

**Northeastern University  
School of Architecture**

**Interim Progress Report for Year Two**

November 24, 2021

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# 1. INSTRUCTIONS AND TEMPLATE GUIDELINES

## Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

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

1. The program's progress in addressing not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

## Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

## Outcomes

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

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

## Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Ellen Cathey ([ecathey@naab.org](mailto:ecathey@naab.org)) or David Golden ([dgolden@naab.org](mailto:dgolden@naab.org)) with questions.

## Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

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<sup>1</sup> The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

## 2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

The previous NAAB accreditation visit occurred from February 24-28, 2018, and evaluated compliance with the 2014 conditions for accreditation. The visit helped facilitate administrators [of both the School of Architecture (SoA) and the College of Arts Media and Design (CAMD)], faculty, students, alumni and professional partners (through co-op) to come together to evaluate and reflect on achievements in the School and plans for moving forward. The visit occurred at a time of transformation in the history of the School, wherein the long-standing previous Director had stepped down from the role, and the period that followed had successive leadership change (4 Directors/Interim Directors in the span of 4 years). During this period of change immediately prior to the NAAB visit, there was also significant growth in the University both in terms of student numbers and programs offered but also in terms of changing profile of incoming students evidenced in rapidly increasing average SAT scores.

Since 2018, there has been consistent leadership in the School of Architecture and the School has grown in enrollments, number of faculty, and has seen a continued rise in incoming student performance metrics. Initiatives outlined in the Interim Progress Report (IPR) below have expanded and diversified curricular offerings and institutional partnerships and increased student access to fabrication and experimentation resources.

The 2018 NAAB Visiting Team highlighted many positive aspects of the program, including: financial and programmatic contributions to the University; enrichment of the University through joint appointments and campus-wide interdisciplinary initiatives; positive connections to the professional network in Boston; collegial and egalitarian relationships between faculty, students, and administration who share a broad vision of advancing global resiliency as advocated by the university; successful tenure procedures that reflect creative and practice pursuits; strength in both architectural history and technology in a School renowned for profession-based design practices.

The 2018 NAAB Visiting Team also highlighted areas that would benefit from ongoing attention and focused effort going forward. Specifically: enrollment pressures caused by the changing profile of the University; challenges posed by a design studio space located in a train station (including noise and perception); the achievement and assessment of student performance criteria in the MArch 2 program; and a suggestion that the School, while very strong in its engagement with Boston, might benefit from increased study and engagement with more diverse global contexts. The NAAB Visiting team identified three conditions as “Not-Met”: I.1.5 ‘Long Range Planning’, B.4 ‘Technical Documentation’, and D.5 ‘Professional Ethics.’

The IPR that follows outlines changes to the School since 2018 and also addresses topics raised by the NAAB visiting team and identifies how the School has responded to the three conditions identified as Not Met by the NAAB visiting team.

### 3. TEMPLATE

## **Interim Progress Report**

**Northeastern University (NU)  
College of Arts Media and Design (CAMD), School of Architecture (SoA)**

**M. Arch. I**

**[Northeastern University B.S. Arch. or accredited B. Arch. + 32 credits]**

**M. Arch. II**

**[Pre-Professional Degree + 60 credits]**

**M. Arch. III**

**[Non Pre-Professional Degree + 96-104 credits (depending on transferable credits)]**

*Year of the previous visit: 2018*

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

Daniel Adams, da.adams@northeastern.edu

**Provost:**

David Madigan

**President of the institution:**

Joseph E. Aoun

**Individual submitting the Interim Progress Report:**

Mary Hughes

**Name of individual(s) to whom questions should be directed:**

Kate Zephir, k.zephir@northeastern.edu

**Current term of accreditation:**

2018-2026

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

## **I.1.5 Long-Range Planning:**

*The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.*

### **[X] Not Demonstrated**

#### **2018 Visiting Team Analysis/Review:**

*In 2015, the university initiated its Northeastern 2025 academic plan that outlined goals to better network humans, resources, and technology to create more resilient environments and build sustainable human communities. The director of the program provided a document in the team room, labeled "NU SoA Future Goals," which states its program goals and objectives. The document outlines a set of future goals and objectives for the NU SoA that is built upon its urban location, well-established co-op program, and its continued cross-disciplinary collaborations with local and global communities. These goals align with the overall Northeastern 2025 academic plan. Through discussions with administration and faculty, the goals and objectives stated in the "NU SoA Future Goals" are mutually accepted as the direction for the program. Due to the program not having a permanent director until recently, a fully ratified planning document has not been developed at this point that indicates a timetable or demonstrates how the goals will be assessed to inform future planning and strategic decision-making.*

### **Northeastern University School of Architecture, 2018 Response:**

#### **Advancement of Planning Processes:**

Immediately prior to the 2018 NAAB visit, the School of Architecture (SoA) ratified new Bylaws, Workload Policy, and specific governance documents. Importantly, these documents outline the ongoing role of two committees, which have now been fully implemented, for establishing academic planning in the unit- The SoA Executive Committee and SoA Academic Affairs Committee (AAC). Additionally, the SoA has formulated a Student Advisory Board (SAB), with students now nominated and elected (by the student body) to represent each program and class year in the degree path. This SAB meets with the Director on a monthly basis to discuss and exchange considerations on planning initiatives. As such, the SoA has an ongoing and evolving planning process that establishes initiatives and schedules for evaluation and implementation between faculty, administration and students on a per-initiative basis. The SoA is now working with the University to implement a University level 'Assessment, Evaluation, Feedback and Intervention System' (AEFIS) for University accreditation. The SoA's participation in AEFIS will be designed to align with the NAAB accreditation process.

The SoA Executive Committee is now formed by the Director, Graduate Programs Coordinator, and new role established in 2018 for an Undergraduate Programs Coordinator. The Executive Committee meets bi-weekly to review short-term and long-term planning efforts in the School. Additionally, in 2018, the former SoA curriculum committee was reformulated as the SoA Academic Affairs Committee (AAC). This reformulation changed the committee from exclusively reviewing curricular changes to more inclusively and broadly consider academic planning to propose, plan, and review initiatives ranging from new curriculum proposals, institutional partnerships, school culture, governance, and facilities. The AAC meets monthly to review advancements of academic planning initiatives. Both committees now function in an ongoing role to establish both short and long-term planning for the School. Such planning efforts and associated documents are reviewed in a rolling fashion between committees and with all faculty through monthly faculty meetings, specially assembled meetings and retreats on focused subjects. Examples of major planning initiatives that have resulted from these processes, post-2018, are:

**I. Curriculum Diversification: Launched in 2018, ongoing:**

Comprehensive assessment of the curriculum to identify opportunities for introducing broader range and deeper focus on topics by identifying large lecture classes to be split into multiple smaller seminar sized classes while still achieving core/shared learning and performance objectives across class sections. Architectural history topics (assessed in 2018), Representation workshops (assessed in 2019), Building technology sections (assessed in 2020 and ongoing).

**II. Institutional Partnerships: Launched in 2017, ongoing:**

Focus on identifying strategic partnerships with partner institutions for undergraduate global study abroad (3rd year) and NUin (1st year). This has resulted in partnerships with IE Segovia in Spain (2017), University College Dublin in Ireland (2018) and Pratt Institute, NYC (launch in 2022).

**III. Partner Campuses: Currently in Planning, anticipated launch in 2022 - 2024:**

The NU SoA is currently planning new partnerships with other Northeastern operated campuses- Northeastern at Mills College in Oakland CA, and Northeastern at the New College of Humanities in London, UK. The SoA is planning for potential program launches at these locations for Fall 2022, with subsequent addition of classes at these locations through 2024

**IV. COVID Response Academic Planning: Launched in 2020, ongoing:**

In response to the COVID-19 emergency, the SoA executive committee, SoA AAC, and ad-hoc committees developed planning initiatives to advance curriculum and delivery practices for continued student engagement. With such student engagement practices, particularly virtual student engagement technologies, now in-place, the planning effort has shifted to assessing what aspects of virtual engagement were beneficial that should be continued for the benefit of students, learning, and school culture. Advancements made for this initiative are particularly influential in current discussions for length of degree path (see item VI below).

**V. Social and Racial Justice Assessment and Planning: Launched in 2018, ongoing:**

The SoA has planned and implemented initiatives for curricular and school culture assessment in alignment with University, College and School efforts to increase inclusivity in the School community and the discipline of Architecture more broadly. These efforts were intensified in 2020 through reflection on international discourse around the Black Lives Matter movement. This process has involved sub-committee meetings of faculty divided both by topical areas (architectural history, building technology, design, professional practice) but also years of the program, as well as meetings with student groups focusing on various subjects from topics of lecture series to land acknowledgement practices in the School. This ongoing self-reflection resulted in specific planning outcomes including:

- a. Spatial Justice lecture Series (planned/implemented in 2018, now ongoing).
- b. New merit and diversity scholarship programs (planned/ implemented in 2019, now ongoing).
- c. Faculty hiring in spatial justice (in progress 2020-2022, and beyond).
- d. Adjustments to content of curriculum (in progress 2020-2022, and beyond).

**VI. Four-year plan of study: Currently in Planning, Potential launch in 2022 or 2023:**

The SoA is currently assessing possibilities for consolidating the pre-professional B.S.Arch. degree to a four-year degree path, while maintaining co-ops. One specific aspect of this option would be dependent on introduction of virtual summer curriculum. The School has developed significant experience in virtual course development, following the COVID preparedness planning described in item IV above. This initiative was specifically highlighted through the Social and Racial Justice assessment, (Item V above) in regards to lessening hurdles towards achieving degrees and licensure in architecture.

**VII. Increase of Full-Time Faculty: Launched in 2020, ongoing:**

The School, in coordination with the College and University has established a target of increasing the percentage of course sections led by full-time faculty to be 90%. Currently, approximately 70% of course sections in the SoA are led by full-time faculty. This established planning goal has already resulted in significant full-time and tenure track hiring (outlined in item 2 below).

## **B.4 Technical Documentation:**

*Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

### **[X] Not Met**

*2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5120 Comprehensive Design Studio (technical drawings and models); a lecture for ARCH 2240 showed evidence of CSI discussion and an example of a specification section, which is only offered in the M. Arch. I track. No evidence was found for preparation of outline specifications in the M. Arch. II and M. Arch. III tracks and very limited evidence in the M. Arch. I track.*

### **Northeastern University School of Architecture, 2018 Response:**

#### **Advancement of Specifications in Curriculum:**

Following the 2018 NAAB visit, specifications were added as a topic of study to ARCH6430 'Case Studies in Professional Practice I'. (Please see Syllabus for ARCH6430 in appendix). Specifications are specifically reviewed in Class 21 and also discussed earlier in Class 18 as part of navigating ethics and contracts of the Citicorp structural case study. All students in the NAAB accredited degree programs (MArch 1, 2 and 3) are required to take ARCH 6430. Additionally, all students in the MArch 1 and 3 degree tracks are required to take ARCH 2240 (Please see Syllabus and assignment for ARCH2240 in Appendix) which teaches about specifications through both lectures and assignments. Specifically, the assignment requires students to link products used on a masonry cavity wall section to Master Spec documents provided by the professors.

## **D.5 Professional Ethics:**

*Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.*

### **[X] Not Met**

*2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. The only example of this SPC was a copy of the AIA Code of Ethics included with a course schedule for ARCH 6440 stating that it was required reading; however, there was no evidence that the understanding of the NCARB "Rules of Conduct" was referenced, which is also required.*

### **Northeastern University School of Architecture, 2018 Response:**

#### **Advancement of Specifications in Curriculum:**

Following the 2018 NAAB visit, the NCARB Rules of Conduct were added as required reading and topic of discussion to ARCH6430 'Case Studies in Professional Practice I'. (Please see Appendix for ARCH6430 Syllabus and Schedule). The NCARB Rules of Conduct (along with AIA Code of Ethics) are now introduced as required reading in Class 17, and reviewed in class discussions in Class 18 as part of an Ethics Reading Review Exercise. Currently, the SoA is working to add greater focus on community engagement and participatory practice to ARCH 6430. These topics were highlighted by students in the 2020 social and racial justice focus groups as areas of particular interest. All students in the NAAB accredited degree programs (MArch 1, 2, and 3) are required to take ARCH 6430. Additionally, since 2018, the SoA has implemented a recurring lecture series on Spatial Inclusivity in Fall semesters. This series invites guest speakers who have focused extensively on questions of ethics, community engagement and inclusivity in the design of the built environment.

## 2. Changes or Planned Changes in the Program

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

### **Northeastern University School of Architecture, 2018 Response:**

#### **Applications & Enrollments:**

Since 2018, the School has continued to benefit from increased applications and enrollments of both undergraduate and graduate architecture students. Applications to undergraduate programs in the School of Architecture have increased approximately 75% (736 applicants in 2018, 1293 applicants in 2021). Freshman declared undergraduate architecture majors have also increased approximately 29% (from 52 in 2018 to 67 students in 2021). Additionally, the School has created multiple undergraduate combined major options (with Civil Engineering, Environmental Engineering, Environmental Science and Design), which have added an additional 44 combined majors entering in 2021 (0 combined majors in 2018). Retention of undergraduate students into the graduate architecture program has increased from 44% in 2018 to 67% in 2021. Additionally, at the graduate level the number of students entering into the MArch 2 and 3 programs has also grown by about 45%, from 20 entering students in 2018 to 29 entering students in 2021. While student numbers have been increasing significantly in recent years, the design studio and making facilities are still adequate for current and near future anticipated growth.

#### **Faculty Expansion:**

Increased student enrollments has allowed for continuous hiring of new faculty (Please see attached new faculty bios in the appendix). Since the 2018 NAAB visit, the SoA has hired 3 new tenure track faculty, 4 new non-tenure track full time faculty, 2 new full-time visiting teaching professors, and just launched (in 2021) a new post-doctoral teaching fellows program with 2 faculty hired in that role. During this same time, the former Director of the School of Architecture -a tenured full professor- has retired, and another tenure-track faculty member and two full-time faculty have left the school for opportunities elsewhere. These changes result in an increase of 5 new full-time faculty members over this time. New full-time faculty members add diverse expertise to the School- Alpha Yacob Arsano expands the geographic focus and study of building technology as a culturally and geographically situated aspect of the built environment. Professor Mary Hale adds expertise in material experimentation practices, Professors Matthew Gin and Yoko Hara add diverse global perspective to the architectural history curriculum, Professors Chana Haouzi, Killion Mokwete, Lily Song, and Cara Michell add breadth and focus to spatial justice studies, particularly in realms of participatory practice, equitable design, and community development. Professor Killion Mokwete, like Professor Arsano adds great expertise to our faculty in the area of global practice in the Majority World, and Professor Kate Kennen adds unique perspective on sustainable design with biological properties of plant-based designs.

#### **Administration Consistency:**

At the time of the 2018 NAAB visit, the new Director was the fourth Director/Interim-Director in a 4-year period, following a long period where the founding Director had led the school for nearly 20 years. Since 2018, the SoA Director has remained constant, as has the Undergraduate Programs Coordinator, while the Graduate Programs Coordinator has changed once. As such, while the period immediately before the 2018 NAAB accreditation visit had significant leadership change-over, the period since has seen stable leadership which has helped allow for consistent planning and pursuit of initiatives.

#### **Curricular Offerings Expansion:**

The increased enrollments and faculty numbers has also afforded significant opportunities to expand diverse curricular offerings. Curricular expansion efforts in the SoA also parallel initiatives in the University to increase the number of under-19 enrolled seminar classes. The SoA has subsequently



been able to break up several of its previously large lecture style courses (particularly in architectural history) and instead offer multiple sections of smaller topically concentrated courses, which allow students to receive greater exposure to faculty expertise areas and select courses that better align with their specific interests. The SoA was similarly able to expand offerings in representation and material experimentation-based workshop from a single course in 2018, to approximately 10 diverse classes which range in study from digital fabrication to GIS mapping to furniture making to architectural/landscape painting. Other major curricular initiatives have included launching more study abroad partnerships for undergraduate students particularly with University College Dublin, Ireland and Pratt Institute, NYC. Most recently, the reflection of racial and spatial justice in 2020 and 2021 has led to significant curricular review between students, faculty and administration in order to better interweave the study of racial justice, participatory practice, environmental justice, accessibility and equitable design practice into the curriculum.

#### **Facilities:**

At the time of the 2018 NAAB visit, the SoA had just opened its first model-shop in the Ruggles Design studio-space. This was paralleled at the time by the important hiring of a maker space facilities manager. Since the 2018, the SoA has been able work with the maker space manager to continue expanding its making facilities adding new equipment like small scale CNC fabrication equipment, as well as significant expansion of 3d printing capacity. Additionally, the SoA has made significant investment in establishing large format plotting support for students, and creating a student work gallery in Ryder Hall. The expansion of physical facilities was again paralleled by the creation of new curriculum and faculty hires to more strongly engage students with material experimentation and research in the curriculum. The culture of material experimentation and research has greatly expanded in the School since 2018. A strong advancement for the SoA, was the College of Arts Media and Designs (CAMD) establishment of a Media Services Organization (MSO) across all of the College's departments. The MSO oversees all shared media services like plotting, software, fabrication, recording and performance equipment across the college. This re-organization of resources across the college with associated staffing has made these resources far more accessible and sustainable, and has made resources like previously expensive software (like the Adobe Master-Suite) now fully available to all students of the SoA.

### **3. Summary of Activities in Response to Changes in the 2014 NAAB Conditions**

#### **Northeastern University School of Architecture, 2018 update:**

In response to release of the 2020 NAAB Conditions for Accreditation, the SoA appointed a faculty lead to first compare the 2014 NAAB conditions and 2018 accreditation criteria, and then work with the SoA Academic Affairs Committee to re-map SoA courses and program activities and organizations (like supported student groups) against the new Program and Student Criteria. This process revealed some key areas of significant expansion in NAAB's criteria, such as 5.5 Social Equity, Diversity and Inclusion- Where the SoA notes the need to clearly articulate its ongoing goals and benchmarks, and means for achieving these for increasing faculty, staff and student diversity, as well as supporting students of different physical and mental abilities. This aligns with ongoing SoA efforts to diversify its faculty, staff and student populations through hiring processes identified above, new financial aid opportunities, and by fostering a welcoming and inclusive School culture. The SoA also notes the change of many of the previous specific student performance criteria to now be more school wide program criteria, which includes greater consideration of how the culture of a School is created beyond specific classes. This change in criteria has led our assessment to further evaluate the role that student groups and departmental extra-curriculars, like our spatial inclusivity lecture series, play in fostering the desired culture of the School and meet the articulated program criteria. Finally, the program criteria and student criteria that have defined presence in specific courses have been re-mapped across all courses in the accredited MArch 1, 2, and 3 programs of the SoA and these criteria are currently being replaced across all relevant course syllabi.

## 4. Appendix

### Northeastern University School of Architecture, 2018 update:

Appendix Includes:

1. ARCH2240 Architectonics Syllabus and Assignment Sheets

(Documentation of Performance Criteria: B.4 Technical Documentation)

2. ARCH6430 Case Studies in Professional Practice I Syllabus and Class Schedule

(Documentation of Performance Criteria: B.4 Technical Documentation & D.5 Professional Ethics)

3. Bios of new faculty:

Alpha Yacob Arsano, Matthew Gin, Mary Hale, Chana Haouzi, Yoko Hara, Kate Kennen, Cara Michell, Killion Mokwete, Lily Song

Northeastern University School of Architecture

## Architectonic Systems

ARCH 2240: Tuesdays and Fridays 9:50a-11:30a, Forsyth Building 235

Office hours: by appointment via Zoom

Syllabus for Fall 2021

### Faculty

Killion Mokwete, RIBA

[h.mokwete@northeastern.edu](mailto:h.mokwete@northeastern.edu)

Paxton Sheldahl, AIA

[p.sheldahl@neu.edu](mailto:p.sheldahl@neu.edu)

Peter Wiederspahn, AIA

[p.wiederspahn@northeastern.edu](mailto:p.wiederspahn@northeastern.edu)

*The full tectonic potential of any building stems from its capacity to articulate both the poetic and the cognitive aspects of its substance.* -Kenneth Frampton

### Course Description

Architectonics, or the study of the tectonics of buildings, can be defined as the art of building, or as Eduard Sekler defines it, “an expressivity that cannot be accounted for by structure and construction alone.” This course introduces fundamental knowledge of the primary building construction types, techniques, and precise material realization through the lens of the *significance* of spatial and tectonic interrelationships. It examines wood, masonry, concrete, and steel construction systems, and it uses historical and contemporary architectural precedents to explore spatio-tectonic interrelationships possible within these types. This course intertwines a combination of in-class lectures, discussions, content review, exercises, quizzes, and joint lectures with guest architects, and out-of-class readings from the required text book, three major projects, and a Cumulative Portfolio.

### Course Objectives

At the end of this course, students should be able to:

- understand and apply the basics of four primary construction types: wood, masonry, steel, and concrete.
- analyze significant historic and current precedents for how tectonic choices affect architectural space, experience, and expression.
- design buildings that incorporate multi-scalar tectonic strategies, from building structure and enclosure to exterior and interior construction detailing.
- represent detailed tectonic systems through drawing and 3D digital and physical modeling.
- discuss and address the ethical responsibility of an architect in relationship to the natural environment, economics, and the laws that govern the built environment as one is making construction choices.

### NAAB Student Performance Criteria

<b>B.4</b>	Ability	Technical Documentation
<b>B.7</b>	Understanding	Building Envelope Systems and Assemblies
<b>B.8</b>	Understanding	Building Materials and Assemblies
<b>D.2</b>	Understanding	Project Management

### Canvas

Canvas will be your course portal for the syllabus and schedule, assignments, asynchronous pre-recorded lectures, Zoom office-hour meetings, and any other course material.

### Required textbook

Allen, Edward & Iano, Joseph, *Fundamentals of building Construction: Materials and Methods*, 7th Edition, 2019, Wiley. Digital or hardcopies available online: [https://www.amazon.com/Fundamentals-Building-Construction-Materials-Methods/dp/1119446198/ref=sr\\_1\\_1?crid=2AEP93GHCUIQT&dchild=1&keywords=fundamental+of+building+construction&qid=1599154825&prefix=fundamental+of+bui%2Caps%2C143&sr=8-1](https://www.amazon.com/Fundamentals-Building-Construction-Materials-Methods/dp/1119446198/ref=sr_1_1?crid=2AEP93GHCUIQT&dchild=1&keywords=fundamental+of+building+construction&qid=1599154825&prefix=fundamental+of+bui%2Caps%2C143&sr=8-1)

NOTE: This is a new edition, released October 2019, and includes information not included in the 6<sup>th</sup> edition. You will be responsible for the information in the 7<sup>th</sup> edition, e.g., *quizzes will be based on the 7<sup>th</sup> edition.*

### Readings

Required readings, as listed in the course schedule, shall be completed before the class it is assigned.

## Quizzes

There will be 8 *open-book/open-computer/open-notes* quizzes during the semester with hand-written multiple-choice, textual, and graphic responses. Pencils are recommended so you can make changes. Quizzes will cover material from in-class lectures/discussions as well as from the corresponding readings from the textbook. You are welcome to make tabs, etc., that locates specific information for your expedient reference, but you will need to be familiar with the information or you will run out of time looking for answers. No digital communication is allowed during quizzes: this would constitute plagiarism. There will be no makeup quizzes offered, so class attendance is crucial. For remote students, at the end of the quiz, you will photograph your page with your smart-phone and immediately email it to your instructor.

## Projects

There will be 3 projects assigned during the semester. These will be design projects that use model building and/or detail drawings of construction assemblies to explore relationships between materials, construction techniques, and design ideas. (Be sure to take smart-phone photos of your wood frame model for your Cumulative Portfolio: see below). Work will be submitted on due dates as indicated on the course schedule. Late submissions of projects will not be accepted. The final project will be due in lieu of a final exam.

## Cumulative Portfolio

Your Cumulative Portfolio will be the submission of all of your 3 projects and 8 quizzes that you will have produced for this course. You may, and should, alter your projects to address any comments you received when they were initially evaluated.

1. You should strive for a clear and consistent graphic format for the whole book.
2. Your portfolio shall include a title sheet with "Your Name, ARCH 2240 Architectonic Systems, Cumulative Portfolio," and an image of your choosing.
3. Each page must have "Your First and Last Name, ARCH 2240 Architectonic Systems"
4. You should include all of the assignment sheets for the projects before each project. These will be available on Canvas.
5. Take smart-phone photos of your corrected quizzes.
6. This shall be submitted as a PDF file to Canvas as file name: "Last name ARCH 2260 Cumulative Portfolio"

## Evaluation

8 Quizzes	40%
Project 1	20%
Project 2	10%
Project 3	10%
Cumul. Portfolio	10%
Participation	10%

## Prerequisites

- PHYS 1151 Physics 1 or similar
- MATH 1341 Calculus 1 or similar

## Additional reference texts available in Snell Course Reserves, Reference Stacks, or Online Access

- Allen, Edward & Iano, Joseph, *The Architect's Studio Companion*, 2007, Wiley. (If not available in Snell, this is a good reference book to purchase.)
- Cadwell, Michael, *Strange Details*, 2007, MIT Press. NA680 .C25 2007 (**Online Access**)
- Deplazes, Andrea (ed.), *Constructing Architecture: Materials, Processes, Structures*, 2009, Birkhauser. TA403 .C6355 2008
- Ching, Francis D.K., *Building Construction Illustrated*, 1991, Wiley. TH146 .C52 1991 (**Online Access**)
- Ford, Edward R., *The Details of Modern Architecture*, vol 1 & 2, 1990 & 1997, MIT Press. NA2840 .F67 1990 v.1 , NA2840 .F67 1990 v.2
- Frampton, Kenneth, *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*, 1995, MIT Press. NA642 .F72 1995
- Pressman, Andrew, ed., *Architectural Graphic Standards*, Wiley. TH2031 .A84 2016 (A more inexpensive student edition is available, and is a good reference book to purchase. Edited by Ramsey/Sleeper.)

## Course Parameters

1. **HEALTH:** Our health is our top priority. It is mandatory that we all abide by the CDC guidelines for staying healthy, including not coming to class if you are ill, always wearing a mask, washing our hands or using hand sanitizer often,

and staying as socially distant as possible. Your instructor will not stay in the classroom if anyone is not always following these parameters.

2. **ILLNESS:** In case of an illness or personal crisis, you shall email the professor as soon as you determine that you will not be in the next class, and see a health specialist. It is your responsibility to work with your instructor on a make-up plan and to get notes from your classmates on the class activities.
3. **HOMEWORK:** Assignments and readings are all due at the beginning of class or you will forfeit that grade. In fairness, late work will not be accepted except in extenuating circumstances or by prior arrangement.
4. **PARTICIPATION:** In this course, learning depends on participating in class on a regular basis. It is expected and required that you arrive on time and prepared to give your undivided attention and actively contribute to the class (and not to your cell phone). For those of you joining class online, the expectation is that you will keep your video on, turn your microphone off unless you are speaking, and always stay engaged.
5. **ATTENDANCE:** Each absence from class will reduce your grade. Three unexcused absences will automatically drop your grade by one letter-grade, e.g., from an A- to a B- (24 meetings; 3 absences are 12% of the course). More than 3 unexcused absences will constitute an automatic failure of course (F).
6. **COURSE EVALUATIONS (TRACE):** As students, you play a critical role in the University's commitment to quality teaching. Your honest responses to the course evaluation in the TRACE system are invaluable in improving the design and delivery of courses, and to my development as a faculty member.
7. **ACADEMIC INTEGRITY:** As Northeastern students, you are part of an academic community dedicated to the creation and translation of knowledge, and therefore dependent on relationships based on honesty and trust. Actions that violate these standards undermine the community will not be tolerated. You should be familiar with the University's Code of Student Conduct, and the Academic Integrity Policy, and know that violations of these policies have serious administrative and academic consequences.
8. **GRADING RUBRIK:**

**A: Exemplary quality work.** The student:

Demonstrates one of the best performances on projects the instructor has seen at Northeastern or any other accredited schools of Architecture, and demonstrates an exceptional understanding of course lectures. Participates in class discussions cogently and willingly.

**A-: High quality work.** The student:

Demonstrates one of the best performances on projects within the class and a strong understanding of course lectures. Participates in class discussions intelligently and willingly.

**B+: Good quality work.** The student:

Demonstrates strong performance on projects and a strong understanding of course lectures. Participates in class discussions intelligently.

**B : Above average work.** The student:

Demonstrates above average performance projects and an above average understanding of course lectures. Participates in class discussions when asked to respond.

**B- : Average Work.** The student:

Demonstrates average performance on projects and an average understanding of course lectures. Participates in class discussions reluctantly and meets attendance requirements.

**C+ : Below average work.** The student:

Demonstrates below average performance on projects and a below average understanding of course readings and lectures. Participates in class discussions reluctantly and meets attendance requirements.

**C : Well below average work.** The student:

Demonstrates well below average performance on projects and a well below average understanding of course readings and lectures. Does not participate in class discussions and engages in excuse-making, tardiness, and absence.

**C-: Minimal work.** The student:

Demonstrates minimal performance on projects and a minimal understanding of course readings and lectures. Does not participate in class discussions and engages in chronic excuse-making, tardiness, and absence.

**D+, D, D-: Marginally acceptable work.** The student:

Demonstrates unacceptable performance on projects and an unacceptable understanding of course readings and lectures. Does not participate in class discussions and engages in chronic excuse-making, tardiness, and absence.

**F: Failure.** The student:

Does not reach a level of achievement that is worthy of credit, or produces work that is chronically incomplete. Does not attend enough classes to pass the course.

**ARCH 6430 | Case Studies in Professional Practice I****Syllabus**

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**Instructor**

Jeremy Munn

Lecturer: School of Architecture

Program Director: Facilities, Design and Construction

Northeastern University

Email: j.munn@northeastern.edu

Student Hours: Individual assistance is always available remotely by appointment

**Teaching Assistant**

Becky Maybury

Email: rebeccamaybury12@gmail.com

Student Hours: Individual assistance is always available remotely by appointment

**Time and Place**

Date/Time: Mondays and Thursdays, 11:45 am – 1:25 pm

Location: Richards 275

**Course Catalog Description**

This course focuses on how architectural practice occurs and must be understood within a larger social context. The cultures-interests and objectives-of the constellation of participants in the bringing of a building to completion are dynamic, diverse, and complex, especially in an urban environment. Seeks to make sense of this broader social contract from within the perspective of professional design practice. As one of many participants in the process of bringing a building to completion, students review the roles, responsibilities, and interests of each contributor. Our task is to understand the obligations and constraints that constitute these relationships. Examines the products of design as manifestations of these relationships and situates them within a discourse of value-determined actions. Investigates normative and critical professional practices through selected readings and individual field research. Develops project case studies that provide examples of excellent design results achieved through the application of expert professional practices.

**Detailed Course Description**

This course focuses on conventional architectural business models and delivery to explore the way in which architectural projects are awarded and executed, and how successful firms position themselves to pursue and secure design projects. We will study architectural firm types, corporate strategy, branding, marketing, business development, ethics, contracts and project management by bringing in a variety of speakers, through readings, and through several case studies.

This semester, working in teams, students will understand the dynamic of winning commissions through a semester-long project consisting of firm analysis, and the creation of a project proposal. In groups, students will interview as their selected firm in an attempt to secure the project they are pursuing, with a guest jury awarding the project at the end of the semester. Finally, this class will expose students to the way in which firm managers and leaders operate, positioning students to think strategically and critically about conventional architectural practice.

**Course Themes:**

- The relationship and importance of a comprehensive corporate (business) strategy, branding and marketing strategy
- How firms pursue, compete for, and ultimately win new commissions
- Industry ethics
- Project, Schedule and Budget Management / Development

**Course Learning Outcomes**

The course learning outcomes are as follows:

- Understand corporate strategy and how it affects the work and operations of an architectural firm.
- Exposure and analysis of different architectural firms, firm types and practice models
- Identify the effort and focus required to win new commissions:
  - Analyze corporate strategy and its link to brand and marketing strategy
  - Dissect, research and prepare a proposal
  - Research and prepare for an interview
  - Simulate contract negotiation
- Practice ethical decision making and discuss potential outcomes through exposure to unexpected / contentious scenarios
- Prepare to take the lead in transforming the future of architectural practice through exposure to management and leadership scenarios
  - Analyze and evaluate the business side of architectural firm management
  - Establish long-term personal professional goals and strategic skills

**NAAB Student Performance Criteria (SPC)**

Course work from selected students will be collected by the School for the National Architectural Accrediting Board (NAAB) documentation. This course meets the following NAAB Student Performance Criteria (SPC):

- A.1 Professional Communication Skills: Ability
- A.3 Investigative Skills: Ability
- D.1 Stakeholder Roles: Understanding
- D.2 Project Management: Understanding
- D.3 Business Practices: Understanding
- D.4 Legal Responsibilities: Understanding
- D.5 Professional Ethics: Understanding

**Course Format**

The course meets twice per week. Class format will be a combination of class discussions and interactive lectures, and multiple classes will feature guest speakers. At several points in the semester we will undertake a discussion of case study in class. Students are expected to complete all required readings prior to the class for which they are assigned and come to class prepared to engage in a lively discussion. In all of our classes, students are expected to reflect upon their previous co-op and other professional work experiences and offer their insights to the class discussion.

This course, or parts of this course, may be recorded for educational purposes. These recordings will be made available only to students enrolled in the course, instructor of record, and any teaching assistants assigned to the course.

Dates shown on the schedule are subject to change based on the availability of guest speakers and their schedules.

NU ARCH 6430: Fall 2021 (Dates Subject to Change) - Published 9/9/21						
	Class	Date		Topic:	Assignments	Readings (to be completed for this class session): Readings posted on the course Blackboard site unless otherwise noted. *Cases may be purchased from the HBS Publishing website.
OVERVIEW & INTRODUCTION TO CORPORATE STRATEGY, BRAND, & MARKETING	1	9-Sep	Th	Introduction to Architectural Practice: Syllabus / Munn Background / Pitches		Draw Your Elevator Pitch  Case Preparation for the Beginner: A Nudge Toward an Open Door  To Market To Market  Professional Services Marketing Chapter 1
	2	13-Sep	M	Semester Overview: Service vs. Product, Client Needs & Project Initiation, Corporate Strategy, Macro Economics, Brand, and Marketing	Reading Response #1 Due	Harvard Allston*  Practice Matters  Good Strategic Planning Helps a Firm Thrive
	3	16-Sep	Th	Corporate Strategy Overview - Ducati Case Review / Charting Your Course  Semester Long Project Part I Introduced: Firm Analysis & Groups Assigned	Reading Response #2 Due	Ducati Case*  Charting Your Course: Master Strategies for Organizing and Managing Architecture Firms
	4	20-Sep	M	Corporate Strategy Guest Conversation: Diana Nicklaus - President, Saam; Gilbert Delgado, AVP, Facilities NU; Gretchen McGill - VP Construction, The Davis Companies; Gautam Sundaram - Principal, Perkins + Will	Reading Response #3 Due	Michael Porter "What is Strategy"*  Strategy and Positioning in Professional Service Firms*  Amar Bhidé, "Hustle as Strategy," HBS Review
	5	23-Sep	Th	Macro and Micro Economics & The Impact on Corporate Strategy	Reading Response #4 Due	Professional Services Marketing: Chapters 5  Phil Bernstein Shares Ten Thoughts on the Future of Practice  Rebounding From A Recession Layoff
	6	27-Sep	M	Corporate Branding / Marketing Overview  TAC Case Review		TAC Case*
	7	30-Sep	Th	Corporate Branding / Marketing Guest Conversation - Mike Swartz, Upstatement	Firm Analysis Presentation Slides Due on Oct 3 by 9PM	Brands and Brand Equity  Professional Services Marketing Chapter 12  Tips for Rebranding Your Firm
	8	4-Oct	M	Student Presentations - Semester Long Project Part I: Corporate Strategy Analysis / Brand / Marketing		Professional Services Marketing: Chapter 7
	9	7-Oct	Th	Student Presentations - Semester Long Project Part I: Corporate Strategy Analysis / Brand / Marketing		Professional Services Marketing: Chapter 8
		11-Oct	M	NO CLASS--INDIGENOUS PEOPLES DAY		
PURSUING WORK & DELIVERING A PROJECT	10	14-Oct	Th	Semester Long Project Part II Introduced: Proposal & Interview	Semester Long Assignment Part II, Deliverable 1 Due on Oct 17 by 9PM	Read RFPs (2)
	11	18-Oct	M	Business Development / RFQ's / RFP's / Proposal Writing / Interviewing / Win /Negotiating Contract	Reading Response #5 Due	Increasing a Firm's Batting Average  Professional Services Marketing: Chapters 6
	12	21-Oct	Th	Project Delivery Methodology		Primer on Project Delivery
	13	25-Oct	M	IPD + Design Build: Autodesk IPD Case: Chris Leary, VP, Jacobs; Mike Forth, DPR Construction		Autodesk IPD Case*
	14	28-Oct	Th	Project Management Mini Case	Semester Long Assignment Part II, Deliverable 2 Due on Oct 31 by 9PM	
	15	1-Nov	M	In class working session - semester assignment / meet with groups	Case Response Due	Watercube Case*
	16	4-Nov	Th	In class working session - semester assignment / meet with groups		
NEGOTIATE & BUILD RELATIONSHIPS (INFORMALLY AND CONTRACTUALLY)		11-Nov	Th	NO CLASS--VETERANS DAY		
	18	15-Nov	M	Citicorp Case Study, Ethics Reading Review	Case Response Due  Semester Long Assignment Part II, Deliverable 3 Due on November 17 by 9PM.	CASE: Morgenstern, Joe. 1995. "The fifty-nine-story crisis." The New Yorker no. May 29:45-53  ARTICLE: Littman, Julie. 2017. "The Saga of San Francisco's Sinking and Tilting Millennium Tower." Forbes Nov 7, 2017  ARTICLE: A fix for the leaning Millennium Tower is in the works and the issue has gravity, Apr 16, 2018
	19	18-Nov	Th	In class working session - semester assignment / meet with groups		
	20	22-Nov	M	In class working session - semester assignment / meet with groups		
		25-Nov	Th	NO CLASS--THANKSGIVING		
	21	29-Nov	M	Contracts, Specifications and Negotiations	Reading Response #6 Due	Organizational Behavior 1.1: Chapter 10 - Conflict and Negotiations  One Firm's Jargon Free Contract
	22	2-Dec	Th	Negotiations Exercise (WTC)	Semester Assignment (Proposal and Interview Slides) Due December 5 by 9PM.	Read Assigned WTC Negotiation Material (per assigned group)
FINAL PRESENTATIONS	23	6-Dec	M	Final Presentations Team w/ RFP 1 Presents		
	24	9-Dec	Th	Final Presentations Team w/ RFP 2 Presents	Reflection Essay and Digital Peer Survey Due December 18th by 12PM (last day of graduate classes)	



## **Alpha Yacob Arsano, Assistant Professor**



**Alpha Yacob Arsano** is an Ethiopian architect focused on maximizing passive building strategies in different climatic conditions. She studies the potential of natural ventilation in buildings, thermal comfort of occupants, and the effect of climate change in regions around the globe. Previously an academic fellow at Transsolar Energietechnik, a climate engineering consultancy in Stuttgart, Germany, Arsano also interned at the architectural firm Allmann Sattler Wappner in Munich.

She developed a digital design tool, ClimaPlus, to promote building design that uses less air-conditioning and consumes less energy in pursuit of a more sustainable and healthier environment. The tool can be used by builders and architects in the early stages of design. Arsano earned a BS in architecture from the Ethiopian Institute of Architecture, Building Construction and City Development, and she earned an SM from the MIT School of Architecture and Planning.

### **Education**

PhD. candidate in building technology, Massachusetts Institute of Technology

Master of Science, Massachusetts Institute of Technology

BS in Architecture, Ethiopian institute of Architecture

## **Matt Gin, Visiting Assistant Teaching Professor**



**Matthew Gin** is a historian of architecture and urbanism in Europe and the Americas during the long eighteenth century with specializations in spectacle, public space, and infrastructure. His research is concerned primarily with the manifold ways that architecture serves the interests of power. Gin's current book project, *Paper Monuments: The Politics of Ephemeral Festival Architecture in Early Modern France*, is a material history of the décor built for royal celebrations. Focusing on these decorations as complex architectural objects enmeshed within different political, economic, and artistic networks, the book offers a new narrative about the production of the royal image and reassesses architecture's place within the political culture of the Enlightenment. He has presented research at the American Society for Eighteenth-Century Studies and his writing has appeared in *Journal 18*.

Gin's research has been supported by the UCLA Center for 17th- and 18th- Century Studies, the Canadian Centre for Architecture, Dumbarton Oaks, and the Minda de Gunzburg Center for European Studies. Gin received his PhD in architectural history from Harvard University. He also holds a Master of Arts in architectural history from Harvard, a Master of Environmental Design from Yale University as well as a Bachelor of Music and a Bachelor of Arts from Oberlin College. Previously he worked at the Museum of Modern Art and the Frank Lloyd Wright Trust.

While his research is anchored in eighteenth-century Europe, Gin's teaching and curatorial work span a broad geographic and chronological range. He has taught global surveys as well as courses on nineteenth-century architecture and urbanism while as a curator he has organized exhibitions on twentieth-century residential architecture, the work of Alison and Peter Smithson, and mid-century German graphic design.

### **Education**

PhD, Architectural History, Harvard University  
AM, Architectural History, Harvard University  
MED, History and Theory of Architecture, Yale University  
BM, Baroque Flute Performance, Oberlin College  
BA, Art History, Oberlin College

## **Mary Hale, Assistant Teaching Professor**



**Mary Hale** is a designer with a particular focus on ephemeral spatial experiences, animated and brought to life through projection and movement. Mary founded ROYHALE, an interdisciplinary art, design and design-research practice, in 2014 as a vehicle for this work. Mary especially enjoys collaborations with choreographers, video artists and sound artists.

Recent such work includes: inflatable performance environments for “Dance Like No One is Whale Watching” – a multimedia dance, video, sound and architecture installation, and “The Parksville Murders” – the first-ever virtual reality horror opera; and minimalist, three-dimensional video projection set-pieces for Halfway to Dawn: The Strayhorn Project. Recent design research includes The New Inflatable Moment exhibition, co-curated with artist and theoretician, Katarzyna Balug, for BSA | Space. Mary’s work has been widely recognized through books and international art, design and technology publications like Metropolis, Clam, and the MIT Technology Review.

Mary received the AIA Associates Award in 2015 for exemplary design advocacy in the public sphere. Mary holds a Masters of Architecture from MIT, and a Bachelor of Arts in Urban Studies from Brown University.

### **Education**

Masters of Architecture, MIT

Bachelor of Arts in Urban Studies, Brown University.

## **Chana Haouzi, Associate Teaching Professor**



**Chana Haouzi** is Associate Professor of Design for Environmental Justice and Public Good in the Built Environment at Northeastern University's School of Architecture. Chana's teaching focus is to promote socially engaged and inclusive design practices that are rooted in community and context. She is also an Architect and Rose Fellow at the City of Boston where leads design initiatives to address the city's affordable housing challenges and the mayor's 2030 Housing Plan.

Her projects include piloting the ADU 2.0 program, introducing modular project delivery methods, streamlining the permitting process, and supporting the department's design review. Chana previously worked at Peter Rose + Partners where she led projects from design through to construction. She is the founder of Architecture for Public Benefit, a design practice dedicated to solving the unique challenges of mission-driven organizations and nonprofits. Prior to joining Northeastern in 2014, Chana led a design studio at Harvard University's Career Discovery program. She has served as a design critic in schools across the northeast and is an active member of the Boston Society for Architecture, where she is co-chair of the Women in Design's Professional Development Committee.

Chana is a licensed architect and holds a Master in Architecture II from Harvard University, and a Master of Architecture and a Bachelor of Science in Architecture from McGill University.

### **Education**

Master of Architecture, Harvard University

Master of Architecture, McGill University.

Bachelor of Science in Architecture, McGill University.

## Yoko Hara, Visiting Assistant Teaching Professor



**Yoko Hara** teaches and writes about early modern art and architecture, with particular emphasis on sixteenth-century Rome. Having earned her Ph.D. at the University of Virginia, she was Andrew Mellon Postdoctoral Fellow in the Department of Art History & Archaeology at Columbia University (2016-2018). Her research focuses on the intersections of media, technology, design, and the social spheres of artistic practice. At present she is working on two projects: a monograph titled *Transmedial Renaissance* on the career of painter-architect Baldassarre Peruzzi, and a volume of essays, co-edited by Daniel Greenberg, on the cultural exchange between Jesuit missionaries and the Late-Ming, Early-Qing courts in China called *From Rome to Beijing: Sacred Spaces in Dialogue*.

### Education

B.A., John Cabot University (Rome, Italy)

M.A., Williams College

Ph.D., University of Virginia

## Kate Kennen, Associate Teaching Professor



Having spent her childhood at her family's garden center in central Massachusetts, Kate is well versed in the plants and ecological systems of the Northeast. A registered Landscape Architect with degrees from Cornell University and Harvard's Graduate School of Design, she founded Kennen Landscape Architecture in 2004 and Offshoots, Inc in 2012 to create practices focused on productive planting and ecological planning.

Kate's current research and teaching concentrates on planting design and applied phytotechnologies that utilize plants to clean up contaminated sites. Her recent book, *PHYTO: Principles and Resources for Site Remediation and Landscape Design* (co-authored with Niall Kirkwood) received a national ASLA honor award and was named one of the top 10 new landscape books by *The Dirt* in 2015. Kate has been honored with numerous awards for her recent and ongoing projects including Cape Cod's Downtown Hyannis Revitalization Project, Plantworks at 725 Main Street, a phytoremediation installation on a former gas station site, and Bouyed Coasts, an environmental art installation project in Barnstable.

### Education

BS Landscape Architecture, Cornell University  
MLA, Harvard Graduate School of Design

## **Cara Michell, Assistant Professor**



**Cara Michell** is an urban planner with a background in sculpture from Princeton University's visual arts program. Cara holds a Masters in Urban Planning from Harvard University. She was a Senior Urban Planner and Associate at WXY Architecture + Urban Design in New York.

Cara's conceptual artwork has been exhibited with the design collective, Intelligent Mischief, at the Boston University Art Galleries. She has been a guest speaker for lectures on design and spatial justice at the Northeastern College of Arts, Media and Design and the University of Toronto Daniels Faculty of Architecture. Cara has written for the Atlantic's CityLab, The Site Magazine and the National Trust for Historic Preservation's Preservation Leadership forum.

In 2015, Cara co-founded and co-chaired the inaugural Black in Design conference with Courtney Sharpe and the Harvard GSD AASU. Memorabilia from the first conference has recently been accessioned onto the Smithsonian collection at the National Museum of African American History and Culture.

### **Education**

MUP, Harvard University Graduate School of Design

## **Killion Mokwete, Associate Teaching Professor**



**Killion Mokwete** is UK trained and registered Architect (RIBA chartered Architect) with international experience in architecture & urban design from London where he worked on urban development projects in New Barnet while at international firm Building Design Partnership (BDP). Killion also worked in Botswana, Africa where he led urban design projects in Kumasi, Ghana, taught design studios at the University of Botswana before relocating to the USA with his family. Currently Killion is leading a community master planning project in Fond-des-Blancs, Haiti at Build Health International (BHI) and large University project called the Sustainable Village Learning Community (SVLC) in Arcahaie, Haiti.

Before joining BHI, he worked at Shepley Bulfinch in Boston as part of the University of Global Equity (UGHE) campus development team in Rwanda alongside MASS Design team. Killion is also co-founder of non-profit practice, ADAPTIV.

Outside architecture and design, Killion is a media enthusiast, having founded, Botswana's first Built Environment media company, Boidus Media from 2011-2014 and has contributed multiple article commentary on Botswana's built environment industry through other local publications. Killion has been an adjunct lecturer at Northeastern University since 2015, teaching various studios and also has taught at Boston Architectural College (BAC) since 2016 where he is part of the Community Practice and Gateway studios. At Northeastern University Killion's design studios have focused on emerging markets, especially Haiti & Botswana and is especially interested on how participatory design processes can be a catalyst for local community development.

In July 2019, Killion presented a conference paper at the Caribbean Urban Forum (CUF 19) in Trinidad & Tobago titled, 'Local Community Participatory Planning Methodologies as a catalyst towards long term Urban Resilience in Haiti'.

### **Education**

MA, Professional Practice, Architecture, University of Portsmouth, UK  
BA (Hons) Architecture, Plymouth University, UK



## **Lily Song, Assistant Professor**



**Lily Song** is an urban planner and scholar activist who holds a joint appointment between the School of Architecture and the School of Public Policy and Urban Affairs at Northeastern University. Song's research, teaching, and practice lie at the nexus of race, class, and gender politics of space; infrastructure-based mobilizations and experiments; and reparative planning and design. Her "sistered" design epistemology, pedagogy, and methods seek to accomplice infrastructure-based mobilizations and experiments led by frontline communities and organizers in American cities and other decolonizing contexts.

Song serves on the Advisory Board of the non-profit participatory planning organization, Yayasan Kota Kita. She was previously a Lecturer in Urban Planning and Design at the Harvard Graduate School of Design (GSD), where she was Founding Coordinator of Harvard CoDesign, a schoolwide initiative to strengthen links between design education, research, practice, and activism.

She holds a PhD in Urban and Regional Planning from the Massachusetts Institute of Technology, MA in Urban and Regional Planning from the University of California— Los Angeles, and BA in Ethnic Studies from UC Berkeley.

### **Education**

PhD in Urban and Regional Planning, Massachusetts Institute of Technology

MA in Urban and Regional Planning from the University of California— Los Angeles

BA in Ethnic Studies from UC Berkeley.