Northeastern University
Architecture Program

Visiting Team Report

Master of Architecture (6 years)

The National Architectural Accrediting Board
November 27, 2002

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.
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of Team Findings</td>
<td></td>
</tr>
<tr>
<td>1. Team Comments</td>
<td></td>
</tr>
<tr>
<td>2. Progress Since the Previous Site Visit</td>
<td></td>
</tr>
<tr>
<td>3. Conditions Well Met</td>
<td></td>
</tr>
<tr>
<td>4. Conditions Not Met</td>
<td></td>
</tr>
<tr>
<td>5. Causes of Concern</td>
<td></td>
</tr>
<tr>
<td>II. Compliance with the Conditions for Accreditation</td>
<td></td>
</tr>
<tr>
<td>III. Appendices:</td>
<td></td>
</tr>
<tr>
<td>A. Program Information</td>
<td></td>
</tr>
<tr>
<td>1. History and Description of the Institution</td>
<td></td>
</tr>
<tr>
<td>2. Institutional Mission</td>
<td></td>
</tr>
<tr>
<td>3. Program History</td>
<td></td>
</tr>
<tr>
<td>4. Program Mission</td>
<td></td>
</tr>
<tr>
<td>5. Program Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>B. The Visit Team</td>
<td></td>
</tr>
<tr>
<td>C. The Visiting Agenda</td>
<td></td>
</tr>
<tr>
<td>IV. Report Signatures</td>
<td></td>
</tr>
</tbody>
</table>
I. Summary of Team Findings

1. Team Comments

The mission of the Program, focused on the immediate urban condition and a “practice-oriented education”, is well-conceived, articulate and compelling as a professional program. The mission contributes to Boston’s needs, resonates with allied disciplines, and has had demonstrable effect on students’ awareness and community contributions to the educational program. The Program’s purpose marries well with University perspectives seeking effectiveness and relevance. Faculty believe in the mission and bring significant contributions shaping its overall dimensions.

The Program is supported and encouraged by the University, which has provided significant resources and guidance for the Department’s development. Much ground has been covered rapidly from conception to execution, and the energy and commitment of all involved is commendable. The Program’s physical setting contributes valuable synergies, with cultural and adjacent professional resources, multiples venues for additional enhancements through other educational institutions, and in the central location within Boston’s commercial and transportation systems.

The Program has made progress in developing research initiatives to support its mission, both in the complex urban reclamation sites of Boston’s perimeter, and in the critical housing needs of the populace. The research provides advantage back to the curriculum and reinforces the Thesis work centered on urban questions and civic enterprise.

The Chair’s energy and optimism provide momentum accomplishing much. The existing faculty are great contributors to building the professional program, and are to be commended for sustaining the vision and energy needed for transformation. They have recruited new full-time faculty bringing seriousness, design depth and pedagogical care to the curriculum. The part-time faculty play key roles in the curriculum and further the professional basis for the Program’s mission. Their engagement is testimony to the mission’s resonance, the Program’s effective location and to the potential of this endeavor.

The students are engaged, thoughtful and adept at translating between their professional and academic experiences. They too have been operative in bringing the Program to its current point of development. Their enthusiasms are for professional preparedness and urban implementation, and they are at ease with the schedule of studies, getting the most out of their coop experience. They have easy access to the program’s administration, and they appreciate the resources and opportunities put before them.

The curriculum is still developing, and the paucity of students in the upper level studios leaves few examples from which to make the full argument for the curriculum’s effects. However, the articulate pedagogy and the seriousness of intent argue for the curriculum’s efficacy, as does the engagement of the faculty teaching. The studio work at all levels shows design proficiency reinforcing the program’s mission of urban engagement; further attention will aid the technical proficiency and comprehensive building design components. The support coursework in history, manual representation, building technology and professional practice is extremely well conceived and taught; more can be done in the theory and digital operations curriculum.

The Co-op Program provides an active relationship between education and practice, for both the student and the hiring practitioners. Co-op is well positioned to influence the achievements of upper-level studies. However, the Co-op experience should be more actively examined in the classroom, since the Team saw no physical evidence of the impression Co-op makes to a student’s subsequent studies. The Team is confident that this formal relationship can be better executed, especially with recent improvements to Co-op mechanics and with the growing network of professionals engaged in the project.
The Team encourages the Program to test its urban strategies for Boston against the wider condition of urbanism globally, to ensure students’ sophistication and adaptability beyond the local professional context. As well, any city today must test its traditions and assumptions against the constantly developing standards and strategies needed to manage complexity and rapid change.

2. Progress Since The Previous Site Visit

Condition 2, Program Self-Assessment. Previous Team Report: As the program makes the transition from a pre-professional to a professional program, it must maintain a rigorous self-evaluation process. The Team believes that regular additional opportunities for structured interaction among faculty, staff, students, and the administration, are needed. If the recommendation to establish a comprehensive, strategic plan and a timeline for its implementation is followed, the self-assessment process is crucial for evaluating progress toward that plan. The strategic plan should be comprehensive and reached by consensus of all parties involved. Establishing that plan in that manner will require an effective self-evaluation process. Given the clarity of the program’s mission statement, this self-assessment process need not be onerous. Indeed, it should document the progress toward professional degree status in a manner that celebrates the accomplishments of the program and that fine-tunes its structure.

Program strengths and future directions need to be expanded. While the conclusions reached in this section are useful, they offer the opportunity to the program to expand an understanding of how each of these items fits into the overall mission.

While the Team generally saw significant gains here, more progress can be made to formalize processes of student feedback and governance. (See discussion in Section II.2 “Condition 2, Program Self-Assessment” below.)

Condition 3, Public Information. Previous Team Report: The program is lacking the exact language mandated by NAAB for all descriptions in catalogs and promotional literature, and the team recommends that this be changed as soon as possible, given the program’s transitional status. The Team recommends that facsimile copies of any catalog descriptions be included in the main body of the APR.

The exact language appears in all official documents and the website of the Program. Its candidacy status is clearly described and understood by enrolled students.

Condition 5, Human Resources. Previous Team Report: The aspirations of the program, as well as the University’s goals for the program, are substantial and to be commended. However, those aspirations necessitate an investment in human resources. How this support should be provided is dependent upon the overall strategic plan for the conversion of the program to professional status. We encourage the University administration and the program constituents to base their commitments to additional faculty and staff on adherence to a strategic plan that has reached conclusions about enrollment, facilities, staff and faculty levels, additional funding, and, most important, the final curricular structure.

The Program has constructed a very clear and persuasive strategic plan with clear implementation objectives tied to a reasonable timetable. Progress has been monitored continuously and due-dates met. The University has provided the support promised, with serious address to the Department’s administrative support, an appropriate physical setting and faculty recruitment. Further plans have been laid out, and the Team encourages the University to provide further support in the immediate future if the
Program is to be outfitted appropriate to it’s standing as one of the University’s most important Programs.

**Condition 8, Information Resources.** Previous Team Report: *Although this condition is not yet met, the Team is comfortable that it can be met at the time of the initial accreditation. The presidential grant for additional book purchases is one indication of this. Compliance with this condition should be clearly indicated in the program’s strategic plan. We encourage faculty to expand their beginning efforts to access and distribute information material digitally.*

The library holdings are now at a minimum level appropriate for a professional degree, though more could be done to expand the periodicals and book collection. Whereas students welcome the opportunity to use other library collections nearby (MIT, Harvard), this is no substitute for the University’s obligation to make this collection on a par with other professional programs in the University, and with other Architecture programs nationally.

**Condition 9, Financial Resources.** Previous Team Report: *It is not yet clear to the Team whether adequate financial resources are in place for the program to function in a professional manner. However, the aspirations for the future heighten our questions about this condition and how it will be met in the period leading up to the initial accreditation. Clearly budgeting for all aspects of the implementation of an accredited program must be an essential element of the strategic plan. We encourage the program head, chair, dean, and provost to work closely on this issue, identifying all areas that need funding, and ensuring that those resources will be available as the programmatic requirements come into place.*

This condition has improved, with the University honoring its commitments to establish the Department as financially independent. However, funding levels seems only barely adequate, especially in the complement of full-time faculty anticipated. If any growth in student enrollment is gained, the Program will need further faculty lines beyond those projected, and better administrative back up to the Chair, the faculty and student services.

Information technology still needs more faculty sufficient to sponsor the necessary instruction, more output capability and students should have easy access to computer labs with appropriate software and studio adjacency. The studios need more display and output devices, and the design work needs to be more digitally ambitious. The curriculum should be examined to ensure that it supports both professional proficiency and innovation.

**Condition 10, Administrative Structure.** Previous Team Report: *The anticipated separation of the architecture program into departmental status will address any concerns that the team has. When the establishment of the department is complete, this condition will be met.*

This condition has been met, however continued address is needed to insure that shared facilities will serve Architecture well. The governance documents need to be amended to fit Architecture and the Department should have its own TA/RA budget to support faculty research and teaching. The Slide Library, a wonderful resource, should be clearly maintained by both departments, and the Architecture budget should gain a line to provide the Department’s share of support.

**Criterion 12.6:** *Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.* Previous Team Report: *There is not enough evidence to demonstrate compliance with this criterion. There is only anecdotal evidence of collaborative work on student design projects, and there is no evidence of compliance with this criterion at any other points in the curriculum.*
This Criterion is now Met.

**Criterion 12.7:** Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment. Previous Team Report: There is not enough evidence to demonstrate compliance with this criterion. Accomplishment of the program’s urban mission would be supported by strong evidence of student awareness of human behavior.

This Criterion is now Met.

**Criterion 12.8:** Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects. Previous Team Report: There is not enough evidence to demonstrate compliance with this criterion. Accomplishment of the program’s mission would be supported by strong evidence of student awareness of human diversity.

This Criterion is now Met.

**Criterion 12.13:** Understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design. Previous Team Report: There is not yet enough evidence to demonstrate compliance with this criterion.

This Criterion is now Met, but the Team has on-going concerns that this agenda permeate the curriculum at all levels. (See discussion in Section 12.13 below.)

**Criterion 12.14:** Ability to design both site and building to accommodate individuals with varying physical abilities. Previous Team Report: There is not yet enough evidence to demonstrate compliance with this criterion.

The Team could not find evidence of this Criterion being met. (See discussion in Section 12.14 below.)

**Criterion 12.18:** Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use. Previous Team Report: There is not enough evidence to demonstrate students’ understanding of the basic principles of acoustics.

This Criterion is now Met.

**Criterion 12.19:** Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate students’ understanding of life-safety systems.

This Criterion is Met with Causes for concern. (See discussion in Section 12.19 below.)

**Criterion 12.20:** Understanding of the basic principles that inform the design of building envelope systems. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate students’ understanding of building envelope systems.
Criterion 12.21: Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is now Met, but the Team sees continued need for coursework or coop experience’s formal processes to document response to this Criterion. (See discussion in section 12.21 below.)

Criterion 12.22: Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate students’ ability to integrate building systems.

This Criterion is not yet Met. (See discussion in Section 12.22 below.)

Criterion 12.23: Understanding of architects’ legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate students’ understanding of architects’ legal responsibilities.

The Criterion is Met but could be developed (See discussion in Section 12.23 below.)

Criterion 12.24: Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is Met with Cause for Concern. (See discussion below.)

Criterion 12.25: Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is now Met.

Criterion 12.26: Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is Met but the Team finds that even though coursework exposes students to the information, the design work does not display this awareness. (See discussion in Section 12.26 below.)

Criterion 12.27: Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the
requirements of building programs. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is not yet Met. (See discussion in Section 12.27 below.)

Criterion 12.28: Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is not yet Met. (See discussion in Section 12.28 below.)

Criterion 12.29: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion.

This Criterion is not yet Met. However, the Team has faith in the Program’s efforts to address this and the other technical Criteria, and we expect continued progress as the Program ages. (See discussion in Section 12.29 below.)

Criterion 12.31: Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s urban and practice-centered mission would be supported by strong evidence of student awareness of the legal context of architectural practice.

This Criterion is now Met

Criterion 12.32: Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s practice-centered mission would be supported by strong evidence of student awareness of practice organization and management.

This Criterion is now Met. (See discussion below.)

Criterion 12.33: Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s practice-centered mission would be supported by strong evidence of student awareness of contracts and documentation.

This Criterion is now Met with Causes for Concern. (See discussion in Section 12.33 below.)

Criterion 12.34: Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate
compliance with this criterion. Accomplishment of the program’s practice-centered mission would be supported by strong evidence of student understanding of professional internship.

This Criterion is now Met.

**Criterion 12.35:** Awareness of architects’ leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s urban and practice-centered mission would be supported by strong evidence of student awareness of architects’ leadership roles.

This Criterion is now Met

**Criterion 12.36:** Understanding of the shifts, which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s urban and practice-centered mission would be supported by strong evidence of student understanding of the context of architecture.

This Criterion is now Met.

**Criterion 12.37:** Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice. Previous Team Report: There is not enough evidence in the documentation of coursework or coop experience to demonstrate compliance with this criterion. Accomplishment of the program’s urban and practice-centered mission would be supported by strong evidence of student awareness of ethics and professional judgment.

This Criterion is Met with Causes for Concern. (See discussion in section 12.37 below.)

### 3. Conditions Well Met

- **Condition 1.** Program Response to the NAAB Perspectives
- **Condition 2.** Program Self-assessment
- **Condition 3.** Public Information
- **Condition 4.** Social Equity
- **Condition 5.** Human Resources
- **Condition 6.** Human Resource Development
- **Condition 7.** Physical Resources
- **Condition 8.** Information Resources
- **Condition 9.** Financial Resources
- **Condition 10.** Administrative Structure
- **Condition 11.** Professional Degrees and Curriculum

### Criteria Met

- 12.1 Verbal and Writing Skills
- 12.2 Graphic Skills
- 12.3 Research Skills
- 12.4 Critical Thinking Skills
- 12.5 Fundamental Design Skills
- 12.6 Collaborative Skills
- 12.7 Human Behavior
12.8 Human Diversity
12.9 Use of Precedents
12.10 Western Traditions
12.11 Non-Western Traditions
12.12 National and Regional Traditions
12.15 Site Conditions
12.16 Formal Ordering Systems
12.17 Structural Systems
12.18 Environmental Systems
12.23 Legal Responsibilities
12.25 Building Materials and Assemblies
12.31 Legal Context of Architecture Practice
12.32 Practice Organization and Management
12.34 Professional Internship
12.35 Architects Leadership Roles
12.36 The Context of Architecture

Criteria Met but with Causes for Concern
12.13 Environmental Conservation
12.19 Life-Safety Systems
12.20 Building Envelope Systems
12.21 Building Service Systems
12.24 Building Code Compliance
12.26 Building Economics and Cost Control
12.33 Contracts and Documentation
12.37 Ethics and Professional Judgment

4. Conditions Not Met

Criteria not Met
12.14 Accessibility
12.22 Building Systems Integration
12.27 Detailed Design Development
12.28 Technical Documentation
12.29 Comprehensive Design
12.30 Program Preparation

5. Causes of Concern

1. The Team's recommendation is based on track record in past performance. Fulfilling the full growth of the program relies on the Chair’s and Faculty’s intentions and abilities to execute, along with the goodwill of the University Administration.

2. The Team was impressed with the quality of the great new faculty, but worry that they will be too few for full curriculum influence. Key curricular areas should be covered by fully-engaged faculty, mainly of full-time status, if the quality intentions are to be upheld over the longer term.

3. The Team recommends with faith in the Program’s continued, serious address to deficiencies. The Program’s Annual Reports should be scrutinized for continued progress.
4. The Co-op Experience is not integrated enough into the curriculum. It provides no evidence of learning achieved, nor is it yet a uniform experience for all students. If used to meet NAAB Conditions and Criteria, then the Co-op Experience must be further processed.

5. The Program must find a way to galvanize student participation in governance.

6. The technical curriculum needs more development towards integration into the design work. This relies on an ability to coordinate between courses addressing technical concerns (building case studies, integrated building systems, studio 5, etc.)

7. Professional practice should be taught more comprehensively and systematically, with a more developed syllabus, textbook material and/or readings, rather than relying solely on case studies documentation of existing projects executed.

8. Most lamentable is the lack of a model shop. This Program lacks facilities/production resources similar to other Schools for three-dimensional imaging of student projects. The computer set-up and output are also of immediate concern. The Program should not only examine other peer programs’ technological facilities, but also their computer policies, in order to deliver to students’ use an information and digital production resource capable of preparing students best for the realities of practice.

9. Adjuncts should be better housed to enhance their engagement to the Program, especially since the Program’s mission is advanced through strong connections to their world of daily practice of architecture. The means of engagement need not be extensive; they could be solved with some shared office space, or a Program lounge with Adjuncts’ lockers, or other commodities.)

10. Both faculty and the Chair would profit from participation in accreditation visits to other programs, either as active Team Members or as Observers, in order to further familiarize themselves with the expectations for demonstration and explication during a typical visit.
II. Compliance with Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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There is ample evidence of synergies between the University and the Architecture Department. The Program’s academic standards are high, and appropriate support is provided to help both faculty and students achieve their best. There are assurances of interaction between other disciplines in the University and the Program, but the only evidence was interaction between Law, Business and Policy Planning in the housing initiative. There were research intersections between the architectural history coursework and other humanities disciplines.

The Chair and the faculty seem well connected to the University and respected by its upper administration. Other University faculty members, especially of the recently decoupled Art Department, are good allies. The University has provided significant support to frame the intellectual resources as well as the minimum number of personnel needed to administrate the professional degree. They have admirable appreciation for the accomplishments of the Chair in setting up the program’s future.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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There is a coherency among the students and faculty that will be a strength for the school as it continues to grow. The students respect each other, which is enhanced by the open nature of the studio atmosphere. Younger students learn from upper level Thesis students, and in some cases vice versa. There has been a recent effort to start an AIAS chapter within the School that has been supported and encouraged by the faculty and through the Department financially. The concern would be that the student body needs another way to voice their concerns, other than through AIAS or through direct contact with the chair or faculty, especially as the school continues to grow.
1.3 Architecture Education and Registration

*The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.*

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The Co-op Program at Northeastern University, which places students in professional offices during the course of their academic studies, is providing excellent exposure to the "internship process" even to the extent that the upper class students are receiving IDP credit. Additionally, the Program has encouraged the local IDP coordinator to visit the Department and inform students on IDP requirements.

1.4 Architecture Education and the Profession

*The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.*

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Northeastern University has a long tradition of involvement in and engagement with the business and practice communities. The Department of Architecture continues this tradition through its involvement in the University’s Co-op Program and engagement of the professional architecture community. Currently a significant number of NU students who desire to become licensed professionals continue on to graduate programs to receive NAAB accredited professional degrees, while others continue to work full time at firms where they may have co-op-ed. The recently established external advisory board has the opportunity to evolve into a body that is integral to the ongoing development of the Program. In addition, community out-reach programs allow the Program to connect with a diverse cross-section of people and factors that are critical to the urban environment. The Program benefits greatly form a strong part-time adjunct faculty of practicing professionals who are some of the best and brightest in the Boston area, and from the strong professional architectural community for which Boston is known. The strong working laboratory of the greater Boston area is an asset that the school uses to create a unique program.

1.5 Architecture Education and Society

*The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.*

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Through recent outreach initiatives, such as partnering with the Northeastern University Center for Urban Studies and the World Class Housing Collaborative, the Northeastern Department of Architecture has shown an increased commitment to dealing with social and environmental problems within the city of Boston. By establishing studio design projects that engage potential sites of development in disenfranchised areas of the city, students propose design solutions that are reviewed by development agencies.
community groups and members of municipal government. These projects have primarily focused on the city's need for affordable housing with the potential for cross-disciplinary interaction with law, business and policy planning students.

2. Program Self-Assessment

*The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.*

- [x] Met
- [ ] Not Met

The Team acknowledges improvement in the self-assessment process, however, a fully structured and clearly defined process is lacking. The APR indicates that the Department has begun working with an External Advisory Board and identifies the establishment of a Student and Alumni Board to review the Department’s progress relating to the Strategic Plan. The Team finds little evidence that the Advisory Board has considered issues regarding the Strategic Plan, nor has it found evidence that a Student and Alumni Board has been formed. The Team does recognize the existence of two faculty and course evaluation processes, one for the Department and one for the University as a whole, however the Department did not provide results of the evaluations. We encourage the Department to follow through with the Student and Alumni Board, and construct a carefully planned process for assessing the overall curriculum and program direction.

3. Public Information

*The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

- [x] Met
- [ ] Not Met

4. Social Equity

*The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.*

- [x] Met
- [ ] Not Met

This Condition is met with the concern that policies and procedures need further development to include a broader involvement of students, faculty and staff in the formulations of policies and procedures, e.g. curriculum review, program development and governance.
5. Human Resources

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.

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The Team appreciates the generous energy and creative attention paid by the tenured faculty and the Chair to growing the faculty necessary to sustain a full professional degree program. New faculty members have brought special skills, new expertise and a communal sympathy to the department’s goals, all of which augur well. Much progress has been made in faculty growth, and plans seem adequate for building the final faculty complement necessary.

However, the Team is concerned that this planned complement covers only the bare necessities. The University should support attaining additional members to this faculty, possibly gaining more tenured members immediately by searching for positions with tenure. Thus, the Department would immediately have a faculty core more like that of analogous programs, on-going and not jeopardized by the specter of failed progress toward tenure, or the hiring competition that affects younger faculty (which already unexpectedly removed a tenure-track member from this Department’s set).

The Chair has obviously devoted enormous energy and time to establishing this professional Program, following on the equally productive efforts of the previous Department Chair. Care must be taken to establish the administrative core necessary to sustain energy and effectiveness across the next years. The Chair would profit from more administrative aid, both in student related matters and on the clerical side.

As well, the growing technical needs of architectural education and the studio environment, especially for information technology, suggest that more technical staff will be necessary. Minimally, the Department should enable a group of senior student Teaching Assistants or Research Assistants, to ease students’ access to digital applications and new communication and production technologies.

6. Human Resource Development

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

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There appears to be a process for aiding faculty and student growth. Though the Team saw no formal evidence of written policy, there were recent examples taking place. However, the Co-Op experience could be strengthened. Many students still assume they are on their own in job search, and more follow-up is recommended to process the Co-op experience to curricular advantage. The Co-Op Coordinator position might be over-worked or not assigned as many hours to Architecture as student demand necessitates.

The Department intends to develop more student scholarship support. This is very necessary to provide both incentive and opportunity to develop creatively.
7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

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The physical resources of the Northeastern Department of Architecture are adequate for the size of the student enrollment. The improvements in the New Office Suite and Department of Architecture Office are valuable additions in terms of space for faculty, addition of gallery space and Program visibility. The Department should consider additional space for gathering, supporting Departmental activity, such as a reading lounge, which could be student/faculty oriented fostering extra-curricular interaction. The team suggests that most programs would prefer for the faculty to be housed adjacent to the administrative wing, even if remote from the studio space. While the Team is sympathetic to the Program’s argument for dispersal of program spaces aiding to guard against a too introverted perspective, the Team hopes the University can do something to conjoin the teaching and administrative staff in the physical setting.

There are three items of concern. First, adjunct faculty are not given access to appropriate office space. Second, a workshop for model construction is an essential component of architectural education. This deficiency was noted in the last Visiting Team Report and has not yet been addressed physically. Regardless of the components included in the workshop (wood working machinery or computer aided manufacturing devices) this area must be completed by the next accreditation visit. Third, there are inadequate computer facilities for architecture students. Access to appropriate computer software and reliable output devices should be available for every student. The Northeastern Department of Architecture should benchmark its facilities against several other schools of architecture in an effort to develop a strategic plan for addressing this issue.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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The requirements of this condition are met, due largely in part to the Presidential grant provided for the expansion of the Architecture and Urban Design collection. While met at this time, the University is encouraged to continue the growth and expansion of its architecture collection, including the expansion of its contemporary periodicals collection, in order to develop a collection comparable to peer accredited architectural programs. In addition, continued development of the current slide collection and issues associated with digital information and images are encouraged.
9. **Financial Resources**

*Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

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The program appears to have the minimum financial resources to build a credible professional program. However, the stringency of the budget to date has been offset by the goodwill and time given by all to start up the program. This generous spirit can not be sustained in the long-term. Thus, the University must strive to ensure that this program has funding comparable to its peer programs at Northeastern, and comparable to its peer architectural programs.

Concern exists that more funding would help in the areas of faculty development, student aid, teaching assistantships and studio/information technology resources, amongst other things.

10. **Administrative Structure**

*The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.*

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The Program has established the minimum necessary administrative status and space usage necessary to an accredited program. However, the immediate future presents challenges, if there is more growth in the size of the student body and faculty.

11. **Professional Degrees and Curriculum**

*The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.*

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The requirements of the professional program are balanced during the undergraduate portion of the curriculum; however, there is only one elective available during the graduate level of the Program. This may prove to be insufficient for many students in the pursuit of a minor or additional area of concentration.

12. **Student Performance Criteria**

*The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.*
12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

Met [x]  Not Met [ ]

12.2 Graphic Skills

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

Met [x]  Not Met [ ]

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met [x]  Not Met [ ]

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met [x]  Not Met [ ]

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met [x]  Not Met [ ]

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

Met [x]  Not Met [ ]
12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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12.10 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

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12.11 Non-Western Traditions

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

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12.12 National and Regional Traditions

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

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12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design

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This condition is met but should be scrutinized. Whereas some facets of environmental conservation were covered, the notion of resource conservation as a whole was not completely addressed. Furthermore, for a program highly focused on urban design, urban conservation seemed to be less addressed than the actual design of buildings that address environmental concerns.

12.14 Accessibility

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

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The Team did not find evidence of work to demonstrate that this Criterion is met. Moreover, the Program would benefit from specific address of the issues related to accessibility within the curriculum.

12.15 Site Conditions

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

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12.16 Formal Ordering Systems

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

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12.17 Structural Systems

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

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General structural design including statics and strength of materials are appropriately covered. Wood, steel and masonry systems appear to be addressed adequately, however additional attention should be focused on concrete systems.
12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

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12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

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The basic principals of life-safety systems were minimally addressed. Fire sprinkler systems were apparent in some student work, but need to be more fully developed and integrated. The concept of fire and smoke alarm systems, as well as fire separations, were not evident.

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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Although met, the Team believes that the level of understanding would benefit greatly from more attention throughout several areas of the curriculum that address the variety of building envelope types.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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This condition is minimally met. Plumbing and vertical transportation services are appropriately addressed, however, electrical, communications, security and fire protections services are nominally covered.
12.22 Building Systems Integration

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

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The Integrated Building Systems course is a very key component of the Department's curriculum, however, the ability to select and integrate structural, environmental, life-safety and building envelop systems into a single, rational building design was not evident in the student work.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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This area is principally met through GARC 315 and 316 and through the Thesis project. However there are ample opportunities throughout the curriculum to address this issue in greater detail.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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This Criterion is met, however there is concern that with a shift in studio content the students understanding of building code compliance may be inadequate. Evidence that these issues are currently understood is visible in the work of students in ARC 510: Housing and Aggregation.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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While there was evidence in GARC 315 and 316 of development financing and building economics, there was minimal evidence of construction cost considerations as a part of the curriculum.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

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There is not enough evidence in the documentation of coursework or co-op experience to demonstrate compliance with this criterion.

Evidence of student ability in this area developed through Co-op must be adequately documented. Even though Co-op is understood to be an important strength of this program, there is no guarantee that it is a common experience for each student. It is the responsibility of the Northeastern Department of Architecture to oversee the content of each student’s Co-op Experience, collect documentation of the work completed by the students during Co-op, and provide formal instruction in this Criterion in the event it is not covered during Co-op, if Co-op is to be used to meet NAAB Criteria.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

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There is not enough evidence in the documentation of coursework or co-op experience to demonstrate compliance with this criterion.

Evidence of student ability in this area developed through co-op must be adequately documented. Even though co-op is understood to be an important strength of this program, there is no guarantee that it is a common experience for each student. It is the responsibility of the Northeastern Department of Architecture to oversee the content of each student’s co-op experience, collect documentation of the work completed by the students during co-op, and provide formal instruction in this criterion in the event it is not covered during co-op, if co-op is to be used to meet NAAB Criteria.
12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

Met | Not Met
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The Team did not see work articulated fully enough to satisfy the expected level of development. Work should more clearly show the relationship between the building program and the resultant design, and the tectonic qualities of the resultant building. Each phase of the design process as outlined in the NAAB Criteria needs to be fully articulated.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an 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 an assessment of their implications for the project, and a definition of site selection and design assessment criteria

Met | Not Met
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The Team did not find evidence of work to demonstrate that this Criterion is met. There existed evidence that students possessed a rudimentary skill of programming at the urban level. However, there was no evidence to indicate that this Criterion is met in other areas of coursework throughout the curriculum.

12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met | Not Met
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12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

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12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

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Although met at this time, the Team believes that students would greatly benefit from more in-depth study of typical professional service contracts.

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

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The Department of Architecture and the University take seriously the role of internship. Through Co-operative Education, the University is providing an education that cannot possibly be taught in the classroom and should be commended.

12.35 Architects' Leadership Roles

Awareness of architects’ leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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This Criterion has been well met. Through the Urban Outreach initiative, including ARC 511 and the World Class Housing Collaborative, students have gained first hand awareness of the leadership roles of the architect.

12.36 The Context of Architecture

Understanding of the shifts, which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

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12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

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Although met there was Team concern that more substantial attention is needed regarding ethics and professional judgment within the professional curriculum.
III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2002 Northeastern University Architecture Program Report:

1898 Department of Law of the Evening Institute at the Boston YMCA founded.
1904 Department of Law incorporated and chartered to grant degrees in law.
1909 Cooperative Education Engineering School began.
1916 Northeastern College of the Boston YMCA established.
1917 Frank Palmer Speare inaugurated first president.
1922 Name changed to Northeastern University of the Boston YMCA; College of Business Administration established.
1935 Name changed to Northeastern University, Corporation formed, and Board of Trustees chosen; College of Liberal Arts established.
1940 Carl Stephens Ell inaugurated second president.
1943 Women first admitted to the day colleges.
1953 College of Education established.
1959 Asa Smallidge Knowles inaugurated third president.
1960 University College established.
1962 Merger of New England College of Pharmacy with Northeastern University to form College of Pharmacy and Allied Health Professions.
1964 College of Nursing established.
1964 Merger of Tufts University's Bouve -Boston School with Northeastern University to form Boston-Bouve College.
1967 College of Criminal Justice established; School of Law reopened.
1975 Kenneth Gilmore Ryder inaugurated fourth president.
1982 College of Computer Science established.
1986 Studio courses in Architecture begin.
1989 John Anthony Curry inaugurated fifth president.
1990 Coordinated Studio Program in Architecture begins.
1989 Graduate School of Nursing established.
1992 Merger of Northeastern University's Boston Bouve College of Human Development Professions with its College of Pharmacy and Allied Health Professions to form the new Bouve College of Pharmacy and Health Sciences.
1999 Architecture authorized to pursue professional accreditation.
2001 Provost Approves New Faculty Lines, Ongoing M.Arch Budgets.
2002 Architecture becomes its own Distinct Academic Unit, Moves into Separate Departmental Suite.

2. Institutional Mission

The following text is taken from the 2002 Northeastern University Architecture Program Report:

Northeastern University's mission, as a national research university that is student-centered, practice-oriented, and urban, is to provide individuals with the opportunity for upward mobility through excellence in education. The University achieves its mission through curricula that value equally knowledge for its own sake, knowledge as a means...
to success in the workplace, and knowledge as a cornerstone of personal achievement and satisfaction.

Achieving Northeastern University’s mission requires excellence in teaching, and teaching remains the central activity of Northeastern’s faculty. By offering undergraduate and graduate programs that are rigorous, relevant, and rewarding, the University provides a solid structure for academic excellence. Northeastern University is also committed to the search for knowledge through research, and the scholarly, and artistic undertakings of its faculty and students.

A central mandate of Northeastern University is to offer students the opportunity to apply lessons of the classroom and laboratory directly to the workplace through cooperative education. For close to a century, cooperative education has been the keystone of Northeastern’s uniqueness. As an increasing percentage of the nation’s population enters its college-educated work force, and new technologies continue to change the nature of work, the University is committed to ensuring that the cooperative plan keeps pace with those changes.

Northeastern University is also committed to serving the educational needs of a pluralistic student population in an amenable physical environment. The University believes that its mission can be achieved only if the student body is not limited by economic status, cultural or racial background, geographic origin, gender, age, or sexual orientation. Northeastern has a long history of serving the educational needs of the non-traditional student, providing degree and non-degree programs for people whose circumstances prevent them from following the standard college regimen.

Beyond the confines of the campus, Northeastern University is determined to maintain and strengthen its reputation as a friend to the City of Boston and a partner to the Commonwealth of Massachusetts. The University’s obligation to serve the community, of which it is an integral part, is fulfilled primarily through the educational enterprise. Through its numerous outreach programs, the University has made striking contributions to the community in applied research, high technology, and the arts. Northeastern University continues to contribute in these and other ways to the region’s overall quality of life and to its economic vitality.

3. **Program History**

*The following text is taken from the 2002 Northeastern University Architecture Program Report:*

Northeastern’s Architecture program began in the Department of Art and Architecture in 1986. At first the courses were mainly in the history of architecture; physics, calculus and structures were covered by other departments at Northeastern, and design studios were taught by practitioners using the studio facilities of the nearby Boston Architectural Center. This temporary arrangement shifted when a new Head of Architecture was hired in 1990, and the program was focused under one roof as a Concentration within the Department of Art and Architecture.

The new architecture program that was consolidated in 1990 had temporary design studios on the Northeastern campus, a large number of visiting faculty from Boston area practices, and three to four full-time faculty members, one of whom was the Chair of the Department of Art and Architecture. The central campus library increased their collecting of architecture books and journals, and the curator of the department’s slide collection stepped up development in the architecture area. Northeastern intended to supply the
program with dedicated studios when a financial crunch hit the campus: architecture students spent the rest of the 1990s in a variety of temporary studio spaces.

In the later 1990s Northeastern’s financial health improved and the University was able to build a new media-equipped classroom building, hire another tenure-track architect, replace a retiring Chair with another architectural historian, and continue to build architectural video, book, and journal collections in the library. In addition the university’s commitment to information technology led to the completion of high-end computer labs for architecture students. The University has located space for dedicated architecture studios, and the build-out of this space was completed in August of 2000.

In the Fall of 1999, the College of Arts and Sciences at Northeastern recognized the architecture program's success by granting it the status of an official Major in the College. At the same time, the President, Provost, and Dean of the College requested that the Architecture faculty prepare for national, professional accreditation.

The first NAAB visit, the so-called “Candidacy” visit, occurred in the fall of 2000. The Visiting Team was chaired by University of Kentucky Dean David Mohney, and also included Iowa State Associate Professor Kate Schwennsen and NAAB Executive Director Eliot Pavlos. The team was impressed with the mission and direction of the Northeastern program and so the NAAB board granted the program Candidacy Status following its next meeting, in December 2000.

Since that visit, and in response to one of its primary recommendations, the Department of Architecture separated from the former Department of Art and Architecture, to become a distinct, self-contained academic unit. George Thrush was named Chair of the new Department of Architecture, which will be moving into new, separate office space by July 1, 2002

4. Program Mission

The following text is taken from the 2002 Northeastern University Architecture Program Report:

Architecture is the context for civic life. The built environment remains the physical framework society has no choice but to share. In an age of increasingly rapid technological and social change, architects must find ways to forge civic connections between our past and our future. Such a task involves critical thinking about many complex contemporary issues, such as the relationship of public and private life, the interaction between formal and political ideas in cities, and the role of technology in contemporary architecture and design thinking.

The challenge facing American Architecture at the moment is to develop models that resist the ongoing fragmentation and decentralization of our urban areas. Since the second world war, a series of forces from federal highway policy to Urban Renewal contributed to the "suburban sprawl" that has stripped many cities of their vital centers. Critics and architects from Jane Jacobs to Rem Koolhaas, and Alex Krieger to Peter Calthorpe, have proposed a wide variety of solutions to this problem - but all agree that it is a central issue in our age. It is for Northeastern Architecture to maintain and grow a program that matches the University’s tradition of engagement with Boston and its complex social, political, economic, and physical development choices. To this end, Northeastern Architecture has begun a curriculum built around issues found in urban architecture. The Northeastern Architecture strategy is to develop and teach the tools for urban re-densification. This program deals less with the theme of architecture and nature,
and more with the relationship of architecture and society. This is not to say that it does not engage the natural world; only that it does so by focusing on choices facing those in cities and their environs.

The Northeastern Architecture program explores the discipline from three perspectives: Form and Society, Theory and Practice, and Technology and Craft. The whole of the program can be understood in relation to these categories. Form and Society is perhaps the most prominent of these. It is the rubric under which political and social issues are explored; the relationship of public to private space is examined; and architecture's distinction between individual expression and cultural production is discussed. The role of history and the relationship of invention to conservation also fall in this category.

The relationship of Theory and Practice is central to Northeastern University's mission. Co-operative education integrates academic and practical learning throughout the University. But in architecture it has additional meaning. The program in urban architecture explores the relationship between critical thinking and public efficacy. Boston offers a laboratory for interaction between students and the world of practical urban problems. The focus on practical efficacy demands exposure to non-traditional design forces, such as regulation and economics. Finally, it is central to the role of the urban university to find a way to effectively disseminate research in the community. The issue of Technology and Craft is relevant to urban architecture in slightly different ways than it might be to a more traditional program. Craft in terms of high quality architectural skills, analysis and representation, is paramount. But Northeastern Architecture adds the question of urban infrastructure to the traditional understanding of discrete building construction systems. Contemporary cities must now integrate more complex systems than ever. Digital technology and its infrastructure - cell phone towers for example - can provide new opportunities for expression. In a society increasingly dependent on technology, architects can play a great role in determining how it is represented.

Architecture at Northeastern seeks to connect specific problem-solving to architectural understanding in the larger context of contemporary cities. The curriculum teaches students to conceptualize, synthesize, and represent complex architectural and urban issues.

5. Program Strategic Plan

The following text is taken from the 2002 Northeastern University Architecture Program Report:

The curriculum in the design studio encompasses two major themes: first, the studio projects focus on the art of building, and second, the projects explore how buildings can affect urban conditions. The art of building includes the study of construction and technology, as well as the cultural messages conveyed by the expression of material, structure, and form in architecture. Buildings meet both our individual need for shelter and our shared need for cultural meaning. The contemporary city is our laboratory. This urban focus requires that students integrate their own creative impulses with the future of the society of which they are part. By building on the practical and technical training afforded by co-op to develop core professional skills, the curriculum can focus on architecture's theories and principles.

Northeastern's program in Architecture is becoming a leader in identifying opportunities for civic representation, urban development, and neighborhood design. But there remains much to do. What follows is an outline of the themes of the program mission, an elaboration of their meaning, and a strategic implementation plan to document their level of achievement and help chart a course for the future. The Strategic Plan is divided into
two primary sections: an academic plan and an administrative one. Each section includes a set of goals and practices that reflect the connection to the overall mission, followed by a set of more specific strategies and tactics for implementation.

Strategic Plan: Academic Goals and (Current Practices)

A.5.11 Form and Society
- Students explore the means of political communication in urban design (Housing Studio & Boston Studio/Thesis)
- Students examine the relationship of the public and private spheres through design (Housing Studio & Boston Studio/Thesis)
- Studio projects are designed to distinguish between architecture seen as individual expression and as cultural production and interpretation. (Seminar in Modern Architecture, Project Case Studies, Housing Studio, Boston Studio)
- Students contextualize their design work by studying the history of cities (Seminar in Modern Arch., 19th & 20th C., World Arch 1& 2, Studio 2 & 3)

A.5.12 Theory and Practice
- Course work establish a relationship between critical thinking and public efficacy (Housing Studio & Boston Studio)
- Studios locate research projects in the world of practical urban problems
- Students take advantage of co-operative education as a model for specific job skills and technical training in the profession
- The program develops mechanism for disseminating design research in the community (Arch Web site, publications.)
- Courses expose students to the economic and regulatory environment (Project Case Studies 1 & 2)

A.5.13 Technology and Craft
- The architectural consequences of new construction methods (Structures 2 & Integrated Building Systems)
- Design studios investigate ways to better understand the role of infrastructure in shaping the environment (Boston Studio/Thesis architectural representation Boston Studio/Thesis)

The Architecture curriculum is now largely complete. Since the NAAB Candidacy Visit in 2000 and the simultaneous reconfiguration of the curriculum in preparation for the 2003 university-wide transition to the semester system, NU Architecture has made several changes and additions. Below are specific examples of how the program’s goals are currently being met, and the changes since the 2000 NAAB visit are shown in GRAY.

A.5.21 Form and Society
- Students explore the means of political communication in urban design
  
  Current: Arc 1150 (Studio 1: Site, Type & Composition)
  Arc 1151 (Urban Design)
  Arc 1352-3 (Thesis/ Boston Urban Intervention)
  Arc 1226 (20th C. Architecture)
  Arc 325 1-2 (Project Case Studies 1&2)
  - Infrastructure
  - Economics of Development
  - Public Regulation
  
  Future: New Course content in:
  - Urban History/Theory
    (expanded Art 1226 for semesters)
Resources Needed:

- Faculty/ 2 new lines
- Faculty/ 1 new line
- Prominent Architecture Studio Space/ Fall 2000

- Student examine the relationship of the public and private spheres through design
  - **Current:** Arc 1150 (Studio 1: Site, Type & Composition)
    Arc 1151 (Urban Design)
    Arc 1342 (Housing Studio)
    Arc 1229 (Architecture of American Houses)
    Expanded Public Lecture Series
    Arc 1352-3 (Thesis/ Boston Urban Intervention)
  - **Future:** New Course content in:
    (expanded Arc 1226 for semesters)

- Studio projects are designed to distinguish between architecture seen as individual expression and as cultural production and interpretation.
  - **Current:** Art 1151 (Urban Design)
    Art 1252 (Building Beyond the City)
  - **Future:** New Course content in:
    - Urban History/ Theory
      (expanded Arc 1226 for semesters)

- Students contextualize their design work by studying the history of cities
  - **Current:** Arc 1151 (Urban Design)
    Arc 1111-12 (Intro. To World Architecture)
    Arc 1225-26 (19th & 20th C. Architecture)
    Arc 3200 (Seminar in Modern Architecture)
  - **Future:** New Course content in:
    - Urban History/ Theory
      (expanded Arc 1226 for semesters)

A.5.22 Theory and Practice

- Course work establishes a relationship between critical thinking and public efficacy
  - **Current:** Art 1352-3 (Thesis/ Boston Urban Intervention)
    Boston History courses (History Dept.)
    Art 1253 (Urban Design)
    Art 1342 (Housing Studio)
    Public Lecture Series
    Coordination with CURP (Center for Exhibitions of Top Area Firms' work)
  - **Future:** Assemble Thesis Projects into Action Packages
    Adopt even more specific public programs, e.g. schools,
    As studio projects

- Studios locate research projects in the world of practical urban problems
  - **Current:** The New Urban Ring sites
    Boston Area Housing
    Area sites disfigures by transportation infrastructure
  - **Future:** Community centers/ Neighborhood charrettes

- Students take advantage of co-operative education as a model for specific job skills and technical training in the profession
Current: students take positions learning Construction Administration students develop their computer skills in professional settings

Future: even more technical exposure Identify co-op positions with developers, city agencies

- The program develops mechanisms for disseminating design research in the community
  
  Current: Occasional public charrettes, publications, Regular exhibitions Regular Lectures Public Outreach by faculty via media
  
  Future: More publications directed at specific problems- a set of housing solutions, for example

Resources Needed: Funding from construction, development industry

- Courses expose students to the economic and regulatory environment
  
  Current: Arc 3251 & 3252 (Projects Case Studies 1 & 2)
  
  Future: New Course content in:
  
  - Real Estate Development Economics Done Sept. 2001
  - Urban Regulation

A.5.23 Technology and Craft

- Students study the architectural consequences of new construction methods
  
  Current: Art 1257 (Structures 2)
  Art 1356 (Integrated Building Systems)
  
  Future: New Course content in:
  
  - Building Systems Done Sept. 2001

Resources Needed: Faculty

- Design studios investigate ways to better understand the role of infrastructure in shaping the environment
  
  Current: Art 1253 (Urban Design)
  Art 1342 (Housing Studio)
  Art 1352-3 (Thesis/ Boston Urban Intervention)
  Art 3251 & 3252 (Project Case Studies)
  
  Future: New Course content in:
  
  - Infrastructure Done Sept. 2000

Resources Needed: Faculty

- Very high levels of skill in Architectural Representation
  
  Current: Art 1156 (Drafting)
  Art 1124 (Basic Drawing)
  Art 1132 (Intermediate Drawing)
  Art 1295 (CAD)
  Art 1296 (Advance CAD)
  
  Future: Additional Perspective skills
Model-making seminars  
Semester Class (Arch 256 Manual Representation)  
3-D modeling on CAD  
Semester Class (Arc 257 Digital Representation)  
3-D object making on CAD/ CAM

Resources Needed:  
wood shop  
CAD/CAM 3-D cutter (Applied for in 2002)  
External funding

A.5.31 Administration and staffing
- Program director supplies overall academic direction and leadership.  
- Full-time, tenure track faculty hiring is done through departmental search committees, including, when necessary, professional ad hoc committee members from outside of the school (because of the small number of full time architecture faculty).  
- Curricular oversight and development is the responsibility of the program director, in consultation with full-time and part-time faculty. Currently such decisions must be approved by the overall departmental Curriculum Committee, as well.  
- There is a single administrative assistant for the Department of Architecture (160+ students). The Architecture Department will hire its own full-time, administrative support person on July 1, 2002. The role of co-op coordinator (currently part-time) could conceivably be integrated with this administrative support position.

A.5.32 Outreach and research dissemination
- The existing lecture series budget, until recently supported by only $2,000 from the Northeastern Center for the Arts, has been substantially expanded. It now runs to over $7,000 per year.  
- Regular Exhibitions in Ryder Hall showcases are currently budgeted at $300/ year, and dependent on loans, zero travel expenses, and donated curatorial help. A regular exhibitions budget needs to be established.  
- The current Architecture alumni database is inadequate, incomplete and frequently inaccessible (it is managed by the development office). A new Architecture alumni database is being created in order to track employment, licensing, career data, and to communicate with graduates about program direction and fund-raising.  
- Web presence and maintenance is greatly improved and it offers a great opportunity to disseminate research, coordinate with Northeastern research units, and communicate with prospective students and alumni.  
- Color program brochure and newsletter has begun to disseminate research and recruit top students; resources have been provided for a biennial update

A.5.33 Facilities
- 4,800 sf Studio Space Opened Fall 2000 at Ruggles MBTA Station  
- Architecture needs access to larger Exhibitions Gallery  
- Facilities for booth a traditional Model Shop, and digital 3-D CAD/CAM facilities are needed  
- Northeastern library holdings in the NA section currently number approximately 3,300 volumes. That number must increase to 5000 by the Fall 2002 NAAB visit.  
- A separate Departmental office Suite is necessary to maintain marginally equivalent status with that of other professional programs at the University.
A.5.41 Administration and staffing

- Establish Architecture as separate autonomous unit within CAS. Done (January, 2002)
- Obtain funding for Chair if Director level salary Progress made (July, 2001)
- Add three tenure-track faculty lines
  - One new hire  
    Done Sept. 2001  
    One currently being searched (for Sept. 2002)  
    Done April 2002  
    One Budgeted (for Sept. 2003)
- Obtain full-time administrative assistant for Architecture  
  Budgeted for July, 2002  
  Done Sept. 2001
- Obtain budget line or staff for website updates in improvements.  
  Done Sept. 2001

A.5.42 Outreach and research dissemination

- Obtain complementary funds from CAS to add to CFA funding for lecture series.  
  Goal of $10,000 annual Lecture Budget. Done Sept. 2001
- Regular Exhibitions in Ryder Hall showcases are currently budgeted at $300/ year, and dependent on loans, zero travel expenses, and donated curatorial help. A regular exhibitions budget needs to be established. Goal: $2,500 Pending
- Establishes web-based alumni database. Not Done
- Expand to include all current students as well. Pending
- Establish Architecture home page, with links to faculty research, student work, faculty practice, other Northeastern research units (GIS mapping, Center In Progress
- Obtain regular funding for a Color program brochure (updated every two years, and a Newsletter (including lecture/exhibition poster?) mailed twice per year. Done Sept. 2001

A.5.43 Facilities

- 4,800 sf Studio Space went on line in Fall 2000 at Ruggles MBTA Station Done Sept. 2000
- Establish additional exhibition space in storefront of Ruggles Studio. Add 160 NA volumes to Main Library Expected Sept. 2002
- A separate Departmental office Suite is necessary to maintain marginally equivalent status with that of other professional programs at the University. Expected Sept. 2002
Appendix B:  The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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