Professional Practice: Project Case Studies I  
Analysis of Practice in the Design Process

Section I: Monday + Wednesday 8:00-9:40  
Section II: Monday + Wednesday 9:50-11:35  
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Assignment 2

Direction: Divide into stakeholder groups.  
The Designer The Maker, the Client, and History.

Consider whom you are, vis-à-vis a new project to build a mixed use Transportation Center/ Museum of Motion on the Rose Kennedy Greenway.

Outline your interests, concerns, requirements, objectives, schedule

In class: Come together. Begin the project:  
One person may speak at a time.
Maximizing the Team’s Potential for Success

As described in class, you have the opportunity to use a personality test to help guide the formation of your project groups and their responsibilities.

These tests, and all personality profiles, are only descriptions of generalized personality groupings and are not accurate as descriptions of any single individual. While useful to many, they are, at best, an approximation of a complex combination of individual strengths and challenges. Their use in this course is neither diagnostic nor predictive and has no bearing on grading or other assessment in the course.

For more on these and other such tests… [http://en.wikipedia.org/wiki/Personality_test](http://en.wikipedia.org/wiki/Personality_test)

A. Take one or several of the following Big 5 questionnaires online:
   [http://similarminds.com/personality_tests.html](http://similarminds.com/personality_tests.html)

   Test information
   [http://similarminds.com/sloan.html#10](http://similarminds.com/sloan.html#10)

   After receiving your profile, review its unique profile traits and consider your own unique strengths in the context of your firm’s team. You might explore some of the others, as well.


   Provide your client an Internal Team Diagram with individual Roles and Responsibilities as well as strengths and challenges, as revealed by the profiles above.

B. Selected Readings:


Assignment- 01  
Due: 15 Sep 2010  

"Just the Facts…"

For the remainder of the semester, a significant emphasis will be placed on the clarity and efficiency of your communications and on your ability to distinguish the relevant from the extraneous in the preparation of case studies.

**Task:**

From your past professional coop experience, identify a specific instance, in which poor coordination between or among an architect and a larger project team resulted in unanticipated design/construction costs and/or delays.

To accompany a concise three minute presentation during class, prepare a Storyboard of the facts of the case using only graphic information—Include, as required, illustration, imagery, diagrams, symbols, charts, matrices, etc.

For the benefit of your peers, your presentation must convey:

- **Setting:** Relevant project facts, including building type, schedule, cost,  
- **Characters:** Protagonists and affected Stakeholders, etc.  
- **Plot:** Roles and relationships of key players and what happened  
- **Timeline:** Relevant milestone events

**Readings:**


"Got Ethics!" Victoria Beach, AIA BSA Chapter Letter, September 2002  
[www.aias.org/chapter_resources/documents/ArchitecturalEthicsArticles-Beach.pdf](http://www.aias.org/chapter_resources/documents/ArchitecturalEthicsArticles-Beach.pdf)  
[<http://www.aias.org/chapter_resources/documents/ArchitecturalEthicsArticles-Beach.pdf>](http://www.aias.org/chapter_resources/documents/ArchitecturalEthicsArticles-Beach.pdf)

**Note:**

In order to safeguard their privacy and encourage an authentic account of events, the identity of the firm and individuals is to remain confidential.
Assignment-03 “Conventional Wisdom”  
Due: 27 Sep 2010

Reading

AIA Case Study Guidelines (Blackboard\Course Materials\Course Documents)  
Read entire document to familiarize yourself with the form and content objectives of the AIA model.

Task

From the list of fifteen case studies provided by the American Institute of Architects, (AIA) Case Studies Initiative (http://www.aia.org/education/AIAS075234), select one case study for careful review and critique.

In teams of two prepare a written summary (not to exceed two pages) and five minute verbal presentation analyzing and critiquing the selected case study’s success in achieving the content objectives of the AIA Case Study Development Guideline, as excerpted below:

- **a concise abstract** describing the most significant elements of the case and identifying key team members, including the client and user representatives.

- **learning objectives** that articulate the topics to be studied and provide a guide to understanding the lessons learned from the project.

- **perspectives**, including protocols for decision-making, stories of practice, innovative ideas, and the value placed on innovation, measures of success, and graphic illustrations. Various “voices” should be considered, including client perspectives and those from the prime professional firm, consultants, contractors, and regulators.

- **analysis** of and reflection on the specific relevant details of the case, focused on a particular topic or considering a series of practice issues. The analysis may include measures of success or difficulty, often reconstructing decision-making to understand a project’s flow. Client concerns, business issues within the practice, design considerations, project delivery issues within the firm as well as project delivery in the construction process are among the issues to be considered. The format for this section can parallel that of The Architect’s Handbook of Professional Practice.

Note: No two teams are to review the same project case study.
ASSIGNMENT- 4  
Due 29 September

In preparation for a “working group” discussion out of which you will generate a set of recommendations consider the following:

1. What specific alternative models do other professions offer for the use of Case Studies?
2. What obstacles would one face in adapting these to architecture?
3. Find one example of a candid/truthful and beneficial case study from any discipline.
4. If you were starting a journal for the collection and dissemination of Case Studies, what five policies would you put in place to assure the quality, benefit, and credibility of the submissions? You might look at such criteria from other disciplines. Adapt to architecture.
ASSIGNMENT- 5

Old Friends

As we have discussed, a major part of realizing design ideas lies in your ability to usher those ideas, upstream, against a current of formidable distractions, objections, and temptations. For the remaining part of the semester, we will look more closely at the way projects actually come together, their Delivery Methodology, and the evolution of the architect’s role in that process, over time. For historical context, you will address the familiar but incomplete stories attached to some of the iconographic buildings in the canon of World Architecture.

Research, analyze, and interpret an historically familiar works of architecture, specifically the form of delivery used to realize its original design and construction (as well as can be determined by historians) and place these in a cultural context (relate the forms of design and construction to the pervasive cultural and aesthetic/spatial paradigms of the time).

You are asked to illustrate an historical context, the form of delivery chosen by the architect(s), and in the Analysis, compare the form of delivery to at least one other form of delivery in use at that time.

Organize your response using the, now familiar, AIA Case Study format. See appropriate sections in “Case Studies in the Study and Practice of Architecture.”

In teams of three, prepare a ten minute PowerPoint supported presentation of your study. Choose one from the following list (avoid duplication between groups/sections):

1. Taj Mahal, Agra, India
2. Great Pyramids & Sphinx, Giza, Egypt
3. Eiffel Tower, Paris, France
4. Empire State Building, New York, New York
5. Sydney Opera House, Sydney, Australia
6. Golden Gate Bridge, San Francisco, California
8. Coliseum, Rome, Italy
9. Parthenon, Athens, Greece
10. Haja Sophia, Istanbul, Turkey
11. Palace of Versailles, Versailles, France
12. Complex at Calat Alhambra, Granada, Spain
13. Lightning Farm, New Mexico, 1977
14. The Bauhaus, Dessau, Germany
15. The National Congress, Brasilia
16. Viet Nam Veterans Memorial, Washington, DC

Wednesday, 29 September:

For review in class, bring an outline of the group’s approach and identify gaps and challenges in your research or methodology.

Monday, 4 October:

Presentations and submissions of Final Case Study. Submit an 11”x17” print copy of your presentation.
Architectural practice is the mechanism for turning designs into reality. Effective practitioners master both the design and practice issues to ensure that their intentions reach fruition. This course addresses the effective navigation of architectural projects, practices and careers. It reviews the history and current state of the profession, and with special attention to the evolving methods by which projects are conceived and delivered, considers the balance between design merit and the legal, economic, and managerial issues associated with architectural successful practice. Your work has been divided roughly as follows:

Context and History of the Profession
While developing a working familiarity with the Case Study as a method of analysis, the course surveyed the history of design realization, with primary attention to the respective roles, responsibilities, and interaction of the individuals and project interests involved.

Current Models of Practice and Delivery
While critically adapting the Case Study convention to new media and the needs of a targeted user, the class, as a team, evaluated a series of ways of infusing relevance into the Case Study. Special attention was paid to the working dynamic of the team, as a function of the individual skills and attributes of its members and their capacity for collaborative work.

Propositions for Improved Practice
Further exploring the applicability and relevance of the Case Study form each section conducts a condensed simulation of an actual project using Integrated Project Delivery as the starting point, with the objective to resolve the failings inherent in each of the conventional, previously studied models of project delivery.

You will write two essays. Late submissions will not be accepted.

The first is an opportunity to succinctly frame what you have learned, in clear and useful language. The second asks you to conjecture upon the link between the objects of your case studies and the various processes by which you have worked to study them. With regard to buildings, broadly consider issues including, but not limited to, beauty, function, context, environmental compatibility, and meaning. With regard to process, consider issues including, but not limited to the role of the architect, levels of autonomy and distinction between disciplines vs. collaboration; ethical practices; sustainable practices; cost and schedule control, client role, legality and risk.

1. Supported by your experiences, observations, and reflections during this semester, develop a concise and persuasive argument – worthy of distribution to next year’s first-year architecture students - for or against becoming an architect. (500 words or less)

2. When trying to assess the impact of your architectural education on your eventual practice it is often assumed that the best of the former is lost in the “reality” of the later. Using examples taken from the exercises and assignments covered in this course, and the personal insights you have had, develop and argue the merits of a new, progressive, six semester graduate level curriculum (MARCH I- for students with a non-professional, non-architectural bachelor’s degree) in a university whose mission it is to: “To assure the long-term success and maximum impact of architects within the global community.” (750 words or less)
8 October 2010

Dear Northeastern Design Teams,

We are an international project management concern. Our client, CHRONOSTRUM Ag, is a consortium of Northern European foundations and private institutions jointly pursuing strategic advances in the five international sectors identified as most critical to the future environmental health of the planet. These include Food, Healthcare, Energy, Education, and Building. Your firms (hereafter S1 and S2) have come to our attention based on your noteworthy performance on recent projects and have been selected to participate in a limited competition for Phase I development of a new international research project.

As you well know, within the Building sector, construction methodologies and materials research have received significant research support over the last several decades. However, the actual professional practice of design and building has received comparatively little attention and has, consequently, barely evolved during this same period. It is the considered opinion of our client that the improved exchange of acquired knowledge and innovative methodologies, related to professional practice, among design professionals would act as a significant catalyst to broader improvements in building practices globally.

To this end CHRONOSTRUM Ag have proposed the following undertaking and seeks your considered guidance to assure its successful realization.

CACHe   The Centre for Architectural Case History
A global resource for the selection and dissemination of architectural case studies with greatest relevance to the most pressing challenges facing contemporary architectural practice.

Your firms are asked to envision and develop a viable operational platform/model for CACHe. Please base your work on the following assumptions:

1. Two parallel projects (S1 and S2) are to be initiated on the same schedule.
   Kick-off meeting 13 October 2010
   Final Project Review- 3 November 2010
   Additional Deadlines - TBD

2. Northeastern University will serve as the initial host institution with later commitments TBD.

3. Phase II funding for prototype implementation may be provided by NCARB, a grant proposal for which is due 19 October 2010. Each team will submit one proposal.

   Proposals for the 2010 NCARB Grant must be submitted electronically to ncarbgrant@ncarb.org by e-mail no earlier than Tuesday, September 21, 2010 and no later than Tuesday, October 19, 2010, 5:00 p.m. EDT. Institutions may submit more than one application. The members of the NCARB Practice Education Committee will review the proposals. Written notification of the Committee’s decisions will be mailed at the beginning of December so that project(s) can start in January with the implementation of the studio/class being offered in the fall, at the latest. The selected institution(s) will receive a check and an award letter that outlines specific terms and conditions for the grant including a project report after the project is completed that will be published in NCARB reports. Project expenses are intended to be for a one-year time period including implementation of the studio/class. NCARB reserves the right not to make any awards, based on the quality of the proposals. (http://ncarb.org/Studying-Architecture/Educators/NCARB-Grant-Program.aspx)

4. Proposed project viability will be evaluated by internal review through NEU Graduate School professors and through assessment and by me, as CHRONOSTRUM’s sole representative. The criteria for award of the Round II development rights include: quality and depth of your analysis; reinterpretation and innovation of the Case Study format; as well as exhibited professionalism in service.

5. You are to work as professional firms, and to conduct all phases of this project accordingly.

I will fly from Paris to meet with you during your regular class periods, the first of which will be on 10 October 2010, at which time I will present a full project brief and will answer your questions so that you may begin. In preparation for that meeting, please prepare an Organizational Chart for your firm, identify a designated primary contact, and be prepared to discuss the terms of compensation for your service.

With gratitude and anticipation,

Hubert Bernhard, Director
Reflections  Monday, 6 December 2010

CACHe Project

1. What was the most valuable insight you, personally, gained during the recent four-week scenario project, what are the primary factors that each seeks to “protect” in the interest of design quality?

2. How has the scenario project changed your understanding of which factors most significantly impact on an individuals and a team’s likelihood of success in practice?

Delivery Methodologies Presentations

*Design/Bid/Build*
*Interiors*
*CM Advisor*
*Integrated Project Delivery*

1. Which of these systems is most likely to allow the team to be flexible enough to respond effectively to unforeseen project events?

2. With which system do you feel your education and training, thus far, makes you most comfortable? Which do you hope to be prepared as your career advances?

3. In order to be most successful, what specific skills/talents might be most advantageous for an architect in each of these models?

4. Each of the Delivery Methodologies under consideration seeks to balance the relative importance and relevance of Schedule, Budget, Quality, and Liability. In your opinion, which is most successful 1) as intended, and 2) as typically realized in contemporary practice?