

National Architectural Accrediting Board, Inc.

July 27, 2010

J. Robert Kerrey, President  
Parsons The New School for Design  
66 West 12<sup>th</sup> Street, Room 800  
New York, NY 10011

Dear President Kerrey:

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for Parsons The New School for Design School of Constructed Environments.

As a result, the professional architecture program:

**Master of Architecture**

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2016.

Continuing accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

**Part I (Annual Statistical Report)** captures statistical information on the institution in which a program is located and the degree program.

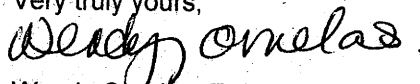
**Part II (Narrative Report)** is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2011, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2010 Edition.

Finally, under the terms of the *2010 Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,



Wendy Ornelas, FAIA  
President

cc:

David Leven, Director of Graduate Architecture ✓  
Curtis Sartor, Ph.D., Visiting Team Chair  
Visiting Team Members

Enc.



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**Parsons the New School for Design  
School of Constructed Environments**

## **Visiting Team Report**

**Master of Architecture (107 graduate credit hours)**

**The National Architectural Accrediting Board  
3 February 2010**

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

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**I. Summary of Team Findings**

**1. Team Comments**

The team wishes to thank the dean Bill Morrish, program director David Leven and the entire faculty and staff at Parsons the New School of Design for their hospitality and the many hours of preparation for the visit. The faculty exhibit, team room and course notebooks were well organized. The team room and course notebooks expressed the underlying mission and vision of the program. The intent of the vision was clearly expressed in the student projects that were displayed. This was seen as a clear reflection of the vision of the dean, Bill Moorish, and his faculty.

The architecture program at Parsons The New School for Design is a program that captures the diversity, social and environmental context of New York City and channels its creativity through its faculty and curriculum to its students. Intellectual freedom, artistic, academic excellence and social responsibility are the guiding values of the school and the architecture program.

The interdisciplinary interplay between architecture, interior design, lighting design and product design was evident to the NAAB team as the design projects were reviewed. The design studio is also a clear demonstration of this connection as the team visited design studios and lecture courses.

The team was highly impressed with the leadership of the program and work ethic of David Leven and David Lewis. Their passion for design excellence and service permeates through the students, faculty and staff. The students were very engaged as were the full-time and part-time faculty.

The team also acknowledges the efforts of the support staff. Their work has been essential to the department's daily operations since its inception.

The NAAB team identified the following as strengths of the Master of Architecture program at the Parsons The New School for Design:

- **Collaboration skills**

There is a culture developed early in the architectural curriculum for teamwork and civic engagement within the local New York context. This is evidenced by design projects created for the Solar Decathlon and the design workshop program.

- **Graphic skills**

The student's ability to express the intent of their projects in freehand, manual and computer images were exceptional. Model making skills were demonstrated throughout the design projects, both in process development and in the final projects presented.

- **Construction Cost Control**

It was evident in the Solar Decathlon and design workshop projects that students demonstrated a superior understanding in the fundamentals of project finances and project development. Detailed charts and graphs were supplied indicating thorough cost estimating and life-cycle cost.

- **Faculty**

A team of outstanding practicing New York architects teach as part-time faculty members in the Master of Architecture program. This composition with the full-time faculty members creates a very creative and relevant curriculum within the Master of

Architecture program. The faculty is very committed to its students, the mission of the architecture program and Parsons.

## 2. Progress Since the Previous Site Visit

**Condition 5, Human Resources (2004):** *The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.*

**Previous Team Report (2004):** The “core” faculty positions (part-time faculty members with stipends) recently added to the department (director of programs, director of publications, assistant to the department director) have greatly enhanced the program. The fact that the total faculty continues to be part time on a yearly contract creates a vulnerability and uncertainty that is not healthy for the program. More “full-time” and “half-time” faculty and administrative positions (Parsons’s definitions for appointments that include benefits) on multiyear contracts are needed for the well-being of a professional accredited program.

**Assessment of the 2010 Visiting Team:** This condition is met. See also the statements written in Condition 3.6. Two additional tenure track faculty members have also been approved to be hired for the 2010 – 2011 academic year.

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

**Previous Team Report (2004):** The faculty is not tenured or tenure track. The lack of multiyear appointments and the precariousness resulting from uncertainty of reappointment could threaten institutional stability through the loss of faculty continuity. The faculty, including adjunct members, is also eligible for development grants and support for travel to academic conferences.

The faculty appears disconnected from other graduate divisions of the New School in its recognition as a professional school with unique characteristics. Faculty members expressed concern regarding lack of opportunities for participation in the university’s strategic planning.

The university administration had reported a plan to hire more full-time faculty members, which has not yet come to fruition.

Student development is adequate and is addressed in other sections of this report.

**Assessment of the 2010 Visiting Team:** This condition is met. See also statements written in condition 3.7. Additional funds have also been set aside by dean Bill Morrish for faculty development.

### Causes of Concern taken from VTR dated March 3, 2004:

#### **Condition 2, Program Self-Assessment (2004)**

This condition has been met, but with concern.

While the team, in general, saw progress in the self-assessment arena, this condition clearly has room for improvement. While positive growth and change over the last 5 years is evidence that self-assessment processes are occurring, a more formal and documented program is encouraged. At present, the self-assessment process tends to be largely informal. Therefore, self-assessment has not materialized as a regular form of communication.

The team is heartened by the existence of an external advisory board, but is disappointed that it has not been more fully utilized as a tool for assessing the academic direction of the program. The team would encourage the advisory board to meet on a regular basis and address issues regarding the direction of the program and advice on the formulation and execution of the department's strategic plan, particularly in light of the integration of the interior design and lighting programs. In addition, we would highly encourage the development of both a student and an alumni/ae board, with one of their charges being a careful, ongoing assessment of the overall curriculum as well as of the program direction. Such efforts will require financial support.

**Assessment of the 2010 Visiting Team:** This condition is met. See statements written in condition 3.2.

#### **Condition 7, Physical Resources**

The incorporation of the third floor to accommodate the planned and achieved growth has contributed greatly to the well being of the program. However, lack of adequate space is still a critical issue that continues to affect teaching and learning in a negative way. Critical space needs mentioned by the faculty and students and observed by the team are as follows:

- Larger shop for more equipment and workspace for model building
- More space adjacent to studios for pin-ups, critiques, exhibitions, and model building
- Faculty office space
- Classroom space
- Lecture room/assembly space. There is no room where all students and the faculty of the school can meet together at the school's facility.

Library space. At present the Gimbel Library is crowded. Expansion of this university facility will be an asset to the program.

**Assessment of the 2010 Visiting Team:** This condition is not met. See also the statements written in condition 3.8.

#### **Condition 8, Financial Resources**

The Gimbel Library, serving all departments of the Parsons School of Design, is located a block away from the studios of the architecture program. This distance does not present a problem for students doing research in depth. Gimbel itself lists 8,855 titles in architecture and 54 architecture periodicals. The collection contains 100,000 slides. But the library is very crowded and does not have any space appropriate for concentrated study.

**Assessment of the 2010 Visiting Team:** This condition is met. See also statements written in condition 3.10.

**3. Conditions Well Met**

3.5 Studio Culture

**4. Conditions Not Met**

3.8 Physical Resources

**5. Causes of Concern**

No causes of concern were found

**II. Compliance with the Conditions for Accreditation**

**1. Program Response to the NAAB Perspectives**

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

**1.1 Architecture Education and the Academic Context**

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

Met	Not Met
[X]	[ ]

There have been many positive changes within Parsons the New School for Design and within the School of Constructed Environment (SCE) since the last NAAB visit six years ago. The university has consolidated their leadership resulting in the realignment of allied disciplines under five newly named schools. Each school has a recently appointed dean mandated with fostering interdisciplinary environments that are engaged in the diverse intellectual issues relevant to the global culture of the times particularly as related to social, environmental justice and sustainable practice. The Master of Architecture program is situated within the School of Constructed Environments and is posed to play a crucial role within the university as a model for joining design research with scholarship and tectonic craft. Interdisciplinary engagement is seen at all levels of study and is seminal to the success of the program.

Beyond the opportunities afforded by the university, New York is used as an extended classroom. The team was pleased to learn from the students that the vast majority attend lectures and events at the local chapter AIA, The Architectural League, The Storefront and The Van Alen Institute. They also take advantage of peer programs by attending project critiques, lectures and symposium at Columbia University and the Cooper Union. The intellectual curiosity of the students extends beyond institutional programming into the fabric of the city. Buildings, urban fabric and infrastructure become the basis for learning and invention.

## 1.2 Architecture Education and Students

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

Met	Not Met
[X]	[ ]

It is evident that there is a large community of students from various degrees and interest backgrounds enrolled in the program. The diversity of the student body appears to mesh well with the mission of this program.

The addition of student organizations such as the American Institute of Architecture Students (AIAS) and the School of Constructed Environment (SCE) student council provide extracurricular opportunities for students to engage in a variety of field-related interests. Students are engaged in their education and feel that their voice is heard and considered.

Opportunities are provided to students for international travel administered by faculty members. Although there are no available options for semester-based international travel within the program, these opportunities recognize the benefit of exposure to various cultures within its context.

The faculty's positive attitude towards collaborative efforts of concentrations within the SCE is a distinct and attractive quality of the program's strength.

## 1.3 Architecture Education and Registration

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

Met	Not Met
[X]	[ ]

The team found great pleasure in meeting with faculty, administration and particularly the students of Parsons The New School for Design. One of the primary goals of the Master of Architecture program is to equip students with the knowledge, understanding and desire to continue growth towards professional licensure after graduation. This curriculum is structured to result in a professional architecture degree, one of the first milestones towards this significant step of becoming licensed. The construction and technology courses, professional practice, comprehensive studios and many of the other courses are designed to help students understand and meet licensing requirements. Professional

internship in the form of Internship Development Program (IDP) is discussed in several of the courses and most of the students were knowledgeable of this program along with the requirement of passing the Architectural Registration Examination (ARE).

The Professional Practice (PGAR 5523) course taken in the final year of the Master of Architecture program introduces students to the practice of architecture, focusing on professional conduct, contractual and legal issues, ethics and social responsibility. The IDP, continuing education, ARE along with the requirement of professional experience in an architect's office are each discussed at length within this course. Local distinguished practitioners are invited to present and discuss professional issues so students can understand the avenues towards licensure and the practices available to them after they become an architect. The team enjoyed the energy of the students in the master of architecture program, as it was very positive and encouraging. Most, if not all hands went up when the question was asked 'how many of you are planning to become a licensed architect'.

While the issue of part-time faculty is discussed elsewhere in this report it must be noted here that this status along with the small practice in which many of the part time faculty are involved helps students understand the value of their education, licensure and future role as a registered architect and a member of the community and society. Engaging in private practice appears to keep the faculty energetic and up to date with the profession; transforming into guiding students toward licensure, practice and service.

#### 1.4 Architecture Education and the Profession

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

Met	Not Met
[X]	[ ]

Previous reports have mentioned the reliance on part-time faculty. While changes have been made and there is now full-time faculty, part-time faculty members are still utilized. Most faculty members have an architecture license. Given continuing education requirements for state licenses this helps tie-in the realities of the profession.

There is also evidence that instructors will bring into the classroom other discipline consultants that underlie the collaborative nature of architecture practice. Two classes are of note in bridging the academy and the profession: *The Design Workshop* and *The Professional Practice* courses. The design workshop entails a real client (not-for-profit), project with budget (limited), and the design as well as construction of a real project. The start-to-finish project models the profession in real time. The professional practice course utilizes a number of materials that expose the students to the profession.



### 1.5 Architecture Education and Society

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The Parsons New School location in downtown Manhattan is an advantage to architecture education and society. This condition is carried throughout the master of architecture curriculum in various courses where the wider social and ecological realms are emphasized. The studios and lectures take benefit from the downtown location coupled with other boroughs as well as neighborhoods in the metropolitan area. Examples of this are; design studio II (Housing) that exposes students to a number of social constructions, design studio III where students explore the complex conjunction of design, technology, and sustainability, and design studio IV where students can execute an actual construction project from design to completion to benefit a not-for-profit client.

## 2. Program Self-Assessment Procedures

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The New School created the position of director of academic affairs in order to coordinate the curricula, in consultation with the dean and director, of all schools within the university. Regular assessment meetings are held to review the particulars of the curriculum against the programs mission statement. Further self-assessment reviews by the executive committee, facility planning, year end reviews and program-wide meetings have proven to provide beneficial program direction. Course evaluations filled out by students provides performance information to administrators indicating faculty ability, commitment, course content and more.

## 3. Public Information

*To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Met	Not Met

[X]      [ ]

The School of Constructed Environments within Parsons The New School does include in its catalog and on the website the required *NAAB Conditions for Accreditation* notification. However, it was noted that the form included was from the old conditions and procedures handbook. The statement that shall be included in future publications is Appendix A in the *NAAB Conditions for Accreditation 2004 Edition*.

The team has marked this condition as 'Met' considering the improvement made from the previous visit and in anticipation that the updated statement will be included in future materials.

#### 4. Social Equity

*The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

Met      Not Met  
[X]      [ ]

The program builds on the diversity initiative established by the dean of Parsons in 2007 that is tracked by the school's diversity committee. Today the student body of the master of architecture is regionally, nationally and internationally diverse with representation from many socio-economic and ethnic backgrounds. Approximately 55% are female and 45% male. The students are intellectually passionate and are not afraid to express their varied opinions many of which stem directly from their distinct life experiences.

The faculty, generally has equal representation between genders, their relative ages span decades, which helps foster intellectual diversity within the academy. The faculty's wide-ranging professional life offer students an array of creative practice / research models to emulate. The varied professional choices add a depth of knowledge for students from which to draw as they move from their education into the profession. Less successful is the socio-economic and ethnic diversity of the current faculty. The team encourages the development of non-western and ethnically diverse faculty appointments.

The university and program are to be commended for taking the initiative to address historic inequities in pay schedules and appointments. The team understands this effort is ongoing and will continue to be resolved.

#### 5. Studio Culture

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

Met      Not Met  
[X]      [ ]

This condition is well met. Studio culture is incorporated into course curriculum and widely discussed among students and instructors to create an understanding that is implemented in effective action. Respect among students and faculty under the guiding principles of the studio culture policy is evident in all design studios.

## 6. Human Resources

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met	Not Met
[X]	[ ]

The program has made great strides towards balancing the full and part-time faculty composition. They have established a process for review, assessment and promotion of full time faculty, which is overseen by the dean of the SCE, the dean of Parsons and the university. The commitment to tenure has resulted in three tenured faculty members and five tenure track appointments (including the director of the Master of Architecture program). There have been two additional long-term full-time appointments established that are non-tenure track. Faculty searches are underway for three additional full-time tenure track positions. Part-time appointments provide the balance of the vibrant and engaged faculty and allow the school to draw upon the principles of notable practices to teach select courses. Since the last NAAB visit the part-time faculty voted to join the United Auto Workers Union. This means that the part-time faculty is now subject to rigorous and standardized performance criteria.

The architecture program has demonstrated that it provides adequate human resources for a professional degree by:

- 1) Full-time faculty members who are separated into 4 categories: full-time faculty with administrative appointments, full-time faculty without administrative appointments, full-time faculty technicians and part-time faculty members. There are 7 full-time faculty members who teach in the Master of Architecture program with one director of the architecture program. Part-time faculty teaches no more than nine hours per semester with the exception of studio professors who teach twelve hours per semester. Full-time faculty members who teach in the design studio teach no more than twelve students allowing them time to pursue research, practice or scholarship to enhance their professional development. There was also a Parsons workload policy drafted in the fall of 2009, which outlines recommended workload ratios, by faculty status.
- 2) There is effective administrative and supportive staff in the School of Constructed Environments composed of the dean, the director of operations, and senior office assistants. However, the program is encouraged to hire separate administrative assistants for the dean of the School of Constructed Environment and the director of the Master of Architecture program to facilitate high workloads.
- 3) There is adequate time for effective interaction between student and faculty member. The student/faculty ratio is twelve students per faculty member. There is also an average of four hours per week set aside for faculty office hours in order for students to meet with their faculty members.

**7. Human Resource Development**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

There are opportunities for faculty and student development activities created by the architecture program within Parsons. The program encourages and facilitates the embracing of cultural, architectural and professional resources unique to New York City. The program actively collaborates with the Architectural League of New York, the local AIA component, the Van Alen Institute, other architectural programs in the area and the Center for Architecture.

Each year the program has a lecture series, symposia, student tours and exhibitions that benefit students and faculty. Information on the wide range of opportunities for faculty and students is published in a student handbook and faculty handbook. As examples, the Michael Kalil Foundation for Smart Design sponsors an annual lecture. AfterTaste Symposium is an annual two-day series of lectures and roundtable conversations. The A/L Magazine Light and Architecture Design Awards hosted at Parsons honor outstanding and innovative projects in the field of architectural lighting design.

There are also student support services that include providing advising, computer, tutoring and mentoring resources. The university writing center, the office of student support and crisis management, student health services, the office of student disability services, the office of student ombudsman services, the international student services, the office of career services, and the student financial services all support student growth inside and outside the architecture program.

In addition there are a number of field trip and off-campus activities. Student societies are available for community and social building opportunities such as the AIAS and the Student Council.

**8. Physical Resources**

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

Met	Not Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

The School of Constructed Environments within Parsons The New School for Design generally occupies two floors in a converted loft building located at 25 East 13<sup>th</sup> Street in Greenwich Village, New York City. The heart of the Master of Architecture facility is the design studios located on the third floor of this historical building. This large common area with 15 foot ceilings encourages interaction not only among the Master of Architecture students; but, also with the undergraduate students located on the second floor. Each of the Master of Architecture students is assigned a newly designed work area consisting of a tabletop, locker, bookshelves and model storage area. This space also houses classrooms, studio pinup walls, work tables and an area for model making. A small shop area, laser cutting room, classrooms and ancillary rooms are located around this studio space.

While opportunities are provided by this space, there nonetheless remain significant issues and concerns regarding the physical resources available to this program. Please note the following:

1. Wood Shop on the Second Floor

The shop is long and narrow with a small amount of space and a very limited number of tools. The tightness of the space available to a limited number of students is logically a safety hazard. Further, dust collection and fire suppression enter this same realm of safety. Students indicated the practice of removing the tools from the shop and taking them to their desks so they can use them for model construction or building material samples. This practice takes the tools out of view of the shop advisor and in turn raises the concern of proper use and safety.

2. Design Studios and Classrooms

The open design studio format seems to work well and has certainly benefited from the modular desks added to this space. This interaction of students from different studios and even different years can certainly be seen as a benefit. However, the pinup area during studio reviews can be congested and a disturbance with other activities within adjacent spaces. Separate rooms, adjoining alcoves and other spaces would be beneficial for conducting these student activities.

It was noted that some class and studio activities were occurring in open spaces including tables in the entry area and adjacent spaces in the studios. Adequate classrooms, seminar space and small activity areas must be provided so students can properly concentrate in a congenial area for learning.

3. Full-Time Faculty Offices

The program has made significant strides in addressing previous VTR concerns regarding full-time faculty. While this issue is addressed in other areas of this report the result of taking care of this issue is now raised within the realm of faculty offices. Each full-time faculty member is required to have an office space for exclusive use. This requirement is not met as there are some "hot offices" being used by more than one full-time faculty member.

The requirement for part-time faculty members is not as stringent – simply, part-time faculty members need to have a space where they can prepare for their courses and take care of some of their other teaching responsibilities. The number of part-time faculty within this program would certainly justify more space for their use.

4. Accessibility

Consideration certainly needs to be given to the age and historical nature of the building in which the Master of Architecture program exists. While this team recognizes the limitations and restrictions of renovation we must also indicate the requirement of adequately meeting ADA requirements. Restrooms on the second floor are up three steps and have no accessible fixtures or stalls. Restrooms on the third floor have somewhat been renovated to include an accessible sink but no accessible toilets or toilet stalls exist.

5. Existing Space / Expanded Program

The limitations of the existing space are enumerated above. The greatest limitation for this existing space is the lack of any ability to expand the program beyond present numbers. However, discussion with different administrators indicated the possibility of expansion. Greater numbers would certainly require more space on other floors or within other buildings.

Some of these physical resources issues were mentioned in the previous *Visiting Team Report* of 2004. Some of the physical conditions have changed but many of the issues still remain along with additional issues mentioned above. This 'Physical Resources' condition is considered by this 2010 visiting team to be 'Not Met'.

**9. Information Resources**

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

Met	Not Met
[X]	[ ]

The students at Parson New School benefit from an information resources consortium of libraries comprised of collections at New York University Fine Arts Library and Bobst Library, The Cooper Union for the Advancement of Science and Art, and The New School's; Gimbel Art and Design Library, Fogelman Social Science and Humanities Library, the Visual Resource Center, Scherman Music Library, and Donghia Materials Library. The resources available include books, periodicals, audio-visual materials, and digital resources (e.g. e-reserves, images). While not located in the same building as the Parsons New School of Constructed Environments that offers the Master of Architecture, this is not a hindrance given the neighborhood location of the libraries.

**10. Financial Resources**

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

Met	Not Met
[X]	[ ]

The architecture budget has sufficient institutional support and financial resources. The operating budget covers costs related to the operation of each of the school's programs, faculty salaries, administrative salaries, benefits, academic and office supplies, curricular support materials, exhibitions, student teaching assistants and technicians and general day-to-day expenses.

In each of the years since the previous accreditation, the operating budget has increased. Also, during academic years 2006 – 07 the architecture program added a summer studies in architecture program, which created additional funds.

The program also maintains a number of discretionary accounts that are an accumulation of grants, or donations received through development opportunities or received from gifts. Master of Architecture students have access to two primary scholarship funds at Parsons and the New School for Design, in addition to other individual scholarships and special opportunities that are coordinated through the graduate financial aid office. These are dean's scholarships and the university's scholar's program.

**11. Administrative Structure**

*The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Accreditation for Parsons The New School for Design is accomplished by the Middle States Association Commission on Higher Education (MSACHE). The last affirmation of accreditation took place in 2003 and is current. Parsons The New School for Design is also accredited by the National Association of Schools of Art and Design (NASAD). Both of these accreditation processes strengthen the quality and integrity of higher education in making the program worthy of public confidence and minimizing external government control.

The Master of Architecture program is directly administrated by William Morrish, dean of the School of Constructed Environments and David Leven, director of the graduate program in architecture. Other programs within Parsons the New School for Design have similar administrative organization with the dean and the director working together to administer the program, oversee course development and working with the faculty on instruction.

A very concise flow chart showing the provost's, dean's and the School of Constructed Environments organization structure was presented. This administrative structure for Parsons The New School for Design and is presently functioning very well. The 2010 NAAB visiting team finds this administrative structure acceptable.

**12. Professional Degrees and Curriculum**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The Master of Architecture degree offered by the Parsons New School of Design combines all three components - professional studies, general studies, and electives – required by this condition. Further, the combination of the programs: interior design, lighting design, product design, and architecture into the School of Constructed Environments offers additional opportunities to the Master of Architecture students not otherwise available.

**13. Student Performance Criteria**

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

**13.1 Speaking and Writing Skills**

*Ability to read, write, listen, and speak effectively*

Met	Not Met
[X]	[ ]

The variety of reading materials and the discussions that occurs in class tie into a well-rounded understanding of global issues concerning the constructed environment. The investigative approach to comprehending assigned literature asks students to engage in individual self-assessment, which is evident in the high quality of writing and speaking ability demonstrated within Issues and Practices of Modern Architecture and Urbanism II, PGAR 5114.

**13.2 Critical Thinking Skills**

*Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

Met	Not Met
[X]	[ ]

Evidence of this ability is supported through analytical writing assignments focused on building project case studies demonstrated in Modern and Postmodern Architecture and Urbanism, PGAR 5118.

**13.3 Graphic Skills**

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

Met	Not Met
[X]	[ ]

The ability to produce a high aesthetic quality of design work is evident in Design Studio III, PGAR 5201 through the various ways in which it is documented including hand drawings, computer graphics, and physical models.

**13.4 Research Skills**

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

Met	Not Met
[X]	[ ]



Thesis Seminar PGAR 5403 requires the ability of students to determine a problem statement, conduct critiques and ends with a proposition that utilize multiple investigation methodologies.

### 13.5 Formal Ordering Skills

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

Met	Not Met
[X]	[ ]

The analysis of objects as two-dimensional translates clearly into an understanding of its three-dimensional composition in Representation and Spatial Reasoning I, PGAR 5013-A.

### 13.6 Fundamental Skills

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

Met	Not Met
[X]	[ ]

Students within Design Studio I, PGAR 5001 show the ability through design projects the basic knowledge and understanding of process development that has led to a design solution appropriate to the exploration of program development, site, and building form.

### 13.7 Collaborative Skills

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

Met	Not Met
[X]	[ ]

Collaborative skills are demonstrated by Design Studio II, PGAR 5002 to the level of ability. Students work in teams of two from initial research to final building designs. Introducing students to the benefits of collaboration early in the studio sequence fosters a culture of collaboration. It is clear that the concept of collaborative studies is seminal to the success of the school.

### 13.8 Western Traditions

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

Met	Not Met
[X]	[ ]

Theory of Architecture Form, PGAR 5123 investigates western tradition through the framework of architectural theory as it developed from the 1960's to the present, including issues such as type, historicism, the post modern, environment, contextualism, technology and globalization.

### 13.9 Non-Western Traditions

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

Met	Not Met
[X]	[ ]

Nature in the Environment PGAR 5716 provides students with an understanding through a number of material and social constructions other than Western Traditions through lectures, readings and group discussions.

### 13.10 National and Regional Traditions

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

Met	Not Met
[X]	[ ]

Modern and Postmodern Architecture PGAR 5040 provides students with an understanding of different forms and traditions of architecture developed in North America and Europe during the nineteenth, twentieth and the dawn of the twenty first century through lectures with images, readings and seminar discussions.

### 13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

Students in Design Studio II PGAR 5002 meet this performance criterion to the level of ability. Students research and analyze precedents then present the findings in class via a graphic pin-up review.

### 13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[ ]

Issues and Practices Modern Architecture I PGAR 5113-A meets the criterion. Students in the course develop an understanding of the development of modernity as a worldwide dominant cultural paradigm that embodies within its architectural utopias, behavior patterns and consequently urban, building and land types and forms.

**13.13 Human Diversity**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Issues and Practices Modern Architecture I PGAR 5113-A meets the criterion by using New York City as a case study for human diversity. Readings are also included that discuss: Chandigarh, feral cities, and *Painting Istanbul* and *House, Form and Culture*. Students demonstrate an understanding by presenting written essays.

**13.14 Accessibility**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Design Studio IV PGAR 5202 meets the criterion by students demonstrating an ability to produce studio project drawings and notebook diagrams in compliance with the ADA code.

**13.15 Sustainable Design**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The students in Design Studio III PGAR 5201 demonstrate an understanding of this criterion by incorporating principles of solar orientation, passive ventilation and urban microclimate analysis in a design project using conceptual sketches and study models. Performance distinctions are also analyzed through the use of different materials and configuration options.

**13.16 Program Preparation**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The understanding of program development is evident in the early design studio sequence as students are given programs and show clearly in their diagrams that they understand the relationship between square footage and scaled space. In Studio V (PGAR 5401) and Studio VI (PGAR 5402) student's work showed the ability to develop programs both in numerical and graphic forms.

#### 13.17 Site Conditions

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

Met	Not Met
[X]	[ ]

Students in the Design Studio V PGAR 5401 have a clear ability to respond sensitively to the site's unique. Some of the design solutions that were approached also take advantage of the metropolitan's natural surroundings.

#### 13.18 Structural Systems

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

Met	Not Met
[X]	[ ]

Students in Structural Technology PGAR 5214 conduct examinations of structural systems through a focus on material properties.

#### 13.19 Environmental Systems

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

Met	Not Met
[X]	[ ]

Environmental systems is met by course PGAR 5313 Environmental Technology, which focuses on controlled environments for human comfort and integrates knowledge of sustainable responsive design. Students develop understanding through lectures and case studies and then apply their knowledge to one of their own projects.

#### 13.20 Life-Safety

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

Met	Not Met
[X]	[ ]

Basic principles of life safety are generally discussed in Construction Technology I and II, PGAR 5023 and 5224. The same issues are reiterated to the level of understanding in

Environmental Technology, PGAR 5313. The indication of egress is also shown on some of the design studio projects.

### 13.21 Building Envelope Systems

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

Met	Not Met
[X]	[ ]

The work of Design Studio IV, PGAR 5202 demonstrates the students understanding of the basic principals and appropriate application and performance of building envelope materials and assemblies. The best of the work reveals the ability to combine sound principles with innovative materials or assemblies thereby combining esthetic invention and environmentally sound practice.

### 13.22 Building Service Systems

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

Met	Not Met
[X]	[ ]

Each of the required building service systems is presented by students to the level of understanding in Environmental Technology PGAR 5313. Individual system components are also present in most of the design studios.

### 13.23 Building Systems Integration

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
[X]	[ ]

Students have shown the ability to integrate building systems into their individual and collective designs in Design Studio IV PGAR 5202. When related to building envelopes and environmental systems the work reveals creative solutions, which come from the comfort of familiar territory combined with a designer's eye.

### 13.24 Building Materials and Assemblies

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

Met	Not Met
[X]	[ ]

Basic principles and applications of construction materials and components are presented to the level of understanding in Construction Technology II PGAR 5224. Further examples of material assemblies and life cycle use are discussed and analyzed in Environmental Technology PGAR 5313.

### 13.25 Construction Cost Control

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

Met	Not Met
[X]	[ ]

Construction cost estimating is reviewed, assigned and required as an essay of the students in Construction Technology I PGAR 5023. The information presented by students is at the ability level. Course discussions include original building, material costs and life cycle costs. This information is also represented in the Comprehensive Studio IV PGAR 5202.

### 13.26 Technical Documentation

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

Met	Not Met
[ ]	[X]

The presentation of precise technical drawings is evident in all of the different design studios. Well-presented drawing and detail is shown in Comprehensive Studio IV PGAR 5202. There is indication within the studios and in some of the coursework of material selection and even some installation requirements. However, the actual review and development of an outline specification is not evident. This criterion is "Not Met".

### 13.27 Client Role in Architecture

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

Met	Not Met
[X]	[ ]

Evidence of the architects' responsibility to the client in resolving issues and meeting their needs to the level of understanding is apparent in both Comprehensive Studio IV PGAR 5202 and Professional Practice PGAR 5523.

### 13.28 Comprehensive Design

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

Met	Not Met
[X]	[ ]

Design Studio IV PGAR 5202 meets the criterion. Students develop the ability by engaging in a design-build program to provide pro bono architectural and construction services to a not-for-profit organization, e.g. the Neighborhood Coalition for Shelter. The students produce design, construction documents and material mock-up prior to building the project as a rooftop addition to a recently completed building in the Bronx area.

### 13.29 Architect's Administrative Roles

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

Met	Not Met
[X]	[ ]

Professional Practice PGAR 5523, satisfies the criterion. Students demonstrate an understanding by examples presented that show how architectural offices are managed and staffed. The examples cover an array of office types and delivery methods. Also, students read, discuss in class, respond and are tested on case studies based on the architect's roles in administering a professional office.

### 13.30 Architectural Practice

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

Met	Not Met
[X]	[ ]

Professional Practice PGAR 5523, meets the criteria. Students demonstrate an understanding by presenting various types of organizational structures of architectural firms. Students also discuss the professional work environment, which includes information about the client/architect dynamics and practicing in a global marketplace.

### 13.31 Professional Development

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

Met	Not Met
[X]	[ ]

Professional Practice PGAR 5523 meets this performance criterion. Rules and the system of the Intern Development Program (IDP) are covered in this class through lecture, discussion and visits from invited practitioners. There are a wide range of readings and assignments that support the IDP perspective. An up-to-date version of professional practice is in the 14<sup>th</sup> Edition of The Architect's Handbook of Professional Practice.

### 13.32 Leadership

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students assume the role of architect and lead a client through an actual design/construction project in Design Studio IV PGAR 5202. Tasks run the full length of a project from the design process through construction completion. As a result understanding is developed of the need for the leadership of an architect in their communities.

### 13.33 Legal Responsibilities

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The architect's responsibility toward registration, codes, zoning, ordinances and preservation are discussed at length in Professional Practice PGAR 5523 and Environmental Technology PGAR 5313. Students present an understanding based on essays, charts and diagrams written and created.

### 13.34 Ethics and Professional Judgment

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional Practice PGAR 5523, satisfies the criterion. During the sessions on design and construction contracts, case studies taken from legal textbooks based on design or construction activities are assigned to individual students to respond to a situation where contractual or professional obligations are in use. Essays, charts, and diagrams are presented that demonstrate an understanding of this topic.



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### III. Appendices

#### Appendix A: Program Information

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

*The following text is taken from the 2010 Parsons the New School for Design Architecture Program Report.*

In 1896, William Merritt Chase, one of America's leading painters and art teachers of the time, founded the Chase School, dedicated to training painters and sculptors. Eight years later, Frank Alvah Parsons of Columbia Teacher's College joined the faculty and began a 26-year career that would transform the institution. In 1910 he became president, and under his leadership the New York School of Fine and Applied Arts, as he renamed it, expanded its curriculum to incorporate the study of interior architecture and decoration, fashion design, and advertising an.

Anticipating Bauhaus educational philosophy by nearly a decade, Parsons recognized that design, as much as industry and technology, was necessary to the success of the nation's burgeoning consumer economy: "Industry is this nation's life, art is the quality of beauty in expression, and industrial art is the cornerstone of our national art."

In 1940 the school was renamed Parsons School of Design in honor of his legacy and remains a leading innovator in art and design education. Today, Parsons consists of five schools and twenty-four programs offering BFA, BBA, MA, MFA, and M.Arch. degrees to over 2,400 students.

Parsons' main campus is located in the center of Greenwich Village, a vital historic, artistic, and intellectual community in New York City. The New School's facilities are located between 11th and 13th Streets and Sixth Avenue and University Place, with Parsons' three main academic buildings located near the corner of Fifth Avenue and 13th Street. Parsons augments its own academic facilities by utilizing the resources of the surrounding community and the neighborhood's many galleries, restaurants, and businesses.

Parsons became a division of The New School for Social Research in 1970. The New School was founded in 1919—at the very time of Parsons' most rapid growth—to serve the educational needs of men and women interested in the social and behavioral sciences and philosophy. In the 1930s The New School operated as a "university in exile," becoming a refuge for hundreds of European intellectuals escaping from the rise of Nazism.

In the 1970s and '80s, The New School dramatically expanded its academic interests by merging with some institutions and founding others (several in the arts) with distinct missions and commitments to innovative education. In 1997 The New School for Social Research was chartered as a university and renamed The New School. The New School is a rich intellectual community serving over 30,000 students annually in The New School Adult Division, The New School of Social Research, The Milano Graduate School of Management and Urban Policy, Eugene Lang College, Mannes College of Music, The Actors Studio Drama School, and Parsons School of Design.

#### HISTORY OF THE NEW SCHOOL, 1919–2003

The New School may well be the only university to be born out of the educational needs of a geographical area or of a faith or profession, not out of the civic commitment or

generosity of an affluent family. Instead, it is the institutional expression of a democratic idea passionately embraced by our founders—one that cuts across the boundaries of regions, religions, class, or academic disciplines—which is that only through the unfettered study of human thought and behavior, and only through the creation of an informed public, can democracy realize its great potential for political freedom and betterment of its citizens. Seventy-five years ago, a small, bold group of American scholars made that the idea of the founding premise of a new kind of educational institution in New York City. Concerned about the curtailment of free inquiry at their own universities, they decided to create a school in which unrestricted inquiry in research and the arts would contribute to the development of an informed public.

Visionaries all, they nevertheless did not anticipate that their "new school," serving adult students in a modest row of brownstones on West 23<sup>rd</sup> Street, would take root and thrive for the rest of the century, much less grow into a large, diversified urban university that would continue to embrace their mission. That this occurred testifies not only to the prescience of their original idea, but also to the dedication of many hundreds of innovative teachers and generous patrons who have sustained it and built upon it for eighty-four years.

Here is a brief description of the important milestones reached during the first three-quarters of a century of New School history.

#### 1919

The New School is founded by a group of distinguished, independent-minded scholars who believe that their academic freedom had been curtailed at other universities, and decided to form a "free school" for adults in which they can discuss economic and political issues. The founders—among them historian Charles Beard, economists Thorstein Veblen and James Harvey Robinson, and philosopher John Dewey—gain the support of a small group of community leaders, including Mrs. Thomas W. Lamont, Mrs. George W. Bacon, and Mrs. Learned Hand. Located in rented brownstones at 465 West 23<sup>rd</sup> Street, the school opens with 200 students attending the first lectures and seminars. In addition to the founders, the faculty includes Harold J. Laski and Ordway Tead. Soon Lewis Mumford, Franz Boas, Harry Elmer Barnes, John Maynard Keynes, Bertrand Russell, and W.E.B. DuBois are among notables giving courses or lectures at the school.

#### 1921

Alvin Johnson is named Director of The New School. An economist, New Republic Assistant Editor, and Associate of the Encyclopedia of Social Sciences, he provides the vision and leadership that over the next quarter of a century will bring The New School distinction as a pioneering center of adult education, and extend its programmatic interests from social sciences and public policy into the humanities and the arts.

#### 1940

Erwin Piscator launches the Dramatic Workshop. The exiled German stage director, a leader with Berthold Brecht of the Weimar era theater in Berlin, develops an unprecedented acting school in which serious American and foreign theatrical productions and acting instruction are informed by social and political concerns. His productions, staged at The New School and several Broadway theaters, feature students who become the core of an American theatrical renaissance, including Tennessee Williams, Marlon Brando, Walter Matthau, Rod Steiger, Shelly Winters, Harry Belafonte, Elaine Stritch, Ben Gazzara, and Tony Curtis. Its acting programs count among its faculty members Lee Strasberg and Stella Adler, both to become legendary teachers of acting in

the 20<sup>th</sup> century. (The Dramatic Workshop ceased operations at The New School in 1949.)

1941

The Board of Regents of the State of New York votes to replace The New School's Provisional Charter with an Absolute Charter.

1942

The Ecole Libre des Hautes Etudes. Continuing its rescue of European scholars, The New School, with the assistance of the French and Belgian governments-in-exile, establishes a temporary home for such world-renowned scholars as Claude Levi-Strauss, Jacques Maritain, Henri Gregoire, and Henri Bonnet.

1943

The Senior College is organized to meet the special higher educational needs of returning World War II veterans and other working adults. It offers a two-year program (the third and fourth years of college study. With this program, the first of its kind, The New School takes another major step in its evolution as a university.

1945

Byrn Hoovde is named the second President of The New School for Social Research. Director of the Division of Cultural Cooperation at the U.S. State Department, former Technical Secretary of UNESCO, and Professor of History and Political Science at the University of Pittsburg, he succeeds Alvin Johnson, who served as founding director and president for 24 years.

Launching a decade of dramatic growth during which student enrollment will exceed the 100,000 mark, The New School becomes the primary intellectual magnet for New Yorkers in the post-war era. Among those who lecture here in the 1950s are Hannah Arendt on politics (she will later accept a full-time appointment to the Graduate Faculty), Margret Mead on anthropology, Karen Horney on psychology, and Sidney Hook on philosophy.

1947

Arts programs continue to expand. The end of World War II generates a new renaissance of the arts, and creative young men and women pour into Greenwich Village from all parts of the country to pursue careers in art, the theater, and writing. Many take courses at The New School: They study art history with Meyer Schapiro, music with John Cage, photography with Berenice Abbott and Joseph Breitenbach, literature with Alfred Kazin and Anatole Broyard, printmaking with Stanley Hayter, musicology with Charles Seeger, poetry with W. H. Auden, writing with Kay Boyle, art with Chaim Gross and Jose deCreeft, and—of course—theater in the Dramatic Workshop.

1950

Hans Simons, Professor of Political Science and former Dean of the Graduate Faculty of Political and Social Science, is named the third President of The New School for Social Research. Son of the former Chief Justice of the Weimar Republic, he first came to The New School as a member of the University in Exile. His tenure as president continues for a full decade, during which the university completes its first building program.

1951

The Human Relations Center, the nation's first daytime program of studies aimed exclusively at meeting the educational needs of adult women, is created within the Adult Division. In 1987 it was renamed the Vera List Center in recognition of the many contributions to the university of Life Trustee Vera List, a former student in the Center.

1956–1959

An ambitious building program is completed. To accommodate a growing adult student body, the university builds the nine-story Jacob M. Kaplan Building adjacent to the original 12<sup>th</sup> Street edifice, named for its principal donor who also is serving as Trustee Chairman. The building program ends in 1959 with the completion of the Albert A. List Building, a five-story classroom and office building at 65 West 11<sup>th</sup> Street that is connected by a courtyard and bridge to the 12<sup>th</sup> Street buildings, bearing the name of the other great New School benefactor of this period.

1959

The New School for Social Research and all of its degree programs are granted full accreditation by the Middle States Association of Colleges and Secondary Schools.

1960

Henry David, labor historian, becomes the fourth President of The New School. A former Dean of the Graduate Faculty, he also is Director of the National Manpower Council, where he supervises an eight-volume study of human resources.

1962

The Institute for Retired Professionals opens with an initial enrollment of 200 men and women. Aimed at meeting the growing national need for educational programs serving older citizens, it quickly grows to more than twice that size, and becomes the prototype for more than a hundred similar programs established by colleges and universities in the U.S. and abroad.

John R. Everett, formerly Chancellor of the City University of New York and President of Hollins College, is named the fifth President of The New School for Social Research. During 18 years as president, he leads the university through a long period of educational and physical expansion, highlighted by the establishment of the Graduate School of Management and Urban Policy and the Seminar Collage, and the acquisition of Parsons School of Design.

1964

The J.M. Kaplan Center for New York City Affairs (named in honor of its principle benefactor and later the nucleus of the Graduate School of Management and Urban Policy) is founded as the first teaching and research center in the U.S. that is exclusively devoted to the study of a single metropolitan area. It opens with an initial enrollment of 200 in continuing education courses taught by leading government, business, and community leaders (that number rose to 2,000 students in less than 5 years). Among many city and state officials teaching in the program are N.Y.C. Mayors Robert F. Wagner and David Dinkins, and State Attorney General Louis Lefkowitz.

1968

A permanent home is acquired for the Graduate Faculty. Needed to house increasing numbers of graduate students, a four-story former department store building at 65 Fifth Avenue, between 13<sup>th</sup> and 14<sup>th</sup> Streets is purchased and renovated into a comprehensive teaching and research facility including The New School Library. The building is named the Albert List Academic Center in tribute to industrialist Albert List, husband of New School Trustee Vera List and a major financial supporter and advisor of the university. Stella Fogelman, a long-time student and supporter of The New School, makes a dedicatory gift to name the Raymond Fogelman Library in honor of her late husband.

1970

Parsons School of Design, one of the nation's leading art and design schools, is merged into the university and becomes its third major academic division. Founded in 1896 by William Merritt Chase, a noted painter and art educator, Parsons offers Bachelor of Fine Arts degree programs in fine arts, environmental design, fashion design, communication design, and illustration in rented quarters on East 54<sup>th</sup> Street, Manhattan. In 1972 it is moved to 66 Fifth Avenue, where it becomes part of The New School's Greenwich Village campus. Over the next 15 years, Parsons expands its B.F.A. degree programs to include interior design, photography, and product design. It also adds a Bachelor of Business Administration in design marketing; Master of Fine Arts programs in lighting design, painting and sculpture; Master of Arts programs in the history of decorative arts, architecture and design criticism, as well as a wide range of two-year Associate in Applied Science degree programs.

1975

The Graduate School of Management and Urban Policy takes its place as the fourth major division of The New School, encompassing a series of master's degree programs originally designed in the Kaplan Center for New York City Affairs, which now is located in the Graduate School. Aimed at training sophisticated managers of governmental services, nonprofit organizations and business, the Graduate School curriculum today includes Master of Sciences programs in urban policy analysis and management, human resources management, health services management and policy, and nonprofit management.

1978

The Seminar College (renamed Eugene Lang College in 1985 in honor of its principal benefactor) is established. The New School's first full-time, four-year undergraduate liberal arts college, it becomes the fifth major division of the university. It offers an experimental interdisciplinary program in the humanities and social sciences leading to the Bachelor of Arts degree and featuring small seminars that encourage a vibrant give-and-take among students and faculty.

1980

Parsons in Paris is established. It is a major branch of Parsons offering full-time undergraduate programs leading to the B.F.A. in communication design, fine arts, fashion design, illustration, environment design, and photography, and the B.B.A. degree in design marketing. It restores to Parsons the presence it had as an American art and design school in Paris prior to World War II. In the same year, the two-year Design School at Altos de Chavon in the Dominican Republic affiliates with Parsons. Further international affiliations take place in 1991, with the Kanazawa International Design Institute in Japan, and in 1994 with the Samsung Art and Design Institute in Seoul, Korea.

1982

Jonathan F. Fanton, a Yale-trained historian and Vice President of the University of Chicago, is appointed sixth President of The New School for Social Research. Serving in his third five-year term, his achievements include a major faculty recruitment program to assure excellence in teaching across the university, a renewed commitment to the discussion of major public policy issues, the focusing of public attention on the opportunities for expanding freedom through the university's East and Central Europe and South Africa programs, rejuvenation of the university's long-standing dedication to arts education through the merger with Mannes College of Music and affiliation with Actors Studio, and elevation of The New School's endowment and financial management programs to a standard that assures the institution's future health and vitality.

1983–1984

The Graduate Faculty, celebrating its 50<sup>th</sup> anniversary, initiates a period of rebuilding that restores the vitality of the social sciences in the university. Ira Katznelson, Aristide Zolberg, Charles Lily, Louise Tilly, and Eric Hobbsbawm are among those recruited to lead in this effort. The Andrew W. Mellon Foundation plays an important role both in awarding underwriting grants and encouraging other donors to provide resources necessary for the addition of senior faculty members. The celebration of the 50<sup>th</sup> anniversary culminates in December, 1984, with a convocation in Berlin at which Richard von Weizsacker, President of the Federal Republic of Germany, is awarded an honorary degree by The New School.

1984

The Democracy Seminars are established by the Graduate Faculty. (They operate clandestinely in Warsaw, Prague, and Budapest until 1989. Adam Michnik, Gyorgy Bence, Jan Urban, and Alice Klimova are among the initial organizers of these collaborative seminars, which remain today important parts of the East and Central Europe program. After 1989, the East and Central Europe program coordinates and expands The New School's efforts to aid universities and intellectual communities seeking to adopt democratic institutions in newly independent republics emerging out of the collapse of communism. The program has become an important catalyst for building strong ties between American higher education and European scholars long isolated from Western thought and practices.

The Committee on Historical Studies is formed within the Graduate Faculty. Its purpose is to provide students with the opportunity to combine their social science training with historical studies that lead to an understanding of how the past contributes to current analysis of economic, political, and social structures and problems. The Committee offers joint degree programs combining a social science field with historical studies, leading either to a Master of Arts or Doctor of Philosophy degree. The Center for Studies of Social Change is launched to support the interdisciplinary seminars and research of the Committee on Historical Studies. The faculty members and doctoral students with the Center conduct research on such topics as popular action, the emergence of capitalism, the development of the national state, and the transitions in modern political systems.

1985

Eugene Lang College, The New School's four-year undergraduate liberal arts program established as the Seminar College in 1977, is dedicated in the name of its principal benefactor, Trustee Eugene Lang. Deeply committed to quality liberal arts education at



The New School, Mr. Lang pledges \$5 million toward the development of the college, the largest single gift in the university's history.

The Theresa Lang Student Center of Eugene Lang College, located directly across 11<sup>th</sup> Street from the College, is opened in 1990. Among its amenities are a student lounge, offices for student activities and publications, and space for the writing center and the drama program. The center includes the sky-lighted Sidonia Milano Atrium.

#### 1986—1991

Parsons School of Design grows rapidly through the 1980s, with enrollments in its B.F.A., B.B.A., M.F.A. and M.A. degree programs, as well as in continuing education. In 1986, to accommodate increased numbers of students, additional classrooms and studios are created in leased space at 26 East 14<sup>th</sup> Street. In 1991 the 4<sup>th</sup> floor at 66-70 Fifth Avenue is renovated to create a Parsons Student Center with improved food service facilities, a lounge, a student gallery, and a multi-purpose space for meetings and lectures.

#### 1986

A \$1 million gift from Rose Wolfson, long-time supporter and wife of the late Erwin Wolfson—who was once Vice Chairman of The New School's Board of Trustees—makes possible the establishment of the Adult Division's Rose and Erwin Wolfson Center for National Affairs. Committed to addressing public policy and cultural issues, the university offers New Yorkers the opportunity to learn from a wide range of national and international figures. Jesse Jackson, Yitzhak Rabin, Abba Eban, Mario Cuomo, David Dinkins, Robert F. Wagner, Jr., and Rudolph Giuliani are among the many speakers on issues in national and international affairs. David Gergen, Robert McNeil, Lesley Stahl, Charles Osgood, Barbara Walters, Charlie Rose, Harrison Salisbury, and Anna Quindlen are among the journalists that contribute to this outreach. Among the prominent writers are John Updike, Edward Albee, John Guare, Tom Wolfe, Lanford Wilson, Issac Asimov, Arthur Schlesinger, Garrison Keillor, and Barbara Ehrenreich. And from the world of the performing arts come Paul Newman, Julie Harris, William Hurt, Victor Borge, Jason Robards, Kurt Masur, Jean-Paul Rampal and Wynton Marsalis.

Drawing on New York's incomparable pool of musical talent for its faculty, The New School initiates a Bachelor of Fine Arts degree program in Jazz and Contemporary Music. One of the largest and fastest-growing collegiate jazz programs in the nation, it is now integrated into the Mannes College of Music.

#### 1987

The Community Development Research Center is created by the Graduate School of Management and Urban Policy to conduct an ongoing detailed assessment of community-based economic development in distressed urban and rural communities throughout the U.S. With principal financial support from the Ford Foundation, it examines such issues such as low-income housing, enterprise zones, and neighborhood-based development strategies.

#### 1989

The Mannes College of Music, founded in 1916 by David and Clara Mannes, becomes The New School's sixth academic division. Located in Manhattan's Upper West Side, Mannes offers undergraduate and graduate programs in all orchestral instruments, voice, conducting, composition, music theory, and historical performance. Mannes has a long



tradition as an international leader in the training of professional musicians, counting among its alumni such celebrated performers as mezzo-soprano Frederic von Stade, pianist Richard Goode, pianist Murray Perahia, Pulitzer Prize-winning composer Shulamit Ran, and eminent conductors Yves Abel, Semyon Bychkov, Myung Whun Chung, Yakov Kreizberg, Julius Rudel, and Lawrence Leighton Smith. In addition, the Mannes Preparatory Division offers children ages five to 18 the opportunity to study performance and fundamental techniques of musicianship. The Mannes Extension Division provides continuing-education opportunities for adults interested in performance classes, music theory, musicianship, music history, and literature, as well as private lessons in all instruments and composition.

Construction of the Henry and Louise Loeb Residence Hall is completed, which the first student dormitory built by The New School. The 15-story building honors the many contributions to the university of financier Henry Loeb, former Chair of the Board of Trustees, and his wife, Louise. Loeb Hall today houses 275 students from Parson School of Design, Eugene Lange College, and the Mannes College of Music.

Parsons begins the transition of computer-based instruction in art and design. The Computer Design Center opens in 1989 to teach students skills using the latest technological advances. Parsons Computer Design Center grows steadily each year thereafter. By 1994, the Center includes four dedicated classrooms and an open lab for B.F.A. students, a dedicated classroom for Foundation year students, and a separate facility for Parsons continuing education programs.

A Master of Architecture degree program is launched by Parsons' expanded Department of Architecture and Environmental Design. Approved by the National Architectural Accrediting Board, one of its outstanding features is its intensive utilization of New York City's treasure trove of international architectural design resources.

#### 1992

The Program of Gender Studies and Feminist Theory is initiated. Leading to the Master of Arts degree in the Graduate Faculty, it enables students to pursue training in the interdisciplinary study of gender across the boundaries of the social sciences and humanities. Courses examine the interrelations of gender and society, and bring to bear the perspective of such diverse disciplines as anthropology, literature, economics, history, sociology, and psychology on the study of sexual difference.

#### 1993

Responding to the abiding failure of public education in New York and other American cities, the university makes a commitment to new directions in teacher education. It initiates a graduate program for mid-career adults leading to a Master of Science in Teaching degree (MST), and prepares secondary school teachers with the flexibility needed to rapidly adapt to new educational and social needs.

Building on its historic contributions to the analysis of political economy problems with the full range of social sciences, The Graduate Faculty establishes a Master of Arts in Political Economy degree program to serve the growing numbers of students who wish to develop a more integrated and synthetic understanding of such issues and problems than are available within any single discipline.

In the traditions of internationalism and diversity that have been its hallmark, The New School establishes with a consortium of New York-area universities the International Center for Ethnicity, Migration and Citizenship as a resource for scholars who wish to

investigate the causes of large international migrations, the patterns of demographic change in receiving countries, and the issues these raise for the understanding of citizenship.

The University Diversity Initiative is begun and continues to the present. The Initiative is a coordinated and centralized set of resources and programs to increase representation of minority groups in every facet of university life and to demonstrate intellectual and cultural diversity in every aspect of the education offered to students.

1994

The university acquires the "Bon Marche" building at 55 West 13<sup>th</sup> Street, a 9-story structure that adds 100,000 square feet to The New School's institutional space. The commercial tenants on five of the floors will depart as their leases expire. The building will offer flexibility for a number of uses to meet current and future space needs of the university.

The Morris and Barbara Levinson Graduate Faculty Center, a two-story facility located within the ground floor and mezzanine of the List Academic Center at 65 Fifth Avenue, is opened. With an enlarged reading room, cafeteria, offices, and meeting rooms for student organizations, it dramatically alters the appearance of the List Academic Center.

Remaining at the cutting edge of new pedagogical methods, the Adult Division institutes an interactive Distance Learning Program, allowing student anywhere in the world to take New School courses in everything from humanities and social sciences to foreign languages by using a computer and a modem.

The Actors Studio joins The New School to create a three-year M.F.A. program in acting, directing, and playwriting. Known for the rigorous training offered to its members, including such outstanding actors as Paul Newman, Robert DeNiro, Elyn Burstyn, and Al Pacino, the Studio, through this collaboration, will for the first time apply its resources to the preparation of young men and women seeking entry into the American theater. For The New School, the program signals a return to the leadership role it enjoyed when sponsoring Erwin Piscator's Dramatic Workshop a half a century ago.

1997

In order to acknowledge the reality of an organization far more complex than its founders ever imagined, the university is chartered. The New School University offers programs of study, credit and non-credit, at all degree levels through the doctorate. The collegiate system is organized in eight schools and colleges, each with its own history, academic culture and curricula. These include The New School (1919), The Graduate Faculty (1933), Parsons School of Design (1896/1970), Milano Graduate School of Management and Urban Policy (1975), Eugene Lang College (1985), The Jazz and Contemporary Music Program (1986), Mannes College of Music (1916/1989), and the Actors Studio Drama School (1995).

In addition the university supports 14 policy institutes; numerous academic conferences, musical and theatrical performances, and art shows every year; and two renowned journals, *Social Research* and *World Policy Journal*, among other scholarly publications. Academic programs are accredited by the National Association for Schools of Art and Design (NASAD), The American Psychological Association (APA), the National Association of Schools of Public Affairs and Administration (NASPAA), and the National Architectural Accrediting Board (NAAB). New School University degrees and certificates are registered in the state of New York and the District of Columbia.

## 2001

President Bob Kerrey is appointed. He introduces an open style of management, organized around principles of budgetary transparency and delegation of authority. Decentralization had begun to fade in the Fanton years as the university took over more and more responsibilities. The management plan under Kerrey is a mixed model: the eight schools and colleges are responsible for academic programs and advising, while the university is responsible for strategic planning, enrollment management, housing, student services, libraries, as well as information technology, human resources, and most finance and business functions.

Improved university finances led to a decision by Moody's in spring of this year to raise the university's bond rating to A3 from Baal. Funds from all sources make it possible to invest annually in the University's people and programs.

## 2002–2003

The University's operating budget is \$164 million, the endowment is over \$100 million, and the university employs 2,600 people. Fifty-five percent of students seeking degrees are undergraduates, with the rest enrolled in masters or doctoral programs. In fall 2002, the University enrolled 7,547 degree candidates, seventy-seven percent studying full-time, and more than 9,890 continuing education students. Degree enrollment has been growing steadily even as continuing education enrollment has declined sharply with some improvement in Fall 2002. The largest degree enrollment is found at Parsons School of Design (2,958 degree students) and The New School (1,292), and the smallest is for M.F.A. students at the Actors Studio Drama School (210). Parsons, The New School, and Lang College (637) are the fastest growing schools, and the university projects these trends to continue. Jazz, Graduate Faculty, Mannes, Actors Studio, and Milano are not projected to grow.

## 2004–2006

The former New School University becomes The New School by action of the Board of Regents of the University of the State of New York in June of 2005. This change is part of a broader effort by the university to more clearly communicate its mission. The initiative also includes officially changing the names of its eight schools to underscore their connection to the university, and the introduction of a new graphic identity.

During the summer of 2006, Benjamin Lee was appointed provost of The New School. He replaced Arjun Appadurai, the highly respected Yale cultural anthropologist, who held the post of Provost and Senior Vice President for Academic Affairs since 2003. Lee has also been a professor of anthropology and philosophy with broad expertise in contemporary China, the cultural dimensions of globalization, and modern theories of language.

In 2006 The New School adopts the newly revised Full-Time Faculty Handbook. The revised handbook lays out broad policy goals relating to full-time faculty regardless of their divisional affiliation, and its provisions are implicitly incorporated into the contract of each full-time faculty member.

In adopting this revised handbook, the board of trustees of The New School approves the extension of tenure throughout the entire university, including Parsons. Previously, tenure was only available at one of the university's seven divisions: The New School for Social Research. Simultaneously with tenure, a new category of continuous employment, "Extended Employment," is adopted which awards long-term contracts with a presumption of renewal to full-time faculty who excel in teaching. Tenure and Extended

Employment are awarded subsequent to a year-long, in-depth process that incorporates review by a Parsons faculty committee, the Parsons dean, a university faculty committee, and the provost.

Paul Goldberger becomes Dean of Parsons in 2004. One of the nation's most eminent critics and writers on architecture and design, Goldberger has helped shape public understanding of the social and political implications of design for nearly three decades. His appointment as dean is a key step in bringing together design, critical social thought and public policy at Parsons.

Parsons starts construction of the Sheila C. Johnson Design Center, made possible through the support of philanthropist and New School Trustee Sheila C. Johnson. The center, designed by Lyn Rice Architects, will provide a vibrant street-front presence for the school at Fifth Avenue and 13th Street, featuring an innovative urban quad, state-of-the-art galleries, lecture and meeting spaces, and a new home for the Anna-Maria and Stephen Kellen Archives Center, which documents 20th-century design.

Tim Marshall is named Dean of Parsons The New School for Design in July 2006. Previously, Marshall served as Parsons' Associate Dean of Academic Affairs since 2004. In this position, he was central to the development of an ambitious ten-year academic plan for the school that emphasizes a more cohesive undergraduate education, a stronger faculty culture, and the creation of more integrated and comprehensive design degrees, including new bachelor's, master's and doctorate programs.

Under Marshall, the Parsons Academic Planning Initiative (PAPI) is launched. In aligning the academic agenda with an organizational restructure, the faculty is encouraged to collectively own the academic goals and ambitions they declare. The curricular structure and program connections are reviewed in a collaborative process between the faculty and the Dean's Office, and retreats with senior administrative staff consider alternative organizational structures and positions of responsibility. This results in a major organizational restructuring, to be implemented in 2008. Parsons articulates its commitment to building a body of full-time faculty who can engage with curriculum development, scholarship and undertake leadership roles within the institution. It seeks to redress the 1:69 faculty to student ratio that existed in 2004, to ultimately achieve a target ratio of 1:30 to 1:35 faculty and then to maintain this ratio in line with the expected enrollment growth.

Fiscal year 2006-2007 sees a forty-six percent increase in gifts and pledges over the university's previous high, set in the preceding fiscal year.

#### 2007-2008

In 2007, the university graduates its largest class in history, approximately 2,650 students. Just six years ago it graduated 1,676. Degree enrollment stands at more than 9,300, compared to 7,100 degree students six years ago. The full-time faculty has more than doubled in size in the past eight years, to 351. Parsons reviews its first senior faculty for tenure in the 2007-2008 academic year.

The endowment totals \$232 million at the end of June 2007, up from \$94 million six years ago. The award-winning Sheila C. Johnson Design Center opens at Parsons, providing a space for The New School community and the public to come together and expand their knowledge of art and design. The university launches a set of Green Campus initiatives to further reduce the school's environmental impact. The university's priority is to expand undergraduate programs by integrating the primary themes of The New School: design, liberal arts, social sciences, urban studies, and performing arts.

Parsons is reorganized from 12 departments into five schools, promoting excellence within various professional domains while fostering more cross-disciplinary practices and pedagogical collaborations across the university. This restructuring advances a vigorous creative, intellectual, and pedagogical exchange, as it enables students and faculty to participate both within and between their schools—especially to fuel their own professional research, and creative and critical practices. An ongoing review of the undergraduate curriculum is formalized in 2008-2009, together with a concerted initiative to propose a comprehensive suite of new graduate programs. Parsons articulates its commitment to the thematics of the urban, sustainability, diversity, social sciences, and design as a form of civic engagement.

2009

Dean Tim Marshall becomes Interim Provost of the university, replacing outgoing Provost Joe Westphal. Dean of the School of Design Strategies, Joel Towers, replaces Marshall as Interim Dean for Parsons. Bob Kerrey announces his decision not to seek another term as university president after his current term ends in 2011.

## 2. Institutional Mission

*The following text is taken from the 2010 Parsons the New School for Design Architecture Program Report.*

*Intellectual freedom, artistic and academic excellence, and social responsibility are the guiding values of the The New School, a progressive New York institution. Its schools and colleges for design, liberal arts, social sciences, and public policy challenge students to develop the capacity, passion, and will to strengthen the communities and world in which they live.*

### Parsons The New School for Design: Statement Adopted in Fall 2008

*Parsons prepares students to be independent thinkers who creatively and critically address the complex human conditions of 21st century culture. We are creating a diverse learning environment for developing intelligent and reflective practices through studio-based research and critical scholarship in order to make meaningful and sustainable contributions to contemporary global societies. Situated within The New School, Parsons builds on the University's legacy of progressive ideals, scholarship, and educational methods. Our faculty challenges convention through a setting and philosophy that encourages formal experimentation, nurtures alternative world-views, and cultivates forward-thinking leaders and creative professionals across multiple fields in a world increasingly influenced by art and design.*

*At Parsons, we believe that designers and artists perform essential and complementary roles in our society: designers create the spaces, systems, and objects that shape and potentially transform our daily lives, while artists critically expose logical assumptions and habits to propose new models of seeing, understanding, and responding to our increasingly designed experiences. Our student-centered curriculum continually engages these distinct yet interrelated practices and allow for both specialist and hybrid paths. We encourage collaborative and individual approaches that cut across a wide array of disciplines. By synthesizing cutting-edge theory with rigorous craft, and by infusing art and design studies with education in liberal arts and business practices, Parsons students and faculty lead successful design-based businesses, shape scholarship in the field, and make art and design that matters.*

*Students at Parsons actively engage in an integrated and immersive learning environment. The campus' location in the heart of Manhattan—one of the world's most frenetic, innovative and influential capitals of culture, media, finance, fashion and intellectual debate—allows students to take advantage of the city's vibrant local resources while learning to think and act responsibly on a global scale. Extraordinary internship opportunities and partnerships with the biggest names in industry afford a vast international network of possibilities for entrepreneurship and professional success. Dynamically situated in every respect, Parsons students excel at the center of it all.*

In the 2003 APR it was stated that "Parsons School of Design is in the midst of an extraordinary period of self-examination, re-evaluation and dynamic planning for the future." The last six years are characterized as a period of reflection and change that has resulted in a transformed institution.

Parsons' Annual Academic Plans in recent years have built on the ambitions established in the 2001 Strategic Plan while at the same time becoming increasingly focused on the project of "Designing the Design School" lead-out by Tim Marshall, Dean of Parsons from 2006-2009. Parsons' objectives for the goals established in the 2001 Plan (expand and strengthen academic programs; improve facilities; and strengthen development, fundraising, and the school's image) were designed to help Parsons play a leadership role in the future of design and design education.

#### **1. Expand and strengthen academic programs**

In 2006, the Parsons Academic Planning Initiative was launched with three key agendas:

**a) Fields of Study Opportunities: *Emerging Markets/Flexible Course Structures/Academic Leadership***

Reform the curricular and credit structure model to efficiently allow the flexibility to move between degree programs. Reframe the school structure around degree programs so that departments do not defend disciplinary silos but promote cross-, inter- and intra-disciplinary engagement. Recruit more full-time faculty and develop an operational model for academic leadership that creatively balances the tension between art and design scholarship and the delivery of degree programs.

**b) Educational Culture: *Independent Learners/Critical Practitioners/Contextual Studio Model***

Develop an academic environment for faculty and students that will address the particular physical constraints and academic context of the school. Creatively reconsider the pedagogical values and teaching strategies that will enable a rich, critical, and efficient student-centered learning environment. Develop graduate capabilities that promote the intersection between a dynamic professional and developing culture of scholarship at the school.

**c) Curriculum Development: *New Graduate Programs/Joint Degrees/Academic Depth through Declared Tracks***

Identify emerging markets and concentrations to develop new tracks and innovative programs. Upgrade Associate Degrees to MPS programs and revitalize existing undergraduate programs. Align curricular content with contemporary practice and teaching and learning models with pedagogic advancement. To promote sustainable growth and intellectual depth and breadth, the curricular agenda will specifically support graduate and joint program initiatives.

Major accomplishments that emerged from that work and continue include:



a) Faculty Culture: Integral to the development of an academic culture at Parsons is the commitment to building a body of full-time faculty who can engage with curriculum development, scholarship, and undertake leadership roles within the institution. Parsons has expanded the full-time faculty from less than 35 in 2001 to almost 150 by Fall 2009, and continues to have an ambitious multi-year hiring plan to enhance our capacity to develop new academic programs.

b) Academic Leadership and Faculty Participation: The school has moved from an administrative leadership model to an academically driven one through the restructuring of the Dean's Office and employment of more full-time faculty in key leadership roles, increasing the academic visibility of the school within the university and the world.

c) School Development: A restructuring of isolated departments into larger schools to promote greater synergies between the programs offered within the uber-department and a less territorial attitude to students and resources was successfully implemented in the Fall of 2008. The model also allows Parsons to establish a more streamlined and consistent structural network through which to imagine and realize our progressive pedagogical goals as we continue to increase enrollment and evolve institutionally in the next few years. Parsons moved from having twelve independent and idiosyncratic departments to five large schools: Art and Design History and Theory; Art, Media, and Technology; Constructed Environments; Design Strategies; and Fashion.

d) Graduate Program Development: It is critical for the general reputation of the school that Parsons extend its leadership role into graduate level study at the Master's and PhD level. The anticipated launch of the M.F.A. in Interior Design in Fall 2009, followed by four new M.F.A. and M.A. programs in Fall 2010, and six more by Fall 2011/Fall 2012, provide a range of programmatic options that build on our center of excellence, while also identifying and tapping new audiences including working designers and design-professionals in the New York region.

e) Undergraduate Review: Targeted for a Fall 2010 launch, the review and revision of first-year program structures with the goal of developing a common experience that is enhanced by unique experiences based on individual areas of study.

## **2. Improve Facilities**

Facilities are the visible and tangible expression of a school's commitment to excellence. For Parsons to remain at the forefront of design education, it must provide faculty and students with facilities that are optimally suited and specially designed for teaching and learning in the fine arts and design.

a) The opening of the AIA award-winning Sheila Johnson Design Center designed by Lyn Rice Architects in the Spring of 2008 provided the Parsons community with an "urban quad" Integrating four buildings with a common lobby, first-class exhibition areas, and improved vertical transportation. The Center was funded by the largest single gift to Parsons to date of seven million dollars for the design and construction of the space.

b) A strong commitment from the university resulted in significant improvements in the infrastructural needs of the campus with a particular focus on health and safety.

c) Improvements in multi-year capital facilities planning has also allowed for the systematic review and renovation of spaces to meet planned increases in enrollments.

d) The implementation of an alternative office program for full-time faculty provides financial incentives for faculty members who opt for shared office environments, or hot-seats, as part of the home office option. The program was developed to address the real estate realities

of our Greenwich Village location and incentivize more collaborative activities between faculty members by developing shared workspaces.

### **3. Strengthen the school's image**

To better manage Parsons' public perception a Director of Strategic Alliances was hired to focus on the intellectual branding of Parsons.

Specific objectives in this area are to:

- a) Help position Parsons as a leader in design, art education, and scholarship into the 21<sup>st</sup> century by building on its high profile and progressively repositioning itself on the national and international stage through the projection of clear social, professional, and academic values as they are embodied in the professional and scholarly work of the students and faculty.
- b) To develop and effectively disseminate sophisticated messaging appropriate to the school's academic goals in close collaboration with the office of Communications and External Relations by principally being responsible for implementing an integrated approach to the school's external image that conveys the energy, innovation, and importance of the work of the school community. Providing strategic oversight of the expanding network of academic and professional partnerships and the selection of appropriate forums and channels for its dissemination.
- c) Provide leadership in the cultivation of a network of national and international, professional, institutional and academic external relationships that enable and extend the school's academic vision.
- d) Provide strategic and operational oversight for Parsons' externally focused Directors and Associate Directors of Exhibitions & Public Programming, Academic Communication, External Relations and International Partnerships
- e) Work with the Parsons' community and external publishers, magazines, and institutions to develop a multi-platform publishing program that effectively disseminates the academic activities and institutional values of the students, faculty, and public programming and exhibitions.

### **3. Program History**

*The following text is taken from the 2010 Parsons the New School for Design Architecture Program Report.*

The Master of Architecture program at Parsons was conceived during the late 1980s in response to both changes within contemporary design practice and the evolving mission of Parsons School of Design to take the lead in new design directions. The broad scope of both the diverse disciplinary structure and vision of Parsons lent itself to the development of a graduate program leading to the degree of Master of Architecture (M.Arch.). Under the aegis of the existing undergraduate Department of Environmental Design, the program began teaching its first class of students in the fall of 1990 and graduated this class in the spring of 1993. In 1994 the program received its first 5-year accreditation by the National Architectural Accrediting Board (NAAB).

In 1997 The Department changed its name to the Department of Architecture to better reflect its commitment to professional education. While the graduate program grew, changes to the undergraduate curriculum (B.F.A. in Architectural Design) were made to further support the architecture curricula. In addition, the Masters of Arts in Lighting Design (added to the department in 1992) was further incorporated into the academic life of



graduate architecture students through elective offerings, the addition of a lighting laboratory, and shared public programs. In 1999 the program received its second 5-year accreditation by the NAAB with an enrollment of 40 students.

In 2001 *The Kalil Endowment* enabled the Department to further develop its curricular work in sustainable design and technologies. These initiatives, as well as the Department's student-moderated public programs and lectures (*Interface Conversations*, *Glass Corner Series*) and journal, *Scapes*, served to increase the program's reputation and stature among architecture schools.

In 2002 the Department of Interior Design and the Department of Architecture merged and the Department's name was changed to The Department of Architecture, Interior Design, and Lighting to reflect its commitment to a broad-based education in architecture.

In the fall of 2003, the M.Arch. program initiated its pro-bono design-build studio (*The Design Workshop*), the only one of its kind committed to urban and interior architecture design and construction.

In 2005 The New School entered into an agreement with the United Auto Workers to unionize the part-time adjunct faculty. This agreement, which is in the process of being renegotiated, provides substantial continuity from year to year for the part-time faculty, which make up a significant portion of instructors in the program. The unionization of the adjunct faculty provides a clear set of criteria for development, support and continuity for the majority of faculty members in the program.

In 2006 the University began implementing a major change in the qualification and support of full-time faculty, establishing clear criteria for long term employment and tenure. There are presently a total of 18 full-time faculty members in the School, and searches are underway for two additional full-time faculty. This is a substantial change that provides the program with much greater stability.

In 2008 Parsons restructured several independent programs into a series of five schools, including the School of Art and Design History and Theory, School of Art, Media, and Technology, School of Constructed Environments: product, architecture, lighting and interior design, School of Design Strategies, and the School of Fashion. The school structure reinforces allied designed fields and in addition provides a clearer leadership hierarchy. The new School of Constructed Environments includes the former Department of Architecture, Interior Design and Lighting, the Department of Product Design, and the AAS interior design degree track.

A brief timeline of the important milestones reached during the past 19 years since the founding of the program at Parsons follows below:

1990

The first class of 12 graduate students in architecture matriculate, joining 70+ undergraduate B.F.A. students in Environmental Design at the Department of Environmental Design's new facilities at 25 East 13<sup>th</sup> Street. Susana Torre becomes the Chair of the expanded department at the end of the year, replacing James Wines of SITE Architects under whose leadership the M.Arch. program was conceived and initiated.

1992

The Master of Fine Arts in Lighting Design becomes the third program within the Department and curricular exchange between graduate lighting and architecture students is instituted.

1994

The program receives its first 5-year accreditation from the National Architectural Accrediting Board (NAAB).

1995

Karen Van Lengen becomes the Chair of the Department. 1997

The Department is renamed the Department of Architecture, reflecting its commitment to professional graduate education in architecture. Joel Sanders becomes the new Director of the graduate program in architecture.

1999

The program receives its second 5-year accreditation from the National Architectural Accrediting Board (NAAB). *The Design Workshop* is formally instituted as an urban design-build studio, underscoring the program's interest in material practice and public outreach. Students begin renovating the department facilities at 25 East 13<sup>th</sup> Street. Peter Wheelwright becomes the third Chair of the department.

2000

The Department receives a large gift from an alumna and initiates an ambitious public programs project. *Interface* engage prominent professional practitioners and academics in public conversations with graduate students and *The Glass Corner Lecture and Exhibition Series* support and showcase professional work by the department's growing faculty.

2001

Turner Construction initiates annual support of *The Design Workshop* and students undertake their first public project in New York City. The program begins its first planned growth project due to an increased number of interested applicants. The first class of 24 graduate architecture students is admitted in the fall.

2002

The Department receives the *Michael Kalil Endowment* to support curricular initiatives in natural and technological systems. Grants are awarded annually to students, faculty, and professionals pursuing projects in sustainable design and advanced technologies. The Kalil Annual Lecture brings extraordinary professionals working in these areas to the department (William McDonough in 2001, Thomas Herzog in 2002). The first issue of *Scapes*, an architecture journal of global, urban, and departmental issues, is published with graduate student participation. The B.F.A. program in Interior Design becomes the fourth program to join the Department, further opening areas of elective study to the graduate architecture students. The department is renamed the Department of Architecture, Interior Design and Lighting. David J. Lewis of Lewis Tsrumaki Lewis becomes the new Director of the graduate program in architecture.

## 2003

A gift from alumnus, the late Angelo Donghia, results in The Angelo Donghia Study Center completed in the winter. The Center doubles the size of the department's facilities and adds a new materials resource center, gallery, classrooms, offices, and lighting lab. The planned growth project concludes with 72 graduate architecture students enrolled (24 students in two studio sections per year). No further growth is presently planned. *The Design Workshop* completes its first freestanding building, a fieldhouse proto-type for the fields of the New York City public school system, working in cooperation with the non-profit group, Take The Field.

## 2004

Julie Bargmann visits Parsons as Kalil Fellow. 2005

Architectural historian Joanna Merwood becomes the associate chair of AIDL. An anthology of almost one decade of projects from the Design Workshop and previous design-build studios was published.

Jaime Lerner from Curitiba, Brazil visits AIDL as Kalil Fellow. The Design Workshop builds a transportable exhibition/performance space for the Lower Manhattan Cultural Council, Laura Briggs of BriggsKnowles Architecture becomes the new Director of the undergraduate program in architecture. Derek Porter, of Derek Porter Studio, becomes the new Director of the graduate program in lighting. Part-time faculty vote to unionize and are represented by the UAW.

## 2006

Contract between the university and the union is negotiated. The undergraduate review is initiated to study transforming the undergraduate degree curriculum to conform to NASAD requirements. The design workshop builds the first ground-up building outside of New York City to assist Hurricane Katrina victims with a community Information Center and Laundry in DeLisle, Mississippi. William Cronon is named Kalil Fellow.

## 2007

Kent Kleinman becomes chair of AIDL. Lois Weinthal becomes the new Director of the undergraduate and graduate Interior Design Programs. Brian McGrath is appointed Assistant Professor of Urban Design, and the former Chair of the Department, Peter Wheelwright, returns from sabbatical as a full-time faculty member. An M.Arch. MFA Lighting dual degree program is launched. The degree track enables students to receive a degree in architecture and lighting in four years time. The light lab undergoes renovations including the installation of a new work area and a locked room to store monitoring tools. The design workshop builds its largest structure to date: an outdoor pavilion for the town of Margaretville, NY. Majora Carter lectures and visits studios as the Kalil Fellow. The OnSite/Insite lecture series is initiated to bring students out of the classroom into the city to meet with designers of premiere projects under construction in New York Area.

## 2008

School of Constructed Environments formed, with Kent Kleinman as Dean. Joanna Merwood named Director of Academic Affairs. As part of the reorganization of the Department into a School, a new committee structure was inaugurated. This structure relies on the active participation of all members of the full-time faculty and many members of the part-time faculty. The committees are: Executive, Admissions, Public

Programs, Curriculum, and Facilities. Each School committee sends a representative to a parallel parent committee at the Parsons level. This structure provides vastly increased opportunities for connection with other graduate divisions at The New School, and for faculty members to participate in Parsons' and the university's strategic planning. The School of Constructed Environments expands to include product design and the AAS interior design degree track. Elective courses and public programs including faculty from these areas are made available to M.Arch. students. A new state of the art heliodon is purchased for the Light Lab. David Leven of LEVENBETTS becomes the new director of the graduate program in architecture. MFAID program is submitted to New York State for approval.

2009

The Design Workshop redesigns the SCE studio space on the second and third floors of the building that houses the school and begins work in the summer of 2009. William Morrish is named the second Dean of the School of Constructed Environments. MFAID program launches in fall.

#### **4. Program Mission**

*The following text is taken from the 2010 Parsons the New School for Design Architecture Program Report.*

The mission of the Master of Architecture Program at Parsons, School of Constructed Environments, is to integrate a NAAB accredited professional education, replete with the technical skills necessary to practice the profession of architecture, with the study of the cultural, material, and environmental conditions that surround it. Located in downtown Manhattan, a critical center of the New York Metropolitan region and home to approximately 20 million people, engaging the vibrant community of local and global practitioners and scholars, and using New York City and the region as a pedagogical laboratory, the program engages current architecture and urbanism through its rigorous curriculum. Within its sequence of courses, the program integrates the many factors acting upon architecture today and presents contemporary architectural issues as the activation of site and programmatic forces; the social commitment of design; the interdisciplinary nature of architecture; tectonic and material methodologies; infrastructural, natural, and sustainable systems, and digital and analog representation as fields of potential for architectural investigation. In this context, design, history, theory, technology, and representation are taught to encourage experimentation with the logics of building as they are understood within a multifaceted and diverse cultural and environmental milieu.

The curriculum of the Master of Architecture program introduces students to historical and formal issues and challenges them to engage site and programmatic factors as intrinsic to the making of architecture. Site is understood as environmentally, socially, technologically, and historically constructed and containing a wide array of concerns to be analyzed as potential platforms for design. Similarly, the program of an architectural brief is comprised of cultural, institutional, and individual necessities and is also able to be activated as a design catalyst. If site is the platform for the contextual relationships of architecture, then program is the repository of all manner of issues relating to the occupancy of human beings and the social and institutional constructions that frame human activity.

Closely aligned with the social mission of The New School, the Master of Architecture program (and the two other Masters Programs, three undergraduate and one associates degree at the School of Constructed Environments) engages the particular people,

places, and cultural conditions being studied in speculative as well as pragmatic projects. The belief that design can be a catalyst for beneficial societal transformation aligns the M.Arch. program and the School of Constructed Environments with The New School mission statement:

*Intellectual freedom, artistic and academic excellence, and social responsibility are the guiding values of The New School, a progressive New York institution. Its schools and colleges for design, liberal arts, social sciences, and public policy challenge students to develop the capacity, passion and will to strengthen the communities and world in which they live.*

An interplay between disciplines, while reinforcing the respective program itself, is necessary in order to responsibly address concerns and requirements of various groups and issues in architecture and pedagogy. The M.Arch. program aligns with the current direction of the New School and Parsons where interdisciplinarity is being fully implemented in various cross-over programs and relationships among departments and schools. Within the School of Constructed Environments, the graduate architecture program enjoys close dialogue and interchange with the Interior Design, Lighting Design, and Product Design programs and shares a dual degree program with Lighting Design. At the university level, the exchange between disciplines occurs across the entirety of The New School, where students are encouraged to study across a range of areas including art and media technologies, urban ecology, or philosophy.

As architecture is a material and tectonic practice, Parsons students engage the ways objects, buildings and cities are built and the materials of which they are comprised. Through various actual field-based projects and theoretical projects in the classroom, the pragmatics and logics of buildings are understood and scrutinized. Students learn how to work within conventions of building but also question where, how and why certain materials and methods are employed.

The graduate program is also committed to the study of new relationships between built form and ecological imperatives. The program imparts the natural, technological, and infrastructural requirements of buildings, communities, and cities and the attendant give-and-take between the impact on the environment and the energies and labor required to service these constructions. Believing sustainability to be intrinsic to the discipline and a shared platform across which other programs and pursuits can be engaged, the program tracks ecological, energetic and technological conditions and new innovations through all phases of the curriculum, and incorporates them into discussions on architectural thinking and design history and theory. Traditional responses to the environment and infrastructure along with new technologies are considered and evaluated in theoretical and technical work.

Although the Master of Architecture program is not required by The New School to have a specific mission statement, there are certain goals that the program reinforces through its pedagogy, its curriculum, and its public programs that it shares with other programs within the School of Constructed Environments, the division of Parsons, and The New School. The focus on studio-based research, a robust and integrated approach to support course topics, critical scholarship and a diverse learning environment all at the service of the discipline's determination to contribute to society in intrinsic and sustainable ways, as stated in the Parsons Statement of 2008, aligns the architecture program with the larger mission of the University. The alignment with these progressive philosophies and its application to the concerns of the built, technological, social, and natural environments enables the architecture program at Parsons to assess and evaluate its progress against a comprehensive set of critical contemporary issues, meet the goals of the NAAB Perspectives and the collateral organizations from which they derive, and affirm the discipline of architecture as a vital and fully integrated art form.

## 5. Program Self Assessment

*The following text is taken from the 2010 Parsons the New School for Design Architecture Program Report.*

### PROGRAM'S STRENGTHS

Since matriculating its first entering class in the fall of 1990, the Master of Architecture program at Parsons has shared the mandate of other accredited graduate degree programs in architecture: to prepare its students with the necessary design, critical, and technological skills to successfully enter the architectural profession. However, beyond this general directive to train competent professionals, the M.Arch. program has identified and continues to pursue unique goals and ambitions. To fulfill these aspirations, the program leverages its strengths and plans accordingly to address the various challenges of a small New York City based program. The small size and connections with a world-renowned design school located in one of the world's greatest cities are also seen as major strengths that the program enjoys.

Other strengths, relative to the larger New School university context, lie in its alignment with the New School's traditional mission of social responsibility and its current mission of urban ecological and environmental focus, as well as the expansion of interdisciplinary opportunities. Specific to the program, strengths include the emphasis on studio based learning, the nationally renowned design build program - the Design Workshop, the close proximity to a host of talented designers, architects and cultural institutions, and the vibrancy of New York City.

The following is an annotated list of the program's strengths.

#### 1. Social and Ecological Focus

The M.Arch. program at Parsons sees the current focus on social and ecological issues in architecture as currents that run beneath all courses and discussions. For example, there are not specific courses in sustainability rather the discussions about design look at how something is built, the human and environmental costs of a proposal, the energy required to produce and support a project, and the larger ecologies that surround design. This approach and the general focus of the New School strengthens the M.Arch. program since it can align with and talk to a variety of other programs around the university.

#### 2. Interdisciplinary Opportunities

The M.Arch. program's location with the School of Constructed Environments strengthens the program by its proximity to the allied programs of lighting design, interior design and product design. Students are exposed to these disciplines through electives that are sponsored by each program and open to all SCE students as well as through a formal dual degree program with lighting design (M.Arch./MFALD). Within the New School, interdisciplinary opportunities strengthen the M.Arch degree experience by enabling students to take elective courses in other programs as well as to attend various lectures, symposia, and other public programs around the university.

#### 3. Studio Based Research and Critical Scholarship

The M. Arch. Program has always revolved around studio and project based learning. The fact that this form of education is being looked at across disciplines reinforces the type of education that architecture programs have employed. The M.Arch. program will work to strengthen this unique learning model and foster critical scholarship in its faculty and support classes. Critical scholarship is evidenced in the publishing work of its faculty as well as in the journals and symposia that are produced by the school which include, *Scapes*,



annual design journals, and *After Taste*, an international design symposium and publication, revitalize existing undergraduate programs. Align curricular content with contemporary practice and teaching and learning models with pedagogic advancement. To promote sustainable growth and intellectual depth and breadth, the curricular agenda will specifically support graduate and joint program initiatives.

#### 4. The Design Workshop

This nationally renowned program is one of the few urban design-build programs in the country. A significant portion of the students who come to Parsons M.Arch. program do so to a large degree in order to participate in this unique socially focused program.

#### 5. Shops, Labs and Libraries

The program also counts among its strengths the Materials Library, the Light Lab that will soon be reconfigured as the Light and Energy Lab, and the Model and Laser Cutter Shop (this facility needs expansion and possible integration with other facilities but in its current state is an asset to the program). The ability for the M.Arch. students to use the Product Design Program's CNC router and 3d printer is an asset to the program as well.

#### 6. Publications and Public Programs

The program and the School of Constructed Environments runs lectures, tours and events that expose students to the larger community of architecture and design as well as produces a series of publications. Current publications include *Scapes*, a publication featuring the work of the Design Workshop, and a forthcoming book on the *Aftertaste* symposium. Future publications include *Premise*, a collection of the graduate thesis work from the architecture, lighting and interior design programs, as well as informal publications of student work from various projects and studios.

### PROGRAM'S CHALLENGES AND PLANS TO ADDRESS THE CHALLENGES

In these difficult economic times and within the ever-present space and financial constraints of New York City, the program faces a series of challenges and as a result, continues to plan and strategize its course. The following list outlines challenges that the program faces relative to general institutional issues and to its specific aspirations, and identifies plans to address these challenges. This list serves as the program's self-assessment "plan".

#### 1. Strengthen the Role of Ecological Consciousness and Architectural Invention

**Challenge:** One of the program's strengths has been its early identification with ecological consciousness as a vital part of architectural education. The challenge has been, and continues to be, teaching sustainable ecological practices (the relationship of the landscape, natural resources, biodiversity, and climatology to the constructed world of capital, scientific practice, high-technology, and social justice) as "intrinsic" and not "optional" within our curricula, teaching architecture students to engage ecological questions as an intellectually exhilarating and technically provocative opportunity to speculate on a host of new kinds of tectonic relationships and properties for the future.

**Plan:** The measure of the vital role of ecological consciousness is made by a continual review of curriculum, supported by public programs and development of faculty and students with a particular expertise and interest in these areas. For faculty, this means supporting and encouraging existing faculty to pursue these questions as well as hiring new faculty who already demonstrate critical skills. The recent hire of William Morrish as Dean of the School is testament to our ongoing commitment to making ecological consciousness central to the curriculum. For students, this means recruiting prospective students who express passion for questions of ecology and promoting the program in a manner that attracts said students.

It is in the evolving culture of our school to view sustainability not simply as a moral responsibility or a feat for engineering science, but a source of creative invention for a better future.

**2. Interdisciplinary Work Across New School, Parsons and SCE Programs**

**Challenge:** To maintain the rigorous parameters of the professional degree program while reaching out to and enabling students' exposure to other disciplines.

**Plan:** To assess the curriculum and to decide where and when students can work across programs. To reinforce the courses of the M.Arch. program so that the discipline is strong. This is done by recruiting accomplished instructors across the theory, science and practice of architecture, and meeting with these instructors to make them aware of the Student Performance Criteria set for the by the NAAB, the specific learning objectives for the course, as well as the specific goals that are particular and important to the program.

**3. Recruitment of Full-Time Faculty**

**Challenge:** To expose students to scholarship based full time faculty, as well as part-time practitioners, and to address administrative workload and responsibilities of full-time faculty who can maintain continuity of the program's vision.

**Plan:** In terms of faculty diversity, the program aims to recruit more full-time faculty in order to complement the largely studio-based part-time faculty, who have great professional expertise but less expertise in scholarship and academic leadership. For example, the hiring of Joanna Merwood, with a background in architectural history and theory, and Brian McGrath, with a background in urban design, both of whom have positions of leadership in the School, reinforces the academic aspect of the program. There are currently searches ongoing for the positions of Assistant Professor of Material Culture and Fabrication / Director of the Donghia Material Library and Assistant Professor of Environmental Technology and Material Science, both full time positions that will strengthen the school and the M.Arch program.

**4. Increase the Quality and Depth of the Student Applicant Pool**

**Challenge:** To continue to improve the academic quality and diversity of applicants to the program and to insure that a larger class does not result in a weaker group of students.

**Plan:** In order to encourage independent learners, we aim to increase the quality and depth of applicant pool. The program in conjunction with the Admissions Office continues to establish and pursue recruiting initiatives in increase the applicant pool and awareness of the program. The measure of the quality of graduate applicants is made at the level of admission through an increase in the number of applicants and in the quality of the admissions material. The challenge is met by the admissions committee and M.Arch. director assembling a diverse and talented acceptance list and using funding opportunities such as scholarships and diversity initiative funds to attract a wide range of qualified students.

**5. Create a Diverse Learning Environment**

**Challenge:** To increase the diversity of the program's population. Following the Parsons Diversity Initiative, the M.Arch. program has adopted the same policy and seeks through its admissions and hiring processes to attract, admit, and retain students and faculty from under-represented populations.

**Plan:**

Since the measure of the diversity of the applicant pool is determined at the level of



admissions, the program plans to work with Parsons' Director of Diversity Initiatives, Jesse Villalobos, before and during the admissions process to explain the Initiative to committee members and to assist the director in identifying funds for diversity students. Jesse also helped the M.Arch. program with information necessary to understand and adopt the Parsons Diversity Policy for the 2009 APR (See section 3.4, Social Equity). The measure of the efforts of the Parsons Diversity Initiative is the matriculation of five diversity students into the M.Arch. and the Dual Degree (M.Arch./MFALD) programs.

#### 6. Constraints Of Space And Facilities:

**Challenge:** Since space is such a premium in New York City, the physical resources available to the School of Constructed Environments and the M.Arch. program will always have to be addressed. The School has undertaken a series of projects over the years to use the limited space in innovative ways, but the constraints of the two floors of the School will have to be addressed for the school to remain competitive.

**Plan:** While the physical size allocated to the program has remained the same since the previous accreditation visit, the program is dedicated to improving the quality of those spaces, and to using them more efficiently and innovatively through the integration of digital technology and non-traditional approaches to studio space. In the summer of 2009 the Design Workshop program undertook an extensive renovation of the studio and spaces on both floors, rationalizing the desk layout, enhancing communal space, and improving the overall facilities—especially lighting. In addition, faculty offices on the third floor are being improved and expanded. A comprehensive plan to expand the space studio, shops, and classroom spaces will have to be implemented for the program and the School of Constructed Environments to grow and increase its visibility and reputation.

#### 7. Digital Technology Resources

##### **Challenge:**

The digital labs on both floors are now maintained and staffed by Academic Technology, ensuring greater access and a higher standard of computing and printing capabilities. All M.Arch. students are required to purchase and use personal laptops. The School shop is equipped with four laser cutters, but to date has not met the goal of obtaining a CNC milling machine onsite in the building that the M.Arch. program inhabits.

**Plan:** A comprehensive plan in conjunction with the Space plan noted is being made for the school to acquire such technologies, as a CNC machine and 3d printer, necessary for a competitive M.Arch. education.

#### 8. Funding for the Design Workshop

**Challenge:** Each year, funding needs to be acquired for supporting the Workshop in order to insure its continued success and to relieve the Director and Dean from the time of the annual search for funding. Students view this unique program as an important aspect of their education and its future must be sustained. The program requires a minimum annual budget of \$150,000 to operate and needs continued support and or an endowment in order to be sustained into the future.

**Plan:** This will require additional fundraising, and expanded relations with outside industry professionals. Grants will be applied for to help fund the program for the following year. In addition, the university is being asked to become involved in larger outreach initiatives to sustain the Design Workshop program.

#### 9. Develop and Fund Public Programs: Lectures, Exhibitions, and Publication

**Challenge:** We aim to develop a rich and diverse series of public programs in order to educate students and faculty, attract high-level applicants, and increase the value of the

Parsons brand.

**Plan:** In 2007 the then Chair of the Department, Kent Kleinman, established a Director of Public Programs position in order to strengthen the School's external activities. In that year we established an international symposium series on the future of Interior Design called *After Taste*. The results of the first three years of this symposium series are being published as a book. The first seven years of the Design Workshop program were celebrated in a commemorative publication. The School journal, *Scapes*, continues to be published as a vehicle to advertise the ideas emerging from the School. A new publication on the four graduate programs from the architecture, lighting, interior design, and dual architecture and lighting program's is currently in the planning stages. This publication, called *Premise*, will highlight the work of the students throughout their thesis year, the contributions of faculty and outside critics, as well as the cultural contexts within which the work is created. This new journal, other established publications, and other public programs at the School require funding in order to meet the \$30,000 plus combined budgets of these initiatives. This year the Michael Kalil Endowment for Smart Design fellowship and project grant program, concentrating on ecologically literate design, will start again after a one year hiatus. The mission of the Kalil Endowment is to promote understanding of the design intersections between nature and technology and to foster a heightened sense of responsibility for increasing the sustainability of all design fields. The activities of the Kalil Endowment honor the legacy of Michael Kalil and advance socially meaningful and ecologically responsible design as a core value of Parsons as well as the other divisions of the university. The new Parsons website, currently being built, will greatly increase our ability to present public information about the program in a dynamic and interactive way.

10. Foster and Fund Faculty Initiatives

**Challenge:** The M.Arch. program and the School continues to attract prestigious faculty, and to help existing faculty develop their teaching and research. The full and part-time faculty of the school need to be supported in their research and inquiry in order to have a research as well as practice based faculty and in order to continue to attract the caliber of faculty required to have a competitive, reputable institution.

**Plan:** The University is committed to hiring more full-time faculty, and to instituting formalized procedures for faculty review and promotion. The School has benefited from this program. In addition, the university has recently initiated a number of programs to support faculty research through grants. A number of School faculty have been recipients of those grants. The annual budget for faculty grants at the School is \$45,000. The faculty at the school will have to apply for these grants and use them in accordance with school policy and the trajectory of their research.<sup>3</sup>

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**Appendix B: The Visiting Team**

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## Appendix C: The Visit Agenda

### MASTER OF ARCHITECTURE PROGRAM SCHOOL OF ENVIRONMENTAL DESIGN PARSONS THE NEW SCHOOL FOR DESIGN

SCE 25 E 13 ST NEW YORK NY 10003 1212 229 8065 1212 229 8937

#### Site Visit Agenda, updated 11.15.09

	Activity	Participants	Location
<b>Saturday January 30</b>			
9:00 am	Team Leader Arrives	Curtis Sartor, David Leven	Washington Square Hotel 103 Waverly Place
Btw 12-5pm	Review Team Room	Curtis Sartor, David Leven, Bill Morrish	Team Room, Room 206 25 East 13th St., 2nd floor Lunch: Taralucci E Vino 15 E 18th btw Broadway and 5th Ave
	Team Arrives	NAAB Team	Washington Square Hotel 103 Waverly Place
7:00-9:00	Team Dinner	NAAB Team only	Café Loup 105 W 13 St, NW corner of 13th and 6th Ave
<b>Sunday January 31</b>			
7:30-8:30am	Team Breakfast	NAAB Team only	Le Pain Quotidien 10 5th Ave @ 8 St or Coffee Shop, 29 Union Sq W @ 16th St.
9:00-10:15	Overview of Team Room and Faculty Exhibition	Team, Observer, David Leven, Brian McGrath	Team Room 206, 25 East 13th St., 2nd floor (btw University Place and 5th Ave)
10:15-11:30	Tour of Facilities with facilities directors, shop managers	Team, Observer, Morrish, Leven, Stoehr, Bechtel, Porter, Chun, O'Hare	25 East 13th St., 2nd and 3rd floor and 2 West 13th St Shops
11:30-12:15	Presentation by Design Workshop	2 from each year: Infowash (Kip, Lee), Bronxscape (May, Schulz) Connect Floor (Chin, Westergren?)	Room 302, 25 East 13th St., 2nd floor
12:30-1:45pm	Team Lunch with Dean and Department Directors	Team, Observer, Bill Morrish, David Leven, Brian McGrath, David Lewis, Derek Porter, Laura Briggs, Jonsara Ruth, Robert Kirkbride, Johanna Woodcock, Joanna Merwood	Da Andrea 35 W 13th St, btw 5th and 6th Avenues
2:00-2:45	Entrance Meeting with Selected Faculty	Team, Observer, Bill Morrish, David Leven, David Lewis, Stella Betts, Peter Wheelwright, Paul Goldberger, Kathy Chia Harriet Markis, Jean Gardner, Charles Renfro, Henry Smith- Miller, Andy Bernheimer, Astrid Lipka	Room 302, 25 East 13th St., 2nd floor
3:00-6:30	Team Work Session, Review of Exhibits and Records	Team, Observer	Team Room, Room 206 25 East 13th St., 2nd floor
6:45-8:30	Team Only Dinner Debriefing session	NAAB Team only	Blue Water Grille 31 Union Square West at 16 St.

**MASTER OF ARCHITECTURE PROGRAM**  
SCHOOL OF CONSTRUCTED ENVIRONMENTS  
THE NEW SCHOOL FOR DESIGN

SCE 25 E 13 ST NEW YORK NY 10003 1:212 229 8955 1:212 229 8937

**Monday**

**February 1**

7:30-8:30am	Team Breakfast with Program Heads	Team, Observer, David Leven, Bill Morrish	Le Pain Quotidien 10 5th Ave @ 8 St or Coffee Shop, 29 Union Sq W @ 16th St
8:45-9:30	Entrance Meetings with Parsons Dean	Team, Observer, Joel Towers	Dean's Office, 66 5th Ave., 6th floor
9:45-10:15	Meeting with Parsons Administration	Team, Observer, Nadine Bourgeois (Associate Dean, Administration, Parsons the New School for Design), Soo Chon (Director of Full Time Faculty, Parsons), Lisa DeBeniditis (Associate Dean for Curriculum + Instruction, Susan Eddy Associate Director of Development, Parsons)	Dean's Conference Room, 66 5th Ave., 6th floor
10:30-11:15	Meeting with Provost	Team, Observer, Tim Marshall	Provost's Office, 66 West 12th St, 8th floor
11:15-12:00	Meeting with School of Constructed Environments Administrators	Team, Observer, William Morrish, David Leven, Derek Porter, Laura Briggs, Alan Bruton (SCE Director of Public Programs), Christine Chang (Associate Director of Operations, SCE), Antoinette Curl (Senior Academic Advisor), Robert Kirkbride (Director of Product Design), Jonsara Ruth (Director of MFA Interior Design), Woodcock (Director of AAS Interior Design), David Lewis (Director of Design Workshop)	Doughla Gallery, 25 E 13th St, 3rd floor
12:10-1:15pm	Team lunch with selected faculty	Team, Observer, Stella Betts, Paul Goldberger, Brian McGrath, Jonathan Marvel, Astrid Lipka, Henry Smith-Miller	Borgo Antica 22 E 13th St btw 5th Ave and University Place
1:30-2:30	Meeting with Faculty	Team, Observer, All Faculty	Room 302
2:30-3:30	Meeting with M.Arch Students	Team, Observer, All Students	Room 302
3:30-6:00	Team Work Session Review faculty Exhibit, records, student work	Team, Observer	Team Room Room 206
4:00-5:00	Observation of Studios	Team, Observer	Studios, 25 East 13th St., 3rd floor
6:00-6:45	Meeting with Practitioner Advisors	Team, Observer, Practitioners	Room 302
6:45-7:45	Reception with faculty, admin, alumni, local practitioners	Team, Observer, ALL	Sheila Johnson Center, 66 5th Ave @ 13th St.
7:45-9:00	Team Only Dinner	NAAB Team only	Danal, 59 5th Ave btw 12th and 13th St.

**MASTER OF ARCHITECTURE PROGRAM**  
SCHOOL OF ENVIRONMENTAL DESIGN  
**THE NEW SCHOOL FOR DESIGN**

SCE 25 E 13 ST NEW YORK NY 10003 t:212 229 8655 f:212 229 8637

**Tuesday,  
February 2**

7:30-8:30	Team Breakfast with Program Head	Team, Observer, Bill Morrish, David Leven	Le Pain Quotidien 10 5th Ave @ 8 St or Coffee Shop, 29 Union Sq W @ 16th St.
9:00-10:00	Review of libraries – main and architecture	Team, Observer, David Leven, Librarians	Adam and Sofie Gimbel Art and Design Library, 2 W 13th St., and Fogelman Social Science and Humanities Library, 55 W 13th St.
9:00-10:00	Observation of Lectures and Seminars	Team, Observer	Rep and Space (rm 205), Issues and Practices (rm 204), Construction Tech (rm 302)
10:00-12:00	Team Work Session	Team, Observer	Team Room Room 206
12:30-1:30	Team Lunch with Student Reps	Team, Observer, Brendan Mahoney, Siena Shaw, Magnus Westergren, Vail Rooney, Clinton Petersen, Emily Andersen, Michael Brotherton (will discuss, AIAS, other groups, cnx to profession, studio culture)	Piola, 12th St btw University Place and Broadway
1:30-6pm	Accreditation Deliberations And Drafting The Visiting Team Report	Team, Observer, faculty can visit team if desired (?)	Team Room Room 206
6:00-9:00pm	Team Dinner	NAAB Team only	Team Room Room 206; catered by Dean and Delucca

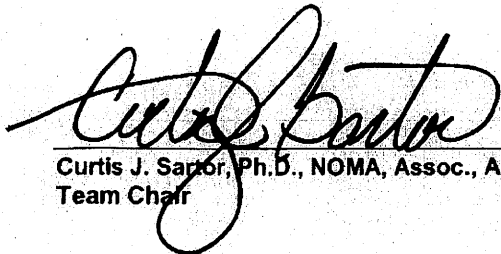
**Wednesday  
February 3**

8:00-9:00	Team Breakfast with Program Head	Team, Observer, Bill Morrish, David Leven	Le Pain Quotidien 10 5th Ave @ 8 St or Coffee Shop, 29 Union Sq W @ 16th St.
9:15-9:45	Exit Meeting with Chief Academic Officers	Team, Observer, Joel Towers, Tim Marshall, Bob Kerrey	President's Office, 66 West 12th St., 8 floor
10:00-10:30	Exit Meeting with School Administrators	Team, Observer, Morrish, Leven, Briggs, Porter, Ruth, Lewis, Kirkbride, Woodcock, McGrath, Merwood	Rm 302
10:45-11:45	School-wide Meeting with Faculty and Students	Team, Observer, Faculty, Students, Administrators	Kellen Auditorium, 66 5th Ave, 1st floor
12:00	Conclude Visit		Arrange airport drop-off



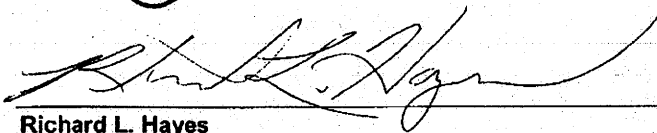
IV. Report Signatures

Respectfully submitted,



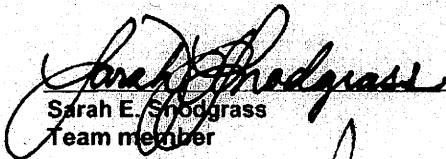
Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA  
Team Chair

Representing the ACSA



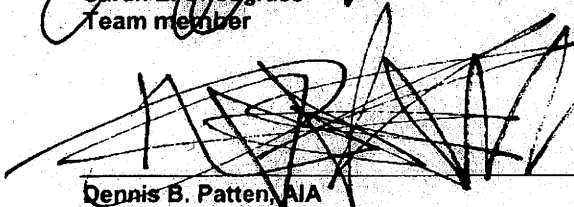
Richard L. Hayes  
Team member

Representing the AIA



Sarah E. Snodgrass  
Team member

Representing the AIAS



Dennis B. Patten, AIA  
Team member

Representing the NCARB



Leslie Gill  
Observer

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