Program Type:

Bachelor of Science, Architecture
PLUS
Master of Architecture

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Northeastern
A.1 University Mission

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.
A.2 A Brief History of Northeastern

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 Bouvé -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 Bouvé College of Human Development Professions with its College of Pharmacy and Allied Health Professions to form the new Bouvé 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.
Northeastern

A: Introduction

A.3 History: Department of Architecture

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.
A.4 Mission: Department of Architecture

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; 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 falls 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 understand-
ing 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.
A.5 Strategic Plan: Architecture Program

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
- Student 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 establishes 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 mechanisms 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
- Specific courses aim toward very high levels of skill in architectural representation Boston Studio/ Thesis
A: Introduction

Strategic Plan: Architecture Program
Academic Strategies and Tactics

The Architecture curriculum is now largely complete. Since the NAAB Candidacy Visit in 2000 and the simultaneous refiguration 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 ORANGE.

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 3251-2 (Project Case Studies 1&2)
    - Infrastructure
    - Economics of Development
    - Public Regulation
  
  **Future:**
  - New Course content in:
    - Urban History/ Theory
      (expanded Arc 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
  
  **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)
Strategic Plan: Architecture Program
Academic Strategies and Tactics

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 disfigured 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 (Project Case Studies 1&2)

  **Future:**
  - New Course content in:
    - Real Estate Development Economics **Done Sept. 2001**
    - Urban Regulation
Strategic Plan: Architecture Program
Academic Strategies and Tactics

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 (Advanced CAD)

  **Future:** Additional Perspective skills
  - model -making seminars
  - Semester Class (Arc 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
Administrative Goals and Current Practices

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 Exhibition Gallery
- Facilities for both 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.
Strategic Plan: Architecture Department
Administrative Strategies and Tactics

A.5.41 Administration and staffing

- Establish Architecture as separate autonomous unit within CAS.
  **Done** (January, 2002)

- Obtain funding for Chair or 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**
  - Establish 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 for Urban and Regional Policy)
    **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 online in Fall 2000 at Ruggles MBTA Station
  **Done** Sept. 2000

- Establish additional exhibition space in storefront of Ruggles Studio.
- Add 1650 NA volumes to Main Library
  **Expected** Sept. 2002

- A separate Departmental office Suite is necessary to maintain marginally
A.6 Working Timeline/ Strategic Plan in Response to 2000 VTR

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A.7 Introduction
### A.6 Working Timeline/Strategic Plan in Response to 2000 VTR

#### Strategic Plan, continued

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B.2 2000 Team Findings: Program Strengths & Responses

The mission of the program, which focuses on urban issues and practice-centered education, is clear, concise, and unique among professional programs. Moreover, it is timely: appropriate to this period when America is rediscovering its urban heritage, and trying to revitalize it. The mission also complements the university context in which the program is located, as well as a broad set of social and economic goals within the region. The team believes that the program mission provides a very firm foundation for its future.

The ambitions of the program to be broadly recognized for its unique mission are shared and supported by the university administration, including the provost, dean, and department. These ambitions correspond to the university’s own aspirations for improvement within its regional context. The administration understands the commitment to resources – in facilities, faculty, and funding – that will be needed to support the goals of the program. The team compliments the willingness of different areas of the university to share goals and reinforce a common agenda from different positions.

The team also believes that there is great potential for the program’s mission to provide a substantial research and service component for the university’s broad mission. We believe that over time the potential to address topics appropriate to the mission could engender support for particular research projects, or local community design initiatives.

The students are enthusiastic, hard-working, and supportive of the program mission. Faculty, both full-time and part-time, are committed to the program, respected for their efforts within it as well as for their outside accomplishments. The ability to utilize a diverse array of local, talented young professional and academics as part-time faculty members is an asset. The willingness of the faculty to engage the professional
community regularly promotes respect for the program as well as involvement of the professionals in it.

In the studio environment, the clearly defined progression of issues and learning objectives seems effective, to the extent it could be judged from the work presented to the team. The history and theory courses set a good example of the integration of certain themes across an entire curriculum, for example, the western and regional traditions in architecture.

The co-op program is established and successful. It is one of only a few practice-based education programs nationally, and can compliment the mission by engaging students on a regular basis in ongoing professional activities in the region. It can work in reverse, allowing professionals access to broader academic speculation on the issues within the region and its core. We encourage that both these avenues be pursued intensively.

B.3 2000 Team Findings: Program Deficiencies & Responses

The team believes that the substantial strengths and aspirations of the program are counterbalanced by serious concerns about curriculum development, resources, and timing. At the same time that the team wishes to make clear its support for the program’s ambitions we must raise a broad array of issues and ask how they will be addressed. These apply to almost every aspect of the proposed program: formulation of a new graduate level curriculum, enrollment management, appropriate levels of both full-time and part-time faculty for the revised program, staffing for expanded administrative responsibilities, facilities and operating budgets.

These are substantial issues individually, yet taken together they present a substantial challenge. The team believes that to address them comprehensively, the program and the university should consider the development of a detailed strategic plan for the implementation of the professional program. This plan should have a strict timeline for its implementation, ensuring that adequate resources and facilities are available at each point when the program takes on new responsibilities.

The Department of Architecture embarked on a Strategic Plan for the M.Arch Graduate Program immediately after the 2000 NAAB visit. This plan was necessary for internal as well as external NAAB purposes, as the proposal to establish a new Masters Program (M.Arch) in the University is a very formal process. The entire Strategic Plan is attached in the Appendix, but its highlights are listed below:

- new tenure-track faculty hires (three were added; one each for 2001,-02,-03)
- departmental autonomy (achieved in January, 2002)
- separate departmental office suite and chair’s office
- Presidential grant to add over 1500 new volumes to the Library’s architecture and urban design holdings.
- commitment to a separate budget for the department
B: Progress Since previous Site Visit

(achieved September, 2001)
• additional funding for lecture series and outreach

The team believes this strategic planning process needs to have a broad representation from all constituent groups from the metropolitan urban region. We believe that this strategic plan should be reached through a consensus among these groups, even if this lengthens the planning process. And despite the admirable desire to implement the professional program as quickly as possible, we recommend that the planning process consider what period of time would allow for the gathering and application of the highest level of resources to benefit the program in the long term. Based on our discussions with faculty, staff, and students, we understand that no students are at risk for receiving an unaccredited degree so long as initial accreditation is granted by 2003.

Major strides have been made in involving constituency groups in the planning process. An External Advisory Board was constituted in the fall of 2001 and had its first meeting on September 12. Membership was made up of leading architects, academic, developers, and city officials. Their input was sought on the general direction of the school (which was broadly supported), and also on ways to best engage the actual development process via research, projects, dissemination, and potential sources of funding. A second group, composed of students and alumni will hold its first meeting this spring. In conjunction with these two groups, regular faculty meetings and input from the AIAS makes the program much more connected than it was during the first NAAB visit in 2000.

As the program moves from pre-professional to a professional degree status, the team believes that a greater level of familiarity with the process of accreditation is needed. Despite a great deal of effort and thought, there were substantial shortcomings in the visit. We believe that nearly all of this is due to a lack of familiarity with the accreditation process, and recommend that key faculty make an effort to participate in NAAB team visits at other institutions, in the role of an observer. Such experience will enhance the program’s ability to present its strengths in a manner that allow a team to focus on them, from the writing of the APR to the gathering and documentation of student work during the visit.

In the winter of 2002, George Thrush joined the NAAB team visiting the University of Tennessee in Knoxville as an informal observer and guest of the Dean, Marleen Davis. Extensive notes were taken about team room preparation, exhibit hanging, course book preparation, and APR organization.

A particular opportunity that is as yet unrealized is to bring aspects of the co-op program into the accreditation process. While the co-op situations will be quite varied for the students, there remains a larger sense of shared professional endeavor that has implications for professional accreditation. The organization of the co-op might be refined so that certain criteria at a minimum – e.g. 12.34 Professional Internship; 12.35 Architects’ leadership Poles; and 12.36 The Context of Architecture – are prominently addressed through the co-op experience. The team strongly recommends that every student in the program be directed towards an architectural experience exclu-
sively, and that the co-op faculty have a background in architecture, as well as some experience in the profession.

Recently, as part of a co-op reevaluation by the University and in response to the NAAB VTR of 2000, Architecture examined the relationship of co-op employment and learning to the accreditation requirements. The result was a separation of architecture jobs into three categories that were arranged more horizontally by job description than they were vertically by experience or responsibility level. This horizontal arrangement of the jobs allowed them to much better relate to the NAAB criteria. The new co-op job classifications are also listed in the Appendix, but the categories are shown below:

1. Construction/Project Management
2. Design and Construction Documentation
3. Office Support and Marketing

These categories are realistic—it is reasonable to assume that students will be able to gain exposure to these areas while still in undergraduate school. We have attached the list of actual jobs in the Appendix, shown with their job category.

Curricular issues need to be addressed on a comprehensive and thematic basis. The Technology course sequence, for example, could benefit from the integration of certain issues across the entire curriculum, much as the History and Theory sequence has developed themes in western and regional architectural history. Again, this seems to us to be a relevant issue for a strategic planning process.

A new course in Integrated Building Systems (Arc 1356) has been instituted in response to this concern. All technology courses will be increased by 30-40% under the transition to the semester academic calendar.

Facilities issues must be addressed on a short-to-medium-to-longer term basis. The improvements to the studio area are substantial and have removed the overarching liability to the program’s facilities. Yet additional needs remain: a workshop and a gallery/exhibit area, for example are clear priorities. The overall issue of enrollment growth, however, may be the largest issue; it must be addressed, ideally through the planning process.

Facilities will always be a tougher than average issue at a school like Northeastern because of the tremendous premium placed on space at an urban university. But much progress has been made. Funding has been requested for a digital laser cutter to help students make site models, and the architecture department is working with the University to adaptively re-use more space under the MBTA transit station (the location of the new Architecture Studios). Critically, the University has committed to having a new office suite and chair’s office available for the 2002-03 academic year. Enrollment growth is very limited right now. The plan that the program has is to defer to the University’s enrollment cap, and not grow over 160-170 students (undergraduate and graduate). However, if Northeastern were to offer its own first professional degree M.Arch in the future, these numbers could rise along with the additional revenue that such a program would attract.
Resource issues are substantial, from teaching loads to operating budgets. One of the difficulties the team found was that multiple and varied tasks for key individuals rendered them less effective than they might be for key responsibilities. The team appreciates the commitment and energy the entire program community brings to their work, but has concerns about whether such a pace can be maintained on a regular basis. Already, for example, we believe that the program suffers from a lack of regular meetings of its constituent groups – faculty, staff, students – in addressing key issues as a community. And we believe that the expansion of student involvement in overall governance issues should be considered.

As mentioned already, students involvement is growing through the AIAS, and the Student Alumni Advisory Committee. And the addition of full-time faculty has allowed the chair to lead, while the faculty establish a more consistent, less adjunct-based, teaching schedule. The pace of the school is more harried than at some other institutions, but amidst the variety of work lies an incredible amount of productivity. More and more work is going on, and the sense of shared accomplishment and goals has a very positive effect on the students.

This panoply of concerns may seem daunting. Yet we believe that if they are addressed in a comprehensive, consensus-based process, it will ultimately facilitate achieving the notable goals which the department and the university have set for a professional degree program in architecture.

B.4 Responses to NAAB Changes

We are unaware of any NAAB changes that affect our movement from Candidacy to Initial Accreditation.
B.5 Chart of responses to 2000 NAAB visit (more detail elsewhere)
The following narrative supplies the information requested in the 1998 edition of the NAAB Conditions and Procedures for Professional Degree Programs in Architecture, beginning on page 12.

C.1.1 Architecture Education in the Academic Context
The program must demonstrate that it both benefits from and contributes to its institutional context. Given its particular mission, the APR may cover such issues as: the program’s academic and professional standards for both faculty and students; interaction between the program and other programs in the institution; contributions of the students, faculty, and administrators to the governance as well as the intellectual and social life of the institution; and contributions of the institution to the program in terms of intellectual resources as well as personnel.

Role within the University
Located in the College of Arts and Sciences, but set more broadly within a practice-oriented university, the Department of Architecture plays a critical role in linking the liberal arts with the world beyond the university. As the University has been recently transformed from a commuter school to a major urban campus, the role of architecture and urban design in this transformation is visible to students, faculty, and administrators alike.

Conceptual Fit with University
The Northeastern Architecture Program benefits from a very strong conceptual fit with the mission of the University. The University has a history of using the practical problems of the metropolitan area and its residents as the primary focus of its research. Whether those problems are economic, social, or physical, Northeastern scholarship is trained on solutions. In the current climate of radical change in the Boston area, the issue of physical development and neighborhood character has emerged as one of the most critical issues for the future of the city. In order to address this particular aspect of architecture and urban design, Northeastern has focused its architecture program on “urban architecture”. Many of the design studios focus on particular aspects of urban architecture and the challenges facing it in the coming decades. These include the study of new building types, the role of infrastructure in urban development, developing models for peripheral growth, and the role of new housing strategies in maintaining a livable environment for urban residents.

Standards and Interdisciplinary Opportunities
A critical part of this academic focus is the maintenance of strong academic standards. As members of the College of Arts and Sciences, Architecture students must maintain a 2.5 minimum GPA in order to remain in good standing. But more critically, students are expected to develop strong specific architectural skills in drawing and research. Students also gain from constant exposure to the larger university, where their required courses take them to the College of Engineering, and the English, Math, Physics, and History departments. In addition, many students opt to take courses in entrepreneurial studies, finance, or real estate development, in the College of Business.

In this area, however, there remain many opportunities for improvement. More specific relationships with the College of Business, the School of Law, and the College of Engineering can be developed in order to better integrate the tremendous urban-focused resources available at Northeastern University. The Department of Architecture has recently enhanced relationships with the G.I.S. mapping research of the Department of Geology. Graduate students now take G.I.S. courses there. Also,
urban architecture is a natural partner with the N.U. Center for Urban and Regional Policy (CURP), headed by Trustee Professor Barry Bluestone, Ph. D. Since the last NAAB visit (fall, 2000) the Department of Architecture has worked with CURP and the World Class Housing Collaborative through the Housing Studio on several sites in Roxbury and Dorchester. There are also other distinct opportunities for joint, funded research with CURP; especially in developing strategies for post-industrial land use with railroads and utilities.

Pedagogical Intentions
Architecture at Northeastern is also held together by strong academic guidelines. The core studio sequence focuses on specific skills: drawing, conceptual thinking, composition, typology, urban design, tectonics, housing, and urban intervention (Boston Studio/Thesis). This structure has allowed Northeastern to resist the culture of “personal authenticity” as the sole criterion for design evaluation. Avoiding this problem reflects an academic bias at the school: namely that architecture, especially urban architecture, is a social act. It includes the personal journey of “finding one’s voice”, to be sure, but it is more critically a question of learning language and technique. To this end, our courses are about learning the essentials of the language of architecture, and the many contingencies of its application in urban situations.

University Core Curriculum
All Northeastern students take a core of liberal arts classes from areas outside of their major. All Architecture students take specific English, mathematics, social science, and writing courses in addition to a selection of upper level liberal arts courses from different categories. These courses allow even an architecture student to substantively develop another academic interest, or to broaden herself through exposure to a wide range of topics.

C.1.2 Architecture Education and the 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. Given its particular mission, the APR may cover such issues as: how students participate in establishing their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the critical information needed to shape their futures; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

Student Resources
Northeastern Architecture also benefits from its participation in the broader university setting with regard to its support and encouragement of students. Student counseling, extracurricular activities, social events, entertainment, and athletic opportunities abound on the university campus in particular, and in the City of Boston more generally. In addition, the well established system of cooperative education and its administrative support offers students a source of information about the profession they will be entering. Moreover, other area institutions, such the Harvard Design School, MIT School of Architecture, Boston Architectural Center, and the Boston Society of Architects provide a rich mix of lectures, exhibitions, reviews, and symposia to expand students’ awareness of, and participation in, the field of architecture. The students have a chapter of the A.I.A.S. on campus, which has lately been very active and offers
a window into leadership roles in the profession.

Student Community
Since the last visit of the NAAB, the integration of students, faculty, and administrators into the social, intellectual, and governance life of the program has improved in many ways. Several specific groups have been formed to include many more people in the governance of the school. The existing AIAS chapter has grown enormously, and is very active in students life. It holds regular meetings, sponsors design charrettes, and most interestingly, has begun to sponsor studio orientation workshops for freshmen. All of this without any direct faculty supervision. In addition, recent meetings of AIAS have begun to invite the Department Chair and faculty as a way to communicate student needs directly to the Department. These meetings are extremely helpful, and the Department is doing everything to encourage them to continue. In addition to student participation through the AIAS, there is a growing sense of community that has sprung up around the new design studios at Ruggles MBTA Station.

Student Diversity and Admissions
Student diversity at Northeastern is a great strength of the program. The University, and the architecture program in particular, has representatives from wide range of countries, including all major continents. Each new class is more diverse in its make-up than the one before it, and more diverse than most architecture schools in the U.S. But that distribution still does not reflect as many African-American students as it should. A program whose focus is urban issues has a special obligation to encourage urban minority participation. We have had several specific successes in this area, where African-American and Latino students from economically disadvantaged urban backgrounds have made it through the program successfully, but there is room here for more improvement. Part of the solution will come from Architecture having a greater role in the admissions process. As of now, all admissions come through the central university office. This may be an argument for further administrative separation of architecture to allow for more targeted admissions policies.

In the academic sphere, all students are initially exposed to a wide range of architecture in a two-part survey of “World Architecture”. But the focus of the program remains on the local issues of contemporary American cities, especially Boston, with a focus on urban sites and outreach to communities at the periphery of political and design attention.

Advising
Northeastern Architecture students have access to multiple levels of advising. There is an advisor for general academic issues at the Office of the Dean of the College of Arts and Sciences. His name is Steve Viveiros, and his job is to help students get into classes and work within the prescribed curriculum. There is also a dedicated advisor for co-op. Cathy Neal’s role is to work with employers and students to coordinate their ongoing co-op job placements. Finally, each full-time faculty member has at least three hours per week dedicated to student advising in his or her office. The department chair is usually available even more often than that. The Architecture web site allows students to check course sequences, and to contact their advisor by email as well. With more material available to students on both the department and University web sites, more advising now surrounds goals and mentoring rather than the logistics of course registration, though the University still has much progress to make in this area.

Scholarships
Though the department lacks any dedicated scholarship funds, there are many available through the College and University. The department of Architecture has a goal of using development funds to endow specific scholarships within the Department.

**C.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. Given its particular mission, the APR may cover such issues as: the program’s relationship with the state registration board, the exposure of students to internship requirements and continuing education beyond graduation, students’ understanding of their responsibility for professional conduct, and the proportion of alumni who have sought and achieved licensure since the previous visit.

*1998 Conditions and Procedures, NAAB*

**Co-Op and Internship**
Preparation for the world of work is the centerpiece of the historical mission of Northeastern. From its beginnings in the YMCA to the development of the cooperative education model, linking education to practical training has always been Northeastern’s way. This is what made professional architecture such a good fit at the University. Since the last NAAB visit, efforts have been made to better coordinate the organization and classification of co-op jobs that students take during their education with some of the 37 NAAB student performance criteria. The result is that co-op jobs have been divided into three categories (Office/Management, Design/Documents, Construction/Administration) and every effort is being made to ensure that students get one job in each category. (The specific correlation with NAAB performance criteria is addressed in that section of the APR).

Also, since Northeastern began the accreditation process, NCARB has recognized our efforts by allowing co-op work performed after the third year of the B.S. (Arch.) program to count for IDP credit as a formal part of our students’ professional internship.

**Previous Northeastern Architecture Graduates**
As the architecture program at Northeastern is quite young (1991-92 was the first class to graduate with a small complement of coordinated studios), there has been no systematic record-keeping with regard to the number of graduates who have proceeded to licensure, but we may be fairly certain that even for the students out of school the longest, that number is quite small. A much larger number of students has proceeded to the profession, however. And of those, many have continued on to obtain NAAB accredited Master’s Degrees. Indeed, in its short history, Northeastern has already sent ten of its graduates on to the Harvard Graduate School of Design. Northeastern must work to develop an alumni database in order to track advanced degrees, licensure, career advancement, and other indicators of the program’s effectiveness. Since the last NAAB visit, the department web site has advanced to the point where managing such information will now be possible.

**C.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. Given its particular mission, the APR may cover such issues as: the program’s engagement of the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how students develop an understand-
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ing of and respect for the roles and responsibilities of the associated disciplines; how students
learn to reconcile the conflicts between architects' obligations to their clients, the public, and
the demands of the creative enterprise; and how students acquire the ethics for upholding the
integrity of the profession.
1998 Conditions and Procedures, NAAB

The Professional Community and the School
Following the 2000 NAAB visit, the Department of Architecture initiated a new
External Advisory Board, composed of senior members of the architectural, develop-
ment, and government regulatory communities. This board, which includes those listed
below, has begun to advise the Department on long range issues related to mission,
studio focus, and research. They also keep the program in close touch with the “issues
on the ground” within the Boston scene.

Barry Bluestone, William Rawn, Alex Krieger, Joseph Corcoran, Tim Love,

Practice and Research
Needless to say, maintaining a relationship between practice and research is what
makes Northeastern University unique. In Architecture, they remain connected through
studio projects that build on previous work, such as the many design studio projects
done over the past 5-7 years on the so-called “Urban Ring” in Boston. This armature
for circumferential development was explored in critical terms by George Thrush in
a series of refereed articles, public charrettes, publications, and exhibitions before
becoming a staple of the advanced studio curriculum. Both Elizabeth Cromley’s and
Peter Wiederspahn’s work on housing has worked in a similar way. Both have provided
students in the Housing Studio with critical attitudes to inform their design work.

Understanding Design Forces
The most recent addition to the NU Architecture curriculum is a pair of heavily
research based graduate courses centered on understanding how design operates in
the contemporary city. Far from the “genius architect” model, the courses (Project Case
Studies 1&2) expose students to the complex relationship of regulation, to finance, to
construction methods, and marketing. This set of courses tries to answer the question
“where is design?” in a variety of complex settings. Some of the complex work done
by students is accessible in the research section of the NU Architecture web site at <ww
www.architecture.neu.edu>.

Diversity
Northeastern Architecture is centered in a diverse city and region. It draws students
from countries throughout the world. Students work on projects in widely varying
parts of the metropolitan Boston area. Consultants to studio projects are often city
officials and members of community groups who act as visiting critics. As examples,
Design 6/ the Housing Studio and Boston Studio/ Thesis 1 and 2 have brought in city
officials and community representatives to work with design professionals in evaluat-
ing and informing student work.

In the design studios students routinely face problems of changing building types and
their relationship to the traditional city. For example one current thesis student is design-
ing a student-oriented public facility that houses both existing elevated roadways while
at the same time reinforcing Olmsted's Emerald Necklace. In addition to addressing new
building types, members of the Northeastern faculty have been outspoken advocates
of reform in urban development regulations by means of published documents, op-ed
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pieces and community design charrettes.

Access to Technology
Northeastern students have full access to a university computer network and extensive facilities for computer aided design and image manipulation. The library at Northeastern is a member of a consortium of 18 local libraries with enormous resources in the field of architecture. Moreover within the context of the broader university, there are extensive resources in other relevant research areas such as GIS mapping and urban economics.

Community Outreach
Professional community members are extensively involved in the life of the school in the form of visiting critics and jurors, adjunct faculty members, program advisors, and lecturers in the annual lecture series. Full-time design faculty are all licensed practitioners and active members of the Boston Society of Architects and the AIA. Indeed, George Thrush, Chairman of Architecture, won a National AIA Young Architects’ Citation in part for his work in precisely this kind of community outreach.

Access to Allied Professionals
Students have ongoing exposure to practitioners and architectural historians on the faculty who maintain an active interest in architectural research. Inspired by the faculty as role models, they learn how to learn, and also learn that education is a continuing, life-long pursuit. In Peter Wiederspahn’s Housing design studio (Design 6) students collaborate on matters of site design, building typology, and program development based on demographics, very much like these processes work in practice.

Gaining exposure to elementary aspects of allied technical fields, Northeastern Architecture students learn to communicate effectively with structural and environmental engineers. By focusing design studio projects on real sites with real contingencies, students are forced to reconcile conflicts between multiple obligations from an early point in their studies.

C.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. Given its particular mission, the APR may cover such issues as: how students gain an informed understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of built environment decisions; and how a climate of civic engagement is nurtured, including a commitment to professional and public service.

Social Focus
In the Northeastern Architecture program, the focus is on architecture as a means of cultural production as opposed to architecture solely as a vehicle for individual genius. Among the many ways that the program reinforces this vision is in the design studio, the case studies courses, history, and the public lecture series, which this year features nationally known architects, urban designers, historians, and social theorists.

In courses from design studios on housing to the History of the American House, students are informed about the ethical implications of decisions regarding the built envi-
C.2.1 Description of self assessment process
The Department of Architecture assesses itself in several ways. Faculty are evaluated by students using two different processes at the end of each course, one for the Department and another for the University as a whole. Both are used extensively in all tenure and promotion reviews. With regard to curricular and overall program assessment, and in response to the 2000 NAAB VTR, the Department has already begun working with an External Advisory Board, and will this spring begin with a Student and Alumni Board. Both will be reviewing the Strategic Plan, and offering their comments so that the Department can move forward with a common set of goals. As the basic elements of a coherent program are now largely in place, there will be more room for much more flexibility in discretionary decisions.

C.2.2 Progress relative to mission statement
The Department of Architecture has made great progress toward achieving a coordinated mission. Studio and history faculty alike, along with students, and the Boston design community, all seem to support the program’s strategy to bring design excellence to bear on local urban problems. The mission statement’s basic themes, form and society, theory and practice, and technology and craft, are already situated in the curriculum and character of the program. The specific goals of Northeastern Architecture and the progress toward them will be enumerated in the next section.

C.2.3 Progress relative to strategic implementation plan
The implementation of the plan is shown graphically, in the accompanying charts, and is summarized in a brief narrative. Progress toward the goals is shown as a range. Specific achievements and remaining obstacles are enumerated after the charts.

There have been many major achievements in Architecture to date, and many since the 2000 NAAB visit. Courses to satisfy the needs outlined in the mission statement and strategic plan have been designed, and one new hire has already been made, with two more planned for, and budgeted by the Provost’s Office.

The program has already had great success in full-time faculty hiring, with the addition in recent years of Peter Wiederspahn, an award winning teacher (Penn State Teaching Award), award-winning designer (BSA Unbuilt Architects Award, and active scholar (writings on Charreau, and Housing). Wiederspahn replaced 5-time PA Award winner Monica Ponce de Leon of Office dA (who was hired away by Harvard GSD). Since the last NAAB visit, Sung Ho Kim has also been hired, in design and computers, though he has been hired away by Washington University in St. Louis. But two positions (one to fill Kim’s spot, and another new one) have been search for this year, and both will be filled for fall, 2002. These excellent designers complement a tenured faculty that includes Director George Thrush and eminent historians Elizabeth Cromley and Mardges Bacon (whose seminal book on Le Corbusier in America was published by MIT Press to international praise in 2001). Part-time faculty need higher stipends,
but remain very strong.

The lecture series has been very successful thus far, and has just completed its most successful year ever following an infusion of money as part of the new M.Arch program budget from the Provost's Office. On the other hand, Exhibitions have been mounted in Ryder Hall cases but lack adequate space for larger work, and also lack security, and any professional mounting help. The new Ruggles Studio Space has been a great hit since its opening in fall, 2000. In other areas, such as administrative staff support, web design and maintenance, much progress has been made. More needs to be done, but the distance travelled in just a few years is evidence of the University's commitment to Architecture. Nevertheless, the co-op coordinator position remains critical, and also difficult to keep filled. There are indications of some forthcoming new thinking in this area, but a permanent solution to keeping students in excellent co-op jobs is not yet at hand. Outreach opportunities rely on outreach tools, and a color program brochure are already in place, though not yet adequately funded. An alumni newsletter would go a long way toward keeping better records of alumni activity, but also keeping open possibilities for development.

C.2.4 Faculty, student, and alumni assessments of programs' overall curriculum and learning context, as outlined in NAAB perspectives

The involvement of students and faculty was discussed earlier in this section, but the involvement of alumni remains limited by their very small numbers, and the program's current lack of a formal tracking process. Top students often remain in contact with the school, and several work at leading area design firms. Indeed, in a few cases, these students (Nathan Bishop, Christian Dagg, Jeanne Gachoya, Erik Egbertson) have also come back to teach elementary studios and CAD classes. This continuity reinforces the focus of the program, and encourages both students and the young faculty. There is not currently a means by which any of these evaluations and assessments are coordinated specifically with NAAB perspectives.

C.2.5 Programs strengths and future directions
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The greatest strength of the architecture program at Northeastern is the fit between its urban focus and the City of Boston. There are many opportunities for new ideas and strategies to occur in this environment. More specifically, however, are the following:
1. Architecture taught within a comprehensive university
2. Accomplished faculty
3. Outstanding part-time faculty on which to draw
4. Associations with top area professional firms
5. Related disciplines within University share the urban focus
6. Well recognized within professional and academic community
7. Students known to local profession through co-op

Since 2000, Northeastern Architecture has achieved some very specific goals:
1. Complete and occupy new Ruggles Studio facility Done fall 2000
2. Fill Administrative staff position dedicated to architecture Budgeted fall 2002
3. Architecture to become separate academic unit, with Chair salary Done winter 2002
4. Add sufficient departmental office space to support program Budgeted fall 2002
5. Establish and maintain web site to disseminate research and program Done fall 2000
6. Increase Lecture and Exhibition budget to competitive level Done fall 2001
7. Re-design curriculum to move from Quarters to Semesters Done fall 2000
8. Increase quality of student craft Semester Curriculum fall 2003
9. Raise Library holdings in Architecture (and UD) to 5000 Expected fall, 2002
10. Development work by Chair for endowed Chairs and outreach programs TO DO

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C.3.1 The description of the program as it appears in university catalogs and any other institutionally authorized printed materials.

Urban Architecture Program Brochure (copy attached as per 2000 NAAB VTR rec.)

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 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. Because the process of designing buildings is one that involves synthesis of disparate factors, it can also translate into strategies for approaching a wide range of other problems not traditionally understood to be "architecture". At Northeastern we connect specific problem-solving inherent to architectural understanding with the larger context of contemporary cities.

The curriculum teaches students to conceptualize, synthesize, and represent complex architectural and urban issues. The program offers a commitment to teaching core skills and critical thinking as preparation for both professional practice and advanced study. The curriculum in the Design studio encompasses two major themes: first, the studio projects focus on the art of building, and secondly, the projects explore how buildings can affect urban conditions. Buildings meet both our individual need for shelter and our shared need for cultural meaning. The art of building includes the study of building construction and technology, as well as the cultural messages created by the expression of material, structure, and form in architecture. 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 fundamental aesthetic, technological, social, and political aspects.

With the effective synthesis of the art of building with urban issues, Northeastern's program in Architecture is becoming a leader in identifying opportunities for civic representation, urban development, and neighborhood design. Northeastern's students are in great demand in area offices because of their combination of professional competence and fluency in urban architectural issues. Because Northeastern's program is offered in the context of a university, there are great opportunities for inter-disciplinary cooperation in urban-oriented research and creative work in areas such as G.I.S. mapping, urban economics and development, race and social division, new forms of spatial and visual communication, and public policy.

C.3.2 Evidence that all faculty and incoming students have been provided with a copy of 1998 Guide to Student Performance Criteria

Copies of Student Performance Criteria have been distributed to all Design 1 Students, since Fall 2001. They also read the following in the Program Brochure:

Degree

The Northeastern Architecture program has long been a very successful pre-professional program (B.S. degree, major in architecture), however the program is in the process that will lead to "professional accreditation" by the National Architectural Accreditation Board (NAAB). This will mean that, once Northeastern receives it accreditation, its graduates will no longer be required to attend graduate school in order to sit for State Licensing Board examinations. Our graduates will be eligible, following apprenticeship programs supervised by the National Council of Architectural Registration Boards (NCARB), to become licensed architects without further education. beginning in the Fall of 2001, our graduates will be eligible to enter a one-year program to receive the Master of Architecture (M. Arch) degree (after completion of the B.S. Arch).

Northeastern's program has attained "Candidacy Status", and we expect the NAAB to return for an "Initial Accreditation Visit" in the Fall of 2002. The following text is what the NAAB requires that we include in order to clarify their degree and accreditation policies:

"In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accreditation Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree by itself is not recognized as an accredited degree."

"The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented."
C. **Compliance with the Conditions for Accreditation**

C.4.1 **Non-discrimination**

Equal Opportunity Policy

Northeastern University does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or veteran status in admission to, access to, treatment in or employment in its programs and activities. In addition, Northeastern University will not condone any form of sexual harassment. Handbooks containing the University’s nondiscrimination policies and its grievances procedures are available in the Office of Affirmative Action and Diversity, 424 Columbus Place. Inquires regarding the University’s nondiscrimination policies may be directed to:

Donnie Perkins, Dean/Director
Office of Affirmative Action and Diversity
360 Huntington Avenue, 424CP
Northeastern University
Boston, MA 02115
(617) 373-2133

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J. W. McCormack Building, Post Office Court House, Room 222, Boston, MA 02109-4557.

C.4.2 **Caring and Supportive**

Northeastern University has a complete range of Student Support Services, from personal counseling, to a myriad of health services on campus, to the Spiritual Life Office (and new, award-winning Spiritual Life Center, designed by former NORTHEASTERN faculty member Monica Ponce de Leon), and many student organizations. The University has a complete department dedicated to student life, with its own dean, and administrative and professional staff.

Within Northeastern Architecture itself, there is another layer of student support. The program has a co-op education coordinator whose sole function is to help smooth the transition back and forth between work experience and academic life. But at the level of the design studio environment, there are additional services. Full-time faculty members George Thrush and Peter Wiederspahn are regularly available for student meetings during office hours, and even at their professional offices when necessary. But there is an inherent conflict between having a professionally active design faculty in an urban area, and the more student-centered, non-professional environment that one finds in a more rural setting. Faculty are simply not “around the school” at all times, because they work as well as teach. The potential for design excellence in this arrangement is great, but we must also take care that students’ needs outside of the classroom are not ignored. To this end, the new studio space will actually help a great deal. By affording a place where multiple studios, at multiple levels can occur simultaneously, students will forge more links with their classmates across academic levels. Also, students will gain greater access to part-time faculty not their own, because they will be in studio at the same times. All of this should serve to foster a more “caring and supportive” environment for students. At present architecture students also get academic advising from the entire faculty of the Department of Art and Architecture.
C.4.3 Demographic diversity
Northeastern University students come from very diverse backgrounds. The architecture program currently can base this claim only on powerful anecdotal evidence, but the University as a whole keeps outstanding records in this area. Indeed, Northeastern has a Dean of Diversity, with a complete support staff to oversee compliance with this prominent university objective. What follows is the University’s policy on diversity and Affirmative Action.

Northeastern University is a comprehensive private institution with approximately 24,000 degree students and 4,180 employees. Northeastern’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 believes that its mission can be achieved only if the student body is not limited by economic status, cultural or racial background, geographic origins, gender, age or sexual orientation.

Located on an attractive campus in the heart of Boston, the university works to maintain and strengthen its commitment as a friend to the city of Boston, a partner to the Commonwealth of Massachusetts and a neighbor to the cultural districts of Back Bay and Roxbury.

Northeastern University encourages under-represented minorities (African Americans/Blacks, Hispanics/Latinos, Asian/Pacific Islanders and American Indians/Alaskan Natives) to submit their vita/resumes to the Office of Affirmative Action and Diversity. Registrants will be informed of administrative employment opportunities in human resources, business administration, finance, accounting, student affairs, residential life, development, information technology, University Relations, governmental affairs, communications, athletics and health services. Registrants seeking faculty and academic positions will receive notice of employment opportunities in the Provost’s Office, the Colleges of Arts & Sciences, Business Administration, Engineering, Bouve College of Health Sciences, Computer Science and Criminal Justice and the School of Law.

Northeastern University is an AA/EOE/Title IX Employer committed to strengthening our cultural, ethnic, gender and disability diversity. Applications from candidates who will contribute to our diversity are especially encouraged.

C.4.4 All must have ability to participate in Governance
As described in previous sections, Northeastern Architecture, despite being a small and relatively young program, has systems in place for encouraging participation from students (through evaluations and faculty contact), and faculty, (through faculty meetings and discussion with the director), on curricular and policy matters. Since the 2000 NAAB visit two new systems have been put into place: the External Advisory Board composed of area professionals in design, real estate development and government, and the Student / Alumni Board, which seeks to bring those voices to the governance discussion as well.
C.4.5 APR must include Criteria and Procedures for Equity and Diversity in Faculty Appointments
Northeastern Architecture follows all University guidelines on Diversity and Affirmative Action in hiring and promotion. To date, though the number of faculty appointments has been very small, one of the full-time design studio faculty (Monica Ponce de Leon, Venezuelan), and a Visiting Professor in Design (Diego Toledo, Spanish), have qualified as minority candidates, while two of the four full-time faculty in Architecture are women. The University Guidelines for all such practices are very thoroughly developed and precisely followed. They can be found at the University website <http://www.neu.edu/aa/recruit.html>.

C.4.6 APR must include Criteria and Procedures for Equity and Diversity in Student Admissions
Northeastern University admissions oversees all admissions to the architecture program. They follow all equal opportunity, Affirmative Action, and Americans with Disabilities Act guidelines, and ensure that all have access to the University, and by extension, the architecture program as well.

Substantial financial aid packages are offered at the University, and the Department of Art and Architecture oversees a small endowment from which several small Meserve Scholarships are distributed each year. The current amount of these scholarships is very small (around $2,500- $3,000 annually, depending on market performance), but the opportunity to raise funds to offer architecture-based scholarships is something that Northeastern Architecture is very interested in doing.

C.4.7 Description of means by which Faculty, students, and staff are given access to the formulation of policies and procedures including curricular review and program development.

Discussed in previous section, 2.1.
C  Compliance with the Conditions for Accreditation

**C.5.1 Sufficient faculty**
Northeastern Architecture currently has approximately 150 full-time students. It has five full-time faculty members, and approximately nine part-time faculty per year. Two additional full-time, tenure-track hires are already budgeted for, and committed to, by the Provost’s Office. Since the 2000 visit, the commitment to new hires has addressed this concern.

**Full-time Faculty:**
- George Thrush, M. Arch. Chair, Associate Professor (tenured in Design)
  - Graduate Architectural Thesis
  - Advising, Committees, Program Responsibility
- Mardges Bacon, Ph. D. Full Professor (tenured in History)
  - 19th and 20th Century Architecture, Seminar in Modern Architecture
  - Advising, Committees
- Elizabeth Cromley, Ph. D. Full Professor (tenured in History)
  - World Architecture 1 & 2, History of the American House
  - Advising, Committees
- Peter Wiederspahn, M. Arch. Assistant Professor (tenure-track in Design)
  - Design 5, Design 6, Structures 2, Drafting, Design 2
  - Advising, Committees
- Sung Ho Kim, M.Arch. Assistant Professor (tenure-track in Design)
  - CAD, Undergraduate Thesis

**PLUS**

Two additional full-time, tenure-track hires budgeted; one for 2002-03, and another for 2003-04.

**Part-time faculty:**
- Michael Grant, (GrantSTUDIO) Design 2, Environmental Systems
- Dan Anderson, M. Arch., (FOUR Architecture), Project Case Studies 1 & 2
- Randa Ghattas, M. Arch., (Seitz Architects), Housing Studio
- Kristen Giannattasio, M. Arch., (Office dA), Drawing
- Garen Gregorian, M.S.M.E, M.S.C.E., (Gregorian Engineers), Structures 1
- Patty Heyda, M. Arch. (Chan Krieger Architects), Urban Design
- Timothy Hyde, M. Arch. (Ph.D. Cand.), Renaissance Architecture
- Michael LeBlanc, M. Arch., (Machado and Silvetti Associates), Design Studio
- Jen Lee, M. Arch. (Internet Consulting), Housing Studio
- Mark Pasnik, M. Arch., (Machado and Silvetti Associates), Urban Design Studio
- Scott Slarsky, M. Arch. (Ann Beha Associates), Typology Studio
- John McMorrough, M. Arch, Ph. D. Cand., (Koolhaas/OMA), Building Beyond the City
- Mike Sewell, M. Arch. (Perry Dean Rogers), Urban Design

**C.5.2 Administrative Head**
The Administrative Head of Architecture is George Thrush, Chair of the Department of Architecture. He is responsible for all curricular development, hiring, course management, assembling the lecture series, coordinating architecture exhibits, and public outreach.

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822 Arts Building
Northeastern University
Boston, MA 02115

(617) 373-2347
www.architecture.neu.edu
C.5.3 Administrative and Technical support staff
Since the 2000 Visit, a dedicated administrative support staff person has been budgeted by the Provost's Office and will be hired on a full-time basis in the Summer of 2002. There is however, no technical support for the architecture program; instead, computers are maintained by the Department of Visual Art's staff of two full-time technicians, whose main focus is on graphic design and multimedia student needs.

C.5.4 Faculty support staff
There is no dedicated faculty support staff. The Chair of the Department of Architecture has one administrative assistant who does all the department's secretarial work. That assistant supervises co-op students and/or work study students who answer the departmental telephone. The slide library is maintained and supervised by a full-time librarian (under the supervision of the Department of Visual Arts).

C.5.5 College of Arts and Sciences admission and yield data

Freshman Admissions Fall 2001
- Architecture Freshman Admissions Fall 2001:
  - Accept ratio = 60%;
  - Yield ratio = 29%
- College of A&S Freshman Admissions Fall 2001:
  - Accept ratio = 54.0%;
  - Yield ratio = 24.4%
- University Freshman Admissions Fall 2001:
  - Accept ratio = 62.8%;
  - Yield ratio = 28.9%

Transfer Admissions Fall 2001
- Architecture Transfer Admissions Fall 2001:
  - Accept ratio = 55%;
  - Yield ratio = 58%
- College of A&S Transfer Admissions Fall 2001:
  - Accept ratio = 63.0% ;
  - Yield ratio = 49.3%
- University Transfer Admissions Fall 2001:
  - Accept ratio = 56.6%;
  - Yield ratio = 49.4%
C.6.1 Development opportunities

The Architecture Program falls under Northeastern University’s Human Resource Development policies. Northeastern is committed to achieving a national profile in research, scholarship, and creative activity. To this end the University maintains a sabbatical program on a seven-year cycle for tenured faculty; holds an annual competition for in-house grants in three areas -- faculty development, instructional development, and research initiatives; provides each faculty member with $1400.00 annually for travel to conferences or other faculty development efforts; and runs classes throughout the year for faculty to upgrade computer skills. In addition, Northeastern has a research office to assist faculty in identifying grant opportunities for research support and preparing proposals.

C.6.2 Lecture and Exhibitions

Northeastern Architecture Lectures:
Sheila Kennedy, Architect, Kennedy Violich Architects, Boston, 1995
Rafael Moneo, Architect, Madrid, 1996
Michael Dennis, Professor of Architecture, MIT, 1997
Nick Winton, Anmahian Winton Architects, Boston, 1997
Monica Ponce de Leon, Architect, Office dA, Boston, 1997
Maryann Thompson, Thompson & Rose Architects, Cambridge, 1997
Alice Friedman, Architectural Historian, Wellesley College, 1998
Richard Sommer, Associate Professor, Harvard University, 1998
Ellen Dunham-Jones, Associate Professor, MIT, 1998
Alex Krieger, Architect and Urban Designer, Harvard University, 1999
Wilfried Wang, Director, German Architecture Museum, Frankfurt, 1999
David Hacin, Architect, Hacin Associates, Boston, 1999
Rafael Vinoly, Architect, New York, 2000
Hashim Sarkis, Architect, Beruit, Lebanon, 2000
Glenn Loury, University Professor and Director of the Institute on Race and Social Division, Boston University, 2000
Anthony Pangaro & Joseph Larkin, Principals, Millennium Partners, Boston, 2000
Rodolfo Machado, Architect, Boston, 2000
Kelly Wilson, Architect/ Artist, 2000
Sarah Williams Goldhagen, Historian, 2000
Martha Schwartz, Landscape Architect, 2001
Andrea Leers, Architect, 2001
Doug Dolezal, Architect, 2001
Jerold Kayden, Lawyer/ City Planner, 2001
Michael McKinnell, Architect, 2001
Darell Fields, Architect, 2001
Margaret Crawford, Historian, 2001
Jean-Louis Cohen, Historian, 2002
Mardges Bacon, Historian, 2002
Patricia Kucker, Architect, 2002
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Nathan Glazer, Sociologist, 2002
Nancy Stieber, Historian, 2002
Toshiko Mori, Architect, 2002
Mary Mcleod, Historian, 2002

Visiting Design Studio Review Critics (selected list):
Nick Winton, Anmahian Winton Architects, Boston 1997-2000
Monica Ponce de Leon, Architect, Office dA, Boston, 1994-2000
Richard Sommer, Associate Professor, Harvard University, 1998-2000
Maryann Thompson, Thompson & Rose Architects, Cambridge, 1996-2000
Alex Krieger, Architect and Urban Designer, Harvard University, 1995-2000
Ellen Dunham-Jones, Associate Professor, MIT, 1995-2000
Andrea Leers, Leers Weinzapfel Architects, Boston, 1993-2000
Nader Tehrani, Office dA, Boston, 1993-2002
Margaret Crawford, Harvard University, Cambridge, 2000-2002

Note: Public exhibitions brought to the campus must be small because the Department has showcases but not a full gallery.

Northeastern Architecture Exhibitions:
Wellington Reiter and Monica Ponce de Leon & Nader Tehrani, 1993
George Thrush, (Architecture), 1994
Machado and Silvetti Associates, 1996
George Thrush, (The Urban Ring), 1996
Jaqueline Tatom, 1996
Office dA, 1996
Peter Wiederspahn, 1997
Richard Sommer, 1998
William Rawn Associates, 1998
Chan Krieger Associates, 1999
Jonathan Levi Architect, 1999
Kelly Wilson, Architect/ Artist, 2000
Schwartz/ Silver Architects, 2001
Doug Dolezal Architects, 2001
Sung Ho Kim, Architect, 2001
Peter Wiederspahn, Architect, 2001
Marilyn Ranker, Sculptor, 2001

C.6.3 Student Support (advising and co-op)

Student Support services available to Northeastern students include: The Dean’s Advisors who serve all students in the College of Arts and Sciences, advising them of College requirements and progress toward graduation; the academic advisors - - Architecture Department faculty members assigned to advise groups of students in the Architecture Department; the Co-op Coordinators, a faculty that locates co-op
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jobs for students appropriate to their skill and education level and helps integrate workplace and academic learning; and the Counselling Center for personal counseling. In addition where applicable, students have financial aid advisors, athletic program advisors, and study-abroad advisors.

C.6.4 Field trips

Student opportunities to participate in off campus activities occur at several scales. Within the Department, there is a student Art and Architecture Society which sponsors a trip to New York City each Spring to take students to major art museums. Individual classes take students on field trips to local monuments such as Henry Hobson Richardson’s Trinity Church, to nearby monuments such as Frank Lloyd Wright’s Zimmerman House in Manchester, NH, or Walter Gropius’s house in Lincoln, MA. The Study Abroad program takes numerous architecture students to study in Italy in the Fall of their Middler year at Northeastern, although other locations are available: the Northeastern study-abroad facilities include campus agreements with colleges in 33 other countries, for study in English or in local languages.

C.6.5 Student and Professional Societies

The student AIAS and the Art and Architecture Society are the two student organizations within the Department. There are many student clubs on campus including sororities and fraternities and religious groups. The Honors Program at Northeastern is available to students who earn at least a 3.25 GPA, and several of our students are members of this group.

C.6.6 Tenure and Promotion

Some of the policies for appointment, promotion, and tenure are University-wide, and others are Departmental. The Department’s Policies for Tenure and Promotion are shown below; these are approved by the Provost’s Office. The Administrative and Faculty Handbooks of the University, currently under revision, contain other regulations regarding appointments, tenure, etc., which we will supply on request.

The T&P process is based on basic standards and procedures however, and they will be briefly outlined here. Upon hiring, all new tenure track faculty are asked to produce a research plan, which outlines for both the faculty member and the Department Chair what strategies the probationary faculty member will employ to achieve tenure. The criteria for tenure within the College of Arts and Sciences, and the University as a whole are that the candidate must achieve a “national profile” through “peer reviewed” scholarly or creative work. This peer review may come in the form of national design competitions, juried exhibitions, refereed papers, published design work, etc. The acceptable work is shown below:

a. Creative productivity such as architecture, urban design and other work evidenced in portfolio or electronic presentations.

b. Participation in exhibitions and competitions.

c. Original research and scholarly review, either published or otherwise disseminated: 1) submission of articles, monographs, and books [either published or manuscripts submitted for publication]; 2) refereed papers
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presented and contributions made to panel discussions at professional meetings; 3) book reviews written by the candidate; 4) research and writing in progress; 5) written proposals; 6) documented professional lectures.

d. Curatorial responsibilities consisting of originating exhibitions; writing explanatory texts, brochures, and catalogues; traveling exhibitions.

e. Recognition in the faculty member’s scholarly and/or creative field, as well as contributions to pedagogical and/or methodological issues. Evidence of this may be demonstrated in reviews by others of the candidates’ books, scholarly publications, creative work; evidence of the candidate’s work being cited in scholarly works or in exhibition reviews; grants awarded.

Candidates are encouraged to present work of sole authorship and/or active leadership in group projects. In the case of collaborative work, it is imperative that a candidate identify his/her specific contribution as well as that of any collaborator or collaborators.

The probationary faculty member receives the guidance of the Department Chair (and often another senior faculty member as well) as a formal mentor. There are regularly scheduled mentor/mentee events sponsored by the Provost’s Office in order to keep all parties apprised of current standards and procedures.

The candidate has a formal, external review after the Third Year, and the Tenure review occurs in the Sixth. Both involve the solicitation by the Department T&P Committee of external reviewers. Half of the list of potential referees are selected by the candidate, and half are selected by the Committee. The final group for both the Third-year review and the Tenure Review is completely the selection of the T&P Committee.

The decision of the Departmental T&P Committee is recorded for the record, and a formal letter from the Chair is also added to the materials sent forward to the Dean of the College of Arts and Sciences and the College T&P Committee. Their decisions are then forwarded to the Provost, President, and Board of Trustees for final disposition. There is a formal appeals process for the tenure process. For promotion the Full Professor, the process is nearly identical, but for the appeals process.

C.6.7 Faculty Research (1996-2002)
The faculty’s research record shows their active participation in several research topics of current interest in the Architecture field; the following list provides some evidence of this activity among the full-time faculty:

PUBLICATIONS
• Peter Wiederspahn published and presented an article entitled “Mutable Domestic
Space: The Choreography of Modern Dwelling” in the Proceedings of the Occidental/Oriental ACSA International Conference, Istanbul, Turkey (June, 2001)
• Peter Wiederspahn also published “Pedagogy plus Practice: Engaging Boston’s Housing Crisis in the Design Studio” in Paradoxes of Progress: Architecture and Education in the Post-Utopian Era; Proceedings of the 89th Annual Meeting, ed. Thomas Fisher and Christine Macy (Washington, DC, ACSA Press, 425-429
• George Thrush published an Op Ed piece in The Boston Globe on the need to redefine public open space policy, December 25, 2000
• Elizabeth Cromley’s book Alone Together: A History of New York’s Early Apartments was published in a paperback edition by Cornell Univ. Press, Spring 99
• Mardges Bacon has had three articles in press for American National Biography (New York: Oxford).
• George Thrush published an Op Ed piece in The Boston Globe on the criteria for responsible urban development policy, December 3, 1998
• George Thrush was the subject of an article by Renato Russi, “Tre opere progettate per la costa dell’oceano Atlantico...” in L’Industria Delle Construzioni, Italy.
• Thrush’s work was cited in The Boston Globe, March 12, 1999 and March 30, 1999; and in the Worcester Telegraph-Gazette, March 26, 1999.
• Thrush’s Urban Ring images published in Alex Krieger, Mapping Boston, MIT 1999.
• Thrush’s Urban Ring Exhibit has traveled to its sixth venue, California College of the Arts, San Francisco, 1998
• Mardges Bacon has had several articles accepted for publication: four entries for Dizionario di Architettura Contemporanea (Turin) and three articles for American National Biography (New York: Oxford).
• Biographical entries on Mardges Bacon appear in four “Who’s Who” volumes including The World Who’s Who of Women (Cambridge, Eng.: International Biographical Centre)

EXHIBITIONS CURATED

• Mardges bacon curated “Le Corbusier in America” at the Loeb Library, Harvard Design School, November, 2001
• Sung Ho Kim curated two architectural exhibitions at Northeastern (2001-02)
• Peter Wiederspahn curated 10 exhibitions held in the Ryder Hall lobby exhibit cases during the academic year. Four of these were exhibits of design work done by the speakers in our lecture series; the rest were exhibits of students and Full- and Part-time faculty.(1999-00)

PRESENTATIONS AT PROFESSIONAL MEETINGS AND UNIVERSITIES
• Peter Wiederspahn gave a juried paper, “Embodied Time and the Urban Artifacts of Rome,” at the ACSA International Conference in Rome, Italy.
• Elizabeth Cromley was the Commentor on paper sessions at the SPNEA Graduate
Student Symposium in Boston (April) and at the Vernacular Architecture Forum Annual Meeting in Columbus, Georgia (May).

- Peter Wiederspahn received a “Young Architect's Citation” from the Boston Society of Architects for his project “Datum House” in Westchester Cty., NY.

GRANTS OF EXTERNAL FUNDS

- Mardges Bacon received a $5,000 grant from the mansett Corporation in support of her work on a book of essays, for which she is serving as editor and writing the introduction, entitled, Symbolic Essence: Essays on Modern Architecture, Art, and American Culture
d by William H. Jordy.

- Peter Wiederspahn received a $10,000 grant from the prestigious Graham Foundation for Advanced Studies in the Fine Arts, Chicago, IL for “Wood Frame Multi-Family Housing in Boston, 1865-1900” (June, 2001)

- Wiederspahn also received a $10,000 grant from the Northeastern Research and Scholarship Development Fund (RSDF) in support of the same project.

- Cromley benefits from a Graham Foundation grant awarded to a group of seven architectural historians, led by Richard Longstreth of George Washington University, writing a book on the Charnley House in Chicago. Cromley’s chapter will be on the uses of interior space in that house.

- Mardges Bacon’s two book projects both received Graham Foundation support - her book on LeCorbusier in America received a publication subvention grant; her anthology of William Jordy's writings also was supported by the Graham Foundation through the Columbia University Buell Center for the Study of American Architecture.

- George Thrush served on the Board of Boston 400, Master Planning Initiative for Boston to the Year 2030, Boston Redevelopment Authority.

- Thrush served as a juror on a national design awards jury for the Virginia AIA awards, Sept. 1998

- Mardges Bacon served as manuscript evaluator Journal of the Society of Architectural Historians

- Mardges Bacon served on the Advisory Committee on Historic Preservation of the Corcoran Gallery, Washington, DC

- Elizabeth Cromley reviewed 3 articles in manuscript for Journal of Architectural Education, Winterthur Portfolio, and Journal of Material History (Canada).

- Cromley reviewed one tenure case for the University of Minnesota, and one for Northeastern; Bacon reviewed several tenure cases for various universities.

- Peter Wiederspahn was a visiting critic at Harvard GSD, MIT, and RISD 1996-2002.

- George Thrush was a visiting critic at Harvard GSD, MIT, RISD, and Yale in 1996-2002.

EXHIBITIONS

- Peter Wiederspahn exhibited his furniture designs in a show entitled “Furniture Glyphs” at Dartmouth College, Hanover NH, (October - December, 2001)

- Peter Wiederspahn exhibited his work in a show entitled “Domestic Space, Domestic Objects”, at the University of Tennessee, Roger Williams University, 2001

- George Thrush exhibited his design work “Boston’s New Urban Ring” at the University of Tennessee, Knoxville, Sept., 1996, and at Tulane University, New Orleans, February-March, 1997.

PRESENTATIONS AT PROFESSIONAL MEETINGS


- Mardges Bacon was an invited panelist, and presented “The Transatlantic Misunderstanding” at a Symposium “Live from the USA: Le Corbusier in 1935”, at
Princeton University, May 11, 2001
• Mardges Bacon delivered the keynote address to the Society of Architectural Historians’ 30th Annual Meeting of the New England Chapter. Co-sponsored by Harvard University and Northeastern University, the event was held at Corb’s Carpenter Center on January 29, 2002.
• George Thrush presented a juried paper at a conference “The Making of Public Spaces”, University of Hawaii, Manoa, April 1997, to be published in conference proceedings.
• George Thrush presented his Urban Ring research at the National American Institute of Architects Conference, October 1996, in Boston.

COLLOQUIA AND SEMINARS, INVITED GUEST CRITIC
• George Thrush was an invited juror in the Chester Square Charrette, National Trust for Historic Preservation and the South End Historical Society.
• George Thrush gave invited lectures at MIT, University of Tennessee, Knoxville, and Tulane University, New Orleans, on his Urban Ring research.
• George Thrush was an invited guest critic at Rhode Island School of Design, Harvard University, and MIT.
• Elizabeth Cromley was “American Art and Material Culture Fellow” at Yale University, April 15-16, and gave one lecture and two seminars.
• Mardges Bacon, Ph. D., MIT Press will publish Bacon’s major addition to the scholarship on Le Corbusier, with her book on his time in the Americas.
• Elizabeth Cromley, Ph. D. continued her work on American vernacular architecture with the presentation of several new papers.
• Peter Wiederspahn, AIA delivered two major conference papers, one at the International ACSA “La Citta Nuova” conference in Rome, entitled “Embodied Time”; and the other delivered at the Northwest Regional ACSA conference in Portland, entitled “Beyond the Iconography of Rome”.
• George Thrush, AIA exhibited his research and creative work on “Boston’s New Urban Ring: An Antidote to Fragmentation”; a comprehensive regional urban design strategy for the entire metropolitan area, with specific case studies— in a one-person exhibition at Harvard. The work played an important role is his winning the 1996 National AIA Young Architects Citation.

C.6.8 Evidence of maintenance of current knowledge and licensure
Many members of both the full-time and part-time faculty are active practitioners whose work is being built, written about, and is winning awards. The following projects represent some of these:

• George Thrush completed a major feasibility study (with Graham Gund Architects) for a $350 million dollar mixed-use urban project in Roxbury. One million square feet of housing, medical office space, parking, supermarket, shopping, and a 1500 seat performing arts center will be built.
• Peter Wiederspahn completed the Tessitore Residence, a 3000 sf. luxury duplex at 422 East 72nd Street in Manhattan (June 2001).
• Peter Wiederspahn completed the Eickelbeck Residence, a 2500 sf. addition to an existing 2500 sf ranch home in Armonk, NY (March 2002).
• George Thrush’s series of designs “Ocean Houses” were published in L’Industria Delle Construzioni (Rome, Italy) in Fall 1997.
C Compliance with the Conditions for Accreditation

• Peter Wiederspahn exhibited his Datum House (Resnick Residence, Pleasantville NY) at the Boston Society of Architects Young Architects Exhibit, Build Boston Convention; the house was also exhibited at the Boston Architectural Center.
• Peter Wiederspahn completed several architectural projects: construction completed on Audette Residence, Cambridge; construction document phase completed on Tessitore Residence, New York City; construction document phase completed for Colquitt Residence, Upper Grand View, NY; three pieces of furniture designed and fabricated for Furniture Glyphs collection.
• Peter Wiederspahn, AIA designed a single family house in the Frank Lloyd Wright-designed neighborhood cooperative of Usonia, NY, which received a BSA Young Architects Citation.
• Michael Grant, AIA was lead designer on the award-winning buildings of the Atlantic Center for the Arts in New Smyrna Beach, FL by Thompson & Rose Architects.
• George Thrush, AIA renovated Harvard University’s Nieman Foundation Headquarters in Walter Lippman Building in Cambridge. Integrated adaptive re-use with award winning accessibility landscape plan. (with Partner, Maggie Booz, in their firm, SmartArchitecture)
• George Thrush’s renovation design for “184 Magazine St., Cambridge, MA” was exhibited at Build Boston Exhibition, Nov. 1996.
• George Thrush has three house renovations or additions in progress, as well as an urban design project for Roxbury Industrial Park.
• George Thrush entered a design competition with designs for the Charles St. MBTA Station, August 1998.


C.7.1 “Design Studio Space for the exclusive use of each student”

Since the addition of the new dedicated Ruggles MBTA Architecture Studio, each student from Architectural Drafting (in the spring of the freshman year) onward, has their own desk dedicated for their use throughout the term.

C.7.2 Lecture and Seminar Space

Lectures and seminars are scheduled in Ryder Hall and Shillman Hall. Ryder is home to the Art and Architecture Department, but it is also a general classroom building for the College of Arts and Sciences. Though most classes can meet in appropriate spaces.
in Ryder, there remain problems for large Art and Architectural History lectures, which demand room-darkening shades, and good projection lines. Ryder is a rehabilitated warehouse building, and its heavy timber construction often means columns in the middle of classrooms. Improved slide-showing facilities are sometimes available in Shillman Hall.

C.7.3 Faculty Office Space
Faculty offices are small but adequate in Ryder Hall (approx. 120 sf. on average). However, there are currently insufficient offices even for existing faculty, as the Chair will have to move from the former Art and Architecture Department Chair Office in July, 2002. And with two additional hires coming, one in the fall of 2002, and the next in fall, 2003, there is a dire need to have office space to house them.

C.7.4 Related Institutional Support Space
In addition to office space, the program currently has use of a slide library (see above in BLUE), and a PC based CAD Lab. Needed are a wood shop and a CAD/CAM modeling machine.
C. Compliance with the Conditions for Accreditation

C.7.5 Proposed New Office Suite and Additional Faculty Offices

Existing Art & Architecture Departmental Offices (portion used by Architecture) on 2nd Floor of Ryder Hall (at bottom), and Proposed New Department of Architecture Office Suite and Additional Faculty offices (top)

C.7.6 General Description, including labeled 8 1/2” x 11” plans of all spaces (see appendix)
C.8.1 Architecture Collection in Central Library
Northeastern University Libraries

Library Resources Evaluation for B.S. Major in Architecture & Master of Architecture

The Library has reviewed the details and implications of the proposal to change the Architecture Program, and confirms that its resources are satisfactory to support the NAAB accredited program. There are adequate holdings to support all current and recently added courses in Architecture. In addition, the Library is in the process of completing a Presidential Grant to bring the number of volumes in Architecture and Urban Design up to 5000 in time for the fall, 2002 NAAB Initial Accreditation Visit.

The Library already holds a broad range of materials covering the existing concentration in Architecture, including a core collection of architecture books that is relatively heavily used, and supporting material in the Art and Reference collections. The monograph collection is complemented by 23 journal titles focusing on architectural projects and issues, with indexing available through the Avery Index to Architectural Periodicals, and the Art Index. Journals in the broader discipline of art, social science journals with coverage of urban planning, and technical journals with articles on construction and the environmental impact of construction also provide resources for architectural research.

Electronic resources appropriate to the study of architecture include Art Abstracts, and the Infotrac family of Web databases (Expanded Academic Index, General Reference Center, General BusinessFile), which offer extensive coverage of architecture and related disciplines and provide remote access to resources as well as full-text retrieval of a significant percentage of the articles cited. Other indexing resources such as Humanities Abstracts, Applied Science and Technology Abstracts and UnCover, provide electronic coverage of materials on the history, business and technical aspects of architecture. The Art and Architecture subject resources page on the Library's Web Gateway to Web Resources furnishes links to key web sites, including those of the Boston Society of Architects and the American Institute of Architects, the University of Toronto's Virtual Library for Architecture, and ArtSource, which gives access to a network of web resources on art and architecture. The Library also plans shortly to introduce a service supporting Geographic Information Systems (GIS) and related digital resources. These computer-based tools have particular application in the areas of urban planning and land use.

Indexing to federal government publications, and many of the documents themselves, are available in the Library's government documents collection. This includes key materials in the area of historic preservation and building construction. Non-print resources available to architectural history students include the microform Sanborn Fire Insurance Maps for Massachusetts, and the Library of American Civilization, providing materials on American architectural history as well as domestic, public and institutional architecture. The Snell Library Media Center architecture collection comprises more than 50 videotapes and films on selected buildings, architects and archi-
C.8.2 Self-assessment

Slide Library Self-Assessment
Prepared by Mary Hughes, Head of the Slide Library, March 4, 2002

The Slide Library is a teaching collection of 94,480 slides (45% or 42,291 slides) of the collection represents architecture) which supports the majors and concentrations within the Department of Architecture and the Department of Visual Arts. This collection of visual images provides teaching materials for each department and includes architectural history, design, theory, construction technology, landscape architecture and urban planning. Additionally, the collection includes fine art, graphic design, interior design and photography. All of the architectural history and art history courses utilize the slide library on a daily basis, and many other design and fine art courses rely on slides to illustrate design principles to students engaged in studio work. The collection is continually evaluated in order to determine that the breadth of coverage meets the growing and changing needs of each department.

Slide Library Collections
The Head of the Slide Library makes decisions about visual resources and works closely with the architecture faculty to ensure that the collection supports the department’s courses. Surveys of world, renaissance, nineteenth century, twentieth century and American architecture are supported in depth. In addition, there is a comprehensive section on architectural theory, which includes structures, architectural drawing techniques, typology and other didactic material related to each historical period. The collection of modern and contemporary architecture continues to grow to support needs of design courses.

The collection is a valuable teaching resource, which reflects the needs of the architecture curriculum, and includes technology to support courses. Currently, there are 3 course web sites that are used for architecture history classes. Each site contains over 200 images and serves as a study guide for students in those courses. The sites are organized to reflect the structure of the course syllabi, breaking down each lecture into a series of thumbnail pages through which students can access full-screen images. Pertinent information regarding each building or site depicted is also included on each page and a random quiz page allows for student self-testing. Since these images are accessible via the web, students have to opportunity to review images at their convenience.

An inventory has been taken to identify buildings that are in need of more complete
documentation. The on-going goal is to ensure that plans, sections, architect's drawings, models, exterior and interior views for each building are represented. The variety of courses offered in architectural history and design contribute to the breadth of the collection. History, theory and criticism are incorporated into different courses and the collection works to provide detailed images which are needed to analyze a building in depth. The collection supports the specific needs of the faculty while maintaining a strong general collection.

The architecture collection consists of 42,291 slides with a growth average of 3,017 architecture slides per year. Architecture slides make up 45% of the total collection of 94,480 slides. Acquisitions of architecture slides average 47% of the total acquisitions for the slide library annually.

Staff
The slide library is a resource shared by the Department of Architecture and the Department of Visual Arts and is considered to be a valuable part of the educational team for both. The Head of the Slide Library works closely with architecture faculty in developing the architecture resources.

The Slide Library employs 2-4 work-study students per quarter and generally, there are several architecture students on staff. Typically the student staff covers 25-30 hours per week. There is one Co-op position allotted to the Slide Library but this position is often difficult to fill because of the manner in which it is funded. Students interested in the job must qualify for Co-op work-study funding (which is different than work-study funding). It is rare to find a student that has the funding, qualifications, as well as interest in the job. Out of the past 6 quarters, there has been a co-op student employed for only 3. Despite the shortage of both co-op students and work-study students, the slide library has been able to maintain a high level of service and acquisitions are consistent with those of previous years.

The Head of the Slide Library participates in regional conferences held by ARLIS/New England and the Visual Resources Association. Additionally, she attends meetings of the Boston Design Librarians Group, an association of architectural librarians from design firms, architectural schools and other related organizations. She has participated in computer technology workshops held by the University technology center and has taken University College classes in language and web development.

Facilities
The slide collection is located within the department, making it convenient for faculty to access. There is sufficient space for both the collection and for faculty and students using the collection. The slide library is centrally located, clean, bright and well organized. There are environmental controls within the slide library and there have never been any environmental problems. There is regular access to all visual resources and none are in storage.

All slides are stored in Neumade steel cabinets, the industry standard for archival storage of slides. All slides are bound in archival, anti-Newton glass mount. The preservation of film is a high priority for the slide library.
There are several workstations for faculty to use as well as a large light table in the center of the library. Currently, there are three Caramate viewers for lecture preparations and student reviews. There are also four slide projectors available for use, which supplement those that are provided for classroom use by the university’s audiovisual services.

The slide library is administered separately from the book collection. The collection is comprehensive and readily available. Requested images are purchased and produced within 2-3 weeks from the date of request, often sooner.

The Head of the Slide Library has been involved with professional organizations which routinely deal with issues of data standards, database management, subject analysis of images and other cataloging issues. She is experienced in using standard reference materials (Including Art and Architecture Thesaurus and Macmillan’s Encyclopedia of Architects) as well as on-line resources in order to maintain consistent data entry. This position requires original cataloging and management of IRIS, a FileMakerPro cataloging database.

Services
The Head of the Slide Library provides knowledgeable reference services to all users. Students are regularly assisted with research and class presentation materials. A slide collection database can be searched by subject type, building type, title, or architect and reports can be generated on request. The current database will eventually be online to allow remote searches by faculty.

Orientations to the collection are provided to all new faculty members and include policies, collection organization, and administrative procedures. The collection is organized in a clear manner and a reference guide is available to users if required. The use of natural language in the catalog fields assists users with finding the images they need.

Policies are enforced for all collection users and are reviewed and updated annually. There are separate policies for full-time faculty, part-time faculty, and students. While the primary patrons are faculty from the departments of Architecture and Visual Arts (77%), slides also circulate to University College faculty (18%), students (1.5%) and faculty from other University departments (2.5%). Over 20,000 slides circulate annually.

Faculty members have keys to the slide library and have 24-hour access. Students must use the collection during the University’s open hours: M-F 8:30-4:30. Faculty members are notified of new slide acquisitions that may be of interest them. Significant acquisitions are noted in the Annual Report.

Funding is through institutional allocation. The current budget is $6000 per year and has not been increased in several years though the cost of slides, slide production and supplies has risen. Although the slide library has been able to complete all faculty
C Compliance with the Conditions for Accreditation

requests, general collection development is limited by the cost of vendor slides. The recent acquisitions in architectural holdings at Snell Library have created an opportunity for the slide library to enhance its visual collection in areas relevant to the program’s curriculum. The Slide Library utilizes on inter-library loan when requested items can not be located on campus.

Development of digital imaging is moving forward slowly. Currently, costs of servers, software and images with copyright permissions are prohibitive. Research on all available options is currently underway and grant proposals are being considered to request the amount of funding needed to start such a project. Sources of shared images are being identified for faculty members who currently have web pages for individual courses and approximately 6000 images in the slide library collections that have copyright clearance have been identified. Image delivery systems are being researched and compared and the slide librarian communicates with other visual resource libraries to obtain information on developments at other educational institutions. Partnerships with other University departments for cost and resource sharing are being explored as a way to bring new technologies to students in the Architecture program as well as to the student body at large.

Conclusion
The slide library is efficiently managed and organized and has clear policies for use. Slides are processed into the collection with minimal delay and all faculty requests are filled in a timely manner. Cooperation among slide library patrons ensures equal access for all users. When compared to peer institutions, the Slide Library is a medium-sized collection with a growth rate comparable to institutions with larger collections.
C8.3 Progress Toward Completion of Presidential Grant to Upgrade Central Library Architecture Holdings (930 out of 1400)
Compliance with the Conditions for Accreditation
C Compliance with the Conditions for Accreditation
## C Compliance with the Conditions for Accreditation

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**Notes:**
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- [Note 2]
Compliance with the Conditions for Accreditation
C  Compliance with the Conditions for Accreditation
C Compliance with the Conditions for Accreditation
C.9.1 Program Budget, 2001-02 Department of Architecture

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<td><strong>$516,702</strong></td>
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C.9.2 Endowment, Scholarship, and Development Activities

The Department of Architecture at Northeastern is very new, and such has no independent endowment, but the program is very aware of the need to build non-tuition based, independent funding sources. As part of the work of the External Advisory Board, the Department Chair has been seeking to obtain funding for curriculum-based undergraduate and graduate research. In addition, the University has recently supplied development officers to assist with both individual and corporate giving. Several meetings have already been held with potential individual donors, and the Department is working to establish relationships with regional railyard owners, and utilities, whose interest in the post-industrial landscape (of which they are primary owners) is extensive.

The Department is focused on more work in this area.

C.9.3 Comparative data with other professional programs at Northeastern University

The data shown below compares the budget for the Department of Art and Architecture to that of other professional programs at Northeastern (the newly separate Departments of Architecture and Visual Arts were still a single unit for the last financial cycle for which data are available). Obviously many of these programs are much larger, and are located in separate units from the level of a school within the College of Arts and Sciences (Journalism) to fully independent colleges reporting only to the Provost of the University. All of these figures refer to the academic year 2000-2001. The current number of majors in the Visual Arts and Architecture is over 400 (not 299 as shown below). But inasmuch as the figures below offer an “apples to apples” comparison across the University, they have been left “as is”.

Northeastern
C  Compliance with the Conditions for Accreditation

Also, the specific information regarding architecture must be inferred from the data on the Department of Art and Architecture as a whole, because we only have some separate figures for architecture. Some cautionary information regarding this process would include that architecture will have only one administrative staff member, and no profession, or technical staff. For example, there are four and one half staff
### Compliance with the Conditions for Accreditation

#### Table: Compliance with the Conditions for Accreditation

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#### Table: Student-Faculty Ratio

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</thead>
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<td>211</td>
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<tr>
<td>Engineering</td>
<td>314</td>
<td>211</td>
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#### Table: Student-Teacher Ratio

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<td>211</td>
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<tr>
<td>Engineering</td>
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#### Table: Class Size

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<tr>
<td>Office</td>
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#### Table: Facility Space

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<tr>
<td>Engineering</td>
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#### Table: Total Course Credit Hours

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<thead>
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<tr>
<td>Graduate</td>
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#### Table: Total Student Enrollment

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<td>267</td>
</tr>
<tr>
<td>Graduate</td>
<td>314</td>
</tr>
</tbody>
</table>
10.1 Must be part of Accredited Institution of Higher Education
Northeastern University has just received a renewal of its ten-year accreditation from
the New England Association of Schools and Colleges (NEASC). Documentation is
available through the University website, at <www.neu.edu>.

10.2 Must have a degree of autonomy that is comparable to that afforded
to other relevant professional programs in the institution, and sufficient to
assure conformance with all conditions of accreditation
The Department of Architecture has just been made an independent unit by the
College of Arts and Sciences. Its organizational chart is below, positions in Orange
are new since the 2000 NAAB visit
C Compliance with the Conditions for Accreditation

As the Department of Architecture pursues professional accreditation for architecture, the University as a whole is undergoing a major transition as well; from quarters to semesters. All Architecture planning is taking the new semester system into account, even though the current offerings (listed below) exist within a quarter system. A Semester System Outline is posted at the end of this section. Courses in ORANGE are new since the last NAAB visit (2000).

C.11.1 General Studies

Art Foundation Courses
- Art 1100 Art History survey up to the year 1400
- Art 1101 Art History survey since the year 1400
- Art 1111 Introduction to Architecture; History, Theory, Practice
- Art 1124 Basic Drawing
- Art 1130 Visual Studies 1; a study of two-dimensional design principles
- Art 1131 Visual Studies 2; a study of three-dimensional design principles

Liberal Arts Courses
- Eng 1110 Freshman English 1
- Eng 1111 Freshman English 2
- Math 1107 Pre-Calculus
- Mth 1123 Calculus 1
- Mth 1124 Calculus 2
- Phy 1221 Physics 1
- Phy 1222 Physics 2
- Eng 1355 Middler Year WRITING REQUIREMENT

C.11.2 Professional Studies (no more than 60%)

Art 1256 Structures 1
Art 1257 Structures 2
Art 1295 Computer-Aided Design (Auto-CAD)
Art 1296 Advanced Studio in Computer Visualization
Art 1355 Environmental Systems
Art 1356 Integrated Building Systems

Design Studio Courses
- Studio 1: Site, Type & Composition
- ART 1150

This course introduces conceptual thinking about the design of the built environment. Recent studio work has included analyses of seminal modern houses, design projects for memorials, idea-based houses, and the urban landscape. It also introduces the structure and order of architectural language. Projects include compositional exercises, formal analysis, and additions to important modern buildings. Students will study the analytical tools with which to understand the relationship of building elements to the principles that organize them. Lecture topics include Design Thinking (conceptual, perceptual, metaphorical, literal), The Plan, Perspective & Experience, and Rhetoric. Readings include Summerson, Colquhoun, Le Corbusier, Wright, and Rowe.
C Compliance with the Conditions for Accreditation

Studio 2: Pattern & UD/ The City
ART 1151

Students will study historical and contemporary urbanism, and the issues that inform it. Inevitably, this course will address the issue of scale, and how compositional strategies change along with it. Projects include two-dimensional analysis of figure/ ground drawings as pattern, land use, building type, and experience. Readings include Bacon, Sitté, Lynch, Rowe and Koetter, and Venturi and Scott-Brown.

Studio 3: Building Beyond the City
ART 1252

This course addresses the issue of building in the “middle landscape”, between traditionally dense city, and post-war suburb. Sites include large areas of urban renewal, increasingly dense early suburbs, land adjacent to large-scale transportation infrastructure, and former industrial sites. Readings include Crawford, Sommer, Krieger, Thrush, Dunham-Jones, Duany & Plater Zyberk, Calthorpe, Kelbaugh, Machado and Silvetti, and Koolhaas.

Studio 4: Temporary Option Studio
ART 1253

This studio will study specific urban building problems during the period of transition to semesters. Topics will vary with specialty of instructor.

Studio 5: Housing & Aggregation
ART 1341 (6 credit hours)

This is the Housing Studio. All of the critical issues relating to urban housing are addressed, from block plans, to typology, to unit plans, and facade development. Students are expected to work in teams on site planning issues, and to develop individual responses to the problem of housing at all levels. This course also stresses the underlying relationship between replenishing urban housing stock, and re-densifying the city. Readings include Cromley, Rowe, Duany & Plater Zyberk, Kahn, CIAM, and various 20th c. Dutch sources.

Studio 6: Tectonics (Comprehensive Design)
ART 1342 (6 credit hours)

This course is a study of the construction and fabrication process. Students will study the impact of these processes on their thinking as designers. The relationship between schematic ideas and materials, and their connections, will be explored. Projects will include detail drawings and large-scale models. Sources include Wiederspahn, Allen, Charreau, Office dA, Herzog & de Meuron, Zumthor, Kahn, and many others.
C Compliance with the Conditions for Accreditation

Boston Studio 1/ UG Thesis
ART 1352 (6 credit hours)

First term of two-quarter undergraduate capstone studio. This course focuses on research, analysis, modeling, definition of critical agenda, and programming for an urban site in Boston. The course is an opportunity for each student to frame his/her own architectural/urban problem, and then to formulate a response to that problem. The student is expected to arrive with a project proposal and to review that proposal with the instructor over the first two weeks. A final site and program proposal is expected after five weeks. The remainder of the first term, and all of the second, will be spent developing the project. The only limitation to the selection of projects is that they pertain to sites found in the Boston metropolitan area. Will be phased into a Graduate Thesis Project (ARC 610).

Boston Studio 2/ UG Thesis
ART 1353 (6 credit hours)

Second term of two-quarter undergraduate capstone studio. This course is focused on critical, synthetic design solutions to the issues, circumstances, and opportunities identified in the first term. Final products include site models; figure ground drawings, project term paper, experiential drawings, and traditional architectural representation. Will be phased into a Graduate Thesis Project (ARC 611).

C.11.3 Electives

CORE Social Science/History
CORE Science
Eng Middler Year Writing Requirement
CORE Upper Level Elective
CORE Upper Level Elective
CORE Upper Level Elective
CORE Upper Level Elective
OPEN Elective
OPEN Elective
OPEN Elective
OPEN Elective
OPEN Elective
OPEN Elective
OPEN Elective

C.11.4 Specification of degree(s) offered
Bachelor of Science (major in Architecture) & Master of Architecture
NAAB accreditation sought for M.Arch (with NU B.S. as prerequisite)

C.11.5 Outline curriculum for each degree
Shown below is the current version of the proposed six year, professional degree, with co-op periods included in semester form.

C.11.6 Outline of minors and concentrations
In the Department of Architecture, students can minor in all Department of Visual Arts disciplines (schedule permitting), including graphic design, photography, art history, or animation. In the College of Arts and Sciences, they can minor in any department, and in the University as a whole, they can minor in engineering, business, or computer science (nursing, law, and pharmacy have too many requirements to permit minors).
C.11.7 Curriculum
Northeastern's architecture curriculum is guided by its mission to provide a strong undergraduate education in conceptual thinking and the liberal arts, while focusing its professional attention on preparing students to address the complex challenges of building in cities. The Design Studio sequence clarifies the specific themes of each year in the program, and forms the most influential aspect of a student's education.

In the first year, students take a broad set of core liberal arts courses taught by faculty in the respective departments of the University. They study writing, history, mathematics, and science. In addition they take core courses in the basic skills and historical background necessary to pursue an architectural education. They take a survey of world architecture, figure drawing and drafting, two and three dimensional design, and they get exposed to CAD. In most of these foundation studios, the students are mixed together with all other studio majors in the department; including graphic design, photography, animation, and general art.

In the second year, they begin their studio sequence in architecture with two essential components: invention and language. Their first studio is in csite, type, and composition, while the second is in pattern and urban design. These studios are supported by Renaissance history, and additional math and science.

By the third and fourth year, students begin their real preparation for the rigors of designing in the city. They take studios in building beyond the city and option studios. These students also often travel to Italy, and begin their structures courses as well. It is at this point in the curriculum that additional course content in infrastructure and legal aspects will begin. Six month co-op work experiences bracket this portion of the curriculum.

In the fifth year, the student's growing technical background is applied in Peter Wiederspahn's tectonics studio. This is followed by his urban housing studio which tries to integrate the urban design studio work with typology and complex urban sites. More urban research work will enter the curriculum here as well.

In the sixth year, students integrate systems, their coursework in Mardges Bacon's Seminar in Modern Architecture and the new Urban History/ Theory seminar with their two-term thesis project for an intervention in Boston. These projects will take the entire year, and involve research, site, and economic analysis; in addition to comprehensive design.
## C.11.8 Semester Schedule

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### Compliance with the Conditions for Accreditation

- **Graduate Requirements:**
  - Thesis in Architecture: 18 credit hours
  - Graduate Studio: 12 credit hours

- **Required Electives:**
  - Theory and Method of Architecture: 3 credit hours
  - History of Architecture: 3 credit hours
  - Studio Field Trip: 1 credit hour

- **B.S. Major in Architecture:**
  - Studio Field Trip: 1 credit hour
  - Theory and Method of Architecture: 3 credit hours
  - History of Architecture: 3 credit hours

- **M Arch. NAAB Accredited:**
  - Thesis: 32 credit hours
  - Electives: 6 credit hours
  - Studio Field Trip: 1 credit hour
C. Compliance with the Conditions for Accreditation

C.12.1 Curricular Matrix
Year One, Bachelor of Science, Major in Architecture

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Notes:
- X indicates compliance with the condition.
- Blank spaces indicate non-compliance or additional information.
C.12.1 Curricular Matrix
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C.12.1 Curricular Matrix
Year Three, Bachelor of Science, Major in Architecture

Compliance with the Conditions for Accreditation

Northeastern
## C. Compliance with the Conditions for Accreditation

### C.12.1 Curricular Matrix

**Year Four, Bachelor of Science, Major in Architecture**

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![Curricular Matrix Table](image-url)
C.12.1 Curricular Matrix
Year Five, Bachelor of Science, Major in Architecture

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Notes:
- C: Compliance with the Conditions for Accreditation
- 1: Advisory Skills
- 2: Communication Skills
- 3: Critical Thinking Skills
- 4: Problem-Solving Skills
- 5: Collaboration
- 6: Service Design
- 7: Strategic Planning
- 8: Project Management
- 9: Technical Document
- 10: Professional Practice
- 11: Leadership in Practice
- 12: The Common Core Function
- 13: Technical Design
## C.12.1 Curricular Matrix
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Note: The matrix details specific courses and their compliance with the Conditions for Accreditation.
C Compliance with the Conditions for Accreditation

1.7 Course Descriptions
attached in separate document.

1.8 Faculty Resumes
attached in separate document.

1.9 VTR from Previous Visits
attached in separate document.

1.10 Annual Reports (N/A)