

Parsons School of Design

Interim Progress Report for Year Five

Instructions and Template

November 30, 2021

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4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Changes or Planned Changes in the Program.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
3. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of two recommendations to the Board regarding the interim report:

1. Accept the 5 yr. Interim Progress Report as having corrected deficiencies identified in the Interim Progress Report Year 2. The annual statistical report (see Section 9 of the 2015 Procedures) is still required.
2. Reject the interim report as having not corrected deficiencies or demonstrated substantial progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2015 Procedures) is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be

¹ The team chair will not have participated in the visiting team during the year in which the previous decision on a term of accreditation was made.

assessed a fine of \$100.00 per calendar day until the IPR is submitted.” If the IPR is not received by January 15 the program will automatically receive Outcome 2 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 “Requirements for the Use of Digital Content in Interim Progress Reports” pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2016 and 2010

CONDITIONS NOT MET

2016 VTR	2010 VTR
None	3.8 Physical Resources

STUDENT PERFORMANCE CRITERIA NOT MET

2016 VTR	2010 VTR
B.3 Codes and Regulations	13.26 Technical Documentation
C.3 Integrative Design	

3. TEMPLATE

Interim Progress Report Year 5

Parsons School of Design

School of Constructed Environments

Master of Architecture

Track I (preprofessional degree + 90 credits)

Track II (Advanced Standing + preprofessional degree + 60 credits)

Year of the previous visit: 2016

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Arta Yazdanseta

Title: Director of Master of Architecture Program

Email Address: yazdansa@newschool.edu

Physical Address: 2 W 13th street, 12th floor, New York, NY 10011

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Rachel Schreiber

Title: Executive Dean, Parsons School of Design

Email Address: rschreiber@newschool.edu

Physical Address: 66 5TH AVENUE, NEW YORK, NY 10011

Name: David Lewis

Title: Dean, School of the Constructed Environment

Email Address: lewisD@newschool.edu

Physical Address: 2 W 13th street, 12th floor, New York, NY 10011

Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

Parsons School of Design, 2021 Response: N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.3 Codes and Regulations

2016 Team Assessment: This criterion is **Not Met** at the level of ability required. While there was evidence in student work in PGAR 5224 Construction Technology II indicating that students had knowledge of zoning regulations, there was no evidence in student work in the Design Studios indicating that their level of ability was adequate with respect to life-safety and accessibility standards.

Parsons School of Design, 2018 Response: The student work prepared for PGAR 5002 & 5202 Design Studio II & IV, in conjunction with the coursework for PGAR 5224 Construction Technology II meet the expressed conditions that were not achieved in the Report dated February 24, 2016. Our Design Studio II is defined by-

“The second in the series of six required design studios in the graduate curriculum at Parsons is the housing studio. In this studio students examine various conditions particular to housing, including the part (the unit) the whole (the housing building), public, semi public/semi-private, and private space, urban and ecological issues and precedents of housing schemes. Issues such as culture, technology, history, theory and applicable zoning and building regulations receive critical readings in this studio. Work is completed with an understanding that diagrams, drawings, and models – architectural conventions – are a form of thought and the language with which invention, rigor, and discovery are expressed.”

The outcome of the studio work was a publication, NYCHAPEDIA, which was noted in our accreditation work. NYCHAPEDIA by Andrew Bernheimer, David Leven, et.al (ISBN: 9781499795783) is a 2014 publication cataloguing the city properties and zoning work by the studio on New York City Housing Authority properties in the five boroughs. Professors Bernheimer and Leven have established the Parsons Metropolitan Housing Lab to continue research into the regulatory rules which affect construction/material methods, access, and accessibility to Affordable Housing efforts in New York City.

Our Design Studio IV prepared a Code review for New York City Building Code and American with Disabilities Act (ADA) Compliant Drawings. The students prepared New York City Department of Buildings Filing Drawings under the supervision of a licensed Architect and Professional Engineer with an emphasis on universal design and life safety/egress issues. The 2017 Design Workshop designed an ADA-compliant desk which they also built for the Children’s Museum of Art (CMA) and an ADA ramp to be integrated into the planned Phase 2 renovation. The 2018 Design Workshop designed an accessible exterior ramp and studied egress for a new small educational building on Governors Island, currently under construction by our Parsons Students. We will continue to expand having our students research and integrate code issues in our Design Studio Courses.

Parsons School of Design, 2021 Response:

The M.Arch program continues to work to address the integration of life safety and accessibility standards throughout the studio sequences with a particular emphasis on the integration of these code requirements by program descriptions in Design Studio IV that foreground systems of access and circulation through program choice and public-based projects. Specific reference to

building code, life safety rules and ADA requirements is defined in the studio syllabus, and serves as a basis for the evaluation of egress and circulation systems in given projects, notably in Design IV and Design III.

Moving forward, PGAR 5202 Design Studio IV syllabus is also being revised to address the changes in NAAB 2020 accreditation criteria. As part of this revision, student groups work to produce a course handbook on pertinent international codes, life safety, and accessibility at the beginning of the semester. Each handbook will be presented by the group to the rest of the students in the class and will be used throughout the semester by students as a focused reference document. As part of the Studio grading rubric, all students' final design submissions will be evaluated by the faculty. In addition to addressing the Not Met B.3 Code and Regulations condition, this approach will address PC. 6 Leadership and Collaboration, PC. 7 Learning and Teaching Culture, SC.1 Health, Safety, and Welfare in Built Environments, and SC.3 Regulatory Context of the NAAB 2020 accreditation criteria.

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Parsons School of Design, 2021 Response:

Provost: Dr. Renée T. White was appointed as the new provost (start date August 1, 2021).

Executive Dean: Through an external search Dr. Rachel Schreiber was appointed as the new Parsons Executive Dean (start date July 1, 2019).

School of Constructed Environments Dean: Dr. Robert Kirkbride concluded his 5-year term as the dean. Through an internal search, David Lewis was elected and appointed as the new school dean (start date July1, 2021).

Director of Master of architecture Program: Mark Gardener concluded his 3-year term as the program director appointment. Dr. Arta Yazdanseta was elected and appointed as the program director (start date January, 2021).

Faculty retirements and status change: Emily Moss and Jean Gardner were awarded Emeritus status before their departure for retirement in May 2021, and Dec 2020, respectively.

Change in program mission: In collaboration with FTF members the Program mission was updated as follow:

“The Master of Architecture Program at Parsons SCE focuses on the constructed environment and its role in the interlinking crises of climate change, biodiversity loss, and social injustice. Our curriculum centers on the indivisibility of thinking and making, the interdependence of manual and digital work, and conscientious consideration of the impacts of local and global scales of operation. We are committed to community engagement and external partnerships, which empower our students as change agents through project-based learning and critical citizenship.

The Master of Architecture (MArch) is a STEM-designated and NAAB-accredited professional degree for students holding a pre-professional undergraduate degree in architecture, a bachelor of architecture degree, or a four-year non-architecture degree. New York City provides you with a comprehensive context in which to gain design-build experience and explore architecture's formal and sociopolitical dimensions. You work with the city's Department of Parks and Recreation and Housing Authority and with studios addressing environmental challenges presented by sea-level rise and storm surge.”

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Parsons School of Design, 2021 Response:

The program director has attended three training sessions held by NAAB on *Implementation of the 2020 Conditions and Procedures*, *2020 Conditions and Procedures: Outcomes-Based Assessment Framework*, and *2020 Conditions and Procedures: In-Depth Review of Program and Student Criteria*.

Accordingly, we have created a detailed budget and timeline overview of the required steps to meet the significant changes in accreditation criteria. Recently the program has received initial budgetary approval to support these changes. A team of full-time and part-time faculty members has been identified to support the process. Two part time faculty members have been hired to assist the Program Director with:

- the review and update all MArch core courses syllabi templates to the NAAB 2020 criteria
- the development and evaluation of NAAB 2020 curricular and program matrix
- the development of course-specific benchmarks in coordination with FTF
- the development course-specific assessment in coordination with FTF
- the development and execution of assessment methodology in coordination with FTF

IV. Appendix *(include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

Parsons School of Design, 2021 Update:

Bios of new administrators:

Dr. Arta Yazdanseta is the Director of the Master of Architecture Program at Parsons School of Design. Her research explores Bioclimatic Envelopes at the intersection of design, building performance, and plant biophysical ecology. As a Director and educator, she is committed to the development of novel pedagogical approaches to environmental design and education through addressing the perceived dichotomy between poetics of design and building science.

Arta earned her Doctor of Design and Master of Design in Energy and Environments from the Harvard Graduate School of Design and her professional architectural degree from the Pratt Institute. As a researcher at the Harvard Center for Green Buildings and Cities, she developed architectural environmental design strategies and provided performance analyses for the Center's headquarters' Zero Carbon Retrofit project. Her research contributions have been published in *Empire, State & Building*, *Essays On Thermodynamics: Architecture and Beauty*, and *Phyto: Principles and Resources for Site Remediation and Landscape Design*. As an architect and designer, she has worked at SHoP Architects and hMa.

Arta was the first prize winner of the International Building Performance Simulation Association Competition Award in Chambéry, France. She was the recipient of the Harvard Sustainability Award, Circle Award Fellowship, and AIA Women's Architectural Auxiliary Eleanor Allwork

Scholar. Her work has been exhibited at the New York Chapter of the AIA and has been published in Metropolis magazine. She has taught at North Eastern University, Harvard Graduate School of Design, Boston Architectural College, and the Pratt Institute.

David J. Lewis is the Dean of The School of Constructed Environments, Professor of Architecture, and a founding principal of LTL Architects (Lewis.Tsurumaki.Lewis), a design intensive architecture firm located in New York City. At Parsons he has served as Director of the Master of Architecture program, the Director of Design Workshop program, and on the faculty since 2002. He leads courses on the intersection of architectural representation, material practices, and history.

David is founding principal of LTL Architects, a design intensive architecture firm founded in 1997 with twin brother Paul Lewis and Marc Tsurumaki, located in New York City. David's firm engages a broad range of architectural practice and discourse, from built work to speculative research, from education projects to public service. LTL Architects carefully choreographs spatial and programmatic relationships to enhance exchanges between people, creating architecture that turns the commonplace into memorable stages for collectivity and community. The work of the firm has been recognized for combining design innovation with unconventional pragmatism, including selection as the 2019 Firm of the Year Award from the AIA NY State, and induction into the Interior Design Hall of Fame.

The principals are co-authors of the book *Manual of Section* (Princeton Architectural Press, 2016); monographs, *Intensities* (Princeton Architectural Press, 2013), *Opportunistic Architecture* (Princeton Architectural Press, 2008) and *Situation Normal....Pamphlet Architecture #21* (Princeton Architectural Press, 1998). Their 2020 online publication, *Manual of Physical Distancing* (Issuu), visualized the ongoing scientific research into the spatial impacts of Covid-19 and examined the future of the city seen in light of past pandemics. They are currently working on a forthcoming book on the intersection of carbon sequestering materials and sectional innovation in dwellings around the world. David has previously taught at Cornell University, University of Pennsylvania, University of Limerick, and Ohio State University; and holds the honorary position of Adjunct Professor of Architecture at the University of Limerick, Ireland. David received a Bachelor of Arts in Political Science from Carleton College, a Master of Arts in the History of Architecture & Urbanism from Cornell University, and a Master of Architecture from Princeton University.

Dr. Rachel Schreiber joined The New School as Executive Dean of Parsons School of Design in July, 2019, following more than 22 years in senior leadership and faculty roles at the San Francisco Art Institute, California College of the Arts, Maryland Institute College of Art, and other institutions. Most recently, Rachel served as Provost and Senior Vice President, and as Interim President, at SFAI. An American gender historian, artist, and designer, Rachel has taught design, studio arts, and interdisciplinary humanities at all levels – from first year through graduate studies.

She holds a PhD in History from Johns Hopkins University, an MFA in Art and Critical Writing from California Institute of the Arts, and a BFA in Graphic Design from Rhode Island School of Design. Her visual works have been screened and exhibited internationally, and she has published two books with academic presses, numerous peer reviewed articles, and other writing. Her book *Elaine Black Yoneda: Jewish Immigration, Labor Activism, and Japanese American Exclusion and Incarceration* is due out from Temple University Press in December, 2021. Most recently, her article "A Women's War Against War: The Socialist Feminism of *Four Lights: An Adventure in Internationalism*" was published in November 2018 in the journal *Radical Americas*; and "'Breed!':

The Graphic Satire of the *Birth Control Review*" has appeared in the book *Art, Politics, and the Pamphleteer*.

Dr. Renée T. White joined The New School August 1, 2021 as Provost and Executive Vice President for Academic Affairs. Dr. White is a distinguished academic leader, higher education administrator, and scholar of race, gender, and social inequality. Since 2016, she had served as Provost and Professor of Sociology at Wheaton College in Massachusetts.

Previously, Dr. White was Dean of the College of Arts and Sciences at Simmons University from 2011 to 2016. Before Simmons, she was Professor of Sociology and Black Studies and Academic Coordinator for Diversity and Global Citizenship at Fairfield University. She began her academic career at Purdue University, where she held a joint appointment in the Department of Sociology and the African American Studies Research Center. Her current research is in three areas: the impact of public discourse on social policy concerning reproductive rights, representations of Blackness in popular culture, and applications of black feminist theory to higher education leadership. She is co-editor of the recently published book *Afrofuturism in Black Panther: Gender, Identity, and the Re-Making of Blackness*. She holds an AB with honors from Brown University and an M.A. and Ph.D. from Yale University.

4. Requirements for the Use of Digital Content in Interim Progress Reports

File type

Files must be accessible on multiple operating systems and should not be in an editable form. All static documents, including text and images, must be presented as PDFs. If student work was presented in a video format, videos must be a file type that can be viewed on any machine and operating system.

File size

Individual PDF file size shall be limited to 5MB, per the 2015 *Procedures for Accreditation*. In limiting file size, programs should consider this simple concept: **speed of access is just as important as image quality**. Files and their embedded images should not be slow to load, and downsizing files and images should not be at the detriment of legibility.

Best practices for file size

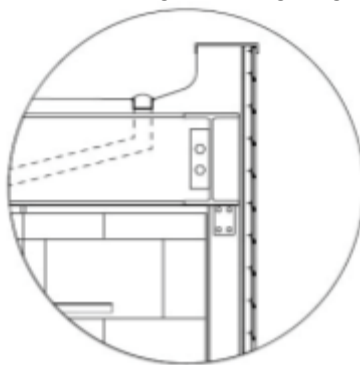
- Photoshop files should be flattened.
- Vector line files should not be rasterized for legibility sake.

Legibility

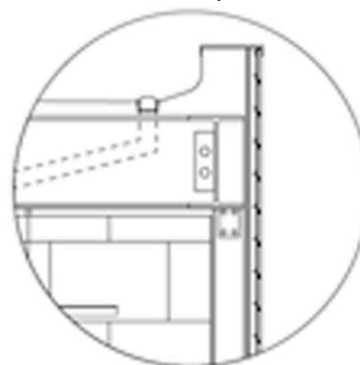
Image legibility and file size go hand in hand. As evidence for accreditation, it is imperative that all images, and enlarged detail images, are legible. Original file format plays a part in this. If an original file is formatted for 8 1/2" x 11" paper, a reviewer won't need to zoom in and out as frequently as an original file formatted for 34" x 44". Viewing hardware is also important, as the same file on a small laptop screen will need to be zoomed in and out more often than if it is viewed on two large desktop monitors.

Best practices for legibility

- Can you see the parts and pieces of an image when its blown up on the screen?
- Are large drawings legible if zoomed to see the individual parts?



Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'



Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'

Figure 1. Examples of legible and illegible JPEG details

Organizing Digital Content

1. A "base folder" titled "Student Work" will contain all evidence in support of the Student Performance Criteria required for the IPR (figure 2).
2. The base folder will contain one folder for each SPC, labeled "# - Name" (e.g., C.3 – Integrated

Design)

3. Individual SPC folders will have three files inside, labeled as follows:
 - a. 1_Course Number_Course Title.pdf
 - b. 2_Course Number_Course Title.pdf
 - c. 3_Course Number_Course Title.pdf
4. Each individual PDF should be organized with bookmarks and a table of contents. All evidence required to demonstrate an example of the SPC shall be combined into a single PDF.



Student Work



C.3 - Integrated Design



1_Arch300_Design Studio 3.pdf



2_Arch300_Design Studio 3.pdf



3_Arch300_Design Studio 3.pdf

Figure 2. Digital folder structure for an accreditation visit

The program must provide all student work to the NAAB by zipping the base folder and submitting it through the NAAB's Annual Report System, along with all other required IPR documentation.