. Some SLAS minors include courses that may be taken in the first and second years.

B.Arch General Education Requirements
The B.Arch general education requirements fulfill both the institute's requirements and the NAAB criteria. The five-year B.Arch requires 22 general education core credits rather than the Pratt 21 credits.

Humanities core – Students' oral and written skills develop throughout the program. In a cross-disciplinary arrangement with Humanities and Media Studies (HMS), the first-year course, *HMS 291B Literary and Critical Studies for Architecture I*, introduces students to understanding ideation and how to use language to express a concept. The fifth-year course *HMS 497B Research Writing for Architecture Students* enlarges students' critical research and language skills for the degree project. The B.Arch History and Theory sequence meets the standard for writing intensive courses. [10 credits]

Mathematics and science core
Entering B.Arch students take a math placement exam to determine their readiness for *MSCI 110: Introduction to Physics and Chemistry*, a prerequisite for the structural sequence. If they do not pass the exam, they must take and pass *MATH 150 Algebra and Trigonometry*. Additionally**,** *MSCI 271 Ecology for Architects* is a prerequisite for the third-year courses, *ARCH 361 Building Environment* and *ARCH 362 Building Services*. [six credits]

Social science and cultural studies core
B.Arch students take the required global perspectives and ways of knowing/thinking/doing electives in their fourth year. Their course choices inform their advanced options design projects and begin to challenge their global and ecological perspectives. [six credits]

Post-core
B.Arch students take six elective credits from the Department of Social Science and Cultural Studies and nine credits of liberal arts electives. [15 credits total]

Bachelor of Architecture AY 2023-24 General Education Curriculum Table

M.Arch Program Response:

Students entering the M.Arch program satisfy the general studies requirement through the general education program of their baccalaureate institution. All Pratt graduate program applicants are required to submit official transcripts of their baccalaureate degrees; those transcripts are evaluated by the institute's Office of Admissions. In some cases, the institute requires applicants to submit credential evaluations from a reputable education evaluation service. The institute's graduate application requirements can be found on the Pratt website.

The baccalaureate degrees and transcripts of M.Arch applicants are also evaluated by the GA/LA/UD admissions committee. Applicants must have received a baccalaureate degree from a U.S. institution accredited by a recognized regional association or have been awarded the equivalent of a baccalaureate degree from an international institution of acceptable standards. The GA/LA/UD Department's M.Arch application requirements can be found on the Pratt website.

4.2.3 Optional Studies

All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

B.Arch Program Response:

In addition to the 107 required professional studies credits and 22 general education credits, B.Arch students complete 41 optional studies credits to qualify for the professional degree. Beginning in the third year, optional studies allow students to personalize their academic career through undergraduate elective courses. Within the architecture program, once students have completed one of five electives in advanced History and Theory, they may choose other architectural electives in any of these areas: Media and Representation, Digital Design and Fabrications, Structural Systems Technology, Critical Theory, History and Theory, Professional Practice and Building Technologies, Advanced Technology and Analysis, Advanced Theory, and Urbanism.

In addition, B.Arch students may choose among post-core liberal arts and all-Institute electives toward a minor. The institute offers 25 minors; B.Arch students most often choose construction management, interior design, and sustainability. The B.Arch program also offers a morphology minor at the Center for Experimental Structures, which is open to students across the institute.

Link to Pratt Institute Undergraduate Minors.

Bachelor of Architecture AY 2023-24 Optional Studies Curriculum Table

Bachelor of Architecture AY 2023-24 Architectural Electives Curriculum Table

M.Arch Program Response:

Three-year M.Arch students take six electives, including two architectural, two history/theory, and two all-institute. Advanced standing students take four electives, including two architectural and two history/theory.

M.Arch Curriculum Table

Architecture electives available to M.Arch students include:
ARCH 770A Nanotectonica, Examining the Convergence between Natural and Architectural Systems
ARCH 770B A World of Our Own Making: Artifacts between Culture and Technology
ARCH 770E Glass in Structures
ARCH 770G Voracious Vernacular, Non-urban Constructs
ARCH 770K Mashup, Figuring Out Configurable Cultures
ARCH 770R Reticulate Architectures, Accidental Speculations
ARCH 770YP Flood Proof, Connecting the Public and Private Realm
ARCH 771DP Mod Time, A Library Out of a Labyrinth
ARCH 772EP Stairs, Ramps, Rails, Historically Significant Architectural Details
ARCH 870A Design Intelligence, Performing Glass
ARCH 870C Critical Geography and Techniques of Representation
ARCH 871IP Hooks, Loops, and the Hyper Stitch, Crochet as a Design Method
ARCH 880Y: Architecture and Its Practice: A Century Under Review
ARCH 770F Constructing Complexity, Analyses and Visualizations
ARCH 871E What is Design? Examining the Ontology of Design

History/Theory electives available to M.Arch students include:
ARCH 870D Transtemporal Affinities in Architecture, Comparative Analyses of Architectural Production
ARCH 871D Cosmoaesthetics, Aesthetics Beyond Anthropocentric Givens
ARCH 871FP Archipelogics, the Logics of Mapping, Making, and Remaking Future Urban Archipelagos
ARCH 871GP Worldbuilding, Architecture, Philosophy, and Fiction
ARCH 871HP Everything Change, The Future of Land-Based Learning
ARCH 880D Architecture and Film, Making Space with Moving Images
ARCH 880H Theories of Materialization in Building Technology

ARCH 880L Architecture and Society, Spatial Relationships in American Social Activism
ARCH 880N Space and Power, Contemporary Themes in Political Philosophy and Architecture
ARCH 880WP Critical Discourses on Race, Gender, Sexuality, and Space
ARCH 880ZP Architecture in the World, Ecosystems, Infrastructures, and Technology
ARCH 881BP Beyond Conventional Practice, Aligning Values with Process

Within the School of Architecture, M.Arch students may take graduate courses in historic preservation, sustainable environmental systems, urban and community planning in the Graduate Center for Planning and the Environment (GCPE). The Construction Management, Facilities Management, and Real Estate Practice Department offers graduate courses in facilities management and real estate practice that are open to M.Arch students.

Graduate courses in any department in the institute are open to M.Arch students. In recent semesters they have taken courses in photography, fine arts, interior design, industrial design, and film/video.

Students can also fulfill this all-institute elective requirement through a Pratt-run study abroad course in Brazil, the Czech Republic, England, France, Germany, Italy, Japan, Portugal, Rwanda, Scotland, Singapore or Spain. Information about study abroad programs can be found on the Pratt website.

M.Arch 4.2.3 Folder

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

School of Architecture Response:
The Pratt School of Architecture offers the five-year B.Arch and three-year M.Arch professional degrees, with a two-year advanced standing option for the M.Arch.

B.Arch Program Response:

The B.Arch is the sole NAAB-accredited program in the School of Architecture's Undergraduate Architecture department. The degree requires 107 professional studies credits, 22 general education studies credits, and 41 optional studies credits for a total of 170 credits to qualify for the professional degree.

M.Arch Program Response:
The Department of Graduate Architecture, Landscape Architecture, and Urban Design (GA/LA/UD) offers the following degrees: Master of Architecture (M.Arch), Master of Landscape Architecture (MLA), Master of Science in Architecture (M.S.Arch) and Master of Science in Urban Design (M.S.UD). These programs are listed on the Pratt website.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture.

The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

B.Arch Program Response:

The B.Arch Program is the larger of the two NAAB-accredited programs in Pratt's School of Architecture, requiring 107 professional studies credits, 22 general education credits, and 41 optional studies credits for a total of 170 credits to qualify for the professional degree.

B.Arch students may also specialize in the B.Arch with a Concentration in Morphology, also totaling 170 program credits. After completing the required core courses *ARCH 131 Technics*, *ARCH 211 Representation 3*, and *ARCH 252 History and Theory 4*, they may enroll in four morphology courses, including *ARCH 571 Morphology Analysis* and *ARCH 563 Research Topics: Morphology*. All other professional requirements are the same as for the regular B.Arch degree.

Bachelor of Architecture AY 2023-24 B.Arch Curriculum Table

Bachelor of Architecture AY 2023-24 Concentration in Morphology Curriculum Table

4.2.5 Master of Architecture.

The M.Arch degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

M.Arch Program Response:

The M.Arch program is a six-semester graduate program for students who have earned an undergraduate degree. The following curriculum outline shows how the M.Arch courses are distributed between professional studies (66 semester credit hours) and optional studies (18 semester credit hours) for a total of 84 graduate semester credit hours, exceeding the NAAB-required 30 semester credit hours of graduate coursework. Required coursework for the M.Arch appears on the Pratt website.

The M.Arch advanced standing program is a four-semester graduate program for students who demonstrate exemplary design capabilities and who have already taken architecture studios and courses as undergraduates. The standards for evaluating prior academic coursework for advanced standing placement are outlined in *4.3.2*. The curriculum map shows how the M.Arch advanced standing courses are distributed between professional studies (44 semester credit hours) and optional studies (12 semester credit hours) for a total of 56 graduate semester credit hours, exceeding the NAAB-required 30 semester credit hours of graduate coursework. Students in the advanced standing track enter the M.Arch program in Semester 3.

From the total 168 semester credit hours required, the remaining 84 semester credit hours for six-semester M.Arch students, or the 112 semester credit hours for four-semester advanced standing students, are fulfilled as general studies courses completed by the graduate students in their undergraduate degrees. Applicants to all graduate programs at Pratt, including the M.Arch program, are required to have completed a baccalaureate degree from an accredited U.S. institution or an accredited

international equivalent. The institute's Office of Admissions receives and reviews transcripts and may request credential evaluations from applicants if it is needed to judge eligibility. The transcripts are also reviewed by the GA/LA/UD admissions committee.

Both the institute's and the department's requirements for admission include the baccalaureate requirement. Pratt's graduate admissions requirements can be found on the Pratt website.

Advanced standing is not guaranteed based solely on an applicant's undergraduate architecture degree. Admission to the four-semester advanced standing track is highly competitive, based on selection of candidates made by the admissions committee and the GA/LA/UD chairperson. Advanced standing is awarded to select applicants with exemplary design capabilities and who have taken studios and media-based classes equivalent to those offered in semester 1 and semester 2 of the M.Arch program curriculum. Only applicants who have taken architecture courses in their baccalaureate degrees are eligible for advanced standing. Eligible applicants request consideration for advanced standing in their statement of purpose submitted with their application. Interviews may be scheduled for students requesting advanced standing on campus, off-campus, by Zoom, or by phone. Not all eligible candidates will be awarded advanced standing.

The advanced standing evaluation, which takes place at the time of admission, is outlined on the Pratt website.

Graduate admissions requirements by the GA/LA/UD Department for the M.Arch and M.Arch advanced standing can also be found on the Pratt website.

4.2.5 Curriculum Maps for M.Arch and M.Arch Advanced Standing

Semester 1 (14 Credits)
Professional studies courses (14 credits)
ARCH 601 Design 1: Media and Methods (5 credits)
ARCH 611 Mediums 1: Modeling and Drawing (3 credits)
ARCH 631 Structures 1: Structure as Medium (3 credits)
ARCH 651 History and Theory 1: Six Crises of Representation in Architecture (3 credits)

Semester 2 (14 credits)
Professional studies courses (14 credits)
ARCH 602 Design 2: Interiorities and Contexts (5 credits)
ARCH 612 Mediums 2: Advanced Modeling and Drawing (3 credits)
ARCH 631 Structures 2: Structural Materialities and Qualities (3 credits)
ARCH 652 History and Theory 2: Design, Knowledge, and Context (3 credits)

Semester 3 (14 Credits)
Professional studies courses (14 credits)
ARCH 703 Design 3: Urban Qualities and Materialities (5 credits)
ARCH 753 History and Theory 3: Materiality and Cities (3 credits)
ARCH 761 Technology 1: Environmental Controls (3 credits)
ARCH 762 Technology 2: Materials and Assemblies (3 credits)

Semester 4 (14 credits)
Professional studies courses (14 credits)
ARCH 704 Design 4: Integrated Contexts and Mediums (5 credits)
ARCH 763 Technology 3: Integrated Building Systems (3 credits)
ARCH 861 Professional Practice (3 credits)
Students must take one of three Mediums 3 courses (3 credits):
ARCH 713A Mediums 3: Architectural Fabrication
ARCH 713B Mediums 3: Architectural Visualization and Animation
ARCH 713C Mediums 3: Architectural Communication

Semester 5 (14 credits)
Professional studies courses (5 credits)
ARCH 805 Design 5: Advanced Research 1 (5 credits)
Optional courses (9 credits)
History/Theory elective (3 credits)
Architecture elective (3 credits)
All-institute elective (3 credits)

Semester 6 (14 credits)
Professional studies courses (5 credits)
ARCH 806 Design 6: Advanced Research 2 (5 credits)
Optional studies courses (9 credits)
History/theory elective (3 credits)
Architecture elective (3 credits)
All-institute elective (3 credits)

4.2.6 Doctor of Architecture.

The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

The Pratt Institute School of Architecture does not offer a D.Arch degree.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 Evaluating prior academic coursework

A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

The B.Arch and M.Arch programs are committed to a thorough and equitable applicant evaluation process. Both programs document the accreditation criteria they expect students to have met in their academic experience in non-architecture or non-accredited programs.

B.Arch Program Response:

The Chair of Undergraduate Architecture works with the Institute's Office of Admissions' Senior Associate Director of Undergraduate Admissions and Visitor Services and the Transfer Admissions Counselor to evaluate transfer student applicants for admissions and placement. The Transfer Admissions Counselor reviews the application, which consists of:

- Application form with fee (online)
- Official transcripts from each high school attended or official GED scores (if less than 48 college credits have been earned or college GPA is below 3.0)
- An unofficial transcript from each college attended
- Standardized test scores (optional)
- Letters of recommendation (optional)
- Pratt essay
- English proficiency scores
- Visual or writing portfolio

Upon review, the transfer admissions counselor evaluates the transfer applicant's general education courses and assigns credit(s) for their equivalents at Pratt. If the semester of placement is unclear due to the transfer of architecture-related courses, the transfer admissions counselor asks the Undergraduate Architecture chairperson to review the applicant's documents, considering the curriculum and accreditation criteria based on each specific major's curriculum and accreditation criteria. The UA chairperson is responsible for reviewing all submitted material for evidence of the merit and equivalent evaluation of the courses the applicant has taken and those courses' adherence to NAAB criteria. If sufficient material for deciding of course equivalency and placement is present, the chairperson gives the transfer admissions counselor the applicant's placement and the list of courses for which the applicant will receive credit; lacking sufficient material, the chairperson asks the counselor to obtain other documents needed to determine placement and course credit. This assessment is done on a course-by-course basis; few students receive more than one year of transfer credits (35-40 credits). Advanced students with architecture backgrounds receive the same transfer credits plus credit for one (more common) or two (less common) 400-level options studios. Without exception, all transfer students must take at least one first-year and one second-year studio and both third-year studios.

Students transferring from non-accredited schools or programs outside the discipline of architecture undergo the same evaluation process. They begin with semester 1, with some transfer credits possible for optional studies courses.

M.Arch Program Response:

The School of Architecture is committed to a thorough and equitable process for evaluating M.Arch applicants. The following is a description of the admissions process including admission requirements and the method for making admissions decisions:

Admissions requirements are listed on the Pratt website and in Pratt course catalogs. Students applying to the M.Arch. program complete an application form and submit official transcripts, two letters of recommendation, GRE scores (optional), a statement of purpose, and a portfolio of work.

Applications to the M.Arch program are reviewed by the admissions committee, which is composed of M.Arch. faculty in all areas, but in particular those teaching architecture studio and core curriculum. Each application is reviewed by two faculty members, each of whom assigns the application a score from one through 20. The score is based on assessment of the materials in the portfolio for conceptual ability, communication skills, academic promise and seriousness of intent. Faculty may also leave comments. If the two scores are further than three points apart, a third evaluator (the chairperson, the assistant chairperson or a program coordinator) reviews the application, the scores, and any reviewer comments and gives the application a third score that is averaged with the other two. The average score for each application provides a basic means of determining admission.

A baccalaureate degree or an international equivalent, accredited degree is required for admission to graduate programs, and evaluation of the degree content begins in the institute's Admissions Office. Once verified, the admissions committee and GA/LA/UD department chairperson evaluate the applicant's previous coursework.

All international transcripts must be translated into English by a certified translation service if a translation is not provided by the school. Both the original document and the English translated version must be submitted with the application.

4.3.2 Standards for evaluating accreditation criteria

In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

B.Arch Program Response:

N/A

M.Arch Program Response:

Applications to the M.Arch program for both the six-semester and advanced standing four-semester tracks are first evaluated by the institute's admissions office as outlined on the Pratt website.

Once application content has been verified by the Pratt admissions office, the admissions committee and the GA/LA/UD department chairperson evaluate M.Arch applicants' previous coursework. The committee and the chairperson determine who will be admitted to the six-semester or four-semester advanced standing track.

Advanced standing is determined by the design capabilities in architecture studios and courses as demonstrated in the applicants' visual portfolio and other application materials. To identify advanced standing candidates, the committee and the chairperson determine if undergraduate coursework fulfills the learning criteria for the following M.Arch program courses: *ARCH 601 Design 1*, *ARCH 602 Design 2, ARCH 611 Mediums 1*, and *ARCH 612 Mediums 2*. Once advanced standing candidates have been identified, the technology area coordinator also evaluates each applicant's previous coursework to ascertain whether the applicant's undergraduate coursework has met the learning criteria in the technology sequence of the M.Arch program for semesters 1 and 2.

Regardless of their advanced standing status, all students are required to complete the Semester 4 technology course, *ARCH 763 Technology 3: Integrated Building Systems*, with a final grade of B or higher. All advanced standing students are also required to take all three core History/Theory courses; therefore, previous courses in history/theory are not evaluated in the admissions process. All advanced standing students are required to take *ARCH 861 Professional Practice*.

4.3.3 Transfer Evaluation

A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

B.Arch Program Response:

Students applying to transfer to the B.Arch program must submit transcripts from their high school and from from every university or college they have attended. Transfer application requirements can be found on the Pratt website.

Transfer credit may be granted for general studies coursework that is comparable to the program's coursework and is completed at a school that is regionally accredited or recognized by the U.S. Secretary of Education, or the international equivalent. Credit may be awarded for courses in which a grade of C or

higher is earned from domestic institutions (or 70 or higher from international institutions, as determined by a reputable education evaluation service), and the course corresponds to the specific course requirements of the applicant's proposed program of study.

The process for transfer application and evaluation is documented in the links below. The process for evaluating credits complies with NAAB's core requirements.
https://www.pratt.edu/resources/undergraduate-application-requirements-transfer-students/

https://www.pratt.edu/about/offices/office-of-the-registrar/guidelines-and-policies/transfer-credit-after-matriculation/

M.Arch Program Response:

Advanced standing is not guaranteed based solely on an applicant's undergraduate architecture degree. Admission to the four-semester advanced standing track is highly competitive, based on selection of candidates made by the admissions committee and the GA/LA/UD chairperson. Advanced standing is awarded to select applicants with exemplary design capabilities who have taken studios and media-based classes equivalent to those offered in semester 1 and semester 2 of the M.Arch program. Only applicants who have taken architecture courses in their baccalaureate degrees are eligible for advanced standing.

The process for admissions and evaluation of standing is documented in 4.2.5 and in the link below. The process for evaluating credits complies with NAAB's requirements.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure

Describe the administrative structure and identify key personnel in the program and school, college, and institution.

The leadership of Pratt Institute is committed to transparency, accountability, and shared governance. The board of trustees, president, provost, vice presidents, associate provosts, deans, chairs, faculty, and staff work together to fulfill Pratt's primary mission of educating students. The president, provost, and deans are all credentialed academics with years of research, teaching, and practical experience in their respective fields.

Pratt Institute Administrative Structure

The Pratt Institute administration is organized around the president, who manages a staff of vice presidents of Institutional Advancement, Information Technology, Finance, Human Resources, Enrollment Management, Communications, Student Affairs, and Diversity, Equity, and Inclusion. The president reports to a board of trustees who assume ultimate responsibility for the well-being of the school and its programs.

The provost also reports to the president and manages the academic areas of the institute. The provost directly manages the six deans of the Schools of Architecture, Art, Design, Information and Library Sciences, Liberal Arts and Science and Continuing Education and Professional Studies, as well as the three directors of the libraries, the Pratt Planning Center and Higher Education Opportunity Program, and the operational areas supporting academic affairs.

An organizational chart of the institute is available on the website, showing the architecture programs in an institutional context.

Pratt Institute Organizational Chart

Pratt School of Architecture Administrative Structure

The School of Architecture encompasses ten graduate and undergraduate programs. The school has a dean, four chairpersons, and four academic coordinators. Rules around appointments, duties, and evaluation processes for the dean and chairpersons are laid out in the Pratt Institute Faculty Handbook, a document developed by the Office of the Provost and the Academic Senate.

The School of Architecture is led by Dean Quilian Riano. The dean manages the dean's office staff, consisting of: Assistant Dean Alicia Imperiale; Pamela Gill, Director of Finance and Operations; Ramona Allen, Assistant to the Dean; Rodrigo Guajardo, Director of Production and Technology; and Jasmine Chavez Helm-Barrios, Archive and Content Manager.

The school has four academic departments: Undergraduate Architecture (UA), Graduate Architecture, Landscape Architecture, and Urban Design (together known as GA/LA/UD), the Graduate Center for Planning and the Environment (GCPE), and Construction Management, Facilities Management, and Real Estate Practice (CM/FM/REP). The chairpersons of each department report to the school's dean.

The Pratt Faculty Handbook describes chairpersons' responsibilities, appointments, and review/evaluation (pages 7-10). Chairpersons are responsible for academic and administrative leadership and for fostering creativity and effective teaching in their respective departments. They advise the Dean

on the schools' strategic plan initiatives, committees, budget planning, and institutional endeavors regarding vision, mission, and programming, and they advocate for their departments.

The graduate and undergraduate architecture degree programs are distinctly designed and run. The UA department, led by Chairperson Stephen Slaughter, administers the B.Arch program only. GA/LA/UD department Interim Chairperson Alex Barker administers studio-based graduate programs.

Pratt School of Architecture Organizational Chart

Within each program, the chairperson appoints area coordinators, either full-time faculty in exchange for course release or part-time faculty who receive a separate stipend, to work with area faculty in defining educational objectives and providing assessment standards. The B.Arch and the M.Arch each have an advisory structure to assist students in registering and navigating their journey through the curriculum.

During AY 2023-24, the School of Architecture enrolled 1139 students, 22.6% of Pratt's student body. The B.Arch program has 719 students and the M.Arch, 212.

Undergraduate Architecture Department Administrative Structure
UA, chaired by Stephen Slaughter and reporting to the dean, is the largest department on the Pratt campus. The chairperson oversees the administrative staff, including an associate chairperson and assistant chairperson, who report and support the department's curricular objectives and teach in the department. The UA office also includes the assistant to the chair and an administrative clerk.

B.Arch students are assigned to one of three-full time academic advisors, Marco Tang (first- and second-year students), Terilyn Stewart (third- and fourth-year students, students studying in Berlin, and morphology majors); and Juliet Medel (all fifth-year students and fourth-year students studying in Rome). While they have offices in the B.Arch undergraduate suite, they report directly to the office of Undergraduate Advising.

Pratt SoA UA Department Organizational Chart

Graduate Architecture, Landscape Architecture, and Urban Design Department Administrative Structure
GA/LA/UD offers four programs: Master of Architecture (M.Arch), Master of Landscape Architecture (MLA), Master of Science in Architecture and Urban Design (M.S.Arch), and Master of Science in Urban Design (M.S.UD). Interim Chairperson Alexandra Barker administers these programs with Acting Assistant Chairperson Erich Schoenenberger. Rosetta S. Elkin is the Academic Director for the MLA program, and Hart Marlow is a GA/LA/UD Academic Coordinator. Ariane Lourie Harrison is the Academic Coordinator for Urban Design.

Full-time GA/LA/UD staff advise students in selecting courses and help with registration and degree audits. The GA/LA/UD chairperson appoints area coordinators in the M.Arch program who work directly with faculty to define, assess, and revise learning objectives. The M.Arch program is also supported by full-time and temporary staff who administer the admissions process and by an administrative assistant.

Pratt SoA GA/LA/UD Department Organizational Chart

5.1.2 Governance

Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Pratt Institute
Pratt Institute received its original charter as a post-secondary educational institution in 1887 and is empowered to confer academic degrees by the State of New York. All our degrees are registered with the New York State Department of Education (NYSED).

The institute's governance structure and roles and responsibilities are clearly articulated in the Faculty Handbook (p.10), which is maintained and updated by the Office of the Provost and the Faculty Senate and approved by the Board of Trustees. The handbook provides faculty members with policies and information governing academic life, faculty governance, and faculty rights and responsibilities.

In addition to direct reporting relationships, the administration also relies on several advisory bodies that encourage a plurality of voices to help guide decision making: the senior staff of the Office of the President, consisting of the provost, vice presidents, and chief of staff; the Provost's Council, composed of the vice and associate provosts, deans of each school, representatives from the Academic Senate and Chairs' Council, and other members of the provost's staff; and the Chairs' Council, a non-governing organization of chairs that meets regularly to share information and serve as a support network and communication bridge between chairs and other structures at Pratt.

As articulated in its bylaws, the Academic Senate represents the faculty, chairs, and staff who teach. In addition to faculty elected from each academic department, at-large members represent full-time faculty; part-time faculty; chairs, associate chairs, and assistant chairs; and staff members who teach. Membership also includes non-voting representatives from the Office of the President, Provost's Council, Student Government Association, and Staff Council. Through its committees, the senate provides a voice for constituent needs and concerns, reviews policies and curricula, and recommends awards that recognize outstanding faculty in the areas of teaching, research, and service.

Faculty and some staff are represented by one of four unions that negotiate collective bargaining agreements on behalf of their members. All faculty are represented by the United Federation of College Teachers (UFCT) Local 1460. Full-time clerical and technical employees and public safety officers are represented by OPEIU Local 153, full-time facilities employees by NCFO Local 31, and full-time maintenance staff by SEIU Local 32BJ. Unions representing Pratt faculty and staff are responsible for sharing their collective bargaining agreements (CBA) with their members and advising them of their rights and privileges under the respective CBAs and the law. The CBA with Local 1460, representing faculty, was ratified in 2022.

The Student Government Association (SGA), convened under the aegis of the vice president for student affairs, advocates for the best possible student experience at Pratt. The SGA promotes greater communication and cooperation among and between students, faculty, administration, and the board of trustees to improve student life and academic affairs. The SGA also uses student activity fees to sponsor community events, student club budgets, and NYC museum memberships for faculty, staff, and students.

Pratt School of Architecture

Over ten percent of the faculty in both the B.Arch and M.Arch programs are full-time tenure-track and tenured faculty. Pratt Institute offers a unique status for part-time adjunct faculty: the Certificate of Continuous Employment (CCE). Adjunct faculty who have been awarded a CCE status hold part-time tenure at the institute and can also participate in the Peer-Review Committee. Part-time faculty members may apply to be considered for this status following ten semesters of service as an adjunct faculty member. The rest of the faculty are part-time adjunct or visiting professors.

The full-time and CCE faculty form the school's Faculty Governing Group (FGG), an advisory body that works with the dean to define educational objectives and advise on long-range planning. The FGG confirms the members of the Peer Review Committee and they also confirm the School of Architecture Peer Review Handbook each year. (The FGG is currently reviewing its form and processes.) The School of Architecture Curriculum Committee (SCC) has its own Standards and Guidelines and the chair of the SCC reports changes to the dean and the FGG. Furthermore, the FGG organizes ad hoc committees that advise the dean on technology, diversity, equity, and inclusion, and content strategy.

Students also play a role in providing advice as part of school governance. Currently the dean is working with the chair of the FGG and a faculty task force to update shared the school's shared governance processes.

The B.Arch and M.Arch programs each have a student council composed of elected representatives who meet regularly with the dean and with each chairperson. In 2020, the dean's office established the Student Advisors to the Dean, two positions to give students agency to engage in discussions about the direction of the school. Two students are chosen, one from the graduate architecture program and one from the undergraduate program, to work with each other, the dean's office and SoA Student Council (representing all school student groups) to help shape the identity and future of the school, facilitating collaboration and communication across the departments. The student advisors also liaise with the institute's student affairs infrastructure as needed.

Undergraduate Architecture Department

B.Arch departmental governance comprises four advisory committees: the Faculty Steering Committee, Departmental Curriculum Committee, Undergraduate Architecture Student Representatives, and Undergraduate Architecture Faculty Governing Group Contingent. These groups counsel the chairperson on curriculum, assessment, planning, organization, and student life.

The Faculty Steering Committee is an academic advisory group of full-time faculty coordinators. The committee meets monthly and provides input for the chairperson on topics such as curriculum, assessment, accreditation, programming, and ad hoc committee staffing recommendations.

The Departmental Curriculum Committee comprises all the area group coordinators leading a course or other curriculum component. The committee meets twice a year biannually or as needed to review new course syllabi revisions concerning the curriculum, program changes, assessment, and implementation. The group reviews and approves documents before they are passed to the school Curriculum Committee for review and approval at the institute level.

Undergraduate Architecture Student Representatives is a body of ten student representatives, two from each year. First-year representatives self-nominate and are vetted and appointed by the chairperson; second- through fifth-year representatives are elected by their class peers. The representatives meet with the chairperson twice each semester to discuss issues that impact student learning, coursework delivery issues, achievement, and student life. They also have direct access to the chairperson to communicate any urgent concerns. All requests and recommendations made to the chairperson are addressed and implemented whenever possible, in keeping with the mission and goals of the program.

The chairperson may request a meeting with undergraduate full-time faculty and coordinators, known as the Undergraduate Architecture Faculty Governing Group Contingent, to discuss any urgent matters for which the chairperson needs feedback or review. The group is a part of the Faculty Governing Group and follows bylaws established by the school dean.

Graduate Architecture, Landscape Architecture, and Urban Design Department

The M.Arch program is housed in the Graduate Architecture, Landscape, Architecture, and Urban Design Department (GA/LA/UD). GA/LA/UD includes 134 faculty and 357 students across four programs, including M.Arch, MLA, M.S.Arch and M.S.UD. The M.Arch comprises over 85% of the students and faculty in the department. Faculty meetings are held twice a semester to discuss program and departmental matters. Faculty serve in advisory roles as coordinators and assessors. The coordinators meet once a month to discuss curricular matters, including changes based on assessment processes outlined in the next section. The Faculty Advisory Committee (formerly the Executive Council), which meets once a semester, consists of senior faculty who advise the administration on more general program and departmental matters. The admissions committee convenes every spring to review applications and discuss matters relating to admissions.

Students elected to the Graduate Student Council (GSC) serve as advisors to the department and program administrators and act as liaisons between the administration and the student body. Since 2016, the GSC has grown from six to ten students, allowing for representation from each program as well as from the advanced standing cohort. This growth coincided with an increase in the frequency of GSC meetings, from twice each semester in 2017 to monthly meetings in Spring 2020. The scope of engagement of GSC members has expanded as well. Beginning in Spring 2020, members of the GSC

were invited to join the department's Fall Planning Task Force focused on pandemic-related planning issues, and since Fall 2020 all members of the GSC have been invited to join monthly faculty meetings. In Spring 2024, GSC members organized a panel discussion among various department graduates to share their experience of different career paths. When the faculty DEI Task Force was established in Fall 2020, a GSC member joined the task force as well. The growth of the GSC group demonstrates the continued commitment to collaborating with students, expanding their visibility and representation, and giving them opportunities to lead policy making and curricular decisions.

The GA/LA/UD DEI committee is composed of faculty, students, and staff, and provides guidance and feedback to the administration on issues of diversity, equity, and inclusion. This committee grew out of the DEI task force that was established in 2020.

Students play a role in governance. The M.Arch program has a student council composed of elected representatives and meets regularly with the dean and chairpersons.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 Multiyear strategic objectives

The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Strategic Objectives

Multi-year strategic planning, including concrete objectives, is a central planning tool for the institute, the school, and individual programs. Given the varying responsibilities and scope of interests between these layers of the institute, the multi-year strategic objectives vary but are well-integrated through the planning process. In 2019 the institute adopted the five pillars of its strategic plan which include academic excellence; student success; diversity, equity, and inclusion; global education, and civic engagement. The plan focuses on larger transformations and changes in design education felt at the level of the entire institute, while the school's plan speaks to its ten graduate and undergraduate programs. The B.Arch and M.Arch multi-year strategic objectives are integrated into this plan, and where their interests require budget requests for larger scale changes, these interests often intersect with other programs in the school. The School of Architecture is in the process of developing a strategic plan on the heels of our recent Middle States review. Undergraduate Architecture, GA/LA/UD, and the B.Arch and M.Arch programs will align with these objectives once they are established.

In 2024 the Middle States Association of Colleges and Schools reaffirmed Pratt Institute's accreditation. In the 2024-2025 academic year the institute will embark on a new strategic planning process. Alongside and in support of this process, the School of Architecture will also begin a process to develop an updated school strategic plan.

Institute Assessment Structure

Pratt Institute recognizes the central role of faculty in developing, reviewing, and assessing curriculum, pedagogy, and student learning. In all decisions regarding the planning and practice of program assessment, programs are expected to adopt the following guiding principles: central role of faculty in developing and reviewing assessment processes and plans; inclusion; democratic processes; and transparency. Assessment activities are appropriately supported by administrative personnel and resources.

The purpose of Pratt's assessment cycle, based on clear, evaluable student learning outcomes, is to yield meaningful insights for continuous improvement of student learning. Assessment allows for identification

and alignment of program, school, and institute learning goals and helps determine whether and how those goals are fulfilled by curricular development and delivery, including pedagogical approaches. This information directly informs future curriculum development at Pratt through subsequent curricular proposals, which are reviewed according to Pratt's Curricular Review Policy.

By engaging in active, continuous self-reflection and evidence-based decision making, we build our capacity as educators to respond to student learning needs. While goals, outcomes, and methods will vary across programs, departments, and schools, assessment is a required component for each academic program, including degree-granting programs and others, such as the undergraduate Foundation and general education.

Assessment of course and program student learning outcomes is related to, but distinct from, academic program review, which also addresses staffing, budget, space, enrollment, retention, and other factors that contribute to student success. Program review, including external evaluations, is also conducted routinely, supported by the Office of the Provost and involving program faculty. Each program's assessment of its student learning outcomes provides an integral part of the program review.

B.Arch Program Response:

Following the 2016 NAAB visit, the B.Arch program embarked on a three-year curriculum assessment process. Most of the recommendations for the five-area group review in 1) Core and 2) Advanced Design, 3) Critical Thinking, 4) Architectural Technologies, and 5) Techniques & Methods have been incorporated into the curriculum. Since its completion in 2019, this work has aligned with pillars of the institute, and the core values of NAAB and school and has constituted the department's multiyear strategic roadmap. *(See the Introduction section of APR – Program Changes for additional information.)*

One outcome of this evaluation was an update of the B.Arch program goals and objectives, reflecting the institute's new goals and learning objectives and the 2020 NAAB shared values. These in turn provided the structure for our assessment process. *(See Section 2 for the B.Arch Program Ethos [learning outcomes] and implementation.)*

B.Arch Curricular Assessment Procedure

All 18 area group faculty coordinators received links to a digital folder containing the curricular matrix that outlined the 2020 NAAB program criteria indicating the distributed criteria with our unique curricular structure. The folder additionally contained the 2020 NAAB Conditions and Procedures for Accreditation as a reference, including specific language, descriptions, and requirements for demonstration for each criterion. Each area coordinator reviewed their courses and the assigned criteria and was required to advise the chairperson on any syllabi revisions and clarifications for all fall and spring assessment reviews before our NAAB collection year, AY 2023-24. The process provided the following procedure sequence:

Direct Assessment

The student work is assessed through end of semester assessment review with the faculty and course coordinator before grades are due. The course goals and student learning objectives associated with each course in the core curriculum are assessed following each course by the coordinator. The coordinator generates a summary report from the assessment meetings findings, which is presented to B.Arch administration.

Indirect Assessment

Course evaluations are distributed to students following the final course meeting, and results are reviewed by the administration. In addition, student surveys query the effectiveness of the courses regarding learning objectives and are distributed to students to gather data on student experience with learning outcomes.

B.Arch Assessment Process
The chairperson meets with all course coordinators to review course goals and student learning objectives, to determine what post final questionnaire questions would be appropriate to pose to capture data on how the course is effectively meeting both the program or student criteria, as determined by the NAAB, and the expressed shared values of the B.Arch department. For required professional courses, the chairperson also meets with the area coordinators to review the sequence of courses that are prerequisite to each other and build on the course goals, outcomes, and final deliverables, exams, assignments, essays, etc.

The B.Arch administrative team produces online questionnaires for each course, and prints QR code cards for each questionnaire, and issues them to each coordinator, to in turn distribute solely to their faculty if the course does not have a juried final review, and to the faculty and their guest critics if the course does have a juried final review.

After evaluating the results, the coordinator aggregates the data and comments of the questionnaires into a draft agenda for a meeting they will hold with their faculty cohort, chair and assistant chair of the department. The discussions provided another type of assessment, which included grading parity, adherence to NAAB criteria as evidenced in the student work, and possible tactics to address shortcomings moving forward. Upon completion of the Semester End Assessment Meeting, the coordinator is required to synthesize the meeting notes into a narrative *Semester End Assessment Report* with recommendations to be implemented the following year to bring the course in better alignment with the shared values of the department and the program and student criteria of the NAAB.

B.Arch Assessment Cycle Diagram

M.Arch Program Response:

Data Collection and Aggregation
Direct and indirect methods of assessment are collected and aggregated at the end of the academic year.

Direct methods of assessment include faculty grading meetings (FGM) and peer course review (PCR). FGW is where student work is assessed by the faculty and coordinator before grades are due. PCR is where the student learning outcomes associated with each course in the core curriculum are assessed by a team that includes the coordinator and three faculty members. Following the PCR, the coordinator writes a PCR assessment summary. Direct methods of assessment also include the Critic at Large, where invited outside critics assess course curricula and student performance. A written summary from the critic at large is reviewed by faculty and coordinators.

Indirect methods of assessment include course evaluations (CE) and student course surveys (SCS). CEs are distributed to students following the final course meeting, and results are reviewed by the administration. SCS query the effectiveness of the courses regarding learning objectives and are distributed to students to gather data on student experience with learning outcomes.

Data Review and Assessment
Data is reviewed and assessed at the Curriculum Review Workshop (CRW). The CRW takes place yearly in May, following the end of the academic year among all M.Arch faculty. The area coordinators present the entire curriculum and introduce discussion topics from the assessment summaries, considering the presentations of the academic year's work by coordinators; faculty feedback, both those teaching in the courses and other faculty in the program; student surveys that query the effectiveness of the courses regarding learning objectives; and developments in both the local and global professional practice of architecture.

Student Learning Outcomes Update
At the June Syllabus Planning Workshop (SPW), CRW transcripts are distributed to faculty and used to assess student learning outcomes. The faculty present syllabi and propose changes.

Improvements Based on Assessment
Course Coordination Meetings (CCM) are held in August with faculty and coordinators before the upcoming academic year to finalize course details, bibliographies, assignments, deliverables, and schedules. Student learning outcomes that were determined in the SPW are incorporated into the syllabi and curriculum.

External Assessment
The GA/LA/UD established the Critic at Large position in 2017 to add an outside assessor who provides input to the M.Arch program and the department. Each year, this position offers a leading educator or practitioner the opportunity to engage students in debates about projects, workshop ideas with them, and test out innovative forms of intellectual collaboration.

M.Arch Assessment Cycle Diagram

5.2.2 Key Performance Indicators (KPIs)

Key performance indicators used by the unit and the institution

B.Arch Program Response:

To generate key performance indicators (KPIs), UA reviewed and synthesized the institute's strategic plan, the department's program outcomes, and NAAB's shared values. This effort, combined with an assessment of the curriculum considering NAAB's 2020 conditions, prompted an evaluation of every course and syllabus to align them with the PC/SC structure. Once the curriculum was mapped, the administrative team and each course coordinator wrote tailored course questionnaires to evaluate the alignment between each course goal, student learning objectives, and the NAAB criteria.

This initial qualitative and quantitative study served as a pilot for the program's new assessment regime. It also prompted a redrafting of course syllabi, a curriculum matrix restructuring, and ultimately revision of the department's program outcomes. In a series of workshops, B.Arch faculty and administrators analyzed the connection between the program's goals and the survey responses and determined the indicators of pedagogical impact. These workshops yielded the department's new Program Ethos language, the decision to advance quantitative sampling via questionnaire, and the formation of a steering committee to serve as faculty representative advisors to the administration and a working group to establish KPIs in the assessment process.

To collect actionable data via KPIs reflective of the program's ethos, the UA steering committee held horizontal assessment meetings after the fall 2023 semester with the first-, second-, and third-year academic coordinators. The groups reviewed their year's design studio finals with respect to evidence of introduction, reinforcement, and mastery of skills and NAAB criteria as well as horizontal and vertical synthesis across courses. They then completed questionnaires that helped establish KPIs based on their data analysis, integrating the program ethos and the NAAB PCs and SCs. *(See the assessment reports and the table below.)*

B.Arch Core Horizontal Assessment Reports

B.Arch Student Assessment Report

Design Excellence **Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
What percentage of students exhibit proficiency in synthesizing literacies and skills acquired in core lecture, lab, and seminar courses into their design proposals for studio?	**3.1 Program Criterion:** PC.2 Design	*ARCH 101, ARCH 111, ARCH 131, ARCH 102, ARCH 112 ARCH201, ARCH 211, ARCH 202 ARCH 301, ARCH 302 ARCH 401, ARCH 402, ARCH403 ARCH 501, ARCH 503*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students exhibit an understanding of the significance of solar orientation, its impact on the building systems, and its role in the design process? What percentage of students exhibit an understanding of the relationship between the systems they are introduced to and the aspect of climate change those systems directly address?	**3.1 Program Criterion:** PC.3 Ecological Knowledge and Responsibility		Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students exhibit an understanding of the communities where the studio's site is situated and offer clear and direct strategies to engage and accommodate those communities? *User* What percentage of students have a viable strategy for egress? *Regulatory* What percentage of students have successfully engaged the issue of site design, with respect to accessibility? *Site and accessibility* What percentage of students exhibit an understanding of the significance of solar orientation, its impact on the building's systems, and its role in the design process?	**3.2 Student Criterion:** SC.5 Design Synthesis	*ARCH 301, ARCH361, ARCH 363*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students exhibit proficiency in synthesizing literacies and skills acquired in core lecture, lab, and seminar courses into their design proposals for studio? What percentage of students exhibit proficiency in translating strategies for the building's systems into a proposal for an element of the building design?	**3.2 Student Criterion:** SC.6 Building Integration	*ARCH 302, ARCH 362, ARCH 364*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire

Design Excellence **Pratt B.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Events/ Organizations**	**Assessment Method(s)**

Do students feel that they have benefited from cross-studio peer feedback outside of formal project milestones/ crits?	1 Context and Mission 2 Shared Values of the Discipline and Profession 5.2 Planning and Assessment	Pratt School of Architecture: *Outliners* Student Organization AIAS Model Show and Tell Review	Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire

Social and Cultural Thinking **Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
Do students feel respected and supported by peers? Do students feel respected and supported by faculty? Do students feel Undergraduate Architecture fosters an environment for learning, intellectual curiosity, and growth?	**3.1 Program Criterion:** PC.7 Learning and Teaching Culture	*ARCH 101, ARCH 102* *ARCH 201, ARCH 202* *ARCH 301, ARCH 302* *ARCH 401, ARCH 402, ARCH 403* *ARCH501, ARCH 503*	Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire
What percentage of essays submitted reflect an acknowledgement of a diverse array of cultures though a multitude of climates and ecologies? What percentage of students exhibit proficiency in translating strategies for the building's systems, into a proposal for an element of the building design?	**3.1 Program Criterion:** PC.8 Social Equity and Inclusion	*ARCH 151, ARCH 152* *ARCH 251, ARCH 251* *ARCH 454* *ARCH 501*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire

Social and Cultural Thinking **Pratt B.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Events/ Organizations**	**Assessment Method(s)**
What percentage of students have attended two or more Pratt SoA sponsored lectures, panels, and/or events this semester?	1 Context and Mission 2 Shared Values of the Discipline and Profession 5.2 Planning and Assessment 5.3 Curricular Development		Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire

Technology and Innovation **Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
In review of student work, what percentage of students cite new methods, materials, or processes in the design, fabrication, or operation of a building?	**3.1 Program Criterion:** PC.5 Research and Innovation	*ARCH 261* *ARCH401, ARCH402, ARCH 403* *ARCH 501, ARCH 503*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire

What percentage of projects reflected an understanding of design research both as a means of innovation and an expression of the zeitgeist? In review of student work, what percentage of students cite new methods, materials, or processes in the design, fabrication, or operation of a building?	**3.2 Student Criterion:** SC.4 Technical Knowledge	*ARCH 231, ARCH 261, ARCH 232, ARCH 262* *ARCH 331, ARCH 361, ARCH 362, ARCH 363, ARCH364*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
***Technology and Innovation* Pratt B.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Resources**	**Assessment Method(s)**
Did students engage other institutional resources within the campus, such as Higgins Hall Pi-Fab, Pratt facilities, the ITL, and the assigned studio environment to produce their assignments?	1 Context and Mission 2 Shared Values of the Discipline and Profession 5.2 Planning and Assessment 5.3 Curricular Development	School of Architecture: Higgins Hall Pi-Fab Pratt Institute: Interdisciplinary Technology Lab Other Pratt Institute facilities	Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire

***Urbanism* Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
In review of student work, what percentage of students exhibit an understanding of the current climate crisis, and the role/responsibility/agency architects have in addressing it?	**3.1 Program Criterion:** PC.3 Ecological Knowledge and Responsibility	*ARCH 261, ARCH 262 ARCH 361, ARCH 362*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students demonstrated an understanding of regulatory conditions regarding health, safety, and welfare, such as means of egress?	**3.2 Student Criterion:** SC.1 Health, Safety, and Welfare in the Built Environment	*ARCH 261, ARCH 262 ARCH 361, ARCH 362, ARCH 364*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
***Urbanism* Pratt B.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Resources**	**Assessment Method(s)**

Critical Thinking **Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
What percentage of students worked in the studio beyond studio hours?	**3.1 Program Criterion:** PC.7 Learning and Teaching Culture	*ARCH 101, ARCH 102 ARCH 201, ARCH 202 ARCH 301, ARCH 302 ARCH 401, ARCH 402, ARCH 403 ARCH 501, ARCH 503*	Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire
Critical Thinking **Pratt B.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Resources**	**Assessment Method(s)**

Professional Leadership **Pratt B.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point**	**Courses**	**Assessment Method(s)**
What percentage of students scheduled interviews during the job fair?	**3.1 Program Criterion:** PC.1 Career Paths	*ARCH 363*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students demonstrated an understanding of collaboration within the design team with clients and with the community at large?	**3.1 Program Criterion:** PC.6 Leadership and Collaboration	*ARCH 201, ARCH 202 ARCH 301, ARCH 302 ARCH 501, ARCH 503*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students worked in the studio beyond studio hours?	**3.2 Student Criterion:** SC.2 Professional Practice	*ARCH 363*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
What percentage of students demonstrated an understanding of the regulatory context regarding principles such as life safety and planning/zoning?	**3.2 Student Criterion:** SC.3 Regulatory Context	*ARCH 232, ARCH 262, ARCH 301, ARCH 302, ARCH331, ARCH 363, ARCH 364*	Pratt B.Arch FA2023-SP2024 Horizontal Assessment Meeting Questionnaire
Professional Leadership **Pratt B.Arch Non-Curricular KPIs**			

Key Performance Indicator(s)	Assessment Point	Events/ Organizations	Assessment Method(s)
What percentage of students are active members in an SoA student organization such as NOMAS, AIAS, Femmes of the Future, Pratt Futures, etc.?	1 Context and Mission 2 Shared Values of the Discipline and Profession 5.2 Planning and Assessment	NOMAS AIAS Femmes of the Future LAAB Pratt Futures 25 Feet Off Higgins	Pratt B.Arch FA2023-SP2024 Student Assessment Questionnaire

M.Arch Program Response:

The M.Arch program generated the following key performance indicators by synthesizing the M.Arch program mission, Pratt Institute's Five Pillars, Pratt's All-Institute Learning Goals, NAAB's shared values, and NAAB's 2020 conditions. The key performance indicators are designed to measure the program's alignment with the M.Arch shared values. Curricular and non-curricular activities are assessed within the key performance indicators. Key performance indicators are generated by program coordinators during Peer Course Review meetings and are reviewed at the annual Curiculum Review workshop.

Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Design Integration Index: Assess the degree to which the curriculum teaches students to integrate architectural ideas with structural, building, and regulatory systems.	**3.1 Program Criteria:** PC.2 Design **3.2 Student Criteria** SC.5 Design Synthesis SC. 6 Building Integration	4 courses: ARCH 763, ARCH 704, ARCH 761, ARCH 762	Faculty Grading Meeting Peer Course Review
Design Innovation: Objective: Assess the number of courses featuring methodologies,lectures or assignments on innovative practices, materials, systems, or design methodologies in architecture. Evaluate student deliverables for evidence of outcomes that demonstrate innovation. Consider criteria such as novel design approaches, use of emerging technologies, and unique design solutions	**3.1 Program Criteria:** PC.2 Design PC.5 Research and Innovation	4 courses: ARCH 761, ARCH 762, ARCH 704, ARCH 763	Faculty Grading Meeting Peer Course Review
Design Collaboration Index: Objective: Measure the level of collaboration within design studio projects.	**3.2 Student Criteria:** PC.2 Design SC.6 Leadership and Collaboration	5 courses: ARCH 761, ARCH 763, ARCH 704, and ARCH 703 are completely collaborative. ARCH 762 has some collaborative assignments.	Faculty Grading Meeting Peer Course Review
Design Excellence **Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*

Design Collaboration Index: Objective: Measure the level of collaboration within design studio projects.	2 Shared Values of the Discipline + Profession **3.1 Program Criteria:** PC.5 Research and Innovation	Critic at Large	Student Assessment Questionnaire

***Environmental Stewardship and Professional Responsibility* Pratt M.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Ethical Design Assessment (EDA): Evaluate the ethical considerations in the program curriculum	**3.1 Program Criteria:** PC.3 Ecological Knowledge and Innovation	4 courses: ARCH 861, ARCH 761, ARCH 703, ARCH 704	Faculty Grading Meeting Peer Course Review
Sustainability Index: Evaluate the extent to which principles of environmental stewardship are integrated in the courses curriculum.	**3.1 Program Criteria:** PC.3 Ecological Knowledge and Innovation	10 courses: ARCH 631, ARCH 632, ARCH 761, ARCH 762, ARCH 763, ARCH 601, ARCH 602, ARCH 703, ARCH 704, ARCH 861	Faculty Grading Meeting Peer Course Review
Ecological Research Integration (ERI): Objective: Assess the extent to which research on fragile ecosystems and ecologically responsive technologies is integrated into the curriculum.	**3.1 Program Criteria:** PC.3 Ecological Knowledge and Innovation	1 course: ARCH 704	Faculty Grading Meeting Peer Course Review
***Environmental Stewardship and Professional Responsibility* Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*

Sustainability Index: Evaluate the extent to which principles of environmental stewardship are integrated in the course curriculum.	2 Shared Values of the Discipline + Profession **3.1 Program Criteria:** PC.6 Leadership and Collaboration **3.2 Program Criteria:** SC. 5 Design Synthesis	Wast[ED]	Student Assessment Questionnaire

***Equity, Diversity and Inclusion* Pratt M.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
DEI Integration in Courses: Evaluate the extent to which equity, diversity, and inclusion principles are integrated into architectural projects by assessing the number or percentage of projects that explicitly address DEI challenges and solutions.	**3.1 Program Criteria:** PC.8 Social Equity and Inclusion	3 courses: ARCH 602: Community School Project ARCH 703: Public housing Project ARCH 704: Community Greenhouse	Faculty Grading Meeting Peer Course Review
***Equity, Diversity and Inclusion* Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
DEI Initiatives: Objective: Assess the extent to which students and faculty have the ARCH-861ortunity to engage in DEI initiatives within the architecture program. This can include participation in workshops, seminars, projects, or clubs focused on DEI.	**3.1 Program Criteria:** PC.8 Social Equity and Inclusion	DEI committee, TMYAP, DEI training for faculty, female architecture faculty lunch series	Student Assessment Questionnaire

Diversity of Student Demographics: Monitor the diversity of the student body in terms of race, gender, socioeconomic background, and other relevant demographics to ensure a broad representation of perspectives in the M.Arch program.	5.5 Social Equity, Diversity, and Inclusion	From 2016 to 2024: Women's enrollment has increased from 81 to 130 students (56% to 64%) First-Generation enrollment has increased from 2 to 8 students (1.3% to 3.8%) Hispanic/Latinx enrollment has increased from 18 to 20 students (11.8 % to 9.6%) Asian enrollment has increased from 11 to 17 students (7.2% to 8.1%) Black or African American enrollment has increased from 2 to 9 students (1.3% to 4.3%)	Student Diversity Survey

Knowledge and Innovation **Pratt M.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Innovation in Architectural Projects: Assess the degree of innovation and creativity demonstrated in architectural courses completed by M.Arch students. Consider criteria such as novel design aARCH-861roaches, use of emerging technologies, and unique design solutions.	**3.1 Program Criteria:** PC.5 Research and Innovation	4 courses: ARCH 763, ARCH 761, ARCH 762, ARCH 704	Faculty Grading Meeting Peer Course Review
Interdisciplinary Collaboration: Track the level of interdisciplinary collaboration involving architecture students and faculty. Evaluate the number of collaborative courses, joint publications, or partnerships with other departments or fields.	**3.1 Program Criteria:** PC.5 Research and Innovation	3 courses: ARCH 603, ARCH 762, ARCH 704	Faculty Grading Meeting Peer Course Review

Knowledge and Innovation **Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Research Output and Publications: Measure the quantity of research outputs produced by faculty and students, such as peer-reviewed publications, conference presentations, and design exhibitions.	**3.1 Program Criteria:** PC.5 Research and Innovation	Publications: 102 Exhibitions: 52 Lectures: 49 Books: 5 Installations: 1 Conferences: 16	Faculty Self-Report

Leadership, Collaboration, and Community Engagement **Pratt M.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Community Engagement Projects: Objective: Assess the degree to which students in the program participate in community engagement initiatives.	**3.1 Program Criteria:** PC.6 Leadership and Collaboration	3 courses ARCH 602: Community School Project ARCH 703: Public housing Project ARCH 704: Community Greenhouse	Faculty Grading Meeting Peer Course Review
Collaboration Index: Objective: Measure the level of collaboration within design studio projects.	**3.1 Program Criteria:** PC.6 Leadership and Collaboration	5 courses ARCH 761, ARCH 763, ARCH 704, and ARCH 703 are completely collaborative. ARCH 762 has some collaborative assignments.	Faculty Grading Meeting Peer Course Review
Collaboration with Industry Experts: Track the level of collaboration between M.Arch students and industry experts, such as engineers, sustainability consultants, or construction professionals, in design projects or coursework.	**3.1 Program Criteria:** PC.6 Leadership and Collaboration	2 courses ARCH 763, ARCH 762	Faculty Grading Meeting Peer Course Review

Leadership, Collaboration, and Community Engagement **Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Leadership in Student Organizations: Evaluate the leadership roles that M.Arch students hold within student organizations related to architecture, design, or community engagement. This can include positions like president, coordinator, or project lead.	**3.1 Program Criteria:** PC.6 Leadership and Collaboration	Leadership in GSC expanded to representatives in each year including advanced standing representatives	Student Assessment Questionnaire

Lifelong Learning **Pratt M.Arch Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Interdisciplinary Index: Objective: Measure the level of interdisciplinary collaboration within curricular coursework.	**3.1 Program Criteria:** PC.7 Learning and Teaching Culture	Interdisciplinary Co-Teacher added to ARCH 805 and ARCH 806	Faculty Grading Meeting Peer Course Review

Lifelong Learning **Pratt M.Arch Non-Curricular KPIs**			
Key Performance Indicator(s)	**Assessment Point** *Where is this assessed?*	**2024 Results**	**Assessment Method(s)** *How is this assessed?*
Continuing Education Participation: Measure the participation of M.Arch graduates in continuing education programs, workshops, or courses after completing their degree. This demonstrates their commitment to lifelong learning.	**3.1 Program Criteria:** PC.7 Learning and Teaching Culture	16.6% of our alumni who answered the survey are licensed since 2016 *(See 5.2.3)*	Student Licensure Survey
Alumni Research and Publications: Track the research output and publications by program alumni, showcasing their contributions to the body of architectural knowledge and their engagement with complex architectural issues.	**3.1 Program Criteria:** PC.7 Learning and Teaching Culture	0 surveyed	Student Assessment Questionnaire

Faculty Research and Scholarship: Assess the research and scholarly output of faculty members, including publications, conference presentations, and research grants, which contribute to the ongoing education and development of students.	**3.1 Program Criteria:** PC.7 Learning and Teaching Culture	113 total number of research, publications, grants, lectures, and conferences that relates to the development of students	Faculty Self-Report

5.2.3 Progress towards mission

How well the program is progressing toward its mission and stated multiyear objectives.

B.Arch Program Response:

In addition to the recommendations collected, implemented, and assessed through the assessment process, we evaluate our progress in terms of the Program Ethos, as follows:

Design Excellence

- Undergraduate Architecture has offered several cultural programs on how we see and represent architecture including the History and Theory exhibitions, *In the Round*, *On the Flat*, and *Experimental Landings*.
- More students focus on ethical issues in their studio work in new studios and electives that deal with the climate crisis.

Social and Cultural Thinking

- The History and Theory faculty has revised the historical and theoretical frame for understanding architecture in today's enlarged world. This process started before 2016; since then, the History and Theory curriculum has continued to interrogate and reinforce its dedication to critical issues in contemporary culture, such as how questions of Indigenous land acknowledgment, Black Lives Matter, well-being, and matters of inclusivity have changed how we narrate and design architecture today.
- A new series of UA courses incorporates environmental justice perspectives and teach community engagement methods.

Technology and Innovation

- The B.Arch curriculum has introduced advances in larger scale multi-material 3D printing technology that expose students to the next generation of building construction and fabrication.
- UA students and faculty use technology as an integral part of the design process in the curriculum and a flexible tool in the classroom.

Urbanism

- Over the past six years, UA has created curricular partnerships with several civic institutions, including:
    - NYC Parks and Recreation
    - NY Public Libraries
    - The Harlem School of the Arts
    - The Institute of Design and Construction (IDC)
    - RISE (Rockaway Initiative for Sustainability and Equity)
    - Amber Wave Farms

Critical Thinking

- UA hosted the 2021 Association of Collegiate Schools of Architecture-European Association of Architectural Educators research conference, *Curriculum for Climate Agency*, that examined new ways of teaching to address climate change.
- UA strengthened the B.Arch history and theory curriculum to account for emerging research and emerging canons, so that faculty can better share contributions of a more diverse set of builders, thinkers, critics, and historians to architectural culture.

Professional Leadership

- The second-year curriculum has inspired two symposia concerning the infrastructure of the public pool, *Aqua Infra*, and the public library, *Branching the Civic*. Theorists, architectural historians, and contemporary practitioners engaged together on the future of these collective forms of infrastructure.
- UA has supported the revived NOMAS chapter and has underwritten the cost for students to attend NOMA's annual conference for the past two years.
- Pratt Futures, a student-led discussion series focused on emerging designers and supported by the school, has enabled students to curate their own lectures and increase camaraderie.
- Spring 2019, the department re-structured its administrative organization by adding a new position of associate chairperson to supplement the previous structure of chairperson and assistant chairperson. This restructuring was a direct response to the ongoing growth of the department's enrollment and faculty cohort.

M.Arch Program Response:

The M.Arch curriculum combines the integrative, interdisciplinary and collaborative design thinking of an art and design institution with professional training to prepare students for leadership roles in the field of architecture. The program adopts a pedagogical approach rooted in innovative research, integrative team-based learning, and design-forward thinking and making. We engage with the complex and ever-evolving ecologies of building and living environments and their impacts on climate and community, at scales that range from buildings to cities.

Design Integration

In 2016, two courses integrated lectures and assignments from technical and design. In 2024, four courses (one design and three technical) incorporated lectures and assignments on integrative design from technical and design faculty. We aim to increase the number to five courses within five years. Review of student work showed that 90% of students are incorporating structural, mechanical, and facade systems into their assignments. Within the next five years we intend to add an assignment requiring students to write a narrative description that demonstrates an understanding of the integration of building systems.

Sustainability Index

In 2016, seven courses included topics on environmental stewardship in lectures or assignments. By 2024, we increased that number to ten. Our goal for the next five years is to incorporate lectures or assignments on environmental stewardship into all 16 core courses in the curriculum. Review of student work showed that 90% of students are demonstrating awareness of environmental stewardship and sustainable practices, while 70% actively incorporate sustainable principles into assignments. Our goal for the next five years is to require an assignment on environmental stewardship in all second-year core courses.

Community Engagement

In 2016, one core studio focused on community engagement. In 2024, we expanded to three courses in the second-year core curriculum – two studios and one seminar. In the next five years, we plan to integrate community engagement that incorporates a partnership with a local community and/or stakeholder organization in all four core studios.

Design Studio Collaboration Index
In 2016, three core courses, a studio and two seminars, were entirely partner based. One additional studio and seminar included some partner-based work. In 2024, we converted that additional studio to be completely partner based. Evaluation of student work indicated that some students achieved better understanding in collaborative exercises than others. In the next five years we plan to include a combination of individual and collaborative deliverables to improve student learning and accountability.

Interdisciplinary Collaboration Index
In 2016, two interdisciplinary courses involved design and technical faculty. In 2024, four courses in the core curriculum involve design and technical faculty. We added secondary instructors to the sixth-semester design studios to bring expertise from outside architecture. In the next five years, we plan to prioritize studios and seminars in the third year that incorporate faculty and explore materials, concepts, or methods from other disciplines.

5.2.4 Strengths, challenges, and opportunities

Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

B.Arch Program Response:

Strengths
1. The B.Arch program faculty across the curriculum are dedicated to the program's success, pedagogy, and student achievement. The faculty are active participants in assessment for continuous quality improvement. Faculty adherence to the program ethos fosters a culture of understanding, transparency, and desire to educate the next generation of architects to be creative and critical thinkers and ethical stewards of the built and natural environment.
2. Our students enjoy a safe and nurturing environment and are encouraged to express themselves and take risks and as a result are trusting and open to an education that challenges the status quo as much as it inspires new research.
3. Our culture of making, which leverages traditional and digital fabrication techniques in the process of prototyping, is a point of pride, curiosity, invention, and mastery.

Challenges
1. As the student body grows, the space for studios, seminars, lectures, pin-ups, and reviews is growing scarce and putting increased pressure on the production facility, especially during times of reviews and finals.
2. As our student body grows and space in Higgins Hall is at a premium, more space is needed for all faculty to better mentor students, advance research, and remain productive.
3. As more students take advantage of Learning/Access Center services and find appropriate accommodations, our faculty are finding that they need more support to in turn better help these students excel in architectural studies.

Opportunities
1. The New York City metropolitan area provides an abundance of possibilities for collaboration and community engagement in both discourse and production, especially in relation to emerging technology, art, and culture.
2. Given the critical mass of faculty whose research interests and expertise are concerned with habitation, the department has the opportunity to develop a curricular concentration in housing that focuses on issues of affordability, building technology, building ecology, and climate responsiveness.

M.Arch Program Response:

Strengths

1. Faculty: The M.Arch program has a dedicated cohort of adjunct faculty with CCE (Certificate of Continuous Employment) who hold most of the coordinator positions within the program.
2. Facilities**:** The school benefits from the rich history of Pratt Institute as a premier art and design institution of higher education in Brooklyn, New York, the creative center of the city. Our world-renowned facilities allow students to experiment and speculate with all the latest digital and traditional fabrication technologies.
3. Networks: The school is connected via faculty and alumni to major architectural practices and institutions with national and international recognition. The architecture school is an architectural landmark. We have a diverse array of international program offerings all over the world connected to local institutions and industries.

Challenges:

1. Facilities: The School of Architecture is growing, and our facilities are being pushed to their capacities. Full-scale prototyping is a growing part of our advanced and post-professional curriculums, and our faculty need more space for research and experimentation at full scale.
2. Faculty lines: We need more full-time faculty lines to expand into areas of research and experimentation, including AI and AR/VR technologies and climate-adaptation focused curricular offerings.
3. Diversity: We need to continue to attract diverse faculty, staff, and students to the school. The high cost of living in New York City presents a significant barrier to entry for both students and faculty.

Opportunities:

1. Networks: Our considerable networks have the potential to expand our reach in attracting diverse faculty, staff, and students.
2. Facilities: Our relationship with the Brooklyn Navy Yard presents an opportunity to expand our facilities to allow for large-scale fabrication. We are also working on a strategic plan that will explore other sites on Pratt's campus for expanding the School of Architecture's facilities.
3. Faculty: We will be making a request for new faculty lines for the M.Arch program in our upcoming School of Architecture strategic plan.

5.2.5 Ongoing outside input

Ongoing outside input from others, including practitioners.

B.Arch Program Response:

Final Design Review Week. Specifically, at the end of finals week, we celebrate the work of our advanced design curriculum: for our fourth-year students, we hold the Distinguished Advanced Design Review in the Fall, and for our graduating fifth-year students, the Degree Project Award Reviews in the Spring. In both cases, the studio faculty select the student projects that best represent the studio's pedagogy. The presentations are held in juries where the guest critics can exchange ideas in vigorous discussion. The experience is vital for both the department as a form of assessment, for the students to learn how their thesis can shape the future, and for faculty that continue to enhance their methods of educating architecture future thinkers. The outside-the-gates initiative is now in its twentieth year and is a critical component of the department's community operation. Over the years, the review has included renown guest critics such as, Thom Mayne, Dora Epstein, Peter Zellner, Martin Summers, Leah Meisterlin, Riccardo Foschi, Rupert Maleczek, Alvin Huang, Mario Gooden, Perry Kulper, Rania Ghosn, Sarosh Anklesaria.

M.Arch Program Response:

Following the last accreditation, GA/LA/UD established several important initiatives to facilitate outside input, including practitioners, alumni, and other academics. The department established a “Super Review," which brings an expanded network to the school and facilitates a comprehensive review of the top projects from graduating students.

The GA/LA/UD established the Critic at Large position in 2017 to allow a distinguished practitioner or academic to review the entire body of work of the program and department over the course of the academic year. Each year, this position offers a leading educator or practitioner the opportunity to engage students in critical discussions about projects, workshop ideas with them, and test out innovative forms of intellectual collaboration. These interactions occur on several key dates in the semester. Since 2017 world-renowned architects, such as Thom Mayne, Stan Allen, Neil Denari, Merrill Elam and Mack Scogin, Débora Mesa Molina, and most recently Gary Bates in AY 2023-24 have held this position. In Fall 2024, architect, engineer, and theorist Lydia Kallipoliti will hold this position.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

B.Arch Program Response:

As mentioned, the B.Arch program is organized into five area groups: Core and Advance Design, Architectural Technologies, Techniques and Methods, and Critical Thinking. The curriculum matrix shows how concepts are introduced, reinforced, and opportunities are given for mastery throughout the five year program. Each of these courses is led by faculty coordinators reporting to the chairperson. The coordinators meet with the faculty cohort for curricular coordination meetings. These meetings address the assessments of the ongoing semester reporting described in Section 5.2.1.

Meetings are structured across area groups, such as the design studio vertical sequence or across disciplines within the semester, to horizontally support the learning objectives and application of lessons in the studio. The reports lead to periodic updates to the curriculum to reflect changes in the discipline, academia, and the profession. At the same time, activities such as Cross Core Reviews (below) are used to make more immediate semester-to-semester or year-to-year revisions. Occasionally, Curriculum Retreats are held to establish a more comprehensive and systemic format for faculty participation in profound assessments for continuous improvement and transparency.

Cross-core reviews in the B.Arch Department, which began in the AY 2019-20, focused primarily on the core design studios sequence. After the curriculum evaluation period, it became apparent that the faculty were unaware of how the sequence worked, how the criteria developed, and how they participated over the six semesters of Core Design. Our experiential learning model required more transparency. We created small clusters of faculty and student projects from the three-semester levels to present the methodology to address the final project’s syllabi, goals, outcomes, and criteria in a public forum. The faculty began to understand the design-level sequence of how to reinforce the syllabi taught to prepare students for the next level.

At the end of the session, the students, faculty, and administrators gathered to discuss the successes and the areas of improvement within the studio and across the three-year sequence. Coordinators and administrators follow these sessions with meetings to advance the discussions and actions to implement syllabus revisions to prepare for the next academic year. The Cross-core reviews later involved the coordinators and faculty in the vertical-required seminar courses to assess the assignment lessons and how they get tested within the studio environment.

M.Arch Program Response:

The M.Arch program offers multiple opportunities for alumni to provide input on the work of current students. Alumni frequently participate in midterm and final reviews for graduate courses. Since 2017, they have also been invited to a portfolio review event organized each spring in *ARCH-612: Mediums 2* , where they provide feedback on current students' portfolios. The professional practice course features seminars where alumni discuss the dynamics of the architectural profession with current students. Newly established events, such as “Flashtalks and Conversation with GAUD Alumni,” connect current and former students with key figures in the field. Through these initiatives, alumni share their insights as working professionals, leveraging their training while re-engaging with a learning environment to stay abreast of current issues.

The Real Estates Symposium and Exhibition, held at FXCollaborative in the spring semester, is an opportunity for practitioners to give input on the work of the third-semester studio. Pratt students lead a brainstorming workshop on design strategies for NYCHA housing. Wast[ED], a public symposium and exhibition held every fall at the AIA Center for Architecture, is co-hosted by SOM and presents an opportunity for practitioners to review the work of the fourth semester integrative studio focusing on waste. The Pratt House on Governor’s Island hosts several public lectures and exhibitions each year featuring student work. These events present an opportunity for input from the public.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

5.3.1 Relationship between course assessment and curricular development

The relationship between course assessment and curricular development, including NAAB program and student criteria.

Pratt Institute Curriculum Review Process

Student learning is at the core of Pratt Institute. The institute is committed to offering an intellectually rigorous and pedagogically effective curriculum, educating artists, designers, architects, scholars, and creative professionals to become leaders in their professions and responsible contributors to society.

A rigorous approval process at the departmental, school, and institute levels is one of Pratt's strategies to ensure curricular excellence. Faculty and administration share responsibility for academic quality, integrity, and continuous improvements to Pratt's educational programs. Details are available at the website for Curriculum Development and Revision, Office of the Provost.

Pratt's Curricular Review Policy articulates the policies and procedures for curriculum proposal and review at the institute level. Proposals for new or revised credit-bearing programs or courses that affect those programs are reviewed by department and school curriculum committees, as well as the Institute Curriculum Committee of the Academic Senate, along with department chairpersons and school deans. All other proposals are reviewed by curriculum committees and administrators at the department and school levels. In all cases, oversight in the provost's and registrar's offices complete the loop. In addition to the curricular review policy, the following guidelines are available for integrative, interdisciplinary, and individualized curricula across the Institute.

School of Architecture Curriculum Review Process

All departments in the School of Architecture regularly review the curriculum with the feedback of the faculty, course-level coordinators, and departmental curriculum committees, in coordination with the department chair. As noted in Section 3, Program and Student Criteria, the feedback loop includes assessment at multiple stages for continuous improvement and curricular change. At the end of each semester, course coordinators convene faculty who are teaching in the same required professional and elective curricular areas. Faculty discuss each course, review course assignments and assessment documents and students' course evaluations and note what is working and what improvements could be made. External reviewers also contribute in different ways to the B.Arch and M.Arch review process.

B.Arch Curriculum Review Process

All courses in the B.Arch curriculum have rigorous assessment processes as noted in detail in Section 3, Program and Student Criteria. Results for each criterion appear in the linked assessment report. This evidence is aggregated from the curriculum assessment questionnaires distributed at the end of every semester, to which faculty and internal and external guest critics respond based on the student work they have reviewed. The curricular coordinator for each subject area compares the responses to the benchmark. In the process of reviewing each course, the reviewing team assesses the benchmarks and the questions to discern what more or better information could help fulfill the criterion.

M.Arch Curriculum Review Process

In the M.Arch program, student work is assessed through grading meetings convened with the faculty and coordinator before grades are due. A team that includes the coordinator and three faculty members assesses the student learning outcomes associated with each course in the core curriculum. The coordinator generates a summary report from the assessment team's findings that is presented to all M.Arch faculty in the annual day-long curriculum review workshop (CRW) in May, following the end of the academic year.

Curricular Assessment

At the CRW, area coordinators present the entire curriculum, discuss the NAAB Program and Student Criteria addressed in each course, and raise topics from the assessment team's summary report, faculty feedback, student surveys, and external developments in local and global architectural practice.

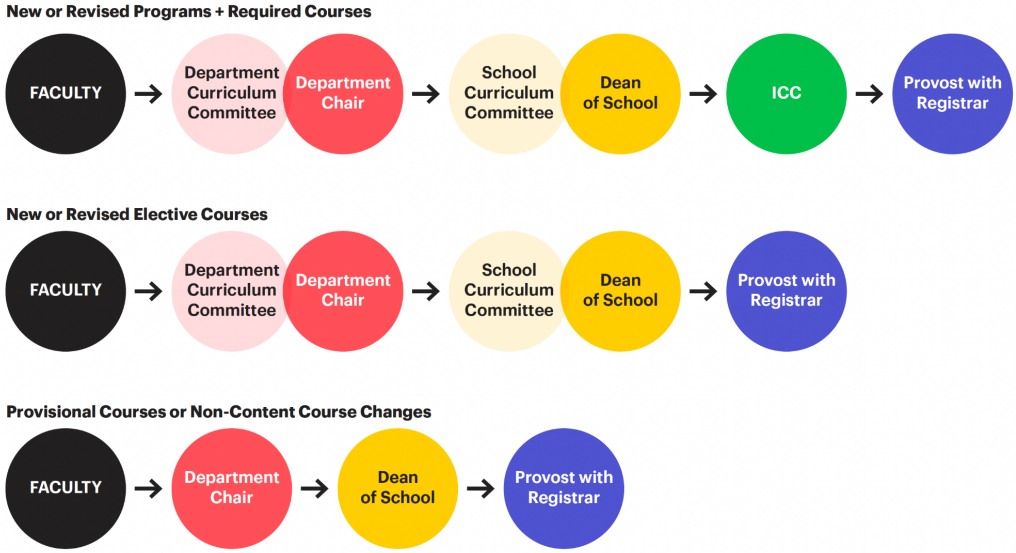
Curricular Development

Subsequent curriculum development takes place at the June syllabus planning sorkshop (SPW) and August course coordination meetings (CCMs). In July, faculty read transcripts from the CRW and use them to understand the year's student learning outcomes and to consider changes to syllabi. In August, area coordinators and faculty meet in CCMs to finalize student learning outcomes and integrate them into the curriculum and syllabi course details, bibliographies, assignments, deliverables, and schedules.

See Section 5.2 and Section 5.3 for description and outcomes of self-assessments. Please see the appendix for Assessment Report Tables.

5.3.2 Roles and responsibilities

The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.



The school follows Pratt's process for curriculum and course proposals and revisions. All Pratt courses and programs undergo the rigorous review depicted above prior to being offered. Integrated curricular review at the department, school, and institute levels reflects our responsibility to ensure academic quality, integrity, and continuous improvement of the Institute's educational programs. Pratt's Curricular Review Policy further describes the policies and procedures for curriculum proposal and review.

Pratt Institute Curriculum Submission, Review, and Approval

Curriculum proposals may be developed by a variety of proposers, including faculty members, faculty committees, coordinators, chairs, and other staff, in consultation with the appropriate and/or affected constituents. All curriculum proposals are reviewed by curriculum committees at the department and school levels. Department Curriculum Committees (DCCs) and School Curriculum Committees (SCCs) review and make recommendations to the chair or dean, respectively, concerning the introduction, modification, or deactivation of courses, curricula, and programs. Additionally, full proposals for new or revised credit-bearing programs, or course additions and changes that impact the requirements of

existing or proposed programs are reviewed by the Institute Curriculum Committee (ICC) of the Academic Senate following review by the department and school curriculum committees.

The provost or designated person has final authority to approve curriculum proposals. All new programs begin with a concept proposal. Concept proposals are developed in consultation with program, departmental, and school curriculum committees coordinated through their respective committee chairs, as well as with any other affected departments through their respective chairperson. They then proceed for approval by the proposer's department or program chair, the school's dean, and, finally, the Office of the Provost. Once the concept proposal has been approved, its proposer(s) are informed and development of a full proposal for the new program may proceed.

School of Architecture Curriculum Committee

According to institute policy, each school may develop its own curriculum guidelines. The School of Architecture Curriculum Committee (CC) standards and guidelines were developed by the SoACC and approved by the school's dean. Adjunct Associate Professor-CCE, Dragana Zorić, oversees the SoACC. Assistant Dean Alicia Imperiale acts as a non-voting member of the committee and the liaison between the committee and the dean. The committee consists of eight faculty members (adjunct, adjunct with CCE, full-time tenure track faculty and tenured full-time faculty) representing the four departments. The committee reviews curricular changes sent to them for review after having been vetted by a departmental curriculum committee and the department chairperson. The SoACC reviews the proposal and recommends it to the dean or returns it to the department to address the committee's questions and comments.

Undergraduate Architecture Departmental Curriculum Committee

Curriculum assessment questionnaires, discussions, and subsequent curriculum retreats create a comprehensive and systemic format for continuous course improvement that also promotes transparency and faculty participation. The UA department curriculum committee has representatives from each area group, including Core Design, Advanced Design, History and Theory, Building and Environmental Systems, Professional Practice, and Techniques and Methods. The team of 14 area coordinators plus department administrators constitutes the UA curriculum committee, headed by the department chairperson. The committee produces assessment reports, recommendations, and periodic curriculum updates in areas of study, such as core design, advanced design, critical thinking, techniques and methods, and architectural technologies, reflecting changes in the discipline and profession, while activities such as cross-core reviews generate recommendations for more immediate semester-to-semester or year-to-year revisions.

Graduate Architecture, Landscape Architecture, and Urban Design Departmental Curriculum Committee

The GA/LA/UD Department Curriculum Committee (DCC) is responsible for reviewing and approving changes to course content and syllabi as well as new courses as the first step in the process of curriculum change. The DCC is composed of senior and junior faculty members from different areas of the curriculum, including Thomas Leeser (Chair DCC), Carisima Koenig, Cristobal Correa, Hart Marlow, Erich Schoenenberger, Rosetta S. Elkin, Ariane Lourie Harrison, Catherine Ingraham, and Stéphanie Bayard.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Balances the workloads of all faculty

Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Full-time and part-time faculty in the B.Arch and the M.Arch programs are members of the teachers' union, United Federation of College Teachers (UFCT), and their loading is part of the collective bargaining agreements (CBA) between Pratt Institute and the union. Teaching workloads for all faculty are determined by contact hours. In general, contact hours reflect actual time scheduled for teaching and are aligned with the number of course credits a student receives. For example, a three-credit course equates to a three-hour weekly class meeting and three faculty contact hours. (The exception is design studio, which meets in two four-hour sessions per week. It is reflected as five credits in the student transcript and six faculty contact hours.) The system of contact hours makes it possible to ensure that faculty have balanced teaching loads to allow time for the teacher-student tutorial exchange that promotes student achievement and for individual professional growth and achievement. Required contact hours vary according to status category, per the UFCT agreement *(see table below)*. Faculty can apply for a change in status, and the Peer Review Committee, the dean, and the provost all review such requests.

Faculty Workload	
Faculty rank & status	Contact hours per semester
Visiting (part-time)	Six contact hours maximum
Adjunct (part-time)	Nine contact hours maximum
CCE adjunct (tenured part-time)	Nine contact hours maximum (Certificate of Continuous Employment)
Tenure track (full-time)	12 contact hours (typically nine teaching and three release)
Tenured (full-time)	12 contact hours (typically nine teaching and three release)

As shown above, full-time faculty are expected to teach nine contact hours per semester with an additional three contact hours of release time for coordination or special research projects. Typically, a full-time course load would include two or three, three-credit required classes plus an additional three-contact-hour lecture or seminar class of their choosing. For design professors, a single six-contact-hour studio replaces the double section requirement. This workload allows full-time faculty to define their own interests in the form of a seminar class (teaching their research) while mandating their involvement in the core curriculum. In this way the full-time faculty become familiar with entire cohorts of students every year. The teaching schedule generally occupies three half-days per week, leaving time for additional exchange and mentoring of students as well as time for their own research and practice.

5.4.2 Architect Licensing Advisor

Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

The B.Arch and M.Arch programs each have an assigned Architect Licensing Advisor. Both advisors teach the professional practice course in their respective programs, where they provide new knowledge and insight about licensing issues, guide students through the AXP, and advise students on possible career paths in architecture and in allied disciplines. The two advisors are licensed architects and are active in architectural practice. Both advisors maintain the required continuing education requirements for New York State active registration.

Adjunct Associate Professor Nicholas Agneta, AIA is the Architect Licensing Advisor for the B.Arch program. He also acts as the Professional Practice and Construction Documents Coordinator and sets the curriculum for the required professional practice course. He is the principal of Nicholas Agneta Architect, specializing in architecture and construction management.

Adjunct Associate Professor Carisima Koenig, AIA, LEED AP, is the Architect Licensing Advisor for the M.Arch program. She also acts as the Professional Practice Coordinator, setting the curriculum for the required professional practice course. Her teaching and research examine the mutually forming relationships within and across design, practice, and the built environment. She is a principal and partner at Perkins-Eastman and leads the firmwide college and university practice across 14 regional offices. In this role, she works directly with campus leadership at each institution. In addition to her professional and academic roles, Koenig is co-chair of the AIANY Professional Practice Committee.

The responsibilities of the architect licensing advisors include introducing students to the profession of architecture, guiding them through the Architectural Experience Program (AXP) process, and continuing to advise them throughout their time at Pratt. Formal teaching and continued advice even after students have completed the professional practice course ensure that students may transition smoothly from school to internship and licensure, should this be the graduate's decision to pursue this path. The school recognizes the importance of the advisors' role and supports their professional development by sponsoring conference travel and participation. The school's dean sponsors travel to attend NCARB's annual regional meetings and the biannual NCARB Licensing Advisor Summit so that the advisors remain up-to-date with requirements for licensure (see M.Arch 3 SC.2 Professional Practice).

The two advisors create opportunities for students in both programs to meet with professionals in the field and invite Robert Lopez, RA, representative from NCARB and Executive Secretary of the New York State Education Department, Office of the Professions to present to students in an open forum with B.Arch and M.Arch students to ensure that the information is current.

Although the advisor is the students' point person regarding professional issues, all faculty, and in particular design studio faculty, provide additional career and job placement advice. These deep mentoring connections improve student performance by exposure to high-level professional and research work that faculty conduct in addition to their teaching responsibilities.

Career guidance and internship placement are also provided at the institute level. The Center for Career and Professional Development (CCPD) is staffed with a director, an assistant director and an internship officer. The CCPD programs the Career Service Day where over 50 firms from across the region hold a spring event to promote their firms and the opportunities that they have available. During this day, students can request an interview for employment as interns or full-time employees. The CCPD also posts internships and employment opportunities online, manages internship and employment requests, and conducts post-graduation surveys to assess job placement and employment statistics. Representatives from the CCPD program are invited to speak to the professional practice? students early in the semester.

5.4.3 Faculty and Staff opportunities

Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Faculty Opportunities

Excellence in teaching is one of the primary attributes of a Pratt faculty member, and the institute and school foster a supportive culture for innovative teaching, understanding that it is fueled by each faculty member's academic research and creative practice.

Faculty are provided opportunities and support to further their scholarship, research, creative practice, and professional growth, as evidenced through opportunities for funding and research support.

The Pratt Center for Teaching and Learning (CTL) offers faculty professional development in pedagogy and has been instrumental in creating a culture of best practices around teaching-design and delivery. Using a community-based approach, the CTL supports syllabus design and inclusive practices. The CTL Faculty Fellowship creates communities of learning to advance classroom and studio practices. School of Architecture faculty who have been CTL Faculty Fellows include Jonathan Scelsa (UA, 2020), Eva Perez de Vega (UA, 2022), and MJ Sieira (GA/LA/UD, 2024).

Funding and research support for faculty is available through several different sources. The institute's Faculty Development Fund (FDF) provides annual grants for studio projects, travel, work on publications, research, interdisciplinary collaborations, and other projects. The Academic Initiatives Fund, from the Academic Senate, supports projects such as events, exhibits, conferences, performances, publications, symposia, and workshops open to the Pratt community. The Taconic Fellowship, through the Pratt Center for Community Development, supports faculty, staff, and students working on local community development projects. The School of Architecture lecture series brings together an exciting range of voices to the school community. The range of invited speakers includes architects, designers, urban planners, community leaders, to connect to larger concerns in the field of architecture. Licensed faculty members may gain continuing education units from attending these events to apply toward their registration renewal.

The Office of the Provost has begun piloting formal mentoring programs for new full-time faculty and for part-time faculty, particularly around reappointment and part-time faculty promotion. These pilots emerged from a 2023 survey of faculty interests and are complemented by mentoring resources available to all faculty.

The Office of Research and Strategic Partnerships in the Office of the Provost supports faculty with grant writing, training, and mentoring to help them explore and pursue seed and larger grant opportunities for research projects and strategic partnerships, the most recent one focused on DEI-related projects. The Pratt Recognized Research Units document provides a detailed overview of how Pratt Institute's research units, (e.g., as provost's centers, school centers, research accelerators, and HUBs), align with the institution's mission to promote academic excellence, diversity, equity, and community service. It is a roadmap for forming and operating research structures that advance academic excellence, address global issues, promote diversity and equity, and help communities beyond the institution's walls.

The school's dean provides paths for faculty to access the support provided by the provost's research infrastructure. Pratt's Research Yard, located at the Brooklyn Navy Yard, provides seed funding and support to advance initiatives and research projects by faculty through dean nomination. The school currently has two research centers within the Research Yard: the Housing Futures Lab, led by B.Arch faculty members Lawrence Blough and Deborah Gans, and the De-Carbonization Group, led by M.Arch faculty member Meta Brunzema. M.Arch faculty member David Erdman leads Pratt's new Center for Climate Adaptation.

In AY 2022-23 the School of Architecture dean distributed over $85,000 to school of architecture faculty to support research centers, individual research pursuits, attendance at academic conferences, and other needs such as technological upgrades. The school also supports faculty research by providing dedicated workspace and student assistants and pays for conference travel for full-time and part-time faculty. School research centers that receive seed funding from the dean include the Center for Experimental Structures (CES) and the d.r.a. Lab (design research in architecture), both of which are led by B.Arch faculty members. These centers are key parts of pedagogic innovation and serve as places for faculty development and research.

Faculty also use the school's production facilities to further their research. For example, *Cephalic Structures: Robotically Printed Eco-Composites*, a research project on robotic fabrication by B.Arch faculty member Jason Vigneri-Beane and Greg Sheward, Production Facilities Manager, Robotics Operations, won a prize at the 2023 Pratt Research Open House.

Finally, the school advances global architecture education by supporting faculty leading study abroad programs supported by both the institute and school. Both programs have active international programs, offering students study abroad experiences, and allowing faculty to work with host universities outside of the U.S. The B.Arch program has semester-long programs in Rome and Berlin. The B.Arch also has an annual studio that takes faculty and students to Buenos Aires, Argentina. M.Arch program faculty took students to Chile, Singapore, Hong Kong, and other national and international sites as part of advances studios.

Staff Opportunities

In 2020 the Pratt Staff Council, an advisory group to senior administration, was created in response to feedback received by the Offices of Diversity, Equity and Inclusion, Human Resources, and Finance and Administration. The group's mission is to listen, advocate, and support Pratt staff members' experience. Through curated events and dedicated representation, the council works to improve staff satisfaction, representation, education, and retention.

The annual review process reveals training and professional development needs and opportunities, for instance, training on administrative processes through Lynda.com (available to all staff for free) or courses or groups staff members can belong to for help and mentorship on specific tasks. Staff and faculty can also take Pratt Institute courses free of tuition, following completion of three months of employment.

5.4.4 Support Services

Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Pratt's Division of Student Affairs enhances students' classroom experience by creating a sense of belonging and supporting student success. The Division of Student Affairs offers programs to promote community engagement; career, physical, and emotional wellness; and academic support and resources. The services described below are part of the division and are led by Delmy Lendof, Vice President for Student Affairs; Rhonda Schaller; Assistant Vice President for Resilience, Wellness and Well-being; and Justin Kelley, Assistant Vice President for Student Life.

- Pratt's Office of Student Support and Advocacy helps students overcome obstacles to personal and academic success at Pratt Institute, supports students in crisis, and helps resolve student concerns.
- The Counseling Center offers confidential and goal-oriented individual and group psychotherapy, assessment, consultation, and referrals to outside providers. The Counseling Center is open during business hours; crisis counseling is available 24/7.
- Pratt's Learning/Access Center (L/AC), described more fully in Section 5.5.5, facilitates access for Pratt students with disabilities so they can freely and actively participate in all facets of Pratt life.

The L/AC collaborates to provide institute-wide advice and consultation on disability-related matters (including legal compliance and universal design) and provides individual services and tools to facilitate diverse learning styles and accommodations in a sustainable, inclusive manner.
- The Pratt Student Success Center provides comprehensive academic support services available to all Pratt students. The center's goal is to support a culture that builds academic excellence, thriving, and flourishing, with a focus on retention, persistence, and graduation.
- Pratt's Health Services offers students basic healthcare; gynecologic care; inclusive and supportive services and resources for LGBTQ-specific health concerns, including sexual health; wellness care including physical exams, lab work, medication administration, screenings, and substance abuse counseling; testing and treatment for sexually transmitted infections; and medical referrals to medical specialists for one-time or continuing care while at Pratt.
- Pratt's Office of Institutional Equity and Title IX is committed to facilitating an equitable response and resolution to all reported incidents of discrimination, sexual harassment, sexual violence, relationship violence, stalking, and related misconduct.
- Pratt's Center for Career and Professional Development (CCPD) provides lifelong access to career management education, inspiration, and support for students and alumni to develop their full potential as creative practitioners with clarity, competence, and confidence. The center helps Pratt students and alumni thrive and flourish in their chosen career path. Services for students and alumni include workshops, industry portfolio reviews, networking events, life coaching and work-life balance, grants, residencies, and Fulbright U.S. Student Program application guidance, interview prep, and one-on-one appointments. Students and alumni use the extensive job listing database, Handshake, to seek internships, full-time or part-time positions, freelance work, and volunteer opportunities. The center also distributes a newsletter with opportunities and invitations for career events with industry partners.
- Pratt's Office of International Affairs supports international students, including assistance in maintaining F-1 status, full-time enrollment exceptions, international travel while at Pratt, tax information, and I-20 extensions. The office also monitors students registering in STEM post-graduation.
- The Pratt Recreation and Fitness Center supports creative exploration and holistic mental and physical development of the Pratt community. Quality programming and facilities support healthy lifestyle choices and mindfulness; wellness experiences foster positive individual growth and expression. The Center offers fitness classes, intramural sports, tournaments, and other events to promote overall well-being.
- Pratt's Residential Life and Housing Office mission is to efficiently and effectively administer a housing program in a learning centered environment that challenges and supports students to enhance self-understanding, value community responsibility, and learn from their experiences.
- Pratt's Safety and Support Resources are available to students 24/7. Campus Safety offers vehicle escorts 24 hours a day for transportation within the Brooklyn campus.
- Undergraduate Advisors are available to B.Arch students to help students plan their schedules, define and reach their educational goals, and satisfy graduation requirements. Advisors are also students' first point of contact for questions about navigating policies and procedures or finding the right campus support resource.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Commitment

Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Pratt Institute welcomes and encourages individuals of all backgrounds to contribute to our culture as their authentic selves. The Office of Diversity, Equity, and Inclusion and the Center for Equity and Inclusion work with partners across the institute to create an equitable and inclusive environment. Pratt defines *equity* as fair treatment, access, opportunity, and advancement for every student, staff, and

faculty member, and *inclusion* as the active involvement, engagement, and empowerment of each individual in our community.

Pratt's robust DEI Strategic Plan (an outcome of the DEI pillar in the 2019-24 Pratt Institute strategic plan) focuses on improving the campus climate, along with recruitment and retention of students, faculty, and staff from underrepresented groups. Several units, including admissions, human resources, and the DEI office regularly assess student, faculty, and staff diversity and seek to improve recruitment, admissions, hiring, and retention practices.

The DEI "welcoming environment" goals are intended to create a learning and work environment in which students, faculty, and staff are treated with respect, ideas are freely expressed, and differences are accepted and valued. This is an environment that is both physical and intrapersonal. The efforts reflect the following goals:

- Cultivate an inclusive culture of belonging and connectedness where students, faculty, and staff are valued, respected, supported, and engaged.
- Foster a safe campus environment where community members can thrive without fear of hate, bias, discrimination, and/or harassment.
- Ensure that facilities, programs, websites, and technology systems are accessible to all community members.
- Develop an anti-racism and anti-oppression framework and training resources to improve curriculum, pedagogy, policies, practices, and procedures.
- Increase financial support and resources for low-socioeconomic status and first-generation students.
- Enhance faculty and staff benefit options, onboarding processes, and orientation workshops.

The Institute-level goals stated above are reinforced in the School of Architecture and the B.Arch and M.Arch programs. Each program has a DEI faculty committee that works with search committees for hiring new faculty. There has been a concerted effort since 2020 to decolonize the curriculum and to have larger discussions within each curriculum area. The NOMAS chapter is active, and other student-led clubs, such as the Latin American and Filipino student clubs, connect architecture students with students across the institute.

5.5.2 Faculty and Staff Diversity

Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Since the last accreditation, the institute and all its schools, including the School of Architecture, have made concerted efforts to recruit, retain, and support a diverse, well-qualified faculty and staff. Pratt also expresses its commitment to building a welcoming and inclusive environment in its Community Standards, which all members of the Pratt community are expected to observe. These standards are rooted in the foundational belief in the dignity of individuals and the right of everyone to live free from harassment of any kind.

Once hired, staff and faculty receive ongoing training on topics ranging from harassment prevention to mandatory reporter guidelines; these are tracked through the Vector Solutions platform to help ensure that state and federal requirements are met and that institute employees are aware of the obligations of their various positions and the tools available to them to carry out those responsibilities. In addition, as of Spring 2023, 452 full- and part-time staff and faculty (including x in the School of Architecture? If available) have completed a voluntary two-hour, four-part DEI Allies training sequence.

The enhancement of recruiting, hiring, and search committee processes has increased the number of the school's faculty, administration, and staff from minority and underrepresented groups. Since the last

accreditation, the School of Architecture has hired four academic leaders of minority groups including the dean and the UA chairperson, associate chairperson, and acting assistant chairperson The Dean's Office and the GA/LA/UD have also hired three new staff members from minority groups.

The following table shows the progress we have made towards diversifying our student, faculty, and staff community since our last accreditation in 2015:

Comparison 2015-2023 Demographics Student, Faculty, Staff											
B.Arch/M.Arch Students				B.Arch/M.Arch Faculty				B.Arch/M.Arch Staff			
2015		2023		2015		2023		2015		2023	
Total	% M	Total	% M	Total	% M	Total	% M	Total	% M	Total	% M
850	25%	939	39%	188	17%	228	25%	8	25%	13	38%

%M = percentage of the total of members from each group that self-identify as part of a minority group. Pratt Institute allows individuals to self-report their racial/ethnic identity. The Pratt Institute DEI dashboard states that the minority category includes U.S. citizens and residents that identify as American Indian/Alaska Native, Asian, Black, Hispanic/Latinx, Native Hawaiian/Pacific Islander, or Two or More Races.

These rates show that the school and both programs have made progress in terms of diversifying our community since the last accreditation.

The school will continue to work closely with the UA and GA/LA/UD departments to further align with the institute's Diversity, Equity, and Inclusion Strategic Plan, and will continue implementing these three strategies during the next accreditation cycle:

1. Develop pipelines and proactive recruitment strategies to diversify applicant pools by race/ethnicity, gender identity, sexual orientation and disability status.
2. Appoint search advocates and ensure diverse representation on all search committees.
3. Develop recruiting and search guidelines and train search committee members on equitable search and interview practices.

5.5.3 Student diversity

Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Pratt launched a major effort in 2015 to promote diversity, equity, and inclusion across the institute. The Diversity Strategic Planning Committee worked with constituents in the Pratt community through town hall meetings and focus groups. The Diversity, Equity, and Inclusion Strategic Plan was finalized in 2018 and incorporated into the institute's comprehensive strategic plan as one of its five thematic pillars.

After reflecting on the DEI plan's progress and the continued needs of the community, the DEI plan was updated in 2022 to its current four pillars: creating a welcoming environment; recruiting and retaining diverse students; recruiting and hiring diverse faculty and staff; and retaining and supporting diverse faculty and staff.

Following the Supreme Court's 2023 ruling on the role of affirmative action policies in higher education admissions, Pratt affirmed its commitment to recruiting diverse students as is evidenced in the following published statement:

> At Pratt Institute, student diversity goals significantly influence admission procedures by actively considering a diverse range of backgrounds, experiences, and perspectives in the selection process. This commitment involves holistic reviews, where applicants' achievements, backgrounds, and potential contributions to a diverse campus community are considered. Pratt

aims to create an inclusive environment by ensuring representation from various ethnicities, cultures, socioeconomic backgrounds, and perspectives among its student body.

Beginning in 2021, under new leadership, the admissions office changed the application and review processes to improve access, transparency, and inclusivity. Pratt moved to the Common App and standardized tests were made optional. Black and Latinx applicants, populations with historically low application completion rates, received extra assistance with the admissions process. Application reviews became more holistic, with transcript reviews replacing GPA-based assessments, while portfolios continue to figure significantly. Counselors received training in the role and evaluation of essays, recommendation letters, and interviews.

These initiatives have led to increased applications, completion rates, and deposits across all programs and have helped the School of Architecture maintain a diverse enrollment, keeping pace with or exceeding institute-wide diversity numbers.

Undergraduate Enrollment	Bachelor of Architecture		All-institute
	2014	2023	2023
Black	3%	4%	4%
Latinx	14%	13%	11%
Asian	20%	22%	17%

In Spring 2024, the Office of Admissions implemented new customer relationship management software, Slate, that facilitated increased and customized communication with prospective students and applicants. Building on our progress, Pratt enjoyed record numbers in applications, deposits, and registration of first-generation first-year BIPOC students for Fall 2024, especially among Black and Latinx B.Arch students.

New Undergraduate	Fall 2023 Enrolled		Fall 2024 Registered	
	B.Arch	All UG	B.Arch	All UG
Black	5%	4%	5%	5%
Latinx	11%	12%	20%	17%
Asian	31%	20%	20%	17%
New Graduate	Fall 2023		Fall 2024	
	M.Arch	All Grad	M.Arch	All Grad
Black	2%	2%	6%	5%
Latinx	2%	7%	7%	5%
Asian	12%	6%	9%	11%

In AY 2023-24, the institute launched Pathways to Pratt, a series of outreach initiatives to strengthen relationships with diverse audiences. The initiatives included regional and campus-based events to help demystify the admissions process and limit obstacles that first-generation and BIPOC families might encounter with their college search and application efforts. Each regional event focused on a specific aspect of the admissions process, including application prep (Atlanta), college life (Chicago), and funding a college education (Miami). One of these events offered a focus on exploring architecture, with Stephen Slaughter, the chairperson of undergraduate architecture, joining the admissions team to provide an in-depth look at career paths, Pratt's program, and the application process.

Stephen Slaughter, Chairperson of Undergraduate Architecture, joined the admissions team at a Cincinnati program to give an in-depth look at career paths, the Pratt program, and the application process. Chairperson Slaughter has championed diverse communities in Cincinnati, working with organizations such as the Cincinnati Architectural Mentoring Program (CAMP), Youth Hope Cincinnati, and Elementz Hip Hop Cultural Art Center. These admissions office programs will continue with an admissions counselor dedicated to furthering relationships with magnet schools and community-based organizations, especially those identified by the dean and chairperson as having the potential to be diversity enrollment partners.

In the M.Arch program, new measures were adopted in the 2023-24 admissions cycle to increase diversity. These measures included creating customized course plans that expanded the program's availability to students with an architectural background, allowing more students to be eligible to be admitted in the advanced standing track. This program is in its early stages, and thus far, some gains in minority enrollment have been reported.

5.5.4 EEO/AA

Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

As stated in section 5.5.1, Pratt Institute welcomes and encourages individuals of all backgrounds to contribute to our culture as their authentic selves. The Office of Diversity, Equity and Inclusion and the Center for Equity and Inclusion work with partners across the Institute to create an equitable and inclusive environment at Pratt.

Pratt's leadership launched a major effort in 2015 to promote ongoing diversity, equity and inclusion across the institute. A Diversity Strategic Planning Committee worked with constituents in the Pratt community through town hall meetings and focus groups. This resulted in a Diversity, Equity and Inclusion Strategic Plan that was finalized in 2018. After reflecting on the plan's progress and the continued needs of the community, the plan was updated in 2022 to the current four pillars.

The four pillars of the plan are:

1. Creating a welcoming environment: Build an inclusive community where students, faculty, and staff are treated with respect, ideas are freely expressed, and differences are accepted and valued.
2. Recruiting and retaining diverse students: Expand efforts to recruit and retain diverse undergraduate and graduate students from underrepresented groups.
3. Recruiting and hiring diverse faculty and staff: Enhance recruiting, hiring, and search committee processes to improve the diversity of our faculty, administration, and staff from underrepresented groups.
4. Retaining and supporting diverse faculty and staff: Improve retention efforts, professional development, and career advancement opportunities to support diverse faculty, administration, and staff from underrepresented groups.

President Frances Bronet responded to the Supreme Court Ruling on Affirmative Action in June 2023 with a letter to the Pratt Community.

Pratt President Thomas Schutte (1993-2017) issued an Affirmation of Policy during his tenure that can also be found on the Pratt website.

5.5.5 Resources adaptive environments

Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Pratt is committed to providing equal and effective access for all students, faculty, staff, and visitors with disabilities. Reasonable accommodations are provided for individuals with disabilities, including chronic illness, in a fair and equitable manner, and in accordance with applicable federal and state law. Once a request for accommodation in an appointment or program has been made, necessary modifications are made to ensure the relevant classes, programs, or activities are readily accessible.

Human Resources staff are available to Pratt employees, confidentially, needing reasonable accommodation or regarding any other needs or issues related to accessibility on campus.

Pratt's Learning/Access Center (L/AC) facilitates full access for Pratt students with disabilities so they can freely and actively participate in all facets of Pratt life. The L/AC provides institute-wide advice and consultation on disability-related matters (including legal compliance and universal design) and provides individual services and tools to facilitate diverse learning styles and accommodations in a sustainable, inclusive manner. Current and prospective Pratt students who identify as having disabilities, including learning disorders, ADHD, psychological/psychiatric conditions, chronic illnesses, physical/mobility conditions, blindness, low vision and hearing loss, as well as temporary disabilities, can register with the L/AC to determine and receive reasonable accommodations in the classroom, housing, and other campus settings. The L/AC also arranges elevator access, assistive technology, software, and alternative-format materials. L/AC staff connect students with helpful institute resources, advocate for students in implementing accommodations, and collaborate with campus department administrators regarding specific student needs. The L/AC also houses the Veteran Resource Center and works with the Accessibility Committee to advance accessibility. Information about the support to students provided by the L/AC can be found on the Pratt website.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Studio-based learning

Space to support and encourage studio-based learning.

The School of Architecture occupies Higgins Hall, a 120,000-square-foot Romanesque revival landmark building constructed in 1850 with a contemporary addition constructed in 2004. The building serves approximately 1100 students in graduate and undergraduate architecture, city and regional planning, sustainable environmental systems, and historic preservation. It contains a full range of spaces required for a thriving architecture program, including studio spaces for all architecture students, classrooms, galleries, a 268-seat auditorium, multi-media services, plotting and digital classrooms, production facilities, faculty and administrative offices, café and meeting spaces, and student lounges and offices.

All design studios for the B.Arch and M.Arch have allocated spaces that students have access to 24 hours a day, seven days a week, in a secure and safe building. Each student in a studio course is provided with a permanent desk and stool/chair. The studio environment ranges from a room for one studio to large spaces with space for up to six class sections.

Informal and formal reviews are held throughout the public spaces of Higgins Hall and are open to the community of administrators, faculty, and students, creating a culture of review, progress, and collective development. Students learn by seeing each other's work while also being exposed to the curricular

structure and the faculty's pedagogical interests. The studio and review environment invites diverse voices — internal design faculty and guest critics — regarding design, critical theory, urban conditions, arts and cross-disciplinary approaches, and cultural and social impacts on the design process.

5.6.2 Interactive learning

Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Teaching spaces in Higgins Hall are composed of four types: seminar classrooms, large meeting rooms and an auditorium, public spaces and galleries for studio critiques, and student studio space where professors directly engage student work. Approximately half of the classrooms are technologically enhanced, while the auditorium is a full-service facility for all forms of presentations, streaming, and recording. Higgins Hall offers a variety of spaces for students to gather and study in small groups, such as the café and gathering lounge spaces throughout the ground floor, in addition to the student's designated studio.

Additional support services offered at the campus level include access to the Writing Center, support from student mentors through the Student Success division within Student Services, support from the Learning/Access Center to guide students in need of accommodations, the main campus library and the new Pratt School of Architecture Reading Room, located in the lower level in Higgins Hall, which houses the William “Bill” Menking Book Collection.

Large-format digital monitors or projection equipment for screen-viewing support each studio space and seminar classroom. The equipment provides an additional interface for all visual communications and engagement.

See PC 2 Design
See PC 7 Learning and Teaching Culture

School of Architecture Production Facilities
In 1995, the School of Architecture completed the installation of its first production facilities in Higgins Hall, a 1700 square foot wood shop. Since then, the Pratt School of Architecture production facilities have grown to encompass eight separate shops in over 5100 square feet, including wood, metal, machine, laser, CNC, robotics, 3D printing, and a materials innovation lab. The spaces and equipment are managed by the director of production facilities, who oversees the full-time production facilities staff, including a manager for robotics operations and three technicians. Approximately 50 graduate and undergraduate student workers help maintain the shops, work with student users, and disseminate critical expertise and problem-solving techniques across the wider student body. Not only do they share valuable knowledge on fabrication and making, but they also help build camaraderie in the school.

Certification is required for the use of all production facilities and is coordinated with studio faculty for all B.Arch and M.Arch students. In the weeks prior to the start of the fall semester, all new students must complete shop certification training. Undergraduate faculty who are teaching for the first time are also required to attend a group shop certification session where they are introduced to the facilities and inform the production staff about what materials and equipment their studio course will need. It also ensures that safe practices and reasonable production expectations are promoted by both faculty and shop staff. Beyond the general certification which permits access to the shops, several of the individual shops have more stringent requirements and safety protocols. A centralized website (PI-Fab.com) links to each of the individual sites that cover important resources and requirements for individual shops.

The following is a brief description of each of the production facilities, followed by an inventory of tools and equipment available to Pratt Architecture students:

HHS B01 Metal Shop

The metal shop is equipped for hot assembly, including MIG, TIG, spot (resistance) welding, plasma cutting, grinding, and assembly techniques. It works in conjunction with the machine shop.

HHS B08 Machine Shop
The machine shop boasts strong capabilities with cold metal work. It includes precision tools, milling machines and accessories, cold working tools (tube bending, rolling), rollers, shears, breakers, and a metal lathe. This shop is under renovation until ?.

HHS 316 Wood Shop
The wood shop is the core entry area for incoming undergraduate students and the hub of the certification tutorial that permits access to all other shops. It is the nexus of material exploration, process, and analog production in the school. The other production facilities depend on it for preparation, post-production, and finishing. During the semester, this is the shop where cross-pollination often occurs.

HHS 317 Material Lab
The Innovative Material Lab, concerned with material performance and applicability to environmental sustainability, has been open less than a year. It works with individual professors and students to help realize their design ideas. The shop staff — technicians and students together — expects to experiment with materials and projects such as structural mycelium, carbon fiber weaving, kelp-based bioplastics, and green facades. The lab has already produced material for robotics printing (bioplastics, slurries, and clay) and has supported a materials seminar studying hemp.

HHS 318 Laser Room
With five Universal X660 laser cutters and one large-format VLS12, production resources continue to grow with increased need. Each laser has a dedicated computer with all required software for the machine's operation. The attending student monitor uses a computer to handle student submissions. A centralized exhaust system with BOFA carbon filters and fabric filters draws air through it and cleans it before exhausting above the building's roofline. The laser room also hosts a smaller 19.5" x17.5" completely programmable thermoform machine with several platen sizes.

HHS 319 Robotics Shop
The robotics shop contains one tabletop and two floor-standing six-axis industrial robotic arms and controllers. It is equipped with end-of-arm tools to accommodate a variety of fabrication workflows. An extensive web-based code resource supports tooling and operations.

HHS 315 CNC Shop
The CNC Shop contains three three-axis CNC routers. The routers can accommodate different materials and have an effective milling area of 48 x 96 x 10 inches, 30 x 24 x 4 inches, and 19.5 x 30 x 4 inches.

HHS 315A Director's Office
Rodrigo Guajardo, Director of Production and Technology, studied in the B.Arch program and began his career at the school as a production facilities technician.

HHS 311 Technicians' Office
Gregory Sheward, an M.Arch alum, is the production facilities manager for robotics operations and a visiting assistant professor in the school.

School of Architecture Production Facilities Full Inventory by Location

Higgins Hall Computer Lab and Multimedia Services Office
The Higgins Hall Computer Lab provides students, faculty, and staff with the latest technology and is loaded with advanced software that allow users to create a myriad of CAD and 3-D models and designs. The lab offers two classrooms, each equipped with PCs, 27" high-definition (HD) monitors, HD projectors, and 42" HD displays.

Higgins Hall Lab offers state-of-the-art digital output equipment, with B/W and color laser printers and the latest in large-format printing capabilities. Our digital output facility offers high-speed, high-quality output due to our exclusive printing profile, created to satisfy the printing needs of architecture students. Lab users are also welcome at the Digital Output Center located in the Engineering building on main campus, where specialty media is available.

SERVICES:
- Scanners for up to 11″ x 17″ documents
- Large format scanning up to 35″ wide
- Print guides
- Laser printing (color and B/W)
- Large format printing up to 60″ wide, with state-of-the-art plotters
- Print production workshop for all students

The Higgins Hall A/V Center serves the School of Architecture with audiovisual support and resource lending for faculty. It oversees the two smart classrooms adjacent to the office (HHC 032 and 033) and the projection room and lectern in the 268-seat auditorium; it also supports all TEC Rooms and mobile presentation carts in cooperation with the Pratt Technology Desk and provides a variety of portable devices and accessories to support classes, meetings, special projects, and ad hoc events. A multimedia equipment loan office is in the lower level of the Brooklyn Campus Library.

On Pratt's main campus, the Interdisciplinary Technology Lab is a design-development think tank for students and faculty across the institute. Applying the networked technologies of robotics, simulation, mechatronics, and collaborative computation, its purpose is to frame questions and shape discourse that take on difficult, broad challenges.

5.6.3 Faculty space

Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

The school provides office space in Higgins Hall and in Thrift Hall on the main campus to all full-time faculty and to as many faculty who have gained CCE status as can be accommodated. The Thrift Hall offices are home to B.Arch faculty members with a commitment to innovating through fabrication and includes the d.r.a. Lab (design research in architecture). Offices vary in size and location. Some offices are shared by two or three faculty; because of non-simultaneous use, advising usually can be conducted in private. Informal spaces throughout Higgins Hall and on the main campus offer additional space for faculty to prepare for class and work with, advise, and mentor students.

Some of our B.Arch and M.Arch faculty also have space in the newly opened Pratt Research Yard, located in the Navy Yard, a 20,000-square-foot facility that coalesces the research activities of Pratt Institute. The faculty working in research centers there have access to work and meeting spaces as well as access to research support and access to fabrication labs.

In addition, the technological resources of the production facilities described above support faculty research. The materials research facility supports faculty research into new materials that use, for example, mycelium, hemp, and algae. Faculty working on design-build projects receive support and staging and fabrication space as needed.

5.6.4 Pedagogical space

Resources to support all learning formats and pedagogies in use by the program.

As described in 5.6.1, Higgins Hall contains a full range of spaces required for a thriving architecture program, including studio spaces for all architecture students, classrooms, galleries, an auditorium, multi-media services, plotting and digital classrooms, production facilities, faculty and administrative offices, café and meeting spaces, and student lounges and offices.

Higgins Hall's studio and lab spaces *(see 5.6.2)* accommodate a variety of pedagogic models, including the lecture-lab course delivery model. In this model, used mostly for undergraduate core courses, the entire student cohort for a particular course meets in the auditorium for lectures and presentations from section instructors, and then meet with an instructor to dig deeper into the lecture content, work directly on assignments, have hands-on learning of new techniques and methods, and discuss critical theory and cultural and social related materials. Again, seminar spaces are designated for all labs, and depending on the assignment, the labs are held in studio or public review spaces.

Higgins Hall Building Plans

International Physical Resources
Pratt Institute and the School of Architecture maintain a campus space in Rome for the B.Arch program on the second floor of a palazzo overlooking the Piazza di Apollonia in Trastevere, in the center of Rome. Approximately 48 fourth-year B.Arch students study in Rome for the entire spring semester. Students rent apartments in the neighborhood to meet their housing needs. The Pratt in Rome program is seen as essential for student growth and maturity, but only complement other student performance criteria. The program emphasizes urban and community issues and research methodologies.

Pratt in Rome Program Studio Plan

Changes to Physical Resources
Since the last accreditation the following changes have taken place within Higgins Hall:

- The school's production facilities have grown, adding a second six-axis robot and creating a new materials innovation lab.
- A reading room that holds the William "Bill" Menking book collection was created in the lower level.
- The lower level was renovated to accommodate the new Master of Landscape Architecture program.
- The studios in the central bays (HH 230, 231, 330, 331) have been renovated to better accommodate studios and students.
- The Higgins Hall South stairwell has been turned into a gallery to permanently display the winning entries for the annual Michael Hollander Drawing Excellence Award.

Challenges with Physical Resources
Higgins Hall is in an urban setting with space at a premium. In the past few years the student population in both the B.Arch and M.Arch have grown. Although we are working to stabilize our rosters and thus far we have been able to provide all services inside of Higgins Hall, we are approaching the limit in our facilities. Production labs and digital labs continue to be heavily used, but with expansion of these spaces impossible, the administration continues its efforts at improved communication and management to have these resources better serve the students. To plan for our pedagogic future and deal with these challenges, the president and dean recently shared with faculty that planning for a new building for the School of Architecture has begun. The dean will work with faculty on planning and programming for this project and for the future use of Higgins Hall in the interim.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

The Pratt School of Architecture teaches all its courses in person, save for in moments of emergency such as during the COVID-19 pandemic. If another emergency does occur, we now have the infrastructure to remotely support students and faculty; we will continue to review these processes.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Financial Resources at Pratt Institute

Pratt Institute's financial resources are aligned with its mission and strategic priorities. Resources are distributed through an institute-wide budget planning process that involves input from all schools and departments at various points in the development process.

Like many institutions, Pratt's largest source of revenue is student tuition and fees. The vice president for enrollment management, in consultation with the dean of the School of Architecture and each chairperson in our school — as well as deans and chairpersons from across the institute — strategizes enrollment goals for new and returning students each year. The finance department uses these projections to calculate anticipated revenue from planned tuition sources. Each year, the board of trustees updates tuition and room and board rates after considering market research and other data, such as Pratt's general 28% tuition discount rate, which has stayed constant for several years.

Pratt Institute has seen stable enrollment, strong liquidity, and generally consistent growth in the endowment, providing a strong foundation for delivering the academic program and related support services. From 2017-18 through 2021-22, the institution's total net assets increased from $390 million to over $516 million. Since 2020-21, which saw a $51 million decline in total revenue driven by pandemic-related enrollment declines, revenue has rebounded from $219 million in 2019-20 to $234 million in 2021-22.

This information can be found in the 2023 Pratt Institute Financial Statements (audited by firm GrantThornton) which comprise the statements of financial position as of June 30, 2022 and 2023.

Budget Process and Responsibility

The institute's budget team provides guidelines for the development of expense requests by the School of Architecture dean and the B.Arch and M.Arch chairpersons. Pratt uses a bottom-up approach, in which requests are initially developed by the chairpersons and reviewed by the dean, then by the provost and vice presidents, prior to submission to the budget department. This process allows the deans, provost, and vice presidents to prioritize strategic budget requests. This budget draft is presented by the Vice President for Finance and Administration to the trustees' finance committee. The ultimate responsibility for proposing and managing program budgets rests with the chairpersons, with supportive oversight from the dean.

Expense Categories

Once allocated on July 1, the dean of the school and the program chairperson have control over all of their expenditures. The following are the primary expense categories for both the B.Arch and M.Arch programs. This list also indicates the method by which these categories are adjusted annually.

Expense Categories and How They are Adjusted	
Expense Categories	**Adjustments**
Full-time faculty salaries	Annually adjusted by UFCT Agreement
Part-time faculty salaries	Annually adjusted by UFCT Agreement
Administrator salaries	Adjusted through 3-year agreements
Other than personnel (OTPS)	Adjusted by needs/requests

Faculty stipends	Adjusted by needs/requests
Work study/student help	Adjusted by Budget Committee
Facilities fees	Adjusted by enrollment; additional fees
Production facilities fees	Adjusted by enrollment; additional fees

Revenue Categories

The School of Architecture at Pratt does not exert direct control over any revenue categories, as all expense categories are allocated only once annually by the institute budget committee. The annual budget is not generally adjusted. The one revenue category that directly benefits the school is the production facilities fees. This relatively small student fee is added to the school's restricted and endowed accounts. As these accounts are not reconciled and closed at the end of the year, the funds accrue, enabling the school to make large equipment purchases when necessitated and for updating equipment to align with changes in the discipline.

Scholarships, Fellowship and Grants for Students

Pratt funds first-year B.Arch students with merit-based scholarships from the operating budget in addition to need-based grants for a combined 28% average discount. These awards are renewable each year for five years. In addition, endowed funds are used for incoming and continuing students to help underrepresented groups and first-generation college goers meet the costs of a Pratt education.

Graduate students are eligible to receive graduate scholarships awarded by the architecture department as well as endowed scholarships. The M.Arch program awards $3,267,853 yearly for a combined 10% discount. Together with the B.Arch awards of $18,173,797, the school provides a total of about $21,441,650 million in direct student support.

Scholarships, Fellowship and Grants for Students		
Scholarship	**B.Arch**	**M.Arch**
Merit-based Scholarships	$13,529,583	$3,108,675
Endowed Scholarships	$948,654	$106,820
Travel Scholarships	$83,803	$13,858
Need-based Grants	$3,611,757	$23,858
TOTAL	**$18,173,797**	**$3,267,853**

Faculty Support Opportunities

Pratt Institute offers opportunities for faculty to receive support through grants which are detailed in Section 5.4.3.

Summary of Changes Since Last Accreditation and Pending Changes

- Enrollment: Since our last accreditation report in 2015 the B.Arch program has grown by 18%, from 656 enrolled students in AY 2015-16 to 738 enrolled students in AY 2023-24. The M.Arch program has grown 15%, from 178 enrolled students in AY 2015-16 to 209 enrolled students in AY 2023-24. There are no current plans to increase enrollment.
- Funding changes: Alongside the growth in students, the operating budget for the School of Architecture has increased from $12.1 million in 2015-16 to $17.4 million in 2023-24. There are no significant changes planned.
- Faculty compensation: Changes to faculty compensation are collectively bargained with the United Federation of College Teachers (UFCT) every 3 years. Every negotiation includes attempts to improve faculty compensation models. Planned improvements for this contract cycle focus on part-time compensation based on length of service.

Development Plans

To uphold its commitment to academic excellence and foster innovative research, the School of Architecture actively seeks to enhance its fundraising initiatives through the Office of Institutional Advancement (IA). This effort is spearheaded by a newly appointed vice president and a dedicated full-time fundraising officer who collaborates closely with the School of Architecture dean. This partnership has already yielded notable successes, such as the recent celebration of the 50th anniversary of Pratt in Rome. This milestone enabled the dean's office to engage a cadre of alumni, resulting in a significant endowment for a new scholarship dedicated to the program. IA also helps us to engage with alums in other ways. For example, in June 2024, IA hosted an alumni gathering with the dean and the UA and GA/LA/UD chairpersons at the AIA convention in Washington, D.C. By focusing on a diverse range of funding sources — including alumni relationships and contributions, foundations, corporations, and individual donors — the school aims to support scholarships, advance research, and bolster general operations. In addition, the planned new SoA building will require an innovative capital campaign.

Since its last accreditation efforts in 2015, the School of Architecture, under the strategic direction of the Institutional Advancement Office, has established a Dean's Council composed of influential alumni and friends dedicated to advancing the school's fundraising goals. Currently comprising seven industry leaders, including alumni from prominent firms such as Skidmore, Owings & Merrill and top executives from Gensler and Turner Construction, the council members commit to an annual give/get of $5,000. We expect to grow the council's membership to up to 15 members, thereby increasing its capacity for financial support and advocacy. To further strengthen its funding base, the school has cultivated a dynamic pipeline for engaging current and prospective donors through targeted events and initiatives, such as portfolio reviews and campus-wide activities, supported by IA and alumni relations.

Higgins Hall is in an urban setting with space at a premium. In the past few years, the student population in both the B.Arch and M.Arch have grown. Although we are working to stabilize our rosters and accommodations for all services have been achieved within Higgins, we are getting close to a limit in our facilities. To plan for our pedagogic future and deal with these challenges, the president of the institute and the dean of the school recently shared with faculty that plans for a potential new building for the School of Architecture is in the beginning stages. This will require an innovative capital campaign that may include working with developers, fundraising, etc.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Pratt's Brooklyn campus library is in an 1896 landmark building. Collections and services focus on the visual arts, architecture, design, creative writing, and allied fields. Additional materials of general interest support the general education curriculum. The library houses more than 200,000 volumes of print materials, rare books, more than 600 periodicals, and the institute's archives. The Visual and Multimedia Resources Center is housed in the main library.

The curricular goals of the School of Architecture are integral to the library's collecting activity. Pratt Institute Libraries strive to be comprehensive in their coverage of architecture and related subjects. Among the strengths are scholarly sources for the history, theory, and criticism of the discipline, both contemporary and historical; technical sources on construction methods, materials, building systems, and codes; and publications on urban design, urban history, city planning, and landscape architecture. Recently, subjects related to sustainability and technological innovations in architecture have been a primary collecting concern. Reference materials support professional development for students preparing for and seeking employment and professional accreditation.

Support of the curriculum is always the primary guideline for acquisitions. Architecture faculty members are encouraged to recommend specific titles for monographs and serials. The architecture librarian receives syllabi for all courses under the B.Arch and M.Arch programs and is attentive to new curricular

offerings that require additional or diversified monograph and periodical acquisition efforts. All acquisitions are in line with recommendations from the American Library Association (ALA). The libraries also subscribe to over 600 periodicals, 98 of which relate to subject areas specific to architecture and 222 to art and design. Finally, the libraries' collection of over 42,000 digital images and 116,000 slides contains over 75,000 items illustrating works of architecture.

Most of the libraries' collections are housed in open stacks or in the reading rooms. Closed stacks house rare or valuable books, special collections, and theses, which are made available to students and faculty upon request. Reserve materials are held at the main circulation desk. Virtual access to the entire collection except the institute's archives is provided via the libraries' integrated, automated system.

Cooperative agreements with other libraries and interlibrary loans increase the institute's access to resources in a metropolitan area with some of the most notable fine arts and architecture collections in the world, such as the Avery Architecture and Fine Arts Library at Columbia University, the Frick Art Reference Library, the New York Public Library, and other notable related resources, such as the New York Historical Society and the Brooklyn Public Library.

The library's equipment loan office circulates audiovisual equipment, including cameras, tripods, and digital projectors, to students, staff, and faculty for individual and class use. The Higgins Hall multimedia office offers dedicated audiovisual support to two classrooms and the 280-seat auditorium for classes, events, lectures, and videoconferencing. This office also circulates carted AV equipment for use in the Higgins Hall complex.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Librarians are assigned as liaisons to academic departments based on their backgrounds and expertise. In addition to selecting materials to serve department's needs, library liaisons work closely with faculty, staff, and students to deliver customized instruction and research support services.

Information and reference services and the Visual and Multimedia Resources Center are well staffed with professional librarians. The library faculty at Pratt Institute hold graduate degrees in library and information science and have faculty rank. A team of faculty librarians provides orientations, instruction in library skills, and guidance in research methods. They encourage classroom sessions on topics requested by the faculty. One faculty librarian serves as the liaison to the School of Architecture and coordinates the libraries' interactions with the school's students, faculty and staff. This faculty librarian can provide specialized instruction to enhance architecture students' ability to conduct research and complete course assignments.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Pratt School of Architecture, the Undergraduate Architecture department, the Graduate Architecture, Landscape Architecture, & Urban Design department, and the program pages for both the B.Arch and M.Arch have links to a dedicated page with NAAB information:

https://www.pratt.edu/architecture/naab/

That page and the Pratt Institute Catalog for the B.Arch and M.Arch programs have this language:

> **Statement on NAAB-Accredited Degrees**
> In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.
>
> Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.
>
> Bachelor of Architecture – B. Arch (170 credits)
> Master of Architecture – M. Arch (84 credits, First Professional)
> Master of Architecture, Advanced Standing Track – M. Arch (56 credits, First Professional)
> Next accreditation visit 2025

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition

b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) Procedures for Accreditation, 2020 Edition

d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Please visit the Pratt NAAB page for access to Accreditation Reports and related documents.

- https://www.pratt.edu/architecture/naab/ includes:
  - Conditions for Accreditation, 2020 Edition
  - Conditions for Accreditation 2014 Edition
  - Procedures for Accreditation, 2020 Edition
  - Procedures for Accreditation 2015

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

The Pratt Institute Center for Career and Professional Development (CCPD) provides lifelong access to career management education, inspiration, and support for students and alumni to develop their full potential as creative practitioners with clarity, competence and confidence. Services for students and alumni include workshops, industry portfolio reviews, networking events, life coaching and work-life

balance, grants, residencies, and Fulbright U.S. Student Program application guidance, interview prep, and one on one appointments. Students and Alumni can utilize the extensive job listing database Handshake to seek internships, full or part time positions, freelance work and volunteer opportunities. The CCPD also provides a newsletter with opportunities and invitations for career events with our industry partners.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

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

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

Public Access to Accreditation Reports and Related Documents	
Requirements	**Program Website Link (if applicable)**
PRATT SOA NAAB WEBSITE WHERE ALL INFORMATION BELOW IS FOUND	https://www.pratt.edu/architecture/naab/
a) All Interim Progress Reports submitted since the last team visit	https://www.pratt.edu/architecture/naab/ Pratt Institute 2018 Interim Progress Report Pratt Institute 2021 Interim Progress Report
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	https://www.pratt.edu/architecture/naab/
c) The most recent decision letter from the NAAB	https://www.pratt.edu/architecture/naab/ 2016 Accreditation Letter
d) The Architecture Program Report submitted for the last visit	https://www.pratt.edu/architecture/naab/ Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://www.pratt.edu/architecture/naab/ NAAB 2016 Visiting Team Report
f) The program's optional response to the Visiting Team Report	N/A
g) Plan to Correct (if applicable)	N/A

h) NCARB ARE pass rates	https://www.pratt.edu/architecture/naab/ ARE Pass Rate
i) Statements and/or policies on learning and teaching culture	https://www.pratt.edu/architecture/naab/ Pratt SoA Studio Culture Policy
j) Statements and/or policies on diversity, equity, and inclusion	https://www.pratt.edu/architecture/naab/ Pratt Institute Diversity, Equity, & Inclusion

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

On the Undergraduate Admissions and Graduate Admissions pages, prospective students can access applications and instructions.

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

Prospective students can find admissions requirements on our Undergraduate Admissions Application Requirements page and Graduate Admissions Application Requirements page. Our admissions decision procedures are comprehensive and transparent. They include policies and processes for evaluating transcripts and portfolios on our How to Apply (Undergraduate) and Application Requirements (Graduate) pages. The links also provide information on remediation and advanced standing for our programs.

The B.Arch and M.Arch programs are committed to a thorough and equitable evaluation process of applicants. Both programs document the accreditation criteria they expect students to have met in their education experiences in non-accredited programs.

Once baccalaureate-degree content has been verified by the institute's admissions office, evaluation of M.Arch applicants' previous coursework is then evaluated by the admissions committee and the chairperson of the GA/LA/UD Department. The Committee and the chairperson verify that incoming M.Arch students fulfill their general studies requirement with coursework they completed in their undergraduate studies.

Applicants to the M.Arch program who have already taken architecture courses in their undergraduate institution can apply for advanced standing. Admission to the two-year advanced standing track is highly competitive, based on selection of candidates made by the GA/LA/UD admissions committee and chairperson. Advanced standing is awarded to select applicants with exemplary design capabilities who have already taken architecture studios and courses as undergraduate students. Eligible applicants must request consideration for advanced standing in their statement of purpose submitted with their application. Interviews may be scheduled on campus, off-campus, by Zoom, or by phone.

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

The M.Arch program articulates the evaluation of baccalaureate-degree content in the admissions process. This evaluation begins in the institute's admissions office. A baccalaureate degree or an internationally equivalent accredited degree is required to apply to graduate programs. All international transcripts must be translated into English by a certified translation service if a translation is not provided by the school. Both the original document and the English-translated version must be submitted with the application. In some cases, Pratt requires a course-by-course credential evaluation of transcripts. This

process is outlined on the Pratt Application Requirements page. Department-specific requirements for admission into the M.Arch program are also found on the Graduate Departmental Requirements page.

d) Requirements and forms for applying for financial aid and scholarships

Requirements and forms for applying for financial aid and scholarships can be found on the How to Apply for Financial Aid (Undergraduate) and Financial Aid Options for Graduate pages.

e) Explanation of how student diversity goals affect admission procedures

Admission procedures support the enrollment diversity goals of Pratt Institute by actively considering a diverse range of backgrounds, experiences, and perspectives in the review and decision process. This commitment involves holistic reviews, where applicants' achievements, backgrounds, and potential contributions to a diverse campus community are considered in addition to academic and creative preparedness. Pratt aims to enroll a class it values for their individual strengths, accomplishments, and potential for growth. We strive to create an inclusive environment by ensuring that its students represent a wide range of personal histories, viewpoints, and aspirations.

6.6 Student Financial Information

6.6.1 Financial Aid

The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Pratt Institute ensures that students have reliable access to current resources and advice for making decisions about financial aid, instilling a sense of security and confidence in their financial planning. The Finance Your Education page provides information for undergraduate students about the Cost of Attendance, Applying for Financial Aid, available Financial Aid Options, and Student Financial Services. For graduate students, the Finance Your Education page provides specific information on the Cost of Attendance, comprehensive scholarship details, Financial Aid Options, and Financial Counselors for consultation.

Pratt is committed to providing financial assistance to make the cost of enrollment at Pratt more affordable and recognizes that for most students choosing the right school is in part a financial decision. Besides financial aid, awarded to about three quarters of students, other types of financial assistance available include loans, student employment, and tuition management programs, which enable the student to extend payments. Pratt makes every effort to assist students in meeting the increasing cost of a college education.

Undergraduate students, including students in the B.Arch program, have access to the How to Apply for Financial Aid page on the Pratt website. Students who are U.S. citizens or permanent residents may apply for financial aid through FAFSA. International students are not eligible for need-based aid but are eligible for international merit-based scholarships. All incoming domestic and international students are considered for merit-based scholarships upon acceptance. There is no application for merit-based scholarships. More information on how undergraduate students can apply for financial aid can be accessed on the Pratt website: https://www.pratt.edu/admissions/undergraduate-admissions/finance-your-education/how-to-apply-for-financial-aid/

Graduate students, including students in the M.Arch program, have access to the Financial Aid Options page on the Pratt website. Pratt offers various kinds of need-based and merit-based assistance, including graduate scholarships, loans, assistantships (primarily for second-year students), student employment, and tuition management programs, which spread payments over the year. Information about graduate loans as well as a listing of grants, scholarships, and awards available to graduate students can be accessed on the Pratt website: https://www.pratt.edu/admissions/graduate-admissions/finance-your-education/financial-aid-options/

6.6.2 Estimate of costs

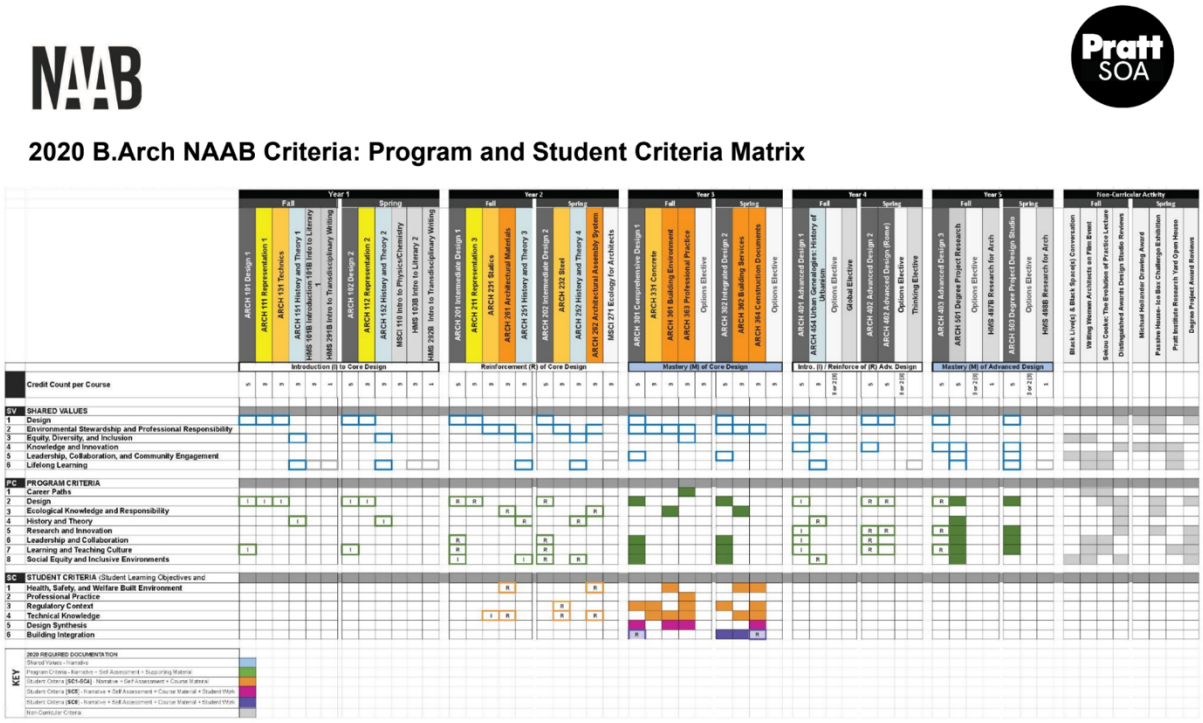
The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Pratt Institute ensures that students have reliable access to current costs, current resources and advice for making decisions about financial aid, instilling a sense of security and confidence in their financial planning. Undergraduate students will find information about the Cost of Attendance on the Finance Your Education page. For Graduate admissions, the Finance Your Education page provides specific information on the Cost of Attendance.

APPENDIX

1. PC/SC Matrix

[B.Arch PC/SC Matrix link]



2020 B.Arch NAAB Criteria: Program and Student Criteria Matrix

M.Arch 3-Year PC/SC Matrix link

NAAB ACCREDIDATION CRITERIA COMPARISON

NAAB MATRIX PRATT GRADUATE SCHOOL OF ARCHITECTURE
3YR M.ARCH PROGRAM AND STUDENT CRITERIA

Primary Evidence — M - Level III Course - **Mastered**: The outcome is expected to be obtained by the end of course
Secondary Evidence — I - Level I Course - **Introduced:** Students are introduced to the skill in this course
R- Level II Course- **Reinforced**: The skill is further developed/practiced

	Year 1								Year 2								Year 3								Non-Curricular Activity							
	Fall				Spring				Fall				Spring				Fall				Spring											
	Design 1	*Mediums 1*	*Structures 1*	*History/Theory 1*	*Design 2*	*Mediums 2*	*Structures 2*	*History Theory 2*	*Design 3*	*History Theory 3*	*Technology 1*	*Technology 2*	*Design 4*	*Technology 3*	*Mediums 3*	*Professional Practice*	*Design 5*	*Architecture Elective*	*History Theory Elective*	*All Institute Elective*	*Design 6*	*Architecture Elective*	*History Theory Elective*	*All Institute Elective*	*Wast[ED]: Living with Trash Exhibition/Symposium*	*Real Estates Exhibition/Symposium/Workshop*	*Teaching Incubator*	*Critic at Large*	*Graduate Student Council*	*Student Publications*	*Teaching Fellowships*
	ARCH 601	***ARCH 611***	***ARCH 631***	***ARCH 651***	***ARCH 602***	***ARCH 612***	***ARCH 632***	***ARCH 652***	***ARCH 703***	***ARCH 753***	***ARCH 761***	***ARCH 762***	***ARCH 704***	***ARCH 763***	***ARCH 713***	***ARCH 861***	***ARCH 805***	***ELECTIVE***	***ELECTIVE***	***ELECTIVE***	***ARCH 806***	***ELECTIVE***	***ELECTIVE***	***ELECTIVE***								
Shared Values	**CORE 1**								**CORE 2**								**DIRECTED RESEARCH**															
Design	I				R																											
Env. Stewardship & Professional Respon.											I/R	I/R																				
Equity, Diversity & Inclusion																																
Knowledge & Innovation											I/R	I/R																				
Leadership, Collab. & Community Engmt.												I/R																				
Lifelong Learning						R																										
Program Criteria	**CORE 1**								**CORE 2**								**DIRECTED RESEARCH**															
PC.1 Career Paths	I																															
PC.2 Design	I				R																											
PC.3 Ecological Know. & Respon.											I/R	I/R																				
PC.4 History & Theory				I				R																								
PC.5 Research & Innovation											I/R	I/R																				
PC.6 Leadership & Collaboration												I/R																				
PC.7 Learning & Teaching Culture																																
PC.8 Social Equity & Inclusion																																
Student Criteria	**CORE 1**								**CORE 2**								**DIRECTED RESEARCH**															
SC.1 HSW in the Built Environ.					I					I/R																						
SC.2 Professional Practice	I																															
SC.3 Regulatory Context					I					I/R																						
SC.4 Technical Knowledge											I/R	I/R																				
SC.5 Design Synthesis																																
SC.6 Building Integration																																

M.Arch 2-Year PC/SC Matrix link

NAAB ACCREDIDATION CRITERIA COMPARISON

NAAB MATRIX PRATT GRADUATE SCHOOL OF ARCHITECTURE
2YR ADVANCED STANDING M.ARCH PROGRAM AND STUDENT CRITERIA

Primary Evidence
Secondary Evidence

M - Level III Course - **Mastered**: The outcome is expected to be obtained by the end of course
I - Level I Course - **Introduced:** Students are introduced to the skill in this course
R- Level II Course- **Reinforced**: The skill is further developed/practiced

	Year 1 for 3 Yr. Students								Year 1								Year 2								Non-Curricular Activity							
	Fall					Spring			Fall					Spring			Fall					Spring										
	ARCH 601 Design 1	ARCH 611 Mediums 1	ARCH 631 Structures 1	ARCH 651 History/Theory 1		ARCH 602 Design 2	ARCH 612 Mediums 2	ARCH 632 Structures 2	ARCH 652 History Theory 2	ARCH 703 Design 3	ARCH 651 History/Theory 1	ARCH 761 Technology 1	ARCH 762 Technology 2	ARCH 704 Design 4	ARCH 763 Technology 3	ARCH 713 Mediums 3	ARCH 652 History Theory 2	ARCH 805 Design 5	ELECTIVE Architecture Elective	ELECTIVE History Theory Elective	ARCH 753 History Theory 3	ARCH 806 Design 6	ELECTIVE Architecture Elective	ELECTIVE History Theory Elective	ARCH 861 Professional Practice	Wast[ED]: Living with Trash Exhibition/Symposium	Real Estates Exhibition/Symposium/Workshop	Teaching Incubator	Critic at Large	Graduate Student Council	Student Publications	Teaching Fellowships
Shared Values	**CORE 1**									**CORE 2**								**DIRECTED RESEARCH**														
Design	I					R																										
Env. Stewardship & Professional Respon.												I/R	I/R																			
Equity, Diversity & Inclusion																																
Knowledge & Innovation												I/R	I/R																			
Leadership, Collab. & Community Engmt.													I/R																			
Lifelong Learning		I					R																									
Program Criteria	**CORE 1**									**CORE 2**								**DIRECTED RESEARCH**														
PC.1 Career Paths	I																															
PC.2 Design	I					R																										
PC.3 Ecological Know. & Respon.												I/R	I/R																			
PC.4 History & Theory				I				R			I						R															
PC.5 Research & Innovation												I/R	I/R																			
PC.6 Leadership & Collaboration													I/R																			
PC.7 Learning & Teaching Culture																																
PC.8 Social Equity & Inclusion																																
Student Criteria	**CORE 1**									**CORE 2**								**DIRECTED RESEARCH**														
SC.1 HSW in the Built Environ.						I						I/R																				
SC.2 Professional Practice	I											I/R																				
SC.3 Regulatory Context						I						I/R																				
SC.4 Technical Knowledge												I/R	I/R																			
SC.5 Design Synthesis																																
SC.6 Building Integration																																

2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited programs and include as part of the APR.

B.Arch. – Condition 4.2 Professional Degrees and Curriculum

B.Arch Curriculum								
Required Professional Courses			Architecture Electives			General Education		
			Optional Studies					
First Year Curriculum- Introduction to Core Design								
1st Semester (Fall)								
ARCH 101	Design 1	5				HMS 101B	Intro to Literary 1	3
ARCH 111	Representation 1	3				HMS 291B	Intro to Transdisciplinary Writing 1	1
ARCH 131	Technics	3						
ARCH 151	History & Theory 1	3						
2nd Semester (Spring)								
ARCH 102	Design 2	5				MSCI 110	Intro to Physics / Chemistry	3
ARCH 112	Representation 2	3				HMS 103B	Intro to Literary 2	3
ARCH 152	History & Theory 2	3				HMS 292B	Intro to Transdisciplinary Writing 2	1
Second Year Curriculum- Reinforcement of Core Design								
3rd Semester (Fall)								
ARCH 201	Intermediate Design 1	5						
ARCH 211	Representation 3	3						
ARCH 231	Statics & Strength of Materials	3						
ARCH 251	History & Theory 3	3						
ARCH 261	Architectural Materials	3						
4th Semester (Spring)								
ARCH 202	Intermediate Design 2	5				MSCI 271	Ecology for Architects	3
ARCH 232	Steel Structures	3						
ARCH 252	History & Theory 4	3						
ARCH 262	Architecture Assembly System	3						

Third Year Curriculum- Mastery of Core Design								
5th Semester (Fall)								
ARCH 301	Comprehensive Design 1	5	_____	Liberal Arts Elective	3			
ARCH 331	Concrete	3						
ARCH 361	Building Environment	3						
ARCH 362	Professional Practice	3						
6th Semester (Spring)								
ARCH 302	Comprehensive Design 2	5	ARCH 500	Arch History / Theory Elective	3			
ARCH 362	Building Services	3	_____	Social Science / Philosophy	3			
ARCH 364	Construction Documents	3						
Fourth Year Curriculum- Reinforcement of Advanced Design								
7th Semester (Fall)								
ARCH 401	Advanced Design 1	5	ARCH 500	Architecture Elective	3	SS 203G	Global History to 1800	3
ARCH 454	Urban Genealogies	3	_____	Liberal Arts Elective	3			
8th Semester (Spring)								
ARCH 402	Advanced Design 2	5	ARCH 500	Architecture Elective	3	SS 204G	Global History Since 1800	3
			_____	Liberal Arts Elective	3			
			_____	All Institute Elective	3			
Fifth Year Curriculum- Mastery of Advanced Design								
9th Semester (Fall)								
ARCH 403	Advanced Design 3	5	ARCH 500	Architecture Elective	3	HMS 497B	Research Writing for Arch Students	1
ARCH 501	Degree Project Research	3	_____	Social Science / Philosophy	3	HMS 498B	Advanced Transdisciplinary Writing	1
			_____	All Institute Elective	2			
10th Semester (Spring)								
ARCH 503	Degree Project Studio	5	ARCH 500	Architecture Elective	3			
			_____	All Institute Elective	6			
			• **Arch Electives: 15** • **Liberal Arts: 15** • **All-institute: 11**					
Total Professional Credits		**107**	**Total Optional Elective Credits**		**41**	**General Education Credits**		**22**
B.Arch Total Degree Credits		**170**						

2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited programs and include as part of the APR.

M.Arch. – Condition 4.2 Professional Degrees and Curriculum

Three Year Program

Master of Architecture 3YR								
Required Professional Courses			**Architecture Electives**			**Optional Studies**		
First Year Curriculum- Core 1								
1st Semester (Fall)								
ARCH 601	Design 1 Media and Methods	5						
ARCH 611	Mediums 1 Modeling and Drawing	3						
ARCH 631	Structures 1 Structures as Medium	3						
ARCH 651	History and Theory 1 Six Crises of Representation in Architecture	3						
2nd Semester (Spring)								
ARCH 602	Design 2 Interiorities and Contexts	5						
ARCH 612	Mediums 2 Advanced Modeling and Drawing	3						
ARCH 652	History and Theory 2	3						
ARCH 632	Structures 2 Materialities and Qualities	3						
Second Year Curriculum- Core 2								
3rd Semester (Fall)								
ARCH 703	Design 1 Media and Methods	5						
ARCH 761	Technology 1 Environmental Control Systems	3						
ARCH 762	Technology 2 Materials and Assemblies	3						
ARCH 753	History and Theory 3 Materiality and Cities	3						
4th Semester (Spring)								
ARCH 704	Design 4 Integrated Contexts and Mediums	5						
ARCH 763	Technology 3 Integrated Building Systems	3						
ARCH 861	Professional Practice	3						
Complete (1) Architecture Mediums (See Options Below)								
ARCH 713A	Mediums 3 Architectural Fabrication	3						
ARCH 713B	Mediums 3 Architectural Visualization and Animation	3						
ARCH 713C	Mediums 3 Architectural Communication	3						

Third Year Curriculum- Directed Research								
5th Semester (Fall)								
Complete (1) Architecture Studio (See options below)			Complete (1) Architecture Elective (See options below)			Complete (1) All Institute Elective		3
ARCH 805	Design 5 Storyboarding Space	5	ARCH 770B	A World Of Our Own Making	3			
ARCH 805	Design 5 The Climate Impact Studio	5	ARCH 870C	Critical Geography	3			
ARCH 805	A Design 5 Museum Of Emotions	5	ARCH 770YP	Flood Proof	3			
ARCH 805	Design 5 A Garden Of Forking Paths	5	ARCH 880YP	Architecture And Its Practice A Century Under Review	3			
ARCH 805	Design 5 Communal Compound	5	ARCH 770F	Constructing Complexities	3			
ARCH 805	Design 5 Parking Rules	5	ARCH 871E	What Is Design?	3			
ARCH 805	A Design 5 Leisure Institute	5	ARCH 770G	Voracious Vernacular	3			
			Complete (1) History/Theory Elective (See options below)					
			ARCH 870D	Transtemporal Affinities In Architecture	3			
			ARCH 871FP	Archipelogics; The Logic Of Mapping, Making And ReMaking Future Urban Archipelagos	3			
			ARCH 880N	Power And Space	3			
			ARCH 871D	Cosmoaesthetics	3			
			ARCH 880H	Theories Of Materialization	3			
6th Semester (Spring)								
Complete (1) Architecture Studio (See options below)			Complete (1) Architecture Elective (See options below)			Complete (1) All Institute Elective		3
ARCH 806	Design 6 Up In The Air	5	ARCH 770A	Nanotectonica	3			
ARCH 806	Design 6 AI Aquapelagic Infrastructures	5	ARCH 770E	Glass In Structures	3			
ARCH 806	Design 6 Reimagining Social Infrastructure	5	ARCH 770K	Mashup Figuring Out Configurable Cultures	3			
ARCH 806	Design 6 Flow Flux Freeze	5	ARCH 770R	Reticulate Architectures	3			
ARCH 806	Design 6 Architectures Of Abolition	5	ARCH 771DP	Mod Time	3			
ARCH 806	Design 6 Ways Of Water	5	ARCH 772EP	Stairs, Ramps, Rails	3			
ARCH 806	Design 6 Untitled	5	ARCH 870A	Design Intelligence Performing Glass	3			
ARCH 806	Design 6 Miami Marine	5	ARCH 871IP	Hooks and Loops The Hyperstitch	3			

			ARCH 871JP	Hybrid Habitats	3			
			Complete (1) History/Theory Elective (See options below)					
			ARCH 880D	Architecture In Film	3			
			ARCH 880L	Architecture And Society	3			
			ARCH 880WP	Discourse On Race, Gender, Sexuality, And Space	3			
			ARCH 880ZP	Architecture In The World Ecosystems	3			
			ARCH 871HP	Everything Change	3			
			ARCH 871GP	Worldbuilding	3			
			ARCH 881BP	Beyond Conventional Practice	3			
Total Professional Credits		**66**	**Total Architecture Elective Credits**		**12**	**Total Optional Studies Credits**		**6**
M.Arch Total Degree Credits		**84**						

M.Arch. – Condition 4.2 Professional Degrees and Curriculum

Two Year Advanced Standing

Master of Architecture 2YR Advanced Standing								
Required Professional Courses			**Architecture Electives**			**Optional Studies**		
First Year Curriculum- Core 1								
1st Semester (Fall)								
ARCH 703	Design 1 Media and Methods	5						
ARCH 761	Technology 1 Environmental Control Systems	3						
ARCH 762	Technology 2 Materials and Assemblies	3						
ARCH 651	History and Theory 1 Six Crises of Representation in Architecture	3						
2nd Semester (Spring)								
ARCH 704	Design 4 Integrated Contexts and Mediums	5						
ARCH 763	Technology 3 Integrated Building Systems	3						
ARCH 652	History and Theory 2	3						
Complete (1) Architecture Mediums (See Options Below)								
ARCH 713A	Mediums 3 Architectural Fabrication	3						

ARCH 713B	Mediums 3 Architectural Visualization and Animation	3						
ARCH 713C	Mediums 3 Architectural Communication	3						
Second Year Curriculum- Directed Research								
5th Semester (Fall)								
ARCH 753	History and Theory 3 Materiality and Cities	3	Complete (1) Architecture Elective (See options below)					
Complete (1) Architecture Studio (See options below)			ARCH 770B	A World Of Our Own Making	3			
ARCH 805	Design 5 Storyboarding Space	5	ARCH 870C	Critical Geography	3			
ARCH 805	Design 5 The Climate Impact Studio	5	ARCH 770YP	Flood Proof	3			
ARCH 805	A Design 5 Museum Of Emotions	5	ARCH 880YP	Architecture And Its Practice A Century Under Review	3			
ARCH 805	Design 5 A Garden Of Forking Paths	5	ARCH 770F	Constructing Complexities	3			
ARCH 805	Design 5 Communal Compound	5	ARCH 871E	What Is Design?	3			
ARCH 805	Design 5 Parking Rules	5	ARCH 770G	Voracious Vernacular	3			
ARCH 805	A Design 5 Leisure Institute	5	Complete (1) History/Theory Elective (See options below)					
			ARCH 870D	Transtemporal Affinities In Architecture	3			
			ARCH 871FP	Archipelogics; The Logic Of Mapping, Making And ReMaking Future Urban Archipelagos	3			
			ARCH 880N	Power And Space	3			
			ARCH 871D	Cosmoaesthetics	3			
			ARCH 880H	Theories Of Materialization	3			
6th Semester (Spring)								
ARCH 861	Professional Practice	3	Complete (1) Architecture Elective (See options below)					
Complete (1) Architecture Studio (See options below)			ARCH 770A	Nanotectonica	3			
ARCH 806	Design 6 Up In The Air	5	ARCH 770E	Glass In Structures	3			
ARCH 806	Design 6 AI Aquapelagic Infrastructures	5	ARCH 770K	Mashup Figuring Out Configurable Cultures	3			
ARCH 806	Design 6 Reimagining Social Infrastructure	5	ARCH 770R	Reticulate Architectures	3			
ARCH 806	Design 6 Flow Flux Freeze	5	ARCH 771DP	Mod Time	3			
ARCH 806	Design 6 Architectures Of Abolition	5	ARCH 772EP	Stairs, Ramps, Rails	3			
ARCH 806	Design 6 Ways Of Water	5	ARCH 870A	Design Intelligence Performing Glass	3			

ARCH 806	Design 6 Untitled	5	ARCH 871IP	Hooks and Loops The Hyperstitch	3			
ARCH 806	Design 6 Miami Marine	5	ARCH 871JP	Hybrid Habitats	3			
			Complete (1) History/Theory Elective (See options below)					
			ARCH 880D	Architecture In Film	3			
			ARCH 880L	Architecture And Society	3			
			ARCH 880WP	Discourse On Race, Gender, Sexuality, And Space	3			
			ARCH 880ZP	Architecture In The World Ecosystems	3			
			ARCH 871HP	Everything Change	3			
			ARCH 871GP	Worldbuilding	3			
			ARCH 881BP	Beyond Conventional Practice	3			
Total Professional Credits		**44**	**Total Architecture Elective Credits**		**12**	**Total Optional Studies Credits**		**0**
M.Arch Total Degree Credits		**56**						

3. One-Page Faculty Resumés—B.Arch

B.Arch Faculty Resumes

See next page

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Philippe Baumann

Adjunct Associate Professor, CCE

Courses Taught

2024	ARCH 302	Spring Semester
2023	ARCH 301	Fall Semester
2023	ARCH 202	Spring Semester
2023	ARCH 112	Spring Semester
2022	ARCH 201	Fall Semester
2022	ARCH 111	Fall Semester

Educational Credentials

1990	M.Arch	Rice University
1986	BA (with honors)	Brown University

Teaching Experience

2008-	Adjunct Associate Prof/CCE	Pratt Institute
1998-2015	Assistant Professor (Annualized)	Parsons SCE
1996	Teaching Assistant	Berlin Polytechnical University
1998	Teaching Assistant	Rice University

Professional Experience

2000-	Principal	Baumann Architecture PLLC
2009-2024	Secretary	Institute for Public Architecture
2012-2019	Founding Member	SITREP.at

Licenses/Registration

NY Architect #28221

Selected Publications, Exhibitions, and Built Projects

2022	In The Round, On the Flat	Pratt Institute Gallery
2020	RE-TERRA 2020. Proposals to re-terraform Manila	Juror
2019	The Courtyard House Presents… "(un)homely	Gowanus, Brooklyn
2018	The Courtyard House Presents… Softgeometries	Gowanus, Brooklyn
2017	Improving Public Housing in New York	De La Salle—College. Manila, Philippines.
	Architectural Production Methodologies	Mapua Institute of Technology. Manila, Philippines.
2016	The Courtyard House Presents… V/X	Gowanus, Brooklyn.
	Urban Pastoral	Dwell. February 2016.
	SITREP.at Lisbon. Urbanity of Civic Forums	ISCTE-IUL, Lisbon, Portugal.
2015	Padding the Edge	NYTimes. 01/08/2015
2014	Permeable New York	SITREP.at NYC.
2013	Innovation for Pervious Environments. Red Hook	Baumann Architecture
2008	New Kids on the Block	Oculus

Professional Memberships, Committees & Boards, Fellowships & Awards

2009-2024	Board Member	Institute for Public Architecture
2008	AIA CFA New Practices	Winner

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Karen Bausman, AIA FAAR

Adjunct Professor of Architecture with CCE

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 201	Fall Semester
2024, 2023	ARCH 501	Fall Semester
2024, 2023	ARCH 563	Fall Semester
2024, 2023	ARCH 503	Spring Semester
2024, 2023	ARCH 364	Spring Semester
2024, 2023	ARCH 563	Spring Semester

Educational Credentials

1982	Bachelor of Architecture, B. Arch.	The Cooper Union

Teaching Experience

2024	Adjunct Professor with CCE	Pratt Institute
2022 - 2024	Adjunct Associate Professor with CCE	Pratt Institute
2015 - 2022	Adjunct Associate Professor	Pratt Institute
2011 - 2015	Visiting Associate Professor	Pratt Institute
2001	Eliot Noyes Design Chair	Harvard University
1990 - 2004	Adjunct Assistant Professor	Columbia University
1994	Eero Saarinen Design Chair	Yale University

Professional Experience

1995 - Present	Founding Principal, Lead Designer	Karen Bausman + Associates
1982 - 1994	Founding Partner, Lead Designer	Bausman Gill Associates

Licenses/Registration

Registered Architect, NYS Office of the Licensed Professionals No. 030060
American Institute of Architects Member No. 30211300
American Institute of Architects Federal First Responder ID No. 83980

Selected Publications, Exhibitions, and Built Projects

2024 Design and Reconstruction of West 69th Street Bridge, Manhattan (Client: City of New York)

2023 Design and Reconstruction of Highbridge Step Street, The Bronx (Client: City of New York)

2023 McCarthy, Joe. “Cutting-Edge Wind Power Designs Seek to Transform NYC Waterfront.” Pratt News. Retrieved from June 20. https://www.pratt.edu/news/cutting-edge-wind-power-designs-seek-to-transform-nyc-waterfront/

2022 *NYC Future Perfect: Wind Power and the Waterfront*. Invited Exhibit. Pratt Institute Research Open House, Research Yard, Brooklyn Navy Yard, Brooklyn, NY

2022 Hartman, Jan. The Women Who Changed Architecture, New York: Princeton Architectural Press. Profile.

Professional Memberships, Committees & Boards, Fellowships & Awards

2022	Lucy G. Moss Preservation Award	New York Landmarks Conservancy
2021 - 2022	Faculty Fellow	Pratt School of Architecture
2000 - Present	National Peer Professional	Office of the Chief Architect, GSA
1995	Rome Prize Fellow	American Academy in Rome

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Frederick Biehle, RA FAAR

Adjunct Professor, CCE | UA Rome Program Coordinator

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400	Fall Semester
2024	ARCH 553A	Fall Semester
2024	ARCH 400i	Spring Semester
2024	ARCH 451i	Spring Semester
2023	ARCH 400	Fall Semester
2023	ARCH 553A	Fall Semester

Educational Credentials

1982	MArch with Letter of Commendation	Harvard University
1977	BSArch with Honors	Univ of Virginia

Teaching Experience

1994-Present	Adjunct Professor	Pratt Institute
2001-2002	Visiting Assistant Professor	NJ Institute of Technology
Summer 1993-94	Visiting Assistant Professor	U Penn (Excavations at Caesarea)
1990-98	Adjunct Assistant Professor	Barnard College

Professional Experience

1997-Present	Partner - Owner	viaARCHITECTURE PLLC, NYC
1982-83	Project Architect	Tod Williams Billie Tsien Assoc Architects, NYC
1979-80	Designer	Dagit Saylor Architects, Phila PA

Licenses/Registration

Registered Architect, NYS #018151

Selected Publications, Exhibitions, and Built Projects

"The Actual and its Double: Experiential Learning and the Historical Urban Fabric Pedagogically Considered" in *Forma Civitas* Vol 2 No 1, Grunberg Verlag, 2022. ISSN 2748-2812

"Fast Forward into The Past: Frederick Ackerman's Radical Banality and the Affordable Housing Future that Could Have Been". *In* AHRA Series *Architecture and Collective Life*, Vol. 8, Issue 3+4, Routledge Press, 2020.

"Episodic Urbanisms and the Lesson of Rome" in Proceedings of the ACSA Conference *Brooklyn Says, "Move to Detroit,"* 2017. ISBN 978-1-944214-08-1

"Shipwrecked on an Unknown Coast", *Open City Symposium*, panel Domus/Locus. The New Museum, 2016.

"Reinventing Public Housing" in Proceedings of ACSA International Conference- *Cross Americas: Probing Global Networks*, 2015. iSBN 978-1-944214-10-4

Young American Educators in Architecture, Edited by Hailim Suh, SPACE, Art, Architecture, Environment. November 1994

"Constructions from the Roman Forum" in *Places*, Vol 5 No 1. MIT Press, 1988 ISSN 0731-0455

Professional Memberships, Committees & Boards, Fellowships & Awards

1986-87	Rome Prize Fellow	American Academy in Rome
1985	Architectural League Prize	The Architectural League, NY

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Lawrence Blough

Professor | Head of Core Design | Co-Director Housing Futures Research Lab

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 400	Fall Semester
2024	ARCH 400	Spring Semester
2023	ARCH 503	Spring Semester

Educational Credentials

1995	M.S.A.A.D	Columbia University
1988	B.Arch (Thesis Commendation w/ Distinction)	Tulane University

Teaching Experience

2016 - Present	Professor w/ Tenure	Pratt Institute
2018	Visiting Professor	Washington University in St Louis
2009 - 2016	Associate Professor Tenure Track	Pratt Institute
2005 - 2009	Adjunct Associate Professor	Pratt Institute
1998 - 2005	Visiting Assistant Professor	Pratt Institute
1997	Visiting Instructor	Catholic University
1991	Visiting Assistant Professor	Tulane University

Professional Experience

1999 - Present	Principal | Design Director	GRAFTWORKS Design Research LLC
1997 - 1999	Senior Project Designer	Davis Brody Bond Architects
1994 - 1996	Senior Associate	AtP Architecture/Urbanism Foundation
1992 - 1994	Senior Project Designer	Lord Aeck Sargent Architects
1992	Senior Project Designer	Antoine Predock Architect
1988 - 1991	Project Designer	Eisenman Architects

Licenses/Registration

NA

Selected Publications, Exhibitions, and Built Projects

"Solar Sculpting: Housing Morphology and Collective Energy". Blough, Lawrence, and Giostra, Simone. Pp. 91-106 in T. Atak, L. Callejas, J. Scelsa, and J. Tandberg eds., *Pedagogical Experiments in Architecture for a Changing Climate*. London: Routledge, 2024.

"Parametric Masonry Textiles: Post-tensioned Screen Walls Using Robotically Milled AAC Units". Blough, Lawrence, and Ardolino, Ezra. Pp 22-28 in *AAC Worldwide*, Issue 2. Cologne, 2022.

"Domestic Mutations in the Age of the Sharing Paradigm". Blough, Lawrence, *Plat Journal*, Rice Architecture, 8.5. Houston, 2020.

"Digital Tracery: Fabricating Traits". Blough, Lawrence. Pp. 357-377 in G.B. Borden and M. Meredith, eds., *Matter: Material Processes in Architectural Production*. London: Routledge, 2012

Professional Memberships, Committees & Boards, Fellowships & Awards

2022 - Present	Editorial Board, Design Research Book Series	DAMDI Publishing House, Korea
2024 - 2025	Case Studies in Design Award ($50,000)	PennPraxis, University of Pennsylvania
2019 - 2021	IDC Foundation Award ($97,500)	Research Studios, Pratt Institute
2018 - 2019	Structurist Fellow ($20,000)	University of Saskatchewan, Canada
2013 - 2014	Pratt Innovation Fund Award ($20,000)	Pratt Institute
2010 - 2011	Independent Projects Award ($10,750)	New York State Council on the Arts

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Robert Lee Brackett III

Adjunct Associate Professor with CCE

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 211 (Faculty + Coordinator)	Fall, Spring, Summer
2024	ARCH 112 (Faculty + Coordinator)	Spring
2024	ARCH 401/02/03	Spring
2023	ARCH 111 (Faculty + Coordinator)	Fall
2023	ARCH 401/02/03	Fall

Educational Credentials

2007	M.ARCH (AIA Medal for Excellence)	Columbia University :: GSAPP :: New York, NY.
2004	BS.ARCH (with Highest Honors)	University of Illinois Urbana/Champaign

Teaching Experience

2024 - Present	Adjunct Associate Professor with CCE	Pratt Institute
2021 - 2024	Adjunct Associate Professor	Pratt Institute
2016 - 2021	Adjunct Assistant Professor	Pratt Institute
2008 - 2016	Visiting Assistant Professor	Pratt Institute
2022	Adjunct Associate Professor	CUNY, Brooklyn College School of Art
2014	Adjunct	Rensselaer Polytechnic Institute
2013-2014	Adjunct Assistant Professor	Columbia University GSAPP
2011 – 2014	Instructor + Adjunct CLT	NYCCT CUNY Architectural Technologies
2008-2009	Associate of Architecture	Columbia University GSAPP

Professional Experience

2012 - Present	Owner/Technical Director	Miscellaneous Projects, llc
2011 - 2012	Design + Fabrication Consultant	Philip Parker Architects
2007 - 2010	Designer + Production Manager	Associated Fabrication LLC
2007 - 2008	Designer + Digital Specialist	Sato Morris Architects
2006	Designer	Studio Commonwealth
2005	Intern Architect	Craig Nealy Architects LLP

Selected Publications, Exhibitions, and Built Projects

Brackett, Robert L. III, and Duks Koschitz. "Sustainable Form-Active Structures: A Design Research Methodology at Two Scales." Formy.Xyz, no. No. 13/2022, https://formy.xyz/en/artykul/sustainable-form-active-structures-a-design-research-methodology-at-two-scales/, (2022)

Brackett, Robert, Proceedings of “Schools of Thought: Rethinking Architectural Pedagogy” Architecture Revisits Math & Science :: Computation In A Visual Thinking Pedagogy, Norman, OK, USA March 5-7, 2020, The University of Oklahoma Gibbs School of Architecture. (2020)

Brackett, Robert & Frey, Sacha, [TRANS-] Fiction, Volume 6, Comics Beyond Fiction, The University of Arizona, College of Architecture, Planning, and Landscape, (2020)

Brackett, Robert L. III, and Duks Koschitz. “Pop Up / Drop Off”. NYCxDesign + Design Pavilion. Installation of a pneumatic hypar structure constructed from recycled industrial materials to raise awareness of film plastic waste and recycling. New York, NY. Times Square, (May 2022).

Brackett, Robert. “Inverted Studios: Making at Home as a Design Pedagogy,” Berlin Design Week 2021: Ready to Thrive in a VUCCA World (Panel Co-Coordinator + Presenter) (2021)

Professional Memberships, Committees & Boards, Fellowships & Awards

2023	Independent Project Grant	ALNY + NYSCA
2022	Impact Award, d.r.a., “Pop Up Drop Off”	Pratt Research Open House
2021 – 2023	Faculty Research Fellowship	Pratt Center K-12

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Anthony Buccellato

Adjunct Associate Professor - CCE | Representation 1 + 2 Coordinator

Courses Taught

2024	ARCH 202	Spring
2024	ARCH 581a	Spring
2023	ARCH 201	Fall
2023	ARCH 581a	Fall
2023	ARCH 202	Spring
2023	ARCH 112	Spring
2022	ARCH 201	Fall
2022	ARCH 581a	Fall

Educational Credentials

2007	M. Arch I	Pratt Institute
2000	B.S.B.A.	Northeastern University

Teaching Experience

2024 - Present	Adjunct Associate Professor	City College of New York
2023 - Present	Adjunct Associate Professor - CCE	Pratt Institute
2023 - 2024	Adjunct Assistant Professor	City College of New York
2022	Adjunct Assistant Professor	New York Institute of Technology
2020 - 2023	Adjunct Lecturer	City College of New York
2012 - 2023	Adjunct Assistant Professor	Pratt Institute

Professional Experience

2024 - Present	Principal	Bureau Buccellato
2010 - 2024	Principal	All City Design
2009 - 2011	Technical Designer	Buro Happold
2006 - 2009	Digital Design Specialist	Polshek Partnership

Licenses/Registration

Registered Architect, NYS Office of the Licensed Professionals #045997

Selected Publications, Exhibitions, and Built Projects

2022	Built Project	Bed Stuy Residential + Storefront	69 Lexington, Brooklyn, NY
2017	Built Project	OPS, Bushwick Restaurant	346 Himrod, Brooklyn, NY
2015	Built Project	Fort Greene Carriage House	187 Vanderbilt, Brooklyn, NY
2012	Built Project	Fort Greene Loft	328 Myrtle Ave, Brooklyn, NY
2014	Symposium	Issues in Civic Visioning, Archtober	"Design Thinking, BIM-thinking, Lean-thinking"

Professional Memberships, Committees & Boards, Fellowships & Awards

2015	Award	$50k Research Grant	NYC DDC Town+Gown

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Donald Cromley

Professor | Adjunct with CCE

Courses Taught *(Four semesters prior to current visit)*

2024 & 2023	ARCH 302 Comprehensive Design II	Spring Semester
	ARCH 152 History & Theory II	Spring Semester
2023 & 2022	ARCH 301 Comprehensive Design I	Fall Semester
	ARCH 151 History & Theory I	Fall Semester

Educational Credentials

1961	BARCH	Massachusetts Institute of Technology
1963	MARCH	University of Pennsylvania

Teaching Experience

1979 - Present	Professor, Adjunct with CCE	Pratt Institute, School of Architecture

Professional Experience

1971 - Present	Principal	Own Practice [Individual Practitioner]
1971	Designer	Okamoto – Liskamm, Planners
1963 - 1971	Asssociate	Marcel Breuer & Associates, Architects
1962	Assistant	Alvar Aalto, Architect

Licenses/Registration

Architect New York State
NCARB

Selected Publications, Exhibitions, and Built Projects

Green House L'Architecture d'Aujourd'hui no. 200 "les Grandes Demeures" 1978

Professional Memberships, Committees & Boards, Fellowships & Awards

1986 - 1992	Chair, Undergraduate Architecture	Pratt Institute School of Architecture
1984 – 1986	Founder, Pratt Journal of Architecture	

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Theoharis L. David

Professor Full time Tenured, Distinguished Teacher and Institute Professor

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 201	Fall Semester
2024	ARCH 363	Fall Semester
2024	ARCH 202	Spring Semester
2023	Sabbatical	Fall Semester
2023	ARCH 601 (GALAUD)	Spring Semester

Educational Credentials

1961	B.Arch	Pratt Institute
1964	M.Arch	Yale University

Teaching Experience

1968 - present	Full Professor with tenure	Pratt Institute
2005 - present	Visiting Professor	University of Cyprus
2006 - 2007	Guest Faculty	University of Catalunya - "Metropolis Graduate Program in Architecture and Urban Theory"

Professional Experience

1968-71	Senior Designer, Associate	Max O Urbahn Associates NYC
1972-74	Associate Architect	J&A Phillippou Architects Nicosia
1973-87	Founding Partner	David & Dikaios Associates
1988-present	Principal	Theo David Architects+ TDA KAL joint venture

Licenses/Registration

- Registered Architect NYS USA, NCARB
- Registered Architect ETEK Cyprus

Selected Publications, Exhibitions, and Built Projects

Publications

- 1983 "Contemporary Third World Architecture/Search for Identity" curator Theoharis David, Editor Ellen Schwartz Pratt Manhattan Center NYC.
- 2007 "New York 2,000" Robert A.M.Stern, editor
- 2011 Coup de Des 5 Mediterranean Cities" Fundación Mies van der Rohe Barcelona
- 2012 "Built Ideas" Exhibit catalog Christopher a. Kumpusch editor, Pratt Institute
- 2014."Slow Manifesto" Lebbeus Woods Blog NYC 2011 "Gladstonos 22" World Architecture Festival finalist exhibit Barcelona

Exhibits

- 2019 "Built Ideas a Life of Teaching Learning and Action" New Benaki Museum Athens Greece
- "Theoharis David 50 years Teaching and Learning" Higgins Hall Gallery SoA Pratt Institute
- 2005" Shanghai International Cultural Exchange and EXPO, Shanghai, China

Built Projects

- "Bethelite Institutional Baptist Church" East New York NYC
- "GSP Stadium and Athletic Center" Nicosia Cyprus
- "Total Eclipse" South Street Seaport NYC.
- "Ayia Trias" Church Complex, Famagusta Cyprus
- "Gladstonos 22", Residential Complex Nicosia Cyprus

Professional Memberships, Committees & Boards, Fellowships & Awards

Memberships

- Fellow Emeritus AIA/NYC

Awards

Topaz Medallion nominee, Bard Honor Award, NYS Design Award, Distinguished Teacher Award Pratt Institute, "Architecture Magazine Award", "Cyprus State Award for Architecture", "Cyprus Architects Association Prize.", World Architecture Award finalist, "Share" lifetime achievement Award, "University of Cyprus Award"

Committees & Boards

- Faculty President Pratt SoA. Faculty member Pratt Board of Trustees, member Academic Senate

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Ronald DiDonno, RA

Adjunct Associate Professor, CCE

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 301	Fall Semester
2023	ARCH 301	Fall Semester
2022	ARCH 301	Fall Semester
2021	ARCH 302	Spring Semester

Educational Credentials

1970	B.Arch, with Highest Honors	Pratt Institute

Related Academic Experience

1995	Chair. Academic Senate Budget Advisory Group
1993-1995	Vice President. Pratt Academic Senate
1991-1992	Elected Member. Pratt Academic Senate
1986-1991	Coordinator of First Year Architectural Design. School of Architecture
1980-1988	Coordinator of Life Support Systems courses. School of Architecture
1974-1976	Chairman of Faculty. Pratt Institute School of Architecture
1970-1973	Project Director. Pratt Center for Community and Environmental Development

Professional Experience

1977-2020	DiDonno Associates Architects PC' with partner Lupe DiDonno. Office work focused on the design, renovation and restoration of townhouses, apartments, single family houses, converted buildings and office interiors.

Licenses/Registration

1990-Present	Connecticut
1978-2020	New York

Selected Publications, Exhibitions, and Built Projects

2008	New York Times. Real Estate Section 11/9. Marland Backus Residence.
2002	Hallways, Corridors, & Staircases Book. Leslie Geddes-Brown, Author. Rojek Residence and Simpson Residence.
2001	Architectural Digest France. May. Simpson Residence.
2001	Architectural Digest Germany. April/May. Simpson Residence.
2000	House and Garden Magazine. December. Simpson Residence.
1998	Brooklyn Bridge Magazine. April. Brancato Residence.
1997	Brooklyn Bridge Magazine. March. Plourde Adams Residence.
1990	Historic Preservation Magazine. March-April. Forbes Residence.
1989	New York Times. Home Section 5-89. Old House Journal Offices.
1989	New York Times. Home Section 4-89. Forbes Residence.

Professional Memberships, Committees & Boards, Fellowships & Awards

2007	Lucy G. Moses Award. Kirschbaum Residence. NYC Landmarks Conservancy.
2007	Restoration Award. Kirschbaum Residence. Brooklyn Heights Association.
1987-93	Chairman. Professional Advisory Board. Architectural Technology Department, New York City Technical College.
1982	Residential Award. New York State Energy Research and Development Authority.
1975	Project Director. Energy Conservation in High-Density Low-Rise Housing. HYSERDA 80-9 Study.

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Kathleen Dunne

Professor

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 261 (Coordinator)	Fall Semester
2024, 2023	ARCH 262 (Coordinator	Spring Semester
2024	ARCH 501	Fall Semester
2024, 2023	ARCH 503	Spring Semester

Educational Credentials

1978	M. Env. Design	Yale University
1975	B.Arch	Rensselaer Polytechnic Institute
1974	B.S. Building Science	Rensselaer Polytechnic Institute

Teaching Experience

1989 - present	Full Professor with tenure	Pratt Institute
1985 -1986. 2005	Guest Lecturer and Critic	Columbia University
1982-1986	Instructor	Institute for Architecture and Urban Studies
1975-1977	Teaching Assistant	Yale University

Professional Experience

1990 - 2018	Partner	Dunne & Markis Structural Engineers PLLC
1986 - 1990	Partner	Dunne & Fernandez Architects
1980 - 1986	Senior Engineers	Robert Silman Associates PC
1979 - 1989	Engineer	Morrissey Johnson Consulting Engineers
1978 - 1979	Engineer	URS Corporation

Licenses/Registration

Registered Architect NYS 1979- present, NJ retired
Professional Engineer NYS 1988 - present, NJ, PA, MA, MD retired

Selected Publications, Exhibitions, and Built Projects

Support & Resist, Nina Rapport, 2008; Reader
TV History Channel, Mysteries of the Monuments, “Leaning Tower of Pisa” 2017
TV CNN, “Brooklyn Bridge Terrorist Attack Threat”, 6/20/2003
TV NBC Extra “Stadium Safety” 12/7/2002
Radio, NPR “High Rise Safety” Dec. 2002
Radio, KNPR Nevada “High Rise Hotel Safety”, 2008

Professional Memberships, Committees & Boards, Fellowships & Awards

2003 - present	Member	CTBUH
2011 - present	Member	Building Technology Educators Society
2002 - 2005	Board Member	Skyscraper Safety Campaign
2013	ENR Award of Merit Sports and Entertainment, NY Aquarium Amphitheater	
2007	Palladio Award	
2006	AIA NY State Design Citation with Opacic Architects	
2001, 2002	AIA Mid-Hudson Chapter Honor Awards with Opacic Architects	

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Giuliano Fiorenzoli

Professor

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 151	Fall Semester
2024	ARCH 400	Fall Semester
2024	ARCH 152	Spring Semester
2024	ARCH 302	Spring Semester
2023	ARCH 151	Fall Semester
2023	ARCH 400	Fall Semester
2023	ARCH 152	Spring Semester
2023	ARCH 302	Spring Semester

Educational Credentials

1972	Master's Degree in Architecture / Urban Design	Massachusetts Institute of Technology
	M.Arch	University of Florence

Teaching Experience

1972-Present	Full Tenure Professor	Pratt Institute School of Architecture
1983, 1985, 1990	Adjunct Professor	Columbia University
1984	Full Professor	Temple University
1976-1977	Full Professor	New Jersey Institute of Technology

Professional Experience

1976-Present	Principal	Giuliano Fiorenzoli Architects
1970	Designer	Conklin/Rossant
1967	Principal	Zziggurrat

Licenses/Registration

As applicable

Selected Publications, Exhibitions, and Built Projects

1986	Group Exhibit 'VIA NY' Sloan Gallery Mexico City Mexico
1985	Oculus Magazine Unbuilt Award
1980	Young Architects Exhibit
1979	Oppositions Exhibit

Professional Memberships, Committees & Boards, Fellowships & Awards

2007	Centovini Restaurant Best Restaurant of the year NYC
1997	Service Award, Pratt Institute
1997	Faculty Development Fund, Pratt Institute
1983	Award: Unbuilt Projects A.I.A of NY Coney Island Amusement Park NY
1983	National Competition Urban Park Houston Texas
1980	Rainbow Plaza Niagara Falls Best Project of the Year NYS
1973	Progressive Architecture1973 Best Project of the year. Myriad Gardens

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Deborah Gans FAIA

Full Professor | Co-Director Housing Futures Lab

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400	Spring
2023	ARCH 400	Fall
2023	ARCH 500	Spring
2023	ARCH 583	Spring
2022	ARCH 501	Fall
2022	ARCH 400	Fall

Educational Credentials

1981	M. Arch	Princeton University
1977	BA Summa cum Laude	Harvard University

Selected Teaching Experience

1991-Present	Adjunct to Full Professor w/tenure	Pratt Institute
2002-2011 intermittent	Visiting Critic	Yale University
1982 -1984	Faculty	Institution for Architecture and Urban Studies

Selected Professional Experience

1991-Present	Principal/Owner	Gans & Company
1987-1990	Architect	James Harb Associates
1984-1987	Architectural Designer	John Fifield Associates
1981-1982	Architectural Designer	Skidmore Owings and Merrill

Licenses/Registration

RA State of New York #018204-1

Selected Publications, Exhibitions, and Built Projects

2021 "What Does it Mean to be Safe?" *LOG 58,* Anyone Corporation *, NY*
2021 "Two Countrysides" *PLACES Journal,* https://placesjournal.org/article/countryside-the-future-and-the-past-rem-koolhaas-dorothea-lange/?cn-reloaded=1
2019- Brooklyn Children's Museum Courtyard Renovation and Classroom Addition
2017 102 Pre-fabricated Houses for Build-It-Back, Mayor's Housing Recovery Office, NYC
2017 Future Ground, The New Orleans Redevelopment Authority with Van Alen Institute
2016 The Cottages: Workforce Housing for Sag Harbor Long Island, The Sag Harbor Community Housing Trust
2010 Museum at Eldridge Street, NY Monumental Window with Kiki Smith: AIA Faith and Form Award
2008 Transitional and Disaster Relief Housing, United States Pavilion of the Venice Biennial
2006 *The Le Corbusier Guide*, 3rd ed Princeton Architectural Press/Birkhauser, NY 1st ed 1984, 2nd 2002
2003 *The Organic Approach,* eds Deborah Gans and Zehra Kuz, Wiley Academy Editions, London/NY

Professional Memberships, Committees & Boards, Fellowships & Awards

2018	Firm of the Year	Brooklyn/Queens AIA
2017-present	Board Member	Citizens Housing Policy Council
2016-present	Executive Board	Institute for Public Architecture
2016-present	Executive Board	PLACES Journal
2014	Educator of the Year	AIA New York State
2010-present	Editorial Board	BOMB magazine

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Thomas Hanrahan, RA, NCARB

Professor / Tenured Full-Time

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 302 Housing Studio	Spring Semester
2024	ARCH 262 Building Assembly	Spring Semester
2023	ARCH 301 Market Studio	Fall Semester
2023	ARCH 261 Materials	Fall Semester
2023	ARCH 302 Market Studio	Spring Semester
2023	ARCH 262 Building Assembly	Spring Semester
2022	ARCH 301 Housing Studio	Fall Semester
2022	ARCH 261 Materials	Fall Semester

Educational Credentials

1982	M. Arch	Harvard University GSD
1978	B.S. in Arch	University of Illinois, UC, School of Architecure

Teaching Experience

1986-2020	Dean	Pratt Institute, School of Architecture
1985-1996	Assist. Prof. / Ten. Track Full-Time	Columbia University, GSAPP
1996	Visting Professor	Yale University, School of Architecture
1994	Visiting Professor	Harvard University, GSD

Professional Experience

1985-2024	Founding Partner	hMA Hanrahan Meyers Architects, NYC

Licenses/Registration

NCARB
New York
New Jersey
Massachussets

Selected Publications, Exhibitions, and Built Projects

Nat. Museum of Art, Korea, “For All that Breathes on Earth”, exhibition catalog of landscape and architecture, featuring Won Dharma Center, 2024, p. 191-197
Oculus AIANY and SARA National Award, publication of Pratt Residence Hall, 2022
National Wood Design, Awards publication, Won Dharna Center, 2012
Wall Steet Journal, “Battery Park City Wraps Up Building” featuring the BPC Community Center, Dec 1, 2011
Four States of Architecture, Monograph hMA, Wiley and Sons, 2002
Un-Private House, Museum of Modern Art, Exhibition Catalog featuring Holley Residence, 1999

Professional Memberships, Committees & Boards, Fellowships & Awards

2024-1995	Member	National Council of Architectural Reg. Boards
2024	Alumni Achievement Award	University of Illinois, UC
2023	National Award	SARA, Pratt Residence Hall
2018	Educator of the Year	New York State AIA
2013-1989	10 Design Awards	AIANYC
2007-86	4 Design Awards	The Architectural League, NY
2002-90	4 Design Awards	Progressive Architecture
1993	Eugene McDermott Award	MIT
1985	Wheelwright Fellow	Harvard University GSD

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Erika Hinrichs

Associate Professor of Design and Curricular Studies
Coordinator, 3rd Year Core Comprehensive Design
Former Chairperson of B. Arch, 2012 – 2021

Courses Taught

2023	ARCH 301 (Instructor/Coordinator)	Fall Semester
2024	ARCH 302 (Instructor/Coordinator)	Spring Semester
2022	ARCH 301 (Instructor/Coordinator)	Fall Semester
2023	ARCH 302 (Instructor/Coordinator)	Spring Semester

Educational Credentials

1990	Bachelor of Architecture	Irwin S. Chanin School of Architecture, The Cooper Union
1985	Candidate, Bachelor of Arts	Environmental Design, Parsons School of Design

Teaching Experience

2022 - present	Associate Professor	Pratt Institute
1998 - 2012	Adjunct Associate Professor	Pratt Institute
2000 - 2004	Adjunct Assistant Professor	Parsons School of Design

Professional Experience

1997 - present	Partner- Owner	Frederick Biehle Erika Hinrichs viaARCHITECTURE PLLC, NYC
1990 - 97	Project Architect	Tod Williams Billie Tsien Architects, NYC
1988-90	Designer	James Carpenter Design Associates, Inc, NYC

Selected Publications, Exhibitions, and Built Projects

"Designing Towards an Equitable Diverse and Inclusive Profession," Center for Architecture, NextGenArch Series, Feb 2018
"Women in Academic Leadership Now," Center for Architecture, AIA Global Dialogues, panel discussion Jan 2017
Drawing from the Archives: Analysis as Design, Houghton Gallery, The Cooper Union, Oct 2014
Foreign Architects in Rome, Festa dell' Architettura, Tempio di Adriano, Rome, Pratt studio student work 2006-08
San Diego/ National AIA Award, Chamber Music Auditorium of the Neurosciences Institute, La Jolla, CA, Tod Williams Bille Tsien, 1995

Selected Academic Service

B. Arch – Institute for Design and Construction (IDC), $500K Grant, served as grant manager – over a three-year period, responsible for academic oversight, coordination, and reports, 2018-2020
B. Arch - Created the Undergraduate Research Topics Internship Seminar, placing UA students with adjunct and full-time faculty engaged in active research.
B. Arch - Created a Concentration and Minor in Morphology with Professor Haresh Lavani in the Center for Experimental Structures, School of Architecture.
Institute – Member of the Academic Senate from 2010-2019, since 2022, serving as a Full-Time Senator at Large
Institute – Member of the Institute Wide Curriculum Committee, 2011 - 2018

Professional Memberships, Committees & Boards, Fellowships & Awards

2022	Visiting Artist	American Academy in Rome, Italy
2020-21	Chair of Chair Council	Chair Council (Committee), Pratt Institute
2020-21	Committee Member	Pandemic Taskforce, Pratt Institute
2019	Jury Chairperson	KPF Travel Fellowship Award Committee Jury
2016-2018	Voting Member	Academic Affairs Committee, Board of Trustees, Pratt Institute

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Duks Koschitz, PhD

Professor of Design & Technology | Director of the d.r.a. (center for design research in architecture)

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400 Studio	(Spring) Semester
2024	ARCH 563A Research Topics	(Spring) Semester
2023	ARCH 400 Studio	(Fall) Semester
2023	ARCH 563A Research Topics	(Fall) Semester
2023	ARCH 563A Research Topics	(Spring) Semester
2023	ARCH 581A Folding Seminar	(Spring) Semester
2022	ARCH 581A Folding Seminar	(Fall) Semester
2022	ARCH 563A Research Topics	(Fall) Semester

Educational Credentials

2014	Ph.D. in Design & Computation	Massachusetts Institute of Technology
1998	Diplom Ingenieur (M.Arch)	Technical University Vienna

Teaching Experience

2020 - today	Professor of Design and Technology	Pratt Institute
2023	Guest Professor	Technical University Vienna
2013 - 2019	Associate Professor	Pratt Institute

Professional Experience

2015-today	Principal	dk-da, New York
2008-10	co-founder	sparc, Boston
2002-10	project architect	Neil M. Denari Architects, Los Angeles
2000	project architect	Office da, Boston
1997,98	designer	Coop Himmelb(l)au, Vienna

Licenses/Registration

Registered Architect in the Netherlands

Selected Publications, Exhibitions, and Built Projects

"Tectonics of curved Folding", Duks Koschitz, in Advances in Architectural Geometry 2020, O. Baverel, C. Douthe, R. Mesnil, C. Mueller, Ponts Chaussees , Switzerland, 2021

"Conic Crease Patterns with Reflecting Rule Lines", in Origami7 (OSME 2018), E.Demaine, M.Demaine, D.Koschitz, and T.Tachi Oxford, England, September 5–7, 2018.

"Characterization of Curved Creases and Rulings: Design and Analysis of Lens Tessellations" in Origami6 (OSME 2014), M.Demaine, D.Koschitz, and T.Tachi, American Mathematical Society, Japan, 2014

"Designing with Curved Creases - Digital and Analog Constraints", D.Koschitz, in Advances in Architectural Geometry, S.Adriaenssens, F.Gramazio, M.Kohler, A.Menges M.Pauly editors, VDF, Switzerland, 2016

"Re-active Design for changing systems", Working with Architectonic DNA, D.Koschitz, K.Christof [ed.], Jap Sam Books and Podium voor Architectuur Haarlemmermeer, Schiphol, 2010

Professional Memberships, Committees & Boards, Fellowships & Awards

2018-24	Member of scientific society	Structural Origami Gathering
2019	Advisory and selection board	Guerilla Science ArtSci Residency
2014-17	Member of Board of Directors	ACADIA (Assoc. f. CAD in Architecture)

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Zehra Kuz AIA

Adjunct Professor CCE | Recover Adapt Mitigate Plan, Working Group

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400	Fall Semester
2024	ARCH 400	Summer Semester
2024	ARCH 300	Spring Semester
2023	ARCH 400	Fall Semester
2023	ARCH 400	Spring Semester
2022	ARCH 400	Fall Semester

Educational Credentials

1985	M.S. in Architecture & Building Design	Columbia University
1983	Dipl. Ing. Arch	Fakultaet fuer Architektur, Univ. Innsbruck,

Teaching Experience

1993 – Present	Adjunct Professor CCE	Pratt Institute, SoA
2003	Visiting Associate Professor	The City College of NY of the City Univ. of NY
1995	Visiting Lecturer	Fakultaet fuer Architektur, Univ. Innsbruck
YEAR - YEAR	Rank Status	Institution

Professional Experience

1985 - 1992	Designer/Architect	Edward Larrabee Barnes & J. M.Y. Lee LLC
1999 - 2001	Architect	SOM
2001 - Present	Founder, Principal	Oasis Design Lab LLC
2018 -Present	Managing Member	Collective for Community Culture & Environment

Licenses/Registration

Registered Architect, NYS Office of the Licensed Professional # 021525 and State of CT, DCP # ARI.0010922
American Institute of Architects, Member # 30091884

Selected Publications, Exhibitions, and Built Projects

Kuz Z, Nandan G, Gilman-Sevcik T. BLUECITY Lab: A Climate Adaptation Amphibious Lab; p.22. 518p. WCFS2020. Piatek L, Wang CM, de Graaf-van Dinther R, Lim SH, editors. Singapore: Springer; 2022.

Jaime Stein, Zehra Kuz as primary investigators. “Design Guidelines for Equity (part1) & Evoking Equity (part2)” funded by Town and Gown Academic Consortium for NYC DDC

Jaime Stein, Zehra Kuz as primary investigators. “Fluid Frontiers: Toward a Unified Red Hook Sewershed”. Funded Research (New York Community Trust 2015-16) followed by a symposium under the same title in 2017.

Deborah Gans, Zehra Kuz. “The Organic Approach to Architecture”. John Wiley & Sons/ Academy Editions. (2003) International AIA Book Awards, Honorable Mention. ISBN 0-470-84791-3

Walter Chramosta, Kenneth Frampton, Zehra Kuz. “Autochthonous Architecture in Tirol: Individual Figures of Tyrolean Architecture in Collective Framework of the Reception of the Alpine Landscape” (1992) Catalog of the Exhibition under the same title that traveled in the US and Europe during1992)

Professional Memberships, Committees & Boards, Fellowships & Awards

2014 - present	Working Group member and Co-Director between 2020-2023	RAMP (recover, adapt, mitigate and plan) Initiative, now SoA Center https://ramp-pratt.org/
2018 - present	Managing Member	Collective for Community Culture & Environment https://collectiveforcce.com/

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

HARESH LALVANI

Professor | Dr.

Courses Taught

2024	ARCH 563A-02	Fall Semester
2024	ARCH 563A-02	Spring Semester
2023	ARCH 563A-02	Fall Semester
2023	ARCH 563A-02	Spring Semester

Related Activities

Co-Founder, Director	2000-present	Center for Experimental Structures, SOA, Pratt
Coordinator, Initiator	2014-present	Morphology Program (Concentration), SOA

Educational Credentials

1981	Ph.D. (Architecture)	University of Pennsylvania
1972	M.S. (Architecture)	Pratt Institute
1967	B.Arch. (Hons)	Indian Institute of Technology, Kharagpur, India

Teaching Experience

1972-present	Professor (Tenured)	Pratt Institute

Professional Experience

2000-present	Owner	Lalvani Studio
Designer/Inventor, *Milgo Experiments*	1997-2014	Milgo-Bufkin
Inventor	1985-present	Independent
Researcher	1971-present	Lalvani Studio / Pratt Institute

Selected Publications, Exhibitions, and Built Projects

Lalvani, Haresh. *Coding, Shaping, Making: Experiments in Form and Form-Making*. Routledge (January 2023) pp 408 – ISBN 978-0-367-63879-5.

Lalvani, Haresh. Morphological Universe: Genetics and Epigenetics in Form-making, *Symmetry: Culture and Science* (2018), Vol.29 No.1, pp.240.

Lalvani, Haresh. 4D-cubic lattice of chemical elements, *Foundations of Chemistry* (2020) 22:147-194.

Museum of Modern Art (MoMA), Permanent Collection, New York (2004).

Moss Gallery, Design Miami, Solo Exhibition, Miami (2011)
Grand Rapids Art Museum, Grand Rapids, Michigan (2012)
Museum of Art and Design, Group exhibit, New York (2014)

Permanent Public Art, *SEED54* (2012), 1330 Avenue of the Americas (at 54th Street), New York, NY.
Permanent Public Art, *MORPHING88* (2015), 88th St Station, A line, Queens, MTA Arts, NY.
OMI Fields Sculpture Park and OMI Architecture Park (2014-2016), Ghent, New York.

Professional Memberships, Committees & Boards, Fellowships & Awards

2016-present	Honorary Board Member	International Symmetry Association, Hungary
1987-present	Editorial Board	International Journal of Space Structures, UK
1979, 1992, 1996	Fellowship	Graham Foundation for Advanced Studies in the Arts
1979, 1982	Design Fellowship	National Endowment for the Arts
1992-2003	Artist in Residence	Cathedral of St. John the Divine, New York.
1993	Pioneers Award	Space Structures Center, University of Surrey
2016	Cosmic Fishing Award	Synergetics Collaborative (SNEC-RISD)
2018	Distinguished Alumnus Award	Indian Institute of Technology, Kharagpur, India
2020	Research Recognition Award	Pratt Institute

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Jason J. Lee

Associate Professor

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 401/402/403	Fall Semester
2024, 2023	ARCH 581A	Fall Semester
2024, 2023	ARCH 401/402/403	Spring Semester
2024, 2023	ARCH 581A	Spring Semester
2024	ARCH 563	Spring Semester

Educational Credentials

2001	M.ARCH	Columbia University
1993	B.A. in architecture	University of California Berkeley

Teaching Experience

2024	Associate Professor tenure tracked	Pratt Institute
2022 - 2024	Associate Professor non tenure tracked	Pratt Institute
2017 - 2022	Adjunct Associate Professor with CCE	Pratt Institute
2011 - 2017	Adjunct Assistant Professor	Pratt Institute
2003 - 2011	Visiting Assistant Professor	Pratt Institute
2002 - 2004	Assistant Professor Adjunct	Cooper Union

Professional Experience

2001 - Present	Owner / Partner	tentwenty, New York
2009 - 2022	Associate Director	ARCHIPLUS International, Hong Kong
2002 - 2008	Project Architect	ROY co., New York
1999 - 2001	Project Designer	Studio Petrarca LLC, New York
1997 - 1998	Senior Architectural Designer	The Oval Partnership, Hong Kong
1996 - 1997	Senior Product Advocate	Graphisoft HK Ltd., Hong Kong
1993 - 1996	Architectural Designer	STUDIOS Architecture, San Francisco

Licenses/Registration

Registered Architect, New York State #034131, 2010 - Present

Selected Publications and Exhibitions

Chen, Michael, and Jason Lee. “Night and Day HK-SZ: Crisis Fronts Sampler”, *Instant Culture: Architecture and Urbanism as a Collective Process*, edited by Eric Schuldenfrei and Marisa Yiu, MCCM Creations, 2011.

Chen, Michael, and Jason Lee. “Illicit Protocols & Cognitive Infrastructure”, *ACSA West Central Fall Conference Publication*, University of Illinois at Chicago, 2010.

Chen, Michael, and Jason Lee. “Suburban Footprints: Network Topologies and Temporal Infrastructures”, *ACSA Northeastern Fall Conference Publication*, University of Hartford, 2010.

Chen, Michael, and Jason Lee. “Urban Valves: Cognitive Mapping and Water Crises in Mumbai”, *Unspoken Borders Conference Publication*, University of Pennsylvania School of Design, 2009.

Cultural Education / Bi-City Exchange Opening Forum & Exhibition, Hong Kong & Shenzhen Bi-City Biennale of Urbanism / Architecture, Hong Kong, 2009.

Professional Memberships, Committees & Boards, Fellowships & Awards

2020 - 2021	BIPOC Leadership Fellow	AICAD
2009 - 2012	President	Chatham Towers Cooperative Board of Directors
2009, 2011	Faculty Development Grant	Pratt Institute
2001	William Kinne Traveling Fellows Prize	Columbia University

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

John Lobell

Professor

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 152.01	Spring Semester
2024, 2023	ARCH 152.02	Spring Semester
2024, 2023	ARCH 551B.01	Spring Semester
2024, 2023	PIC 341.01	Spring Semester
2023, 2022	ARCH 151.01	Fall Semester
2023, 2022	ARCH 151.02	Fall Semester
2023, 2022	ARCH 551C.01	Fall Semester
2023, 2022	PIC 341.01	Fall Semester

Educational Credentials

1966	M.Arch. (independent studies)	University of Pennsylvania
1965	M.Arch.	University of Pennsylvania
1963	B.A.	University of Pennsylvania

Teaching Experience

1969 – Present	Full professor with tenure since 1980	Pratt Institute
1979 – 80	Visiting Instructor	Hunter College
1969 – 71	Visiting Instructor	School of Visual Arts

Professional Experience

2000 – present	Research	Timeship
1967 – 1969	Research	Ulrich Franzen
1966 – 1967	Designer	Abraham W. Geller
1966	Designer	Harrison and Abramovitz

Licenses/Registration

Not licensed

Selected Publications, Exhibitions, and Built Projects

Book: *The Philadelphia School and the Future of Architecture*, Routledge, 2022
Book: *Louis Kahn: Architecture as Philosophy*, Monacelli Press, 2020
Book: *Architecture and Structures of Consciousness*, JXJ Publications, 2020
Book: *Between Silence and Light: Spirit in the Architecture of Louis I. Kahn*, Shambhala Publications, 1979, 2009
Articles: Numerous
Lectures: Numerous, including at 25 schools of architecture
Exhibition: Between Silence and Light, Pratt Institute, 2022
Exhibition: Environment IV, Corridors, Architectural League of New York, 1967

Professional Memberships, Committees & Boards, Fellowships & Awards

1967 - Present	Member, various chair positions	The Architectural League of New York
2023	Art and Architecture Literary Award	Athenaeum of Philadelphia
1998 - 2021	Several Faculty Development Grants	Pratt Institute
1980	Grant	Graham Foundation

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Christian Benavides Lynch, AIA

Adjunct Associate Professor, CCE

Courses Taught

2024	ARCH 301 / 302	Fall / Spring
2023	ARCH 301 / 302	Fall / Spring
2022	ARCH 201 / 302	Fall / Spring

Educational Credentials

1994	M.Arch	Columbia University, GSAPP
1990	Bachelor of Art in Architecture	University of California, Berkeley CED

Teaching Experience

2010 - Present	Adjunct Associate Professor, CCE	Pratt Institute UA
2004 - 2006	Adjunct Professor	New Jersey Institute of Technology

Professional Experience

1999 - Present	Founding Principal	LYNCH EISINGER DESIGN Architects, NYC
1999 - 2003	Senior Associate	Janson Goldstein LLP, NYC
1997 - 1999	Project Architect	Rafael Viñoly Architects PC , NYC
1994 - 1997	Job Captain	Smith-Miller + Hawkinson Architects, NYC
1991 - 1993	Project Designer	Franklin Israel Design Associates, Los Angeles
1988 - 1990	Project Designer	Stanley Saitowitz Architects, SF

Licenses/Registration

Registered Architect, NYS Office of the Licensed Professionals #028569, 2001 – Present
American Institute of Architects, Member #38033671, 2001 - Present

Selected Publications, Exhibitions, and Built Projects

2016 New York Times, Artist Building.
2016 Metropolis Magazine, Warby Parker HQ.
2013 Design Bureau Magazine, Calvin Klein Home.
2011 Louisiana Tech SOA, Lecture “Are You Experienced?”.
2010 Interior Design Magazine, Hubert Street Residence.
2010 Architectural Record, Herman Miller Building.
2009 Los Angeles Times, Herman Miller Building.

Professional Memberships, Committees & Boards, Fellowships & Awards

2020	Design Award, Mendoza Winery	Society of American Registered Architects, NYC
2020	Design Award, Detroit Housing	Society of American Registered Architects, NYC
2017	Design Award, Artist Building	American Institute of Architects, Brooklyn
2017	People’s Choice, Artist Building	American Institute of Architects, Brooklyn
2015	Design Award, David Yurman HQ	American Institute of Architects, NYS
2015	Design Award, David Yurman HQ	American Institute of Architects, NYC
2015	Design Award, David Yurman HQ	Society of American Registered Architects, NYC
2015	Design Award, Guidance Center	American Institute of Architects, Los Angeles
2010	Design Award, Herman Miller HQ	American Institute of Architects, NYS
2010	Design Award, Herman Miller HQ	American Institute of Architects, Los Angeles
2010	Design Award, Herman Miller HQ	AIA California Council , Los Angeles
2009	Design Award, Nike Genealogy	American Institute of Architects, NYC
1994	Kinne Traveling Fellowship	Columbia University, GSAPP

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Harriet Markis PE

Professor

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 231-01	Statics & Strength of Materials	Fall Semester
2024	ARCH 232-02	Structures: Steel	Fall Semester
2024	ARCH 331-01	Concrete Design	Fall Semester
2024	ARCH 232-07	Structures: Steel	Spring Semester
2024	ARCH331-01 & 331-03	Concrete Design	Spring Semester
2023	ARCH 231-01	Statics & Strength of Materials	Fall Semester
2023	ARCH 232-02	Structures: Steel	Fall Semester
2023	ARCH 331-01	Concrete Design	Fall Semester
2023	ARCH331-01	Concrete Design	Spring Semester
2023	ARCH 232-07	Structures: Steel	Spring Semester

Educational Credentials

1978	Masters of Engineering, Structures	Cornell University
1977	Bachelors of Science, Civil Engineering	Rensselaer Polytechnic Institute

Teaching Experience

July 2014 to Date	PRATT INSTITUTE, Full Time Professor w Tenure, School of Architecture
July, 2007 to June 2014	PRATT INSTITUTE, Chair, Construction & Facilities Management Department, School of Architecture
Sept., 2002 to date	PARSON'S SCHOOL OF DESIGN, Faculty, Graduate School of Architecture
June, 1990 to June 2007	PRATT INSTITUTE, Adjunct Associate Professor, Graduate & Undergraduate Architecture Departments, School of Architecture

Professional Experience

January 2018 to date	MARKIS CONSULTING ENGINEERING, P.L.L.C.
June, 1990 to December 2017	DUNNE & MARKIS, Consulting Structural Engineers – Partner
December, 1988 to May 1990	PRIVATE CONSULTANT, Structural Engineering
March, 1983 to November 1988	ROBERT SILMAN ASSOCIATES, P.C., Senior Structural Engineer.
August, 1978 to February 1983	LESLIE E. ROBERTSON ASSOCIATES, R.L.L.P., Project Manager

Licenses/Registration

Professional Engineer: New York (PE Retired Status: New Jersey & Connecticut)

Selected Publications, Exhibitions, and Built Projects

Student Work:

39571 Info-wash -- Design Build Workshop, Parson's New School for Design (2006)
https://archinect.com/features/article/91501/student-works-39751-infowash-delisle-mississippi

Margaretville Pavilion (2007)
https://www.firehousearchitecturelab.com/margaretville-park-pavilion

Professional Memberships, Committees & Boards, Fellowships & Awards

American Society of Civil Engineers - member
Structural Engineers Association of New York - member
American Concrete Institute - member

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Gregory Merryweather

Adjunct Associate Professor, CCE

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 301	Fall Semester
2024	ARCH 261	Fall Semester
2024	ARCH 302	Spring Semester
2024	ARCH 262	Spring Semester
2023	ARCH 301	Fall Semester
2023	ARCH 261	Fall Semester
2023	ARCH 302	Spring Semester
2023	ARCH 262	Spring Semester

Educational Credentials

1994	M.Arch.	Columbia University in the City of New York
1990	B.S. Arch.	The Ohio State University

Teaching Experience

2000-	Adjunct Associate Professor, CCE	Pratt Institute
1999 - 2000	Lecturer	Pasadena City College
1998 - 2000	Lecturer	Woodbury University

Professional Experience

2000-	Principal	Gregory Merryweather Architect
1995-1998	Head Designer	Bernard Tschumi Architects
1994-1995	Head Designer	1100 Architects
1990 - 1991	Designer	Eisenman Architects

Licenses/Registration

2002-	Registered Architect, New York State License #027804

Selected Publications, Exhibitions, and Built Projects

Wi 2020-Wi 2021	535 Dean St; Brooklyn NY,	2200 sqft residential renovation
Su 2020-:	Van Buren Hall; Kinderhook, NY	4600 sqft institutional renovation
Wi-Fa 2016:	135 W 70 St; New York, NY	2200 sqft residential renovation
Sp 2012-Wi2013	200 11 Ave; New York, NY	5400 sqft residential renovation/ addition
Sp-Wi 2008	225 W 112 St; New York, NY	4500 sqft residential renovation/ addition (MoB)
3/14/12	The New York Times, “An Inner Courtyard Unites a Harlem Home”	
2004-2008	361 Manhattan Avenue / Greenbelt	14,000 soft residential / commericial development. LEED Gold certified, USGBC

Professional Memberships, Committees & Boards, Fellowships & Awards

2019	Passive House Designer/Consultant, Passive House International
2008	Greenbelt Brooklyn Chamber of Commerce Building Brooklyn Award
1994	NYSA Matthew Del Gaudio Award, for excellence in design, Columbia University
1988	Faculty Prize for Excellence in Design, The Ohio State University

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Richard Piccolo

Adjunct Professor - CCE

Educational Credentials

1968	MFA	Brooklyn College, Brooklyn, NY
1967		Art Students League, New York, NY
1966	BID	Pratt Institute, Brooklyn, NY

Teaching Experience

1978-2022	Director	Pratt Institute Rome Program
1978-2023	Adjunct Associate Professor	School of Architecture, Pratt Institute
1984-2023	Adjunct Professor	University of Notre Dame, Rome Program
2018	Instructor in Watercolor	Institute of Classical Architecture + Art
1966-1969	Instructor	Pratt Institute, Brooklyn, NY

Selected Publications, Exhibitions, and Built Projects

Selected Solo Exhibitions:

2015	La Pinacoteca Gallery, Litchfield, CT
2003	“Recent Work”, Hackett-Freedman Gallery, San Francisco, CA
2001	“Roman Drawings”, Kate Ganz USA Ltd., 25 East 73rd St., New York, NY
1997	Hackett – Freedman Gallery, San Francisco, CA
1989, 1995	Contemporary Realist Gallery, San Francisco, CA
1975, 1979, 1983, 1989	Robert Schoelkopf Gallery, New York, NY
1985	Galleria il Gabbiano, Rome, Italy
1979	Galleria Temple University, Rome, Italy
1977	American Academy in Rome, Italy
1976	Suffolk Community College, Long Island, NY

Selected Group Exhibitions:

2023	“Mostra” Paintings by Contemporary Artists, La Rocca, Comune di Umbertide, Italy
2014	“Pietralunga International- Contemporary Artists in Umbria”, Pietrlunga, Italy
2001	“Gallery Artists”, Kate Ganz USA LTD, New York, NY
1993	Drawings by American Artists, Contemporary Realist Gallery, San Francisco, CA
1992	New American figure painting, Contemporary Realist Gallery, San Francisco CA
1991-92	Paintings from the Contemporary Realist Gallery, New York Academy of Art, New York
1991-92	A Palette f Vision: Painted Statements, Alza Corporation, Palo Alto, CA
1990	“Figure”, Contemporary Realist Gallery, San Francisco, CA
1990	“The Italian Landscape”, Contemporary Realist Gallery, San Francisco, CA
1990	“The Italian Tradition in Contemporary American Landscape Painting”, Gibbs Museum of Arts, Charleston, SC, in conjunction with the Spoleto exhibition of 1990

Awards and Commissions:

2003	Portrait Commission, Dept. of Political Science, Yale University
1997	Arthur Ross Award in Painting, ICAA, New York
1990-94	Mural Commission: AER, IGNIS; TERRA; AQUA, US Bank Plaza, Sacramento CA Architects: Kaplan, McLaughlin, Diaz:
1989	Mural Commission: “Simplicity Inspiring Invention”, Crown American Corporation, Johnstown, PA, Architect: Michael Graves
1989	National Endowment for the Arts Grant in Painting
1973-75	Edwin Austin Abbey Memorial Fellowship in Mural Painting, American Academy of Rome

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Tom Rice PE CEng Env SP

Adjunct Associate Professor CCE

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 231	Fall Semester
2024	ARCH 232	Fall/Spring Semester
2024	ARCH 331	Summer Semester
2023	ARCH 232	Fall Semester
2023	ARCH 231	Fall/Spring Semester

Educational Credentials

1983	BSc (Civil Engineering)	University of Glasgow

Teaching Experience

2007 - Present	Adjunct Associate Professor CCE	Pratt Institute

Professional Experience

2001 - Present	Associate Principal	Arup
1997 - 2001	Principal Engineer	Jacobs Babtie
1989 - 1997	Senior Structural Engineer	Arup
1987 – 1989	Loss Adjuster	Ellis & Buckle
1983 - 1987	Structural Engineer	Crouch & Hogg

Licenses/Registration

PE (Idaho)
Chartered Engineer, Member Institution of Civil Engineers (UK)
Env SP

Selected Publications, Exhibitions, and Built Projects

Structural Engineer for the following selected built projects:
Penn Station Access, New York NY
Potomac Yard Metro Station, Alexandria VA
Columbia Business School Kravis Hall and Geffen Hall, New York NY
Bloomberg Center at Cornell Tech, New York NY
Princeton Neuroscience Institute, Princeton NJ
Frick Chemistry Laboratory, Princeton NJ
Fulton Center, New York NY
Raleigh Durham Airport Terminal C, Raleigh NC
Vaughan Metro Station, Toronto ON
Dongdaegu Transportation Hub, Daegu KR
Haeundae I'Park, Busan KR
Kings Cross Underground Station Redevelopment, London UK

Professional Memberships, Committees & Boards, Fellowships & Awards

2018 - Present	Member	NYC Building Code Committee

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Dagmar Richter

Professor

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 561D-01	Spring Semester
2023	ARCH 400	Fall Semester
2023	ARCH 451P-01	Fall Semester
2023	ARCH 561D-01	Fall Semester
2023	ARCH 561D-01	Spring Semester
2023	ARCH 400	Spring Semester

Educational Credentials

1986	Post professional Master	Staedelschule Frankfurt, Germany Institution
1982	Diploma	Royal Art Academy Copenhagen, Denmark
1978	Vordiplom (Undergraduate)	Architecture; University of Stuttgart, Germany

Professional Experience

1974-1986.	Internships and design positions in various offices in Germany and Denmark
1985 to Present	Own office; DR_D (in Germany and USA) & registered architect in Germany since 1995

Teaching Experience

2012 - Present	Professor	Pratt Institute
2009 - 2012	Chair and Professor	Cornell University
1989 - 2009	Assistant, Adjunct, Full Professor	UCLA
1986 - 1989	Assistant Professor	Harvard University, GSD
1986 - 1988	Visiting Professor	Cooper Union
1986 - 1987	Adjunct Professor	Rhodes Island School of Design

Licenses/Registration

Registered Architect and Member of the Architectural Association in Germany

Selected Publications, Exhibitions, and Built Projects

Book, Monograph: Richter, Dagmar, ed. Miriam Kelly, and intro. by Andrew Benjamin, Armed Surfaces, London, Black Dog Publishing, 2004.

Book, Monograph: Richter, Dagmar, introduction by Toni Vidler, X;Y;Z; The Architecture of Dagmar Richter. New York: Princeton Architectural Press, April, 2001.

Projects and text at different pages: “Architecture: A Woman’s Profession” ed. Tanja Kulak, Jovis Berlin

Chapter: Richter, Dagmar and UCLA research students, ed. Caroline Blackburn. “High Density Housing Prototypes”. Thought Matters, Regents of the University of California Press, 2008: 68-86.

Chapter: Richter, Dagmar, ed. Anthony Burke and Therese Tierney. “The Dom-in(f)o House”. Network Practices; New Strategies in Architectural Design, Princeton Architectural Press, 2007: 132-143.

Project: Prague Library Competition. Competitions, Summer 2007:42.

Exhibition; 2005 London Architectural Biennale

Exhibition; 2005 Mori Art Museum, "Archilab; New Experiments in Architecture, Art and the City, 1950-2005", T

Exhibition; 2004 Centre Pompidou, "Non-Standard Architecture", Paris

Exhibition; 2004 9. International Architectural Biennale Venice, "Metamorphosis", In three sections: Surfaces (Waterford Crystal), Topography (The Wave), Transformations (Dom-in(f)o House), Venice

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Laura Salazar-Altobelli

Assistant Professor | Coordinator, 200-level Design

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 201 (Coordinator)	Fall Semester

Educational Credentials

2017	MArch	Princeton University
2012	BA in Architecture	Wellesley College

Teaching Experience

2024	Visiting Critic	Syracuse University
2023	Visiting Scholar	Montana State University
2022-2023	Part Time Instructor	Syracuse University

Professional Experience

2020 - Present	Founder/Director	salazarsequeromedina
2019 - 2021	Project Architect	Barkow Leibinger
2017-2018	Architectural Designer	Studios Architecture
2013-2014	Architectural Designer	LoT Office for Architecture

Selected Publications, Exhibitions, and Built Projects

"Que Compartimos" Laura Salazar, Pablo Sequero, and Juan Medina in *Revista A21,* edited by Mariana Jochamowitz and Nicolas Rivera, 2024. Publisher: Pontificia Universidad Católica de Perú, Lima, Peru.

Open Infrastructure, Laura Salazar and Pablo Sequero in CLIMAS: XIII IberoAmerican Biennial for Architecture and Urbanism. Invited exhibit. Gary Leggett, Elizabeth Ananos, Luis Rodriguez Rivero, Jose Luis Villanueva, Maria Arquero, Curators. Lima, Peru, 2024

Animals, Laura Salazar, Pablo Sequero, Edgar Rodriguez, Ayesha Ghosh, Lauren Scott, Rocio Crosetto and Magdalena Valdevenito. Commissioned Installation, 2024. Syracuse, New York.

The Outdoor Room, Laura Salazar, Pablo Sequero, Juan Medina and Frank Barkow in On-Site Project: 2023 Seoul Biennial for Architecture and Urbanism. Commissioned Pavilion, 2023. Byong Soo Cho and Sara Kim, Curators. Seoul, South Korea.

Ecosistemas.Zip: Spain's Next Generation. Invited Exhibit, 2022. Miguel Fernandez-Galiano, Sol Carride, Pedro Torres Garcia, Jorge Manas Alvarez, Curators. Sala Amadis, Madrid, Spain.

A Greenhouse for Plants and Humans, Laura Salazar. Commissioned Project, 2022. El Carmen, Ica, Peru.

"On the Externalities of Envelopes" Laura Salazar and Forest Megger in PLAT Journal, Issue 7: Sharing, 2018. Publisher: Rice University, Houston, TX.

"Specimens: Thinking about Preservation through Speciation" Laura Salazar and Francois Sabourin in Pidgin Issue Flora and Fauna, 2017. Publisher: Princeton University, Princeton, NJ.

"Urban cooling primary energy reduction potential: System losses caused by microclimates" F. Meggers, G. Aschwanden, E, Teitelbaum, H, Guo, L. Salazar, M. Breulisauer in Sustainable Cities + Society, Volume 27, 2016. ISSN 2210-6707

Professional Memberships, Committees & Boards, Fellowships & Awards

2024 - 2025	Grant Recipient	NYSCA + The Architectural League
2024	DEII Fellow	Dumbarton Oaks Mellon Fellowship
2024	Outstanding Project	Mies Crown Hall Americas Prize
2024	Emerging Practices	Fundacion Arquia, Arquia Proxima Biennial
2022	First Prize in Competition	Empresa Municipal de la Vivienda de Sevilla

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Richard Sarrach

Adjunct Associate Professor - CCE | Director of Interdisciplinary Technology

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400	Fall Semester
2024	ARCH 400	Spring Semester
2023	ARCH 400	Fall Semester
2023	ARCH 200	Spring Semester
2022	ARCH 400	Fall Semester
2022	ARCH 200	Spring Semester

Educational Credentials

2001	Bachelor of Architecture	Pratt Institute School of Architecture
2003	MSAAD	Columbia University

Teaching Experience

2003-PRESENT	Adjunct Associate Professor - CCE	Pratt Institute
2009-2017	Director of Digital Futures	Pratt Institute
2009-2011	Clinical Professor	RPI
2009-2010	Visiting Assistant Professor	City College of New York Graduate Department
2006-2008	Visiting Assistant Professor	Parsons New School Graduate Department

Professional Experience

2009	Principle	form-ula solutions group
2006-2009	Lead Project Designer/Project Manager	Evan Douglis Studio
2008-2011	Director of the Curation	core-form-ula
2003-2005	Collaborator/Consultant	Easton+Combs Architects
2002-2003	Assistant Director of Arch Galleries	Columbia GSAPP

Licenses/Registration

Selected Publications, Exhibitions, and Built Projects

Royal College of Art on Design Programme, published by Laurence King (sushi-teria)
ROOM , Phaidon Press (sushi-teria)
N° spécial Intérieurs 2013, Hors série amc France (sushi-teria)
Young Architects 13: Princeton Architectural Press
Metropolis Magazine, Building New Skins
AIA New Practice Biennial, New York NY 14'
The Architectural League Prize for Young Architects + Designers "It's Different" NY, NY 11'
Arch XXX Harold Tribune Gallery, Chicago Il 08'

Professional Memberships, Committees & Boards, Fellowships & Awards

2014	New Practices New York	AIA
2014	Copy: Entropy in Making	MacDowell Fellowship
2011	Prize: Young Architects + Designers	Architectural League
2011	Innovative Curtain Wall Design	AIA

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Jonathan A. Scelsa AIA FAAR

Professor in Architectural Design and Technology

Courses Taught *(Four semesters prior to current visit)*

2024,2023	ARCH 201 (Coordinator)	Fall
2024, 2023	ARCH 501	Fall
2024	ARCH 503	Spring
2024, 2023	ARCH 563	Spring
2023	ARCH 401 / 403	Fall
2023	ARCH 202 (Coordinator)	Spring

Educational Credentials

2011	M.Arch in UD with Distinction	Harvard University
2006	B.Arch concentration in Furniture	Carnegie Mellon University

Teaching Experience

2024	Professor of Architecture with Tenure	Pratt Institute
2020 - 2024	Associate Professor of Architecture	Pratt Institute
2017 - 2020	Assistant Professor of Architecture	Pratt Institute
2014 - 2016	Lecturer in Architecture	University of Pennsylvania
2014 - 2016	Design Critic in Architecture	RISD
2013 - 2016	Adjunct Assistant Professor of Arch.	City College of New York

Professional Experience

2013 - Present	Owner / Partner	op. Architecture Landscape PLLC
2011 - 2013	Senior Designer, Head of Research	Foreign Office / Farshid Moussavi Architects
2007 - 2009	Job Captain	Smith Miller + Hawkinson Architects
2005 - 2007	Junior Architect	Bohlin Cywinski Jackson

Licenses/Registration

Registered Architect, NYS Office of the Licensed Professionals #083060, 2014 – Present
American Institute of Architects, Member #38359424, 2015 - Present

Selected Publications, Exhibitions, and Built Projects

Pedagogical Experiments in Architecture for a Changing Climate. Edited by Tulay Atak, Luis Callejas, Scelsa, Jonathan A. Scelsa and Jorgen Johan Tandberg. Publisher - Routledge. 2014 - ISBN 9781032398105

*"*The Museum: An Urban Threshold*"* Chapter 15 in *The Interior Urbanism Theory Reader* edited by Gregory Marinic. Publisher - Routledge - March 2024 ISBN 9781138336315

*"*The Next Urban H2 Order: Fuel-Cell Urbanism*"* Jonathan A. Scelsa and Jennifer Birkeland in *The Journal of Architectural Education* Volume 74:1, March 2020. Ed. A. Nawre & C. Clouse. Publisher Taylor + Francis

*"*Morphing Manhattanism.*"* in *BRACKET (at extremes)* Vol. 3 Edited by Lola Sheppard, and Maya Przybynski. Publisher : Actar, 2017 ISBN - 0989331768

*"*What does a Duck Brick Want? A Decorated Tectonic.*"* Jonathan A. Scelsa and John Paul Rysav in *Pidgin* Issue 22: Flora + Fauna, 2017. Publisher : Princeton University, Princeton, NJ

The Function of Style. Edited by Farshid Moussavi, M. Ciancarella, Jonathan A. Scelsa, Publisher - Actar D, Harvard Graduate School of Design - January 2017 - ISBN 978-1940291-30-7

Professional Memberships, Committees & Boards, Fellowships & Awards

2017 – 2018	Rome Prize Fellow	American Academy in Rome
2020 - 2024	Fulbright Specialist	US Department of State
2024	Best Project Award	ACADIA – Assoc. of Comp. Aid. Design in Arch

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Eunjeong Seong

Associate Adjunct, CCE | Coordinator, 400-Level Design

Courses Taught

2024, 2023	ARCH 400 (Coordinator)	Fall/Spring
2024	ARCH 401,402,403	Fall
2024	ARCH 302	Spring
2023	ARCH 301	Fall
2023	ARCH 302	Spring

Educational Credentials

Bachelor of Science	Inha University, Korea
Master of Architecture	Columbia University, GSAPP

Teaching Experience

2022 - Current	Adjunct Associate Professor, CCE	Pratt Institute
2018 - 2022	Adjunct Associate Professor	Pratt Institute
2014 - 2018	Adjunct Assistant Professor	Pratt Institute
2013 - 2014	Visiting Assistant Professor	Pratt Institute
2009 - 2013	Visiting Instructor	Pratt Institute
2015	Visiting Assistant Professor	Cornell University
2014, 2009	Adjunct Assistant Professor	Parsons The New School for Design
2009 - 2011	Adjunct Assistant Professor	Rensselaer Polytechnic Institute
2008	Visiting Design Studio Critic	The Rhode Island School of Design

Professional Experience

2011 - Current	Co-Founder	Bell-Seong Architecture I Visible Weather
2007 - 2008	Senior Associate	Yamasaki Associates, Inc.
2004 - 2006	Senior Designer	SHoP Architects P. C
2003 - 2004	Project Designer	Dean/Wolf Architects

Licenses/Registration

Registered Architect, New York License No: 037385
Green Building Certification Institute LEED AP: 10233613

Selected Publications, Exhibitions, and Built Projects

Forthcoming on Oct. 2024, "*8 Minutes, 20 Seconds: Housing After Banking, Encrypting the Sun"* Eunjeong Seong and Michael Bell, *Actar, Barcelona, 2024*
Urban Housing Under Pressure, edited by Hina Jamelle. Book chapter: "Ten Points on a Projective Economy and Architecture" by Eunjeong Seong and Michael Bell. Routledge Taylor & Francis Group, 2020 ISBN 9780367481711
Log : Issue 47: Overcoming Carbon Form edited by Elisa Iturbe, "Encrypting the Sun" Eunjeong Seong and Michael Bell, September 2019, Any Corporation ISBN 9780999237359
Foreclosed: Rehousing the American Dream, Museum of Modern Art, New York, Feb 15–Aug 13, 2012
Sensory orders, the LAZNIA Center for Contemporary Art in Gdansk, Poland, Nov 6, 2020- Jan 10, 2021
West Bund 2013: A Biennial of Architecture and Contemporary Art, China, October 19 - December 15, 2013

Professional Memberships, Committees & Boards, Fellowships & Awards

2023 - 2024	AIA Grants and CFA Scholarships, The Center for Architecture and AIA New York
2022 - 2024	Board of Trustee's Diversity, Equity and Inclusion Committee, Pratt Institute

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Meredith TenHoor

Professor | Head of History and Theory, Undergraduate Architecture

Courses Taught *(Four semesters prior to current visit)*

2022, 23, 24	ARCH 151	Fall Semester
2023, 24, 25	ARCH 152	Spring Semester
2022, 23, 24	ARCH 251	Fall Semester
2022, 23, 24	ARCH 252	Spring Semester
2023, 24	ARCH 753	Fall Semester
2022	ARCH 514A-14: Land, Materials, Environment	Fall Semester

Educational Credentials

Ph.D. in Architecture, with a Certificate in Media and Modernity	Princeton University
B.A., *magna cum laude* with honors in Art-Semiotics	Brown University

Teaching Experience

2020 - Present	Professor	Pratt Institute School of Architecture
2012 - 2020	Associate Professor	Pratt Institute School of Architecture
2018 - 2019	Visiting Associate Professor	Princeton University School of Architecture
2005 - 2012	Visiting/Adjunct Assistant Professor	Pratt Institute School of Architecture

Professional Experience

2006 - present	Chair (2012-16), Founding Board Member	Aggregate Architectural History Collab.
2012 - present	Executive Editor	*Aggregate*

Licenses/Registration

n/a

Selected Publications, Exhibitions, and Built Projects

Toxics, co-edited with Jessica Varner, *Aggregate* 10, 2022. www.we- aggregate.org/project/toxics

"Stadt, Land, Kolonie. Nahrungsmittelversorgung und die Medien der Avantgarde," in *Medium unter Medien: Architektur und die Produktion moderner Raumverhältnisse*. Bauwelt Fundamente, Berlin: Birkhäuser, 2023.

"The Design of Community Mental Health Care: Nicole Sonolet in Postwar France," g*ta Papers* 7, *Care* (2022).

"Des architectures du soin: Philippe Paumelle et Nicole Sonolet" *Terrain. Anthropologie & sciences humaines*, no. 76 (March 3, 2022): 146–63, https://doi.org/10.4000/terrain.23254.

"Vacuum Suction Conveyance, Part II." In *Writing Architectural History: Evidence and Narrative in the Twenty-First Century*, 46–60. Pittsburgh: University of Pittsburgh Press, 2021. https://doi.org/10.2307/j.ctv2269htv.7.

Black Lives Matter, co-edited with Jonathan Massey. *Aggregate* 3, 2015.

Street Value: Shopping, Planning and Politics on Fulton Street, with Rosten Woo. New York: Princeton Architectural Press/Inventory Books, 2010.

Professional Memberships, Committees & Boards, Fellowships & Awards

2012 - present	Member	Society of Architectural Historians
2016 - 2022	Board member	Temple Hoyne Buell Center, Columbia University
2013 – 2021	Technology Committee, Board Member	Global Architectural History Teaching Collab.

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Michael Trencher

Rank Status | Other title if applicable

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 261 (Coordinator)	Fall Semester
2024, 2023	ARCH 262 (Coordinator)	Spring Semester
2024	ARCH 501	Fall Semester
2024, 2023	ARCH 503	Spring Semester

Educational Credentials

1966	MS Architecture, Urban Design	Columbia University
1965	B.Arch (M.Arch)	Columbia University
1960	B.A. English Literature	Yale University

Teaching Experience

1969 - present	Full Professor with tenure	Pratt Institute
1992	Guest Lecturer	Manhattanville College
1990	Guest Lecturer	ICF New York

Professional Experience

1982-Present	Consultant	Michael TrencherArchitect
1978-1982	Partner	Panero, Zelnik, Trencher Associates
1966-1969	Architect	Marcel Breuer Assoc, Damaz and Weigel Assoc, Skidmore, Owings and Merrill, Architects, Gruzen and Partners

Selected Publications, Exhibitions, and Built Projects

The Alvar Aalto Guide. Princeton Architectural Press, 1996 ISBN 0-910413-55X
Graham Foundation Grant. 1991.
Video Interview, Finnish Television 1986 "*Abstract Art and Nature in the Designs of Alvar Aalto*"
Symposium Lecture 1984 "*The Evolution of Organic Modernism in the Designs of Alvar Aalto 1929-1939*"
Symposium Lecture 1983 University of Arizona. "*Alvar Aalto - From classical to Modern: Light and Archetypal Motifs*"
Symposium lecture 1981 Pratt Institute. " *Understanding the Bauhaus*"

Professional Memberships, Committees & Boards, Fellowships & Awards

2003 - present	Member	CTBUH
2011 - present	Member	Building Technology Educators Society
2002 - 2005	Member	Skyscraper safety Campaign
1995-1997	Board Member	North Salem Architectural Review Board

Fellowship, ACSA Construction Materials and Technology. *Teaching Technology Through Design* July 1993

Licenses/Registration

Registered Architect NYS 1975- present

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Federica Vannucchi

Adjunct Associate Professor | Academic Director of the Rome Program

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400i	Spring Semester
2024	ARCH 451i	Spring Semester
2023	ARCH 251	Fall Semester
2023	ARCH 400i	Spring Semester
2023	ARCH 451i	Spring Semester
2022	ARCH 251	Fall Semester

Educational Credentials

2019	PhD	Princeton University
2007	Master of Environmental Design (academic excellence)	Yale
1999	M. Arch (Summa Cum Laude)	University of Florence, Italy

Teaching Experience

2023-present	Academic Dir. of the Rome Program	Pratt
2015- present	Adjunct Associate Professor	Pratt Institute
2015 – 2016	Visiting	Columbia University
2015 – 2016	Lecturer	The New School, Parsons School of Design.

Professional Experience

2001 -2005	Architect	Eisenman Architect, NY, USA
1998 – 2000	Junior Architect	Guido Spezza Architects, Florence, Italy

Licenses/Registration

Licensed Architect in Italy

Selected Publications, Exhibitions, and Built Projects

Vannucchi, Federica. “The Human Body as Space of Diplomacy: Studi sulle Proporzioni at the 1951 IX Milan Triennale.” In *Italian Imprints on Twentieth Century Architecture*, eds. Denise Rae Costanzo, Andrew Leach (London: Bloomsbury, 2022), 95-109. ISBN 9781350257726

Vannucchi, Federica. “In Search of A New Visual Vocabulary: The University of Architecture of Florence (1964-69).” In *Radical Pedagogies*, eds. Beatriz Colomina. Ignacio González Galán, Evangelos Kotsioris, Anna-Maria Meister (Cambridge, Massachusetts: The MIT Press, 2022) 93-94. ISBN 9780262543385

Vannucchi, Federica. “The 1968 XIV Triennale of Milan.” In *Exhibit A: Exhibitions That Transformed Architecture*, ed. Eeva-Liisa Pelkonen (New York: Phaidon Press, 2018), 96-103. ISBN 9780714875170

Vannucchi, Federica. “The Contested Subject: The Greater Number at the 1968 XIV Triennale of Milan.” In *Exhibiting Architecture: A Paradox?* eds. Eeva-Liisa Pelkonen, Carson Chan, David Andrew Tasman (New Haven, CT: Yale School of Architecture, 2015), 109-119. ISBN 9781940291598

Radical Pedagogies, Fourteenth International Architecture Exhibition, La Biennale di Venezia, Italy; June - November 2014. Co-curator, with Beatriz Colomina, Britt Eversole, Anna-Maria Meister, Ignacio Galan, and Evangelos Kotsioris.

Professional Memberships, Committees & Boards, Fellowships & Awards

2014	Special Mention	La Biennale di Venezia.
2014	The Howard Buttler Traveling Fellowship in Architecture	Princeton University
2012-2013	Fellowship of Woodrow Wilson Scholars	Princeton University
2012	Scholarship	Canadian Center for Architecture

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Jason Vigneri-Beane

Professor | Coordinator, 100-Level Design

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400	Fall Semester
2024	ARCH 503.01-02	Spring Semester
2024	ARCH 581A.07	Spring Semester
2023	ARCH 101	Fall Semester
2023	ARCH 501.01-02	Fall Semester
2023	ARCH 503.01-02	Spring Semester
2023	ARCH 581A.07	Spring Semester

Educational Credentials

1996	M. Arch. (AIA Medal, Acad. Excellence)	Iowa State University
1994	B.P.S. Arch. (Summa Cum Laude)	SUNY at Buffalo

Teaching Experience

1999 - Present	Professor (2016 Distinguished Teacher)	Pratt Institute
2014	Adjunct Associate Professor	Columbia University
2001, 2002	Visiting Critic	Högskolan for Design och Konsthantverk vid Göteborg Universitet, SE
1997 - 1999	Visiting Assistant Professor	Iowa State University

Professional Experience

1999 - Present	Founder, Principal	Split Studio
2011 - 2018	Project Specialist	Billings Jackson Design
2010 - 2013	Co-Founder, Partner	Planetary ONE
1997 - 2004	Associate	M R Studio

Licenses/Registration

LEED AP

Selected Publications and Exhibitions

Vigneri-Beane, Jason. “Radical transformation: Radical Transformation: Bodies, Infrastructures and Mixed-Identities.” In *Animate(d) Architectures*, edited by Vahid Vahdat, 85-108, Liverpool: Liverpool University Press, 2024.

Vigneri-Beane, Jason. “Cephalon C_X/AR: A Cyborg Ecology Scenario.” In *A Purple Architecture: Design in the Age of the Physical-Virtual Continuum*, edited by James F. Kerestes, Ebrahim Poustinchi and Vahid Vahdat, 214-222, Pittsburgh: Carnegie Mellon University ETC Press, 2024.

Vigneri-Beane, Jason. “Fictive Ecologies of The In-Between.” In *Spatio-Cinematic Betwixt*, edited by James F. Kerestes and Vahid Vahdat, 200-215, Bristol: Intellect Books, 2023.

Vigneri-Beane, Jason. “Bestia Ex Machina.” In *Artificial. Intelligent. Architecture.*, edited by Brian M. Kelly and Frank Jacobus, 241-254, Novato, CA: ORO Editions, 2023.

Mobile Detroit 2050. Juried Exhibit. Lawrence Technical University. S. Codarin and K. Daubman, Curators. 2023.

Architecture After AI. Invited Exhibit. Mebane Gallery, UT Austin. K. Bieg and D. Koehler, Curators. 2023.

BESTIA EX MACHINA. Solo Exhibit. Galleria Itinerarte, Dorsoduro, Venezia. Davide Gabriele, Curator. 2018.

Professional Memberships, Committees & Boards, Fellowships & Awards

2018	Architecture Resident	Art OMI: Architecture
2016 - 2017	Distinguished Teacher	Pratt Institute
2006 - 2022	Advisory Board Member (Emeritus)	Terreform ONE

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Farzam Yazdanseta AIA NCARB

Adjunct Associate Professor, CCE | Associate Chairperson of Undergraduate Architecture

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 581A-12	Fall Semester
2024	ARCH 581A-12	Spring Semester
2023	ARCH 581A-12	Fall Semester
2023	ARCH 211-03	Spring Semester

Educational Credentials

2010	M.S. Advanced Architectural Design	Columbia University GSAPP
2008	Master of Architecture (Thesis Prize)	University of Maryland
2003	Bachelor of Arts	University of Maryland

Teaching Experience

2023 - Present	Adjunct Associate Professor, CCE	Pratt Institute
2018 - 2023	Adjunct Assistant Professor	Pratt Institute
2012- 2018	Visiting Assistant Professor	Pratt Institute
2018	Visiting Critic	Rhode Island School of Design
2014- 2018	Adjunct Assistant Professor	City College of New York
2015	Adjunct Professor	Rensselaer Polytechnic Institute
2012	Lecturer	University of Maryland
2011- 2012	Adjunct Instructor	Art Institute of New York City

Professional Experience

2021 - Present	Associate Chairperson	Pratt Institute Undergraduate Architecture
2019 - 2021	Assistant Chairperson	Pratt Institute Undergraduate Architecture
2021 - Present	Co-founder & President	Studio FOU, DPC
2017 - Present	Founder & President	Farzam Yazdanseta Architecture, PLLC
2014 - 2016	Project Manager	Actual / Office
2013 - 2014	Associate	Handel Architects
2012 - 2013	Designer	Perkins Eastman
2011	Project Designer/Manager	Eisenman Architects

Licenses/Registration

2016 - Present	Registered Architect 038858	New York State
2021 - Present	Registered Architect 20855	State of Maryland
2023 - Present	Special Inspection Agency 9001	New York City

Selected Publications, Exhibitions, and Built Projects

2021 Architecture & Film Abstracts – ARCHITECTURE & FIL (n.d.). https://architectureandfilm.org/index.php/3d-flip-book/2021-architecture-film-abstracts/
Banned drawings - Pratt Institute. (2023). Pratt Institute. https://www.pratt.edu/work/banned-drawings-2/

Professional Memberships, Committees & Boards, Fellowships & Awards

2021 - 2024	Steering Committee Member	Pratt Middle States Accreditation Committee
2021 - 2023	Faculty Trustee	Pratt Institute Board of Trustees
2018 - 2021	Member	AIA NY CFA Exhibition Committee
2018	Co-Chair	AIA NY CFA Diversity Committee
2009 - Present	Member (Architect Member since '16)	American Institute of Architects

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Robert Zaccone

Adjunct Professor with CCE | AIA, NCARB, PP

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 262 – Assemblies	Spring Semester
2024	ARCH 364 – Construction Documents	Spring Semester
2023	ARCH 261 – Materials	Fall Semester
2023	ARCH 363 – Professional Practice	Fall Semester
2023	ARCH 262 – Assemblies	Spring Semester
2023	ARCH 364 – Construction Documents	Spring Semester
2022	ARCH 261 – Materials	Fall Semester
2022	ARCH 363 – Professional Practice	Fall Semester

Educational Credentials

1972	MS Architecture	Columbia University
1971	B Architecture	Pratt Institute
1967	B A Art	C.W. Post College, Long Island University

Teaching Experience

2006 - Present	Adjunct Professor with CCE	Pratt Institute
2001 - 2006	Associate Professor	Pratt Institute
1979 - 2001	Instructor	Pratt Institute
1976	Visiting Instructor	Fashion Institute of Technology

Professional Experience

1988 - Present	Principal	Robert Zaccone & Associates, P.C.
1984-‘87, 79-‘83	Senior Designer	H.L.W.
1983 – 1984		Larsen & Juster
1976 – 1979	Chief Designer	Schuman Lichtenstein Claman Efron
1972 – 1976	Designer	J R Stevenson

Licenses/Registration

Licensed Architect – New York, New Jersey, Georgia
NCARB Certified
Licensed Professional Planner – New Jersey

Selected Publications, Exhibitions, and Built Projects

NJDesign – 2010
Commerce – 1994
Newark Star Ledger – 1986, 1989
Halse, Albert. Illustration in *“Architectural Rendering”*, Cover Page – 1988
Bergen Records – 1986
New Jersey Success – 1984

Professional Memberships, Committees & Boards, Fellowships & Awards

1978 – Present	Member	NCARB
1982 – Present	Member	American Institute of Architects
1993 – 2001	President	AIA New Jersey Scholarship Foundation
1995 – 2001	Elected Councilman	Borough of Old Tappan NJ
1993 – 1994	Board Member	Borough of Old Tappan NJ Planning Board
1990 – 1991	President	Architect’s League of Northern New Jersey

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Lawrence Zeroth, RANCARB

Adjunct Associate Professor w/ CCE

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 400I	Spring Semester
2024	ARCH 451	Spring Semester
2023	ARCH 301	Fall Semester
2023	ARCH 363	Fall Semester
2023	ARCH 400I	Spring Semester
2023	ARCH 451	Spring Semester
2022	ARCH 301	Fall Semester
2022	ARCH 363 (Coordinator)	Fall Semester

Educational Credentials

1993	Master of Architecture SOM Traveling Fellowship Nominee	Columbia University – GSAPP
1989	Bachelor of Science -Arch Studies	University of Wisconsin-Milwaukee

Teaching Experience

2004 - Present	Adjunct Associate Professor w CCE	Pratt Institute
1998 - 2003	Visiting Assistant Professor / TA	Columbia University

Professional Experience

2006-Present	Founder, Principal	basecamp ZERO architects
1994-2008	Project Architect	PKSB Architects

Licenses/Registration

Registered Architect; Illinois, New York, Wisconsin
NCARB Certified

Selected Built Projects

Allen Stevenson School, NY, NY
Father Duffy Square, NY, NY
Most Bar, Milwaukee, WI
Philosophie Office Renovation, Santa Monica, California + New York, NY
PS 307Q, Pioneer Academy, Queens, NY
Ripley Residence, NY, NY
Stabile Hall Dormitory, Pratt Institute, Brooklyn, NY
Williamsburg Community Center, Williamsburg Brooklyn

Professional Memberships, Committees & Boards, Fellowships & Awards

2012	**upLIFT housing Competition**	Building Trust International – Shortlisted
2004	**Most Bar**	Mayors Award-Top Urban Projects of the Year
2003	**Williamsburg CC**	AIA NYC Public Project of the Year NY State AIA Design Excellence Award IIDA Best in Competition
1999	**Stabile Hall**	NYC-AIA Design Award NY State - AIA Design Excellence Award Progressive Architecture Award

Pratt Undergraduate Architecture

Pratt Institute School of Architecture
Bachelor of Architecture Program
Curriculum Vitae

Dragana Zorić

Adjunct Associate Professor with CCE

Courses Taught

2024	ARCH 400.12	Fall Semester
2024	ARCH 363	Fall Semester
2024	ARCH 400.01	Spring Semester
2024	ARCH 262.05	Spring Semester
2023	ARCH 400.03	Summer Semester
2023	ARCH 400.11	Fall Semester

Educational Credentials

2021	Master of Landscape Architecture	University of Pennsylvania
2000	Master of Architecture	Columbia University GSAPP
1993	B.A. Architecture	University of California Berkeley

Teaching Experience

2001-Present	Adjunct Associate Professor with CCE	Pratt Institute
2020	Urban Design Studio Critic	Columbia University GSAPP
2019	Urbanism Studio Critic	Yale University School of Architecture

Professional Experience

2001-Present	Founder/Principal	tentwenty
2002-2014	Architect, Landscape Architect	W Architecture and Landscape Architecture
2010-2015	Principal	Softhouse Group
2000-2002	Senior Designer	Guggenheim.com
1996-1998	Designer	HOK Hong Kong

Licenses/Registration

Registered Architect, NY #027356, 1999
Registered Landscape Architect, NY #002127, 2008

Selected Publications, Exhibitions, and Built Projects

Zoric, Dragana. “Jugoplastika: Women, Plastics and a Factory that Defined a Nation” in “Modernist Women Interior Designers and Artists”. *Docomomo Portugal* 2024
Zoric, Dragana. “The Landscapes of Wind Energy Waste” Zoric, Dragana. *ACSA* 2024
Zoric, Dragana. “Code Switching: Female Architects of Yugoslav Late Modernism - Between Domesticity and Avant-garde”. *ACSA* 2023
“The Kids are Alright”, Architect’s Newspaper, July 2010
“Belgrader designs a house for Haitians stronger than a storm”, 24 Hours (24 Sata), Belgrade, (New York Times, Los Angeles Times, Fox News, Huffington Post, Univision). August 2010
“13.3% is an exasperated reply to those who say: ‘there are no women making architecture.’” WUHo, Los Angeles, 2010
Spinner, Neil. “Young Blood”. *Architectural Design.* London, England, 2001

Professional Memberships, Committees & Boards, Fellowships & Awards

2024	NYSCA Independent Projects Award Grant
2018	Finalist, Dazzle Puzzle for The Folly, Socrates Sculpture Park
2017	ASLA NY Design Merit Award, St. Patrick’s Island (w/ W Architecture)
2013	The Architizer A+ Awards Finalist Architecture + Aging
2000	Data Flux Response Architecture, Venice Biennale

Pratt Undergraduate Architecture

3. One-Page Faculty Resumés—M.Arch

M.Arch Faculty Resumes

See next page

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Alexandra Barker, FAIA

Adjunct Associate Professor, CCE | Interim Chairperson of GALAUD | abarker@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023	ARCH 704	Spring Semester
2022	ARCH 805	Fall Semester

Educational Credentials

1998	Master of Architecture	Harvard University
1993	Visual and Environmental Studies	Harvard College

Teaching Experience

2002-present	Adjunct Associate Professor CCE	Pratt Institute
2012	Visiting Instructor	University of Pennsylvania
2006	Visiting Instructor	Princeton University

Professional Experience

2016-present	Principal and Founder	Barker Architecture Office (BAAO)
1999-2006	Associate/ Project Manager	Toshiko Mori Architect
19998-1999	Project Designer	Architecture Research Office

Licenses/Registration

Registered Architect: New York, New Jersey
LEED Accredited Professional, U.S. Green Building Council

Selected Publications, Exhibitions, Built Work

City Kids Educational Center, Brooklyn, NY
Mi Casita Preschool and Cultural Center, Brooklyn, NY
Boerum Hill Townhouse, Brooklyn, NY
House for Booklovers and Cats, Brooklyn, NY
Surfboard House, Queens, NY
Concourse House Sound Pavillion, Bronx, NY
Enveloping Grounds, Exhibition, Brooklyn, NY
Long Beach Public Library Renovation, Long Beach, NY

Professional Memberships, Committees & Boards, Fellowships & Awards

present	Fellow	American Institute of Architects (FAIA)
2023-present	Trustee	Hart Island Project
2020-present	Board Member	Design Advocates
present	Member	Architectural League
2005-present	Member	NCARB
2023, 2022	Award Winner	NYCXDESIGN
2022, 2020	Honor Award Winner	AIA NY
2022	A+ Award Winner	ARCHITIZER
2021	Taconic Research Fellowship	Pratt Institute
2021	Award of Excellence	SARA NY
2021, 2019, 2018	National Award Winner	SARA
2020,2018	Faculty Research Fellowship	Pratt Institute

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Stephanie Bayard

Adjunct Associate Professor, CCE | sbayard@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023, 2024	ARCH 703	Fall Semester
2023, 2024	ARCH 761	Fall Semester
2024, 2023	ARCH 704	Spring Semester

Educational Credentials

1997	M.S. Advanced Architectural Design	Columbia University
1993	Diploma of Architecture DPLG	Ecole d'Architecture Paris la Villette

Teaching Experience

2001-present	Adjunct Associate Professor CCE	Pratt Institute
2008-2009	Visiting Professor	Parsons School of Constructed Environment
1999-2002	Adjunct Professor	Rensselaer Polytechnic Institute
1997-1999	Adjunct Professor	Ohio State University

Professional Experience

2022-present	Partner	Atelier Architecture
2000	Project Architect	Leeser Architecture
1999	Project Architect	Bernard Tcshumi
1997-1999	Project Architect	Michael McInturf
1997	Junior Architect	Greg Lynn and Michael McInturf
1995-1996	Project Architect	Tessier and Poncelet
1994	Designer	Bernard Tschumi
1992	Junior Designer	Architecture Studio
1991	Junior Designer	Martine Bedin

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

DP10 Residence, New York NY 2024-
OZ20 House NY 2024-
JT74 Residential Building 2022- present
Salt Cure Restaurant, Brooklyn NY 2022
Fifth Avenue Association Offices, NY NY 2020-2021
MY39 Residence, Brooklyn NY 2020-2021
FF19 Residence, Toulouse, France 2017-2018
"Les Assiettes" mixed-use high-rise, Cincinnati, OH 2017
Times Square Alliance Headquarters, NY, NY 2017

Professional Memberships, Committees & Boards, Fellowships & Awards

2022	Merit Award for JR32 River House	SARA NY
2016	Award of Excellence for "Tensegrity Bridge"	AIA Brooklyn Queens
2016	Award of Excellence for "Tensegrity Bridge"	SARA NY
1996	Scholarship Winner	Fullbright at Columbia University

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Meta Brunzema, RA

Adjunct Associate Professor, CCE | mbrunzem@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 880L.01/02	Spring Semester
2023,2022	ARCH 805	Fall Semester
2022	ARCH 770C	Fall Semester

Educational Credentials

1990	Master of Architecture	Columbia University
1987	B. Env. Design Science Architecture	Dalhousie University

Teaching Experience

2000 to present	Adjunct Associate Professor	Pratt Institute GALAUD
1998	Visiting Instructor	CUNY Spitzer School of Architecture

Professional Experience

1994 - present	Principal	Meta Brunzema Architect
1998 – 2018	Principal	Meta Brunzema Architect P.C
1991 – 1998	Architect	Gwathmey Siegel & Assoc.Architects
1991	Architectural Designer	Stan Allen Architects
1990	Architectural Designer	Stephen A. Wanta Architect
1988	Architectural Designer	Bone / Levine Architects P.C.
1986	Architectural Designer	Rafael Vinoly Architect P.C.
1986	Architectural Designer	Steven Holl Architect

Licenses/Registration

Registered Architect: New York
LEED Accredited Professional, U.S. Green Building Council

Selected Publications, Exhibitions, Built Work

"Nature-Based Industrial Revolution for Inclusive Sustainable Development" in response to United Nations's Call for Science-Policy Briefs for the Multi-stakeholder Forum on Science, Technology, and Innovation for the SDGs 2024 w/ Sandra Piesik et. al.2024

Brunzema, Meta w/ Housing Consortium Decarbonization Working Group. "Housing in NYC: In the Context of Carbon, Climate & Social Justice": Decarbonization and New Housing Models. p. 10. Print.

Brunzema, Meta. "La Marqueta Mile". Feminist Practices: Interdisciplinary Approaches to Women in Architecture. Brown, Lori. Ed. Ashgate Publishing Ltd. London. Print.

Pratt Research Open House exhibition - Upstate/ Downstate: Hemp and Mass Timber Projects, 2024

Pratt Research Open House exhibition - "The River Pool at Beacon and its Civil Rights and Environmental Movement origins" note: this project received the Research Open House Innovation Award, 2023

Professional Memberships, Committees & Boards, Fellowships & Awards

2023	Innovation Award for DEI project	Pratt Research Open House
2012 - present	Principal/Member	Collective for Community, Culture & Environment, LLC
2021-present	Board Member	Interfaith Affordable Housing Collaborative
2001-present	Founding Director	Friends of Hudson River Park, NY

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Jonas Coersmeier

Adjunct Associate Professor, CCE | jcoersme@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2024,2023	ARCH 806	Spring Semester
2024,2023	ARCH 770A	Spring Semester
2023,2022	ARCH 703	Fall Semester
2024,2023	ARCH 649B.09 / 449B.09	Summer Semester

Educational Credentials

2000	M.S. Advanced Architectural Design	Columbia University
1998	Diplom Ingenieur Degree, Architektur	Technische Universität Darmstadt
1996	Master of Architecture Program	Massachusetts Institute of Technology

Teaching Experience

2004 - 2024	Adjunct Associate Professor, CCE	Pratt Institute
2006 - 2024	Visiting Instructor	University of Pennsylvania
2008-2009	Chair of Digital Design Department	University Kassel

Professional Experience

2004 - 2024	Founder	Büro NY
2008 - 2009	Head of Digital Design Department	University Kassel
2001 - 2004	Founder	Probehead LLC
2000	Associate	McKinsey & Company, Inc.,

Licenses/Registration

Registered Architect: Berlin

Selected Publications, Exhibitions, Built Work

2023 Painterly Urbanism, Studio Jonas Coersmeier at 2023 Seoul Biennale of Architecture and Urbanism, Seouol, South Korea
2022 Coersmeier, Jonas, et al. Nanotectonica SEM-GAN: The Strange Materiality of Subvisible Bodies, Association for Computer Aided Design in Architecture (ACADIA) 2022
2023 University of Pennsylvania, 'Pressing Matters' Department Publication since 2011
2022 Model Exhibition catalog 'In the Round, in the Flat', Pratt Higgins Hall
2021 Coersmeier, Jonas. "Lolux: Hybrid Density" Under Pressure, edited by Hina Jamelle, Routledge, 2021, pp. 212-215
2022 Coersmeier, Jonas. "LoLux: Material Urbanism" Under Pressure, edited by Hina Jamelle, Routledge, 2021, pp. 273-280
2020 Coersmeier, Jonas. "Nanotectonica." [DRAFT] Design Research on Issuu, 2020.
2020 Coersmeier, Jonas. "Material Urbanism" (Urbanismo Material) Antagonismos

Professional Memberships, Committees & Boards, Fellowships & Awards

2017	Finalist	Distinguished Teacher Award, Pratt Institute
2015	Finalist	ACADIA Conference Computational Ecologies
2013	Awardee	Faculty Development Fund, Pratt Institute
2007	Winner	Young Artist Award North Rhine Westfalia, Germany

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Cristobal Correa

Professor | Coordinator of Structural Core Classes | ccorrea@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023, 2022	ARCH 631	Fall Semester
2024, 2023	ARCH 662	Spring Semester
2024, 2023	ARCH 763	Spring Semester

Educational Credentials

1987	M.S. in Structural Engineering	Massachusetts Institute of Technology
1985	B.S. in Structural Engineering	Universidad de Chile

Teaching Experience

2008-present	Professor	Pratt Institute
2011	Instructor	Yale University

Professional Experience

1998-Present	Design Principal	Buro Happold
1995-1998	Senior Engineer	RFR
1994-1995	Senior Engineer	Atelier One
1991-1993	Engineer/Senior Engineer	SWMB
1989-1990	Engineer	Foley and Buhl Engineering
1987-1989	Engineer	A.G. Lichtenstein

Licenses/Registration

Professional Engineer: Washington State, New York

Selected Publications, Exhibitions, Built Work

Singapore Jewel, Singapore
MUNET – Museum of Energy, Mexico, Mexico
Jerusalem Museum of Antiquities Canopy, Israel
50 Trotter Lane Residence, New Paltz, NY
Pier 17 at South Street Seaport New York, NY
Times Square Redevelopment, New York, NY
Crystal Bridges Museum of American Art, Bentonville, AK
Abu Dhabi Media Zone, Abu Dhabi UAE
United States Institute of Peace, Washington, DC
Highline project, New York, NY
Aileron Cente, Dayton, OH
Nomadic Exhibition , New York, NY
Rappongi Canopies, Tokyo, Japan
Habitat Center, Barcelona, Spain
Bronx Childrens School of the Arts, Bronx, NY
Milstein Hall, Cornell University, Ithaca, NY
“La isla” Fabric Structures, Cancun, Mexico.

Professional Memberships, Committees & Boards, Fellowships & Awards

2012-present	Board Member	American Society of Civil Engineering
2012-present	Board Member	Open House NY
2009-2011	Director	Structural Engineering Association of NY

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Catherine Ingraham, Ph.D.

Professor | History/Theory Coordinator | cingraha@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023,2022	ARCH 651	Fall Semester
2024,2023	ARCH 880ZP	Spring Semester

Educational Credentials

1984	Ph.D	The Johns Hopkins University
1983	Master of Arts	The Johns Hopkins University
1973	Bachelor of Arts	St. John's College

Teaching Experience

2001-Current	Tenured Full Professor	Pratt Institute,
2016-2021	Visiting Faculty	Harvard University
2008	Visiting professor	Harvard University
2009	Visiting professor	Columbia University
2009	Visiting professor	Princeton University
1993-1999	Tenured Associate Professor,	Iowa State
1993	Visiting Professor	Harvard University
1990-1993	Assistant Professor	University of Illinois at Chicago
1991	Visiting Associate Professor	Harvard University
1989, 1990	Visiting Assistant Professor	Columbia University
1987-1989	Adjunct Assistant Professor	University of Illinois at Chicago
1987-1989	Visiting Faculty	School of the Art Institute of University
1983-1984	Visiting Faculty	St. John's College

Professional Experience

1988-1990	Research Fellow	SOM Chicago Institute for Architecture and Urbanism
1983-1984	Special Projects	Bertrand Goldberg Associates, Architects

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

s, Catherine Ingraham, (Cambridge: MIT press, 2023)
Architecture, Animal, Human: The Asymmetrical Condition, Catherine Ingraham, (London: Routledge Press, January 2006)
Guest Editor, Khorein, *Journal for Architecture and Philosophy*, Issue 3, Institute for Philosophy and Social Theory, The University of Belgrade, 2024.
Essay for new publication *Journal for Architecture and Philosophy*, Institute for Philosophy and Social Theory, The University of Belgrade, 2023.
Essay in Inscriptions: Architecture before Speech, Eds. Michael Hays and Andrew Holder (Cambridge: Graduate School of Architecture, 2022)
"The Territory of Ambiguity." Foreword for essay collection *Ambiguous Territories* (New York: Actar Press, 2022)
"What can Detroit Afford," in *Citizen publication*, 2018, Ed. Sarah Whiting, in process

Professional Memberships, Committees & Boards, Fellowships & Awards

present	President of the Board	Wright-Ingraham Institute

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

A. Sulan Kolatan

Adjunct Professor CCE | akolatan@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023	ARCH 703	Fall Semester
2023	ARCH 770B	Fall Semester
2024, 2023	ARCH 806	Spring Semester
2024, 2023	ARCH 770K	Spring Semester

Educational Credentials

1984	M.S. Architecture and Building Design	Columbia University
1983	Diplom Ingenieur Architekt	RWTH Aachen University

Teaching Experience

2011 - present	Adjunct Professor CCE	Pratt Institute
2006	Visiting Max Fisher Chair	University of Michigan
2005	Visiting Friedman Professor	University of California, Berkeley
2004-2005	Visiting Professor	University of Pennsylvania
1989-2005	Adjunct Assistant Professor	Columbia University
2002-2003	Acting Department Chair	Technische Universität Darmstadt

Professional Experience

1988-present	Co-Founder	KOLMAC LLC
1984-1990	Senior Designer	KPF

Licenses/Registration

Registered Architect: New York

Selected Publications, Exhibitions, Built Work

2024 Research: Climate Change Collaboration Classroom: Cross-disciplinary Intergenerational Education Model Research Team: PI Kolatan, S., Akcagul, I., Mohammed, A.

2024, *Life as a design element of hardened urban shorelines*, Position Paper in Estuaries and Coasts; peer review in progress, Co-author

2023 Research: Phase 2 INVERSABRANE Invertible Building Membrane Prototype Design and Construction Research Team: Kolatan, S., Mac Donald KOL/MAC Architecture + Design, National Science Foundation Seed Grant application in progress
Graduate Architecture and Urban Design), Co-PI Handel, S., Co-PI Kaunzinger, C. M. K., et.al

2023, *Women and Urban Shorelines,* Women and Urban Sustainability, published by Consortium for Sustainable Urbanization

2021, 17th Venice Architecture Biennale “How will we live together?” | Venice, ITA CITY X Virtual Pavilion http://cityxvenice.org/ Exhibited Future ShanShui City: Dwellings in Lishui Mountains Competition Project: Granular Depositions

2021 Research: Redesigning the urban shoreline: transdisciplinary research meshing ecology and architecture for sustainability Research Team: Co-PI Kolatan, S., Parker, P. (Pratt Institute

Professional Memberships, Committees & Boards, Fellowships & Awards

2023	Vice President CSU Youth + UN	Consortium for Sustainable Urbanization
2021-2023	Convergence Accelerator Grant Award	National Science Foundation
2021	Awardee	Future Shan Shui City Urban Design Competition
2004	Firm selected	International Venice Architecture Biennale

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Sanford Kwinter, Ph.D.

Professor | skwinter@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2024, 2023	ARCH 652	Spring Semester
2023,2022	ARCH 880	Fall Semester

Educational Credentials

1989	Ph.D. Comparative Literature	Columbia University
1982	Master of Philosophy	Columbia University
1979	Master of Arts	Columbia University
1978	B.A. Philosophy and Literature	University of Waterloo

Teaching Experience

2014 - present	Professor	Pratt Institute
2008-2014	Professor	Harvard University
1993-2007	Associate Professor	Rice University
2006-2008	Visiting Professor	Massachusetts Institute of Technology
2007 - 2008	Professor	Cornell University

Professional Experience

1985 - 2001	Co-Founder and Editor	Zone Books

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

What is Energy and How We Might Think About it?, Kwinter, Sanford and Kiel Moe. What is Energy and How We Might Think About it?. Actar, 2015. ISBN: 1940291453

The Architecture of Taste, Hermé, Pierre, et al. Harvard University Graduate School of Design ; Sternberg Press, 2015.

Color Light Time, Kwinter, Sanford, Steven Holl, and Jordi Safont-Tria. Steven Holl. Color Light Time. Lars Müller Publishers, 2012. ISBN: 3037782528

"The Divine Comedy" 2011, Exhibition at Harvard Graduate School of Design

Requiem: For the City at the End of the Millennium (2010) Actar Press. ISBN 978-84-92861-20-0

Far from Equilibrium: Essays on Technology and Design Culture (2008) Actar Press. ISBN 84-96540-64-2

Mutations, Kwinter, Sanford, Rem Koolhaas, and Stefano Boeri. Mutations. Actar, 2006. ISBN: 8495273543

Architectures of Time: Toward a Theory of the Event in Modernist Culture (2001) MIT Press. ISBN 0-262-61181-3

ZONE 1/2: The Contemporary City (1986) MIT Press.

ZONE 6: Incorporations (1992) MIT Press.

Professional Memberships, Committees & Boards, Fellowships & Awards

2013	Architecture Award	American Academy of Arts and Letters
2011	Grant Winner	Graham Foundation
1978-1981	Award	Canada Arts Council
1987-1988	Award	Getty Center for the History of Art and the Humanities
1990-1991	Award	Getty Center for the History of Art and the Humanities

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Thomas Leeser, RA

Professor | tleeser@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023	ARCH 703	Fall Semester
2024	ARCH 806	Spring Semester

Educational Credentials

1985	Master of Architecture	The Cooper Union
1979	Bachelor of Architecture	Technische Hochschule Darmstadt

Teaching Experience

2001-present	Professor	Pratt Institute
2012-2013	Design Critic	Harvard University
2005-2009	Adjunct Assistant Professor	The Cooper Union
1997-2004	Adjunct Assistant Professor	Columbia University
1998-2002	Adjunct Assistant Professor	Rensselaer Polytechnic Institute
1998-2000	Adjunct Assistant Professor	Parsons School of Design
1989-1996	Assistant Professor	Princeton University

Professional Experience

1989-present	Founder	Leeser Architecture
1980-1989	Partner-in-Charge	Peter Eisenman

Licenses/Registration

Registered Architect: New York

Selected Publications, Exhibitions, Built Work

Museum of the Moving Image, Queens, NY
60 Water Street Residencies and Schools, Brooklyn NY
Zurcher Gallery, Manhattan, NY
Tri-Climatic Biosphere, Abu Dhabi, UAE
Strand BRIC Arts Media House & Urban Glass Expansion, Brooklyn, New York
Mercedes House, Manhattan, NY
Face the Music Sound Production Studio, New York, New York
Attik Design Offices, New York, New York
Iturf Internet offices, New York, New York, USA
Film 50, New York, New York
Bottino Restaurant, New York, New York

Professional Memberships, Committees & Boards, Fellowships & Awards

2013	Award Winner	Red Dot Award
2011, 2010	Award for Excellence in Design	Public Design Commission of the City of New York
2005	Small Projects Award	AIA
2003	Award for Excellence in Design	Architectural Record Interiors
2003	Discretionary Grant	New York Foundation for the Arts
2002	Best Design Award	James Beard Foundation
1996	Fellowship Award	New York Foundation for the Arts

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Peter Macapia, Ph.D.

Adjunct Associate Professor, CCE | pmacapia@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023	ARCH 703	Fall Semester
2023	ARCH 880N	Fall Semester
2024, 2023	ARCH 806	Spring Semester
2024, 2023	ARCH 880WP	Spring Semester

Educational Credentials

2003	Ph.D. in Theory and Criticism	Columbia University
2000	Master of Philosophy	Columbia University
1997	Master of Arts	Columbia University
1993	Master of Theological Studies	Harvard University
1989	Bachelor of Fine Arts	Rhode Island School of Design

Teaching Experience

2001-Current	Adjunct Associate Professor CCE	Pratt Institute
2015-16	Visiting Faculty	Parsons/The New School for Social Research
2009-2011	Adjunct Assistant Professor	Southern California Institute of Architecture
2001-2008	Adjunct Professor	School of Visual Arts
2001-2006	Adjunct Assistant Professor	Columbia University
2004-2005	Visiting Professor	Columbia University
1998-2000	Parsons School of Design	Visiting Professor

Professional Experience

2008- present	Founder, Principal	labDORA
2001- present	Artist	Peter Macapia Studio

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

Peter Macapia, "Auguste Choisy and Force: The Beginning of 20th Century Architecture," article in preparation
Peter Macapia, *Distributions: Witness and Space in Archaic and Classical Greece,* book in preparation
Peter Macapia, *Function of a Function: The Genealogy of Force in Architecture*, book in preparation
Pad Monaco, Priveekollektie Contemporary, Monaco, curated M. and I. van Dijk., 2019
Dior as Seen by . . ., Icon Siam, Bangkok, curated Dior. and I. van Dijk.2018
Morel, P., Peter Macapia/labDORA, Architectures expérimentales 1950-2010, Brayer, M.-A., Ed. (Paris: HYX, 2013)
Small and Smaller, Site Gallery, Brooklyn, curated Heather Darcy Bhandari, 2019

Professional Memberships, Committees & Boards, Fellowships & Awards

2022	Faculty Research Fellow	Pratt Institute
2019	Taconic Fellowship	Pratt Institute
2019, 2018	Academic Initiative Fund	Pratt Institute
2017	Faculty Development Fund	Pratt Institute
1996-2002	President's Fellowship	Columbia University
1993-1994	President's Fellowship	Columbia University

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

William MacDonald

Professor | wmacdona@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023, 2022	ARCH 602	Fall Semester
2024, 2023	ARCH 770R	Spring Semester

Educational Credentials

1982	M.S. Architecture and Urban Design	Columbia University
1979	Bachelor of Architecture	Syracuse University

Teaching Experience

2004-present	Professor	Pratt Institute
2017	Visiting Professor	Columbia University
2016	Visiting Professor	The City College of New York
2016	Visiting Professor	Rensselaer Polytechnic Institute
1985-2005	Adjunct Associate Professor / Co-Director	Columbia University
2005	Visiting Distinguished Professor	The City College of New York
2003	Visiting Professor	Southern California Institute of Architecture
1997,1993,1991	Visiting Associate Professor	Ohio State University
1994, 1991	Visiting Associate Professor	Pennsylvania University
1990	Visiting Associate Professor	New Jersey Institute of Technology
1989	Visiting Associate Professor	University of Virginia
1988	Visiting Associate Professor	Université du Quebec au Montreal
1982-1985	Assistant Professor	University of Virginia

Professional Experience

1988-present	Co-Founder	KOLMAC LLC

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

2021 City X VENICE Italian Virtual Pavillion 2021 Biennale Architettura, Venice Italy
2020 Future Shanshui City_Dwellings in Lishui Mountains, China
2011- Eli Ting Streetlight Design, Istanbul, Turkey ISBAK
2011- Global Holding Residential Conversion, Istanbul, Turkey : 50,000 sf office to residences
2010- Ti-Ling Parametric Tile Systems Prototyping, Bardelli Italy
2010- Hitay Residence, Istanbul, Turkey, 10,000 sf private waterfront residence

Professional Memberships, Committees & Boards, Fellowships & Awards

2015	Grant Award Winner	RIDE Program
1997	Winner	Architecture Citation Award
2001	Winner	48th Progressive/Architecture Award
1997	Winner	Architecture Citation Award
1996	Grant Winner	NY Foundation for the Arts
1995	Winner	Forty under Forty

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Hart Marlow, RA

Adjunct Associate Professor, CCE | Coordinator of Mediums and Core Studio
Academic Coordinator | hmarlow@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023,2022	ARCH 601	Fall Semester
2023	ARCH 602	Spring Semester
2024	ARCH 704	Spring Semester
2024,2023	ARCH 648B/D	Summer Abroad
2023, 2022	ARCH 611	Fall Semester
2023	ARCH 612	Spring Semester
2024	ARCH 713B	Spring Semester

Educational Credentials

2009	Master of Architecture	Pratt Institute
2007	B.S in Architectural Studies	Louisiana Tech University

Teaching Experience

2012-present	Adjunct Associate Professor	Pratt Institute GA/LA/UD
2010 – 2019	Adjunct Lecturer	New York College of Technology
2016	Visiting Lecturer	Tulane University
2010 – 2015	Lecturer	University of Pennsylvania

Professional Experience

2021-present	Founder	Marlow Architecture PLLC
2014 – 2023	Associate Partner, New York	su11 architecture + design

Licenses/Registration

Registered Architect: North Carolina

Selected Publications, Exhibitions, Built Work

ACADIA 2022. Annenberg Center for the Performing Arts, Philadelphia, Pennsylvania. 2022.
Miniature Architecture. FEEDback Exhibition, Italian Pavilion. 17th Venice Architectural Biennale, Venice, Italy. August 3 – November 21, 2021.
Bestia. SCI-Arc Gallery, Los Angeles, California. April 2 – August 31, 2021.
Years of Solitude, The Architectural Beast. Biennale d'Architecture d'Orleans, FRAC Centre-Val de Loire, France. October 10, 2019 – March 1, 2020.
"Digital: Design, Materials & Processes"; Summer Speaker Series. IYRS School of Technology and Trades,Newport,RI. 2017. Lecture.
Professional Practice and Independent Research, A-Week Lecture Series, Tulane University. 2014. Lecture.
"Corallines." 3D Printing for Interaction Designers and Programmers. The Museums of Art and Design, New York. 2014. Lecture.
Marlow, Hart, and Anne Save de Beaurecueil. Along the Edge | AA Visiting School Sao Paulo. 2014.

Professional Memberships, Committees & Boards, Fellowships & Awards

2019-present	Member	NCARB
2018	Shortlisted	Baghdad Design Centre Competition, Rifat Chadirji Prize
2014	Honorable Mention	Baltic Pool Park, HMMD Competition
2010	Finalist	Times Square Alliance, Valentine's Day Competition

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Philip Parker, RA

Adjunct Associate Professor, CCE | ppar1047@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023, 2022	ARCH 601	Fall Semester
2024, 2023	ARCH 806	Spring Semester
2024, 2023	ARCH 870A	Spring Semester

Educational Credentials

1983	Master of Architecture	Yale University
1977	Bachelor of Design in Architecture	University of Florida

Teaching Experience

1994 - present	Adjunct Associate Professor, CCE	Pratt Institute
1996-2012	Adjunct Assistant Professor	Columbia University
2004	Lecturer	Princeton University
1996	Adjunct Assistant Professor	Barnard College
1988-1994	Adjunct and Assistant Professor	Rhode Island School of Design
1991	Visiting Professor	The Ohio State University
1984-1988	Assistant Professor	University of Cincinnati

Professional Experience

1990-present	Founder	Phillip Parker Architect
1989	Senior Designer	Lerner and Associates, Architects
1985	Senior Designer	Gruen Architects
1983-1984	Designer	Rothzeid, Kaiserman, Thomson and Bee Architects
1979	Designer	Perkins and Will Architects
1978-1979	Designer	Faulkner, Fryer and Vanderpool Architects

Licenses/Registration

Registered Architect: New York

Selected Publications, Exhibitions, Built Work

Co-Principal Investigator, Reconfiguring Urban Shorelines for Resilience: Convergence Research Meshing
Ecology, Engineering and Architecture, 2021. Research.
Drawings Conclusion Symposium, ANY Space, 2018. Symposium.
Nomadic Architects in Global Culture, AEDES Gallery, Berlin, Germany, 2010. Exhibition
Architecture NatureTechnology, Moderator, Pratt Institute, 2011. Lecture
Schema Projects, Group Show, Brooklyn, NY, 2014
Permanent Collection: Crossings: Golf x Steel, San Francisco Museum of Modern Art, 1998

Professional Memberships, Committees & Boards, Fellowships & Awards

2021	Convergence Accelerator Grant	National Science Foundation
2020	Winner	Google Cloud Platform Grant
2013	Innovation Fund Grant	Pratt Institute
1989	Design Grant	Rhode Island School of Design

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Erich Schoenenberger, RA

Adjunct Associate Professor, CCE | Acting Assistant Chairperson of GALAUD
eschoene@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 704	Spring Semester
2023	ARCH 703	Fall Semester
2023	ARCH 702	Spring Semester

Educational Credentials

1995	Master of Advanced Architectural Design	Columbia University
1993	Bachelor of Environmental Design	Technical School of Nova Scotia

Teaching Experience

2004 - present	Adjunct Associate Professor CCE	Pratt Institute

Professional Experience

1998-Present	Co-Founder and Partner	su11 architecture + design
1995-1998	Senior Designer and Project Architect	Kol / Mac Studio
1993-1994	Senior Designer and Project Architect	Santiago Calatrava
1993	Designer	Brian McKay.Lyons

Licenses/Registration

Registered Architect: New York

Selected Publications, Exhibitions, Built Work\

8th Street Residence, Brooklyn, NY

Montauk Residence, Long Island, NY
North End Residence, NY
Herzog Loibner Jewelry, Vadus, Lichtenstein
Hybrid Urbanity, Iskandar Puteri 100YC Venice Biennale, 2018
Schneiderman, Deborah. *Inside Prefab*. Princeto Architecture Press, 2012.
Istanbul Design Biennial 2012
Kolatan, Ferda. "Secret Pact of Parts". VIA: Dirt. MIT Press, 2011.
Goldemberg, Eric. Pulsation in Architecture. J.Ross Publishing, 2011.
Challenge of the Time '10. Iakov Chernikhov Int.Foundation Moscow,2011
Mertins, Detlef. Modernity Unbound. AA Publications 2011.
Gross, Jaime."All Together Now." Dwell Magazine. March 2011.
Kolatan, Ferda & Sabin, Jenny. Meander: Variegating Architecture. BentleyPress, 2010.
Life in:formation. Exhibition Catalog ACADIA 2010.
Leich, Neil/Weiguo, Xu. Machinic Processes Architectural Biennial Beijing 2010.
Breuer, Hubertus. "Baeume zu Bauwerken". Sueddeutsche Zeitung Sept 15, 2010.
Architectural Biennial Beijing 2010, Beijing
"Koud/Warm". AWM [Netherlands] 2009: #26.
Von Keitz, Kay and Voggenreiter, Sabine. Plan 04 Wohnen1. Koeln: Fries Printmedien, 2005.

Professional Memberships, Committees & Boards, Fellowships & Awards

N/A

Pratt Graduate Architecture
Landscape Architecture
and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

MJ Sieira, AIA

Adjunct Associate Professor, CCE | Peer Review Committee Chair | msieira@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023	ARCH 601	Fall Semester
2024	ARCH 602	Spring Semester
2022	ARCH 770G	Fall Semester
2024	ARCH 880D	Spring Semester

Educational Credentials

1994	Master of Architecture	University of Pennsylvania
1990	B.A., Architecture with Theater	Yale College

Teaching Experience

2002-present	Adjunct Associate Professor, CCE	Pratt Institute School of Architecture
1997-2000	Assistant Professor	University of Missouri

Professional Experience

2001	Architect	Peter Eisenman Architects
1994-1997	Architectural Designer	DPK&A
1991	Architectural Designer	Princeton Design Guild

Licenses/Registration

Registered Architect: New York
LEED Accredited Professional, U.S. Green Building Council

Selected Publications, Exhibitions, Built Work

"Paterson: the city, the poem, the film." Modern Language Association Annual Conference, Philadelphia, January 2024.

"Varda Makes her *Pointe*," in *Spatio-Cinematic Betwixt,* Vahid Vahdat and James Kerestes, eds. Bristol, UK: Intellect Books, 2023.

Conversaciones a través del Atlántico, conference organizer, thirty-five video interviews with women designers, Fundación Seoane, Coruña, Spain, June-July 2022.

"The Aesthetic and the Socio-Political in Fassbinder's *The Marriage of Maria Braun*" in roundtable "Colonial Encounters: The (De)Construction of Race and Gender in German Culture," Modern Language Association International Symposium, Glasgow, June 2022.

"Beyond Diversity: Political and Design Strategies for Urban/Suburban Integration in the United States," conference video and paper in *The City and Complexity: Life, Design and Commerce in the Built Environment*, AMPS, London, 2020.

Wind Power NYC Consortium [collaboration with Karen Bausman], 10K grant, building archive of video recorded interviews with thought leaders in NYC government agencies and collecting reports and plans related to green energy in the metropolitan area, 2020.

Informed Misuse [collaboration with Melissa Singer], 5K grant, learning spaces research, K-12 Center, Pratt Institute, 2019 and 2020.

"Cultural Diversity = Better Work," Frameworks for Equity and Inclusion conference, Pratt Center for Teaching and Learning, 2019.

Professional Memberships, Committees & Boards, Fellowships & Awards

present	Member	American Institute of Architects (AIA)
present	Member	American Association of University Professors (AAUP)

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Henry Smith-Miller, FAIA

Adjunct Professor, CCE | hsmithmi@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2024	ARCH 772EP	Spring Semester
2022	ARCH 704	Spring Semester

Educational Credentials

1966	Masters of Architecture	University of Pennsylvania
1964	B.A. in Art History and Architecture	Princeton University

Teaching Experience

2013- present	Adjunct Professor, CCE	Pratt Institute, GALAUD
1989	Thomas Jefferson Professor	University of Virginia
1987	Visiting Critic	Harvard University
1981,1984	Visiting Critic	Columbia University
1978-1979	Visiting Critic	University of Virginia

Professional Experience

1983-Present	Co-founder	Smith-Miller+Hawkinson Architects
1977-1981	Partner	Ruben and Smith-Miller
1970-1977	Architect	Richard Meier and Partners
1964	Architectural Designer	Michael Graves and Peter Eisenman Architects

Licenses/Registration

Registered Architect: New York, Maine, California, and Ohio

Selected Publications, Exhibitions, Built Work

The North Carolina State Museum of Art: Performing Arts Stadvvgfxxvfc ge and Amphitheater, Raleigh, NC
The Corning Museum of Art, Corning, NY
US Land Ports of Entry at Champlain, Massena, and Rouses Point, New York, and at Detroit, Michigan
NYC Department of Design and Construction's Emergency Medical Services at Zerega Avenue
DSNY Truck Maintenance Facility, Queens, NY
The Animal Care Center for the Borough of Brooklyn, Brooklyn, NY
The Dillon at 53rd Street, a mid-block mixed use and hybrid residential unit condominium Manhattan, NY
47 Wooster, a contemporary condominium, SoHo (a NYC Landmarked District) Manhattan, NY
The East and West Headquarters for New Line Cinema Manhattan, NY and Los Angeles, CA
Brooklyn Navy Yard Corporate Headquarters, Brooklyn, NY
The OSU Energy Advancement and Innovation Center, Columbus, OH
Roosevelt Island Branch Library, Manhattan, NY
Louise Nevelson Plaza, Manhattan, NY
Wall Street Ferry Terminal, Manhattan NY

Professional Memberships, Committees & Boards, Fellowships & Awards

present	Fellow	FAIA
present	Member	AIA, New York Chapter
present	Member	Museum of Modern Art (MoMA), Associate Council

Pratt Graduate Architecture Landscape Architecture and Urban Design

Pratt Institute School of Architecture
Master of Architecture Program
Curriculum Vitae

Meredith TenHoor, Ph.D.

Professor | mtenhoor@pratt.edu

Courses Taught *(Four semesters prior to current visit)*

2023;2022	ARCH 753	Fall Semester

Educational Credentials

2017	Ph.D. in Architecture	Princeton University
1999	B.A. in Art-Semiotics	Brown University

Teaching Experience

YEAR - YEAR	Rank Status	Institution
2005 - 2012; 2023 - present	Professor	Pratt Institute GALAUD
2018-2019	Visiting Associate Professor	Princeton University
2012 - present	Professor	Pratt Institute UA

Professional Experience

N/A

Licenses/Registration

N/A

Selected Publications, Exhibitions, Built Work

Provisioning: Food, Infrastructure, and the Management of Life in 20th Century France (manuscript under review.), 2024

"The Design of Community Mental Health Care: Nicole Sonolet in Postwar France," ed. Torsten Lange and Gabrielle Schaad, gta Papers 7, Care (2022), https://verlag.gta.arch.ethz.ch/en/gta:book_a324cf64-9f28-4a0c-83ba-21d09c068523.

Toxics, co-edited with Jessica Varner, Aggregate 10, 2022. www.we-aggregate.org/project/toxics 2022-2024

"Vacuum Suction Conveyance, Part II." In Writing Architectural History: Evidence and Narrative in the Twenty-First Century, 46–60. Pittsburgh: University of Pittsburgh Press, 2021. https://doi.org/10.2307/j.ctv2269htv.7.

"Envisioning Future Food Systems," e-flux Architecture, Digestion, September 2022, https://www.e-flux.com/architecture/digestion/487066/envisioning-future-food-systems/. Republished in the catalog for Edible; Or, The Architecture of Metabolism, ed. Lydia Kallipoliti, Tallin Architecture Biennale.

"Care Beyond Biopolitics," e-flux Architecture, Sick Architecture, May 2022, https://www.e-flux.com/architecture/sick-architecture/469553/care-beyond-biopolitics/.

"State-Funded Militant Infrastructure? CERFI's Équipements Collectifs in the Intellectual History of Architecture," The Journal of Architecture 24, no. 7 (October 3, 2019): 999–1019, https://doi.org/10.1080/13602365.2019.1698638. 2019

Professional Memberships, Committees & Boards, Fellowships & Awards

2006-present	Founding board member	Aggregate Architectural History Collaborative
present	Member	Society of Architectural Historians (SAH)
present	Member	European Architectural History Network
2016-2022	Advisory Board Member	Temple Hoyne Buell Center for the Study of American Architecture at Columbia University
2018-2019	Fellow	Princeton-Mellon Initiative

Pratt Graduate Architecture Landscape Architecture and Urban Design