Northeastern University

NEU

SCHOOL OF ARCHITECTURE

APR 2011

Architecture Program Report, 2011
National Architecture Accreditation Board (NAAB)

September 7, 2011

School of Architecture
George Thrush, FAIA, Director

151 Ryder Hall
Northeastern University
Boston, MA 02115

2011

Northeastern University
Architecture Program Report

Cover Information

Program Type:

Bachelor of Science, Architecture
PLUS
Master of Architecture

University Representatives:

Stephen Director, Ph.D., Provost
Northeastern University
<s.director@neu.edu>

Xavier Costa, Ph.D., Dean
College of Arts, Media and Design
<x.costa@neu.edu>

George Thrush, FAIA, Director
School of Architecture
<g.thrush@neu.edu>

Contributors to the Report:

Mardges Bacon, Ph. D., Architecture Faculty
Elizabeth Cromley, Ph. D., Architecture Faculty
Timothy Love, Architecture Faculty
George Thrush, Architecture Faculty
Peter Wiederspahn, Architecture Faculty
Lynn Burke, Architecture Co-op Coordinator
Mary Hughes, Architecture Slide Librarian
Roxanne Palmatier, Architecture Liaison w/ Main Library
Nancy Ludwig, Institutional Research

Submitted to:

The National Architectural Accreditation Board
September 7, 2011

Table of Contents

Section 3- Evaluation of Preparatory/ pre-Professional Education
Section 4- Public Information

4.1   Statement on NAAB Accredited Degrees
        BS + Master of Architecture (6 years)
        http://www.architecture.neu.edu/undergraduate/course_sequence

4.2   Access to NAAB Conditions and Procedures
        < http://www.architecture.neu.edu/student_resources/studio_culture>

4.3   Access to Career Development Information
        < http://www.archcoop.neu.edu/students/idp_intern_development/>

4.4   Publishing of APRs and VTRs
        < http://www.architecture.neu.edu/student_resources/studio_culture>

4.5   ARE Pass Rates (75% in 2010)
        http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2010-v4.aspx

Part Three – Progress Since the Last Site Visit

3.1 Summary of Responses to the Team Findings
        a. Responses to Conditions Not Met
        b. Responses to Causes of Concern

3.2 Summary of Responses to Changes in the NAAB Conditions†

Part Four – Supplemental Information

4.4 Course Descriptions (see Appendix 1 for format)
4.5 Faculty Resumes (see Appendix 2 for format)
4.6 *Visiting Team Report* (*VTR*) from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations
4.7 Catalog (or URL for retrieving online catalogs and related materials)
Response to the Offsite Program Questionnaire (See Section 8)
4.8 Governance & T&P Documents

Part One- Institutional Support and
Commitment to Continuous Improvement

Part One – Institutional Support and Commitment to Continuous Improvement

Section 1-Identity & Self Assessment
1.1   History & Mission
1.2   Learning Culture
1.3   Response to Five Perspective
1.4   Long-Range Planning
1.5   Self-Assessment Procedures

I.1.1 History of Northeastern University

Since its founding in 1898, Northeastern University has evolved from a parochial university, serving mostly a local population of recent immigrants, to the largest private national research university in Boston proper, offering a comprehensive range of programs leading to degrees through the doctorate in six undergraduate colleges and eight graduate and professional schools. Located in the heart of Boston, near the financial district and in the biomedical research corridor, Northeastern enrolls more than 15,000 undergraduate and 5,000 graduate students.

At the end of the 19th century, more than half of Boston's residents were either immigrants or first-generation Americans. Hard-working and industrious, they sought to improve their lives and the lives of their children. Chief among the city's institutions committed to helping these people achieve their dreams was the Boston YMCA. Building on this success, the directors of the YMCA took a bold step in May 1896, when they organized the "Evening Institute for Young Men." Two years later, the YMCA advertised the creation of the "Department of Law of the Boston YMCA." In 1903, the Evening Polytechnic School began offering courses in art, architecture, navigation, surveying, mathematics, and other subjects. The School of Commerce and Finance began instruction in 1907 for those interested in a career in business. In recognition of the growth of the academic programs, Northeastern College was incorporated in 1916. Six years later, by permission of the Massachusetts General Court, its name was changed to Northeastern University of the Boston Young Men's Christian Association.

Finally, in 1934, the Boston architectural firm Shepley, Bulfinch, Richardson, and Abbott was awarded the contract to design Richards Hall. Using what was to become the campus signature-white brick-Shepley, Bulfinch presented a building neoclassical in symmetry and proportions. Opened in 1938, Richards Hall was the first building to appear on the front quadrangle.

As the campus grew, so did Northeastern's programs. In 1935, the College of Liberal Arts was added, a clear indication that Northeastern was on its way to becoming a great university. Two years later, the Northeastern University Corporation was established. Finally, in 1948, a revision of the University Charter and Bylaws made Northeastern completely separate from the YMCA.

In June 1996, the new president Richard Freeland characterized the themes of Northeastern's excellence as a national research university that is student-centered, practice-oriented, and urban. In March 2007, Dr. Joseph E. Aoun was inaugurated as Northeastern's seventh president. Last fall, under the leadership of President Aoun, the University embarked on a planning process that involved reflecting on the institution's purpose and envisioning its future. Together the Northeastern community drafted a new Mission Statement and Academic Plan. On June 8, 2007, the plan was officially adopted by the Board of Trustees.

The Mission of Northeastern University

> To educate students for a life of fulfillment and accomplishment
>
> To create and translate knowledge to meet global and societal needs
>
> A world-based approach to education and research

As a community of scholars under this new Academic Plan, Northeastern seeks to create knowledge. As a community of globally mindful citizens, Northeastern is committed to using that knowledge to solve societal problems. The University strives to build a vibrant and diverse community, characterized by collaboration, creativity, an unwavering commitment to excellence and an equally unwavering commitment to exhibiting respect for one other. Northeastern aspires to be a model for what our society can be. Grounded in its signature co-op program, Northeastern today provides unprecedented experiential learning opportunities around the world. The University's rapidly growing research enterprise is strategically aligned with three national imperatives: health, security, and sustainability.

Below is a timeline showing the critical phases of the University's evolution:

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.

1996 Richard Middleton Freeland inaugurated president.

1999 Architecture authorized to pursue professional accreditation

2000 New Ruggles Architecture Studio Opens (NAAB Candidacy Visit)

2001 Provost Approves New Faculty Lines, Ongoing M. Arch Budgets

**2002 Architecture becomes its own Distinct Academic Unit,
Moves into Separate Departmental Suite, (NAAB Initial Accreditation Visit)**

2005 Department of Architecture becomes The School of Architecture

**2005 Major Expansion of Ruggles Studio approved, tripling existing space
to accommodate program growth**

2007 President Joseph Aoun inaugurated

2009 College of Arts and Sciences divided into three new colleges; School of Architecture located in CAMD—College of Arts, Media and Design

2010 new Dean, Xavier Costa, leads CAMD

Northeastern University's Academic Plan:

1. Enhance Student Outcomes through Experiential Learning
2. Address Global and Societal Challenges through Interdisciplinary and Translational Research
3. Enrich Intellectual Life and Creative Expression
4. Strengthen Urban Engagement
5. Embrace Global Opportunities

The world for which we are preparing our students requires that we understand and incorporate the technological advances that drive innovation in both education and research. The competitive impetus of globalization is felt everywhere, from the admission of our students, to the curricula they desire, to the research collaborations in which our scholars take part. To ensure that talented students continue to choose Northeastern, we must offer individuals and families the value they seek in student learning and experience.

As educators, our commitment is to prepare our students for a fulfilled life: intellectually, personally, and professionally. These students will know a twenty-first century world where the frontiers of knowledge are characterized by fierce global competition and ever increasing technological advances. This is a world in which students may pursue many different careers during the course of their lifetimes—perhaps in fields that don't exist today. We must, therefore, seek to instill in every student a lifelong passion for learning, an ability to adapt and thrive amid constant change, an entrepreneurial spirit, an appreciation for the contributions of diverse sectors of society, an ability to overcome social distance, and a sense of responsibility for civic engagement.

As scholars, we are an increasingly important part of a global enterprise that fosters the creation and dissemination of new knowledge and the development of technologies. This enterprise also promotes innovative solutions and creative expression. We must forge new partnerships that will promote interdisciplinary scholarship and translational research, thereby opening new opportunities that will address complex problems that exist at the interfaces of disciplines.

As local and global citizens, we have a responsibility to address societal problems. We do so most effectively through reciprocal partnerships with the neighborhoods that surround us and with our global colleagues. It will take such collective effort to make meaningful contributions to sustaining our environment, fostering greater understanding, and celebrating our human diversity.

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.

The History of Northeastern University's School of Architecture

Northeastern's Architecture program began in earnest with the creation of the position of Head of Architecture in 1990. The program, which had begun with some satellite operations a few years earlier, was focused under one roof as a Concentration within 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.

In the later 1990s, after the University's financial health improved following a downturn earlier in the decade, Northeastern 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 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 University renovated space in the local transit station for dedicated architecture studios in 2000.

The first NAAB visit, the so-called "Candidacy" visit, occurred in the fall of 2000. The Visiting 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.

Following 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 moved into new, separate office space July, 2002. That same year saw the hiring of two additional tenure-track faculty members, and a re-vamping of the curriculum for semester conversion (from the quarter system). The Department of Architecture received its letter of Initial Accreditation for a six-year, B.S. plus M. Arch. degree in January, 2003.

Since that visit, the Department of Architecture has become a School of Architecture, and seen its enrollments grow to a steady incoming class size of 70-100 students per year. January, 2006 saw the opening of a new expanded architecture studio to serve these additional students.

A successful co-op program, urban focus, lecture series, and public outreach has propelled the School of Architecture into prominence in the regional architecture scene.

Mission of the School of Architecture

Critical thinking about Architecture, Culture, and the City.

The School of Architecture at Northeastern University is a different kind of place. At Northeastern we bring together a very strong faculty–which excels in practice, teaching, scholarship and research– with an explicit mission to engage the challenges of the contemporary city. This means that our students learn about the global forces that shape our cities in many different contexts: design, history, technology, commerce, and culture. But what sets the school apart is its commitment to bringing the power of critical thinking and design innovation to the very real problems of the world's cities.

We have current research in urban housing, energy systems and integrated design, the public approvals process, new building components, and market-driven building types.

Northeastern University is ranked 14th nationally in architectural research< http://www.archsoc.com/kcas/researchschool4.html> . By concentrating on the problem-solving aspect of architecture, the School also creates opportunities for collaboration with other academic units on campus, leading us to joint ventures with urban and regional planning, engineering, and computer science.

This focus on urban engagement means that our design studio courses are linked to the cultural and physical history of Boston and other nearby urban areas. It also means that the School treats the "everyday" elements of our built environment, such as office buildings, housing, retail, parking, and transportation infrastructure, as the legitimate focus of academic study.

Architectural education has always been a hybrid. From its very beginning as an academic discipline, it has involved liberal arts education and professional training. It is still true. The Northeastern curriculum can be understood as both a liberal arts major in creative problem-solving, and also a very focused series of steps in professional architectural training. Integrating these complementary pieces is essential. So, design studios are carefully integrated with technology courses. And we are very careful to teach design as craft; a series of specific skills that can be developed and honed.

The next Strategic Plan for the School of Architecture for the next five years calls for building on much of the last. The School of Architecture sees the discipline as fundamentally engaged with the world around it. At Northeastern, architecture is taught as a contingent, rather than completely autonomous discipline. This means that it has significant overlap with other disciplines. These include public policy (urban housing, density, transit-oriented development), engineering (building systems, energy use, etc.), and business (real estate development, market-driven building types, etc.).

The School of Architecture has been enormously successful in articulating its mission-- a focus on urban issues, engagement with real problems, and at an intellectual level, turning those practical problems into the object of critical inquiry. The School has been remarkably efficient in moving this agenda forward. Now it needs to focus more specifically on raising the quality of resources, faculty support, staff, equipment, and space. With over 400 students, only one full-time staff member, the new Assistant Director for Administration (not a single Administrative Assistant), one co-op coordinator, and very limited discretionary funds, it cannot continue to advance without more support.

There is no lack of clarity in the School's goals and mission, in contrast to the unfocused variety of topics taught in many architecture school studio curricula. The reference to the importance of mission clarity in the report is based on many previous external assessments of the School. The most recent of these is that 2006 NAAB Visiting Team Report (VTR) that notes the critical importance of the School's clear mission. (see attached in Appendix).

Of course the mission is also evolving. There are new areas of strategic interest in the School, including a growing interest and talent mix around the performance and sustainability of buildings and their environments. This focus will allow even more collaborations; interdisciplinary research and programs in this area will grow. The addition of Urban Landscape strengthens and reinforces the School's urban focus. And within the new College of Arts, Media, and Design, there is a real opportunity for creating new courses that are specifically about how to translate "design thinking" into other areas; to treat it as a serious method of inquiry like scientific method or legal

reasoning. These are each exciting additions or extensions to that which The School of Architecture has already claimed as its intellectual territory. But moving forward on research, teaching, and outreach all depends on having adequate tools. And at this point, it is all about generating resources.

a) Since the 2006 NAAB review, the School has had two programs, a BS in Architecture, and an M.Arch. This year they will be joined by the BLA in Urban Landscape, and in 2012 by a graduate degree in Urban Landscape focusing on brown-field remediation and the challenges at the water's edge in post-industrial cities. The plan is to grow both of these new programs, and to work with the CAMD to generate more graduate students from outside of Northeastern University. Finally, the School is also in discussions to expand the graduate architecture program to include the 3 ½ year first professional Master's degree.

b) The growth of the faculty will be in the areas of urban landscape, building systems, history, and design. The School has been very successful in achieving strong gender balance among the T/TT faculty, but remains underrepresented with racial and ethnic minorities. Continued outreach to top institutions for a more varied selection of candidates will help improve this situation. The hiring of African-American Associate Professor Darrell Fields in 2005 (with tenure) ended, unfortunately, only a year later with his departure to another institution. The School has been very successful at hiring a broad mix of active designers into its extensive part-time pool, including faculty of Turkish, Korean, Puerto Rican, and African-American origin. Non-tenure-track, but full-time, faculty members include those of Turkish, Korean, and Croatian origin. The School has taken part in the University's NSF-funded ADVANCE program for increasing diversity in faculty hiring.

In order to compete successfully with peers, and certainly with our aspirant institutions, Northeastern University's School of Architecture needs real investment. It needs more faculty positions, targeted along the lines of the mission and with an eye to increasing our distinctiveness, but it also needs staff in order to help faculty prepare publications, conferences, events, and other important tools for broadening the School's reach.

c) Research will continue to be a focus of the School. Faculty are encouraged to host conferences, write and publish articles and books, design buildings and master plans, serve on external reviews, and otherwise disseminate the products of their work. More financial support for faculty travel, and especially research projects in their beginning stages, is essential.

d) The School of Architecture's mission is intricately intertwined with that of the University. Experiential education remains central to the preparation of the students, who are required to participate in two six-month co-op experiences and a full semester in Berlin. The School will continue to address urban issues, explore them on a global scale with expanded interaction with partners in Berlin and Beijing, and develop interdisciplinary solutions-- engaging with public policy, engineering, and business—to improve the contemporary city.

I.1.2 Learning Culture and Social Equity

The School of Architecture explicitly encourages a supportive and collaborative environment for students. The explicit "studio culture" policy is posted on the School's website, but one also finds evidence of the support for this environment in the increased number of team projects in the design studio. In the housing studio (Housing and Aggregation), the Comprehensive Design Studio, and the Master's Research Studio, students work in teams for a significant part– or all– of the work they do.

Moreover, the diverse backgrounds of our students bring different points of view to the inherently social issues our School takes on. They face questions of how to build on the history of cities (both positive and negative); how to make institutions (like libraries and schools) more responsive to changing physical circumstance and social needs; and how to improve existing building types to the betterment of the community.

In addition, students groups like the AIAS and Freedom By Design actively engage social issues in the community, and are routinely recognized by the School for their work.

I.1.3 Response to the Five Perspectives:

A. Architectural Education and the Academic Community.

The School of Architecture in its courses and research efforts is always engaged with deepening intellectual life and enhancing creative expression. With regard to research, The School of Architecture focuses on three key areas: urban issues, especially post-industrial cities (a global condition), market-driven building types (which transcend local borders), and the challenges of building on difficult sites; sustainability in all its forms, including environmental, cultural, technical, and economic; and intellectual context; including everything from the role of school design on education to the role of political Fascism to urban design. Examples: Professor Tim Love has produced several innovative housing types in Boston, creating new ways to reconcile changing lifestyle demands with the city's idiosyncratic urban morphology. Peter Wiederspahn has been developing new building components that could be flexible enough to be used in existing urban settings, while saving enormous construction costs and energy use. Lucy Maulsby

is writing on the transformation of Milan under Mussolini in Italy. Kiel Moe is developing a groundbreaking new way to think about building lower tech/ lower cost high-performance buildings. George Thrush is working on the role of the public review process in changing the character and design of cities. Ivan Rupnik is working with planners in Zagreb, Croatia to reconcile the changing shape of the public university campus in that city.

With regard to teaching, The School of Architecture seeks to enhance experiential learning through co-op, study abroad, and in the classroom, by focusing academic inquiry on the everyday challenges of designing and constructing the built environment.

The School of Architecture takes advantage of the inherent problem-solving nature of the discipline to engage global and social challenges in Boston, throughout New England, and in contested cities around the world. Examples: The School of Architecture requires that every student have two semesters of co-op experience working in an architecture firm, and one study-abroad semester, currently in Berlin. This increases student awareness of global issues, and reinforces learning through experience. Student projects are regularly designed for real sites in urban areas of Boston and nearby cities, strengthening urban engagement.

On the research and scholarly level, the School hosts regular conferences on issues of importance to both the academic community, and the larger public audience as well. In 2009 the School hosted the Northeast Regional Mayor's Institute on City Design, sponsored by the National Endowment for the Arts. It has also hosted major conferences on Infrastructure (2009), Prefabricated housing (2010), Building Typology (2010), and the Public Review Process (2011).

B. Architectural Education and Students.

Northeastern University is 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.

In response to the comments by the NAAB visiting team in the 2006 VTR,

> *There seems to be a healthy studio culture yet there has not been a collaborative effort by the administration and students to produce a written studio policy. Given the number of part-time faculty, a written policy will be critical to*

maintain a productive environment. This criterion is met contingent upon the formulation of such a document (VTR 2006).

The school has met with students to create a written document on studio culture. It can be found at http://www.architecture.neu.edu/student_resources/studio_culture

Students have been involved in faculty research in the form of preparing publications, developing patentable products, as employees in faculty-run firms, and assisting with library searches. There is no department policy on this, but every faculty member has independently asked students to work on research projects. The following examples show the range of student involvement.

The following students worked as paid co-ops at Utile (partly under Prof. Love's direction) since 2006: Jenny Saufley (started December 17, 2010), Christine Nasir, Phil Chaney, Sarah Laliberte, Sierra Sharon, Pam Andrade, Rahul Shah, Guion Childress, and Beth Mayer. And the following students were paid employees for shorter periods of time (since 2006): Matt Arnold and Jhanea Williams.

In 2009 Professor Bacon hired Northeastern Architecture student Sarena Ehlrich to assist with the Le Corbusier transcription/translation project. Ms Ehrlich contributed approximately 25 hours to the project.

In the summer of spring of 2010, Aaron Trahan and Melissa Miranda (fifth-year students) worked with Elizabeth Christoforetti (adjunct instructor) and Tim Love on the Courtyard Housing publication – an outcome of the Fall 2009 fifth-year housing studio. The 238-page publication includes essays by Jonathan Levi, Hubert Murray, and Love and the student work from the two sections of the housing studio.

Assistant Professor Lawrence currently has two students—one undergraduate and one graduate—working as PRAXIS interns. They are paid work-study through the University and each works approximately 10-15 hours per week. They provide high-level administrative support to editors including, including assisting editors with submissions, design and production of journal, conducting library research on various architectural topics, assisting with journal distribution, handling information requests from potential contributors, subscribers, and bookstores, and managing Filemaker pro database. The positions were advertised in the Fall of 2010 and were highly sought after and will be offered in future semesters. Lawrence is currently teaching a seminar on the architecture of James Stirling, concurrent with the finalization of her Stirling manuscript for Yale University Press, and working with Claire Zimmerman at the University of Michigan and Keith Krumweide at Yale University to develop student research agendas for a possible collaborative digital exhibition of Stirling's work.

Prof. Cromley has used several students as paid research assistants for her library research on the food axis and on clothes closets. Other students have helped her prepare illustrations for books by digitizing images and redrawing building plans.

Prof. Wiederspahn works with students almost each semester on a design research project that aligns the students' interest in building technology with my interest in innovation construction systems. *e3co System™* was initially generated as a directed study with alumnus Ben Youtz B.S. '06, M.Arch '07. The Northeastern University Office of Technology Transfer then agreed to sponsor a preliminary and then a full patent process for *e3co System™*. It has also become the basis for an Engineering Capstone project for five seniors in Mechanical Engineering in the College of Engineering. Following the success of the Capstone, *e3co System™* became the basis of the College of Business School of Technological Entrepreneurship's I-Cubator project, which has the ultimate goal of developing a building systems manufacturing. This business, called *NeuBuild*, would be based in the USA but would have manufacturing partners in China. Similarly, BoxBlox was developed with four Master of Architecture students in a directed study course that I developed specifically for their interests. These students were motivated by the ongoing lack of good temporary shelter after the earthquake in Haiti. Working as a team, they did extensive research into existing temporary shelter systems and the aid agencies that deploy them. Then, they researched material options that would be cheap, durable, and environmentally responsible. Once a suitable material was selected, the team designed a series of prototypes. We then purchased the material and hired a laser-cutting facility to fabricate our first full-scale prototype. Both of these building systems projects are student-based, interdisciplinary, and interact with real world issues facing the design community as a reflection of Northeastern's educational mission.

C. Architectural Education and the Regulatory Environment.

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 utility 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.

In addition to co-op and the University's urban setting, there are two specific means by which this kind of material is communicated to students. The first is early exposure to IDP and professional development through Co-op Coordinator Lynn Burke. Burke has already been awarded Coordinator of the Year honors by the University and plays a crucial role in preparing students to get the most of out of their co-op experiences. She also connects them to IDP by the second year of their studies.

Finally, the Project Case Studies sequence in the graduate year of the program provides students with a year-long study of "how the world works." It covers regulatory policy, workflow, contracts, project delivery systems, etc.

D. Architectural Education and the Profession.

Students take advantage of co-operative education as a model for specific job skills and technical training in the profession. This allows them to focus their work experience in areas of particular interest to them, or to regions of particular interest. The result is students taking co-op positions at all kinds of firms in Boston and New England, as well as with firms in Barcelona, London, Tokyo, Shanghai, Beijing, and Istanbul. Such experiences broaden their understanding of different building, client, and user types.

But the Northeastern curriculum also provides a more fundamental connection to the profession. By working to engage students with the challenges and opportunities that exist in the "everyday" world, the School encourages them to find themselves in the profession. Because their projects address the real challenges of urban housing, or parking structures, or office buildings, they are not shocked, disappointed, or turned off by practice, as graduates from many other schools often are.

Even if it is unreasonable for firms to expect recent graduates to know everything there is to know about the profession today, it is very helpful indeed for students to know that the challenges of practice are in design terms, and to be well prepared, and even excited, to face them.

E. Architectural Education and the Public Good.

According to the VTR 2006,

> *...the program has established a diverse set of connections within the University and in the Boston community. These include a significant role in the University's Center for Urban and Regional Policy. Many of the faculty have developed project studies that engage students and community leaders in effective civic dialogue.*

Northeastern Architecture adds the question of urban infrastructure to the traditional understanding of discrete building construction systems. Contemporary cities must now integrate more complex systems than ever. Digital technology and its infrastructure–- cell phone towers for example–- can provide new opportunities for expression and performance. 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. The role of history and the relationship of invention to conservation also falls into this category.

I.1.4 Long-Range Planning: Five-Year Plan for the School of Architecture

The School of Architecture has been proceeding apace on its earlier plan to expand its influence in the practical world, the academic world, and among prospective students. The past six years has seen real gains in each of these areas.

The University has supported efforts to enlarge the faculty and improve the ratio of courses taught by professors to those taught by part-time lecturers. The full-time faculty has grown significantly since 2006, from six to 14. Faculty research output has also grown impressively, with books, papers, projects, symposia, and conferences hosted all increasing since 2006. The ranking of the School in the top 15 (#12 in 2007 and #14 in 2009) with regard to faculty research output is evidence of this. The SAT scores of incoming freshmen in architecture has now reached 1300, which is a big jump since 2006, and this has paralleled the University's rise from #126 in the USNWR ranking, to #69 in 2010 and an even higher ranking expected in 2011.

The advent of the College of Arts, Media and Design has also made goal-setting a clear and measurable task in 2011. The School of Architecture aims to continue to rise in terms of faculty research, faculty numbers, and student quality. But most of all, the school needs to raise its level of resources to compete at the much higher level it now finds itself.

In order to generate resources to fund new space, new faculty, research support, student scholarships, and facilities to compete in this new arena, the School will take several steps. First, it will increase graduate education, both to meet existing demand for graduate architectural education among non-architecture majors and to generate additional revenues within the "hybrid" budget model at the University. Second, the Director will spend much more time on development and fundraising, having re-organized the administration of the School to allow him more time for this activity. Third, the School will continue to partner within Northeastern University in search of

new and challenging research opportunities, some of which may bring external funding to the College. And finally, by endowing faculty positions, the School will free up base budget funds to support these many needs.

Specifically, the goal for studio space is to increase the allotment per student desk from 45 square feet to 60 square feet. This will mean adding 4500 square feet of studio space just to satisfy current student numbers, and significantly more depending on the rates of increase in new programs (see attached chart). In addition, the School needs to create a 3-D fabrication lab, additional crit rooms, and more equipment for digital output.

NEU
SCHOOL OF ARCHITECTURE

Five Year Plan   **2010-2016**
Expected Enrollments
Space Needs

Revised: **8/16/11**
Prepared by: George Thrush

Enrollments	Academic Year						Notes:
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
UNDERGRADUATE PROGRAMS							
Urban Architecture, BS	Actual	Actual	Estimated	Estimated	Estimated	Estimated	
Freshmen	59	95	95	95	95	95	Projections assume attrition
Transfers	17	10	10	10	10	10	rates of 25% from freshman to sophomore
Sophomores	53	76	79	79	79	79	
Middlers	50	53	76	79	79	79	
Juniors	63	50	53	76	79	79	
Seniors	67	63	50	53	76	79	
Urban Landscape, BS	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Based on estimates in approved program
Freshmen	0	2	10	10	10	10	begins Fall 2011
Transfers	0	0	5	5	5	5	
Sophomores	0	0	2	15	15	15	
Middlers	0	0	0	2	15	15	
Juniors	0	0	0	0	2	15	
Seniors	0	0	0	0	0	2	
Totals	309	349	380	423	463	481	

GRADUATE PROGRAMS	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Notes
M.Arch (Internal, One Year)	26	36	41	33	34	49	Graduate assumptions based on 65% of BS students
M.Arch (External, Two Years)							Expected to remain steady
Year One	5	5	5	5	5	5	
Year Two	5	5	5	5	5	5	
M.Arch I (External, No Architecture background, 3 1/2 Years)							New program to be proposed in 2011-12 and to start in 2012-13
Year One	0	0	10	16	16	16	
Year Two	0	0	0	10	16	16	
Year Three	0	0	0	0	10	16	
Year Four	0	0	0	0	0	10	
Master of Urban Landscape							New program to be proposed in 2011-12 and to start in 2012-13
Year One	0	0	5	8	8	8	
Year Two	0	0	0	5	8	8	
Totals	36	46	66	82	102	133	
Total Undergraduate Students	309	349	380	423	463	481	
Total Graduate Students	36	46	66	82	102	133	
Total Students	**345**	**395**	**446**	**505**	**566**	**614**	

Space Needs	Academic Year						Notes:
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Desk demand							
w/ studio space for freshmen and evenly separated co-op divisions plus required Study Abroad	262	311	345	397	434	480	
Current Studio Size (August, 2011)							
Current Desks	300	300	300	300	300	300	
sf at 45 sf per desk	13500	13500					
Crit Room (one) in sf	225	225					
Total	13725						
Pending Space Needs							
Desks needed	-39	11	45	97	134	180	
additional sf at 45 sf per desk	0	473	2012	4376	6050	8112	
Increase all to 60 sf per Desk	4500	4658	5171	5959	6517	7204	
Needed Crit Space (2 additional)	600	600	600	600	600	600	
Needed Shop/ 3-D Fabrication Space	2000	2000	2000	2000	2000	2000	
Needed Plotter Space	250	250	250	250	250	250	
Needed sf	7350	7980	10032	13185	15417	18167	
Circulation @ 10%	735	798	1003	1319	1542	1817	
Total Space Needed	**8085**	**8778**	**11035**	**14504**	**16959**	**19983**	

I.1.5 Self-Assessment Procedures:

Self-Assessment Process

The 2006 NAAB team sought more evidence of student involvement and feedback in the program. Since that time, The School has increased funding for AIAS, and meets regularly with its representatives. In addition, an "All School Meeting" has been introduced, that allows all students and faculty to meet in one place to discuss any issues of interest to the student body.

In Spring 2011 an online questionnaire was administered to the students inviting them to identify and comment on strengths and weaknesses in the program; we had a 70% response rate.

This survey will be repeated annually and should provide an assessment from the student's perspective as to the progress of the School of Architecture. The survey can be found here:

https://spreadsheets.google.com/viewform?formkey=dDFONGdOeEtodmlKM3JzM0d pZFFHWmc6MQ

A similar survey sought anonymous faculty input as well.

https://spreadsheets.google.com/viewform?formkey=dEJnTVJHREt0eW01alkwbl02R DRsenc6MQ

The School of Architecture's self-assessment process is composed of several parts. It includes student surveys, and periodic faculty review of course and program offerings. But it also includes participation in the larger University-wide academic plan < http://www.northeastern.edu/planning/academicplan/index.html> , College of Arts, Media and Design strategic planning, and formal external and internal reviews (all of this in addition to periodic NAAB review).

In 2010, the new College of Arts, Media and Design, in collaboration with the Office of the Provost, undertook a "unit review" of the School of Architecture. This review was based on both an internal process that resulted in a report (attached) and an external review by Daniel Friedman, Ph.D, Dean, College of the Built Environment, University of Washington, and Luis Gutierrez, Ph.D., Dean, College of Design, Iowa State University.

Other self-assessment tools include the regular use of external critics to evaluate design studio work, and the broad dissemination of studio and research publications to peer institutions. < http://www.architecture.neu.edu/publications>

The curriculum in the design studio encompasses two major themes: first, the studio projects focus on how buildings can affect urban conditions, and second, the projects explore the art of building. 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.

The School of 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 Plan is divided into two primary sections: an academic plan and an administrative one. Each section includes a set of goals, current practices, and remaining needs that reflect the connection to the overall mission.

In addition to this thematic information, attached please find a copy of the working spreadsheet used by the Director of the School to plan for additional faculty needs, staff needs, and facilities needs as a function of growing enrollments.

Part One – Institutional Support and Commitment to Continuous Improvement

Section 2- Resources

I.2.1 Human Resources & Human Resource Development:

Faculty/Staff

Tenured and Tenure Track Faculty

Professor George Thrush, Director of School; tenured in 1996, became Chair in 2000, and was promoted to Full Professor in 2007; 23 years since terminal degree

Professor Mardges Bacon; 33 years since terminal degree

Professor Elizabeth Cromley; 29 years since terminal degree

Professor Jane Amidon, 16 years since terminal degree
(joining to Northeastern University in Fall, 2011)

Associate Professor Tim Love; tenured and promoted in 2008; 21 years since terminal degree

Associate Professor Peter Wiederspahn*; tenured and promoted in 2003; 23 years since terminal degree

Assistant Professor Kiel Moe; third-year review Spring 2008; 8 years since terminal degree
(moved to Harvard University in Fall, 2011)

Assistant Professor Lucy Maulsby**; third-year review Summer 2011; 4 years since terminal degree

Assistant Professor Roy Kozlovsky; third-year review Summer 2011; 3 years since terminal degree

Assistant Professor Ivan Rupnik; third-year review Summer 2012; 8 years since terminal degree

Assistant Professor Amanda Lawrence; third-year review Summer 2012; 4 years since terminal degree

Assistant Professor Dan Adams; third year review scheduled for 2014-15; 6 years since terminal degree
(joining to Northeastern University in Fall, 2011)

The current full-time faculty has a balance of men and women; although at present there are no African-American or Hispanic members; there is one Asian-American member.

Note: CVs for each full-time faculty member are attached in the Appendix

<u>Full-time, Non-Tenure track:</u>

Sam Choi. 2.7 Academic Specialist, appointment in Design Studio courses; Choi also serves as Assistant Director for Faculty and Outreach.

Patrick Haughey. 2.8 full-time lecturer, appointment in architectural history; Haughey teaches several required architectural history courses in Fall, Spring, and Summer.
(moved to Savannah College of Art and Design in Fall, 2011)

Erkin Ozay. 2.8 full-time lecturer, appointment in the architectural structures and design area.
(moved to Harvard University in Fall, 2011)

Siobhan Rockcastle, Northeastern Teaching Fellow, teaches three courses plus hosting a conference or exhibition

Part Time Faculty:

2011-12
Marie Adams, Mette Amodt, Ian Baldwin, Mark Baranski, Cathy Braasch, Deborah Buelow, Elizabeth Christoforetti, Marcela Delgado, Anthony DiMari, Conrad Ello, Jonathan Evans, Jan Fischer, Chris Genter, Michael Grogan, Patricia Gruits, Anontia Faye Hayes, Daniel Hewett, Seth Holmes, Silvia Illia, Rick Jones, Yugon Kim, Bettina Kraus, Amir Kripper, Debroah Kully, Michelle LaBoy, Michael LeBlanc, Matthew Littell, Startton Newberg, Megan Panzano, Robert Pavlik, Anthony Piermarini, Michael Price, Sarah Rozsler, Jonathan Scelsa, Ryan Senkier, David Stern, Alyson Tanguay, Tijana Vujosevic, Rebecca Whidden

2010-11
Dan Adams, Marie Adams, Kelly Jean Ard, Ian Baldwin, Hansy Better, Elizabeth Christoforetti, Anthony DiMari, Jan Fischer, James Forren, Martha Foss, Chris Genter, Michael Grogan, Andrew Grote, Dan Hewett, Bettina Kraus, Miks Karklins, Amir Kripper, Deborah Kully, Michelle Laboy, Matt Larue, Michael LeBlanc, Marilyn Moedinger, Matt Oudens, Erkin Ozay, Megan Panzano, Anthony Piermarini, Sarah Roszler, Chris Ryan, Mark Scott, Ryan Senkier, David Stern, Rebecca Whidden, Kelly Wilson

2009-10
Yanel de Angel, Mark Baranski, Hansey Better, Jana Cephas, Carla Ceruzzi, Michelle Chang, Elizabeth Christoforetti, Tom Chung, Christina Crawford, Conrad Ello, Chris Genter, Matthew Gordy, Michael Grogan, Patricia Gruits, David Hacin, Patrick Haughey, Dan Hewett, Amir Kripper, Roy Kozlovsky, Deborah Kully, Michelle Laboy, Matt Larue, Michael LeBlanc, Matthew Littell, Erkin Ozay, Juan Paniagua, Antonio Petrov, Anthony Piermarini, Seth Riseman, Sarah Roszler, Penn Rudermann, Rachael Sansom, Ryan Senkier, Ryan Sullivan, Alison Tanguay, Bridgette Treado, Ben Uyeda, Jose Vargas, Ben Youtz

Note: CVs for each part-time faculty member who has taught over the past two years are attached in the Appendix

A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

The Northeastern Office of Institutional Diversity and Equity leads and promotes the University's commitment to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus.

Our mission is to provide leadership by cultivating an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. We also ensure compliance with relevant federal, state and local anti-discrimination laws.

The office works with students, faculty and administrators to manage conflict and resolve complaints of discrimination and harassment. We develop programs and policies, build outreach to external organizations, and provide services to students, faculty, staff and the community.

The office advises and assists the president, senior administrators and the campus community with implementing leadership strategies that advance diversity and contribute to the university's aspirations.

The office also provides training in:

- Affirmative action
- Diversity
- Prevention of sexual harassment and discrimination

A separate but related institution-wide effort is under way to address gender discrepancies in faculty composition and hiring under the auspices of the Office of the Provost, and the NSF funded ADVANCE program. All School of Architecture search committee members have, or will, take part in training sessions that are part of this multi-year effort. See http://www.northeastern.edu/advance/

A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.)

The School of Architecture uses the traditional policy-based approach to ensure broad-based searches and inclusive criteria for them. These include working with the institutional offices mentioned above.

But it also tries to broaden the appeal of the school intellectually, but focusing issues of real interest to the full range of American society. By focusing on urban issues, and the challenges faced by cities in industrial decline, the School creates an attractive intellectual environment for prospective faculty from diverse

backgrounds.

The school's policy regarding human resource development opportunities, such as:
A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.

One of the biggest advantages of being located in a major city for design like Boston is that the School of Architecture is able to make use of a very talented group of adjunct or part-time faculty to supplement its contingent of full-time faculty members. In this city the part-time group is extraordinarily talented and very active professionally. That nearly everyone who teaches is also practicing professionally gives the school a real edge when it comes to the changing demands of practice and licensure.

Of course all licensed faculty must maintain their CE credits, in order to retain their license, but the School's focus on practical topics of research ensures this just as well. If one if teaching a studio on "market-based housing" or "1960s Urbanism," it is difficult to do so without a real understanding of the forces that create (or created) those conditions.

Evidence of the school's facilitation of faculty research, scholarship, and creative

Deciding on the relative metrics for very different forms of faculty creative and research output is a longstanding problem in schools of architecture. There is a great deal of difference between work generated on commission (professional design work), design work done independently but in response to a real problem, work done in firms, original scholarly research in archives, speculative research, and other forms of output. Unlike in engineering programs, where the metrics for journal quality, citations, etc. are better defined, in architecture they are not. However, the School of Architecture does use tools to encourage and document faculty output by requiring that all work be uploaded to the School's database-driven website in order to be considered for merit review. This maximizes the presence and accessibility of faculty work in the manner in which it is most likely to be sought in today's digital world.

The School has been very research-active, presenting work in all kinds of juried venues. An Australian scholar who ranks architecture schools from around the world ranked the School 12th out of 105 Schools in the United States in 2007, and 14th in 2009. See http://www.archsoc.com/kcas/researchschool4.html

In addition to the substantial faculty research by individuals listed below, the School itself has sponsored multiple conferences per year over the past three years. See http://www.architecture.neu.edu/news

The faculty has been engaged in a wide range of research projects, from publishing books to designing buildings and urban plans. Here are some specific examples:

1) Mardges Bacon's recent research includes a review essay of Catherine de Smet, *Le Corbusier: Architect of Books* (Baden: Lars Müller, 2005) and Catherine de Smet, *Le Corbusier: Architect of Books* (Baden: Lars Müller, 2005) and *Le Corbusier et Le Livre* (Barcelona: Col-legi d'Arquitectes de Catalunya, 2005) in *Journal of the Society of Architectural Historians* 65 (September 2006): 440-443. She published "Josep Lluís Sert's Evolving Concept of the Urban Core: Between Corbusian Form and Mumfordian Social Practice," in Eric Mumford and Hashim Sarkis, eds., *Josep Lluís Sert: The Architect of Urban Design, 1953-1969* (New Haven, Conn: Yale University Press, 2008). Professor Bacon also contributed a short essay, "William Jordy," for the *Grove Encyclopedia of American Art* (New York: Oxford University Press, 2010). Since 2006 she has given eight public lectures at venues that include Brown University, the National Gallery of Art in Washington, D.C., the Art Institute of Chicago, the ETH in Zurich and Vassar College. In 2011 Professor Bacon's article "Rockefeller Center: Modernist Paradigm for the Urban Core," will appear in Steven Mansbach and Joachim Wolschke Bulmahn, eds., *Modernism and Landscape, 1890-1940* (Washington, D.C.: National Gallery of Art). She is currently a Member of International Team of Contributors to *Edits/Conférences*, Fondation Le Corbusier [FLC], Paris, which will publish a volume of translations of Le Corbusier's lectures and a volume of essays by the contributors. She is currently working on two essays: "Le Corbusier, American Productivity, Infrastructure and the TVA" and "Modernism in American Architecture: John McAndrew's Constructed Canvas." Professor Bacon is also engaged in a long-range study of American modernism as a transatlantic construction.

2) Elizabeth Collins Cromley has a special interest in vernacular architecture, and has published books and articles on a range of building types and topics including resort hotels, urban apartment houses, urban parks, house renovations and their meanings, home decorating using Native American objects, and the history of bedrooms. Her most recent book is *The Food Axis—Cooking, Eating, and the Architecture of American Houses* (University of VA Press, 2010).

3) Roy Kozlovsky's research over the last five years has centered around the architecture of the postwar English welfare state, with a specialization in the architecture of childhood. It is an interdisciplinary project that combines the disciplines of architectural history and childhood studies, in order to engage with the key issues of thought and scholarship in the humanities: the definition of the subject as an autonomous agent, as a passive object of the disciplinary gaze, and a

negotiated member of the community. It explores how subjectivity is constituted through spatial, aesthetic and performative practices. Since 2008, when he received his PhD degree, he has been expanding material taken from his dissertation into published essays in journals and anthologies and four conference papers. He is currently working on a book manuscript based on my dissertation research, which includes two new chapters, supported by a grant from the The Paul Mellon Centre for Studies in British Art.

4) Amanda Reeser Lawrence's scholarly activity has focused in two areas: research on British architect James Stirling, and editorship of *Praxis,* the architectural journal for which she serves as coeditor. Published articles, peer-reviewed conference papers, invited lectures and now a manuscript under contract at Yale University Press—*James Stirling: Revisionary Modernist*—to be published in the Fall of 2012, have formed the bulk of her Stirling research and scholarly activity. She has also published two issues of *Praxis*—Issue 10: "Urban Matters" (Fall 2008) and Issue 11/12: "11 Architects/12 Conversations" (June 2010) and mounted a symposium, "Conversations Continued" at PS1/MoMA in New York. Linking these two areas of research is Amanda Lawrence's interest and expertise in a close reading of the architectural object and her developing profile as a design theorist. In the next five years she plans to advance this role through a book that will look synchronically at the question of influence through in-depth analytical analyses of architectural works across time periods and stylistic barriers. This book will develop an analytical framework for considering specific design strategies—correcting, swerving, completing, generalizing, etc.—that architects use to revision their predecessors.

5) Tim Love's primary focus is been the design determinants of market-driven building types and how the conventions that underpin these types both hamper innovation and have an underappreciated influence on contemporary urban design. He has researched and explored this issue through teaching (the housing and graduate research studios), writing (for *Harvard Design Magazine* and *Places: Design Observer*), a conference at Northeastern (Typology Redux in October 2010), visiting professorships (coordinated and taught the urban design studio at Yale in the Spring of 2009, Housing workshop at the University of Toronto, Spring 2011), and creative practice (in several master planning and urban design projects Love has led at Utile, the professional practice where Love is the managing principal). Tim Love's goal in the next five years is to advance this agenda by proposing new paradigms for urban design that see innovative new building types as active agents in city-building. These types will include new housing, office, and mixed-use prototypes that: a) allow for more flexibility in parcel sizes (and thus more diverse scales of real estate development), b)

accommodate sustainable practices (including narrower floor plate configurations to enhance passive ventilation and day-lighting strategies), and c) consider emerging non-traditional workforce lifestyles (including live/work scenarios, roommate arrangements, and SRO units).

6) Lucy Maulsby's current scholarly focus is *Architecture, Fascism and the Making of Modern Milan*, a book project based on research undertaken for her doctoral dissertation (Columbia University, 2007). The book chronicles the fascist regime's attempt to use public buildings, from local party headquarters to major civic institutions, in order to inscribe its objectives into the built environment as it advanced from a revolutionary movement to an established state power. She argues that Milan, the commercial and industrial capital of Italy and birthplace of fascism, played a central but overlooked role in constructing the regime's image and identity and provide a critical locus for investigating the relationship between fascism and the modern bourgeois city. Maulsby has presented some of this research and national and international conferences (SAH, CAA, EAUH, EAHN, DOCOMOMO). Material from one chapter of the book will be published as "The Piazza degli Affari and the Contingent Nature of Urbanism in Fascist Italy" in *Urban History* (May 2011). Support for the project has been provided by the Office of the Provost at Northeastern University, a Whiting Fellowship, and a Wollemborg Fellowship, among others. A publisher is interested in the manuscript and Maulsby is preparing a final draft to submit for review. Maulsby has also begun work on my next book project "*Case del Fascio* and Italian Modernism." Support from the Wolfsonian Foundation (2008) has contributed to this endeavor and she has applied for a research grant from the American Philosophical Society in order to do archival research in Italy in May 2011. This project aims to explore the multiple intersections between fascist politics and modernist design and to probe the continuities between inter- and post-war Italian modernism. One of the fundamental questions is how and to what extent do attitudes toward architectural design formed in the final years of the fascist regime reappear—however cleansed of their political content—in the postwar period? Within the next five years Maulsby anticipates completing both book projects and publishing additional articles in journals such as *The Journal of the Society of Architectural Historians*, *Modernism/Modernity* and *Journal of Contemporary History*.

7) Kiel Moe is a licensed architect who combines funded research, publication, design practice, consulting, and fabrication as constituent aspects of his research and creative work. Since 2006, he has published two books (*Integrated Design in Contemporary Architecture* and *Thermally Active Surfaces in Architecture*) both by Princeton Architectural Press. A third book, *Building Systems: Design,*

Technology, and Society, is a co-edited reader. Other book chapters and journal articles have been central activities as well' His article in the *Journal of Architectural Education*, "Extra Ordinary Performances at the Salk Institute of Biological Studies," is based on his examination of the building while employed there. This article was awarded the 2009 ACSA/JAE Best Scholarship of Design Award. This combination of funded research, design practice, and publication will continue in the next 5 years. He recently received 2011 AIA Upjohn grant which will advance a fourth manuscript, *Solidarity: Lower-Technology, Higher-Performance Architecture;* this was largely completed while at the American Academy in Rome in 2009-10 as the Gorham P. Stevens Rome Prize winner in Architecture. Moe has been Co-PI on two National Science Foundation grant proposals.

8) Ivan Rupnik's work has been focused on what can be called the *design* of design, how architects consciously craft design practice, at the architectural and urban scales. Much of the research has been conducted using the dynamic context of Central Europe, a region of architectural and urban experimentation as well as political and social instability. Rupnik's major academic work on this subject is *Project Zagreb: Transition as Condition, Strategy, Practice* (Actar, 2007) co-authored with Eve Blau. Widely reviewed in scholarly and professional architecture and planning journals, the book was also accompanied by a major traveling exhibition. Since then Rupnik has published a number of articles on the subject, as well as completing a second book *A Peripheral Moment: Experiment in Architectural Agency* (Actar, 2010). At the urban design scale, Rupnik is currently working on two research projects, one with Eve Blau on the city of Baku in Azerbaijan, and independently on the city of Ponce in Puerto Rico. At the architectural scale he is preparing a major publication on the Slovenian firm, Bevk Perovic, for the Spanish journal *El Croquis,* due to be published later this year, as well as publication on Design Guidelines in Europe. This academic and professional research has also resulted in a number of professional consulting projects, including developing a strategic spatial plan for the University of Zagreb as well as the design of an urban landscape project, also in Zagreb, Croatia. Rupnik's research on the *design* of design has also resulted in the organization of a conference at Northeastern University during the Spring 2010 semester, titled *Homework*. The proceedings are currently being prepared for publication and the material has also been used to restructure the pedagogy of the Graduate Design Studio. Rupnik hopes to continue to pursue the area of study, continuing the bridge the gap between research, practice, and pedagogy. With his particular expertise on contemporary architectural and urban design practice within the New Europe, Rupnik hopes to use the newly structured Berlin Program as an opportunity to further elaborate Northeastern's goal for furthering its global

engagement. Rupnik plans to complete his Doctoral work and in turn develop this material into a major publication on the transformation of architectural design practice during the postwar period.

9) Peter Wiederspahn's research is focused on tectonic performance in architecture, particularly research on new paradigms of the interrelationship of architectural site, building configuration and energy-harvesting strategies. He has been involved in the development of construction systems to meet the challenges of the contemporary building industry. These include *e3co System™* (*Ecological Comprehensive Component Construction System*). This is a parametrically prefabricated-panel construction system that is a high-performance alternative to the laborious and wasteful American wood-frame or Chinese concrete construction. Using proprietary software, *e3co System™* panels are digitally modeled and fabricated to fit any architectural design. It is a lightweight, easy-to-use system of interlocking panels designed so just two people can assemble a structural and thermal frame ready for finished surfaces and fixtures. He has also developed *BoxBlox*: an emergency shelter system of modular blocks made from folded boxes. *BoxBlox* shelters are expedient to assemble but will offer much better and longer lasting environmental protection for displaced people than standard emergency fabric tents. *BoxBlox* is designed to be simple and fast to assemble so displaced people in emergency situations can have protection from the elements quickly. The boxes are made of recycled corrugated plastic sheet to be strong, lightweight, and moisture resistant. The sheets are shipped flat to maximize space efficiency during transportation. Moving forward, he will research the energy-harvesting potential of buildings at multiple scales from the climatological scale to the local scale and the architectural scale. The climatological site conditions are the natural forces of a region that act upon a building, including sun, wind, and water. These forces are in constant flux over daily, seasonal and annual cycles so architectural responses must account for both the average and extreme variables of the climatic conditions.

10) Patrick Haughey, instructor in architectural history, is working on a book, *A Third Term: The Presidential Library and the Future of the American Archive after Nixon*, based on his dissertation. His research includes papers on "Nixon's Third Term: History, the Post-Presidency, and the Presidential Library After Watergate", "Towards Accessible Judgment: The Presidential Library and the Pursuit of Public Obligation," "Archive as Gift, Stewardship as Law: Preserving Presidential Records and Artifacts," Presidential Libraries and the Uncertain Archive: Histories and Futures," and "Unread Nixon and the Library Within: Pedagogy, Display, and the Limits of Biography."

A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

Northeastern University has dramatically expanded its support of research under the Joseph Aoun presidency. All incoming tenure-track faculty receive a single course release to support research in their first year, and also a full semester leave during their probationary period (this is usually taken during the first three years, prior to the mid-tenure review). In addition, all tenured faculty members are entitled to submit proposal for a semester long sabbatical with full pay every seven years. In addition, The Office of the Provost provides competitive grant programs for faculty research projects at various stages of development. Attendance at conferences is supported by funds within the School of Architecture.

All junior faculty take advantage of the junior research leaves. All eligible tenured faculty have successfully taken advantage of sabbatical opportunities. One junior faculty member has taken a one-semester leave of absence.

Funded Grants:

Roy Kozlovsky
The Paul Mellon Centre for Studies in British Art,
        Research Support Grant, 2009 ($2,900)

Amanda Reeser Lawrence
Society of Architectural Historians
Scott Opler Emerging Scholar Fellowship, 2010 ($1,500)
The Paul Mellon Centre for Studies in British Art, Publications Grant, 2010 ($3,000)

Lucy Maulsby
Wolfsonian-FIU Fellowship, Wolfsonian Foundation, 2008 ($4,275)
Society of Architectural Historians Annual Meeting Fellowship, 2006 ($1,500)

Kiel Moe
American Institute of Architects UPJOHN Research Grant Program "Lower-Technology, Higher-Performance Buildings", PI 2010 ($25,000)

The American Academy in Rome, Gorham P. Stevens Rome Prize, "The Thermodynamic Figuration of Rome" 2009, ($100,000, $25,000 direct)

American Institute of Architects UPJOHN Research Grant Program, "Thermally Active Surfaces", 2009 ($15,000)
American Institute of Architects RFP Research Grant Program, "Thermally Active

Surfaces", 2008 ($7,000)
Boston Society of Architects Research Grant Program, "Mean Radiant Temperature", 2006 ($4,800)

Syracuse Center of Excellence in Energy and the Environment, "Simple envelopes, Thermal Cantilevers, and Passive Dehumidification", PI 2006 ($16,500)

George Thrush
Urban Gauge Planning Tool, Joseph McCue, 2007 ($10,000)
Urban Gauge Planning Tool, Joseph McCue, 2008 ($5,000)
Urban Gauge Planning Tool, Commonwealth of Massachusetts, 2008 ($37,500)

Proposals Submitted:

Amanda Reeser Lawrence
Graham Foundation, Publications Grant, *James Stirling: Revisionary Modernist*, pending ($6250)
Graham Foundation, Conference Grant, 2009; first round successful, second stage not funded ($12,000)

Lucy Maulsby
Franklin Research Grant, pending ($6,000)
Rome Prize Finalist, Spring 2009

Kiel Moe
National Science Foundation MRI Grant, "Environmental Testing Chambers", CO-PI, 2011 ($2,000,000) (pending)
Graham Foundation Production Grant, "Building Systems: Design, Technology, and Society", 2011 ($10,000) (pending)
James Marston Fitch Foundation Mid-Career Grant, "Solidarity: Lower-Technology, Higher-Performance Buildings", 2011 ($15,000) (pending)

National Science Foundation EFRI SEED Grant "NEU Panel", CO-PI (2010) $1,280,000 (not funded)

Temple Hoyne Buell Fellowship, Post-professional work on material ecologies, 2003 (25,000) (declined)

George Thrush
Urban Gauge Planning Tool, SURDNA Foundation ($153,548)

Urban Gauge Planning Tool, The Boston Foundation ($48,860)
Urban Gauge Planning Tool, NSF (w/ Carnegie-Mellon) ($381,000)

Peter Wiederspahn
National Science Foundation (NSF) Major Research Instrumentation (MRI). Co-PI for "Acquisition of an Integrated Enviro-Structural Experimental Simulation System (ieSESS) for Sustainable Building and Infrastructure Components" Includes co-PIs from the School of Architecture, Department of Civil and Environmental Engineering, Department of Mechanical and Industrial Engineering. Grant amount: $2,000,000 over 2 years. Not notified yet as of 31 Jan 2011. National Science Foundation (NSF) Emerging Frontiers in Research and Innovation (EFRI) Science in Energy and Environmental Design (SEED). Lead PI for "NeuPanel: Optimal-Energy Integrated Component Construction Systems" Included co-PIs from the School of Architecture, Department of Civil and Environmental Engineering, Department of Electrical and Computer Engineering. Grant amount: $2,000,000 over 4 years. First stage, October 2009: successful. Second stage, March 2010: not funded.

A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

Tenure and Promotion
Some of the policies for appointment, promotion, and tenure are University-wide, and others are School-based. The School'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, available online, 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 School's Director 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 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 CAMD 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 School's Director (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 School's T&P Committee of
external reviewers. Half of the list of potential referees are recommended by the
candidate, and half 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 School's T&P Committee is recorded for the record, and a formal
letter from the Director is also added to the materials sent forward to the Dean of the
College 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. (full policy document is in the Appendix)

A list of visiting lecturers and critics brought to the school since the previous site visit.

SPRING 2011
April 8, 2011: THE PROCESS Conference
Panel 1, Anthony Pangaro, James Polshek, Charles Connerly, Barbara Faga, Byrono
Rushing, John Henderson, Anthony Flint (moderator)

Panel 2, Theodore Zoli, Blake Middleton, Alex Anmahian, Dan Rosenfeld, James Lima,
Peter Rose, David Hacin, Matthew Kiefer, Paul McMorrow (moderator)

Panel 3, Eran Ben-Joseph, Richard Sommer, Justin Hollander, Ellen Lou, James Miner,
Curtis Kemeny, David Lee, Armando Carbonell, George Thrush (moderator)

April 4, 2011
Shohei Shigematsu, OMA New York

March 14, 2011
Erik M. Ghenoiu, Pratt Institute

February 7, 2011
Nicholas de Monchaux, UC Berekley

January 31, 2011
Elizabeth Cromley

January 14, 2011
Julio Salcedo, SCALAR Architecture

FALL 2010

November 8, 2010
Daniel M. Abramson, Tufts

November 1, 2010
Sam Batchelor and Scott Slarsky, designLAB

October 21, 2010
Hrvoje Njiric

October 16, 2011: TYPOLOGY REDUX Conference
Panel 1, June Williamson, Douglas J. Manz, Matthew Littell, Tim Love (moderator)
Panel 2, Alan Plattus, K. Michael Hays, Roy Kozlovsky, John McMorrough (moderator)
Panel 3, Marshall Brown, Ivan Rupnik, Xavier Costa, Ed Mitchell (moderator)

September 20, 2010
Jackie Douglas, Rosie Weinberg, Ivan Rupnik,

SPRING 2010

April 13, 2010
Gary Haney

April 5, 2010
Lea Pelivan, Toma Plejic

April 3, 2010: HOME WORK Conference
Peter Christensen, Karrie Jacobs, Mathew Littell, Ivan Rupnik
Joe Tanney, Mark Johnson, Jenny S. Johnson, Sarah Jazmine Fugate, Peter
Wiederspahn, Allan Fung, Kiel Moe, David Wax, Peter Roth

March 22, 2010
Sasa Randic

March 8, 2010
Eric Mumford

FALL 2009
November 21 2009 – January 21 2010: INFRASTRUCTURE Conference
Robert Culver, Byron Stigge, Marcel Smets, Marilyn Taylor, Guido Hartay, Sarah
Williams Goldhagen (moderator)
Kaxys Varnelis, Michael Jones, Jim Gordon, Fred Salvucci, Clare Lystere, Tom Keane
(moderator)
Charles Waldheim, Jerry Van Eyck, Martin Felsen, Hubert Murray, Daniel Barber, Tim
Love (moderator)

A list of public exhibitions brought to the school since the previous site visit.

Kelly Wilson, Spring 2011
Megan Panzano, Selected Works, Spring 2011
designLAB, Spring 2011

I.2. 2 Administrative Structure & Governance:

Basic Organization

The School of Architecture is one of the major units in the new College of Arts, Media and Design (CAMD). The School's Director, George Thrush, reports to the Dean of CAMD, Xavier Costa. In turn, Dean Costa reports to the University Provost, Stephen Director, who reports to President Joseph Aoun.

The School of Architecture operates under the following administrative structure:

George Thrush, Director

Administration
Mary Hughes	Assistant Director for Administration
Sam Choi	Assistant Director for Faculty
Jane Amidon	Director, Urban Landscape Program
Tim Love	Director, Graduate Programs
Ivan Rupnik	Lecture & Exhibitions
Lucy Maulsby	Head Advisor
Lynn Burke	Co-op Coordinator
Vacant	Administrative Assistant

Faculty
Dan Adams	Assistant Professor
Jane Amidon	Professor
Mardges Bacon	Matthews Distinguished University Professor
Sam Choi	Academic Specialist
Xavier Costa	Professor
Elizabeth Cromley	Professor
Roy Kozlovsky	Assistant Professor
Amanda Lawrence	Assistant Professor
Tim Love	Associate Professor
Lucy Maulsby	Assistant Professor
Ivan Rupnik	Assistant Professor
George Thrush	Professor
Peter Wiederspahn	Associate Professor

Workload Distribution

The school of architecture seeks to establish equity in workload, and to maximize faculty productivity and satisfaction by using the following policy to balance teaching, research/scholarship/ creative work, and service. Faculty are encouraged to dedicate different portions of their time to these three broad categories depending on interest, appointment type, productivity, and career stage. The standard workload is for a faculty member to teach four courses per academic year, be active in research, and provide substantial service to the school, college, university, and discipline or profession. This works out to mean that s/he is evaluated at 50% teaching, 35% scholarship/ creative work, and 15% service. Significant additional service, or other accomplishments or interests can account for the variation that one sees in the accompanying chart.

Current Faculty Loads
School of Architecture
2/9/11

Policy Approved, 11-1-06

		Merit Percentages		

	# courses Taught	Scholarship/ Creative Work	Teaching	Service

Research Focus	Criteria			

Research Active

The standard load for faculty in the School of Architecture. This presumes research activity that could manifest itself as one or more articles per year; a book every two years; exhibited design work; premiated design work; or commisioned work of notable quality.

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Cromley	4.0	35	50	15
Kozlovsky	4.0	35	50	15
Lawrence	4.0	35	50	15
Love	4.0	35	50	15
Rupnik	4.0	35	50	15
Moe	4.0	35	50	15

Research Appointment

This is the load for those who received "research appointments" at the time of hire. This load will be available in the future, based on productivity, and the proportion of teaching/research can be altered accordingly, but this load will no longer be permanent. Instead it will be subject to the review of the workload committee at intervals not to exceed five years.

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Bacon	3.5	41	44	15

Funded Research

These loads are available for those with funded research suffiicient to "buy out" teaching. Such buy-outs must be made at the CAMD determined levels, and not merely for the cost of lecturer lines of replacement. All faculty (with the exception of the the Director) must teach at least two courses per year.

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Not filled	3.0	48	38	15
Not filled	2.0	60	25	15

Teaching Focus				

Reduced Research

This load is for post-tenure faculty who choose to do less research than they did earlier in their career, and allows them to earn merit points based on a larger teaching role. There will always remain an expectation of some research from all tenured faculty.

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Not filled	5.0	23	63	15

2.7 Assistant Academic Specialist

This load is for 3 courses and service to the School of Architecture

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Choi	3.0	0	38	63

2.8 Full-Time Lecturer

This load is for 2.8 lecturers only and involves only teaching.

			Teaching	Service
Ozay	6.0	0	100	0
Haughey	6.0	0	100	0

Director

This load is biased toward the very large service role fo the director. S/he has the responsibility of leading the School academically, fiscally, and politically. Responsibilities also include fund-raising, grant-writing, and public outreach.

	# courses Taught	Scholarship/ Creative Work	Teaching	Service
Thrush	1.0	15	13	73

Head Advisor

This faculty member may be research active, but has a reduced teaching load to accommodate significant advising responsibilities.

Maulsby	3.5	31	44	25

Grad Coordinator

This faculty member may be research active, but has a reduced teaching load to accommodate significant graduate responsibilities, including recruitment, admissions, and management.

Wiederspahn	3.5	31	44	25

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture.

Space has always been a critical factor in the School of Architecture at Northeastern. It is a critical factor everywhere, to be sure, but even more so in the expensive, dense, and complex regulatory environment of Boston. It wasn't until studio space was secured in the Ruggles MBTA station in 2000 that the program could begin its NAAB accreditation journey. Since then, the studio has been expanded twice, from the original 6,000 sf, to about 11,000, and finally to its capacity at 13,500 sf today. Though the school has roughly 400 students overall, it serves only 300 in the studio at any given time, because of required co-op and study abroad programs that take students off-campus for semester-long periods at various points in the curriculum.

But even while serving only 300 students, Northeastern students currently have only 45 sf per student (13,500/300=45), as opposed to the regional average of 60 sf per student (averaged from RISD, NJIT, and Roger Williams University). With enrollments expected to continue to grow with new programs in Urban Landscape and a major M.Arch I degree coming soon, significant additional studio space is required. An additional 4,500 sf. of studio space would be necessary simply to adequately serve the current studio population of 300. If that number grows to 400, it would mean an additional need of 6,000 sf on top of the 4,500.

Moreover, students lack a 3-D modeling facility, laser cutting equipment, and a shop. Such facilities would mean at least 2,000 additional sf. plus significant investments in equipment, staff, materials, and maintenance.

Office Space is also a problem. While the faculty has grown significantly since the 2006 NAAB visit, office space remains at an unacceptable premium. The school currently has three faculty members housed in nearby buildings, and recently many full-time lecturers didn't have offices at all. (see attached for floor plans)

SCHOOL OF ARCHITECTURE

Space

Northeastern

13377 SF

School of Architecture
Studios — Ruggles 01
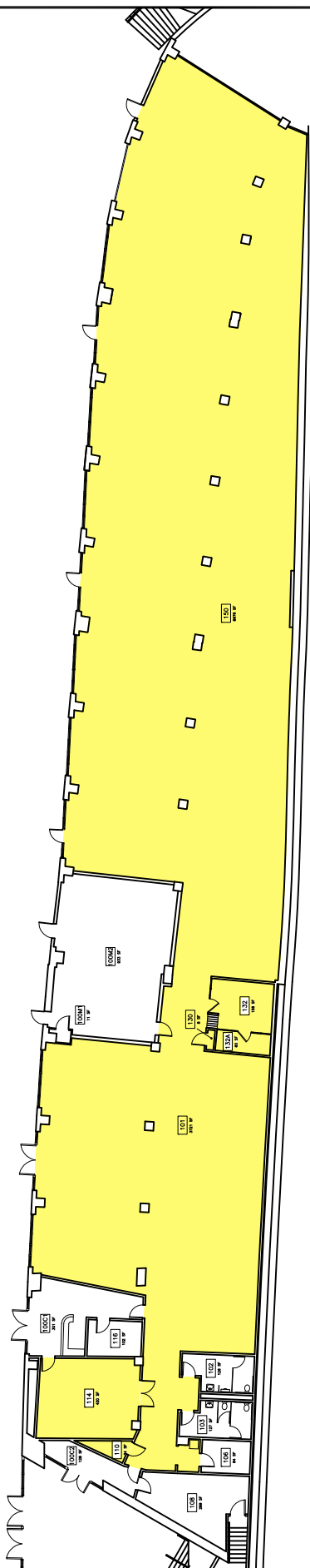
13376.79

Architecture

CARCH

CAS-A

Room	SF
122	118 SF
120	83 SF
118	87 SF
114	157 SF
112	74 SF
185	24 SF
124A	116 SF
124	149 SF
126	149 SF
136	128 SF
137	130 SF
138	128 SF
131	82 SF
135	180 SF
139	182 SF
141	83 SF
127	130 SF
125	129 SF
123	130 SF
121	132 SF
119	128 SF
117	137 SF
122	118 SF
120	83 SF
118	87 SF
114	157 SF

100C11

DN

Northeastern

427 SF

School of Architecture
Holmes — Faculty Offices

FORSYTH STREET ENTRANCE

CENTENNIAL COMMONS ENTRANCE

Northeastern

971 SF

School of Architecture
Ryder 01 – Faculty Offices

151E
212 SF

151A
23 SF

151B
23 SF

151
508 SF

155
697 SF

151D
138 SF

151C
113 SF

150A
35 SF

150
252 SF

148
19 SF

147
299 SF

Northeastern

1017 SF

School of Architecture
Office Suite – Ryder 01

151E
212 SF

151A
23 SF

151B
23 SF

151
508 SF

151A
23 SF

151B
23 SF

151A
23 SF

151B
23 SF

155
697 SF

151
508 SF

151D
138 SF

151C
113 SF

150A
35 SF

150
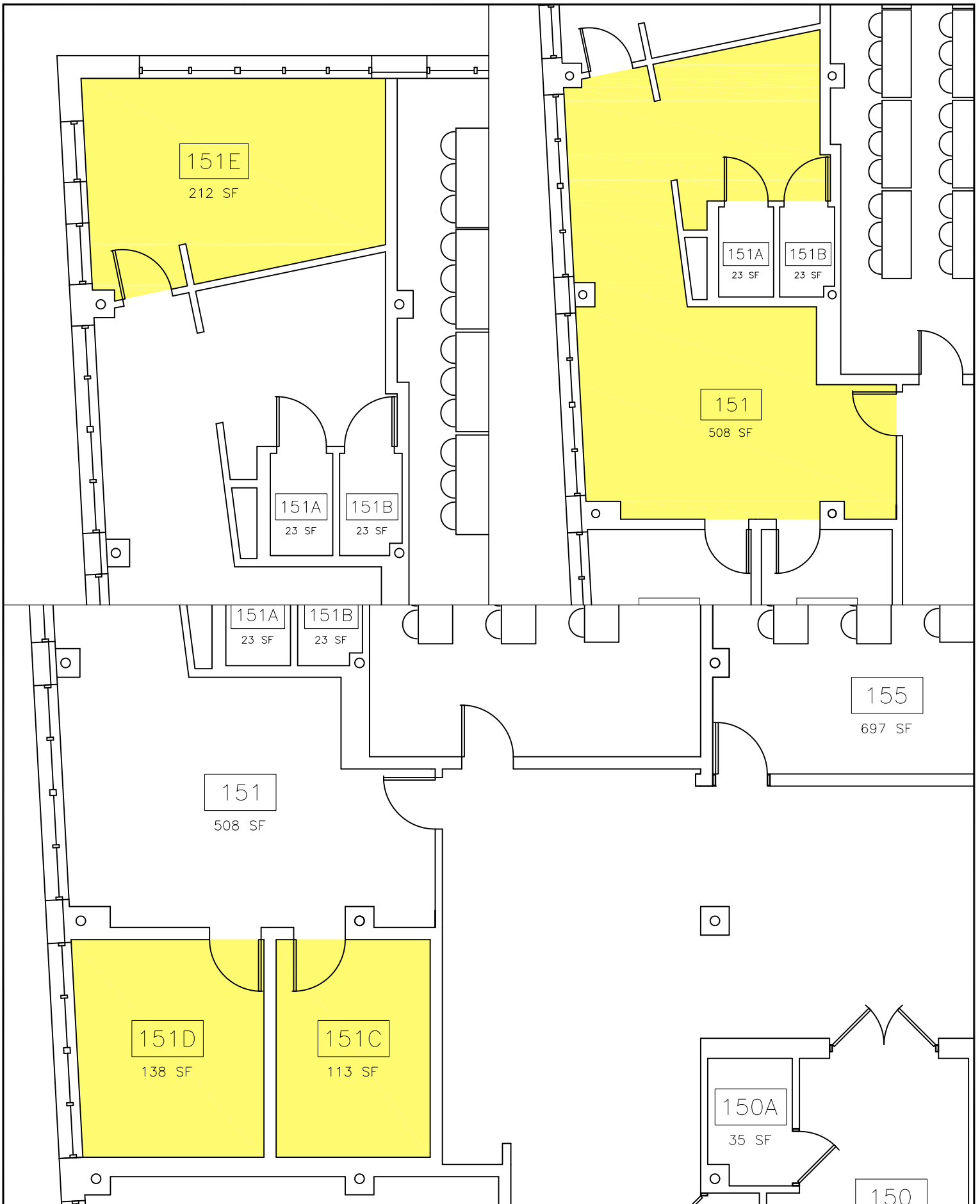
Northeastern

971 SF
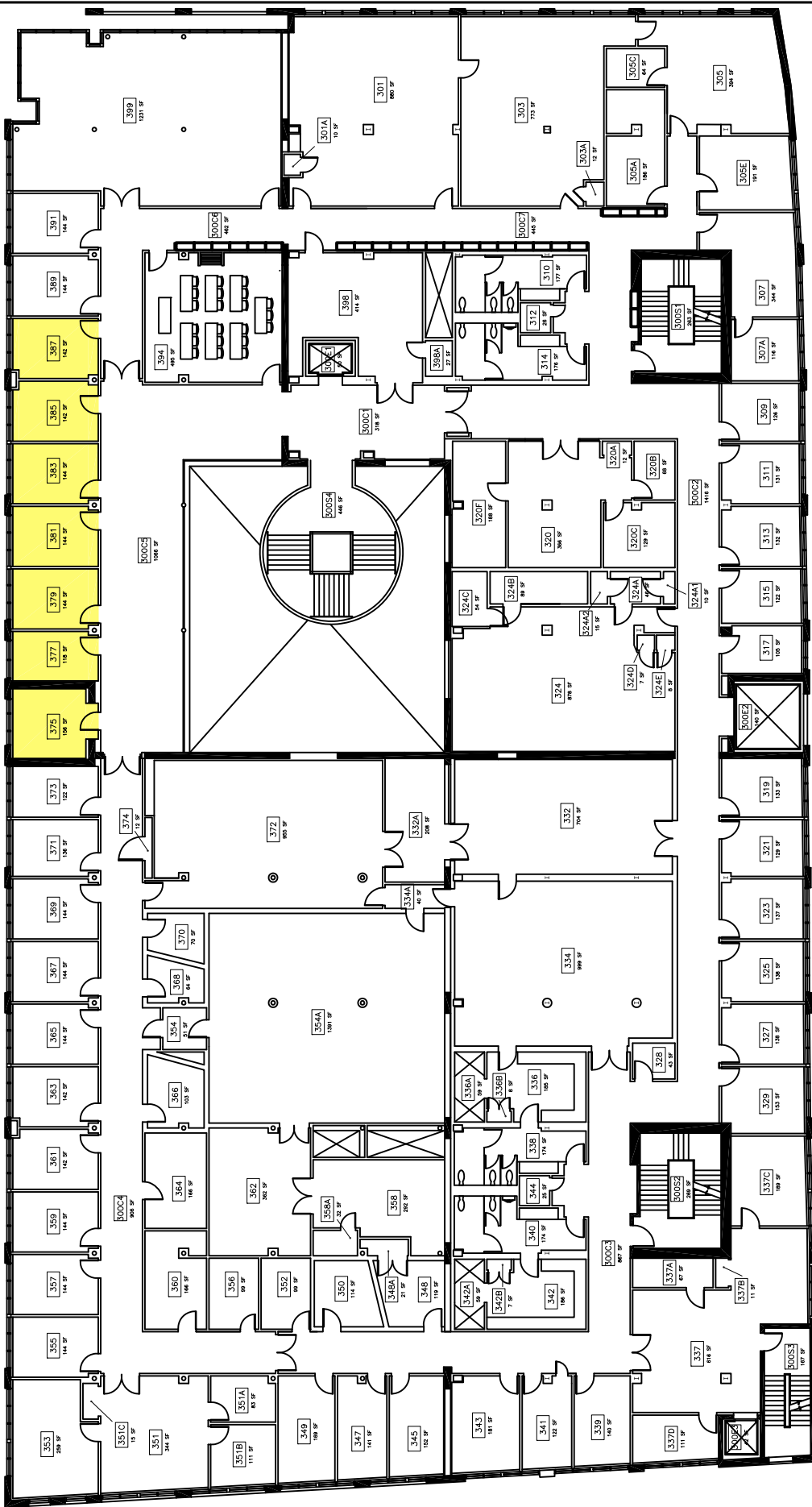
School of Architecture
Ryder 01 – Faculty Offices

Northeastern

990 SF

School of Architecture
Ryder 03 — Faculty Offices

383	385	387
144 SF	142 SF	142 SF

379	381	383
144 SF	144 SF	144 SF

385	387	389
142 SF	142 SF	144 SF

375	377	379
156 SF	118 SF	144 SF

377	379	381
118 SF	144 SF	144 SF

381	383	385
144 SF	144 SF	142 SF

373	375	377
122 SF	156 SF	118 SF

374

Northeastern

990 SF

School of Architecture
Ryder 03 — Faculty Offices

I.2.4 Financial Resources

Financial resources lie at the heart of the biggest change in how the University operates since the previous NAAB visit. In 2006, the School of Architecture was still part of the College of Arts and Sciences, and operating under a very centralized and top-down management structure. Since then, the School has moved to the new College of Arts, Media, and Design, and University has switched to what it calls the "Hybrid Budget Model." This budgeting system is a hybrid between a so-called RCM (or revenue-centered management) system, and a traditional top-down, centralized one. The basic effect, though, is profound. All tuition revenues go to the College, and the College then pays all of its own bills, a share of the centralized services, and also a tax of roughly 20% of revenues to the administration, so that it can redistribute revenues to shape the direction of the University.

As a result, it is in the financial interest of each college to generate new programs and new revenues in order to grow and prosper. Now in this first year, the College of Arts, Media and Design (CAMD) should already be very prosperous. But because it is not possible, or at least not politically viable, to dramatically alter the budgets of other colleges that had come to rely on the revenues generated by the parts of the old College of Arts and Sciences that became the CAMD, the University is transferring large sums of money out of CAMD to other colleges. This is understandable in the short run, but an absolute key to our future financial health is whether we will ultimately be allowed to keep what we generate. If not– if we must continue to support other colleges– the financial picture is very gloomy.

On the development side, the School of Architecture has made significant strides with a strong likelihood of making further advances. Since 2006, the Director has assembled a formal Advisory Council of 15 prominent members. Roughly one third are architects, one third are real estate developers, and one third are members of what is often called the innovation economy. Each agrees to support the School intellectually and financially. Council members give a minimum of $2,500 per year to the general fund. But they are also charged with helping to initiate larger capital fund drives to support endowed events, faculty positions, and ultimately to name the School itself. This is a major initiative being run in coordination with the University's Central Development Office. Membership can be found here <http://www.architecture.neu.edu/news/school-architecture-advisory-council>

Program budgets

Attached in the Appendix is a spreadsheet showing Architecture budget data and projections for FY12, FY13, and FY14. No revenue is shown as Architecture, as a School, doesn't officially have any. (Revenues accrue to the College of Arts, Media and Design, which supplies the School with its funds).

Regarding endowments, scholarships, etc., the School of Architecture doesn't yet have any.

The current year's budget equals Architecture base budget, plus capital equipment funds provided by the Provost , plus part-time stipends funded by the Dean's Office.

The salary lines increase by 3% each year, as do the non-salary lines, with the exception of Travel, Capital Equipment, and Faculty Development. Those increase to account for 2 new faculty members in FY13 and an estimate of one new faculty member in FY14. (Budget Details in the Appendix)

NEU

SCHOOL OF ARCHITECTURE

George Thrush
7/20/11

FT Faculty   10

FY12 Operating Budget

			Dollars
FUNDING			
CAMD Base Budget		$	94,000
Faculty Searches (2)		$	6,000
NAAB Accreditation Visit		$	10,000
Awaiting possible $7000 for student printing		$	-
		$	**110,000**

EXPENDITURES

Office Operations

	Ruggles Studio Printing (ink, paper, service)		$	7,000	
	151 RY Operations (office supplies)		$	5,000	
8	Faculty Meetings	$ 400	$	3,200	
	Postage		$	1,000	
12	Water Bottles	$ 50	$	600	
	Website Management & Printing				
	website monthly updates		$	12,000	
	marketing & recruiting projects		$	4,000	
	poster & card printing costs		$	4,000	
	ACSA Membership		$	10,000	
	BSA Membership		$	2,500	
	ASLA Membership		$	1,000	
1	Student Awards Party	$ 2,000	$	2,000	
1	Graduation Eve Event for Families	$ 1,000	$	1,000	
	Thrush- ACSA Admin. Conference/ LA		$	2,000	
3	nights at W Hollywood	$ 200	$	600	
	airfare		$	600	
	registration		$	400	
	expenses		$	200	
2	Faculty Searches	$ 3,000	$	6,000	
	NAAB Team Visit				
5	team members	$ 1,300	$	6,500	
1	Site prep	$ 3,000	$	3,000	
			$72,600	$	72,600

Research, Scholarship & Creative Work				
10	Faculty Development	$400	$4,000	
10	Faculty Travel	$1,100	$11,000	
8	Lecture Series	$750	$6,000	
1	Conferences (Spring 2012 Lighting Event)	$5,000	$5,000	

	Publications (from 2010-11 events)				
1		Homework	$2,500	$2,500	
1		Typology	$4,000	$4,000	
1		The Process	$4,000	$4,000	
	Dean's Conference / Spring 2012			$3,000	
				$39,500	$ 39,500
Teaching					
	Site Visit Costs			$2,000	
	Copying, Printing, Graders, etc.			$1,700	
	John Ho- First Year Workshops			$800	
				$4,500	$ 4,500
					$ 116,600

Balance	Revenue minus Expenditures			$ (6,600)

FY12 Development Budget

Dollars

REVENUES

Advisory Council Dues	13	$ 2,500	$	32,500
GUST (Kuwait) Consulting Fee		$ 100,000	$	-
less NU Tax & Overhead		$ (50,000)		
Lecture Series Endowment ($250,000 gift)	5%	$ -	$	-
Distinguished Professor Endowment ($1.25m gift)	5%	$ -	$	-
			$	32,500

EXPENDITURES

	Meetings				
	Fall Advisory Council Meeting		$	2,500	
	Spring Advisory Council Meeting		$	2,500	
	Thrush Development Expenses				
	NYC, Dixon, Middleton	7/15- 7/18	$	1,200	
	NYC, Della Valle, Lima, Krakowsky		$	1,200	
8	BOS, Lunches	75	$	600	
2	BERLIN trips	2500	$	5,000	
	Thrush cell phone		$	2,388	
			$	15,388	$ 15,388

Balance	Revenue minus Expenditures			$ 17,112

Northeastern University
College of Arts, Media and Design
School of Architecture Budget Data/Projections

	FY12 Current Year	FY13 Projected	FY14 Projected
Salaries - Faculty	987,318	1,016,938	1,047,446
Salaries - Faculty - Full Time Lecturer	137,725	141,857	146,112
Salaries - Faculty - Extra Comp. - Admin	49,142	50,616	52,135
Salaries - Professional	26,742	27,544	28,371
Salaries - Office and Clerical	39,029	40,200	41,406
Salaries - Additional Help (Non Student)	6,000	6,180	6,365
Salary Benefits	382,365	393,836	405,651
Part time Faculty	392,400	404,172	416,297
Part Time Faculty Benefits	30,019	30,920	31,847
Capital Equipment - Computers	4,200	6,400	7,600
Travel	10,700	12,721	13,743
Telephone - Instrument Charges	5,489	5,654	5,823
Postage	1,000	1,030	1,061
Federal Express	200	206	212
Books	700	721	743
Supplies - Office	5,000	5,150	5,305
Supplies - Computer	500	515	530
Other Supplies	8,000	8,240	8,487
Advertising	900	927	955
Printing	5,000	5,150	5,305
Photocopying Charges	1,500	1,545	1,591
Student Activity Programs	12,000	12,360	12,731
Memberships and Dues	11,000	11,330	11,670
Conferences/Seminar Registration	10,000	10,300	10,609
Food	4,800	4,944	5,092
Speaker Fees	3,600	3,708	3,819
Special Services	1,650	1,700	1,750
Faculty Development	10,000	12,000	13,000
Total	**2,146,979**	**2,216,862**	**2,285,657**

Institutional Financial Issues

Since the last visit in 2006, the School of Architecture has continued to grow. As of the last visit, the School had approximately 290 students, four tenured faculty, two tenure-track faculty, and about 25 part-time faculty. Today it has around 400 students, six tenured faculty, five tenure-track faculty, and two non-tenure track, full-time faculty, plus 30 part-time faculty members.

And it continues to grow. New undergraduate and graduate programs in Urban Landscape have been started, and a new potentially much larger first professional master's degree in Architecture will seek University approval this year.

Overall discretionary budgets have remained flat or dropped in the past two years. Though there is the promise of greater return on these new programs under the new "hybrid" management system. < http://www.northeastern.edu/provost/reports/documents/Hybrid_Budget_Model_Fall_2010.pdf>

So the future is very uncertain. If the bulk of the revenue generated by the CAMD stays in the College, we are very sanguine about the prospect of a decently funded future. But if the rising demand for resources coming from new programs and ever more students is met with the same underfunding that the School has labored under since the last accreditation visit, serious problems could lie ahead.

I.2.5 Information Resources:

NU Libraries, Institutional Context and Administrative Relationships:

The Northeastern University Libraries support the mission of the University by working in partnership with the University community to develop and disseminate new scholarship. The library fosters intellectual and professional growth, enriches the research, teaching, and learning environment, and promotes the effective use of knowledge by managing and delivering information resources and services to library users. Through its services and collections, the Library provides direct support for the School of Architecture's mission of urban engagement and its teaching, practice-based, and research activities.

Snell, the University's main library, serves a diverse student body of 15,699 full-time undergraduates and 4157 graduate students. The facility includes shelving for 1.2 million volumes, seats 1900 users, and provides 230 workstations, all with Internet access and many with a full range of software applications, including CAD programs. Two separately administered, but complementary facilities, Information Services (campus computing) and the Education Technology Center (EdTech) are located in Snell Library.

Print architecture book and journal collections and DVD/VHS titles are housed in Snell Library. The transition from print to electronic and digital formats had begun at the time of the 2006 NAAB visit. Since that time, the transition has accelerated dramatically, making articles, books, images, reference materials, streaming audio and video, and other resources available to faculty, students, and staff from any location with Internet access, on or off-campus.

The School of Architecture and Art+Design Department share a digital image/slide collection administered by the Visual Arts Curator. The physical components of this collection are housed in Ryder Hall in proximity to School and Department offices and classrooms.   The Visual Arts Curator and Snell's Architecture collection manager consult and collaborate frequently although they work in different administrative units.

Budget, Administration, and Operations:

In 2010/2011, the University Libraries budget totaled $11.1 M, with approximately $5.7 M for staff salaries, $4.5 M for collections and resources, and the remainder for operating costs. Additional sums are frequently available from University funds for the purchase of equipment, furniture, and one-time collection expenditures (digital journal or historical newspaper backfiles, for example). Library funding is largely provided by institutional allocations supplemented by income from a number of endowed funds. In recent years, the library has benefited from greater visibility in University development efforts as well as the fund-raising efforts of an in-house Advancement Office and Library Supporters Group.

Several advisory groups work with the Dean of Libraries. The Faculty Advisory Committee on Library Information Resources and Scholarly Communication, composed of faculty representatives from each of the University's nine Colleges, provides advice to the Dean and his staff and serves as an advocate for the University Libraries. A Faculty Senate Library Policies and Operations Committee works with the Dean on matters of general library policy and issues of concern to the faculty. The Student Government Association Library Advisory Committee likewise provides input on Library decision-making and policies as they affect the student community.

Periodic user satisfaction surveys, for instance, LibQUAL+ and a part of the NEASC institutional accreditation process provide feedback on the adequacy of Library services and resources. Architecture students and faculty have participated in each of the three LibQUAL surveys. Also, in the context of its annual budget request, the Library supplies comparative data on library-related spending for sets of peer institutions, including fellow members of the Boston Library Consortium and relevant Carnegie Research classifications.

<u>Library Facilities:</u>

Snell Library opened in the fall of 1990. Over its twenty-year lifespan, the Library has been remodeled and reconfigured with some regularity. Its open plan has made renovations and updates comparatively easy to complete and has enhanced our ability to respond to changes in technology and user needs. A variety of study venues is available ranging from individual and group study rooms to individual carrels, lounge chairs, and small and large tables. We anticipate the arrival of group work tables which allow students to plug in laptops and other devices and project their work onto shared screens.

Since the last NAAB visit the library has created a Digital Media Design Studio (DMDS), and the University's Educational Technology Center (EdTech) has moved to a facility adjacent to DMDS. DMDS offers a collaborative learning environment where students create course-related multimedia presentations and portfolios. The EdTech Center helps faculty members integrate technology into their classroom presentations and assignments by providing a variety of workshops and one-on-one project-specific consultations.

Access to both secure and guest wireless networks is available building-wide. Students, faculty, and staff have access to 230 computer workstations with Internet connectivity and a wide range of software applications. Five public scanners have just been installed to supplement the scanning facilities available in the DMDS and InfoCommons (main lab for campus computing services).

Planning for the Library immediately predated the enactment of the Americans with Disabilities Act (ADA). Fortunately, Library facilities conform to ADA requirements in most particulars, including power assist doors, wheelchair ramps, adjustable desks for wheelchair users, assistive computer technologies, and the like. In many areas of the building, stack widths are insufficient to accommodate wheelchair users. Staff members are available to assist disabled users with these and other access issues.

<u>New since the 2006 visit: Equipment</u>

Scanners – Five public scanners have been installed to supplement the scanners available in the Digital Media Design Studio and the *InfoCommons*. Architecture students now have additional options for capturing color images in print journals and books.

Computer upgrades – All Library and Information Services workstations and printers have been upgraded several times since the last accreditation visit.

New since the 2006 visit: Facilities

Digital Media Design Studio (DMDS) - DMDS offers a collaborative learning environment where students create course-related multimedia presentations and portfolios.

Library Staffing:

Library professional and support staff provide the university community with services ranging from instruction to research assistance to collection development and materials acquisition. The staff is composed of 41 FTE professional librarians and 37 FTE support staff, as well as a corps of co-op and student assistants. All librarians have masters in library/information science, and many have advanced subject degrees. The librarians selecting resources for the community have on average fifteen years of professional experience at Northeastern, are professionally active, and are knowledgeable about the local academic environment and curricular needs. All levels of staff are given release time and funding to participate in continuing education and professional development activities. Many support staff and professionals take courses or complete degree programs at the University; this relationship strengthens the connection between the classroom and the library since staff members are information and service consumers as well as providers.

A librarian in the Research and Instruction Services Department has responsibility for oversight and development of the architecture collection and serves as collection manager and liaison to the School. She works with other collection managers to ensure that appropriate materials are selected, especially in interdisciplinary areas like urban planning, engineering, and agriculture/landscape design. She also works closely with the Visual Resources Curator who is the official library liaison for the School of Architecture and the Department of Art+Design.   The two co-administer the ARTstor image service.

Library Services:

Traditional onsite reference and research services are available 70 hours a week at the Snell Library Research Assistance Desk. Text and telephone reference services are offered during all hours the Research Assistance Desk is open. The Library participates in QuestionPoint, a national cooperative 24/7 live chat reference service designed to ensure that assistance is available as needed by users regardless of date or time. In-depth user questions may be directed to the Library's "Ask a Librarian" web mail box.

Snell Library has an active and well-established information literacy/instruction program; in 2010, 534 formal instruction sessions reached over 10,000 students.

Library instruction services are provided for both classes and individuals. Group instruction is offered at the request of the individual instructor and customized to meet the needs of that specific graduate or undergraduate class or seminar. Technologies and services, including sign language interpretation allow disabled users to participate in library instruction activities.

 Increasingly, students, faculty, and staff take advantage of the library's subject specialists for assistance with research and writing projects. One-on-one consultations may take place in person, during a telephone conversation, or through an extended e-mail correspondence. In 2010, roughly 1,000 one-on-one tutoring sessions were offered for all levels of library users.

LibGuides software allows us to build discipline and course-specific research guides for use of individuals and classes. There are currently LibGuides available for Architecture, Art and Design, and Civil Engineering.   The recent acquisition of Tegrity lecture capture software will enable us to enhance these guides and provide video tutorials on demand.

Snell Library maintains well-used class Reserve collections. Increasingly, journal articles, books, and video are available to users in electronic format, thus enabling faculty members to create links to required readings and supplementary resources through their Blackboard course pages.

Interlibrary Loan services, including ILLIAD, WorldCat Local, and NExpress, provide researchers with access to materials which are not available at Northeastern. In addition, the Library is a member of the Boston Library Consortium, an association of major research libraries, principally located in the Greater Boston area. All currently registered students, faculty, and staff have borrowing and user privileges at Consortium member libraries.

When classes are in session, library study areas and collections are available to users 24/7. This service began in July 2010 due in large measure to Student Government advocacy for University funding to support extended hours.

New since the 2006 visit: Services

24/7 access to Snell Library for use of collections and facilities.

LibGuides - LibGuides software enables library staff to build discipline and course-specific online research guides.

Tegrity lecture capture software – Tegrity segments which illustrate specific skills and resources may be embedded in LibGuides. Tegrity may also be used to record entire

library instruction sessions for students who miss class or need to review selected portions of the presentation.

Citation management software – The library provides both RefWorks and EndNote software for faculty, staff, and students. Periodic formal training sessions are offered; one-on-one assistance is available on demand.

<u>Library Collections in Architecture and Supporting Disciplines:</u>

The Library holds a broad range of materials to support research and teaching in Architecture. At the heart of this collection is a core of NA classed architecture books which has been significantly expanded over the past decade. To support students studying abroad or working from home or in the architecture studio, we now actively collect e-books in architecture and related disciplines. E-book acquisition decisions are made on a case by case basis to ensure that the quality of the illustrations meets user needs and expectations.

Other collection emphases include urban planning and development, decorative arts, and building construction. We are now actively collecting materials on landscape architecture to support the School's new degree program in urban landscape. Our primary collecting areas by Library of Congress classification include:

NA 1 - NA 9428   Architecture   (6200 items)
NK 1 - NK 9955   Decorative arts, including interior design (880 items)

HT 51 - HT 65   Human settlements and communities
HT 101 - HT 178   City planning; urban renewal and development
HT 330 - HT 395   Urbanization; metropolitan and suburban area
HT areas above – 2093 items

SB 450 - SB 486   Landscape architecture and gardening; parks (242 items)

TH 845 - TH 4977   Building construction (530 items)

The monograph collection is complemented by 85 electronic and print journal titles focusing on architectural projects and issues; indexing is provided through the Avery Index to Architectural Periodicals, JSTOR, GreenFILE, and the Art and Architecture Complete databases. Contemporary coverage of architectural periodicals has improved since the last visit; retrospective coverage of the journal literature is an area where the collection is still underdeveloped.

Databases and 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. These resources include: Compendex, Civil Engineering Database, BuildingGreen, Academic Search Premier, Sociological Abstracts, and America: History and Life.

Since the last NAAB visit, we've provided access to the ARTstor and AP Image libraries. Both resources provide significant numbers of architectural, urban, and landscape/garden images.

Other non-print resources available to Architecture students include roughly 100 streaming video, VHS, and DVD titles on selected buildings, architects, and urban design topics. When older titles are available in newer formats, we're gradually replacing VHS titles with streaming video and DVD. The Library also holds the microfilm edition of the Sanborn Fire Insurance Maps for Massachusetts and the Library of American Civilization which provides materials on American architectural history as well as domestic, public, and institutional architecture.

New since the 2006 visit: Resources and Collections

The following resources have been added since the last NAAB accreditation visit.

Image databases – ARTstor and AP Images.

E-book collections – We provide access to the Ebrary Academic Complete collection as well as a selection of Springer e-books.

Enhanced searching capabilities – We currently offer Ebsco's Discovery service which enables students to search across multiple databases from a single platform. In the case of architecture and architectural history, these single-search offerings include Avery Index, Art and Architecture Complete, JSTOR, and GreenFILE.

Green and sustainable architecture resources– BuildingGreen and GreenFILE.

E-Reference resources - Our Oxford Art Online subscription has been enhanced by the addition of Oxford Reference Online. This e-reference collection includes eleven art and architectural reference books, including A Dictionary of Architecture and Landscape Architecture, A Dictionary of Modern Design, and The Oxford Companion to the Garden.

Art and Architecture Complete – This database supplements periodical coverage provided by the Avery Index and provides a number of full-text articles.

Materials research resources:

Encyclopedia of Materials: Science and Technology –
Offers excellent articles on material types and construction techniques
Knovel: Engineering E-Books –
Provides reference manuals on building techniques and materials.

Historic coverage of structures and projects:

Digital New York Times, 1851-2007 – PDF files of all articles enable students to see images of historic buildings and read articles about these structures at the time they were designed and built.

American Periodical Series Online, 1740-1900 - Like the New York Times, this resource provides images and articles and allows students to conduct historic research.

Cambridge Histories Online – Authoritative full-text articles on architectural styles and periods, for example, Islamic or Gothic architecture.

Archival acquisition: The Archives and Special Collections Department recently acquired the records of Stull and Lee, a prominent Boston area African American architectural practice. The collection includes a rich set of original architectural drawings, project files, and photographs and slides, and is a substantial addition to Northeastern's growing archive of materials related to Boston's African-American community. On campus, Stull and Lee designed Ruggles Station and the John D. O'Bryant African American Institute.

New Initiatives:

In addition to continued development of library collections in support of architecture and related disciplines, the following projects are potential interest to the School of Architecture and its partners.

Digital Learning Commons – Planning for this multimedia facility is currently under way.

Continued and accelerated migration to electronic formats to serve both on-campus and distance users. Most journal subscriptions are now e-only; we are beginning to acquire a broad range of e-reference tools and e-books.

Digital Repository – The Repository is currently under development. When complete, the Repository will include the current IRis system which provides a digital archive of the University's scholarly work, including faculty publications, dissertations and theses.

As of 2010, IRis offers a new feature called Researcher Profiles to increase the visibility of faculty publications and other works.

Visual Resource Center/Slide Library Self-Assessment
Prepared by Mary Hughes, Curator, Visual Resources, July 15, 2011

The Visual Resource Center/Slide Library (VRC) is a teaching collection of approximately 105,000 slides and 38,000 digital images which supports the majors and concentrations in the School of Architecture and the Department of Art + Design. This collection of visual images provides teaching materials for architectural history, design theory, construction technology, landscape architecture and urban planning. The collection also includes fine art, graphic and interior design and photography.

In 2006, digitization of the collection began and the shift from teaching with analog images and course study web sites was made towards teaching with digital images using on-line databases and digital image presentation software.

Collections

The Curator of the VRC makes decisions about acquisitions and works closely with the architecture faculty to ensure that the collection supports the department's teaching. Surveys of architectural history are represented in depth with an emphasis on world architecture, nineteenth and twentieth century architecture. There is a comprehensive section on architectural theory and structures, architectural drawing techniques, typology and other didactic material related to each historical period. There is an on-going emphasis on developing the contemporary architecture image collection.

The collection is a valuable teaching resource, which reflects the needs of the curriculum. All faculty members who teach architectural history are using digital images in the classroom. Students are able to use digital presentations provided by their faculty members for study and review. Students are also able to use the digital collections for presentations, studio projects and research.

Currently the analog slide collection is being evaluated and slides for which the VRC has copyright permission are being scanned and added to the digital collection. Faculty members contribute images from their personal collections and from original photography. Over the past few years, VRC staff has digitally documented local sites of architectural importance for inclusion on the on-line teaching database.

Of the 38,000 digital images in the VRC's on-line collection, close to 19,800 represent images of architecture and architectural theory. Additionally, all users have access to

ARTstor and SAHARA through the University Library. The analog collection of nearly 56,000 slides representing architecture can still be accessed for research and scanning.

During the 2010-11 academic year, the VRC began to develop a circulating collection of art and architecture DVDs for classroom use. This collection is being developed in response to faculty requests for materials more specific to departmental teaching.

Staff

The VRC is a resource shared by both the School of Architecture and the Department of Art + Design and is an integral part of the art and architectural history component of the curriculum. The Curator works closely with faculty members in directing and developing the resources needed. The VRC employs 5-8 work-study students each semester during the regular academic year and generally, half of those students are architecture majors. The work-study students provide roughly 40-50 hours per week in total of service to the VRC. Student workers complete a wide range of tasks, including scanning and editing digital images, cataloging images, creating presentations, research and assisting VRC patrons.

There is one slot for a full-time Cooperative student allotted to the VRC for 2 6-month sessions annually. The position is funded through work-study only and often remains vacant due to lack of appropriate candidates with funding.

The Curator participates in regional and national conferences held by ARLIS and VRA. She remains current in metadata standards and best practices for digital imaging as well as with the development of software as it relates to the visual resource field. She is responsible for all aspects of planning and management in the VRC.

Facilities

The VRC is located in the same building as architecture faculty offices and the main office. Faculty members no longer access the physical collection on a daily basis. They generally pull slides for reference or for scanning purposes only. The Neumade steel cabinets which house the slides have been moved into an interior office to create room for additional scanning stations in the main area of the center.

There are 5 Apple G5 computers in the main area that are used by VRC staff and faculty users. 4 of these computers have Epson Perfection V750 Pro scanners, which can scan both flat work and slides. An additional large flatbed scanner, the Epson Expressions 10000XL is located in the curator's office and is only available during regular business

hours. There is also a NIKON D5000 camera that can be used with a copy stand that plugs into an Apple G5 computer, which allows for direct upload to the main server.

All computers in the library are networked and all tie into the server in the VRC, allowing for access to the production drive. This set up allows for the smoothest workflow and greater accuracy and quicker turn around in processing orders.

The VRC maintains 4 Kodak Slide projectors, which are occasionally put to use. Most faculty members have their own laptops that they use to teach in the classroom but often use the computers in the VRC for training and developing lectures.

Images are cataloged in IRIS, an image database based on VRA Core 4 standards. Digital images are uploaded to MDID, an on-line digital image database. Related metadata is also uploaded and faculty members can access the materials remotely. Additionally, the University Library subscribes to ARTstor, an on-line digital image database with imaged for teaching and academic publishing. All members of the University community have access to this resource and tutorials are held in the VRC for Architecture and Art+Design faculty members and students. The Curator is involved in professional organizations and keeps abreast with standards relating to digital images and storage, metadata, subject analysis and related issues. Digital images are cataloged using recognized authority files (including the Getty databases) as well as other on-line resources to maintain consistency in data management.

Services

The Visual Resources Curator provides reference services and training to all users to the collection as well as to using digital presentation tools. All images are cataloged into a database built on the VRA Core 4.0 and are exported to MDID, the on-line digital database. The online database can be searched by architect, artist, period, title, culture, dates, subject terms and source. Presentations can be saved online or downloaded and imported into various presentation tools and integrated with faculty members' own images.

Faculty members still have 24-hour access to the VRC and can access both MDID and ARTstor remotely. Students have limited access on MDID, generally on a course-by-course basis. All members of the NU community have ARTstor access.

Scanning services are provided for a variety of purposes: publication; scholarly research; off-campus presentations; student projects; etc. Training is provided to faculty and

students in using on-line digital image databases, presentation software and backup options for personal collections.

The VRC maintains a blog and notifies faculty members of image acquisitions and development related to digital imaging as well as general news in the areas of art and architecture.

Funding to the VRC is through institutional allocation and the current budget is $6000 per year. This number has not changed since 2000. The limited budget makes acquiring digital images with rights difficult. Also, technology for scanning and editing digital images is often purchased through grant money donated by faculty or through lab upgrades in which the VRC gets older equipment being discarded form other units.

One outstanding issue is the back up of digital assets. At the moment, the curator backs up images on redundant drives. This system is not automated and requires management on a constant basis.

Conclusion

The image collection is efficiently managed and organized for maximum discovery. Images are processed into the collection with minimal delay and all requests are filled in a timely manner.

Given the limits to the budget, the VRC has managed to keep up with the development of the digital collection and the teaching and research needs of the faculty.

When compared to peer institutions, the VRC is a medium-sized collection with a growth rate comparable to institutions with larger collections.

Part One – Institutional Support and Commitment to Continuous Improvement

<u>Section 2- Institutional and Program Characteristics</u>

I.3.1 Statistical Reports

 (Statistical Reports in Appendix)

I.3.2. Annual Reports:

(Annual Reports in the Appendix)

I.3.3 Faculty Credentials:

(Faculty Resumés in Appendix)

Part Two – Educational Outcomes and Curriculum

Section 1- Student Performance– Educational Realms & Student Performance Criteria
1.1   Student Performance Criteria
        <u>Realm A- Critical Thinking and Representation</u>
Students are exposed to a wide range of courses that encourage and develop both critical thinking and clear representational skills. Freshmen take courses in architectural history and basic representation and design. But they also take core -curriculum courses that expose them to the full breadth of the University. And the School focuses on the creative-problem solving aspect of architecture that encourages students to clearly articulate problems before attempting to solve them.

        <u>Realm B- Integrated Building Practices, Technical Skills and Knowledge</u>
The curriculum has been strengthen in these technical aspects since the 2006 visit. The Comprehensive Design Studio (ARCH 5120) and the Integrated Building Systems lecture course (ARCH 5220) provide a very strong synthesis of both systems and design. Moreover, the housing studio (ARCH 5110) and the entire graduate studio sequence addresses these issues in very detailed ways (see syllabi).

        <u>Realm C- Leadership and Practice</u>
The Project Case Studies sequence in the graduate year provides the foundation for this area. Each of the two courses provides students with in-depth knowledge of practice and the decisions associated with it. This, coupled with the students' co-op experience, and the housing and graduate studios, provides a strong base.

SPC Matrix and Course Syllabi Attached

SPC Matrix

Student Performance Criteria	Number	Introduction (lecture) ARCH 1000	World Architecture 1 (lecture) ARCH 1310	World Architecture 2 (lecture) ARCH 1320	Fundamental Representation (studio) ARCH 1110	Fundamental Design (studio) ARCH 1120	Site, Type & Composition (studio) ARCH 2130	Pattern, Urban Design & the City (studio) ARCH 2140	19th Century Architecture & (lecture) ARCH 2330	20th Century Architecture & (lecture) ARCH 2340	Structures 1: Statics (lecture) ARCH 2230	Structures 2: Tectonics (lecture) ARCH 2240	Studio Abroad (studio) ARCH 3155	Seminar Abroad (seminar) ARCH 3162	History Abroad (lecture) ARCH 3361	1960s Urbanism (studio) ARCH 3170	Modeling & Design Communication (seminar) ARCH 3450	Comprehensive Design (studio) ARCH 5120	Integrated Building Systems (lecture) ARCH 5220	Architecture Seminar (seminar) ARCH 5310	American Housing (lecture) ARCH 3350	Housing & Aggregation (studio) ARCH 5110	Environmental Systems (lecture) ARCH 5210	Projects Case Studies 1 (seminar) ARCH 6430	Projects Case Studies 2 (seminar) ARCH 6440	Graduate Research Studio (studio) ARCH 7130	Master's Degree Project (studio) ARCH 7140	Seminar in Modern Architecture (seminar) ARCH 6330	Topics (seminar) ARCH 6340
Realm A: Critical Thinking and Representation																													
Communication Skills	A.1	■	■	■	■				■	■							■				■	■	■		■	■		■	
Design Thinking Skills	A.2	■			■	■	■	■									■				■	■			■				
Visual Communication Skills	A.3				■	■	■	■									■		■						■				
Technical Documentation	A.4					■						■										■							
Investigative Skills	A.5							■				■								■		■			■	■		■	
Fundamental Design Skills	A.6					■										■						■			■				
Use of Precedents	A.7	■					■			■										■		■			■	■		■	
Ordering Systems Skills	A.8				■	■	■					■				■			■										
Historical Traditions & Global Culture	A.9	■	■	■		■			■	■			■							■				■			■		
Cultural Diversity	A.10		■			■			■		■	■								■	■	■							
Realm B: Integrated Building Practices, Technical Skills & Knowledge																													
Pre-Design	B.1														■						■		■	■					
Accessibility	B.2																					■		■					
Sustainable Design	B.3											■	■					■	■				■						
Site Design	B.4				■	■						■			■				■			■	■						
Life Safety	B.5																■												
Comprehensive Design	B.6																	■											
Financial Considerations	B.7																					■		■	■	■			
Structural Systems	B.8									■	■							■											
Environmental Systems Integration	B.9																	■					■						
Building Envelope Systems	B.10										■							■											
Building Service Systems Integration	B.11																	■											
Building Materials and Assemblies Integration	B.12										■							■					■						
Realm C: Leadership and Practice																													
Collaboration	C.1										■			■								■		■	■				
Human Behavior	C.2																				■			■	■				
Research	C.3		■	■	■																			■					
Client Role in Architecture	C.4																				■			■					
Practice Management	C.5																							■					
Architectural Practice & Project Management	C.6																							■					
Leadership	C.7																							■					
Legal Responsibilities	C.8																							■					
Ethics and Professional Judgment	C.9																	■				■		■				■	

Part Two – Educational Outcomes and Curriculum

Section 2- Curricular Framework

2.1   Regional Accreditation
        NEASC letter Attached

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

May 20, 2009

Dr. Joseph E. Aoun
President
Northeastern University
Office of the President
Columbus Place, Suite 620
360 Huntington Avenue
Boston, MA 02115-5000

Dear President Aoun:

I am pleased to inform you that at its meeting on April 16, 2009, the Commission on Institutions of Higher Education took the following action with respect to Northeastern University:

that Northeastern University be continued in accreditation;

that the University submit a report for consideration in Fall 2011 that gives emphasis to the institution's success in:

1) continuing to implement a comprehensive approach to the assessment of student learning at the institutional and program level and for the general education program (NU Core);

2) achieving its goal to increase the volume and quality of interdisciplinary and translational research;

3) developing and implementing a facilities master plan that supports the institution's academic programs and goals;

4) ensuring effective integration of library and information technology planning and resources with academic priorities;

5) completing revisions to its Faculty Handbook;

that the University submit a fifth-year interim report for consideration in Fall 2013;

that, in addition to the information included in all interim reports, the University give emphasis to its continued success in:

1) using assessment results for improvement;

2) achieving its goals for research;

3) assuring that physical resources, including classrooms, laboratories, offices, and student residences, are sufficient to support the mission of the institution;

that the next comprehensive evaluation be scheduled for Fall 2018.

The Commission gives the following reasons for its actions.

Northeastern University is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*. The University provides high-quality undergraduate, graduate and professional programs to a diverse student body, and its internationally acclaimed experiential education programs, that systematically combine work and study, are a particular strength of the institution. We commend the University for its successful transition from a commuter campus that attracted a primarily local student population to a nationally recognized, residential University that enrolls students from around the world. We take favorable note of the University's success in expanding its graduate programs and strengthening its commitment to research, including interdisciplinary and translational research. Under the leadership of a new president and his senior team, and with the support of a dedicated Board of Trustees, the faculty, staff, administrators, and students of Northeastern University seem well positioned to fulfill the high aspirations for the University articulated in its new mission statement.

The items the institution is asked to report on in Fall 2011 reflect the University's focused and ambitious plans for its continuing development as a research university and are related to our standards on *The Academic Program, Faculty, Physical and Technological Resources,* and *Library and Other Information Resources.*

The Commission is pleased to learn of the steps taken by Northeastern University to develop and implement a comprehensive approach to the assessment of student learning, including assessment of experiential learning, writing assessments, capstone experiences for undergraduate programs, and, for programs with specialized accreditation, activities designed to meet the expectations of those accrediting associations. We understand that the University is exploring the possibility of adopting an E-portfolio system for its undergraduate students. The Fall 2011 report will provide an opportunity for the University to update the Commission on its progress in assessing student learning at the institutional and program level as well as in the recently revised undergraduate general education program (NU Core). We remind you of our standard on *The Academic Program*:

> The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities (4.44).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).

Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives (4.28).

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.18).

The Commission is gratified to learn of recent changes to the University's research administration function that will enhance its ability to achieve its goal to increase the volume and quality of interdisciplinary and translational research. We understand that, following a comprehensive analysis by an external consultant, the University has reorganized its approach to research administration and has hired a Vice Provost for Research to oversee and enhance these functions. We look forward to learning, in Fall 2011, of the success of these efforts, in keeping with our standard on *Faculty*:

Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices (5.20).

We concur with the visiting team that the development and implementation of an updated facilities plan is necessary for Northeastern University to realize its aspirations to enhance research and continue to maintain high-quality academic programs and student services. We are pleased to learn that the University is pursuing both short-term and longer-term strategies to assure the most effective use of current space and to acquire new facilities. We anticipate being apprized, in Fall 2011, of the University's success in undertaking "physical resource planning linked to academic and student services, support functions, and financial planning" (8.4).

The Fall 2011 report will also provide an opportunity for the University to document its success in integrating its planning for library and information resources and information technology with its academic priorities. We understand that, since the time of the visit, a new Dean of Libraries has been hired, and the Information Services Department has been placed under the supervision of the Provost and Senior Vice President for Academic Affairs. We look forward to learning of the institution's success in assuring that its planning for library and information resources and for information technology support expected growth in academic programs and research. We remind you of our standard on *Library and Other Information Resources*:

Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program. The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology (7.2).

Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff (7.7).

The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services (7.11).

Finally, the Commission is gratified to learn that the Faculty Senate has been working through a series of revisions on the Faculty Handbook, including revisions to a number of key academic policies and procedures. We anticipate being apprized, through the Fall 2011 report, of the successful completion of the handbook revision process. Relevant here is our standard on *Faculty*:

In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed (5.9).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all fifth-year reports, the University is asked, in Fall 2013, to provide evidence of its continued success in addressing three of the matters specified for attention in the Fall 2011 report: assessment of student learning, with particular emphasis on the use of assessment results for improvement; achieving its goals for research; and assuring the sufficiency of its physical facilities to support its mission. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the institution's continued attention over time; thus, we ask that further information be provided in the fifth-year report.

The scheduling of a comprehensive evaluation in Fall 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northeastern University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Dr. Stephen W. Director, Provost and Senior Vice President for
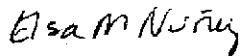
Academic Affairs, and Dr. Mark L. Putnam, Senior Vice President for Executive Affairs, as well as Dr. Stephen J. Trachtenberg, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Sy Sternberg. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education n New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

Elsa M Nuñez

Elsa M. Nuñez

EMN/slo

Enclosure

cc: Mr. Sy Sternberg
    Visiting Team

2.2   Professional Degrees and Curriculum
        a) BS + M.Arch (6 years) Chart Attached in
        b) Two-Year M.Arch (for students with a pre-professional studio education in
            architecture from other institutions)

(Last Name Begins with **M-Z**)

Division B
2 Co-op Semester Plan Course Schedule

UG Class of 2016
Catalog Year 2012

February 14, 2011

undergraduate architecture
B.S. Architecture plus Master of Architecture (NAAB accredited)

2011-12 — 1st year

	Fall Semester (September–December)		Spring Semester (January–April)		Summer Mini-Mester #1 (May & June)	
Course Number	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
ARCH 1110 (ARC 256)	Fundamental Representation	6	Fundamental Design (ARCH 1120 / Arc 257)	6	Vacation	6
ARCH 1310 (Arc 111)	World Architecture 1	4	World Architecture 2 (ARCH 1320 / Arc 112)	4	Vacation	4
CORE	NU Core Social Sciences	4	General Physics (PHYS 1141 / Phy 141)	4	Vacation	4
MATH 1241 (Mth 141)	Calculus for Eng. Majors	4	NU Core English (CORE)	4	Vacation	1
ARCH 1000 (Arc 100)	Architecture @ NU	1	Co-op–An Introduction (EXED 2000 / COP 101)	1		
	Total Hours	19	**Total Hours**	19		

2012-13 — 2nd year

Summer Mini-Mester #2 (July & August): Vacation, Vacation, Vacation

	Fall Semester		Spring Semester		Summer Mini-Mester #1	
ARCH 2130 (Arc 310)	Site, Space, & Program	6	Urban Institutions (ARCH 2140 / Arc 311)	6	Vacation	
CORE	NU Core Arts/Humanities	3	Tectonics: The Art of Building (ARCH 2240 / Arc 357)	4	Own Job	
ARCH 2230 (Arc 325)	19th Century Arch & Urbanism	4	20th Century Arch & Urbanism (ARCH 2340 / Arc 326)	4	Habitat for Humanity	
ARCH 2230 (Arc 356)	Statics: The Physics of Building	4	Optional Elective (Elective)	4		
	Total Hours	17	**Total Hours**	14		

2013-14 — 3rd year

Summer Mini-Mester #2: Vacation, Own Job, Habitat for Humanity

Mandatory Study Abroad Semester (Fall):

	Fall Semester		Spring Semester	
ARCH 3155 (Arc 420)	Studio Abroad	6	**Co-op #1**	January–June
ARCH 3362 (Arc 340)	Seminar Abroad	4		January–June
ARCH 3361 (Arc 360)	Architecture & Urbanism Abroad	4		January–June
Elective	Language or Cultural Elective	4		January–June
	Total Hours	18		

2014-15 — 4th year

Summer Mini-Mester #2: ARCH 3450 (Arc 358) Adv. Digital Comm. — 4 — **Total Hours 4**

	Fall Semester		Spring Semester	
ARCH 3170	1960s Urbanism	6	**Co-op #2**	January–June
ENGL 3301 (Eng 301)	Advanced Writing in Discipline	4		January–June
ARCH 3350 (Arc 329)	American Houses & Housing	4		January–June
ARCH 5210 (Arc 555)	Environmental Systems	4		January–June
	Total Hours	18		

2015-16 — 5th year

Summer Mini-Mester #2: CORE NU Core — 4; CORE NU Core — 4; **Total Hours 8**

	Fall Semester		Spring Semester	
ARCH 5110 (Arc 510)	Housing & Aggregation	6	Comprehensive Design (ARCH 5120 / Arc 511)	6
Elective	Open Elective	4	Integrated Building Systems (ARCH 5220 / Arc 656)	4
ARCH 5310 (Arc 530)	Architecture Seminar	4	NU Core (CORE)	4
Elective	Optional Elective	4	Optional Elective (Elective)	4
	Total Hours	14	**Total Hours**	14

6th year

	Fall Semester		Spring Semester	
ARCH7130 (ARCG691)	Master's Research Studio	6	Master's Degree Project (ARCH7140 / ARCG621)	6
ARCH6430 (ARCG315)	Project Case Studies 1	4	Project Case Studies 2 (ARCH6440 / ARCG316)	4
ARCH6330 (ARCG330)	Seminar in Modern Architecture	4	Architecture Topics (ARCH6340 / ARCG350)	4
Elective	Open Elective	4		
	Total Hours	18	**Total Hours**	14

Credit Hours

Co-op Integration & Experiential Ed. Req.:
Housing & Aggregation
ARCH 5110 (Arc 510)

B.S. Major in Architecture — 145

History/Theory	32
Technology	23
Design	36
Core Curriculum	30
Foundation	16
Open Elective	8
Total	145

M. Arch. (NAAB Accredited) — 32

History/Theory	8
Design	12
Professional Practice	8
Open Elective	4
Total	32

Two Year M.Arch program

2005-06

November 16, 2004

Open to non- Northeastern B.S. Architecture graduates

architecture

Master of Architecture degree (NAAB Accredited)

Credit Hours

Year	Course Number	Course Name	Credit Hours		Course Number	Course Name	Credit Hours
	(September- December) **Fall Semester**				**(January- April)** **Spring Semester**		
1st year	Arc 510	Studio 4: Housing and Aggregation	6		Arc 511	Studio 5: Tectonics	6
	Arc 330	Architecture Seminar	4		Arc 656	Integrated Building Systems	4
	Arc 555	Environmental Systems	4		Arc XXX	Architecture Elective	4
	POL G315	Urban Development	4		GEO G26(GIS Mapping or		4
					Arc 358	Adv. Representation	
		Total Hours	**18**			**Total Hours**	**18**
2nd year	Arc 691	Thesis 1: Urban Research & Doc.	6		Arc 692	Thesis 2: Design & Intervention	6
	Arc 315	Project Case Studies 1	6		Arc 130	Seminar in Modern Architecture	4
	Elective	Recommended Elective	4		Arc 316	Project Case Studies 2	6
		Total Hours	**16**			**Total Hours**	**16**

M. Arch.

68

Credit Hours	
Technology	8
History/ Theory	12
Design	24
Professional Practice	12
Electives	12
Total	**68**

2.3   Curriculum Review and Development

There have been two significant curricular overhauls since the 2006 NAAB visit. The first occurred immediately following the 2006 visit and focused on reinforcing the integration of technical and design teaching at the upper end of the undergraduate curriculum. The Comprehensive Design Studio (ARCH 5120) was explicitly linked to Integrated Building Systems (ARCH 5220) and the curriculum of each was made to dovetail precisely. The topics addressed in the Integrated Building Systems lecture course (taught by a single faculty member) were simultaneously addressed in the studio (between 4-6 sections every spring). The result was a dramatic improvement in student understanding of how systems can shape the experience, performance, cost, and expression of buildings.

The second curricular review was the result of the faculty's own regular assessment of what goes on in studio reviews. Led by the Director, who visits reviews of every studio every term, the faculty decided to more strongly integrate urban design problems at all levels. This meant specific readings and intermediate exercises throughout the 1st and 2nd year studio curriculum.

Curriculum review and development is an ongoing project, and as the faculty grows, so do its interests and areas of expertise. The 1st year curriculum is now run by Ivan Rupnik. 2nd year is the responsibility of Sam Choi. 3rd year will become the province of Jane Amidon, Tim Love is responsible for housing and Peter Wiederspahn for Comprehensive Design. And Tim Love is also the Graduate Director, responsible for the graduate curriculum.

Part Two – Educational Outcomes and Curriculum

Section 3- Evaluation of Preparatory/ pre-Professional Education

The only evaluation of preparatory or pre-professional education done at the School of Architecture occurs when evaluating applicants from outside of Northeastern to the two-year version of the M.Arch degree. The vast majority of those matriculating to the M.Arch degree program come directly from the undergraduate program, and as long as they meet the 3.0 minimum QPA (grade point average) they are admitted. But there is a graduate admissions committee, chaired by the Graduate Director, that evaluates the preparation of those students from other US pre-professional programs, B.Arch programs, and international institutions for admission to the two-year version of the

degree. The committee evaluates both studio and classroom work, and maps the applicant's transcript to that of our own undergraduate program. If there are any serious holes in the student's background, but they are otherwise desirable, the student is directed to use some of his/her elective slots to fulfill any missing course work.

Part Two – Educational Outcomes and Curriculum

Section 4- Public Information

4.1   Statement on NAAB Accredited Degrees
        BS + Master of Architecture (6 years)
        http://www.architecture.neu.edu/undergraduate/course_sequence

4.2   Access to NAAB Conditions and Procedures
        < http://www.architecture.neu.edu/student_resources/studio_culture>

4.3   Access to Career Development Information
        < http://www.archcoop.neu.edu/students/idp_intern_development/>

4.4   Publishing of APRs and VTRs
        < http://www.architecture.neu.edu/student_resources/studio_culture>

4.5   ARE Pass Rates (75% in 2010)
        http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2010-v4.aspx

ARE PASS RATES BY SCHOOL - 2010 (4.0)

State: Massachusetts   School: All Schools

School	Programming, Planning & Practice		Site Planning & Design		Building Design and Construction Systems		Schematic Design		Structural Systems		Building Systems		Construction Documents & Services	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Boston Architectural College	58	62.00	43	79.00	47	55.00	47	77.00	46	65.00	42	67.00	77	61.00
Harvard University	79	81.00	65	88.00	69	71.00	84	86.00	73	77.00	74	80.00	86	69.00
Massachusetts Institute of Technology	25	88.00	21	86.00	25	68.00	32	88.00	27	85.00	21	71.00	29	86.00
Northeastern University	9	89.00	8	88.00	6	67.00	4	50.00	5	80.00	4	50.00	8	75.00
Wentworth Institute Technology	23	57.00	22	77.00	23	70.00	30	80.00	39	59.00	24	63.00	32	59.00

Part Four- Supplemental Information

Full-Time Faculty Resumés

Dan Adams
Assistant Professor

Courses taught:
ARCH1110: Fundamental Representation
ARCH1120: Fundamental Design

Educational Credentials:
BS. Arch., University of Michigan, 2002
M.Arch, Harvard University, 2005

Teaching Experience:
Assistant Professor, Northeastern University Beginning Fall 2011
Adjunct Professor, Northeastern University 2010-2011
Practice Advisor, Boston Architectural College 2010-2011
Visiting Design Critic. Harvard University, 2007-2008

Professional Experience:
Founder/Principle, Landing Studio, 2005 - present

Licenses/Registration:

Selected Publications and Recent Research:
Industrial Landscape Development & Industrial Ecology Research, 2005 - present

Professional Memberships:

Jane Amidon
Professor, Director of the Urban Landscape Program

Courses Taught:
1960s Urbanism (ARCH 3170)

Educational credentials:
1995 Harvard University, Master of Landscape Architecture
1988 Williams College, Bachelor of Art in History/focus on environment and land
use studies

Teaching Experience:
2008-present Associate Professor, Graduate Studies Chair and Head of Landscape
Architecture Section, Knowlton School of Architecture, The Ohio State University

2003-07 Assistant Professor and Graduate Faculty Member of Landscape Architecture,
Knowlton School of Architecture, The Ohio State University
> *Courses taught: design studios; contemporary history and theory in landscape*
> *architecture;*
> *graduate seminars; plants in design.*
2001-02, Visiting Critic
Department of Landscape Architecture, University of Arizona

2000-01, Richard W. Trott Distinguished Visiting Professor
Knowlton School of Architecture, The Ohio State University

Selected Publications and Recent Research:

Publications - authored books
2005 <u>Moving Horizon: The Landscape Architecture of Kathryn Gustafson and
        Partners</u>, author. Basel: Birkhauser Press (English, German and
        French hardcover editions; Chinese paperback edition 2006).
2001 <u>Radical Landscapes: Reinventing Outdoor Space</u>, author. London and New
        York: Thames and Hudson (2001 hardcover edition); London and
        New York: Thames and Hudson, Frankfort: DVA, Madrid: Blume
        (2003 foreign language hardcover and paperback editions).
1999 <u>Dan Kiley: America's Master Landscape Architect</u>, co-author and editor.
        Boston: Bulfinch/Little, Brown; London: Thames and Hudson.
Publications - edited books
2007 <u>Source Books in Landscape Architecture 4: ILARIS -- The Puget Sound Plan</u>,
        series editor. New York: Princeton Architectural Press.
2006 <u>Source Books in Landscape Architecture 3: Nasher Sculpture Center Garden</u>,
        series editor. New York: Princeton Architectural Press.
2005 <u>Source Books in Landscape Architecture 2: Three Urban Projects</u>, series editor.
        New York: Princeton Architectural Press (second edition, 2006).
2005 <u>Source Books in Landscape Architecture 1: Allegheny Riverfront Park</u>,
series editor. New York: Princeton Architectural Press.

Mardges Bacon

Courses Taught

ARCH 2330 Nineteenth Century Architecture and Urbanism

ARCH 2330Honors Nineteenth Century Architecture and Urbanism

ARCH 2340 Twentieth Century Architecture and Urbanism

ARCH 2340Honors Twentieth Century Architecture and Urbanism

Educational Credentials:

B.A., University of Delaware, 1966

M.A., University of Michigan, 1968

Ph.D., Brown University, 1978

Teaching Experience:

Assistant Professor of Fine Arts and American Studies, Trinity College, 1978-1984; Associate Professor of Fine Arts and American Studies, Trinity College, 1985-1988; Professor of Art and Architecture, Northeastern University, 1988-2002; Matthews Distinguished University Professor and Professor of Art and Architecture, Northeastern University, 2002-present

Selected Publications and Recent Research:

Ernest Flagg: Beaux-Arts Architect and Urban Reformer (Architectural History Foundation and MIT Press, 1986), *Le Corbusier in America: Travels in the Land of the Timid* (MIT Press, 2001), Editor and author of critical introduction, *"Symbolic Essence" and Other Writings on Modern Architecture and American Culture by William H. Jordy* (Yale University Press, 2005)

Professional Memberships:

Society of Architectural Historians

DoCoMoMo

Vernacular Architecture Forum

Sam Choi
Assistant Academic Specialist
151 Ryder Hall
School of Architecture
Northeastern University
857-756-3504
sa.choi@neu.edu

Courses Taught:
(2 Academic Years Prior to Visit)
ARCH 2130 – Studio 1: Site, Type and Composition
ARCH 2140 – Studio 2: Pattern, Urban Design and the City
ARCH 3420 – 1960's Urbanism Studio
ARCH 3450 – Modeling and Design Communication
ARCH 5110 – Housing and Aggregation

Educational Credentials:
B.A. (Economics and History), University of California, Los Angeles 1993
M.Arch, Harvard University, Graduate School of Design 1998

Teaching Experience:
Adjunct Faculty, Roger Williams University, SAAHP 2005 – 2009
Adjunct Faculty, Northeastern University 2006 – 2009
Assistant Academic Specialist, Northeastern University 2009 – present

Professional Experience:
Designer, Warner and Cunningham, Brookline, MA 1998
Project Architect & Designer, Leers Weinzapfel Associates, Boston 1999 – 2002
Designer, Schwartz / Silver Architects, Boston 2004
Designer, Kyu Sung Woo Architects, Cambridge 2005 – 2006
Independent projects, Sam Choi Design, Cambridge 2003 – 2009
Project Architect, Michael Price Architect, Belmont, MA 2011 – present

Licenses / Registration:
None
Selected Publications and Recent Research:
None
Professional Memberships:
None

Name: Elizabeth C. Cromley

Courses taught: ARCU1310-1320, World Architecture 1 and 2; ARCU 3350, American Houses and Housing

Educational Credentials: Art History degrees: BA, University of Pennsylvania, 1963; MA, Institute of Fine Arts, NYU, 1966; PhD, CUNY Graduate School, 1982

Teaching Experience:

City College of New York, 1972-80, Instructor;

SUNY-Buffalo, 1980-86, Assistant Prof.; 1986-1993, Assoc. Prof; 1993-1996 Professor;

Northeastern University, Professor and Chair, 1996-2001; Professor, 2001-11.

Selected Publications and Recent Research:

"Frank Lloyd Wright in the Kitchen," *Buildings & Landscapes* (University of Minnesota Press) forthcoming Feb. 2012

The Food Axis: Cooking, Eating, and the Architecture of American Houses, University of Virginia Press , Dec. 2010

Invitation to Vernacular Architecture, co-authored with Thomas Carter, Univ. of Tennessee Press, 2005.

Alone Together: a History of New York's Early Apartment Houses, Cornell University Press,

      1990, Paperback edition, 1999.

Professional Memberships: Vernacular Architecture Forum and VAF-New England (President)

Patrick Haughey, Ph.D.

Lecturer, Northeastern University

Courses Taught (Northeastern, 2008-Present)

ARCH 1310 World Architecture 1, ARCH 1320 World Architecture 2, ARCH 2350 American Architecture

Educational Credentials

Ph.D., History and Theory of Architecture, M.I.T., 2009

M. Architecture, University of Washington, 2001

B.S., Landscape Architecture, U.C. Davis, 1997

Teaching Experience

Lecturer, Northeastern University, 2008-Present; Visiting Assistant Professor, W.I.T., 2010; Adjunct Professor, W.I.T., 2008-2009, 2010-Present; Adjunct Professor, Brandeis University, 2008; Adjunct Professor, Univ. Conn., 2007.

Professional Experience

N/A

Licenses/Registrations

N/A

Selected Publications and Recent Research

"Debtors and Dreamers: The Rise and Fall of the Homeowner Citizen," (Submitted to SAH, 2011).

"Alexander Hamilton's Classroom: The Museum of American Finance and the Education of a Market Citizen," *Journal of Curatorial Studies* (September 2011).

Review: The Richard Nixon Presidential Library and Birthplace. *The Public Historian* (November 2010).

"The Archive on the Hill: The Presidential Library and the Architecture of American History" (Dissertation, M.I.T., 2009).

"Nixon's Third Term: History, the Post-Presidency, and the Presidential Library After Watergate" (Paper presented at Oxford University, 2009).

Professional Memberships

Society of Architectural Historians, New England Society of Architectural Historians, College Art Association, American Historical Association, American Studies Association, American Political Science Association, U.S. Green Building Council: Massachusetts Chapter

Name:

Roy Kozlovsky

Courses taught:

ARCH 1310 World Architecture I, ARCH 1320 World Architecture II, ARCH 6330 Issues in Contemporary architecture.

Educational Credentials:

B. Arch, Bezalel Academy, 1994

M.E.D.. Yale University, 2001

Ph.D., Princeton University, 2008

Teaching Experience:

Adjunct Professor, The New School 2006-2007. Adjunct Professor, Pratt Institute 2007-2008. Assistant Professor, Northeastern University 2008-present

Professional Experience:

Architect, Plesner & Wajman 1994-7, Job architect, Gottesman 1997-8, Curatorial Assistant, Tel Aviv Museum 1998-9

Licenses/Registration:

Israel

Selected Publications and Recent Research:

The Architectures of Childhood (Ashgate, forthcoming). "The Architecture of Educare" (*History of Education Journal* 2010). "Urban Play: Intimate Space and Postwar Subjectivity" (*The Intimate Metropolis,* Rutledge 2008). "Adventure Playgrounds and Postwar Reconstruction." (*Designing Modern Childhoods,* Rutgers UP 2008). "Temporal States of Architecture" (*Modernism and the Middle East,* Washington UP: 2008).

Professional Memberships:

Association of American Museums

AMANDA REESER LAWRENCE

Courses Taught
ArcG 350, Graduate Topics in Architecture: James Stirling: A Close Reading;
Arc 1320 World Arch II
ArcG 691 Thesis 1
Arc 530 Architecture Seminar

Education Credentials
B.A., *Summa Cum Laude,* Princeton University, 1993
MArch, Columbia University, 1998
Ph.D., Harvard University, Graduate School of Design**,** 2007

Teaching Experience
Design Instructor, UC Berkeley, 2001; Lecturer, MIT, Fall 2007; Lecturer, Northeastern University, 2008; Assistant Professor of Architecture, Northeastern University,
2008-present

Professional Experience
Project Architect, Smith-Miller + Hawkinson, New York, 1998-2000; Project Architect, 2001, Weiss Manfredi Architects, New York, 2001

Licenses/Registration
NCARB certification, Licensed Architect State of Massachusetts, 2004 to present

Selected Publications and Research
Praxis: A Journal of Writing + Building, Co-founder and co-editor, 1999-present
"Remaining Modern: The Architecture of James Stirling," *CambridgeTalks: Emerging*
                Perspectives, Symposium, Harvard University, May 2008
"Anxiety and Influence: Analyzing Precedent in Stirling's Early Work" Symposium:
                James Stirling, Architect and Teacher, Yale University, May 2009.
"Revisioning History: Modern Strategies in Stirling's Early Work," in *OASE 79*, (Fall 2009)

Review of Aron Vinegar, *I Am a Monument: On Learning from Las Vegas* and *ReLearning from Las Vegas* (MIT Press, 2008)
                in *Journal of the Society of Architectural Historians*, June 2010
"Complexity and Customization - the Porter House Condominium: Sharples Holden Pasquarelli (SHoP)," in Rob Corser, ed.,
Digital Fabrication Reader (Princeton Architectural Press, 2010)

"Praxis," in *20/20: Editorial Takes on Architectural Discourse*, ed. By Kirk Wooler, (AA Publications, November 2010)

Review of "Notes from the Archive: James Frazer Stirling, Architect and Teacher," Yale Center
                for British Art, in *Journal of the Society of Architectural Historians* (June 2011)
"The Return of the Dead: Stirling's Self-Revision at Roma Interrotta," LOG 22 (June 2011)
James Stirling: Revisionary Modernist (Yale University Press, 2012)

Professional Memberships

New England Chapter, Society of Architectural Historians, Second Vice President, (2008-present)
Boston Society of Architects, Board Member, 2009-present

Tim Love, Associate Professor

Courses Taught
Northeastern University Department of Architecture
Graduate Research Studio, 2007-08
Graduate Degree Project Studio, 2009-present
Urban Housing Studio, 2005-present
Third-year Seminar (ARC 330) 2003–present

Educational credentials
Harvard University Graduate School of Design, Cambridge, MA, 1986-1989
MArch Advanced Standing, Master in Architecture (professional degree)
University of Virginia School of Architecture, Charlottesville, VA, 1980-1984
Bachelor of Science in Architecture
Vicenza Architecture Program, Vicenza, Italy, 1983

Teaching Experiencee
Northeastern University Department of Architecture, 2002-present
Associate Professor with Tenure
Visiting Associate Professor, Yale University School of Architecture
Harvard University Graduate School of Design, 1997-2002, Lecturer (multi-year appointment)
Rhode Island School of Design, Fall semester 1992, Visiting Professor

Professional Experience
Utile, Inc., Boston, MA, 2002-present, Founding principal, Urban Design and Master Planning

Machado & Silvetti Associates, Inc., Boston, MA, 1994-2002, Vice President, Project Director

Haines Lundberg Waehler (HLW), New York, NY, 1992-1994, Senior Staff Specialist in Design

Perkins and Will, New York, NY, 1990-1992, Senior Designer

Skidmore, Owings, and Merrill, NY and Washington, DC, 1984-1986, 1989-1990, Senior Designer

Professional Licenses and Accreditation
Architecture license in New York (since 1996), Massachusetts (since 1997), and Virginia
(since 2000)
LEED Accredited Professional (since 2004)

Professional Memberships
Boston Society of Architects, Commissioner of Urban Design on the Board of Directors, 2009-present
Member, American Institute of Architects, 1997-present
Member, *Urban Land Institute*, 2007-present
Member, *Congress for New Urbanism*, 2007-present

Selected Publications and recent research
Juried articles
"Modeling the Pro-Forma: Integrating Financial Analysis with Site-Responsive Urban Design",
Corporations and Cities: Envisioning Corporate Real Estate in the Urban Future, a three-day
colloquium at Flagley in Brussels, May 2008 (organized by the
Delft University of Technology, Delft, and the Berlage Institute, Rotterdam. The paper was
written with assistance from Ryan Sullivan, Utile, Inc.

_____

Lucy M. Maulsby

Courses Taught:

ARC U111 World Arch I -- ARCH 2340, Twentieth Century Architecture and Urbanism -- ARCH 6340, The City in Modern Italy -- ARCH 2330, Nineteenth Century Architecture and Urbanism -- ARCH 1320 World Arch II -- ARCH 4992, Directed Study

Educational Credentials:

B.A., Smith College, 1995.

M.Phil., Cambridge University, 1997.

Ph.D., Columbia University, 2007.

Teaching Experience:

Instructor Columbia University, Fall 2000, Spring, Summer 2001; Instructor, University of Massachusetts, Spring 2003, Instructor, Northeastern University, Spring 2003, Summer 2005, Spring 2006, 07; Assistant Professor, School of Architecture, Northeastern University, Fall 2007-Present

Professional Experience:
NA

Licenses/Registration:

NA

Selected Publications and Recent Research:

"The Piazza degli Affari and the Contingent Nature of Urbanism in Fascist Milan," *Urban History*, final draft accepted for publication February 22, 2010, publication date May 2011.
"*Case del Fascio* and Italian Modernism," Franklin Research Grant, $6,000 awarded for research and travel in Italy, Spring 2011.

"Fascism Architecture and the Claiming of Modern Milan," book project in process.

Professional Memberships:

College Art Association, Society of Architectural Historians, New England Chapter of the Society of Architectural Historians, DOCOMOMO-US, European Architectural History Network.

Kiel Moe
Assistant Professor, Design and Building Technologies

Courses Taught:
Environmental Systems (ARCH 5210)
Integrated Building Systems (ARCH 5220)
Comprehensive Design Studio (ARCH 5120)
Site, Type, and Composition (ARCH 2130)
Urban Institutions (ARCH 2140)

Educational credentials:
2003 M.DesS
Harvard University Graduate School of Design
Advanced Studies Program: Design and the Environment
2002 M.Arch
University of Virginia School of Architecture and Landscape Architecture
2001 B.Arch
University of Cincinnati School of Architecture and Interior Design

Teaching Experience:
2006-present Assistant Professor of Design and Building Technologies
Northeastern University School of Architecture
2009 Visiting Critic
Berlage Institute, Rotterdam (Co-taught Master's Class studio with Lars Lerup, Fall 2009)
2005-2006 Assistant Professor of Design and Building Technologies
Syracuse University School of Architecture &
Syracuse University Center for Excellence in Energy and Environmental Systems
2004-2005 Visiting Assistant Professor
University of Illinois, Chicago School of Architecture
2004 Herbert Greenwald Visiting Critic
University of Illinois, Chicago School of Architecture

Selected Publications and Recent Research:
Books
Kiel Moe. *Solidarity: Lower-Technology, Higher-Performance Architecture.* (manuscript complete summer 2011)
Kiel Moe and Ryan Smith. *Building Systems: Technology, Design, & Society.* (under contract with Routledge, 2011.)
Kiel Moe. *Thermally Active Surfaces in Architecture.* New York: Princeton Architectural Press, 2010
Kiel Moe. *Integrated Design in Contemporary Architecture.* New York: Princeton Architectural Press, 2008
Contributions in Peer Reviewed Books
Kiel Moe, "Matter is but Captured Energy." *Matter: Material Processes in Architectural Production.* Ed. Gail Borden andMichael Meredith. London: Routledge Press, 2011. (in press)
Kiel Moe, "Plastic Rheologies: From the Molecular to the Territorial." *Architecture and Plastic.* Ed. Billie Faircloth. New York: Princeton Architectural Press, 2011. (in press)
Kiel Moe, "Technique is the Architecture of Sustainability." *New Directions in Sustainable Design.* Ed. Adrian Parr and Michael Zaretsky. London: Routledge Press, 2010.

Honors and Awards:
2010 Rome Prize
ACSA Awards in Design, Teaching, and Research

Name: Erkin Ozay

Courses taught: ARCH 2130 Studio 1: Site, Type, Composition
ARCH 2230 Structures 1: Statics
ARCH 2140 Studio 2: Pattern and Urban Design
ARCH 2240 Structures 2: Tectonics

Educational credentials: B. Arch, Middle East Technical University, Ankara, Turkey, 1998
M. Arch, Harvard University, Cambridge, MA, 2001

Teaching experience: Adjunct professor, Boston Architectural College Spring 2000
Adjunct professor, Northeastern University, Fall 2009
Full time professor, Northeastern University, Fall 2010-Spring 2011

Professional experience: Architect, Teget Architects, Istanbul, Turkey, 1998-1999
Project architect, Hashim Sarkis Architects, Cambridge, MA, 2001
Project architect, F. Douglas Adams and Assoc., Waltham, MA, 2001-2004
Architectural Assistant, Foster and Partners, London, UK, 2004-2005
Project manager, Associate, Peter Rose and Partners, Cambridge MA, 2005-2009
Principal, ETALstudio, Lincoln, MA, 2009-2011

Licenses/registration: Turkey, Massachusetts, Rhode Island

Memberships: AIA, Boston Society of architects, Chamber of Architects, Turkey

Siobhan Rockcastle
2011-12 Northeastern University Teaching Fellow

Courses Taught:
ARCH 5210, Environmental Systems,
ARCH 2140 Urban Institutions Studio
Advanced Graduate Seminar in Day-lighting

Educational Credentials:
B.Arch, Cornell University, 2008
SMArchS, MIT, 2011

Teaching Experience:
Teaching Assistant (MArch Core Design Studio), MIT, 2011
Teaching Associate (Full Time) (First Year Undergraduate Design Studios 1 & 2),
Cornell, 2008-2009
Teaching Assistant (Summer Program: Intro to Architecture), Cornell, 2008

Selected Publications
Re:New Town: Sustainable Urban Housing and Community 2050 (Cambridge: SA+P
Press, 2010), (Rutledge, 2011 - Forthcoming)
Daylight Variability and Contrast-Driven Architectural Effect (Forthcoming)

Recent Installations and Research:
Cloud Canopy Installation, Sunlight Delivery Luminaire in Collaboration with 3M and
KVA, 2011
Solar-Powered Soft Rockers, KVA and MIT, 2011
Sustainable Housing Prototypes for Tama Japan, MIT and Sekisui House, 2009-2010
Light Canopy, Cornell Solar Decathlon House, Team Leader, 2007

Awards: SMArchS Thesis Prize, for 'Daylight Variability and Contrast-Driven
Architectural Effect,' MIT, 2011
Alpha Rho Chi Bronze Medal, Cornell, 2008

Ivan Rupnik, Assistant Professor

Courses Taught:
Fundamentals of Representation
Fundamentals of Design
Architecture Seminar
Graduate Research Studio
Graduate Design Studio

Educational credentials:
B.Arch., Louisiana State University, 2000
March II with Distinction, Harvard University, 2003
MAUP, Harvard University, 2010
Doctoral Candidate, Harvard University

Teaching Experience:
Design Critic, Harvard University, 2009
Principal Coordinator, Architecture, Career Discovery, Harvard University, 2005-07
Visiting Critic, Syracuse University, 2005
Assistant Professor, Syracuse University, 2004-05
Visiting Professor, Universidad de San Francisco de Quito, 2002

Professional Experience:
Urban Designer, HBZ Square, Zagreb, Croatia, current
Urban Design Consultant, University of Zagreb, 2008-present
Designer, Forms Architects, Riga, 2006-07?
Designer, njiric+ architects, 2003-04
Intern Architect, Polshek Partnership, 2000-01
Intern, njiric+njiric Arhitekti, 1999
Intern, Polshek Partnership, 1998-99
Intern, David Baird Architect, 1997-98

Selected Publications and Recent Research:
In progress:
Baku: Oil City (with Eve Blau and Sasa Randic) – currently underway
Doctoral Research – Architectural Design and Industrialized Building – currently underway
El Croquis: Bevk Perovic Architects – Fall 2011

Completed (selected):
"Building Systems/Building Territory: The Role of the Architect in Industrialized Building" in *Building Systems* (Rutledge 2012)
University of Zagreb Campus Design Guidelines (with Bojan Baletic and Mladen Josic) - 2010
Peripheral Moment: Experiments in Architectural Agency, (Actar, 2010)
Project Zagreb: Transition as Condition, Strategy, Practice, in collabroartion with Eve Blau (Actar, 2007)

Professional Memberships:
Editorial board, Quaderns Magazine

Name:
George Thrush, FAIA

Courses taught:
ARCH 1000, Architecture Introduction

Educational Credentials:
B. Arch, University of Tennessee, 1984
M. Arch, Harvard University, 1988

Teaching Experience:
Assistant Professor, Northeastern University 1990-1996
Associate Professor, Northeastern University, 1997- 2006
Professor, Northeastern University, 2007- Present

Professional Experience:
Architect, Skidmore, Owings, and Merrill, Washington, DC, 1984-85,
Architect, Ayers, Saint, Gross, Baltimore, MD, 1985-86
Architect, George Thrush, Architect, Cambridge, MA, 1988-96
Architect, Smart Architecture, Cambridge, MA, 1996-2001

Licenses/Registration:
Massachusetts #7993

Selected Publications and Recent Research:
The Process: Public Participation and Design in Contested Cities Since the 1960s (Hosted Conference, April 2011)
After Life, Architecture Boston (Spring 2010)
Its Own Thing: China's Struggle With Modernism, Architecture Boston (Winter 2010)
The Next Layer: Boston in the Age of the New Towers, Architecture Boston (Spring 2007)
Clean Slate ,The Boston Globe (5/13/07)
In Defense of One Western Avenue, Architecture Boston (Spring 2006)
Boston's New Urban Ring: An Antidote to Fragmentation (ACSA Proceedings, 1996)
Ring City: Civic Liberalism and Urban Design (AppendX, 1996)

Professional Memberships:
Fellow, American Institute of Architects (2005)
Boston Society of Architects

Curriculum Vitae
Peter H. Wiederspahn
Associate Professor, Northeastern University School of Architecture
Architecture Courses Taught:
Berlin Design Studio; Comprehensive Design Studio; 1960s Urbanism Design Studio; Urban Housing and Aggregation Design Studio; Tectonics, The Art of Building; Integrated Building Systems; Berlin Seminar on Contemporary and Sustainable Architecture; Directed Study Advisor, 2010 (7 Students); 2009 (2 students)

Cross-Disciplinary Courses Taught:
College of Business School of Technological Entrepreneurship, I-Cubator Business Development; College of Engineering, Department of Mechanical and Industrial Engineering, Capstone Project

Educational Credentials:
M.Arch, Harvard University, Graduate School of Design, Cambridge, MA: 1987-1989
B.Arch, Syracuse University, School of Architecture, Syracuse, NY: 1978-1983

Teaching Experience:
Assistant Professor, The Pennsylvania State University, Department of Architecture, University Park, PA: 1990-1995
Visiting Design Critic, Harvard University, Graduate School of Design, Cambridge, MA: 1996
Visiting Professor, Dartmouth College, Studio Arts Department, Hanover, NH: 1997
Assistant Professor, Northeastern University, School of Architecture, Boston, MA: 1997-2003
Associate Professor, Northeastern University, School of Architecture, Boston, MA: 2003-present

Professional Experience:
Project Manager, Hobart Betts Associates, Architects, New York, NY: 1983-1985
Architect, Gwathmey Siegel Associates, Architects, New York, NY: 1985-1987
Architect, Richard Meier and Partners, Architects, New York, NY: 1988
Principal, Wiederspahn Krug Architects, State College, PA: 1990-1995
Principal, Wiederspahn Architecture, Somerville, MA: 1995-present

Licenses/Registration:
Massachusetts, New York, Illinois

Selected Publications and Recent Research:
Article: "e3co Systems: A Search for a Twenty First Century Construction Type," in *Without a Hitch: Proceedings of ACSA Conf.*, Fall 2008
Grant: Enhance Grant, Northeastern University, for "e3co System: Ecological Component Construction System." April 2008
Book Review: "Public Works: Unsolicited Small Projects for the Big Dig," by Meejin Yoon, *Architecture Boston, Winter 2009*
Design Award: Small Firms/Small Projects Award from the *BSA/AIA* with Julian Bonder: March 2010
Design Award: Housing Design Award from BSA/AIA, with Julian Bonder: March 2010
Poster Award: ACSA Annual Meeting Poster Award, New Orleans, LA, for "e3co Systems," March 2010
Article: "Structure and Ambiguity," in *ReBuilding: Proceedings of ACSA Annual Conference*, Spring 2010
Poster Award: ACSA Annual Meeting, Montreal, Quebec, for "Future-Use Architecture: designing Adaptability," March 2011

Professional Memberships
Member, American Institute of Architects
Member, Boston Society of Architects
Secretary of the Board of Trustees, Rotch Travelling Scholarship, Boston, MA
Chair, Design Review Committee, City of Somerville, MA

Part-Time Faculty Resumés

Name:
Dan Adams

Courses taught:
ARCH1110: Fundamental Representation
ARCH1120: Fundamental Design

Educational Credentials:
BS. Arch., University of Michigan, 2002
M.Arch, Harvard University, 2005

Teaching Experience:
Assistant Professor, Northeastern University Beginning Fall 2011
Adjunct Professor, Northeastern University 2010-2011
Practice Advisor, Boston Architectural College 2010-2011
Visiting Design Critic. Harvard University, 2007-2008

Professional Experience:
Founder/Principal, Landing Studio, 2005 - present

Licenses/Registration:

Selected Publications and Recent Research:
Industrial Landscape Development & Industrial Ecology Research, 2005 - present

Professional Memberships:

Marie Law Adams, AIA, LEED AP,
Adjunct Lecturer

Courses Taught:
Fundamentals of Representation
Fundamentals of Design

Educational credentials:
B.Science, University of Michigan, 2002
MArch, Massachusetts Institute of Technology, 2006

Teaching Experience:
Northeastern University, 2011
Boston Architectural College, Practice Special Projects, 2010-2011

Professional Experience:
Partner, Landing Studio, 2011-present
Architect, Maryann Thompson Architects, 2006-2011
Designer, Ann Pendleton Jullian Architects, 2006
Designer, Ann Pendleton Jullian Architects, 2004
Designer, Kennedy & Violich Architecture, 2002-03
Intern, David Osler Architects, 2001

Professional Memberships:
AIA, NCARB

_____

Mette Aamodt AIA, Lecturer

Courses Taught:
Fundamentals of Representation

Educational Credentials:
BA in Urban Affairs/Planning, Barnard College, 1996
Monbusho Research Fellowship in Urban Design, Kyushu University Japan, 1996-1997
MArch I, Harvard University Graduate School of Design, 2002

Teaching Experience:
Lecturer, Northeastern University, current

Professional Experience:
Partner, Aamodt Plumb Architects, Cambridge MA, 2007-present
Associate, Sasaki Associates, Watertown MA, 2005-2009
Project Manager, Office of Peter Rose, Cambridge MA, 2004-2005
Project Manager, Ellen Honigstock Architect PC, New York NY, 2002-2004
Urban Planner, Conservation Department, City of Oslo Norway, 1998
Urban Planner, Planning Department, City of Oslo, Norway, 1997

Selected Publications:
"Architecture Smells," *Immaterial/Ultramaterial*, ed. Toshiko Mori, Harvard Graduate School of Design, 2002

Professional Memberships:
American Institute of Architects
Boston Society of Architects
National Association of Norwegian Architects

Yanel de Angel Salas
Part-time Lecturer

Courses Taught:
Fundamental Representation ARCH 1110
ARCH 1120

Educational credentials:
Harvard University Graduate School of Design Master in Design Studies (2006)
Cambridge, Massachusetts
Syracuse University School of Architecture M.Arch I (1999)
Syracuse University School of Architecture International Study, Florence, Italy (1997-1998)
University of Puerto Rico School of Architecture BS Environmental Design (1992-1996)

Teaching Experience:
Harvard University Graduate School of Design
Career Discovery Program in Architecture June 2006-July 2006
Maryland College of Art
Environmental Design Instructor Thesis Studio and Pre-College Summer Program 2004-2005
Syracuse University School of Architecture Florence Program
Instructor Pre-Architecture program, Design Theory and Drawing courses 2000-2001
Syracuse University School of Architecture
Teaching Assistant First Year Studio, Introduction to Architecture, Renaissance Architecture,

Professional Experience:
Sasaki Associates
Projects include buildings for higher educational institutions and master plans. 2006-2007

Castro Arts
Projects include designing and managing high-end residence renovation, preliminary designs for housing developments. 2003-2005

Ayers/ Saint / Gross, Architects & Planners
Projects include academic building and students center, chiller plant. 2001-2003

Beatriz del Cueto, FAIA, Historic Preservation Architect
Projects included historical research, condition surveys and analysis for rehabilitation and restoration of early 19th century Spanish Colonial building

Selected Publications and Recent Research:
(Dis)-courses: *Tschumi's Fireworks Design for the Inauguration of Parc de La Villette: Pyrotechnic Architecture Translated.* Harvard University Graduate School of Design 2007

Foglio #5 School of Architecture Newsletter: *Student Projects,* Florence, Italy

Syracuse University Architecture Magazine: *Sacred and Profane: Public Spaces, the Palio Ritual and Market of Siena, Italy.* August 2000

Ian Baldwin
Part-time Lecturer

Courses Taught:
ARCH 3165 (now ARCH 3170)
Housing and Aggregation ARCH 5110

Educational credentials:
University of Pennsylvania School of Design M.Arch
New York University College of Arts and Sciences BA Journalism

Teaching Experience:
Wentworth Institute of Technology
Adjunct Faculty Fall 2010

Roger Williams University
Studio Instructor Spring 2010

Boston Architectural College
Studio Instructor Spring 2010

Professional Experience:
Pratt Institute Office of Facilities, Planning+ Design
Project architect responsible for supervising contractors, construction sets, code research for on-campus renovation projects

Perkins Eastman Architects
Projects include acting as central member of five-person team designing 9000,000 square foot international school complex in Middle East including building physical and SketchUp models, researching aesthetic and spatial precedents in response to local conventions and client preferences.

Downtown Design Partnership and STV, Inc.
Projects include PATH World Trade Center transportation hub, joint venture with Santiago Calatrava, LLC.

Ballinger
Intern responsible for drawing floor plans, rendering elevations and building models for medicine and science buildings at higher educational institutions

Selected Publications and Recent Research:
Metropolis Online: Review of *The Grid Book by Hannah Higgins* April 2010
The Architectural Review UK: *Critical essay considering response of architects and designers to the Haitian earthquake* March 2010
Places: Design Observer: *Reading Rudolph: Essay on Brutalism and review of Writings on Architecture by Paul Rudolph* March 2010
Places: Design Observer: *Architect, Park Thyself: review of National Building Museum Exhibit and new book by Simon Henley on the architecture of the parking garage* February 2010
Architecture Boston: *Points of View: Analysis of representational models use to treat infrastructural themes from the 18th century to the present*

Cathy Braasch AIA NCARB LEED AP, Part-time Lecturer

Courses Taught:
Fundamentals of Representation

Educational credentials:
M. Arch., Harvard University, 2006
B.A. in art, Cum Laude, Yale University, 1999

Teaching Experience:
Adjunct Faculty, Wentworth Institute of Technology, 2011
Studio Instructor, Career Discover, Harvard University, 2005
Teaching Assistant, Harvard University, 2005

Professional Experience:
Principal, Braasch Architecture, 2006-present
Designer & Project Manager, Stoss Landscape Urbanism, 2010-present
Project Architect, Stephen Yablon Architect, 2009-10
Project Architect, Della Valle Bernheimer, 2006-2009
Intern, Koetter Kim & Associates, 2004
Intern, Fox & Fowle, 2004
Intern, Gerner Kronick Valcarcel, 2003
Freelance Theatrical Design, 1999-2002

Selected Publications and Exhibitions:

The Project Space at WUHo, "13.3% is an exasperated reply ...", 2010.
Think / Make, Princeton Architectural Press, 2009.
Architectural League of New York, "New New York," 2007.
Studioworks, "Dimensional Montage: Found Space & Theater Design," 2006.
Pergamon Museum, "Museum Insel Expansion Exhibition," Berlin, 2005.
Studioworks Nomination, "Croatian Courtyard Villas and Urban Street," 2005.

Professional Memberships:
AIA, NCARB, LEED

Jana Cephas, Part-time Lecturer

Courses Taught:
History of American Architecture
History of American Housing

Education:
Ph.D., Harvard University, 2012
M.A., Harvard University, 2009
M.Arch., University of Detroit Mercy, 2005

Teaching Experience:
Critical Studies Scholar-in-Residence, Cranbrook Academy of Art, 2011
Lecturer in Architecture, Harvard University Graduate School of Design, 2008-present
Graduate Teaching Fellow, Harvard University Graduate School of Design, 2008-2011
Visiting Assistant Professor, University of Detroit Mercy School of Architecture, 2006-2007
Teaching Assistant, University of Detroit Mercy School of Architecture, 2005-2006

Professional Experience:
Independent Consultant, 2004-present
Editorial Director, *Positions: On Modern Architecture and Urbanism,* 2008-2010
Project Manager and Architectural Designer, Detroit Collaborative Design Center, 2005-2007
Editor-in-Chief, *Crit,* 2005-2007
Co-editor, *Dichotomy,* 2004-2005
Project Manager, Transportation Riders United, 2004
Intern Architect, Prud'homme Architects, 2004
Intern Architect, Serra & Associates, 2003
Building Manager, Walk & Squawk Performance Project, 2002-2003
Project Manager, Detroit Summer, 2001-2002
Assistant to the Curator, Labadie Collection, 2001

Selected Publications and Exhibitions
Society of Architectural Historians, "The Aesthetics of Fordism in Detroit's 'New Center'," 2012.
Cranbrook Art Museum, "Site," 2011.
Harvard Design School, "Agricultural Urbanism in Detroit," 2011.
Activist Architecture, "Community Design Centers and Society," Princeton Architectural Press, 2011.
Organization of American Historians, "'From Immigrant Ship to Citizenship' in Boston's North End," 2010.
Labor & Working Class History Association, "Producing the Ideal Worker: Technologies of the Body in a Detroit Factory," 2009.
Massachusetts Institute of Technology, "Body Politics: Public Space and the Political Fast," 2009.
Technology and Culture, "Untitled Review," 2008.
University of Cambridge, "Living off the Land: Waste at Work in Edge Economies," 2008.
University of Virginia, "Visions and Visionaries: Designing Detroit's Belle Isle," 2008.
Talking Cities: The Micropolitics of Urban Space, "Derelict," Birkhäuser Basel Verlag, 2006.
University of Detroit Mercy, "Community Building by Design: Housing and Social Support Networks," 2006.
Urban Alchemy, "Living Ecologies Living Communities," 2006.
North American Students of Cooperation, "Sustaining Communities: Design and Social Justice," 2005.
Crit, "Community Design and Social Equity," 2004.

Professional Memberships:

SAH, NOMA

Carla Ceruzzi AIA, LEED AP
Part-time Lecturer

Courses Taught:
Fundamental Representation

Educational credentials:
M. Arch., Harvard University, 2007
A.B., Applied Math, Harvard University, 2002

Teaching Experience:
 Adjunct Faculty, Northeastern, 2009-2010
Studio Instructor, Boston Architectural College, 2007-2008

Professional Experience:
 Architect, William Rawn Associates, 2007-present
founder, Ceruzzi & Murphy Projects, 2009 - present intern, Maryann Thompson
Architects, 2006 intern, Riken Yamamoto, 2005

Publications and Exhibitions:
Design Biennial Boston, Pink Comma Gallery, 2010.
Studioworks, "Tides," 2006.
Studioworks Nomination, "Docklands" 2006.

Professional Memberships:
AIA, BSA, LEED

───────────────────────

Elizabeth Bowie Christoforetti
Courses Taught:
Housing and Aggregation

Educational credentials:
M. Arch. with distinction, Harvard University, 2009. *American Institute of Architects Henry Adams Medal*.
A.B. in Religion, Bowdoin College, 2000. *Phi Beta Kappa, Summa Cum Laude, James and Sarah Bowdoin Scholar, Acorn Award for academic writing on Religion.*

Teaching Experience:
Digital Media Instructor, Digital Skills Summer Curriculum, Harvard University, 2009.

Studio Instructor, Career Discover, Harvard University, 2008.
Teaching Assistant, Harvard University, Fall 2007, Spring 2008, Fall 2008, Spring 2009.

Design Instructor, Citizens School, 2007.

Professional Experience:
Senior Designer, Utile, Inc., 2010-present

Exhibition Designer, Harvard University, 2009

Intern, Office dA, 2008

Research Assistant, Harvard University, 2007

Intern, Howeler + Yoon, 2006

Designer, Epstein, 2005
Intern, DEGW London, 2004

Selected Publications and Exhibitions:
Infrastructure and the Future, "Growing Middle Space," NEU Department of Architecture Publication, 2010.
Contributing Editor.

Harvard University, "Ecological Urbanism", 2009. Co-curator.

Studioworks (online), "Opportunistic Specificity: Retrofitting Pittsburgh," 2009.

Platform, "Urban Sports Culture: A New Football Stadium for Boca Juniors in Buenos Aires," 2008.

Ceraspana/19, "El Rejoneo Bull Fighting on Horseback," 2008.

Studioworks (online), "El Rejoneo Bull Fighting on Horseback," 2007.

Harvard University, "Ambient/Task Wall," 2007.

Studioworks, "Second Semester Core," 20006.

_____

Tom S Chung, AIA NCARB LEED AP
Part-time Lecturer

Courses Taught:
Arch U410, 1960's Urbanism Studio, Instructor
Arch 3165, Suburban Types Studio, Instructor and Coordinator

Educational credentials:
M. Arch., Harvard University, 1999
B.S. in Architecture, University of Virginia, 1994

Teaching Experience:
Adjunct Faculty, Northeastern University School of Architecture, 2008-2009
Guest Studio Critic, Harvard University, 2010
Guest Studio Critic, Wentworth Institute of Technology, 2008
Teaching Assistant, Harvard University, 1998
Teaching Assistant, University of Virginia, 1994
Instructor, Myosim Karate, University of Virginia, 1994

Professional Experience:
Senior Associate, Leers Weinzapfel Associates, Architects, 2008-present
Associate, Leers Weinzapfel Associates, Architects, 2004-2008
Senior Architect, Leers Weinzapfel Associates, Architects, 2003-2004
Architect, Leers Weinzapfel Associates, Architects, 2002-2003
Designer, Leers Weinzapfel Associates, Architects, 1999-2002
Intern, Leers Weinzapfel Associates, Architects, 1994-1996
Intern, Arakawa & Gins, 1991-1993

Selected Exhibitions and Competitions:
Exhibition and Citation, BSA Unbuilt Architecture Award, 2000
Finalist, International Competition for Jubilee Church, Milford, IN 2000
Finalist, Annenberg Center at University of Pennsylvania, 2005 (LWA design team)
Finalist, University of New Mexico School of Architecture, 2000 (LWA design team)

Professional Memberships:

AIA, NCARB, LEED,

CHRISTINA CRAWFORD, AIA, NCARB, LEED AP,
Part-Time Lecturer

Courses Taught:
Architectural Theory
Architecture Seminar
20th century Architecture and Urbanism
Housing Design Studio

Educational Credentials:
PhD Student, Architectural History and Theory, Harvard University, expected 2015
M. Arch., with distinction, Harvard University, 2003
Fulbright Fellow, U.S. Department of State and Education, Kyiv, Ukraine, 2001-02
B.A. in Architecture and Russian & Eastern European Studies, Cum Laude and distinction in both majors, Yale University, 1995

Teaching Experience
Instructor, English for Design, Harvard University, 2011
Adjunct Studio Design Critic, Ukraine Design Studio, Harvard University, 2004
Teaching Fellow, "Buildings, Texts, and Contexts," Harvard University, 2000
Studio Instructor, Harvard University Career Discovery Program, 2001

Professional Experience
Architect and Project Manager, Utile, Inc. Boston, MA, 2003-2010
Architectural Intern, Skidmore Owings and Merrill, LLP, San Francisco, CA, 2000

Selected Publications & Exhibitions:
"Plot Logic: Character-Building through Creative Parcelisation" Chapter written with Tim Love in
Urban Design and the Real Estate Development Process, Steve Tiesdell and David Adams, Eds., Wiley-Blackwell, 2011
"Mini Monuments or Strange Little Monsters," Heroic, Pinkcomma Gallery, Boston, MA, 2009
"Urban Space or State Monument? The Maydan in Kiev," *Archis* (Netherlands), Vol. 2, 2003
Professional Memberships
Society of Architectural Historians (SAH), 2006– present
American Institute of Architects (AIA), 2007 – present
National Council of Architectural Registration Boards (NCARB), 2007 – present
Boston Society of Architects (BSA), 2007 – present
U.S. Green Building Council (LEED AP), 2004 – present

Anthony DiMari
Part-time Lecturer

Courses Taught:
Fundamental Representation, ARCH 1110
Fundamental Design, ARCH 1120
Advanced Design Communication, ARCH 3450

Educational credentials:
Harvard University Graduate School of Design M.Arch.1 (September 2006-May 2010)
Cambridge, Massachusetts
College of the Holy Cross B. A. Architectural Studies (September 2000-May 2004)
Worcester, Massachusetts Thesis: *On the Nature of Architecture in the Form of Concealed Matter*
Ecosa Sustainable Design Institute Certificate of Completion (August 2004-December 2004)
Prescott, Arizona

Teaching Experience:
College of the Holy Cross , Visual Arts Department.
Instructor, Fall 2010

Harvard University Graduate School of Design
Career Discovery Program in Architecture
Assisted Studio Instructor the teaching of Adobe products to students.
June 2010-July 2010

Professional Experience:
Mobile Information Unit Assisted with the construction of the Mobile Information Unit, a movable kiosk, in Cambridge, Massachusetts for the Fogg Art Museum. Contributed to the fabrication and assembly of large acrylic panels embedded with fiber optic cables. Used CAD/CAM to assist in the construction of the project. June 2008-August 2008

RCR Aranda Pigem Vilalta Arquitectes
Projects include Competition entry for Centre de Congres in Nancy, France.
Contributed Façade texture studies and elevation drawings. Aided in the
Intern Architect completion of drawings for RCR El Croquis #138.
July 2007-August 2007

Rick Joy Architects
Projects include St. Edward's University Chapel in Austin, Texas, Taos House
Tucson, Arizona in Taos, New Mexico and Canyon Land Resort in Page, Arizona. Contributed
Intern Architect drawings, study models, and renderings during design development.
January 2006-August 2006

Selected Publications and Recent Research:
SHIFTboston Ideas Competition Finalist : *Harbor Web: Integrated Urban Expansion*
Boston, Massachusetts
January 2010

Conrad Ello, AIA, LEED AP, Adjunct Faculty / Lecturer

Courses Taught:
Undergraduate Design Studio (2001, 2007)
Graduate Design Studio (2010)

Educational credentials:
1989 B.S. Arch., University of Virginia,
1993 ETH, Zurich, Switzerland
1994 MArch, Harvard University Graduate School of Design

Teaching Experience:
Adjunct Faculty, Northeastern University, 2001, 2007 and 2010
Adjunct Faculty, Boston Architectural College, 1997
Visiting Critic, Harvard University Executive Education, 2006

Professional Experience:
Partner/Principal, Oudens Ello Architecture, Boston, MA, 2007-present
Senior Associate and Vice President, Machado and Silvetti Associates, Boston, MA, 1995-2007
Designer, Haines Lundberg & Waehler, New York City, 1994-1995
Design Coordinator, Machado and Silvetti Associates, Boston, MA, 1992
Designer, Coburn Architecture, NYC, 1993
Intern, Turnure Architecture, Middleburg, VA, 1989-1990,1992

Selected Publications and Recent Research:
The Getty Villa, (Publisher: TC Cuadenos, Valencia, ESP) – With Jorge Silvetti, currently underway
Cornell School of Architecture, StudioWorks 1, Harvard University Graduate School of Design, 1992-1993

Professional Memberships:
American Institute of Architects (AIA)
Boston Society of Architects (BSA)
National Council of Architectural Registration Boards (NCARB)
US Green Building Council – LEED Accredited Professional

_____

James Forren

Courses taught:
ARCH 5310, Architecture Seminar

Educational Credentials:
Master of Architecture**,** *2005*
William Emerson Fellowship
Massachusetts Institute of Technology, Cambridge, MA
Bachelor of Arts**,** Studio Art with Honors, *1997*
Jessup Prize for Excellence in Architectural Design
Wesleyan University, Middletown, CT

Teaching Experience:
Wentworth Institute of Technology, Design Faculty*, Boston, MA*
Third Year Foundation Studio Summer 2010
Second Year Foundation Studio Spring 2010
Boston Architectural College, Design Faculty*, Boston, MA*
Design Workshop Spring 2010
Level 2 Foundation Studio Fall 2008

Professional Experience:
Moshe Safdie and Associates**,** Architect, *Somerville, MA 2006 to 2009*
Asian University for Women, Chittagong, Bangladesh. Project Architect
Led preliminary design and massing for 100,000 sqft campus.
Global Citizen Exhibition. Project Manager
Managed 7500 sqft traveling retrospective exhibit and the redesign of early career projects.
Habitat 2000 +n. Project Manager, Lead Designer
Conducted design and research for Moshe Safdie Fellowship reimagining Habitat '67 for
contemporary contexts.
Palm Jumeirah Gateway Mosque, Dubai, UAE. Lead Designer
Led design team and structural coordination on 120,000 sqft religious complex.
Israel Antiquities Authority, Jerusalem, Israel. Designer
Managed design and coordination of three cable-net canopies totaling 30,000 sqft. SMEP and
structural coordination.

Licenses/Registration:

Selected Publications and Recent Research:
Hybrid Architecture: The Great Mosque-Cathedral of Cordoba, Spain *2009 to 2010*
Education Committee Research Grant, *Boston Architectural College*
Nine month travel, research, and academic project drawing on the Great Mosque-Cathedral of
Cordoba, Spain as a case study for the perception and resolution of divergent architectural forms.
Frank Lloyd Wright's Annie M. Pfeiffer Chapel for Florida Southern College *2003*
Research Consultant, *Wesleyan University*
Structural analysis of complex concrete roof for article in *Journal of the Society of Architectural
Historians.*
Fabric Enclosure Systems *2001*
Research Assistant, *Massachusetts Institute of Technology*
Precedent analysis and testing pavilion construction for a W.L. Gore funded study on fabric,
panelized curtain wall construction.

Professional Memberships:

Martha Foss
Part-time Lecturer

Courses Taught:
Comprehensive Design ARCH 5120

Educational credentials:
Yale University School of Architecture M.Arch (May 1999)
New Haven, Connecticut
University of Virginia School of Architecture B.Arch (May 1993)
Charlottesville, Virginia

Teaching Experience:
Syracuse University School of Architecture in Florence
Assistant Professor August 2001-December 2001
Taught fourth year design studio and Survey of Italian Architecture

Syracuse University School of Architecture
Assistant Professor August 1999-July 2001
Taught First Year Design Studio and Architectural Representation

Yale University School of Architecture
Teaching Assistant
Building Project Studio May 1999-August 1999
Computer Modeling Fall 1997

Professional Experience:
Maryann Thompson Architects
Projects include Foote School Classroom Building, New Haven, Temple Ahavat Achim, Gloucester, The Children's School, Stamford, Pool House, East Hampton, New York, Rialto Restaurant and Bar, Cambridge. March 2005-Present.

Guillermo Vazquez Consuegra
Projects include Residence in Malaga, Spain, Palacio de Congresso, Seville, Spain. January 2004-December 2004.

Turner Brooks Architecture
Projects include Yale University Boathouse, Private Cape Cod Residence. June 2000-August 2000; January 1998-May 1999; January 1998-May 1998

Selected Publications and Recent Research:
Haven Project: Design Collaborative challenging the boundaries placed on individual design fields bringing together creative thinkers trained in architecture, product design, graphic design and business to produce a line of products exploring materials, manufacturing processes and marketing with related exhibitions. July 2000-July 2001

Christopher Genter, AIA, LEED AP, Part-time Lecturer

Courses Taught:
Fundamental Representation
Studio 2: Pattern, Urban Design and the City

Educational credentials:
M.S. Arch., MIT, 1998
B Arch., Cornell University, 1996

Teaching Experience:
Part-time Lecturer, Northeastern University, 2003-Present
Thesis Reader, MIT, 2005
Teaching Assistant, MIT, 1996-1998

Professional Experience:
Architect, Utile, Inc. Architecture and Planning, 2003-Present
Designer, Renzo Piano Building Workshop, 2000-2002
Designer, Machado and Silvetti Associates, 1998-2000

Selected Publications and Exhibitions:

"The Shape of Architecture," in Spatial Practice: Axi:Ome, ORO Editions, 2009.

Urban Habitats Design Competition, First Place, 2005 (with Susanne Schindler).

Professional Memberships:
AIA, NCARB

Michael Grogan, AIA, NCARB, LEED AP, Part-time Lecturer

Courses Taught:

ARCH 2130 – Site, Type, and Composition

ARCH 2140 – Pattern, Urban Design, and the City

ARCH 3160 – 1960's Urbanism Studio

ARCH 5110 – Housing and Aggregation

ARCH 2240 – Structures 2: Tectonics

Educational Credentials:

M.Arch, Yale University School of Architecture, 2006

B.Arch, University of Arkansas, Fayetteville, 1995

Teaching Experience:

Adjunct Faculty, Northeastern University, 2007 – present

Teaching Fellow, Yale University School of Architecture, 2005 – 2006

Professional Experience:

Founder, Michael Grogan Architect, Brookline, MA, 1991 – present

Associate, Koetter Kim and Associates, Boston, MA, 2006 – 2008

Designer, Trivers Associates, St Louis, MO, 2003 – 2004

Designer, Architecture, Inc, Memphis, TN, 1996 – 2002

Intern, Architekton, Phoenix, AZ, 1995 – 1996

Selected Publications and Exhibitions:

Northshore "Make Me a Home" Competition: *Retrospecta 2008/2009* and *Building Design* Jan. 23, 2009.

Northshore: exhibited, Newcastle Architectural Center, Cube Gallery, The Shambles Gallery, 2009

The Bell Labs Charrette: A Sustainable Future, DOCOMOMO-US and AIA New Jersey, 2008

Lecture: "New Aktau City," Visual Arts at Yale – Sustainable Urbanism Conference Panel, 2007

Ericson Group Offices: *Remodeling Magazine*, "Market Drama," Sep. 2009 and *UPDATE*, Summer 2002

Francis Mah Travel Grant Lecture: "Spanish Modernism: Between Gaudi and Gehry," University of Memphis, 2001

Rochester Residence: *Constructive Discontent*, AIA National Convention exhibition and book, 1997

Professional Memberships:

AIA, NCARB, LEED, National Trust for Historic Preservation

Name:
Andrew Grote

Courses taught:
ARCH1110: Fundamental Representation
ARCH1120: Fundamental Design

Educational Credentials:
UNIVERSITY OF VIRGINIA, Charlottesville, VA
Master of Architecture, 1999
Gold Scholar, Governor's Scholar, Certificate of Design Excellence
WILLIAMS COLLEGE, Williamstown, MA
Bachelor of Arts in Art History, 1994
National Merit Scholar

Teaching Experience:
Part-time Lecturer, Northeastern University Beginning Fall 2007

Professional Experience:

ASSOCIATE, Perkins+Will, Boston, MA, 2007-Present
Clarkson University Student Center, Potsdam, NY, 2008-2010.
Project Architect for new 56,000 SF student center for Clarkson University.
Oversaw all aspects of design, documentation, and consultant coordination from conceptual
design through construction. Tracking LEED Silver.
North Campus Residence Hall, Roger Williams University, Bristol, RI, 2007-2009.
Project Architect for new 126,000 SF, 349 bed residence hall for Roger Williams University.
Oversaw design, documentation, and consultant coordination from schematic design
through construction. SCUP Merit Award; Building Design + Construction Gold Award.

PROJECT ARCHITECT, Kyu Sung Woo Architects Inc, Cambridge, MA, 2006-2007.
Asian Culture Complex, Gwangju, South Korea, 2006-2007.
Developed exterior envelope systems for seven different buildings throughout 1,500,000 SF
government funded arts complex. Integrated work of lighting, landscape, structural, climate,
and exterior envelope consultants form schematic design through design development.

PROJECT ARCHITECT, Ann Beha Architects, Boston, MA 2003-2006.
Currier Museum of Art, Manchester, NH, 2003-2006.
Project Architect and Lead Designer for 35,000 SF expansion providing new entrance,
Winter Garden, educational spaces, and new gallery space for permanent and special
exhibitions.

Licenses/Registration:
Massachusetts

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects
LEED

Daniel Merritt Hewett

Courses taught:
ARCH 6430 Case Studies I , ARCH 6440 Case Studies II

Educational Credentials:
B. Arts, Colby College, 1986
M. Arch, Rice University, 1992

Teaching Experience:
Visiting Assistant Professor, Northeastern University 2009-2011, Adjunct Professor, Northeastern University 2008-2009, Assistant Professor, The Rhode Island School of Design 2010-2011, Adjunct Professor, The Rhode Island School of Design 2008-201, Lecturer, Massachusetts Institute of Technology, Special Program in Urban and Regional Studies, 2008-present.

Professional Experience:
Founder and Director, First Hand Projects 2009-present, Director of Design, Dyer Brown & Associates 1999-2008, Director, Hewett Design Associates 1997-1999, Associate, Peter Forbes & Associates 1993-1997

Licenses/Registration:
Licensed Architect (NCARB): Massachusetts
LEED Accredited Professional

Selected Publications and Recent Research:
"Architecture and the Productive Implications of Pause" (Cite 1993)

Professional Memberships:
Boston Society of Architects
American Institute of Architects

Seth Holmes, AIA, LEED BD+C

Adjunct Faculty / Lecturer

Courses Taught:

(2 Academic Years Prior to Visit)

ARCH 5120 – Environmental Systems   2011

Educational Credentials:

B.Arch, Roger Williams University   2000
M.DesS in Sustainable Design, Harvard University Graduate School of Design   2011

Teaching Experience:

Summer Academy Lecturer, Roger Williams University, SAAHP   2003 – 2005
Adjunct Faculty, Northeastern University   2011 – present

Professional Experience:

Intern Architect, Benefit Street Design, Providence   2000 – 2003
Architect, Payette Associates, Boston, MA   2004 - 2009
Architect, Kao Design Group, Somerville, MA   2010 - present

Licenses / Registration:

Licensed Architect, State of New York   2007 - present

Selected Publications and Recent Research:

Climate change risks from a building owner's perspective: Assessing future climate and energy price scenarios. Paper accepted and published as part of the International Building Performance Simulation Association's bi-annual conference (Building Simulation 2011).

Professional Memberships:

American Institute of Architects
United States Green Building Council

Silvia Illia-Sheldahl,
Lecturer

Courses:
Fundamentals of Representation

Educational credentials:
March II, Harvard University Graduate School of Design, 2010
B.Arch. Universidad Católica de Cordoba, 2000

Teaching Experience:
Instructor, Maxwell Rendering Seminar, BAC 2010-2011|
Instructor, Career Discovery, Harvard University Graduate School of Design, 2010
Instructor, B2 Studio, BAC fall & spring 2006
Guest Critic, GSD, BAC, Suffolk & Roger Williams School of Architecture

Professional Experience:
Designer, Utile,Inc., current
Designer, Brian Healy Architects, summer 2009
Designer, Merge Architects, 2005-2008
Intern / Designer, Rothman Partners Architects, Inc., 2001-2005

Selected Publications and Recent Research:
Recycling & Waste, GSD Global Redesign Conference directed by Toshiko Mori

How to Survive (as an architect), book by Silvia Illia & Elizabeth Timme (part of Lars Muller exhibition & seminar at GSD, 2009)

Dissolving Automatic, Traces Studio Publication, Genocide Museum in Yerevan, Armenia
Stacks, Unam Decentral Library Studio Publication, UNAM Mexico City

Photographic work for Brian Healy and Merge Architects has been published by: *Architecture Boston*, *Architectural Record,* and *Commonplaces* among others architectural publications.

Aseem Inam, Ph.D. Part-time Lecturer

Courses Taught:
Sub Urban Studio Fall 2009

Educational credentials:
Ph.D. in Urban Planning, University of Southern California, 1997
MAUD, Washington University, 1992
DPLG (=M.Arch.), Ecole d'Architecture Paris-Belleville, 1986

Teaching Experience:
Associate Professor of Urbanism, Parsons The New School for Design, 2010-present
Visiting Lecturer, Massachusetts Institute of Technology, 2008-2009
Lecturer, UCLA, 2008
Assistant Professor, University of Michigan, 1997-2005

Professional Experience:
Senior Project Manager, Moule & Polyzoides Architects and Urbanists, 2005-2008
Consultant to the Government of Haiti, Post Earthquake Rebuilding, 2010
Design Director, Master Plan for the Island of Santorini, 2005
Architect, Stein Doshi Bhalla Architects and Engineers, 1989-1990
Founding Architect in Charge, Rural Habitat Development Program, 1986-1989

Selected Publications and Exhibitions:
From Dialectic to Dichotomy: Practicing Theory in Urban Design, Journal of Urban Design, 2011
Smart Growth: A Critical Review of the State of the Art, in Companion to Urban Design, 2011
Navigating Ambiguity: Comedy Improvisation as Urban Design Methodlogy, Journal for Education in the Built Environment, 2010
Reinventing America's Cities: Discovering Opportunities by Challenging Biases, www.planetizen. com, 2009
Planning for the Unplanned: Recovering from Crises in Megacities, book, Routledge, 2005

Professional Memberships:
N/A

Yugon Kim
Part-time Lecturer

Courses Taught:
Comprehensive Design Studio, ARCH 5120

Educational credentials:
Harvard Graduate School of Design, Cambridge, MA, M.Arch, January
2004 Bard College, Annandale-on-Hudson, NY, B.A., May 1998, Concentration in
Studio Art Vermont Studio Center, Johnson, VT, Summer Residency,
1998 Harvard Graduate School of Design Career Discovery Program, Cambridge,
MA, Summer 1997 Rhode Island School of Design, Providence, RI, Graphic
Design and Industrial Design, Summer 1996

Teaching Experience:
Bard College 1997 Sculpture studio.

Professional Experience:
Renzo Piano Building Workshop, Genoa, IT. 2006 - 2008, Boston, MA 2008 -
Present
IKD llc, Boston, MA 2011- Present
Yugon Kim Design, New York, NY. 2004 - Present
Carlos Zapata Design Studio, New York, NY. 2004 -2006
Wood+Zapata, Boston, MA. Summer, 2001 - 2003
S/L/A/M Collaborative, Cambridge, MA. March - August, 2000
Grace Lee Design, Cambridge, MA. 1998 – 2000

Selected Publications and Recent Research:
Design Quest furniture competition finalist 2011 Le Corbusier Carpenter Center
Exhibition Invitee Cambridge, MA 2004 Harvard Materials Library, Cambridge,
MA, 2005 St. Louis University Museum, St Louis, MO, 2004 ICFF, New York, NY,
2003/4 Studio Works Publication and Exhibition, Cambridge, MA,
2003/4 Metropolis Magazine, August/September 2003 Le Corbusier Carpenter
Center, Cambridge, MA, 2002 Connecticut Historical Society, Hartford, CT,
1999 Wallace Schoolhouse, Northeast Harbor, ME, 1998/99 Red Mill Gallery,
Johnson, VT, 1998

Professional Memberships:
N/A

Amir Kripper

Adjunct Faculty / Lecturer

Courses Taught:

ARCH 2140 – Studio 2: Pattern, Urban Design and the City
ARCH 3420 – 1960's Urbanism Studio

Educational Credentials:

B.Arch, National University of Uruguay	2003
MS.AAD, Columbia University, GSAPP	2006

Teaching Experience:

Instructor, Boston Architectural College	2007
Adjunct Faculty, Northeastern University	2008 – present

Professional Experience:

Designer, Polshek Partnership Architects, New York City	2006
Senior Designer, Machado and Silvetti Associates, Boston	2007-2011
Principal, Kripper Architecture Studio, Boston	present

Licenses / Registration:

Uruguay

DEBORAH GRACE KULLY

EDUCATION:
MIT, Department of the History of Art and Architecture. Cambridge, MA
Doctor of Philosophy in Architecture. February 2011.
University of Michigan, Rackham School of Graduate Studies. Ann Arbor, MI
Master of Science, Architectural History and Theory.
University of Michigan, College of Architecture and Urban Planning. Ann Arbor, MI
Master of Architecture.
Tufts University. Medford, MA
Bachelor of Arts with majors in Art History and English.

TEACHING EXPERIENCE:
Department of Architecture, Northeastern University. *Lecturer.*
19th century Architecture; Architecture Theory Seminar, Fall 2009 and 2010.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Global Architecture, Spring 2005, Professor Mark Jarzombek.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Introduction to the History of Architecture, Fall 2004, Professor David Friedman.
Department of the History of Art and Architecture, MIT. *Assistant Instructor*.
Installation Art, Spring 2004, Professor Caroline Jones.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Introduction to the History of Art, Fall 2003, Professor Robin Greeley.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Nineteenth Century Art, Spring 2003, Professor Erika Naginski.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Thinking About Architecture: In History and at the Present, Fall 2002, Professor Mark Jarzombek.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Contemporary Architecture and Critical Debate, Spring 2002, Professor Arindam Dutta.
Department of the History of Art and Architecture, MIT. *Assistant Instructor.*
Introduction to the History of Art, Fall 2001, Professor Stuart Steck.

PROFESSIONAL EXPERIENCE:
Archi-tectonics / Winka Dubbeldam. New York, NY
Designer.

HONORS AND AWARDS:
Camargo Foundation
Residential Fellowship, Spring 2010
Mellon / ACLS
Dissertation Completion Fellowship, 2007-2008.
Harvard Center for European Studies
Dissertation Research Fellowship. 2007-2008.
La Société des Professeurs Français et Francophones d'Amérique (SPFFA)
Bourse Marandon, Fall 2006.
Cultural Service of the French Embassy in the U.S.
Bourse Chateaubriand. 2005-2006.
Department of the History of Art and Architecture, MIT
Presidential Fellowship Package, 2001-2006.
Department of the History of Art and Architecture, MIT
Hyzen Travel Award, Summer 2003.
The Graham Foundation, Chicago, IL
Awarded funding for the History,Theory, and Criticism Forum Lecture Series, Fall 2003.

SELECTED PUBLICATIONS:
"Order and Things: Comenius's Orbis Pictus and Baroque Representation," *Thresholds 28: MIT Journal of Architecture*.
"The Liquid Line: Becoming Ulysses," *Dimensions, Volume 11*.
"Marking Domain" (with Clair Colburn). *Journal of Architectural Education, 56/3*.

Michelle M. Laboy, PE, AIA assoc. NCARB

Adjunct Faculty / Lecturer

Courses Taught:

ARCH 2130 – Studio 1: Site, Type and Composition
ARCH 2140 – Studio 2: Pattern, Urban Design and the City
ARCH 5120 – Comprehensive Design

Educational Credentials:

B.S. Civil Engineering, University of Puerto Rico	2001
Magna Cum Laude , Etienne Toti Outstanding Academic Achievement Award	
M. Architecture, University of Michigan	2004
AIA Henry Adams Medal, Graduate Thesis Award	
M. Urban Planning, University of Michigan	2005
Magna Cum Laude	

Teaching Experience:

Graduate Student Instructor, Urban Planning, University of Michigan	2004-2005
Teaching Assistant, Maryann Thompson, Harvard University GSD	2007
Studio Instructor, Boston Architectural College	2008
Thesis Advisor, New England School of Art and Design, Suffolk University	2008-2010
Adjunct Faculty, Northeastern University	2009 – present

Professional Experience:

Architecture Intern, Crivillers i Arquitectes Associats, Barcelona, Spain	2002
Architecture Intern, SmithGroup Incorporated, Detroit, Michigan	2003
Architecture Intern, Agrait Betancourt Arquitectos, San Juan, Puerto Rico	2004
Designer, Skidmore Owings & Merrill, LLP, Chicago, IL	2005-2007
Associate, Maryann Thompson Architects, Cambridge, MA	2007-present

Licenses / Registration:

PE (PR) Lic. No. 20392

Selected Publications and Recent Research:

"Arquitectura y Crisis" *Perspectivas de Arquitectura*. Guatemala: Nov. 2009
"On Fragmentation: Recalibrating Marginal Territories," *Dimensions*, Journal of the University of Michigan
 School of Architecture, Vol. 18, 2004
"Fields of Diversity: Metropolitan Life?" *Dimensions*, Journal of the University of Michigan School of
 Architecture, Vol. 17, 2003
"Joint Development Techiniques for the Redevelopment of Suburban Malls," *Portico Magazine*, University
 of Michigan, Taubman College of Architecture and Urban Planning
"Transit-Oriented Development" *Passenger Transport*, Newspaper of the American Public Transportation
 Association; Vol. 58, No. 38, Washington, D.C.: September 25, 2000.

Professional Memberships:

CIAPR, AIA, BSA, NCARB

Matthew LaRue
Part-time Lecturer

Courses Taught:
ARCH 5120
ARCU 511 (now ARCH 5120)

Educational credentials:
Harvard University Graduate School of Design M.Arch (1999)
Cambridge, Massachusetts
Northeastern University BS in Art (1993)

Teaching Experience:
Harvard University Graduate School of Design
Teaching Assistant Second Semester Studio
Application Assistant CAD applications and laser cutter instruction
Research Assistant for Prado Museum addition competition
Northeastern University Visiting Instructor First Year Studio

Professional Experience:
Jonathan Levi Architects
Responsible for office management and project architecture roles including project programming, design, documentation and construction oversight. Projects include $17M graduate residence hall for Harvard, school renovations for the Boston and Brookline public school systems, a municipal recreation center, a library façade replacement, a church addition and several private residences.

Selected Publications and Recent Research:

Michael LeBlanc
Part-time Lecturer

Courses Taught:
Comprehensive Design ARCH 5120

Educational credentials:
Arizona State University M. Arch (1997)
Tempe, Arizona
University of Massachusetts Amherst BFA in Architecture Studies (1992)
Amherst, Massachusetts

Teaching Experience:
Arizona State University College of Architecture and Environmental Design
Faculty Associate/Instructor
First and Second Year Architectural Design Studios 1997-1998
Guest Critic for Architectural Studio Reviews 1997-Present

Professional Experience:
Machado & Silvetti Associates
Projects include Boston Public Library, Alston Branch, Getty Villa Camper Lot Garage and North Campus, Malibu, California 1998-Present

Wendell Burnette Architects
Projects include Nichols Residence, Johston Residence, David Michael Miller Associates Studio, and Schall Residence. 1996-1998

Selected Publications and Recent Research:
Architectural Record: *Schall Residence* April 2000
Architectural Review: *Studio for David Michael Miller Associates* May 2000

Matthew Littell, LEED AP, Part-time Lecturer

Courses taught:
Graduate Design Studio, Research Semester

Educational Credentials:
BA, Columbia College, 1989
MArch, Harvard University, 1997

Teaching Experience:
Adjunct Professor, Northeastern University 1998-present

Professional Experience:
Project Designer, Schwartz/Silver Architects, 1997-1998; Project Manager and Urban Designer, Machado and Silvetti Associates, 1998-2001; Principal, Utile, Inc., 2002 – Present.

Licenses/Registration:
LEED

Selected Projects and Recent Research:
Design Guidelines for the Rose Kennedy Greenway, Principal in Charge for new zoning guidelines for the Greenway edges, commissioned by the Boston Redevelopment Authority.

Design Guidelines for Sowwah Island, Principal in Charge for a new central business district in Abu Dhabi, UAE. Commissioned by Mubadala, the real estate development arm of the government.

Waterfront Development Plan for Dar Es Salaam, Tanzania, Principal in Charge for repurposed harbor edges. Commisioned by the Tanzania Ports Authority.

Panelist, "Typology Redux," Conference at Northeastern Tinkering with Type in the Marketplace: The Opportunities and Constraints of the Contemporary Real Estate Market on Innovation.

Professional Memberships:
BSA Housing Committee

Mark Oldham AIA NCARB LEED AP, Part-time Lecturer

Courses Taught:
3rd Year Studio, ARCH3165 Fall 2009

Educational credentials:
M. Arch., Harvard University, 2004
B.A. in Art History, Minor Studio Art, Magna Cum Laude, Dartmouth College, 1999

Teaching Experience:
Career Discover, Harvard University, 2004 Studio Instructor: Boston Architectural
Center. 2nd Year Architecture Studio, 2004 Teaching Assistant, Harvard
University, 2003 &2004 Drawing Instructor: Harvard University Career Discovery
Summer Program 2003
Instructor: Dartmouth College Tucker Foundation - English and Math 1997-1999

Professional Experience:
Senior Associate, William Rawn Associates Architects 2004-Present, Principal,
Lin Oldham Office , 2004-2008. Intern Ann Beha Associates 2001 & 2002,Project
Manager: Bay Avery Construction 1999-2000

Selected Publications and Exhibitions:

PUBLICATIONS
Foster, Brooke. "5 Rising Stars Under 35." The Boston Globe Sunday Magazine.
November 11, 2008 Schneider, Gretchen. "Parti Wall, Hanging Green." Architecture
Boston: Ephemera: September-October 2008. p.9-10.
Celaschi, Robert. "Parti-Wall, Hanging Green installation & exhibition at Pink
Comma Gallery." Boston Business Journal, May 2-8, 2008. p.39 "Parti Wall,
Hanging Green." Archinect: www.archinect.com, Showcase Article, May 14, 2008.
 Bernstein, Fred A., "At the Convention," The Architect, March 2008, 55-58.
 "LinOldhamOffice." Young Architects 7: Situating. New York: Princeton
Architectural Press, 2006.
Lecture: "Situating: 8 Container Farmhouse", Architectural League of New York,
2005.

HONORS & AWARDS
Young Architects Award, Architectural League of New York, LinOldhamOffice. 2005
Design Citation in Architecture, 52nd Progressive Architecture Award, 8 Container
Farmhouse, LinOldhamOffice. 2005

Professional Memberships:
AIA, BSA, NCARB, LEED,

Megan Panzano

Courses taught:
ARCH 1110 Fundamentals of Representation, Arch 1111 Fundamentals of Design

Educational Credentials:
B. Arch, Yale University, 2004
M.Arch I with distinction, Harvard GSD, 2010

Teaching Experience:
Studio Instructor, Harvard GSD Career Discovery 2010 Studio Instructor/
Lecturer, Northeastern University 2010- present

Professional Experience:
Senior Designer/Project Manager - Utile, Inc, 2011
Lead Designer - Harvard GSD Exhibitions, 2006-2011
Staff Architect - Venturi Scott Brown, 2004-2006

Licenses/Registration: na
Selected Publications and Recent Research:
"A Living Archive: inhabiting idiosyncratic exhibitions of memory in a new geography of
curiosity" - Harvard GSD research and design thesis and winner of Kelley Thesis Prize

"The Living Archive: recollecting spaces of active curation" (publication forthcoming 2012)

Professional Memberships:
AIA Associate Member

_____

Robert Pavlik, Adjunct Faculty / Lecturer

Courses Taught:

ARCH 2130 – Studio 1: Site, Type and Composition, 2011

Educational Credentials:

MDesS, Harvard University, Graduate School of Design, 2011
B.Arch, Roger Williams University, 2003

Teaching Experience:

Adjunct Faculty, Northeastern University, 2011
Teaching Assistant, Harvard GSD, Robotics Fabrication & CNC Laboratories., 2010 – 2011
Adjunct Faculty, Roger Williams University, SAAHP, 2006 – 2009, 2011

Professional Experience:

Independent Design Practice, Providence, RI and Cambridge, MA, 2008-present
Design Architect , Aharonian and Associates, Smithfield, RI, 2008
Project Architect, Henry Schadler Associates, Farmington, CT, 2004 – 2007
Intern Architect, Bianco Giolitto Weston Architects, Middletown, CT, 2001 – 2003

Licenses / Registration:

State of Rhode Island Registration #3437
NCARB Certificate #63958

Selected Publications and Recent Research:

A View on Harvard V3, published project: "Zero-K," 2011
Boston Society of Architects, Research Grants in Architecture. Principal Investigator, "*Shape and Strength: load-bearing digital geometries*,"2006

Professional Memberships:

Association for Computer Aided Design in Architecture (ACADIA), 2006-2011
International Association for Shell and Spatial Structures (IASS), 2011

_____

Anthony Piermarini

Adjunct Faculty / Lecturer

a.piermarini@neu.edu; office: 617.423.2724

Courses Taught:

ARCH 2130 – Studio 1: Site, Type and Composition
ARCH 3420 – 1960's Urbanism Studio
ARCH 3450 – Modeling and Design Communication
ARCH 5120 – Comprehensive Design

Educational Credentials:
BARCH, Cornell University   1997
M.Arch 2, Harvard University, Graduate School of Design   1999

Teaching Experience:
Design Critic and Thesis Advisor, Rhode Island School of Design   2005 - present
Lead Faculty in Representation, Harvard University Career Discovery   2010 - present
Visiting Assistant Professor, University of Buffalo, NY   2010
Visiting Design Critic, Cornell University   2005
Instructor, Boston Architectural College   1999 – 2001

Invited Guest Critic: Cornell University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Yale University, Wentworth Institute of Technology, Catholic University of America, University of Cincinnati, University at Buffalo, and University of North Carolina.

Professional Experience:
President and Co-Founder, B.R.A.C.E.
Building Research, Architecture, Community Exchange Inc. Boston, MA
   501 (c)3 Non-Profit Corporation   2010 – present
Principal and Co-Founder, Studio Luz Architects, Boston, MA   2002 - present
Designer, Kennedy & Violich Architects, Boston, MA   1998 - 2003

Licenses / Registration: R.A. Massachusetts   2005 - present

Professional Memberships:

Boston Society of Architects   2005 - present

Advisory Board, Common Boston   2010-2011

Selected Honors / Awards
National AIA Young Architects Award   2010
Architectural Record Design Vanguard Award   2006
ICA Artist Prize nomination, Institute of Contemporary Art, Boston, MA   2006
Young Architect's Forum Prize, The Architectural League of New York.   2004
Wave of the Future Award, Hospitality Design Magazine,   2004
A.I.A. New York Society of Architects, Mathew Del Gaudio Award   1997
William S. Downing Prize, Cornell University Award   1997
Charles Goodwin Sands Memorial Medal   1997

Through the work with Studio Luz Architects, Piermarini has also received an AIA Honor Award, an AIA Merit Award, an AIA Design Citation, and a Progressive Architecture Award Citation among other local and national design awards for various projects.

_____

Michael D. Price, AIA

Courses taught:
ARC311/ARCH 2140 Studio 2: Pattern and Urban Design.

Educational Credentials:
M.Arch., Harvard University, 1998
B.S.-Arch., University of Michigan, 1992

Teaching Experience:
Adjunct Professor, Northeastern University 2005-present.
Instructor, The Boston Architectural College, 2001-2005.

Professional Experience:
Owner/Principal, Michael Price Architect, 2007-present.
Architect, Schwartz/Silver Architects, 1999-2007.
Research Assistance, Harvard Graduate School of Design, 1998.
Intern, Goody Clancy, 1997.
Intern, DiMella Shaffer, 1996.
Intern, Claude Menders Architect, 1995.
Intern, Albert Kahn Associates, 1992-1994.

Licenses/Registration:
Massachusetts

Professional Memberships:
American Institute of Architects

Seth Riseman
Part-time Lecturer

Courses Taught:
ARCH 2140
ARCH 3165 (now ARCH 3170)
ARCU 310 (now ARCH 2130)
ARCU 311 (now ARCH 2140)

Educational credentials:
Harvard University Graduate School of Design M.Arch (June 2005)
Cambridge, Massachusetts
University of Virginia School of Architecture B.Arch (1998)

Teaching Experience:
Boston Architectural College
Lead Studio Instructor for Master's level design studio
Seminar Instructor for principles of design class
Fall 2005-Present

Professional Experience:
Bruner/Cott & Associates
Projects include Macalester College Master Plan, Hamilton College Beinecke & ELS Student Center Buildings, 45 Province Street Luxury High Rise Building in Boston, Wadsworth Athenaeum expansion. 2005-Present.

ROMA Design Group
Projects include Playa Vista, Phase II mixed-use community, Los Angeles; Redevelopment and re-use plan of Robert Mueller Municipal Airport, Austin, TX; Master plan for Santa Monica Civic Center; San Diego Ball Park district.

Selected Publications and Recent Research:
ULI/Gerald D. Hines Urban Design Competition Winning Proposal: *Proposal for redevelopment of South Capitol Street corridor,* Washington D.C. 2003
Urban Land Magazine: *Superstores Head Downtown* December 1995

Siobhan Rockcastle

Courses Taught:

Environmental Systems, 2nd Year Design Studio, Advanced Graduate Seminar in Daylighting

Educational Credentials:

B.Arch, Cornell University, 2008

SMArchS, MIT, 2011

Teaching Experience:

Teaching Assistant (MArch Core Design Studio), MIT, 2011

Teaching Associate (Full Time) (First Year Undergraduate Design Studios 1 & 2), Cornell, 2008-2009

Teaching Assistant (Summer Program: Intro to Architecture), Cornell, 2008

Selected Publications

Re:New Town: Sustainable Urban Housing and Community 2050 (Cambridge: SA+P Press, 2010), (Rutledge, 2011 - Forthcoming)

Daylight Variability and Contrast-Driven Architectural Effect (Forthcoming)

Recent Installations and Research:

Cloud Canopy Installation, Sunlight Delivery Luminaire in Collaboration with 3M and KVA, 2011

Solar-Powered Soft Rockers, KVA and MIT, 2011

Sustainable Housing Prototypes for Tama Japan, MIT and Sekisui House, 2009-2010

Light Canopy, Cornell Solar Decathlon House, Team Leader, 2007

Awards: SMArchS Thesis Prize, for 'Daylight Variability and Contrast-Driven Architectural Effect,' MIT, 2011

Alpha Rho Chi Bronze Medal, Cornell, 2008

Jonathan A. Scelsa,
Part-Time Lecturer

Courses Taught:
Graduate Research Studio, 2011

Educational credentials:
B.Arch., Carnegie Mellon University, 2006
March in UD with Distinction, Harvard University, 2011

Teaching Experience:
Career Discovery UD Teaching Instructor, Summer 2011
Seminar Teaching Fellow, Harvard University, 2011
Studio Teaching Fellow, Harvard University, 2011

Professional Experience:
Junior Architect, Hashim Sarkis Studios, 2011
Junior Architect, Foreign Office Architects, 2010
Junior Architect, Smith-Miller + Hawkinson Architects, 2007-2009
Junior Architect, Bohlin Cywinski Jackson Architects, 2005-2007

Selected Publications and Recent Research:
"The Function of Style: 2000-2010, Formal investigations in type" with Farshid Moussavi

BEYOND PARIS [suite] a new university for Saclay at Orsay, edited with Andrea P. Leers

"The Gritty brits" in COLUMNS, AIA Pittsburgh Vol 21. no 3, April, 2007.

"Notes on the Biennale" in COLUMNS, AIA Pittsburgh Vol 21. no 1, February, 2007.

Mark Brady Scott
Part-time Lecturer

Courses Taught:
ARCH 5120 Environmental Systems

Educational credentials:
Harvard University Graduate School of Design M.Arch.1 (2006)
Cambridge, Massachusetts
Harvard College BA Visual Environmental Studies (2001)
Cambridge, Massachusetts

Teaching Experience:
Harvard University Graduate School of Design
Teaching Assistant 2002-2006
Career Discovery Program in Architecture June2005-July 2005

Professional Experience:
William Rawn Associates, Architects, Inc.
Projects include Wellesley Synagogue, Duke University Research Center, Milton Academy Science Building, United States Federal Courthouses in Cedar Rapids, IA and San Antonio, TX, Master Plan for Amherst College. 2006-Present

Ward 2
Projects include single-family house made from shipping containers, restoration of Baltimore row houses into mixed-use space. June 2004-December 2004

Foster and Partners, London, UK
Projects include corporate headquarters in Southwark, London and public library with in proposed office tower. Summer 2003

Selected Publications and Recent Research:
Brides Maryland & Brides D.C. *Ward2-designed wedding* Spring 2010
Studio Works Design *Thesis feature in biennial web publication* 2006
The Summer Camp handbook *Illustrations for a children's book by Perspective Publishing* 2000

Ryan Sullivan
Part-time Lecturer

Courses Taught:
ARCH1110
ARCH 1120
ARCU 358

Educational credentials:
University of Maryland School of Architecture M.Arch (2003)
University of Maryland School of Architecture B.Arch (2001)

Teaching Experience:
University of Maryland School of Architecture
Graduate Teaching Assistant 2000-2002
First Year Architectural Studio, Career Discovery Summer Architecture Program, Introduction to
the Built Environment

Professional Experience:
Utile Architecture + Planning
Projects include master plan of MIT's Eastman and McDemott Courts, Greenway Café Guidelines
for Boston Redevelopment Authority, City of Worcester development opportunity assessment and
Stuart Street Planning Study for Boston Redevelopment Authority. 2007-Present.

Graphic Design Consultant, Portland, Oregon and Boston, Massachusetts
Serves as graphic design foe urban, architecture and arts-related publication, websites and brand-
identity strategies, Projects include *Coalition for a Livable Future* journal, *Crit*, AIAS national
journal and new program catalog for the University Of Maryland. 2001-Present.

Mahlum Architects
Collaborated on design, research and documentation for 145-unit condominium and urban plaza
in Portland arts district and mid-rise recreation facility of Portland State University. 2006-2007.

Urbsworks Architecture and Urban Design
Projects included City of Portland Lloyd Crossing sustainable urban design study, City of Palo
Alto's form-based zoning update, City of Portland's I-205 Light Rail extension recommendations.

Selected Publications and Recent Research:
Center for Public Research, *Fulbright Fellow Copenhagen, Denmark*. Research of shared outdoor
space using formal and behavioral methods, documenting trends in Danish urban design practice
and assisted with Center's on-going research projects. 2006

Nordic Association for Architectural Research Conference Paper: *The Architect's Changing role
in City-Making: Survey of Contemporary Danish Urban Design Practice*. 2006

Alyson Tanguay
Part-time Lecturer

Courses Taught:
Housing and Aggregation ARCH 5110

Educational credentials:
Harvard University Graduate School of Design M.Arch (June 2008)
Cambridge, Massachusetts
University of Virginia School of Architecture B.A. Architectural History (2002)
Charlottesville, VA
Scuola Lorenzo de'Medici (2001) Florence Italy

Teaching Experience:
Harvard University
Invited Critic 2005-2009
Wentworth Institute of Technology
Invited Critic 2005-2009

Professional Experience:
Flavin Architects
Project architect for private residence renovation and addition in Brookline, Massachusetts.
2009-Present.

Chan Krieger Sieniewicz
Projects include: Suffolk University Art School. Responsible for deign of exterior envelope of
100,000 art school. Aided project through community approval process; Chinatown Cultural
Development Strategy, Washington D.C. Worked with politicians, community members and
planning department officials to devise plan to grow Chinatown district through community-led
and government sponsored efforts.

SmartArchitecture
Oversaw $120,000 kitchen and bath remodel of private home, acted as project manner and
worked with clients and consultants to achieve custom finishes.

Zimmer Gunsul Fransca Partnership
Projects include University of Oregon Living Learning Center, 140,000 square foot residence and
teaching facility

Selected Publications and Recent Research:
MAKINA/MEDINA: *On Cultural Heritage and Urban Development in Fez, Morocco.* 2008
View(Harvard Graduate School of Design): Thesis work: *ReSituating the Modernist Utopia* 2008
Research Fellow: *Dirty Work Informal Settlements Exhibition: Studied informal settlement
upgrades in Bogata, Columbia for exhibition at Harvard University.* 2007

Benjamin Uyeda
Part-time Lecturer

Courses Taught:
Housing and Aggregation ARCH 5110
Environmental Systems ARCU 555

Educational credentials:
Cornell University M. Arch
Cornell University, B. Arch

Teaching Experience:
Cornell University, School of Architecture
Visiting Lecturer 2005-2006
Taught Sustainable Design, Prefabrication Design, Digital Production

Cornell University, School of Architecture
Teaching Assistant 2003-2005
Structures, Solar Design Studio

Professional Experience:
ZeroEnergy.com
Design Principle for architecture and engineering firm specializing in zero energy housing.
Responsible for design work, branding, systems integration and client relations
2005-Present

Selected Publications and Recent Research:
Solar Decathlon Competition, 2nd place, U.S. Department of Energy 2005
Colgate University: *Lecture on the Challenge of Modernity* 2006
Cornell University Bell Conference: *Sustainable Technology, the Challenge of Implementation* 2005
AIANYS Convention: *Interdisciplinary Sustainable* Design 2004

Jose Vargas
Part-time Lecturer

Courses Taught:
Structures 1: Statics ARCH 2230
Structures 2: Tectonics ARCH 2240

Educational credentials:
Rhode Island School of Design, M.Arch
Worcester Polytechnic Institute, BS in Civil Engineering

Teaching Experience:

Professional Experience:
Vargas Studio
Projects include residential design and renovations in Rhode Island, Beijing Subway Station (with L+A Architecture) for Beijing 2008 Olympics Terminus subway station schematic design, Cape Cod home addition. 2003-Present

Leers Weinzapfel Assocaiates Architects
Projects include two buildings at University of Connecticut, providing support of structures, design and detailing. January 2009-Present

William Kite Architects
Projects include architecture for the Naragansett Bay Commission Fields Point Operations Office Building and Library. July 2006-May 2007

Friedrich St. Florian Architect
Projects include Pratt Hill Town Houses, Herreshoff Marine Museum and America's Cup Hall of Fame and Quonset Master Plan. June 2004-October 2005

3Sixo
Developed study models and renderings for various projects. September 2002-March 2003

Selected Publications and Recent Research:

Tijana Vujosevic,
Part-Time Lecturer

Courses Taught:
Seminar in Modern Architecture: Issues in Architecture and Urban Theory

Educational Credentials:
Ph.D., Massachusetts Institute of Technology, 2010
M. Arch., Yale University, 2002
B. Arch., Yale University, 2002

Teaching Experience:
Full-time Lecturer, University of Virginia, 2009-2010
Teaching Assistant, MIT, 2003-2008
Teaching Assistant, Yale, 2000-2002
Visiting Critic, 2003-present

Research and Publications:

Published:
Architectures of the Everyday in 1920s and 1930s Russia, PhD dissertation, MIT, 2010 (available online)

"Moscow Interiors: A Tour through the Entrails of a City," in *Ante* no. 5, *Russian Art in Translation*, 2007, pp. 35 – 41.

"Collectivization!" (Report from the Columbia University Para-thesis Symposium, February 2006), in *Thresholds* 32, 2006, pp. 94 – 96.

M. Arch. Thesis Project, in *Millennium House*, Peggy Deamer, editor, New York: Rizzoli, 2003, pp. 79, 88-89, 113, 132-133, 156-159.

Talks:
"The Haptic Sensorium of the Moscow Metropolitan," at the Annual Meeting of the Society of of Architectural Historians, Chicago, 24 April 2010.

"The Soviet Modern: Architecture, Apparatus and the Body," guest lecturer, Department of Architecture and Urban Planning, University of California in Los Angeles, 5 April 2010.

"The Moscow Metro, a Site of Radical Metamorphosis," at the "Infrastructure's Domain" Conference, Center for Architecture, Urbanism and Infrastructure, Princeton University, 23 October 2009.

"Problems in Studying the Space of Soviet Everyday Life in Western Historiography" (in Russian), "Mavrodinskie Chtenia 2008," conference in honor of Prof. Vladimir V. Mavrodin, State University, St. Petersburg, Russia, 28 March 2008.

"Babel in the Balkans: The Legacy of Zenithism," paper at the GOSECA Conference in Russian and East European Studies, University of Pittsburgh, 25 February 2007.

"Camouflage and the Aesthetics of Misperception" (in Serbian), lecture at the School for History and Theory of Images, Museum of Contemporary Art, Belgrade, Serbia, December 25, 2001.

Texts In Progress:
Utopia and Banality: Life in the World Machine, book on Soviet architecture;
"Gleam: The Blinding Beauty of the Moscow Metro," in *Journal of the Society of Architectural Historians*, under review

Honors:
MIT Royal Fund Fellowship, 2010
Gerda Henkel International Fellowship in the Historical Humanities, 2009-2010 American Association of University Women International Fellowship, 2008-2009
Molton Andrus Award for Excellence in Art and Architecture, Yale University, 2002

Professional Memberships:
College Art Association, Society of Architectural Historians

Rebecca Whidden

Adjunct Faculty / Lecturer

150 Atlantic Avenue
Marblehead
MA, 01945
rebeccawhidden@gmail.com
978.505.8815

Courses Taught:

(2 Academic Years Prior to Visit)

ARCH 2130 – Studio 1: Site, Type and Composition
ARCH 2140 – Studio 2: Pattern, Urban Design and the City

Educational Credentials:

B.A. History, University of Chicago	2002
M.Arch, Harvard University, Graduate School of Design	2008

Teaching Experience:

Apprentice Instructor II, Boston Architectural College	2009 – 2010
Adjunct Faculty, Northeastern University	2010 – present

Professional Experience:

Project Manager, Jones Architecture, Salem, MA	2011 – present
Designer, Perry Dean Rogers	Partners Architects, Boston, MA	2008 – 2010
Business Development / Marketing, Fernau & Hartman Architects, Berkeley, CA	2002 – present

Licenses / Registration:

Associate AIA
LEED AP BD+C

Professional Memberships:

Boston Society of Architects

T. Kelly Wilson
Part-time Lecturer

Courses Taught:
ARCH 3170, 1960s Urbanism

Educational credentials:
Harvard University Graduate School of Design M.Arch.1 (1981)
Cambridge, Massachusetts
Auburn University B.Arch (1978) Auburn, Alabama
University of Virginia Graduate Architectural Studio Special Student Status (1977) Charlottsville,
Virginia

Teaching Experience:
Harvard University Graduate School of Design Adjunct Associate Professor of Architecture
2000-present
University of Florida Visiting Associate Professor 2010
Auburn University Visiting Professorship 2010
Columbia University Adjunct Associate Professor of Architecture 2009-2010
Rhode Island School of Design Visiting Professor of Drawing 2006
MIT Rome Study Program Program Director and Chief Critic 1996
MIT Graduate School of Architecture Visiting Assistant Professor 1995
Yale University Graduate School of Architecture Visitng Critic of Design 1993-1996

Professional Experience:
Pei, Cobb Freed & Partners
Projects include Goldman Sachs Battery Park City Headquarters 2004

Kotter Kim & Associates Inc.

Perkins + Will New York

Selected Publications and Recent Research:
Paul Rudolph Fellowship for Architecture (2010)
Design New England *The New Shaker Village Design of Butz* (May 2009)
TANK Publishing, London: *Reasearch GSD* (2009)
Jerusalem Studio School Residency Award, Jerusalem Israel (2006)
The Columbus Dispatch *Exhibition Review* (2004)
Arts Media Boston *Exhibition Review* 2003
Beacon Hill Times Arts Section, *Exhibitino Review* 2002
New York Times Travel Section, *Featured Gallery* 2001
Arts Media Boston Mass to Light Drawing Exhibition Review 2001

Curricular Charts

(Last Name Begins with **M-Z**)
Division B
2 Co-op Semester Plan Course Schedule

UG Class of 2016
Catalog Year 2012

February 14, 2011

undergraduate architecture
B.S. Architecture plus Master of Architecture (NAAB accredited)

2011-12 — 1st year

Semester	Course Number	Course Name	Credit Hours
Fall Semester (September-December)	ARCH 1110 (ARC 256)	Fundamental Representation	6
	ARCH 1310 (Arc 111)	World Architecture 1	4
	CORE	NU Core Social Sciences	4
	MATH 1241 (Mth 141)	Calculus for Eng. Majors	4
	ARCH 1000 (Arc 100)	Architecture @ NU	1
		Total Hours	**19**
Spring Semester (January-April)	ARCH 1120 (Arc 257)	Fundamental Design	6
	ARCH 1320 (Arc 112)	World Architecture 2	4
	PHYS 1141 (Phy 141)	General Physics	4
	CORE	NU Core English	4
	EXED 2000 (COP 101)	Co-op-An Introduction	1
		Total Hours	**19**
Summer (May & June) Mini-Mester #1		Vacation	
		Vacation	
		Vacation	
		Vacation	

2012-13 — 2nd year

Semester	Course Number	Course Name	Credit Hours
Summer (July & August) Mini-Mester #2		Vacation	
		Vacation	
		Vacation	
Fall Semester	ARCH 2130 (Arc 310)	Site, Space, & Program	6
	CORE	NU Core Arts/Humanities	3
	ARCH 2330 (Arc 325)	19th Century Arch & Urbanism	4
	ARCH 2230 (Arc 356)	Statics: The Physics of Building	4
		Total Hours	**17**
Spring Semester	ARCH 2140 (Arc 311)	Urban Institutions	6
	ARCH 2240 (Arc 357)	Tectonics: The Art of Building	4
	ARCH 2340 (Arc 326)	20th Century Arch & Urbanism	4
	Elective	Optional Elective	4
		Total Hours	**14**
Summer Mini-Mester #1		Vacation	
		Own Job	
		Habitat for Humanity	

2013-14 — 3rd year — Mandatory Study Abroad Semester

Semester	Course Number	Course Name	Credit Hours
Fall Semester	ARCH 3155 (Arc 420)	Studio Abroad	6
	ARCH 3362 (Arc 340)	Seminar Abroad	4
	ARCH 3361 (Arc 360)	Architecture & Urbanism Abroad	4
	Elective	Language or Cultural Elective	4
		Total Hours	**18**
Spring Semester	Co-op #1		
Summer Mini-Mester #1		January-June	
		January-June	
		January-June	
		January-June	
Summer Mini-Mester #2		Vacation	
		Own Job	
		Habitat for Humanity	

2014-15 — 4th year

Semester	Course Number	Course Name	Credit Hours
Summer Mini-Mester #2	ARCH 3450 (Arc 358)	Adv. Digital Comm.	4
		Total Hours	**4**
Fall Semester	ARCH 3170	1960s Urbanism	6
	ENGL 3301 (Eng 301)	Advanced Writing in Discipline	4
	ARCH 3350 (Arc 329)	American Houses & Housing	4
	ARCH 5210 (Arc 555)	Environmental Systems	4
		Total Hours	**18**
Spring Semester	Co-op #2		
Summer Mini-Mester #1		January-June	
		January-June	
		January-June	
		January-June	

2015-16 — 5th year

Semester	Course Number	Course Name	Credit Hours
Summer Mini-Mester #2	CORE	NU Core	4
	CORE	NU Core	4
		Total Hours	**8**
Fall Semester	ARCH 5110 (Arc 510)	Housing & Aggregation	6
	Elective	Open Elective	4
	ARCH 5310 (Arc 530)	Architecture Seminar	4
	Elective	Optional Elective	4
		Total Hours	**14**
Spring Semester	ARCH 5120 (Arc 511)	Comprehensive Design	6
	ARCH 5220 (Arc 656)	Integrated Building Systems	4
	CORE	NU Core	4
	Elective	Optional Elective	4
		Total Hours	**14**

Co-op Integration & Experiential Ed. Req.:
Housing & Aggregation ARCH 5110 (Arc 510)

6th year

Semester	Course Number	Course Name	Credit Hours
Fall Semester	ARCH7130 (ARCG691)	Master's Research Studio	6
	ARCH6430 (ARCG315)	Project Case Studies 1	4
	ARCH6330 (ARCG330)	Seminar in Modern Architecture	4
	Elective	Open Elective	4
		Total Hours	**18**
Spring Semester	ARCH7140 (ARCG621)	Master's Degree Project	6
	ARCH6440 (ARCG316)	Project Case Studies 2	4
	ARCH6340 (ARCG330)	Architecture Topics	4
		Total Hours	**14**

Credit Hours

B.S. Major in Architecture — 145
History/Theory	32
Technology	23
Design	36
Core Curriculum	30
Foundation	16
Open Elective	8
Total	145

M. Arch. (NAAB Accredited) — 32
History/Theory	8
Design	12
Professional Practice	8
Open Elective	4
Total	32

Two Year M.Arch program

2005-06

November 16, 2004

Open to non- Northeastern B.S. Architecture graduates

architecture

Master of Architecture degree (NAAB Accredited)

Credit Hours

Year		(September- December) Fall Semester			(January- April) Spring Semester		
	Course Number	Course Name	Credit Hours		Course Number	Course Name	Credit Hours
1st year	Arc 510	Studio 4: Housing and Aggregation	6		Arc 511	Studio 5: Tectonics	6
	Arc 330	Architecture Seminar	4		Arc 656	Integrated Building Systems	4
	Arc 555	Environmental Systems	4		Arc XXX	Architecture Elective	4
	POL G315	Urban Development	4		GEO G26(	GIS Mapping or	4
					Arc 358	Adv. Representation	
		Total Hours 18				**Total Hours 18**	
2nd year	Arc 691	Thesis 1: Urban Research & Doc.	6		Arc 692	Thesis 2: Design & Intervention	6
	Arc 315	Project Case Studies 1	6		Arc 130	Seminar in Modern Architecture	4
	Elective	Recommended Elective	4		Arc 316	Project Case Studies 2	6
		Total Hours 16				**Total Hours 16**	

M. Arch. 68

	Credit Hours
Technology	8
History/Theory	12
Design	24
Professional Practice	12
Electives	12
Total	68

Northeastern Annual Reports to NAAB

NAAB

Annual Report Submission
View Questionnaire (Edit)

Your last Review Time was 12/3/2008 4:26:47 PM.
You have reviewed 9 times

Northeastern University

Annual Report Submission for the year 2008 .

This Annual Report Submission has been submitted already.
Submission Time: 12/3/2008 4:26:47 PM

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics, Completion and 12-month Enrollment report.

---

1. Program Contact Information

(for inclusion on the NAAB website)

Institution Name:	Northeastern University
Academic Unit Name:	School of Architecture
Address 1:	360 Huntington Avenue
Address 2:	151 Ryder Hall
City:	Boston
State:	MA
Zip:	02115
Architecture Program Tel. No:	617.373.4637
Architecture Program School Fax No:	617.373.7080
Architecture Program School URL:	http://www.architecture.neu.edu/
Email address for general inquiries:	architecture@neu.edu
ACSA Region:	Northeast

In order to modify your organization information please visit the ACSA Guide site.

---

2. Institution Type

Private Not for profit

3. Carnegie Classification

Doctoral/Research Universities - Extensive

4. Which regional accreditation agency accredits your institution?

New England Association of Schools and Colleges (NEASC)

Questions 5, 6, and 7 regarding Contact Information

5. Who has direct administrative responsibility for the architecture program?

Name	George Thrush
Title	Director
Office Tel. No	617-373-8959
Fax No	617-373-7080
Email Address	g.thrush@neu.edu

6. To whom should inquiries regarding this questionnaire to be addressed?

Name	George Thrush
Title	Director
Office Tel. No	617-373-8959
Fax No	617-373-7080
Email Address	g.thrush@neu.edu

7. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Maureen M. Donovan
Title	Senior Research Analyst
Office Tel. No	617-373-5038
Fax No	617-373-7080
Email Address	m.donovan@neu.edu

8. Institutional Student Characteristics

(Aggregated for the Institution; this information should be the same as that reported to IPEDS for the last fiscal year)

Total undergraduate enrollment:	19254
Total graduate enrollment:	3754
25th percentile ACT score for undergraduates enrolling on the last fiscal year	25
75th percentile ACT score for undergraduates enrolling on the last fiscal year	29
25th percentile SAT score for undergraduates enrolling on the last fiscal year	1750
75th percentile SAT score for undergraduates enrolling on the last fiscal year	2010
Average GRE score for graduates enrolling in the last fiscal year (not including specialized programs like law, medicine, business or other programs for which a specialized entrance examination is required):	1194

9. Total enrollment of all undergraduate students by race/ethnicity

	Male	Female
Total	9404	9850
American Indian/Alaska Native	30	46
Asian or Pacific Islander	618	746
Black, Non-Hispanic	400	554
Hispanic	429	475
White, Non-Hispanic	5171	5674
Other	1288	742
Declined to or Did Not Supply	1468	1613

10. Total enrollment of all graduate students by race/ethnicity

	Male	Female
Total	1781	1973
American Indian/Alaska Native	2	8

Asian or Pacific Islander	53	90
Black, Non-Hispanic	35	68
Hispanic	40	75
White, Non-Hispanic	565	923
Other	783	411
Declined to or Did Not Supply	303	398

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Which NAAB accredited degree programs were offered during the last fiscal year?

B. Arch.

M. Arch. X

D. Arch.

2. Which non-accredited architecture programs were offered during the last fiscal year?

Discipline	Degree	Guide Display
Architecture	B.S. Architecture	BS Arch
Architecture	M. Arch	M Arch--1 year

3. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

4. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

5. What academic year calendar type does your institution have?

2 Semesters or Trimester

6. Give total number of days of instruction for the academic year for each NAAB accredited degree program(s), not including non-instructional activities such as orientations, reading periods or exams and holidays.

The program(s) in this section are dependent on your selection in Section B, Question 1.

M. Arch.: 127

7. Credit Hours for Completion:

The program(s) in this section are dependent on your selection in Section B, Question 1.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited degree offered by your institution.

M. Arch. Pre-Professional: 145

M. Arch. Non Pre-Professional: 32

b. By degree, how many of those credit hours are assigned to general education?

M. Arch. Pre-Professional: 42

M. Arch. Non Pre-Professional: 4

c. By degree, what is the average number of credits each full time student completes per academic term?

M. Arch. Pre-Professional: 17

M. Arch. Non Pre-Professional: 16

8. Is your program offered at more than one campus or location? If yes, please list:

Yes

Location 1:
Boston, MA

Location 2:
Rome, Italy

Location 3:

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year." What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year:

B Arch.
If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	0	0	Per Academic Year
Out-of-State	0	0	Per Academic Year
Part-Time			
In-State	0	0	Per Academic Year
Out-of-State	0	0	Per Academic Year

M Arch.

If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	33320	649	Per Academic Year
Out-of-State	33320	649	Per Academic Year
Part-Time			
In-State	980	0	Per Credit Hour
Out-of-State	980	0	Per Credit Hour

a. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?
If yes, please explain

No

b. Is a summer session required for any portion of your accredited degree program(s)?

Yes

If yes, what is the additional tuition and fees for the summer program?
(If no fill this section with 0s)

	Summer Tuition	Summer Fees	Per Hour/Term/Year
Full-Time			
In-State	7875	0	Per Term
Out-of-State	7875	0	Per Term
Part-Time			
In-State	980	0	Per Term
Out-of-State	980	0	Per Term

Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited
degree program?
If yes, please explain

No

2. Per Student Expenditure:

*What is the average per student expenditure for students enrolled in NAAB accredited degree
programs? This is the total amount of goods and services, per student, used to produce the
educational services provided by the NAAB-accredited program.*

The program(s) in this section are dependent on your selection in Section B, Question 1.

M. Arch. Student Exp   45479

3. Financial Aid:

What was the total amount of financial aid (Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year?

The program(s) in this section are dependent on your selection in Section B, Question 1.

Financial Aid provided to graduate students in NAAB-accredited programs:

Total Graduate Financial Aid for last fiscal year	50000
Average Graduate Financial Aid per student	1000

4. Graduate Assistants:

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

0

SECTION D. STUDENT CHARACTERITICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

(If your institution offers more than one program, please provide the information for each program separately)

1. Applicants

Indicate the number of individuals who fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who had been notified of one of the following actions during the last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or institution. Information about ethnicity must be based on self-identification information provided by the applicant.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Male	Female
Total	0	0
American Indian/Alaska Native	0	0
Asian or Pacific Islander	0	0
Black, Non-Hispanic	0	0
Hispanic	0	0
White, Non-Hispanic	0	0
Other	0	0

Declined to or Did Not Supply	0	0

M. Arch.

	Male	Female
Total	34	35
American Indian/Alaska Native	0	0
Asian or Pacific Islander	1	2
Black, Non-Hispanic	2	1
Hispanic	5	3
White, Non-Hispanic	26	29
Other	0	0
Declined to or Did Not Supply	0	0

2. Admitted:

Indicate the total number of individuals who were notified of admission or placement on a waiting list for the last fiscal year. Information about ethnicity must be based on self-identification information provided by the admitted applicants.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Male	Female
Total	0	0
American Indian/Alaska Native	0	0
Asian or Pacific Islander	0	0
Black, Non-Hispanic	0	0
Hispanic	0	0
White, Non-Hispanic	0	0
Other	0	0
Declined to or Did Not Supply	0	0

M. Arch.

	Male	Female
Total	30	27
American Indian/Alaska Native	0	0
Asian or Pacific Islander	1	2
Black, Non-Hispanic	2	1
Hispanic	2	1
White, Non-Hispanic	25	23
Other	0	0
Declined to or Did Not Supply	0	0

3. Enrolled

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',''' A person can only be counted in one group.

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

B. Arch.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	0	0	0	0
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	0	0	0	0
Black, Non-Hispanic	0	0	0	0
Hispanic	0	0	0	0
White, Non-Hispanic	0	0	0	0
Other	0	0	0	0
Declined to or Did Not Supply	0	0	0	0

M. Arch.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	24	21	0	0
American Indian/Alaska Native	0	0	0	0

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female
Asian or Pacific Islander	1	2	0	0
Black, Non-Hispanic	2	1	0	0
Hispanic	2	1	0	0
White, Non-Hispanic	19	17	0	0
Other	0	0	0	0
Declined to or Did Not Supply	0	0	0	0

4. Total undergraduate/graduate enrollment in NAAB-Accredited program by race/ethnicity

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

B. Arch.

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female
Total	0	0	0	0
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	0	0	0	0
Black, Non-Hispanic	0	0	0	0
Hispanic	0	0	0	0
White, Non-Hispanic	0	0	0	0
Other	0	0	0	0
Declined to or Did Not Supply	0	0	0	0

M. Arch.

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female
Total	28	22	0	0
American Indian/Alaska Native	0	0	0	0
Asian or Pacific Islander	1	2	0	0
Black, Non-Hispanic	2	1	0	0
Hispanic	2	1	0	0
White, Non-Hispanic	23	18	0	0

Other	0	0	0	0
Declined to or Did Not Supply	0	0	0	0

5. Number of total credits in professional architectural studies

a. Total number of credits in professional architectural studies taken by full time students for the last fiscal year:

7608

b. Total number of credits in professional architectural studies taken by part-time students in the last fiscal year:

0

SECTION E. DEGREES AWARDED

(The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.)

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

	B. Arch.		M. Arch.		D. Arch.	
	Male	Female	Male	Female	Male	Female
Total	0	0	24	18	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	1	1	0	0
Black, Non-Hispanic	0	0	0	1	0	0
Hispanic	0	0	2	1	0	0
White, Non-Hispanic	0	0	19	13	0	0
Other	0	0	2	2	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

SECTION F. RESOURCES FOR STUDENTS AND LEARNING IN NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection

(all forms of media)

Catalogued Titles on Main campus: 9010

Catalogued Titles on Other locations: 0

2. Total number of catalogues titles that have Library of Congress NA or Dewey 720-729

(all forms of media)

Library of Congress NA or Dewey 720-729 Catalogued Titles on Main campus:	5884
Library of Congress NA or Dewey 720-729 Catalogued Titles on Other locations:	0

3. What is the total number of permanent workstations that can be assigned to students enrolled in design studios?

Permanent Workstations on Main Campus:	300
Permanent Workstations at Other locations:	0

4. Briefly describe the labs, shops, and other learning resources available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	Yes ○ No ●
Computer Facilities (Lab)	Yes ● No ○
Computer Output Facilities (Plotters, Specialized plotting)	Yes ● No ○
Digital Fabrication Facilities	Yes ● No ○
Wireless Network	Yes ● No ○
Image Collection (Slide Library)	Yes ● No ○
Photo Studio/Darkroom	Yes ○ No ●
Lecture Series	Yes ● No ○
Gallery/Exhibits	Yes ● No ○
Other	Yes ○ No ●

If Other Resources, Please describe:

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

Faculty are defined as follows: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

1. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between reaching, research, and public service because each of these functions is an integral component of his/her regular assignment:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',"' A person can only be counted in one group.

Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	1	2	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	1	2	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Associate Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	2	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	2	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	0	0	2	2	0	1
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	1
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	1	2	0	0
Other	0	0	1	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Instructor

	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
			0	0	0	0

	Male	Female	Male	Female	Male	Female
Hispanic	0	0				
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by full time faculty: 2788

2. Part-Time Instructional Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',''' A person can only be counted in one group.

Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0

	Male	Female	Male	Female	Male	Female
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	24	11
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	2	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	1	2
White, Non-Hispanic	0	0	0	0	21	9
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by part-time faculty: 4820

3. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',''' A person can only be counted in one group.

	Professor Male	Professor Female	Assoc. Prof. Male	Assoc. Prof. Female	Assist. Prof. Male	Assist. Prof. Female	Instructor Male	Instructor Female
Total	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0	0	0

4. Faculty Credentials: Indicate the highest degree achieved by each faculty member (full-time, part-time, and adjunct):

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ',''' A person can only be counted in one group.

	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Adjunct Male	Adjunct Female
D. Arch.	0	0	0	0	0	0
M. Arch.	4	1	24	11	0	0
B. Arch.	0	0	0	0	0	0
Ph.D. in architecture	1	4	1	2	0	0
Ph.D. in other discipline	0	0	0	0	0	0
Post-professional master's in architecture	1	0	0	0	0	0

| Other degrees | 0 | 0 | 0 | 0 | 0 | 0 |
| Registered in U.S. Jurisdiction | 4 | 1 | 15 | 5 | 0 | 0 |

5. Average annual salaries for full-time instructional faculty teaching in the NAAB-accredited program for the last fiscal year

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.

	Number	Minimum	Avg.	Max.	Univ. Avg.
Professor	3	106525	107912	109300	129226
Assoc. Prof.	2	65000	70662	77000	91352
Assist. Prof.	5	60000	62000	65000	77150
Instructor	0	20000	25000	35000	47853

Northeastern University
2008-09 Annual Report
National Architectural Accreditation Board (NAAB)
Compiled by George Thrush, FAIA, Director

Part II: Narrative Response

1.4 Conditions Not Met in 2006 NAAB VTR (with Fall 2008 responses)

Section 3.6 Human Resources

> *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met

Not Met

[ ]

[X]

At the time of the 2002 visiting team report, the faculty compliment met "only the bare necessities". Since the 2002 visit, the student body has nearly doubled as have the pressures on the existing faculty to deliver the content of the curriculum with sustained rigor. The increased demand for faculty has been met almost exclusively with adjunct faculty. While the adjuncts are dedicated, skilled and talented they have a limited connection to the school and students. Many of the team's concerns about the program's ability to consistently deliver curricular content and meet the NAAB requirements are directly tied to the appropriate number of full-time faculty. The team believes that it is critical to obtain and maintain additional full-time faculty and full-time lines.

Additionally, while the Chair is a dynamic and innovative leader, the challenges that lie ahead for the program to grow to meet its ambitions will require the Chair's focused attention. Currently the Chair is charged with not

only running the program, but the minutia of administrative tasks. Additional administrative assistance is essential for the program to continue to grow to its full potential.

Response:
Since the March 2006 NAAB visit, the School of Architecture has added three new tenure-track faculty members (Lucy Maulsby, Amanda Lawrence, and Roy Kozlovsky), and one full-time, non-tenure-track position (Tiffany Lin). However, there has been no relief on the administrative front. The School is working hard to develop a management model with the University that will allow it to retain sufficient resources to support administrative help.

Section 3.13.28   Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

	Met	Not Met
	[ ]	[X]

The team substantively concurs with the previous visiting team's comments regarding this section and believes that the successful implementation of this criterion is extremely important.

The team believes that the curriculum generally provides the basic knowledge required to meet this criterion. However, the student work does not demonstrate a synthesis of those curricular components into a comprehensive architectural project meeting NAAB requirements for this section.

Response:

Since the March 2006 NAAB visit, the curriculum has been significantly modified to address the lack of a "comprehensive design" studio. Though the new sequence initially included a studio with that name, we now have a course that will be called "Bachelor's Degree Project." This studio is coupled with a course called "Integrated Building Systems," and addresses in great detail the technical, systems, and construction questions associated with the design of a

more straightforward building type, so that students can get into more detail in their solutions. Both courses are coordinated by Kiel Moe, author of the acclaimed <u>Integrated Design in Contemporary Architecture</u>, (Princeton Architectural Press, New York, 2008).

1.5 Causes for Concern in 2006 NAAB VTR (with Fall 2008 responses)

- The team notes continued concern about the number of full time faculty, and whether there is enough such faculty to adequately advise and mentor students and coordinate adjunct faculty.

  Fall 2008 Response:
  See above. Four new full-time hires since 2006, and more searches to come. Full-time faculty is now at 10, but it needs to be at least 16 to support a school size of 450-500.

- **While the co-op experience is an important part of the school's program and mission, the team has a continuing concern that there is limited evidence of the integration of the co-op experience into the academic experience. The team understands the program no longer relies on the co-op to solely fulfill the NAAB requirements, but feels that the program lacks sufficient full-time faculty advisors to help students integrate the skills acquired during co-op.**

  Fall 2008 Response:
  With a single, very strong, full-time, co-op coordinator (Lynn Burke), the School is continuing to improve coordination.

- **The team recognizes the value of the case-study approach to teaching professional practice, however, there are continuing concerns that the criteria surrounding aspects of professional practice be more evident in student work.**

  Fall 2008 Response:
  A revised relationship between the case study course (now 4 semester hours per term, instead of 6) and the master's research studio has made it more focused.

- **There is a continuing challenge to maintain the school's ambition and mission with a faculty in which there is a large number of adjuncts.**

- Fall 2008 Response:
  Proportion of Full-time to adjunct remains a matter of attention.
  The School is improving, but needs more full-time faculty

- **With the additional number of course hours available as a result of eliminating one co-op term, there is a concern that there are adequate elective courses available to allow students to pursue individual academic interests.**

- Fall 2008 Response:
  It is a concern, but students are energetically encouraged to take as many courses outside of architecture as possible. Many pursue minors in other areas.

- **The school's lack of diversity amongst its faculty and students is an ongoing concern.**
- Fall 2008 Response:
  The School maintains excellent gender diversity among students (actually more female than male in incoming classes), full-time faculty (5 male + 5 female), and part-time faculty (24 male + 11 female), though racial and ethnic diversity is still lagging. Serious recruitment efforts are underway.

George Thrush, FAIA
Professor & Director
School of Architecture
Northeastern University

View Questionnaire (Edit)

PRINT PDF

Northeastern University

Annual Report Submission for the year 2009 .

Report has been submitted 1 times. Report was last submitted on 11/30/2009 5:33:59 PM.

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information

(preloaded from ACSA Guide)

Institution Name:	Northeastern University
Academic Unit Name:	School of Architecture
Address:	360 Huntington Avenue 151 Ryder Hall Boston, MA 02115
Architecture Program Tel. No:	617.373.4637
Architecture Program School Fax No:	617.373.7080
Architecture Program School URL:	http://www.architecture.neu.edu/
Email address for general inquiries:	architecture@neu.edu
ACSA Region:	Northeast

In order to modify your organization information please visit the ACSA Guide site.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Private Not for profit

3. Carnegie Classification

a. Basic Classification:

RU/H: Research Universities (high research activity)

b. Undergraduate Instructional Program:

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

c. Graduate Instructional Program:

CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)

d. Size and Setting:

L4/HR: Large four-year, highly residential

4. Which regional accreditation agency accredits your institution?

New England Association of Schools and Colleges (NEASC)

5. In which ACSA region is the institution located?

Northeast

6. Who has direct administrative responsibility for the architecture program?

Name	George Thrush
Title	Director
Office Phone Number	617-373-8454
Fax Number	617-373-7080
Email Address	g.thrush@neu.edu

7. To whom should inquiries regarding this questionnaire be addressed?

Name	Danielle Walquist
Title	Office Manager
Office Phone Number	617-373-8959
Fax Number	617-373-7080
Email Address	d.walquist@neu.edu

8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Doris Chow
Title	Senior Data Analyst
Office Phone Number	(617) 373-5101
Fax Number	(617) 373-5506
Email Address	d.chow@neu.edu

9. Institutional Test Scores

Please only include average scores for the tests your institution collects. For test scores your institution does not collect, leave the corresponding boxes blank

a. SAT

Critical Reading
25th percentile SAT score: 570

75th percentile SAT score: 660

Mathematics
25th percentile SAT score: 610

75th percentile SAT score: 690

Writing
25th percentile SAT score:

75th percentile SAT score:

b. ACT

25th percentile ACT score: 26

75th percentile ACT score: 30

c. GRE

Verbal: 474 (200-800)

Quantitative: 684 (200-800)

Analytical: 4.0 (0.0 – 6.0)

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. Degree Programs
a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?
Accredited

B. Architecture [ ]

M. Architecture [X]

D. Architecture [ ]

Candidate

B. Architecture [ ]

M. Architecture [ ]

D. Architecture [ ]

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?
For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

[Yes]

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	B.S. in Architecture
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

[No]

Full Degree Title

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
[No]

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
[No]

4. What academic year calendar type does your institution have?
[2 Semesters or Trimester]

5. Credit Hours for Completion for each program:
The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): [   ]

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 32

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): [   ]

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education: [   ]

Professional: [   ]

Electives: [   ]

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education: 0

Professional: 28

Electives: 4

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education: [   ]

Professional: [   ]

Electives: [   ]

6. Average credit hours per student per term by degree program:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): [   ]

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 32

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): [   ]

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?
Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

No

City and State	Country	Credit Hours

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."
For part-time tuition rates, include the cost per credit or course.
a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zero's (0).

	Tuition	Fees
Full-Time Student		
	34080	762
Part-Time Student		
	1065	0

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?

No

c. Is a summer session required for any portion of your accredited degree program(s)?

Yes

If yes, what is the additional tuition and fees for the summer program?

	Tuition	Fees
Full-Time Student		
	8738	0
Part-Time Student		
	1092	0

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

	Percentages of students receiving aid	Average amount by types of aid
a. Institution		
Federal Grants	14	$5,327.00
State/Local Grants	13	$2,011.00
Institutional Grants	74	$11,304.00
Student Loans	50	$6,705.00
b. Architecture Program		
Federal Grants	1	$8,484.00
State/Local Grants	1	$4,900.00
Institutional Grants	5	$9,833.00
Student Loans	3	$6,500.00

3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in

classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.

a. How many graduate assistantships were awarded during the last fiscal year? 0

b. What do graduate assistants receive?

Stipend?
No

Amount:

Tuition Remission?
No

If tuition, how much?

If credit hours, how many?

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

1. Applicant Cycle

a. Applicants: Indicate the total number of individuals who fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who had been notified of one of the following actions during the last fiscal year: admission, nonadmission, placement on a waiting list, or application withdrawn by applicant or institution. Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not required to do so.

M. Architecture Total Applicants: 115

M. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	3	2	5
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	1	1
Hispanic/Latino	1	1	2
White	29	18	47
Two or more races	0	0	0
Nonresident alien	11	13	24
Race and ethnicity unknown	24	12	36
TOTAL	68	47	115

Pre-Professional Total Applicants: 908

Pre-Professional

	Male	Female	TOTAL
American Indian or Alaska Native	5	1	6
Asian	39	41	80
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	14	16	30
Hispanic/Latino	43	42	85
White	227	183	410
Two or more races	0	0	0
Nonresident alien	48	53	101
Race and ethnicity unknown	104	92	196
TOTAL	480	428	908

b. Admissions (students admitted): Indicate the total number of applicants who have been granted an official offer to enroll. Programs are requested to complete the more specific numbers by gender and ethnicity if available, but are not required to do so.

M. Architecture Total Admitted: 36

M. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	0	1
Hispanic/Latino	0	0	0
White	9	8	17
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	11	5	16
TOTAL	22	14	36

Pre-Professional Total Admitted: 297

Pre-Professional

	Male	Female	TOTAL
American Indian or Alaska Native	1	0	1
Asian	5	19	24
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	5	6	11
Hispanic/Latino	11	15	26
White	58	77	135
Two or more races	0	0	0
Nonresident alien	16	34	50
Race and ethnicity unknown	38	12	50
TOTAL	134	163	297

c. Entering Students: Indicate the number of students who enrolled for the very first time during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year. As this data is available from the institution, programs are required to provide the specific numbers by gender and ethnicity.

M. Architecture Total Entering Students: 36

M. Architecture

	Male		Female		TOTAL		GRAND TOTAL
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	1	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	0	0	1	0	1
White	9	0	8	0	17	0	17
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	11	0	5	0	16	0	16
TOTAL	22	0	14	0	36	0	36

Pre-Professional Total Entering Students: 94

Pre-Professional

	Male		Female		TOTAL		GRAND
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	50	0	44	0	94	0	94
TOTAL	50	0	44	0	94	0	94

2. Total architecture enrollment in NAAB-accredited program by race/ethnicity:

M. Architecture Total Enrollment:　　　　　　44

M. Architecture

	Male		Female		TOTAL		GRAND
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	1	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	0	0	1	0	1
White	15	0	10	0	25	0	25
Two or more races	0	0	0	0	0	0	0
Nonresident alien / Race and ethnicity unknown	11	0	5	0	16	0	16
TOTAL	28	0	16	0	44	0	44

Pre-Professional Total Enrollment:　　　　　　344

Pre-Professional

	Male		Female		TOTAL		GRAND
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	181	0	163	0	344	0	344
TOTAL	181	0	163	0	344	0	344

SECTION E. DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	2	1	3

	Male	Female	TOTAL
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	0	1
White	22	12	34
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	2	3	5
TOTAL	27	17	44

Pre-Professional

	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

2. Time to Completion:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

2

b. Percentage of students that graduate in "normal time to completion"

90

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of cataloged titles in the architecture library collection

Main Campus: 9582

2. Total number of cataloged titles that have Library of Congress NA or Dewey 720-729

Main Campus: 6049

3. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main Campus: 300

4. Are your students required to have a laptop computer?

Yes

5. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	No
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If other resources are available, please describe:

6. Financial Resources

a. Total revenue from all sources (if you have   1839000

more than one degree program, please include the financial resources for both programs combined)

b. Expenditures

i. Instruction 1750000

ii. Capital 11000

iii. Overhead 78000

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment 41546

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

i. Total credit hours taught by full-time faculty: 113

ii. Total credit hours taught by part-time faculty: 0

iii. Total credit hours taught by adjunct faculty: 300

2. Instructional Faculty
a. Full-time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non-Tenu Male	re-Track Female	TOTAL Male	Female	GRAND TOTAL
	Male	Female	Male	Female					
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific	0	0	0	0	0	0	0	0	0

| | Tenured | | Tenure-Track | | Non-Tenu | re-Track | TOTAL | | GRAND |
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	2	0	0	0	0	1	2	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	2	0	0	0	0	1	2	3

Associate Professor

| | Tenured | | Tenure-Track | | Non-Tenu | re-Track | TOTAL | | GRAND |
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	2	0	0	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	2	0	0	0	0	0	2	0	2

Assistant Professor

| | Tenured | | Tenure-Track | | Non-Tenu | re-Track | TOTAL | | GRAND |
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	3	2	0	0	3	2	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1	0	1
TOTAL	0	0	4	2	0	0	4	2	6

Instructor

| | Tenured | | Tenure-Track | | Non-Tenu | re-Track | TOTAL | | GRAND |
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	1	0	0	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	1	0	0	0	1	0	1

b. Part-Time Instructional Faculty

Professor

	Tenured		Tenure-Track		Non-Tenu Male	re-Track Female	TOTAL Male	Female	GRAND TOTAL
	Male	Female	Male	Female					
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenu Male	re-Track Female	TOTAL Male	Female	GRAND TOTAL
	Male	Female	Male	Female					
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenu Male	re-Track Female	TOTAL Male	Female	GRAND TOTAL
	Male	Female	Male	Female					
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non-Tenu Male	re-Track Female	TOTAL Male	Female	GRAND TOTAL
	Male	Female	Male	Female					

American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs ($) or commas. A person can only be counted in one group.

	Professor		Associate Professor		Assistant Professor		Instructor		TOTAL		GRAND
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	2	1	2	1	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	2	0	2	0	2
White	0	0	0	0	0	0	7	8	7	8	15
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	5	1	5	1	6
TOTAL	0	0	0	0	0	0	16	10	16	10	26

3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

3. Faculty Credentials

	Professor		Associate Professor		Assistant Professor		TOTAL		GRAND
	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	0	0	0	0	4	0	4	0	4
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	2	2	0	1	2	4	4	8
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	0	0	0	0	0	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs ($) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	3	106252	107912	109300	129226
Assoc. Prof.	2	65000	70662	77000	91352
Assist. Prof.	6	60000	62000	65000	77150
Instructor	1	40000	42500	45000	47853

	Number	Minimum	Average	Maximum	Univ. Average

Northeastern University
2009-10 Annual Report
National Architectural Accreditation Board (NAAB)
Compiled by George Thrush, FAIA, Director

Part II: Narrative Response

1.4 Conditions Not Met in 2006 NAAB VTR (with Fall 2009 responses)

Section 3.6 Human Resources

> *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

> Satisfied, no further reporting required.

Section 3.13.28   Comprehensive Design

> *Ability to* produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

> Met   Not Met

> [ ]   [X]

> Continue reporting on efforts to address this deficiency. Although progress has been made, more reporting is required. Criterion 13.28

states that, "*Ability to* produce a comprehensive architectural project based on a building program and site…" is required. The program is encouraged to provide syllabi and specific course assignments of the two courses mentioned – Bachelor's degree Project and Integrated Building Systems.

Response:

Syllabus for Integrated Building Systems and the Comprehensive Design Studio (this will not be called the Bachelor's Degree Project as previously planned) attached, as well as projects from the Studio course.

1.5 Causes for Concern in 2006 NAAB VTR (with Fall 2008 responses)

Faculty

- **Satisfied, no further reporting required. However, do continue reporting additional hires through continued searches.**

  Fall 2009 Response:
  One new full time faculty member has been hired since the Fall 2008 report (Ivan Rupnik) as well as two full time, non-tenure track positions (Sam Choi and Daniel Hewett). A search for another full-time faculty member is currently underway.

Cooperative Education

- **Continue reporting on efforts to address this deficiency and provide additional details on how the School is continuing to improve coordination.**

  Fall 2009 Response:
  With a single, very strong, full-time, co-op coordinator (Lynn Burke), the School is continuing to improve coordination. She teaches a course in Professional Development at the School and has won an award for outstanding co-op coordinator of the year.

Case Study Approach

- **Continue reporting on efforts to address this deficiency.**

  Fall 2009 Response:
  The key pedagogical objective of the Case Study sequence is to orient the unique skills and interests of the emerging architect to

the history, current condition, and innovative development of professional practice. In preparation for the extensive Semester II Case Study project, the first semester involves consideration of the architect's unique and evolving place among the design professions, and to the culture beyond.

Recent course enhancements include additional scenario-based exercises, new collaborative team projects, and a greater focus on research and contextual investigation, including comprehensive literature reviews and primary source interviewing, as the basis of lasting and relevant professional contribution.

Maintenance of School's Ambitions and Mission

- **Satisfied, no further reporting required. However, do continue reporting additional hired through continued searches.**

  Fall 2009 Response:
  See above response to Faculty.

Inadequate Elective Courses

- **Continue reporting on efforts to address this deficiency by providing specific courses and minors that architecture students pursue.**

  Fall 2009 Response:
  The School works together with other departments to provide a wide range of electives. Some courses that have been offered at the graduate level are: Geographic Information Systems (GIS), Modern American Social History, The 21st Century City, Urban Sociology, and Urban Government and Politics. Within the major, three new Topics in Architecture courses have been introduced. Each has a separate emphasis; in Fall 2008 students could choose between Real Estate Development, Environmental Techniques & Sustainability, and Landscape Urbanism. Subjects that students tend to minor in are: Graphic Design, Urban Studies, or Environmental Studies.

Lack of Diversity

- **Continue reporting on efforts to address this deficiency by outlining the recruitment efforts. Is that a plan that can be shared?**

Fall 2009 Response:
Display ads for full time faculty positions are posted in the
following publications: *Chronicle of Higher Education*, *Diverse
Issues*, *Hispanic Outlook*, the *Boston Globe*, and the *ACSA Newsletter*.
The National Organization of Minority Architects is also notified of
such positions. The Search Committee Chair, George Thrush,
attended the kick-off meeting of the Stride workshop as part of the
Advance initiative. The STRIDE Committee provides information
and advice about practices that will maximize the likelihood that
diverse, well-qualified candidates for faculty positions will be
identified, and, if selected for offers, recruited, retained, and
promoted.

George Thrush, FAIA
Professor & Director
School of Architecture
Northeastern University

Salk Institute for Biological Studies
San Diego, California
Louis I. Kahn, Architect
George A. Fuller Company, Building Construction
Date 3-31-64   Photo # 2

SOUTH LABORATORY FLOOR SLAB LOOKING WEST

*"The pragmatic architect is the one who above all **makes conventions speak**, (s)he who salvages a poetic dimension from the here and now, who is capable of decontextualizing the already known and giving the luster of poetry. An insistence on the material aspects, constructional as well as those referring to manipulation of territory, ought to be interpreted form this angle: it is not by abandoning the more routine aspects of the discipline that we can transcend it, but by recognizing in these aspects the whole poetic force of a founding act."*

Inaki Abalos

"Derive [your] critical edge from an assumption of architecture's basic adequacy and an ease with the controversial proposition that architecture has no other more profound project than to fabricate a new sensibility from its own palette."

Jeffrey Kipnis

ARCU/G 656/156: Integrated Building Systems   **Peter Wiederspahn**

SYLLABUS

Kiel Moe
moe@neu.edu
Office hours: Thus: 9am-11:30 or by email appt.

11:45-1:20 Monday
11:45-1:20 Wednesday
Individual Meetings may be scheduled by e-mail or in class
Course info also on blackboard

the system
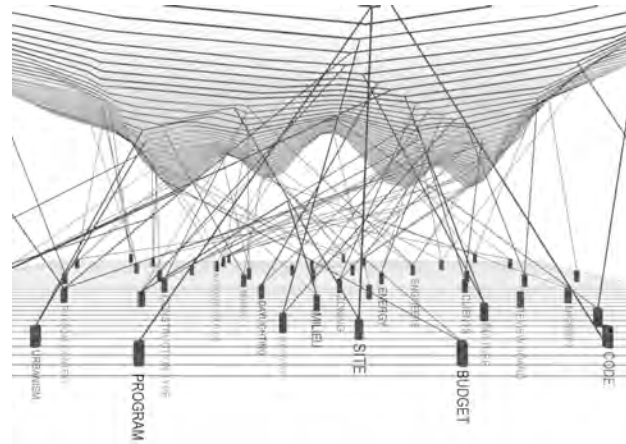
Course Description:

This lecture course is integrated with the co-requisite Studio V. The studio and lecture merge several areas of your education in the elaborated design of a building. In the studio, you will develop the design by specifying and articulating the many systems that comprise architecture: site systems, energy systems, material systems, construction systems, structural systems, formal ordering systems, spatial systems, codes, plumbing, circulation systems, programmatic systems, event systems, urban systems, climatic systems, ventilation, daylighting, program, etc. Architecture is comprised by these various systems. However, make no mistake, these systems themselves *are not architecture!* These systems left unto themselves may only yield a building. However, we are concerned here with architecture. It is the role of the architect to understand comprehensively all these conventional systems and direct them to a new end that *is architecture!* The aim is to neither be dominated by any system, theory, technology, compositional strategy, history, computer program, building or energy code, nor to dismiss any of these but rather to become secure enough in their depth and breadth to swerve them for your own ends in your own work. An isolated pursuit of any one or few of these, or the neglect of any of these, will paralyze or exhaust your work. The key to this semester is how you will understand all these systems and their conventions well enough to make the 'speak,' in other words, how you will elevate the systemic nature of contemporary practice to the status of architecture.

The sequence of lectures in this course follows the sequence of the studio. Your grade for IBS will be determined by your response to the technical requirements of the studio. The technical requirements will include the research, integration and representation of the many technical systems inherent in this, and every, building project. There will also be required readings. You will submit a response for each reading.

The title clearly indicates the content of the lecture course. Working backwards:

Systems: the course and studio are preoccupied with the systemic nature of contemporary buildings. Today, the architect is foremost a specifier and organizer of systems: material, energetic, spatial, urban, ecological, climatic, circulatory, structural, programmatic, codes etc. The lectures will extend this systemic discussion to larger concerns as well. For instance, the specification of any material has far-reaching effects that systematically extend beyond the building itself, altering distant ecologies and economies for example. The work of an architect, and architecture itself, is thoroughly systemized today. These systems are often dominated by conventions. That does not, however, preclude unconventional applications of those conventions. Our task is to learn not only the systems and their systemic effects, but to understand these systems well enough to make the systems and their conventions 'speak' architecturally. For example, Mies van der Rohe transformed the convention of the rolled steel I-beam into an architecture. For Mies, the I-beam captured both the conventions of his period as well as captured an aesthetic system and a system of expression. Numerous case studies will illustrate this task. Again, systems by themselves *do not* constitute architecture but architecture will not occur without systems.

Building: building is a decent noun, but it is better as a verb. In this class and studio, building is an active, ceaseless process: building ecologies, building economies, building buildings. Any and every building is a *capture and channel device*: actively exchanging energy with its milieu, constantly shaping occupancy, deteriorating as it weathers. The process of design itself should be understood in an active sense. In this studio and class, every drawing and model should literally rehearse the process of building. In this studio and class, the increasingly physical layers of construction should literally be drawn and built in models. Let there be no confusion, however: *architects do not build*. Architects in the end provide information in the form of abstract representations: drawings, specifications, and models. Thus their task and the task of this class is doubled: architects have to thoroughly understand the physical processes of construction while also clearly conceiving the immaterial consequences of design decisions. As such, there will be a significant emphasis on the clarity, content, and quality of your visual explanations of your architecture and its systems.

ARCU/G 656/156: Integrated Building Systems

Integrated: The integration, coordination, and organization of systems is essential to contemporary construction. Architecture has few, if any theories of integration, so we will develop our own. The lectures will look at examples of well-integrated buildings and deduce principles of integration. Integrated practices include both spatial organization as well as the integration of various trades. Architecture is becoming increasingly complex both physically and organizationally. Beyond figuring and specifying building systems, architects must also clearly coordinate and organize the systems through a series of independent consultants. Thus, integration must be considered materially and immaterially. For instance, a formal ordering system may emerge from your understanding of the ordering system inherent in a particular construction system. Inversely, a construction system may emerge from your understanding of a formal ordering system. What matters is the to which the project integrates these multiple systems. Integrated Building Systems presupposes that you will have the ability to integrate, coordinate, and organize building systems in a clear manner. For us, this will involve discerning and visualizing the systems we propose in the studio projects. So again, there will be an overt focus on the representation of the systems as much as the project itself.

The integration of systems is one way to elevate systems beyond mere building to architecture. Integration is part of the surplus that separates architecture from mere building. Integration is the peculiar phenomenon that makes a whole greater than the sum of its parts. This is one task of architecture.

You will soon realize that every line you draw, every line of construction specification you write, every line you verbalize in architecture contains systemic aesthetic, spatial, economic, ecological, social, and political effects. *IN SHORT, EVERY LINE HAS ETHICAL CONSEQUENCES.* The degree to which you will do well this semester is the degree to which you internalize and demonstrate this fundamental aspect of architecture through your work. Your work will need to be a product of systemic thinking, systemic building and systemic integration.

Objectives and Outcomes

The Comprehensive Studio & Integrated Building Systems respond to the following NAAB Student Performance Criteria:

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

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

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

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

-Sustainable Design
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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

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

-Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

-Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

ARCU/G 656/156: Integrated Building Systems   Peter Wiederspahn

Requirements

There are six requirements for this course: *% of Grade*

1. attendance at all lectures (attendance will be taken)	10% (total)
2. reading response/quiz for each required reading	15% (total)
3. Review #1 (system presentation)	5%
4. Review #2 (mid term)	20%
5. Review #3	25%
6. Review #4 (final review)	25%

Attendance

Attendance is mandatory at all lectures and attendance will be recorded. Three or less absences will affect your grade on a curve .More than three absences will constitute a full grade deduction. More than 5 absences will constitute an automatic failure. If you miss a lecture, you must email the instructor.

Reading Responses

For each of the required readings as noted in the schedule, submit a reading response. (there will also be quizzes on some readings)

1. Download the proper reading from Blackboard *and* its associated question.
2. Read each reading at least twice before you begin your response.
3. **WRITE** a single, <u>high quality</u> response for each question concerning the reading. In all cases court brevity. The response should be short but thorough, capturing in a few words the ***primary knowledge*** of the reading's question. It is very difficult to concisely and completely communicate the content of a coherent response in a few of good sentences. However, this type of writing is increasingly important in your discipline. So provide adequate time to write, review, edit, and revise your work at least a couple of times before you submit it. It is important that the writing is clear, direct, and that every word counts. What you leave out is often as important as what you include. This response is **NOT** a flaccid paragraph about your opinion of the reading. The response should directly address the reading's question. The questions connect the reading and lecture content to the studio project. As such, they should stimulate thinking about the project. Keep your readings, your reading notes, and summaries together with your responses in your binder.
4. **WRITE** any additional questions or comments you have about the reading or the course. Look up words you do not know.
5. **HAND IN** your one page assignment at the beginning of each lecture.
6. *NO LATE SUBMISSIONS: NO EXCEPTIONS, NO EXCUSES.*
7. *ONLY TYPED, PRINTED HARD COPIES ARE ACCEPTED.*

Grading Criteria

Your grade for IBS will be determined primarily by the technical merit of your studio project, as evident in key reviews. The following criteria will be used to evaluate your work:

-completeness: completion of required work on the technical systems (as evident in the presentation requirements)

-visualization: the ability to provide clear and rich visual explanations of technical systems and their operation

-integration: the degree to which the various technical systems are integrated into the conceptual and physical development of the project

-craft: the quality of execution exhibited in the required drawings, diagrams, and models. *"Quality is a habit, not an act."*

Grading

In accordance with Northeastern Department of Art and Architecture grading policy, grades will be distributed according to the following scale:

A superb quality work. **A-** high quality work.

B+ good quality work. **B** above average work. **B-** average work. (Hence everyone starts here and moves from here based on your work)

C+ below average work. **C** well below average work. **C-** minimal work.

D+, D, D- marginally acceptable work.

For more detail refer to http://www.architecture.neu.edu/student_resources/grading_policy/studio_course

ARCU/G 656/156: Integrated Building Systems

Academic Honesty

Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work of others, contact your professor prior to submitting work for evaluation.

For more detail refer to http://www.osccr.neu.edu/policy.html

Grade Questions

Questions about grades will be only discussed in a meeting with the instructor. They will not be discussed via email – this is not the appropriate venue for this type of conversation. To meet with the instructor, stop by during office hours or schedule another appointment.

Questions about final grades follow the same process. Additionally, if you feel you should have a grade different than that recorded, it is important that you make your case. To do so, prepare a document that contains your name, your partner's name, your studio instructor's name, the course number, the semester and year, and your recorded grade at the top of the page. Next, include documentation of your grades for all of your work and bring the original graded work to the meeting. This will help us ensure that there is not a disparity between the grades marked on the assignments and those recorded. Then, in quantitative terms, build an argument for why your grade should be different and what grade it should be. This should between a half page and a page of text. In this text, you will need to additionally cite specific examples of your work that illustrate the points you make in your text. (Additionally, submit the work in question as an appendix.) This documentation is important for the instructor to understand your point of view and to document the process.

ARCU/G 656/156: Integrated Building Systems

Bibilography

Required readings:

Kiel Moe. "Extra Ordinary Performances at the Salk Institute for Biological Studies." *Journal of Architectural Education*. Vol 61:4. May 2008.

Ed Mitchell. "Fear Factors." *Perspecta 35: Building Codes*. Excerpt.

Carol Burns. "High Performance Sites." *Site Matters: Design Concepts, Histories, and Strategies. P. 297- 310.*

Jon McMorrough. "Notes on the Adaptive reuse of Programming." *Praxis: Journal of Writing + Building*. issue 8. p. 103-110.

Jennifer Yoos and Vincent James. "Tempering Program." *Praxis: Journal of Writing + Building*. issue 8. p. 30-34.

Inaki Abalos and Juan Herreros. "The Mechanically Regulated Environment and Its Structural Implications." *Tower and Office: From Modernist Theory to Contemporary Practice.* (Cambridge, MA: MIT Press. 2003) p. 137-169.

Inaki Abalos and Juan Herreros. "The Evolution of Glass Curtain Wall Construction." *Tower and Office: From Modernist Theory to Contemporary Practice.* (Cambridge, MA: MIT Press. 2003) p. 99-136.

Kenneth Frampton. "Mies van der Rohe: Avant Garde and Continuity." *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture.* (Cambridge, MA: MIT Press.1995) p. 159-207.

Andreas Deplaze. "The Relationship Between Structure and Infrastructure." *Constructing Architecture: Materials Processes Structures.* (Basel: Birkhauser. 2005)

Adolf Loos: "Principle of Cladding." *Spoken into the Void: Adolf Loos collected Writings.*

Adolf Loos. "Building Materials." *Spoken into the Void: Adolf Loos collected Writings.*

Robin Evans. "Translations from Drawing to Building." In *Translations form Drawing to Building and Other Essays.* (Cambridge, MA: MIT Press.1997)

Mohsen Mostafavi and David Leatherbarrow. *On Weathering: The Life of Buildings in Time.* (Cambridge, MA: MIT Press.1993)

Marco Frascari. "The Tell-Tale Detail." Via 7: The building of Architecture (1984). P 23-37

Eduard F. Sekler. "Structure Construction Tectonics." In *Geyorgy Kepes Structure in Art and Science.* P. 89-95.

Eric Howeler. "Optimized Envelopes: Seattle Public Library's Structural Skin." Praxis: Journal of Writing + Building. issue 6. p. 62-69.

Amanda Reeser and Ashley Schafer. "Ventilating Envelope: San Francisco Federal Office Building." Praxis: Journal of Writing + Building. issue 6. p. 70-75.

Reference Readings:

Ed Allen, Joseph Iano. *Architect's Studio Companion. 3rd Edition.* (New York: Wiley. 2006)

Ed Allen. *Fundamentals of Building Construction.* (New York: Wiley. 2006)

Concrete Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2002.

Masonry Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2002.

Glass Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2002.

Steel Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2002.

Wood Construction Manual Basel; Boston: Birkha   user ; Berlin : Edition Detail, 2004.

Façade Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2004

Roof Construction Manual Basel; Boston: Birkha   user ; Munich : Edition Detail, 2003

SYLLABUS

Kiel Moe
moe@neu.edu
Office hours: Wed: 9am-11:30 or by email appt.

1:30-5:40 Monday
1:30-5:40 Wednesday
Individual Meetings may be scheduled by e-mail or in class

Introduction

This studio is a comprehensive design studio. The studio merges several areas of your education thus far in the elaborated design of a building. In this studio, you will overtly develop the design by specifying and articulating the many systems that comprise architecture: site systems, energy systems, material systems, structural systems, ventilation, daylighting, program, etc.

The studio is overtly integrated with the co-requisite Integrated Building Systems course. The sequence of lectures follows the sequence of this studio. Your grade for IBS will be determined by your response to the technical requirements of this studio. The technical requirements will include the research, integration and representation of the many technical systems inherent in this, and every, building project.

Objectives and Outcomes

The Comprehensive Studio & Integrated Building Systems respond to the following NAAB Student Performance Criteria:

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

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

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

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

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

-Sustainable Design
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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

-Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

-Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

-Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Requirements

- Only complete work will be reviewed at any review (desk crit, pin-up, or jury).
- Attend every studio review
- Computer output issues are not acceptable excuses for incomplete or missing work. The requirements are due for each review, regardless of the media choices that you make.
- All work this semester will be done in pairs. This reflects the unavoidably collaborative nature of architectural practice. This also raises the expectations of the work (the quantity, quality, depth and breadth of the work).
- At minimum, complete all requirements for the each review. A consistent application of serial iterations are highly encouraged (especially for those interested in good work and its associated higher grades)
- The studio grade will be based primarily upon the major reviews, but process and progress affect the grade as well. I grade each studio session for the quality and quantity of the work.

.

Attendance

Design is a process in which feedback and participation is critical; it is consequently imperative that you attend class and bring drawings and/or models to discuss with the instructor. Three absences will constitute a full grade deduction. More than 3 absences will constitute an automatic failure. Attendance is mandatory at all reviews (refer to course schedule for dates).   Less than 3 absences will result in a grade reduction on a curve.

Grading

In accordance with Northeastern Department of Art and Architecture grading policy, grades will be distributed according to the following scale:

A superb quality work. **A-** high quality work.

B+ good quality work. **B** above average work. **B-** average work. (Hence everyone starts here and goes up or down from here based on your work)

C+ below average work. **C** well below average work. **C-** minimal work.

D+, D, D- marginally acceptable work.

For more detail refer to http://www.architecture.neu.edu/student_resources/grading_policy/studio_course

Academic Honesty

Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work of others, contact your professor prior to submitting work for evaluation.

For more detail refer to http://www.osccr.neu.edu/policy.html
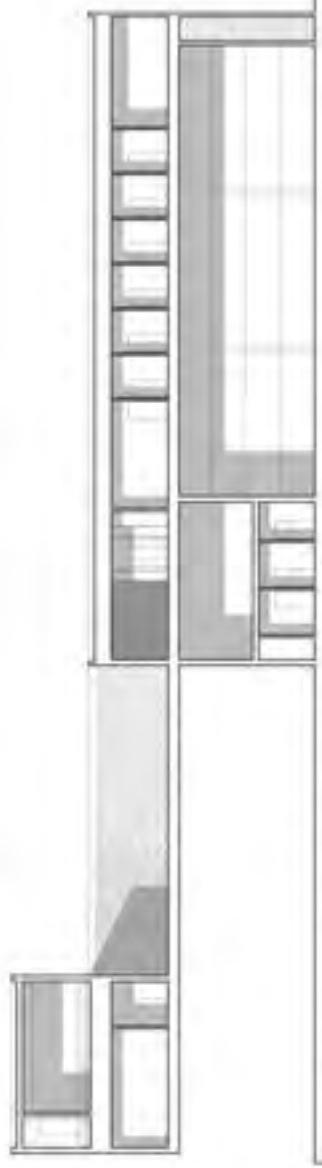
SECTION S4
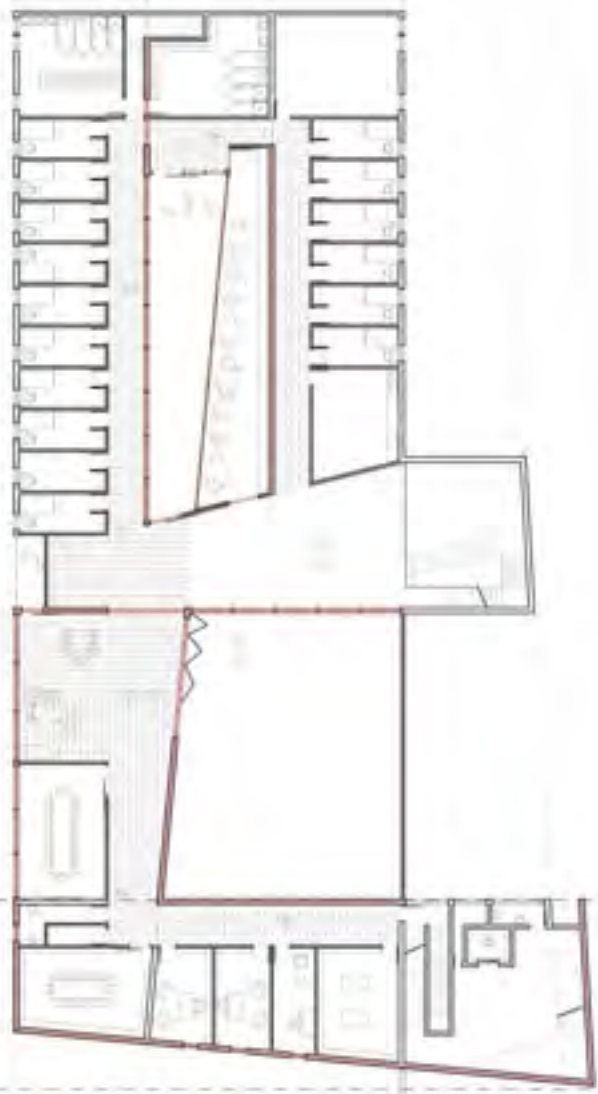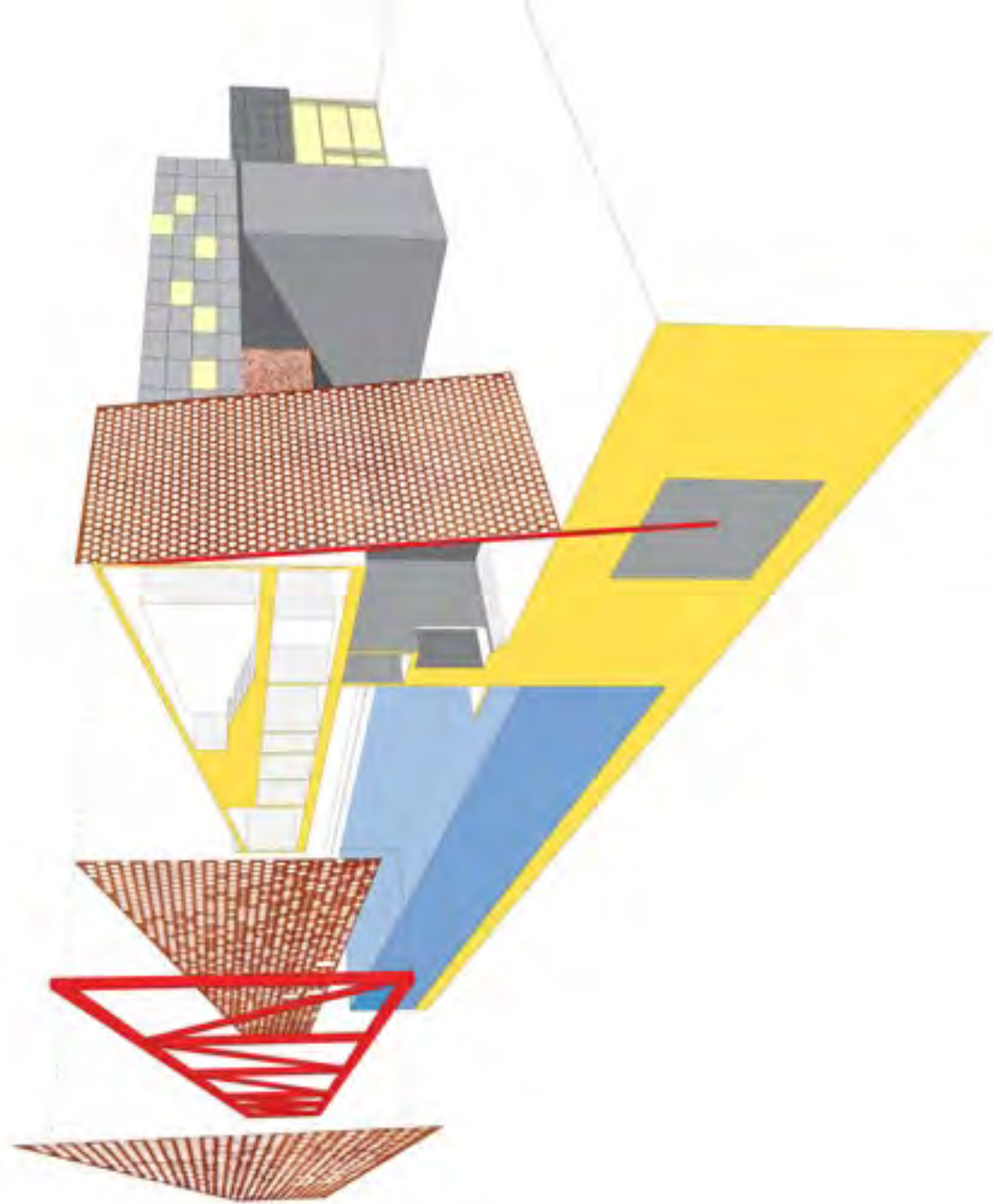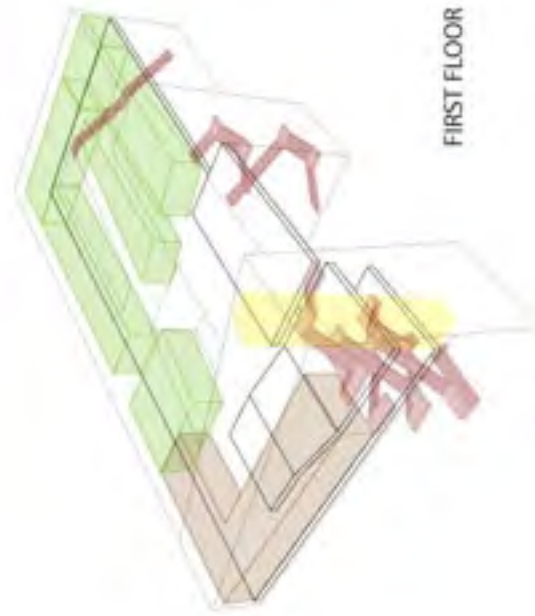
FIRST FLOOR PLAN

SECOND FLOOR

FIRST FLOOR

GROUND FLOOR

Public Area
Land Apparatus Bay
Water Apparatus Bay
Apparatus Support
Mechanical Space
Fire Personnel Area
Station Offices
Egress
Elevator

PROGRAM AXON
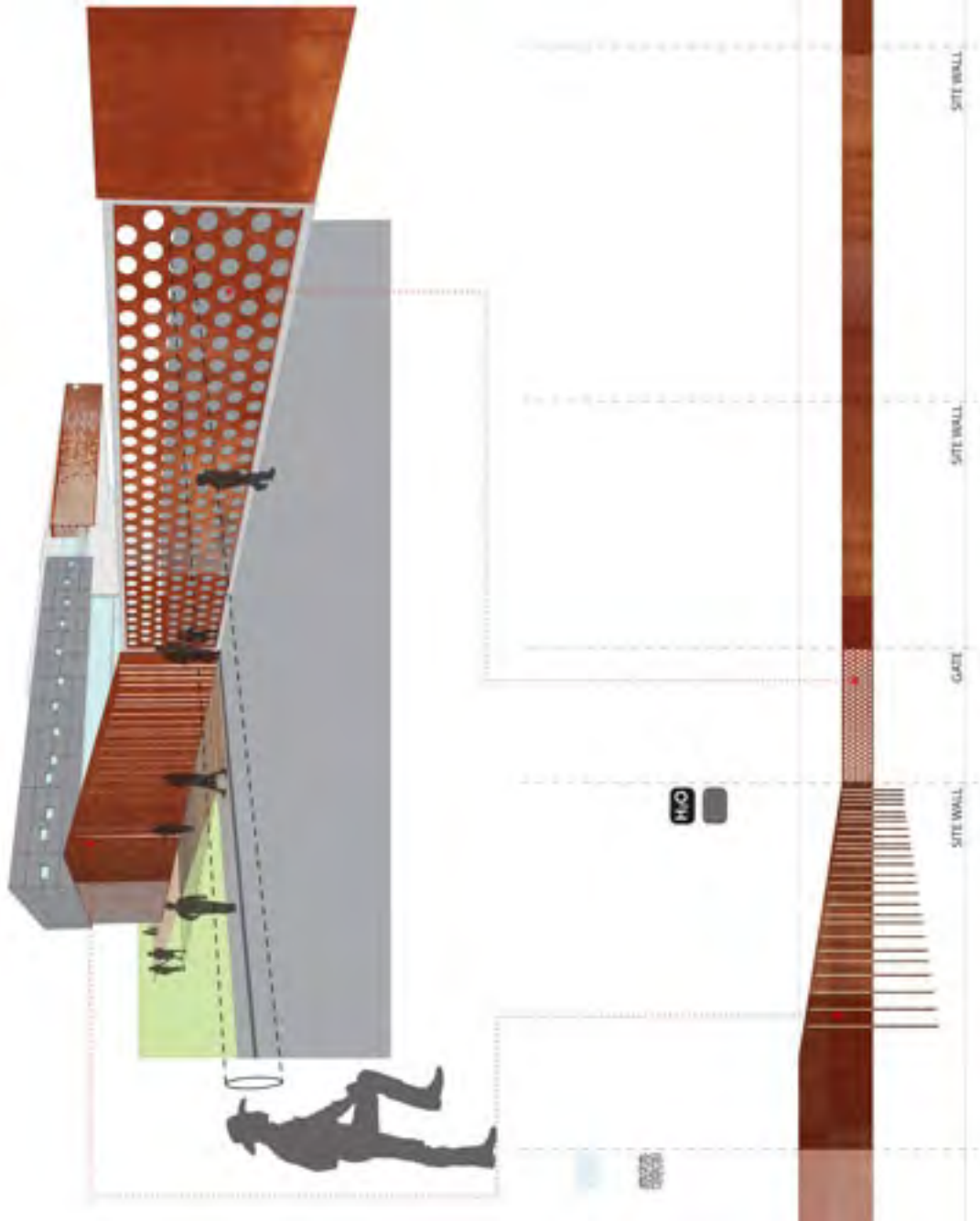
H₂O
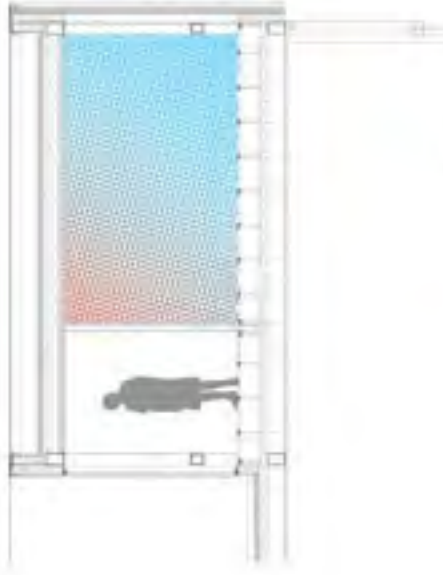
SINGULAR ROOM VENTILATION
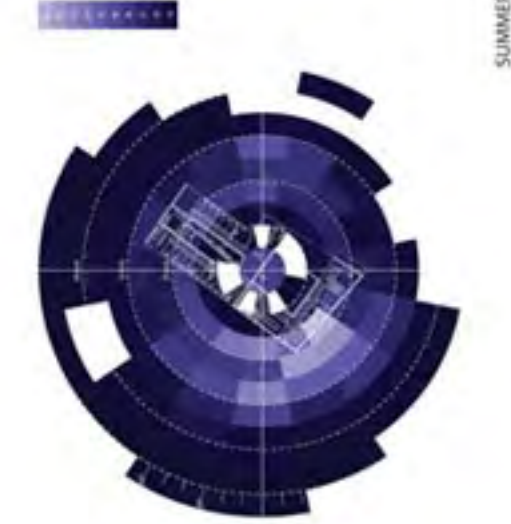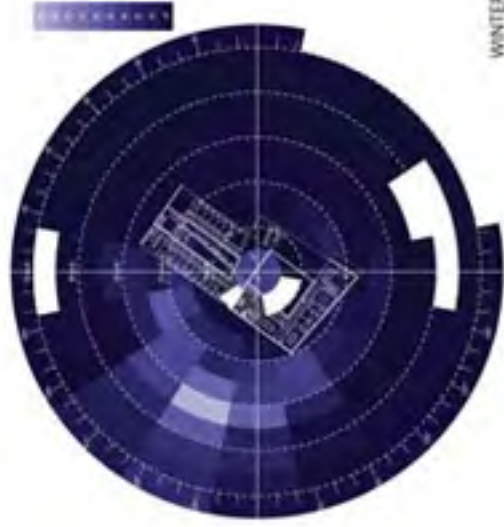
VENTILATION DIAGRAM

WINTER

SUMMER

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:
Name	Northeastern University
Title	School of Architecture
Office Phone Number	617.373.4637
Fax Number	617.373.7080
Email	architecture@neu.edu

2. Institution Type:
Private Not for profit

3. Carnegie Classification:
   a. Basic Classification: RU/H: Research Universities (high research activity)
   b. Undergraduate Instructional Program: A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence
   c. Graduate Instructional Program: CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
   d. Size and Setting: L4/HR: Large four-year, highly residential

4. Which regional accreditation agency accredits your institution?
New England Association of Schools and Colleges (NEASC)

5. In which ACSA region is the institution located?
Northeast

6. Who has direct administrative responsibility for the architecture program?
Name	George Thrush
Title	Director
Office Phone Number	617-373-8454
Fax Number	617-373-7080
Email	g.thrush@neu.edu

7. To whom should inquiries regarding this questionnaire to be addressed?
Name	Danielle Walquist Lynch
Title	Office Manager
Office Phone Number	617-373-8959
Fax Number	617-373-7080
Email	dw.lynch@neu.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?
Name	Doris Chow
Title	Senior Data Analyst
Office Phone Number	617-373-5101
Fax Number	617-373-5506
Email	d.chow@neu.edu

9. Institutional Test Scores
   a. SAT
        Critical Reading
        25th percentile SAT score: 567
        75th percentile SAT score: 651
        Mathematics
        25th percentile SAT score: 605

75th percentile SAT score: <u>689</u>
Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT
25th percentile ACT score: <u>25</u>
75th percentile ACT score: <u>28</u>

c. Graduate Record Examination (GRE)
Verbal: <u>459</u> (200-800)
Quantitative: <u>672</u> (200-800)
Analytical: <u>3.7</u> (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS
a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited
M. Architecture
Candidate
N/A
b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	B.S. in Architecture
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Full Degree Title

2. **Does your institution have plans to initiate any new NAAB-accredited degree programs?**
No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
No

4. What academic year calendar type does your institution have?
2 Semesters or Trimester

5. Credit Hours for Completion for each program:

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
a. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0

        b. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 0

        c. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a descipline other than architecture): 32

        d.

    b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

        a. M. Architecture undergraduate:

        b. General Education: 0

        c. Professional: 0

        d. Electives: 0

        e. M. Architecture Pre-Professional:

        f. General Education: 0

        g. Professional: 28

        h. Electives: 4

        i. M. Architecture Non-Pre-Professional:

        j. General Education: 0

        k. Professional: 0

        l. Electives: 0

        m.

6. Average credit hours per student per term by degree program?

    M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 32

M. Architecture Non-Pre-Professional: 0

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location? [no response needed in ARS print out]

SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services."

    a. What were the tuition and fees for the institution for the last fiscal year?

    b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

    c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program?

    d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and*

unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	13%	6200
a. Institution State/Local Grants	9%	1939
a. Institution Institutional Grants	73%	12145
a. Institution Student Loans	58%	6923
b. Architecture Program Federal Grants	12%	6687
b. Architecture Program State/Local Grants	6%	1578
b. Architecture Program Institutional Grants	79%	12095
b. Architecture Program Student Loans	60%	6944

3. **Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.*

SECTION D – STUDENT CHARACTERITICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

1. **APPLICANT CYCLE**
   a. **Applicants:**.
   M. Architecture: 141

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	11	13	24
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	2	6	8
Hispanic/Latino	3	5	8
White	39	28	67
Two or more races	0	0	0
Nonresident alien	2	4	6
Race and ethnicity unknown	12	16	28
TOTAL	69	72	141

   Pre-Professional: 855

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	36	49	85
Native Hawaiian or other Pacific Islander	0	2	2
Black or African American	18	21	39
Hispanic/Latino	50	33	83
White	219	177	396

Two or more races	0	0	0
Nonresident alien	33	51	84
Race and ethnicity unknown	92	74	166
TOTAL	448	407	855

b. Admissions (students admitted):

M. Architecture: 65

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	27	38	65
TOTAL	27	38	65

Pre-Professional: 359

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	20	22	42
Native Hawaiian or other Pacific Islander	0	2	2
Black or African American	8	12	20
Hispanic/Latino	14	9	23
White	76	72	148
Two or more races	0	0	0
Nonresident alien	14	37	51
Race and ethnicity unknown	34	39	73
TOTAL	166	193	359

c. Entering Students:

M. Architecture: 26

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	1	0	1	0	1
White	3	0	2	0	5	0	5
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	11	0	9	0	20	0	20
TOTAL	14	0	12	0	26	0	26

Pre-Professional: 339

Race	Male	Male	Female	Female	TOTAL	TOTAL	GRAND

	Full Time	**Part Time**	**Full Time**	**Part Time**	**Full Time**	**Part Time**	**TOTAL**
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	10	0	12	0	22	0	22
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	3	0	2	0	5	0	5
Hispanic/Latino	13	0	9	0	22	0	22
White	95	0	81	0	176	0	176
Two or more races	0	0	0	0	0	0	0
Nonresident alien	8	0	25	0	33	0	33
Race and ethnicity unknown	42	0	39	0	81	0	81
TOTAL	171	0	168	0	339	0	339

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

M. Architecture   26

Race	**Male Full Time**	**Male Part Time**	**Female Full Time**	**Female Part Time**	**TOTAL Full Time**	**TOTAL Part Time**	**GRAND TOTAL**
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	1	0	1	0	1
White	3	0	2	0	5	0	5
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	8	3	7	2	15	5	20
TOTAL	11	3	10	2	21	5	26

Pre-Professional   339

Race	**Male Full Time**	**Male Part Time**	**Female Full Time**	**Female Part Time**	**TOTAL Full Time**	**TOTAL Part Time**	**GRAND TOTAL**
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	10	0	12	0	22	0	22
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	3	0	2	0	5	0	5
Hispanic/Latino	13	0	9	0	22	0	22
White	95	0	81	0	176	0	176
Two or more races	0	0	0	0	0	0	0
Nonresident alien	8	0	25	0	33	0	33
Race and ethnicity unknown	42	0	39	0	81	0	81
TOTAL	171	0	168	0	339	0	339

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?
M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	11	15	26
TOTAL	11	15	26

Pre-Professional:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

2. Time to Completion/Graduation
a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in "normal time to completion":

3. Graduation rate for B. Arch programs:

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8). 9888

2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8).   6164

3. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 300

4. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s).   Yes

5. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

6. Financial Resources
a. **Total Revenue from all sources** $1827000

b. **Expenditures**
i. Instruction $1700000
ii. Capital $11000
iii. Overhead $116000

c. **Per Student Expenditure:** What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*
Instruction + Overhead / FTE Enrollment: 69846

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)
a. Total credit hours taught by full time faculty: 113
b. Total credit hours taught by part time faculty: 300
c. Total credit hours taught by adjunct faculty: 0

2. Instructional Faculty
a. **Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):**
Full Time Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	2	0	0	0	0	1	2	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	2	0	0	0	0	1	2	3

Full Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	2	0	0	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	2	0	0	0	0	0	2	0	2

Full Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	4	2	0	0	4	2	6
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	4	2	0	0	4	2	6

Full Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	1	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	2	2	0	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	3	3	0	3

b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

Part Time Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Part Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Part Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Part Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	7	13	13	7	20
TOTAL	0	0	0	0	7	13	13	7	20

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

3. Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	0	0	0	0	4	0	4	0	4
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	2	2	0	1	2	4	4	8
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	0	0	0	0	0	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	3	106252	107912	109300	138400
Assoc. Prof.	2	65000	70662	77000	96300
Assist. Prof.	6	60000	62000	65000	82000
Instructor	3	40000	42500	45000	53748

Northeastern University
2010-11 Annual Report
National Architectural Accreditation Board (NAAB)
Compiled by George Thrush, FAIA, Director

Part II: Narrative Response

1.4 Conditions Not Met in 2006 NAAB VTR (with Fall 2010 responses)

Section 3.6 Human Resources

> *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met

Not Met

[ ]

[X]

At the time of the 2002 visiting team report, the faculty compliment met "only the bare necessities". Since the 2002 visit, the student body has nearly doubled as have the pressures on the existing faculty to deliver the content of the curriculum with sustained rigor. The increased demand for faculty has been met almost exclusively with adjunct faculty. While the adjuncts are dedicated, skilled and talented they have a limited connection to the school and students. Many of the team's concerns about the program's ability to consistently deliver curricular content and meet the NAAB requirements are directly tied to the appropriate number of full-time faculty. The team believes that it is critical to obtain and maintain additional full-time faculty and full-time lines.

Additionally, while the Chair is a dynamic and innovative leader, the challenges that lie ahead for the program to grow to meet its ambitions will require the Chair's focused attention. Currently the Chair is charged with not

Response:
Since the March 2006 NAAB visit, the School of Architecture has added three new tenure-track faculty members (Lucy Maulsby, Amanda Lawrence, and Roy Kozlovsky), one Visiting Assistant Professor (Daniel Hewett), and three full-time, non-tenure-track position (Sam Choi, Erkin Ozay, and Patrick Haughey). And the School os searching this year for two new positions in top support a new program in Urban Landscape. **However, there has been no relief on the administrative front**. The School needs two full-time positions to manage two undergraduate programs and one graduate program. The School is working hard to develop a management model with the University that will allow it to retain sufficient resources to support administrative help.

Section 3.13.28   Comprehensive Design

> *Ability to* produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

	Met	Not Met
	[ ]	[X]

The team substantively concurs with the previous visiting team's comments regarding this section and believes that the successful implementation of this criterion is extremely important.

The team believes that the curriculum generally provides the basic knowledge required to meet this criterion. However, the student work does not demonstrate a synthesis of those curricular components into a comprehensive architectural project meeting NAAB requirements for this section.

Response:

Since the March 2006 NAAB visit, the curriculum has been significantly modified to address the lack of a "comprehensive design" studio. Though the new sequence initially included a studio with that

name, we now have a course that will be called "Bachelor's Degree Project." This studio is coupled with a course called "Integrated Building Systems," and addresses in great detail the technical, systems, and construction questions associated with the design of a more straightforward building type, so that students can get into more detail in their solutions. Both courses are coordinated by Kiel Moe, author of the acclaimed <u>Integrated Design in Contemporary Architecture</u>, (Princeton Architectural Press, New York, 2008).

1.5 Causes for Concern in 2006 NAAB VTR (with Fall 2008 responses)

- The team notes continued concern about the number of full time faculty, and whether there is enough such faculty to adequately advise and mentor students and coordinate adjunct faculty.

  Fall 2010 Response:
  See above. Four new full-time hires since 2006, and more searches to come. Full-time faculty is now at 10, but it needs to be at least 16 to support a school size of 450-500.

- **While the co-op experience is an important part of the school's program and mission, the team has a continuing concern that there is limited evidence of the integration of the co-op experience into the academic experience. The team understands the program no longer relies on the co-op to solely fulfill the NAAB requirements, but feels that the program lacks sufficient full-time faculty advisors to help students integrate the skills acquired during co-op.**

  Fall 2010 Response:
  With a single, very strong, full-time, co-op coordinator (Lynn Burke), the School is continuing to improve coordination.

- **The team recognizes the value of the case-study approach to teaching professional practice, however, there are continuing concerns that the criteria surrounding aspects of professional practice be more evident in student work.**

  Fall 2010 Response:
  A revised relationship between the case study course (now 4 semester hours per term, instead of 6) and the master's research studio has made it more focused.

- **There is a continuing challenge to maintain the school's ambition and mission with a faculty in which there is a large number of adjuncts.**

- Fall 2010 Response:
  Proportion of Full-time to adjunct remains a matter of attention. The School is improving, but needs more full-time faculty

- **With the additional number of course hours available as a result of eliminating one co-op term, there is a concern that there are adequate elective courses available to allow students to pursue individual academic interests.**

- Fall 2010 Response:
  It is a concern, but students are energetically encouraged to take as many courses outside of architecture as possible. Many pursue minors in other areas.

- **The school's lack of diversity amongst its faculty and students is an ongoing concern.**
- Fall 2010 Response:
  The School maintains excellent gender diversity among students (actually more female than male in incoming classes), full-time faculty (6 male + 4 female), and part-time faculty (24 male + 11 female), though racial and ethnic diversity is still lagging. Serious recruitment efforts are underway.

George Thrush, FAIA
Professor & Director
School of Architecture
Northeastern University

NAAB Responses

NAAB RESPONSE TO NORTHEASTERN UNIVERSITY
2008 ANNUAL REPORT

Rec'd Date: 12/3/2008
Year of Next Visit: 2012

Section One:
Checklist of required elements

Part I Statistical Report	√	Included	Not Included
Part II Narrative Report	√	Included	Not Included

Section Two:
Assessment of Narrative Report

Part I Statistical Report
The program reported a total of 33 full-time students in the MArch for 2007 and 435 full-time students in the MArch for 2008. Why the huge jump? Were the students in the BS undergraduate program included in the statistical report for 2008? If so, please correct your reporting for 2009.

DEFICIENCIES
Condition 6: Human Resources

Satisfied, no further reporting required. [†]

Criterion 13.28: Comprehensive Design
Continue reporting on efforts to address this deficiency. Although progress has been made, more reporting is required. Criterion 13.28 states that, "*Ability to* produce a comprehensive architectural project based on a building program and site…" is required. The program is encouraged to provide syllabi and specific course assignments of the two courses mentioned – Bachelor's Degree Project and Integrated Building Systems.

CAUSES FOR CONCERN
Faculty

Satisfied, no further reporting required. [†] However, do continue reporting additional hires through continued searches.

Cooperative Education
Continue reporting on efforts to address this deficiency and provide additional details on how the School is continuing to improve coordination.

Case Study Approach
Continue reporting on efforts to address this deficiency.

Maintenance of School's Ambitions and mission

Satisfied, no further reporting required. [†] However, do continue reporting additional hires through continued searches.

Inadequate Elective Courses
Continue reporting on efforts to address this deficiency by providing specific courses and minors that architecture students pursue.

Lack of Diversity
Continue reporting on efforts to address this deficiency by outlining the recruitment efforts. Is there a plan that can be shared?

CHANGES TO THE ACCREDITED PROGRAM
The program reports no changes to the program.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

NAAB RESPONSE TO NORTHEASTERN UNIVERSITY
2009 ANNUAL REPORT

Date Report Received: November 30, 2009
Current Term of Accreditation: 6 Years
Year of Next Visit: 2012
Focused Evaluation: N

Section One:
Checklist of required elements

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Section Two:
Assessment of Narrative Report

NOTE 1: If a deficiency is included in the scope of an FE, the program may not be released from reporting on it in Part II of the Annual Report, except by the FE Team**.**

NOTE 2: Although an area may be marked "satisfied, no further reporting required," the next visiting team will still make its own assessment of the program's response to the deficiency in the next *Visiting Team Report*.

DEFICIENCIES
Criterion 13.28 Comprehensive Design
The program's progress in this area is duly noted. Please continue to report on efforts to address this deficiency.

CAUSES OF CONCERN
Cooperative Education
The program's progress in this area is duly noted. Please continue to report on evidence of the integration of the co-op experience with students' academic experience.

Case Study Approach
The program's progress in this area is duly noted. The program is advised to clearly describe the enhancements to the course since the previous visit, along with relevant syllabi, when preparing the *Architecture Program Report* for the 2012 visit.

Inadequate Elective Courses
Please continue to report on how the program is addressing this cause of concern.

Lack of Diversity
Please continue to report on the outcome of efforts to address this concern. The annual report noted efforts to recruit diverse candidates for faculty positions but did not note efforts to attract a diverse range of students.

CHANGES TO THE ACCREDITED PROGRAM

NAAB RESPONSE TO NORTHEASTERN UNIVERSITY
2010 ANNUAL REPORT

Date Report Received: December 1, 2010
Current Term of Accreditation: 6 Years
Year of Next Visit: 2012
Focused Evaluation: N

Section One:
Checklist of required elements

Part I Statistical Report   √Included   Not Included

Part II Narrative Report   √Included   Not Included

Section Two:
Assessment of Narrative Report

NOTE 1: If a deficiency is included in the scope of an FE, the program may not be released from reporting on it in Part II of the Annual Report, except by the FE Team**.**

NOTE 2: Although an area may be marked "satisfied, no further reporting required," the next visiting team will still make its own assessment of the program's response to the deficiency in the next *Visiting Team Report*.

DEFICIENCIES
Criterion 13.28 Comprehensive Design
In the 2009 *Conditions*, this SPC is covered under Section II, Realm B.6. As it prepares for the 2012 NAAB visit, the program is advised to provide ample documentation of how the new "Bachelor's Degree Studio," coupled with the "integrated Building Systems" course, addresses this deficiency.

CAUSES OF CONCERN
Cooperative Education
As it prepares for the 2012 NAAB visit, the program is advised to provide ample documentation of the integration of the co-op experience with the academic experience.
Case Study Approach
The program is advised to provide ample evidence in student work of how this concern is being addressed.
Inadequate Elective Courses
The program is advised to provide evidence of how the curriculum allows students to complete minors or develop areas of concentration, inside or outside the program.
Lack of Diversity
The program is advised to make documents related to diversity initiatives available in the team room.
CHANGES TO THE ACCREDITED PROGRAM
None Listed.

2006 NAAB VTR

Northeastern University
School of Architecture

Visiting Team Report

Master of Architecture

The National Architectural Accrediting Board
29 March 2006

Table of Contents

I.   Summary of Team Findings

1.   Team Comments

The visiting team finds the program in Architecture at Northeastern University to be healthy, and vibrant. The University's development of the Ruggles MBTA studio recognizes the Programs success and signals a commitment to the program and its aspirations. In particular, the program's well-conceived and compelling mission, focused on the immediate urban condition provides critical intersections with the University's broader educational mission. This mission contributes to Boston's needs, resonates with allied disciplines, and has had demonstrable effect on students' awareness and community contributions to the educational program.

The program has many demonstrable strengths. Key among them is a dedicated, innovative and enthusiastic faculty. The team commends the faculty for its hard work and creative engagement with the program's mission. The faculty integrates aesthetic, technical, cultural and historical content into a well-conceived curriculum. Through its efforts the faculty has created a vibrant intellectual community in which the careers of young architects are stewarded.

 Of equal Importance to the development of this intellectual community is an inquisitive and creative student body, whose work demonstrates their commitment to the discipline of architecture. The students are engaged and thoughtful. They are at ease with the schedule of studies and their co-op experience. They have easy access to the program's administration, and they appreciate the resources and opportunities put before them.

The students and faculty are ably led by program Chair, George Thrush. The Chair is seemingly tireless in his enthusiasm for the program and has crafted in collaboration with his colleagues not only a clear but well-articulated mission for the program. The Chair has provided the leadership which has enabled the program to set and attain its initial ambitious goals. His intellectual leadership is to be commended.

The Program has made progress in developing research initiatives to support its mission, both in the complex urban reclamation sites of Boston's perimeter, and in the critical housing needs of the populace. In particular the collaboration with the newly formed Center for Urban and Regional Policy points to productive synergy with other research units on campus. We hope that the University takes note of this collaboration and offers it continued support for this and other similar endeavors.

The Co-op Program continues to provide a distinctive opportunity for an active relationship between education and practice, for both the student and the hiring practitioners. Co-op is well positioned to influence the achievements of upper-level studies. However, the co-op experience should be more actively examined in the classroom, since the team saw little physical evidence of the experience obtained integrated into a student's subsequent studies. The team is confident that this formal relationship can be better executed, especially with recent improvements to co-op mechanics and with the growing network of professionals engaged in the project, and by further engaging the academic faculty in the program integration

2.   Progress Since the Previous Site Visit

Criterion 12.14 Accessibility

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

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

This criterion is now met.

Criterion 12.22 Building Systems Integration

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

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

This criterion is met, with concern. See discussion in criterion 13.23.

Criterion 12.27 Detailed Design Development

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

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

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

This criterion no longer exists, please reference comments in student performance criterion 13.28.

Criterion 12.28 Technical Documentation

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

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

Evidence of student ability in this area developed through co-op must be adequately documented. Even though co-op is understood to be an important strength of this program, there is no guarantee that it is a common experience for each student. It is the responsibility of the Northeastern Department of Architecture to oversee the content of each student's co-op experience, collect documentation of the work completed by the students during co-op, and

provide formal instruction in this criterion in the event it is not covered during co-op, if co-op is to be used to meet NAAB Criteria.

This criterion is met, with continuing concern. See discussion in criterion 13.26.

Criterion 12.29 Comprehensive Design

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

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

This criterion is not met. See discussion in 13.28.

Criterion 12.30 Program Preparation

Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria*

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

This criterion is now met.

3.   **Conditions Well Met**

> 3.1.1   **Architectural Education and the Academic Context**
> 3.1.5   **Architectural Education and Society**
> 3.8   **Physical Resources**
> 3.13.24   **Building Materials and Assemblies**

4.   **Conditions Not Met**

3.6   **Human Resources**
3.13.28   **Comprehensive Design**

5. Causes of Concern

- The team notes continued concern about the number of full time faculty, and whether there **is** enough **such** faculty to adequately advise and mentor students and coordinate adjunct faculty.

- While the co-op experience is an important part of the school's program and mission, the team has a continuing concern that there is limited evidence of the integration of the co-op experience into the academic experience. The team understands the program no longer relies on the co-op to solely fulfill the NAAB requirements, but feels that the program lacks sufficient full-time faculty advisors to help students integrate the skills acquired during co-op.

- The team recognizes the value of the case-study approach to teaching professional practice, however, there are continuing concerns that the criteria surrounding aspects of professional practice be more evident in student work.

- There is a continuing challenge to maintain the school's ambition and mission with a faculty in which there is a large number of adjuncts.

- With the additional number of course hours available as a result of eliminating one co-op term, there is a concern that there are adequate elective courses available to allow students to pursue individual academic interests.

- The school's lack of diversity amongst its faculty and students is an ongoing concern.

II.   Compliance with the Conditions for Accreditation

1.   Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1   Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
	[X]	[ ]

Well met: There is continuing evidence of a positive connection between the University and the School of Architecture. The chair and faculty are well respected and are actively engaged in the larger mission of the University.

1.2   Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting 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 information needed to shape their future; 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.

	Met	Not Met
	[X]	[ ]

The school offers an environment for students to be involved in leadership and community service as most recently exemplified by AIAS participation with Freedom by Design. The team notes the growing influence of and interest in the school's AIAS chapter due to its strong leadership.

1.3   Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
	[X]	[ ]

As a part of the school's ongoing self-assessment, the program should maintain records of the number of graduates who apply for and attain licensure.

1.4   Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with 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 they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
	[X]	[ ]

The students' engagement with the profession is enhanced by the co-op program at Northeastern University and by the presence of faculty from a variety of local firms.

1.5   Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an 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 decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
	[X]	[ ]

Well met: The program has established a diverse set of connections within the University and in the Boston community. These include a significant role in the University's Center for Urban and Regional Policy. Many of the faculty have developed project studies that engage students and community leaders in effective civic dialogue.

2.   **Program Self-Assessment Procedures**

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[ ]

3.   **Public Information**

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[X]	[ ]

4.   **Social Equity**

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[ ]

The team concurs with the Chairman's report in the APR which identifies the program's continuing challenges in constructing a diverse body of students and faculty.

5.   **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met   Not Met
[X]   [ ]

There seems to be a healthy studio culture yet there has not been a collaborative effort by the administration and students to produce a written studio policy. Given the number of part-time faculty, a written policy will be critical to maintain a productive environment. This criterion is met contingent upon the formulation of such a document.

6.   **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met   Not Met
[ ]   [X]

At the time of the 2002 visiting team report, the faculty compliment met "only the bare necessities". Since the 2002 visit, the student body has nearly doubled as have the pressures on the existing faculty to deliver the content of the curriculum with sustained rigor. The increased demand for faculty has been met almost exclusively with adjunct faculty. While the adjuncts are dedicated, skilled and talented they have a limited connection to the school and students. Many of the team's concerns about the program's ability to consistently deliver curricular content and meet the NAAB requirements are directly tied to the appropriate number of full-time faculty. The team believes that it is critical to obtain and maintain additional full-time faculty and full-time lines.

Additionally, while the Chair is a dynamic and innovative leader, the challenges that lie ahead for the program to grow to meet its ambitions will require the Chair's focused attention. Currently the Chair is charged with not only running the program, but the minutia of administrative tasks. Additional administrative assistance is essential for the program to continue to grow to its full potential.

7.   **Human Resource Development**

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

Met   Not Met
[X]   [ ]

8.   **Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and

related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
	[X]	[ ]

Well met: The team recognizes the University's investment in the program through the expansion and renovation of the Ruggles MBTA studio. The opening of this new studio space provided the program with much needed room.

9. **Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
	[X]	[ ]

The library exceeds the number of volumes and visual resources required for accreditation. Currently the library recognizes that its collection contains 50% of the discipline's core periodicals. Resources for the serial periodicals are controlled by the Provost's office. Every effort should be made to secure the funds necessary to allow this important part of the collection to grow.

Digital technology is an increasingly important part of architectural education and professional practice. The team recognizes a need for coordination of campus-wide resources in order to provide appropriate software to support the program.

10. **Financial Resources**

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
	[X]	[ ]

Met with concern: The concerns identified in the 2002 VTR remain. In particular, the team is concerned by the fact that the architecture program has the lowest budget allocation per-student amongst the professional schools with the exception of the school of journalism.

The increase in the total number of students has not been met with a proportional increase in university budget allocation, faculty lines, discretionary spending, and student aid.

11. **Administrative Structure**

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
	[X]	[ ]

The team has been assured by the Provost that the program will shift from Department to School status by the end of the academic year.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
	[X]	[ ]

The curriculum was recently adjusted and approved resulting in a total of 177 credit hours for a combined B.S. and M.Arch curricula. In addition, the program includes two mandatory 6 month cooperative experiences.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

	Met	Not Met
	[X]	[ ]

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

	Met	Not Met
	[X]	[ ]

13.3   **Graphic Skills**

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

Met   Not Met
[X]   [ ]

Met with concern: Examples of student work do not consistently provide evidence of high quality graphic representation appropriate to fully describe the intent. The skills and experiences gained in early representational classes are not always carried though to the upper level studios. However, the team recognizes the generally high quality of graphic representation found in most bound materials.

13.4   **Research Skills**

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met   Not Met
[X]   [ ]

13.5   **Formal Ordering Skills**

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met   Not Met
[X]   [ ]

13.6   **Fundamental Skills**

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met   Not Met
[X]   [ ]

13.7   Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met   Not Met
[X]   [ ]

13.8   Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met   Not Met
[X]   [

13.9   Non-Western Traditions

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

Met   Not Met
[X]   [ ]

13.10   National and Regional Traditions

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

Met   Not Met
[X]   [ ]

13.11   Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met   Not Met
[X]   [ ]

13.12   Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met   Not Met

[X]   [ ]

13.13   Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met   Not Met
[X]   [ ]

13.14   Accessibility

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

Met   Not Met
[X]   [ ]

13.15   Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met   Not Met
[X]   [ ]

The team believes that particularly with the urban emphasis of this program, historic preservation and adaptive reuse are logical inclusions in the curriculum content.

13.16   Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met   Not Met
[X]   [ ]

13.17   Site Conditions

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

Met   Not Met
[X]   [ ]

Met with concern: The team recognizes that the lower level studios successfully introduce students to aspects of site analysis. However, the skills introduced in the lower level studios are not developed in the work of upper-level students.

13.18   Structural Systems

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

Met	Not Met
[X]	[ ]

Met with concern: The team believes that the two-semester structural sequence could more accurately be described as an introductory structures class and a materials and methods class (please reference comments in 13.24). As such, understanding of how design decisions relate to structural systems performance is limited and needs to be expanded.

13.19   Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[ ]

Met with concern: This criterion is met, though the team is concerned that there is insufficient time spent to fully introduce acoustical and lighting design.

13.20   Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[X]	[ ]

Met with concern: As noted in the previous visiting team's report, the basic principals regarding life-safety are still only minimally addressed or evidenced in student work. This includes, but is not limited to the concept of fire separation and suppression strategies.

13.21   Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[ ]

13.22   Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

         Met   Not Met

         [X]   [ ]

This criterion is met, though the team is concerned that vertical transportation, communications and security are only nominally covered.

13.23 Building Systems Integration

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

         Met   Not Met

         [X]   [ ]

Met with concern: The team has a continuing concern that although there seems to be an understanding within the integrated systems course the student work does not display the ability to conceptually assess, select, and integrate building systems into a building design. The team recognizes the improvement since the last visit but feels that this criterion needs to continue to be developed.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

         Met   Not Met

         [X]   [ ]

Well met: The team believes that this criterion is well met largely because of the content and delivery of the Tectonics course U357. The student work demonstrates an excellent understanding of building materials and their assemblies. However, the Structures II nomenclature does not provide the structural content the title implies.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

         Met   Not Met

         [X]   [ ]

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

         Met   Not Met

[X]   [ ]

Met with concern: There is no evidence of an ability to write outline specifications.

13.27   Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understands, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[ ]

13.28   Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met	Not Met
[ ]	[X]

The team substantively concurs with the previous visiting team's comments regarding this section and believes that the successful implementation of this criterion is extremely important.

The team believes that the curriculum generally provides the basic knowledge required to meet this criterion. However, the student work does not demonstrate a synthesis of those curricular components into a comprehensive architectural project meeting NAAB requirements for this section.

13.29   Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[ ]

13.30   Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[X]	[ ]

13.31   Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

	Met	Not Met
	[X]	[ ]

13.32   Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

	Met	Not Met
	[X]	[ ]

13.33   Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

	Met	Not Met
	[X]	[ ]

13.34   Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

	Met	Not Met
	[X]	[ ]

III.   Appendices

Appendix A: Program Information

1.   History and Description of the Institution

The following text is taken from the 2005 Northeastern University Architecture Program Report:

Northeastern University was founded in 1898, as an offshoot of the Young Men's Christian Association (YMCA). It offered courses in law, and soon afterward began offering engineering and other practical trades to recent immigrants. Courses were often held in the evening, and were geared toward making the opportunities of the age available to these new arrivals. The University began as "Department of Law of the Boston YMCA".

Within ten years, the new school has begun offering other practical courses in art, architecture, navigation, surveying, mathematics, and other subjects (though architecture did not last long), and instituted a program of co-operative education (course-work interspersed with full-time work experience that continues to this day. "Co-op", as the system was called, became inextricably associated with the University. Northeastern also became known as the urban University of Boston. That focus on urban issues has continued even as the University has grown far beyond its humble roots. Under the presidency of Richard Freeland, Northeastern has become a major research University that continues its commitment to co-op, and retains an urban focus. All of this plays directly into the strong connection that exists today between the School of Architecture and the University.

Below is a timeline showing the critical phases of the University's evolution:

1898 Department of Law of the Evening Institute at the Boston YMCA founded. 1904 Department of law incorporated and chartered to grant degrees in law. 1909. Cooperative Education Engineering School began.
1916 Northeastern College of the Boston YMCA established.
1917 Frank Palmer Speare inaugurated first president.
1922 Name changed to Northeastern University of the Boston YMCA; College of Business Administration established.
1935 Name changed to Northeastern University, Corporation formed, and Board of Trustees chosen; College of Liberal Arts established.
1940 Carl Stephens Ell inaugurated second president.
1943 Women first admitted to the day colleges.
1953 College of Education established.
1959 Asa Smallidge Knowles inaugurated third president.
1960 University College established.
1962 Merger of New England College of Pharmacy with Northeastern University to form College of Pharmacy and Allied Health Professions.
1964 College of Nursing established.
1964 Merger of Tufts University's Bouve -Boston School with Northeastern University to form Boston- Bouve College. 1967 College of

Criminal Justice established; School of
Law reopened. 1975 Kenneth Gilmore
Ryder inaugurated fourth president. 1982
College of Computer Science established.
1986 Studio courses in Architecture begin
1989 John Anthony Curry inaugurated fifth president.
1990 Coordinated Studio Program in Architecture begins 1989
Graduate School of Nursing established.
1992 Merger of Northeastern University's Boston Bouve
College of Human Development Professions with its
College of Pharmacy and Allied Health Professions to
form the new Bouve College of Pharmacy and Health
Sciences.
1996 Richard Middleton Freeland inaugurated president.
1999 Architecture authorized to pursue professional accreditation
2000 New Ruggles Dedicated Architecture Studio Opens
(NAAB Candidacy Visit) 2001 Provost Approves
New Faculty Lines, Ongoing M.Arch Budgets
2002 Architecture becomes its own Distinct Academic Unit,
Moves into Separate Departmental Suite, (NAAB
Initial Accreditation Visit)
2005 Department of Architecture becomes The School of
Architecture 2005 Major Expansion of Ruggles Studio
approved, tripling existing space to accommodate
program growth

2.   Institutional Mission

The following text is taken from the 2005 Northeastern University Architecture Program Report:

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

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

A central mandate of Northeastern University is to offer students the opportunity to apply lessons of the classroom and laboratory directly to the workplace through cooperative education. For close to a century, cooperative education has been the keystone of Northeastern's uniqueness. As an increasing percentage of the nation's population enters its college-educated work force, and new technologies continue to

change the nature of work, the University is committed to ensuring that the cooperative plan keeps pace with those changes.

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

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

3.   **Program History**

The following text is taken from the 2005 Northeastern University Architecture Program Report:

Northeastern's Architecture program began in earnest with the creation of the position of Head of Architecture in 1990. The program, which had - begun with some satellite operations a few years earlier, was focused under one roof as a Concentration within 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. In the later 1990s, after Northeastern's financial health improved following a downturn earlier in the decade, 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 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 University renovated space in the local transit station for dedicated architecture studios in 2000.

The first NAAB visit, the so-called "Candidacy" visit, occurred in the fall of 2000. The Visiting Team was impressed with the mission and direction of the Northeastern pro-gram and so the NAAB board granted the program Candidacy Status following its next meeting, in December 2000.

Following 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 moved into new, separate office space July, 2002. That same year saw the hiring of two additional tenure-track

faculty members, and a re-vamping of the curriculum for semester conversion (from the quarter system). The Department of Architecture received its letter of Initial Accreditation for a six-year, B.S. plus M.Arch. degree in January, 2003.

Since that visit, the Department of Architecture has become a School of Architecture, and seen its enrollments grow to a steady incoming class size of 60-80 students per year. January, 2006 will see the opening of a new expanded architecture studio to serve these additional students.

A successful co-op program, urban focus, lecture series, and public outreach have pro-pelled the School of Architecture into prominence in the regional architecture scene.

4.   Program Mission

The following text is taken from the 2005 Northeastern University Architecture Program Report:

Architecture is the context for civic life. The built environment remains the physical framework society has no choice but to share. In an age of increasingly rapid technological and social change, architects must find ways to forge civic connections between our past and our future. Such a task involves critical thinking about many complex contemporary issues, such as the relationship of public and private life, the interaction between architecture and the political and economic structure of 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. In addition, serious architectural work has continued to migrate away from the "everyday" concerns of housing and commercial buildings to one-of-a-kind cultural and institutional buildings. The School of Architecture at Northeastern seeks to address the planning and urban design problems of this post-industrial era, and also to create new models and types that will allow the re-introduction of critical architectural thinking in the realm of the for-profit real estate venture (that accounts for most of the American landscape).

It is for The School of 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 built a curriculum around issues found in urban architecture. The Northeastern strategy is to develop and teach the tools for urban re-densification. This program deals less with the theme of architecture and nature, and more with the relationship of architecture and society. This is not to say that it does not engage the natural world; only that it does so by focusing on choices facing those in cities and their environs.

The School of Architecture 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, economic and social issues are explored; the relationship of public to private space is examined; and architecture's distinction between individual expression and cultural production is discussed. The role of history and the relationship of invention to conservation also fall in this category.

The relationship of Theory and Practice is central to Northeastern University's mission. Co-operative education integrates academic and practical learning throughout the University. But in architecture it has additional meaning. The program in urban architecture explores the relationship between critical thinking and public efficacy. Boston offers a laboratory for interaction between students and the world of practical urban problems. The focus on practical efficacy demands exposure to non-traditional design forces, such as regulation and economics. Finally, it is central to the role of the urban university to find a way to effectively disseminate research in the community.

The issue of Technology and Craft is relevant to urban architecture in slightly different ways than it might be to a more traditional program. Craft in terms of high quality architectural skills, analysis and representation, is paramount. But Northeastern Architecture adds the question of urban infrastructure to the traditional understanding of discrete building construction systems. Contemporary cities must now integrate more complex systems than ever. Digital technology and its infrastructure- cell phone towers for example- can provide new opportunities for expression. In a society increasingly dependent on technology, architects can play a great role in determining how it is represented.

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

This mission is approved and endorsed annually through a Five Year Plan process through the Office of the Dean of the College of Arts and Sciences.

5.   **Program Strategic Plan**

The following text is taken from the 2005 Northeastern University Architecture Program Report:

The curriculum in the design studio encompasses two major themes: first, the studio projects focus on how buildings can *affect urban* conditions, and second, the projects explore the art of building. 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.

The School of 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 Plan is divided into two primary sections: an academic plan and an administrative one. Each section includes a set of goals, current practices, and remaining needs that reflect the connection to the overall mission.

In addition to this thematic information, attached please find a copy of the working spreadsheet used by the Director of the School to plan for additional

faculty needs, staff needs, and facilities needs as a function of growing enrollments.

Academic Perspectives
Goals, Practices, **and Remaining Needs**

Form and Society
• Students explore the means of political communication in urban design
Housing Studio & Graduate Thesis Studio
• Students examine the relationship of the public and private spheres
through design Housing Studio & Graduate Thesis Studio
• 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, Graduate Thesis Studio,
Third Year Seminar
• 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, Third Year
Seminar

Theory and Practice
• Course work establishes a relationship between critical thinking and public efficacy
Housing Studio & Graduate Thesis Studio, Third Year Seminar, Project Case Studies 1&2
• Studios locate research projects in the world of practical urban problems
Graduate Thesis Studio, Housing Studio, Somerville Program
• Students take advantage of co-operative education as a model for specific
job skills and technical training in the profession Co-op portfolios
• The program develops mechanisms for disseminating
design research in the community Arch Web site, Publications, Conferences
• Courses expose students to the economic and regulatory environment
Project Case Studies 1 & 2
Technology and Craft
• The architectural consequences of new construction methods
Structures 2, Environmental Systems, & Integrated Building Systems
• Design studios investigate ways to better understand the role of
infrastructure in shaping the environment Graduate Thesis Studio
• Specific courses aim toward very high levels of skill in
architectural representation Graduate Thesis Studio, Adv. Representation
Need Improved Digital Sensibility throughout School

Academic Operations
Goals, Practices, **and Remaining Needs**

Faculty Needs
• Tenure-Track Positions
  1. Assistant/ Associate Professor in Building Systems
  2. Assistant/ Associate Professor in Computing & Design
  3. Assistant/ Associate Professor in Architectural History
  4. Additional Assistant/ Associate Professor
    • Distinguished Visiting Positions
  1. Regular funding for Distinguished Visiting Professor
  2. One semester in length
  3. Includes Housing and Research Stipend
    • Endowed faculty/ Director Positions
  1. Raise funds to support endowed positions

Faculty Support
• Research Support
  1. Introduce Research Assistants from UG & Grad students ranks

2. Establish Publications fund to support dissemination of faculty research
   • Teaching Support
1. Introduce Teaching Assistants from UG & Grad students ranks

Administrative Operations
Goals, Practices, **and Remaining Needs**

Administration and staffing
• Strong leadership, maintain good relationship with University,
• Good management of student affairs; listen to student needs
• Encourage strong Scholarship and creative productivity of faculty
• Maintain strong ties with profession, city, and communities
• 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.
• There is a single administrative assistant for the Department of Architecture (280+ students).
• Non-faculty Assistant Director $75K
• IT Director for Architecture (to manage web, digital output, and manage basic skills courses- NEW) $60K

Outreach and research dissemination
• Lecture Series with National Stature, focused on NU Mission
• The existing lecture series budget, runs to about $7,000/ yr.
• 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 Architecture alumni database has recently been developed by the School of Architecture.
• The Alumni database must now be maintained in order to track employment, licensing, career data, and to communicate with graduates about pro gram 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.
• Staffing (IT person) is necessary to keep Architecture website regularly updated and current.

Facilities
• Adequate dedicated studio facilities for our students.
Adequate digital output devices, including plotters, and 3-D modeling equipment.
• Quality Exhibition facilities
• 4,800 sf Studio Space Opened Fall 2000 at Ruggles MBTA Station
• Additional 7,000 sf expansion to open January 2006

• Architecture needs access to larger Exhibition Gallery

• Facilities for both a traditional Model Shop, and digital 3-D CAD/CAM facilities

are planned in new studio space.
• Northeastern library holdings in the NA section and other related sections number well in excess of 5,000 volumes.
• A separate Departmental office Suite was built in 2001, and the Department was made a School of Architecture in 2005.
• Additional Office space for new faculty and staff are needed in Ryder Hall At least two

new staff offices, and three new faculty offices will be required.

Regular Self-Assessment and Planning Process

On the next page, find a copy of the dynamic spreadsheet used by the Director to maintain and/or plan for additional needs in faculty, staffing, facilities, and space based on increased enrollments and retention. This is the primary planning tool used in communication with senior University administration. In the following section, see the curricular matrix used at the School to coordinate academic planning.

Appendix B: The Visiting Team

Team Chair, Representing the AIA
Ronald L. Skaggs, FAIA, FACHA, FHFI
Chairman
HKS Architecture
1919 McKinney Avenue
Dallas, TX 75201-1753
(214) 969-3370
(214) 969-3397 fax
rskaggs@hksinc.com

Representing the NCARB
Karen Harris, AIA
1723 Clarkson Street
Suite 100
Denver, CO 80218
(303) 831-1547
klwharris@aol.com

Representing the AIAS
Jason Barrett
11903 Rangeline Road
Berrien Springs, MI 49103
(269) 357-9176 mobile
jasonb@andrews.edu

Representing the ACSA
Craig E. Barton
University of Virginia
School of Architecture
305 Campbell Hall
PO Box 40012
Charlottesville, VA 22904-4122
(804) 924-6467
(804) 982-2678 fax
ceb8x@virginia.edu

Appendix C: The Visit Agenda

IV.   Report Signatures

Respectfully Submitted,

Ronald L. Skaggs, FAIA **Team Chair**	**Representing the AIA**

Craig E. Barton **Team member**	**Representing the ACSA**

Jason Barrett **Team member**	**Representing the AIAS**

Karen Harris, AIA **Team member**	**Representing the NCARB**

Course Syllabi & SPC Matrix

ARCH 1000 Introduction to Architecture at Northeastern
1 Semester Hour

Course Description:
This class is an opportunity for you to meet the Director of the School of Architecture, and to be introduced to different ways of thinking about architecture, building, meaning, and the built environment. You will be asked to participate in discussions, both online and in-class, and to prepare a class presentation using MS Powerpoint.

Course Goals & Objectives:
Introduces broad themes of architectural discourse.
Meaning Culture & Symbol
Urban Activism in Boston
Challenge and Comfort
Architecture as Object
Architecture as Space
Architecture and Memory
Topographical History of Boston
The Role of Landscape in Cities
Design Thinking
Creative Problem-Solving

Student Performance Criteria addressed:

A.1   Communication Skills
A.2   Design Thinking
A.7   Use of Precedents
A.9   Historical Traditions and Global Culture

Topical Outline:
Knowledge of Paul Goldberger's Why Architecture Matters (75%) Speaking and Writing Proficiency (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Paul Goldberger, Why Architecture Matters, Yale University Press, New Haven, 2009

Offered:
Fall semester

ARCH 1110 Fundamental Architectural Representation
6 Semester Hours

Course Description (limit 25 words): Introduces students to architectural representation as a form of documentation, experimentation, and communication, through a series of exercises in orthographic, axonometric, and perspective projection as well as physical modeling.

Course Goals & Objectives (list):
- to introduce students to architectural representation as a form of documentation, experimentation, and communication
- to develop orthographic, axonometric, and perspective projection skills
- to develop physical modeling skills
- to introduce students to basic digital media
- to develop an iterative design methodology

Student Performance Criterion/a addressed (number and title as on NAAB online list):
A1. Communication Skills
A3. Visual Communication Skills
C3. Research Skills
A6. Fundamental Design Skills
B4. Site Conditions
A8. Ordering Systems

Topical Outline (include percentage of time in course spent in each subject area):
10% surveying / field drawings
10% software basics / Autocad, Adobe Photoshop, Adobe Illustrator
15% architectural projection
15% basic representation, communication
50% basic architectural design

Prerequisites: None

Textbooks/Learning Resources: None

Offered (semester and year): Fall, every year

ARCH 1120 Fundamental Architectural Design
6 Semester Hours

Course Description (limit 25 words): Introduces architectural design through the analysis of pertinent case studies as well as through a series of fast paced design exercises dealing with issues of site planning, program, user input, and collective negotiation.

Course Goals & Objectives (list):
- to develop spatial organization, massing, and envelope articulation skills through precedent analysis
- to develop site planning, program, user input, and collective negotiation through a series of design exercises
- to reinforce and further develop representational skills introduced in ARCH 1110

Student Performance Criterion/a addressed (number and title as on NAAB online list):
A1. Communication Skills
A3. Visual Communication Skills
C3. Research Skills
A6. Fundamental Design Skills
C1. Collaborative Skills
C2. Human Behavior
A10 Cultural Diversity
A7. Use of Precedents
A9. Historical Traditions and Global Culture
B4. Site Design
A8. Ordering Systems

Topical Outline (include percentage of time in course spent in each subject area):
10% intermediary representation and communication
30% precedent research and analysis
60% intermediate architectural design

Prerequisites: ARCH 1110

Textbooks/Learning Resources: None

Offered (semester and year): Spring, every year

ARCH 1310 History of World Architecture I
4 Semester Hours

Course Description:
This introductory course surveys selected buildings, cultures, urban designs, and architectural theories of the world from the Prehistoric period to c.1400 CE.

Course Goals & Objectives:
- Students will explore communication through speaking and writing, research and representation.
- Students will explore how buildings and building cultures are products of physical labor and emotional creativity as well as collective expressions of cultural meaning over time.
- Students will analyze how architecture is linked to technology, climate and geography as well as to how architecture is influenced by culture and religion, economy and government.

Student Performance Criteria addressed:
A. 1. Communication Skills
A. 9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.3. Applied Research

Topical Outline:
1. Speaking and Writing Skills: 25%
9. Western Traditions: 35%
10. Non-Western Traditions: 35%
11. National and Regional traditions: 5%

Prerequisites:
none

Textbooks/Learning Resources:
Moffett, Fazio and Wodehouse, *Buildings Across Time: An Introduction to World Architecture* 3rd Edition (New York: McGraw Hill, 2009).
Supplemental Images, Handouts and Readings are posted online via Blackboard.neu.edu

Offered (semester and year):
Fall 2010

ARCH 1320 History of World Architecture 2
4 Semester Hours

Course Description:
This course surveys selected buildings, cultures, urban conditions, and architectural theories of the world from 1400 CE through the Present.

Course Goals & Objectives:
- Students will explore communication through speaking and writing, research and representation.
- Students will explore how buildings and building cultures are products of physical labor and emotional creativity as well as collective expressions of cultural meaning over time.
- Students will analyze how architecture is linked to technology, climate and geography as well as to how architecture is influenced by culture and religion, economy and government.
- Students will explore the history of design practice and appreciate the life of built structures over time.

Student Performance Criteria addressed:
A. 1. Communication Skills
A. 9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.3. Applied Research

Topical Outline:
1. Speaking and Writing Skills: 25%
9. Western Traditions: 25%
10. Non-Western Traditions: 25%
11. National and Regional Traditions: 25%

Prerequisites:
ARCH 1310: World Architecture 2

Textbooks/Learning Resources:
Moffett, Fazio and Wodehouse, *Buildings Across Time: An Introduction to World Architecture* 3rd Edition (New York: McGraw Hill, 2009).
Supplemental Images, Handouts and Readings are posted online via Blackboard.neu.edu

Offered (semester and year):
Spring 2011; first year

ARCH 2130 – Studio 1: Site, Type and Composition
6 Semester Hours

Course Description:
Studies how to analyze, draw, and model the built environment. Students engage in issues of program, composition, site, type, and material.

Course Goals & Objectives (list):
– Expand conceptual skills taught in freshman studio curriculum.
– Improve student ability to critique and discuss work.
– Develop design skills through spatial and tectonic composition.
– Reinforce comprehension of representational conventions and techniques for communicating spatial information.
– Develop basic knowledge of architectural design with respect to scale, dimension, and circulation systems.
– Introduce students to urban contexts and site analysis techniques.
– Introduce students to program analysis, building typology, and precedent analysis.

Student Performance Criteria Addressed:
A.2.   Design Thinking Skills
A.3.   Visual Communication Skills
A.4.   Technical Documentation
A.5   Investigative Skills
A.6.   Fundamental Design Skills
A.7.   Use of Precedents
A.8.   Ordering Systems Skills

Topical Outline:
Typology and Precedents	20%
Site Analysis	20%
Building Design Fundamentals (Circulation, Program, Scale)	30%
Conceptual Development and Critical Thinking	15%
Orthographic and 3-d Representation, Physical Modeling	15%

Prerequisites: ARCH 1120 – Fundamental Architectural Design

Required Textbooks: None.

Offered: Fall semester, annually.

ARCH 2140 – Studio 2: Urban Institutions (name change effective Spring 2012)
6 Semester Hours

Course Description:
Studies how to analyze, model, and intervene in the city. Students engage in urban analysis, urban massing strategies, and architectural design of urban institutions.

Course Goals & Objectives (list):
– Expand conceptual skills taught in freshman studio curriculum.
– Improve student ability to critique and discuss work.
– Develop design skills through spatial and tectonic composition.
– Reinforce comprehension of representational conventions and techniques for communicating spatial information.
– Develop basic knowledge of architectural design with respect to scale, dimension, and circulation systems.
– Introduce students to analysis of urban fabric via multiple scales and views.
– Introduce students to site planning and massing at scale of a city block.
– Expand students ability to negotiate programs with complex hierarchy of parts and circulation needs.

Student Performance Criteria Addressed:
A.2.   Design Thinking Skills
A.3.   Visual Communication Skills
A.4.   Technical Documentation
A.5   Investigative Skills
A.6.   Fundamental Design Skills
A.7.   Use of Precedents
A.8.   Ordering Systems Skills

Topical Outline:

Typology and Precedents	10%
Urban Analysis, Massing, Site Planning	30%
Building Design Fundamentals (Circulation, Program, Scale)	30%
Conceptual Development and Critical Thinking	15%
Orthographic and 3-d Representation, Physical Modeling	15%

Prerequisites: ARCH 2130 – Studio 1: Site, Type and Composition

Required Textbooks: None.

Offered: Spring semester, annually.

ARCH 2230 Structures 1: Statics
4 Semester Hours

Course Description
This course seeks to introduce the fundamental concepts of structural design for architecture and building construction. The students are expected to develop a clear understanding of the nature of forces and loads, their effects on structures as well as common structural systems and the individual and interdependent components that constitute them.

Course Goals and Objectives
- To understand nature of forces, their effects on structures and conditions of equilibrium.
- To learn to analyze components and the whole of a structural configuration.
- To develop an understanding of basic structural elements and their behavior.
- To understand basics of shaping and sizing of structural components and connection details.

NAAB Student Performance Criteria
"B.8 Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Topical Outline
Forces 15%
Equilibrium of simple structures 20%
Trusses 15%
Load paths – basics of structural design 20%
Strength of materials 15%
Basics of column and beam analysis 15%

Prerequisites
Satisfactory completion of undergraduate level PHYS 1151 and undergraduate level MATH 1341 with a minimum grade of D- for each course is required.

Bibliography
Required textbook: Onouye, B., & Kane, K., *Statics and Strength of Materials for Architecture and Building Construction*
Schodek, D., & Bechtold, M., *Structures*
Zalewski, W., & Allen, E., *Shaping Structures: Statics*
Allen, E., & Zalewski, W., *Form and Forces: Designing Efficient, Expressive Structures*
Salvadori, M., *Why Buildings Stand Up: The Strength of Architecture*
Denny, M., *Super Structures: The Science of Bridges, Buildings, Dams, and Other Feats of Engineering*
Macdonald, A., *Structure & Architecture*
Gordon, J.E., *Structures: Or Why Things Don't Fall Down*

Offered
Fall semester, every year

ARCH 2240 Structures 2: Tectonics
4 Semester Hours

Course Description
This course seeks to introduce a fundamental knowledge of primary building techniques and materials while delving into the study of the "significance" of materials, structure, and construction as they relate to larger architectural ideas.

Course Goals and Objectives
- To understand the basics of four primary construction types: wood, masonry, steel, and concrete.
- To study significant historic and current precedents to analyze how tectonic choices affect architectural expression.
- To learn basics of exterior and interior construction detailing and drafting.
- To discuss and address the ethical responsibility of an architect in relationship to the environment, economics, and the law as s/he is making construction choices.

NAAB Student Performance Criteria
A.4 Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems and components appropriate for a building design.
B.8 Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
B.10 Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to the fundamental performance, aesthetics, moisture transfer, durability, and energy material resources.
B.12 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Topical Outline
Wood 20%
Steel 20%
Masonry 20%
Concrete 20%
Enclosure - hybrid systems 20%

Prerequisites
Satisfactory completion of undergraduate level PHYS 1151 Physics 1, undergraduate level MATH 1341 Calculus 1 and ARCH 2230 Structures 1: Statics with a minimum grade of D- for each course is required.

Bibliography
Required textbook:
Allen, Edward & Iano, Joseph, *Fundamentals of Building Construction: Materials and Methods*, 2009, Wiley
Suggested reading material that you will need to reference for your own projects. Most of these books are on reserve at the library:
Deplazes, Andrea (ed.), *Constructing Architecture: Materials, Processes, Structures*, 2009, Birkhauser
Ching, Francis D. K., *Building Construction Illustrated*, 1991, Wiley
Ford, Edward R., T*he Details of Modern Architecture*, vol 1 & 2, 1990 & 1997, M.I.T. Press
Allen, Edward & Iano, Joseph, *The Architects Studio Companion,* 2007, Wiley
Packard, Robert T., *Architectural Graphic Standards*, Wiley

Offered
Spring semester, every year

ARCH 2330 Nineteenth Century Architecture and Urbanism
4 Semester Hours

Course Description:
This course focuses on the sources and development of modern architecture in Europe and the United States from the mid-18th century to 1900.

Course Goals and Objectives:
Students will examine architecture and urban design as a cultural response to the changing conditions of modern societies and their global reach.
Students will read original texts by architects and theorists in order to understand the national, artistic, and stylistic debates of the period, and the conceptual thinking that produced them. Reading summaries will help students to formulate their thoughts about these texts.
A field trip encourages the first hand study of architecture.
A class presentation and research based term paper assist students in speaking and writing effectively about important issues related to the history of the built environment.

Student Performance Criterion/a:
A.1   Communication Skills
A.5   Investigative Skills
A.9   Historical Traditions and Global Culture
A.10   Cultural Diversity

Topical Outline:
Communication Skills (writing and oral presentation): 30%
Investigative Skills (research): 10%
Historical Traditions and Global Culture/Cultural Diversity: 60%

Prerequisites:
World Architecture I and II

Textbooks/Learning Resources:
Barry Bergdoll, *European Architecture 1750-1890*, Oxford, 2000
William J.R. Curtis, *Modern Architecture Since 1900*, 3rd ed. Prentice Hall or Phaidon, 1996 or later.
Course reader

Offered (semester and year):
Fall 2007, 2008, 2009, 210, 2011, 2012

ARCH 2340 Twentieth Century Architecture and Urbanism
4 Semester Hours

Course Description:
This course examines the theory and design of architecture and urbanism in western culture during the twentieth century. It also explores the global diffusion of the modern movement after World War II.

Course Goals & Objectives:
Analyzes the terms "modernism" and "modern movement"
Considers paradoxes and challenges to "modern movement"
Considers architecture and urban planning within the context of changing cultural and political conditions
Examines the history of twentieth century building technology, structural systems, and typologies
Analyzes the use of precedents
Considers the theory and criticism of modern architecture
Examines European movements including the Dutch De Stijl and German Expressionism
Explores the American formulation of "International Style"
Examines Post-Modernism and Deconstruction.
Encourages students to think critically and articulate positions about architecture
Improve writing proficiency

Student Performance Criteria addressed:

a.1	Speaking and Writing Skills	Understanding
a.9	Western Traditions	Understanding
a.7	Use of Precedents	Understanding

Topical Outline:
Knowledge of History, Theory and Criticism of Architecture (75%) Speaking and Writing Proficiency (25%)

Prerequisites:
ARCH 2330 Nineteenth Century Architecture and Urbanism

Textbooks/Learning Resources:
William Curtis, *Modern Architecture Since 1900* (Prentice Hall, 1996)
Le Corbusier, *Towards a New Architecture* (Dover reprint, 1987)
Robert Venturi, *Complexity and Contradiction in Architecture* (MoMA, 1992; orig. pub. 1966)
"Symbolic Essence" and Other Writings on Modern Architecture and American Culture by
 William H. Jordy, Mardges Bacon, ed. (Yale University Press, 2005)

Offered:
Spring semester

ARCH 3155 Berlin Design Studio
6 Semester Hours

Course Description (limit 25 words):
The Berlin Design Studio will focus on "urban architecture," that is, an architecture that is responsive to the formal, cultural, and economic realities of the city.

Course Goals & Objectives (list):
- Engage urban sites in the heart of Berlin that are currently being considered for redevelopment
- Consider architectural uses that will contribute to the reconstruction of the economic and social fabric of the city
- Incorporate the rigorous building codes for sustainable design that directly affect contemporary architecture
- Explore the interwoven relationship between architectural design and urban consequences

Student Performance Criteria addressed (number and title as on NAAB online list):

C1 Collaborative Skills	20%
B3 Sustainable Design	20%
B4 Site Conditions	30%
A8 Formal Ordering Systems	30%

Topical Outline (include percentage of time in course spent in each subject area):

Site morphology analyses	10%
Program analysis	20%
Collaborative urban design schemes	20%
Individual architectural design	50%

Prerequisites:
ARCH 2140 Urban Institutions Studio
Textbooks/Learning Resources:
Faculty presentations
Site visits / field work
Offered (semester and year):
Third year
Both fall and spring semester
It is the fifth design studio in the sequence of eight studios

ARCH 3161 Berlin History of Architecture and Urbanism
4 Semester Hours

Course Description (limit 25 words):
Berlin History of Architecture and Urbanism will explore the rich heritage of the city's built environment from its evolution to its destruction and its reconstruction.

Course Goals & Objectives (list):
- Investigate a series of interrelated themes of fundamental importance to the health of the built environment
- Investigate contemporary trends in architecture and urban development in Germany
- Develop critical thinking and analytical skills
- Develop visual and verbal presentation skills

Student Performance Criterion/a addressed (number and title as on NAAB online list):

A9 Western Traditions	70%
A10 National and Regional Traditions	30%

Topical Outline (include percentage of time in course spent in each subject area):

Schinkel and the Biedermeier era (1815-1871)	15%	
Industrial Revolution and the *Gründerzeit* (1871-1918)	15%	
Weimar Republic and *Neues Bauen* (1918-1933)		20%
Nazism and World War II (1933-1945)	15%	
Cold War and reconstruction (1945-1989)		20%
The fall of the Wall and reunification (1989 to the present)		15%

Prerequisites: ARCH 2340 Twentieth Century Architecture and Urbanism
Textbooks/Learning Resources:
Compiled reader of articles
Faculty presentations
Site visits / field work
Offered (semester and year):
Third year
Both fall and spring semester

ARCH 3162 Berlin Seminar
4 Semester Hours

Course Description (limit 25 words):
The Berlin Seminar will focus on important architectural, urban, and sustainable design that have emerged in Germany over the past twenty years.

Course Goals & Objectives (list):
- Investigate a series of interrelated themes of fundamental importance to the health of the built environment
- Investigate contemporary trends in architecture and urban development in Germany
- Develop critical thinking and analytical skills
- Develop visual and verbal presentation skills

Student Performance Criterion/a addressed (number and title as on NAAB online list):

A5 investigative Skills	40%
B3 Environmental Conservation	40%
A10 Cultural Diversity	20%

Topical Outline (include percentage of time in course spent in each subject area):

State of global environment	10%	
Impact of cities and buildings on global environment		20%
Politics of global environment in Germany		10%
Contemporary architecture and urban development in Germany	20%	
Urban Sustainability	20%	
Architectural Sustainability	20%	

Prerequisites:
ARCH 2340 Twentieth Century Architecture and Urbanism

Textbooks/Learning Resources:
Compiled reader of articles
Faculty presentations
Site visits / field work

Offered (semester and year):
Third year
Both fall and spring semester

ARCH 3170, 1960s Urbanism Design Studio
6 Semester Hours

Course Description (limit 25 words):
This course explores how to design within the physical, social, economic, and political contexts of the pervasive urbanism of the 1960s.

Course Goals & Objectives (list):
-To foster collaborative skills for designing at an urban scale
-To translate an urban planning agenda into architectural design criteria

Student Performance Criterion/a addressed (number and title as on NAAB online list):
B1. Program Preparation: 30%
B4. Site Conditions: 70%

Prerequisites:
ARCH 3155 Studio Abroad

Textbooks/Learning Resources:
Compiled reader of articles
Faculty presentations
Site visits / field work

Topical Outline (include percentage of time in course spent in each subject area):
Collaborative urban planning and design: 30%
Individual architecture design: 70%

Offered (semester and year):
Forth year, fall

ARCH 3350 American Houses and Housing
(total credits awarded: 4)

Course Description (limit 25 words):
Examines the history of American houses and housing since the 17th century, focusing on the relation of the house to: nature, the state, transportation, changing family forms, and economics of building.
Course Goals & Objectives (list):
- Investigate a series of interrelated themes of fundamental importance to the home
- learn historical development of cities and suburbs as residential spaces
- Investigate contemporary trends in publicly subsidized housing
- Develop critical thinking and analytical skills in research and writing
Student Performance Criteria addressed (number and title as on NAAB online list):
A.1. Communications skills
A.9. Historical traditions
A.10. Cultural diversity
Topical Outline (include percentage of time in course spent in each subject area):
Critical reading and writing 25%
Research and field visits 25%
History of the development and change of dwelling types 50%

Prerequisites:
ARCH 2340 Twentieth Century Architecture and Urbanism

Textbooks/Learning Resources:
Compiled reader of articles, on Blackboard course website
5 Site visits
Offered (semester and year):
Third and Fourth year, Fall semester

ARCH 3450 – Modeling and Design Communication
4 Semester Hours

Course Description:

This lecture/lab course expands on students' visual communication and digital modeling abilities by introducing graphic techniques that emphasize visual analysis and narrative.

Course Goals & Objectives:

– Understand principles of visual analysis and graphic communication.
– Reinforce knowledge of traditional architectural representation methods (plan, section, elevation, axonometric and perspective) and explore ways these forms can be manipulated to communicate specific analytical intent.
– Understand advanced methods for representation including mapping spatial data (urban, historical, programmatic), narrative use of perspective, and spatial analysis through sectional perspective.
– Utilize CAD tools in 2-D and 3-D representation to create precise observations, analytical diagrams and speculative drawings about an urban site.

Student Performance Criteria Addressed:

A.1.   Communication Skills
A.2.   Design Thinking Skills
A.3.   Visual Communication Skills
A.4.   Technical Documentation
A.5.   Investigative Skills
A.7.   Use of Precedents

Topical Outline:

Representation and Mapping Basics: Base 3-D Map	20%
Data Maps	20%
Section Perspective and Narrative	20%
Time Series Perspective, Experiential	20%
Time Series Perspective, Historical	20%

Prerequisites:

ARCH 1120 – Fundamental Architectural Design

Required Textbooks:

Ellen Lupton, Thinking With Type, Princeton Architectural Press, 2004.

Offered:

Summer semester, annually.

ARCH 5110 Housing & Aggregation

6 Semester Hours

Course Description (limit 25 words): Design studio focused on urban multifamily housing for infill and/or former industrial sites. Students begin the studio by learning about the impact of building and accessibility codes on potential design solutions and devise prototypical solutions before proposing projects on real sites.

Course Goals & Objectives (list):
- to provide the ability to incorporate the parameters of the building codes (IBC) to design code-compliant low-rise and high-rise multi-family housing
- to provide an ability to incorporate the parameters of relevant accessibility codes (ADA and local codes) to design accessible multi-family housing
- to give students the ability to design a project that requires resolution at several scales: the scale of the individual dwelling unit, the scale of the building, and the neighborhood scale (urban design)
- to give students an understanding of the wider factors that influence housing design, including real estate development finance, zoning regulations, community approvals, and local politics.
- to give students the ability to design streetscapes and urban facades

Student Performance Criterion addressed (number and title as on NAAB 2009 Conditions online list):
A1. Communication Skills (read, write, and listen)
A2. Design Thinking Skills
A3. Graphic Skills
A5. Investigative Skills
A6. Fundamental Design Skills
A7. Use of Precedents
A10. Cultural Diversity
B1. Pre-Design
B2. Accessibility
B4. Site Design
B5. Life Safety
B7. Financial Considerations
C2. Human Behavior
C3. Client Role in Architecture
C9. Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):
5% site analysis
10% precedent analysis
10% researching relevant building and accessibility codes
15% developing housing prototypes based on an understanding of code limitations and the basics of urban sites
15% the design of streetscapes and urban facades
45% comprehensive design of an urban housing project

Prerequisites: 1960s Urbanism Studio and Berlin program

Textbooks/Learning Resources: None

Offered (semester and year): Fall and Spring every year

ARCH 5120 Comprehensive Design Studio
6 Semester Hours

Course Description (limit 25 words):
The focus of the Comprehensive Design Studio is the integrated design and detailed development of a building including all of its requisite systems.

Course Goals & Objectives (list):
-To merge the full range of the architecture curriculum to produce a design from concept to site specificity and detailed development
-To explore how to build sustainable, adaptable, long-use buildings
-To create designs that will respond to site, urban, climatic, and economic contexts, to spatial and programmatic needs, and to technical demands of material, structure, enclosure, energy management, ventilation [passive and active], lighting [natural and artificial], and construction, assembly, and future transformation and disassembly

Student Performance Criterion/a addressed (number and title as on NAAB online list):
B.3   Sustainable Design
B.8   Structural Systems
B.9   Environmental Systems
B.5   Life Safety
B.10   Building Envelope Systems
B.11   Building Systems Integration
B.12   Building Materials and Assemblies
B.6   Comprehensive Design

Prerequisites:
ARCH 5110 Housing and Aggregation Studio

Textbooks/Learning Resources:
Compiled reader of articles
Faculty presentations
Site visits / field work

Topical Outline (include percentage of time in course spent in each subject area):
Site response and energy harvesting: 30%
Architectural design and systems integration: 40%
Detail development and architectural expression: 30%

Offered (semester and year):
Fifth year, spring

ARCH5210: Environmental Systems
4 Semester Hours

Course Description (limit 25 words):
Architecture and Energy is understood primarily a formal issue in architecture: students will learn to shape architecture based on an understanding of energy, thereby enabling a range of sustainable practices. There is a focus on fundamental scientific principles underlying the thermal, visual, and aural behavior of buildings as well as productive.

Course Goals & Objectives (list):
-A theory of technology/energy for each practicing architect
-A practicable theory of matter and energy (the milieu) for each practicing architect
-A non-trivial understanding of sustainability

Student Performance Criteria addressed (number and title as on NAAB online list):
A3. Graphics Skills
B3. Sustainable Design
B4. Site Conditions
B9. Environmental Systems
B10. Building Envelope Systems
B11. Building Service Systems
B12 Building Materials and Assemblies
C8. Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):
25% the contexts of climate and physiology
25% Building physics
25% Building energy systems
25% Building energy systems design

Prerequisites:
-PHY 141 Physics 1 for Engineers
-MTH 241 Calculus 1 for Engineers
-ARC U356 Structures 1: Statics
-ARC U357: Structures 2: Tectonics

Textbooks/Learning Resources:

Norbert Lechner, *Heating, Cooling, Lighting: Sustainable Design Methods for Architects*. Third Edition. Wiley Press, New York, 2008

Offered (semester and year): Fall, Spring every year

ARCH5220: Integrated Building Systems
4 Semester Hours

Course Description (limit 25 words):
Studies how to integrate into students' building designs all the environmental and tectonic systems that they have learned in previous architecture courses.

Course Goals & Objectives (list):
-how to design and deliver a high-performance building in the 21st century
-develop vocabulary and process to include the role of professional consultants as key voices in design
-ability to critique approaches and claims of "sustainable design"
-converge multiple aspects of a student's education into one project

Student Performance Criterion/a addressed (number and title as on NAAB online list):
A3. Graphics Skills
A8. Formal Ordering System
B3. Sustainable Design
B4 Site Conditions
B8. Structural Systems
B9. Environmental Systems
B5. Life Safety
B10 Building Envelope Systems
B11. Building Service Systems
B12 Building Materials and Assemblies
B6 Comprehensive Design
C8. Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):
25% case study lectures
15% guest lectures
10% workshops with professional consultants
50% basic architectural design

Prerequisites: None

Textbooks/Learning Resources: None

Offered (semester and year): Spring every year

ARCH 5310 Architecture Seminar

4 Semester Hours

Course Description (limit 25 words): Lecture/seminar course that teaches comprehensive design tactics and operations through the use of precedents. Lectures are organized by topic (for example, "syntactical issues of the ground plane") and students do a comprehensive analysis of a single building as component of the course requirements.

Course Goals & Objectives (list):
- to provide an understanding of the interrelationship between tectonic, functional, and compositional design decisions
- to provide an understanding of important architectonic problems in the twentieth and twenty-first century
- to provide an understanding of the design preoccupations of Le Corbusier, Kahn, Mies, Aalto, and Carlos Scarpa
- to give students the ability to synthesize and diagram design strategies

Student Performance Criterion addressed (number and title as on NAAB 2009 Conditions online list):
A1. Communication Skills (read, write, and listen)
A2. Design Thinking Skills
A3. Graphic Skills
A5. Investigative Skills
A6. Fundamental Design Skills
A7. Use of Precedents
A8. Ordering Systems Skills
A9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
15% learn visual diagramming skills
25% precedent analysis (individual student work)
60% learn about design tactics and operations through comparative precedent analysis (lectures and discussion)

Prerequisites: None

Textbooks/Learning Resources: Reader with eight essays

Offered (semester and year): Fall and Spring every year

ARCH 6330 Seminar in Modern Architecture;
4 Semester Hours

Course Description
Issues in Architectural and Urban Theory
The seminar provides a panoramic view of major issues in contemporary architectural and urban theory during the three decades leading up to the present. It is thematically divided into four sections, Critical Discourse, Technology, Urbanism and Globalization. Each session pairs readings representing opposing positions, to initiate debate.

Course Goals & Objectives (list):
To be knowledgeable of major theoretical issues that inform contemporary architectural practice. To situate architectural debates in a broader historical, social, political or cultural context. To be able to analyze a building or a design approach using diverse critical methodologies. To develop academic level research and writing skills through class presentations and writing assignments.

Student Performance Criterion:
A1 Speaking and Writing Skills   *Ability*
A5 investigative Skills   *Ability*
A9 Western Traditions   *Understanding*
A7 Use of Precedents   *Ability*
C8 Ethics and Professional Judgment   *Understanding*

Topical Outline
Introduction to critical theory 20%
Theories of Architecture and Technology 30%
Theories of urbanism and public space 35%
Architecture and Globalization 15%

Prerequisites:
First year graduate students.

Textbooks/Learning Resources:
Course reader, movie screening, site visits, blackboard blog.

Offered
Fall semester each year.

ARCH 6430 Project Case Studies I
4 Semester Hours

Course Description:
This seminar course uses the Case Study method as a framework for the introduction and critical assessment of the professional practice of architecture. Students confront each of the principal components of practice, though lecture, readings and scenario-based problem solving and group projects, as preparation for collaborative, interdisciplinary modes of practice and learning.

Course Goals & Objectives:
- Establish foundational understanding of the history of architecture as a distinct discipline and profession
- Establish ability to implement Case Study methodologies to reveal and disseminate learning, particularly as related to the processes of design and project delivery.
- Establish causal relationship between proficiency and innovation in practice and intended project outcomes.
- Establish professional standard of research and critical assessment of architectural precedent.
- Establish proficiency in collaborative working methods as requisite compliment to proficiency in design and representation.
- Establish core familiarity with conventional and alternative modes of professional practice.
- Increase student ability to effectively balance and communicate design within a context of broader project interests and objectives.
- Identification of individual student strengths and interests, across the spectrum of professional specialization.

Student Performance Criterion Addressed:
A1   Communication Skills
A3   Visual Communication Skills
A5   Investigative Skills
A7   Use of Precedents
A9   Historical Traditions and Global Culture
B1   Pre-Design
B2   Accessibility
B3   Sustainability
B7   Financial Considerations
C1   Collaboration
C2   Human Behavior
C3   Client Role in Architecture
C4   Project Management
C5   Practice Management
C6   Leadership
C7   Legal Responsibilities
C8   Ethics and Professional Judgment
C9   Community and Social Responsibility

Topical Outline:
5%   History of the Profession
15%   Case Study Methodology
60%   Issues of Practice (Scenario Based Projects)
25%   Modes of Practice (Scenario Based Projects)

Prerequisites: None

Textbooks/Learning Resources:
Readings assigned weekly, by topic.
The Architecture Student's Handbook of Professional Practice, American Institute of Architects, Wiley & Sons (October 27, 2008) ISBN-10: 0470088699, ISBN-13: 978-0470088692

ARCH 6440 Project Case Studies II
4 Semester Hours

Course Description:
Building on the Case Study methodology and understanding of practice established in ARCH 6430, this course provides students the opportunity to undertake a substantial piece of primary research. In pairs, teams research the evolution of a recent project though broad contextual analysis, including extensive interviews with the architects, consultants, clients, developers, managers, advocates, detractors, regulators, facilitators, and users. If successful, students establish direct links between the physical and cultural legacy of projects as the attitudes and actions that define leadership and ongoing learning in professional practice.

Course Goals & Objectives:
- Develop competency in assessment and analysis of primary architectural evidence.
- Develop familiarity with, and project-proven responses to obstacles encountered in project delivery
- Develop ability to effectively conduct and maximize professional interviews
- Develop prototype Case Study format to reveal and disseminate learning relevant to contemporary practice.
- Develop proficiency in collaborative working methods as requisite compliment to proficiency in design and representation.
- Contribute to growing repository of academic case studies nationally.

Student Performance Criterion Addressed:
A1   Communication Skills
A3   Visual Communication Skills
A5   Investigative Skills
A7   Use of Precedents
B1   Pre-Design
B2   Accessibility
B3   Sustainability
B7   Financial Considerations
C1   Collaboration
C2   Human Behavior
C3   Client Role in Architecture
C4   Project Management
C5   Practice Management
C6   Leadership
C7   Legal Responsibilities
C8   Ethics and Professional Judgment
C9   Community and Social Responsibility

Topical Outline:
5%   Investigation and Analysis
10%   Review and Reinterpretation of Case Study Methodology
65%   Project Case Study
10%   Proposals for Improved Practice

Prerequisites: ARCH 6430 Case Studies I

Textbooks/Learning Resources:
Readings assigned weekly, by topic.
The Architecture Student's Handbook of Professional Practice, American Institute of Architects, Wiley & Sons (October 27, 2008) ISBN-10: 0470088699, ISBN-13: 978-0470088692

Offered: Spring of every year

ARCH 7130 Graduate Research Studio

6 Semester Hours

Course Description (limit 25 words): Pre-thesis research studio organized by topics pre-selected by the faculty. Students choose research topic based on a lottery. Fall 2011 topics are Flood-Plain Urbanism, Public Housing, and Civic Rooms. The studio includes extensive field trips/documentation and the graphic synthesis of field analysis and research.

Course Goals & Objectives (list):
- to provide the ability to research and diagram relevant precedents
- to provide an ability to synthesize the analysis of diverse precedents in order to generate parameters and rules for design proposals
- to give students the ability to work collaboratively to produce a single research document
- to give students an understanding of page layout (InDesign) and on-line publishing (Lulu)
- to give students the ability to formulate a thesis proposal to drive their individual design work in the Spring semester

Student Performance Criterion addressed (number and title as on NAAB 2009 Conditions online list):
A1. Communication Skills (read, write, and listen)
A2. Design Thinking Skills
A3. Graphic Skills
A5. Investigative Skills
A7. Use of Precedents
C3. Applied Research
B1. Pre-Design
B7. Financial Considerations
C2. Human Behavior
C4. Client Role in Architecture

Topical Outline (include percentage of time in course spent in each subject area):
15% precedent analysis
25% research and diagram relevant codes, financial considerations, client profiles, historical context, and cultural milieu for each topic
40% synthesize analysis into a comprehensive report on the topic (collaborative project) 15% developing housing prototypes based on an understanding of code limitations and the basics of urban sites
20% Generate thesis proposal and accompanying program

Prerequisites: Comprehensive Design Studio

Textbooks/Learning Resources: None

Offered (semester and year): Fall every year

Governance Document

DEPARTMENT OF ARCHITECTURE

GOVERNANCE DOCUMENT

December 1, 1992

Revised

June 1996

May 2000

Modified for Architecture:

November, 2002

INTRODUCTION

The Department of Architecture Governance Document sets forth by-laws governing the academic and administrative duties and responsibilities of all Department personnel, including the Chair, program heads, full- and part-time faculty, and technical and administrative staff. Drafted and ratified by the Department's tenured and tenure-track faculty and its Chair, it represents the consensus of the Department of Architecture. Future addenda, amendments, and/or changes to this document must reflect the same democratic process evident in its drafting and, at a minimum, have the endorsement of two thirds of the Department's tenured and tenure-track faculty and the Department Chair. These by-laws in no way preclude the responsibilities outlined in the Faculty Handbook, the Constitution for Self Governance of the College of Arts and Sciences, and relevant resolutions approved by the College and/or the University. Rather, they complement responsibilities already defined, clarify responsibilities not clearly defined, and advance the University-wide movement toward collegial self-governance by ensuring democratic participation by the Department's faculty in the operation of the Department and in its evolving mission and goals.

The last of three Department documents designed to facilitate and formalize Department management (Merit Evaluation, Policy and Procedures for Annual Review, Third-Year Probationary Review, Promotion Review and Tenure Review, and Governance), this document should be viewed as complementing the other two.

BY-LAWS

I.   Department Organization

A. Department Chair

1. Administrative Responsibilities. As chief administrative officer of the Department, the Chair is responsible for the Department's day-to-day administration and its extended, overall operation. This includes:

   a) oversight and management of all matters pertaining to the Department budget;
   b) recommendations to the Dean for appointment and termination of faculty and staff after proper consultation with the appropriate program head, Department committee, and/or faculty;
   c) timely and effective management of all aspects of the Department's short- and long-term administrative needs;

   d) oversight of all staff who report directly to the Chair (shared with Chair of Department of Visual Arts):

      1. Technical Director of Electronic Studios whose duties shall include:

         • managing the daily operation of all computer lab facilities;

- supervising the Technical Director of the Multi-Media Laboratory in consultation with the Multi-Media Committee;
- developing scheduling for open laboratories;
- recruiting, hiring, training, scheduling, and supervising co-op students and part-time laboratory assistants;
- managing inventory and budget lines;
- maintaining lab equipment;
- consulting with program heads concerning ongoing curricular development;
- teaching courses assigned as a clinical lecturer;
- and acting as liaison to representatives of University College on the scheduling and use of labs.

2. Head of the Slide Library whose duties shall include:

- managing the daily operation of the Slide Library;
- managing the growth of the Slide Library in accordance with the Department's goals;
- recruiting, hiring, training, scheduling, and supervising co-op and work-study students;
- preparing budget and equipment requests and coordinating purchases of necessary supplies, hardware, and software;
- developing and keeping statistical data on slide use;
- consulting with art historians and other faculty on the needs and future development of the collection;
- and acting as liaison to representatives and faculty of University College on the use of the Slide Library.

e) establishing standing and ad hoc committees to address significant administrative issues;
f) serving as chair of the Executive Committee, chair of the Merit Evaluation Committee, and as a member and/or chair of the Curriculum Committee, member of the Tenure and Promotion Committee (under the varying conditions established in the Annual Review/Tenure Review document), and as a member and/or chair of other relevant departmental committees;
g) consultation with departmental committees, when and where appropriate;
h) and acting as a liaison to the College, University, and public-at-large in representing the Department's interests and promoting its welfare.

2. Academic Responsibilities. The Chair, in consultation with the appropriate departmental committees and program heads, is responsible for establishing and maintaining a departmental program with high academic standards. This includes:

a) overseeing, in consultation with the Department's Curriculum Committee, the quality and content of its curricula;
b) ensuring that established and new curricula meet the needs and requirements of the College and fulfill the goals of the Department;
c) overseeing the quality of teaching in all courses offered by the Department;

d) initiating, in consultation with the Curriculum Committee and program heads, new courses, majors, concentrations, and programs;
e) establishing standing and ad hoc committees to address academic issues;
f) consulting with the Executive Committee on academic issues when and where appropriate;
g) adjudicating academic complaints brought by students and/or faculty;
h) and coordinating planning for CAD courses and other academic computing needs with Architecture faculty and the Technical Director of Electronic Studios.
i) and a teaching half-load per academic year or as directed by the Office of the Dean.

3. Department Meetings. It is the responsibility of the Chair to keep members of the Department informed in a timely manner.

   a) There should be a minimum of one Department meeting per month.

      i The Chair should solicit agenda items a week in advance of a scheduled meeting.

      ii An agenda for a meeting should be circulated at least two days before the meeting.

   b) The Chair should schedule special meetings at the request of three or more faculty members.
   c) Tenured and tenure-track faculty and the Chair shall constitute the voting membership of a meeting.
   d) Non-tenure track full-time faculty may participate in all faculty meetings as non-voting members.
   e) Part-time faculty and staff may participate by invitation as non-voting members.
   f) Guests may be invited at the discretion of the Chair.
   g) Meetings will not be held unless a quorum is met.
   h) A quorum shall consist of two-thirds (or more) of the tenured and tenure-track faculty.
   i) Meetings will be conducted in an informal, non-parliamentary manner.
   j) In the course of any meeting a voting faculty member, concerned about due process relative to a substantive issue under discussion, may invoke Robert's Rules of Order.

4. Leadership. The Chair is expected to initiate and work toward the fulfillment of departmental goals in consultation with the appropriate departmental committees and the faculty as a whole. The Chair is also expected to stimulate departmental growth (when/if desirable), and provide the positive leadership necessary to a successful Department.
5. Faculty Development. The Chair is expected to encourage faculty development, support faculty in their scholarly and/or creative endeavors, and provide a departmental atmosphere that favors open participation and avoids authoritarianism.
6. Term of Office. The Department Chair shall serve one five-year term, with additional five-year terms available under the following conditions:

a) The Chair must petition the Executive Committee with a formal request for an additional five-year term.
b) The Executive Committee must receive the petition early in the second quarter or semester of the fourth year of a Chair's term.
c) Once notified, the ad hoc chair of the Executive Committee shall distribute copies of first and second biennial reviews as well as a ballot to all tenured and tenure-track faculty (except the Department Chair) requesting a yes or no vote on the Chair's petition for reappointment to another term.
d) The Chair's petition for reappointment must be endorsed by a positive vote of two-thirds or more of the tenured and tenure-track faculty (excluding the Department Chair). Anything less will result in a denial of the petition.
e) The Executive Committee (excluding the Department Chair) must complete this process and report the results to the Department Chair by the first week of the second quarter or semester. (A late petition by the Department Chair may necessitate a late response.)

f) Under special circumstances, the Chair may petition for an extension of his/her existing term rather than for a full-term reappointment. In dealing with a petition for an extension, the same procedure for a full-term reappointment shall be used.

7. Evaluation of the Department Chair's Performance. A biennial review of the Department Chair shall be conducted by the tenured and tenure-track faculty and coordinated by the Executive Committee (excluding the Department Chair) during the second and fourth years of a term, or under the following conditions:

a) If three or more tenured or tenure-track faculty request an Evaluation, if a request is endorsed by a formal vote of two-thirds or more of the tenured and tenure-track faculty, the Executive Committee shall initiate the Evaluation.
b) If the Department Chair requests an Evaluation.

The Evaluation shall be coordinated by the Executive Committee (excluding the Department Chair) in conjunction with Senate procedures. For purposes of the Evaluation the Executive Committee shall consist of three members and elect its own ad hoc chair who initiates the review in the second quarter or semester of the evaluation year.

The Evaluation should address relevant issues such as leadership, departmental administrative and management skills, fulfillment of the Department's mission and goals, faculty development, fairness and effectiveness in interpersonal relationships with both faculty and students.

The Executive Committee (excluding the Department Chair) shall draft or revise the appropriate forms and distribute them to all full-time faculty, Co-op Coordinators, and to staff who report directly to the Department Chair.

The Executive Committee (excluding the Department Chair) shall collect the completed Evaluation forms, summarize the statistical data, select sample comments reflecting the tenor and tone of the majority, and draft a formal Evaluation Report. The Committee shall submit its Report to the Department Chair and distribute it to all full-time faculty, Co-op Coordinators, and to staff who report directly to the Department Chair, early in the second quarter or semester of the evaluation year.

Upon review, the Department Chair may identify errors of fact and submit corrections which, if endorsed by the Committee, shall be incorporated into the document as record.

a) Individual, confidential Evaluation forms shall be kept on file by the ad hoc chair of the Executive Committee for a minimum of two years with access restricted to those faculty members who participated in the review.

b) All Evaluation forms will be unsigned and remain anonymous except in those cases where faculty choose to identify themselves.

All tenured and tenure-track faculty of the Department shall participate in Evaluations of the Chair. If, during the year following an Evaluation, any significant deficiencies in the Chair's performance have not been adequately addressed, the Executive Committee (excluding the Department Chair) may submit to the Dean its own Evaluation.

8. Recommendation for removal of the Chair. A recommendation for removal of the Department Chair may result if, during the course of his/her term, a formal departmental inquiry (under the conditions outlined below) is initiated by the Executive Committee (excluding the Department Chair) and results in a no-confidence vote (a vote for removal) by two-thirds of the Department's tenured and tenure-track faculty.

Procedure:

a) If the Executive Committee receives a written petition signed by three or more tenured and tenure-track faculty members requesting a formal inquiry into the Chair's performance, the Executive Committee (excluding the Department Chair) shall review the petition with all tenured and tenure-track faculty in the Department to determine if the request is justified.

b) If two-thirds of the tenured and tenure-track faculty feel that an inquiry is justified, the Executive Committee (excluding the Department Chair) will be obliged to hold a formal Department meeting to address relevant issues. The Department Chair shall be invited to present his/her position.

c) If the issue or issues at hand cannot be resolved, the Department's tenured and tenure-track faculty shall vote for or against recommendation to remove the Chair.

d) If a no-confidence vote does occur, the Executive Committee (excluding the Department Chair) shall notify the Dean of its recommendation.

B. Tenured and Tenure-Track Faculty

1. Responsibilities. Tenured and tenure-track faculty are expected to fulfill all responsibilities laid out in the Faculty Handbook, meet departmental requirements of effective teaching and advising, and actively participate in the growth and development of the Department. In accomplishing this, faculty should:

a) establish clear educational goals and objectives in their courses and effective strategies to achieve them;

b) develop a syllabus for each course (and distribute it at the first meeting of the class), including:

- general course information;
- a course description;

- instructional objectives;
- teaching units with reading assignments;
- methodology and mechanisms used in grading;
- course requirements;
- and a list of the text/or texts;

c) fulfill in a timely fashion book adoption requirements for each course assigned each quarter or semester;
d) advise students during

- registration periods at the beginning of each quarter or semester
- pre-registration periods within each quarter or semester and special occasions of need;

e) three scheduled office hours per week;
f) attend Department meetings;
g) participate in Department committees;
h) participate in faculty searches by attending campus presentations of candidates considered for tenured and tenure-track appointments, by making every effort to reach consensus with other faculty and, if necessary, by voting;
i) and meet all classes as scheduled or make timely arrangements through the Department office for their cancellation or coverage.

C. Non-Tenure Track Full-Time Faculty and Part-time Faculty

1. Responsibilities. Non-tenure track full-time faculty and part-time faculty, including staff who have appointments as lecturers, are expected to fulfill all responsibilities laid out in the Faculty Handbook, meet departmental requirements of effective teaching, and contribute where and when possible to the Department's program development. In accomplishing this, part-time faculty should:

a) establish clear educational goals and objectives in their courses and effective strategies to achieve them;
b) coordinate course objectives and texts with the program head;
c) develop a syllabus for each course (and distribute it at the first meeting of the class) including:

- general course information;
- a course description;
- instructional objectives;
- teaching units with reading assignments;
- methodology and mechanisms used in grading;
- course requirements;
- and a list of the text/or texts;

d) review syllabus with program head;

e) make informal or formal arrangements to be available to students for individual conferences one hour a week beyond class time for each course taught;

f) meet all classes as scheduled or make timely arrangements through the Department office for their cancellation or coverage;

g) and communicate special equipment and supply requests to the program head at least two weeks before the start of each term.

II. Standing Committees

A. *The Executive Committee*

1. Membership. The Executive Committee shall be chaired by the Department Chair and include, in addition to the Department Chair, at least two tenured faculty members and, whenever possible, one tenure-track faculty member. If a tenure-track faculty member is not available, a tenured faculty member shall be substituted to constitute a committee of four.

    Executive Committee members, with the exception of the Department Chair, shall be elected by a departmental ballot in staggered two- and three-year terms.

2. Responsibilities. The Executive Committee is the departmental advisory body to the Chair. The Committee also organizes, supervises, and coordinates departmental evaluations of the Chair, departmental votes on additional terms for the Chair and, if needed, oversees the departmental procedure that may result in a recommendation to remove the Chair. In its management of the Chair's evaluation, and responsibilities associated with it, the Executive Committee shall elect its own ad hoc chair, acting independently of the Department Chair. Meetings of the Committee are called at the discretion of the Chair, except where responsibilities other than advising are invoked.

3. Quorum and Voting. The Chair and at least two other Committee members shall constitute a quorum when and if a quorum is necessary. As an advisory board, the Executive Committee will vote on issues only at the request of the Chair.

B. *Tenure and Promotion Committee*

1. See the Department's Policy and Procedures for Annual Review, Third-Year Probationary Review, Promotion Review and Tenure Review.

C. *The Merit Evaluation Committee*

1. Membership. The Merit Evaluation Committee shall be chaired by the Department Chair and shall include, in addition to the Department Chair, two tenured faculty members and, whenever possible, one tenure-track faculty member. If a tenure-track

faculty member is not available, a tenured faculty member shall be substituted to constitute a Committee of four.

Merit Evaluation Committee members, with the exception of the Department Chair, shall be elected by a departmental ballot in staggered two- and three-year terms.

2. Responsibilities. The Merit Committee is responsible for management and implementation of the Department's annual merit process. Each year, in a timely fashion, the Department Chair shall distribute merit forms and instructions to all full-time faculty, 2.8 part-time faculty, and staff.

After collecting, duplicating, and distributing each faculty and staff member's merit form and supporting material, the Merit Evaluation Committee shall evaluate faculty and staff, allocating, as instructed in the Merit Evaluation Guidelines, a merit rating for each. Individual faculty members and staff shall be informed of their merit points by the Department Chair.

D.   *The Curriculum Committee*

1. Membership. The Curriculum Committee shall be chaired by the Department Chair, or his/her assignee, and include all program heads. Co-op Coordinators are invited to meetings as non-voting participants.
2. Responsibilities. The Curriculum Committee shall oversee the quality and development of all Department courses and curricula. It will review all course and curricular submissions, provide guidance and advice where appropriate, and reject a submission where necessary. The criteria used shall be need, availability of faculty, quality, budgetary impact, and compatibility with the Department's overall goals.
3. Quorum and Voting. A quorum of two-thirds of the Curriculum Committee is necessary for all votes affecting a course or curriculum. To alleviate difficulties in achieving a quorum for a vote, an absentee or proxy vote will be acceptable.

Each Committee member shall have one vote. If an informal discussion does not lead to a vote and a timely decision on a submitted course or curriculum, Robert's Rules of Order may be invoked.

Curriculum Committee decisions shall be made available as minutes of the meeting or as a formal report.

III.   Ad Hoc Committees

A. The Department Chair may form and charge one or more ad hoc committees to address substantive issues.
B. An individual faculty member may also petition the Department Chair to form a special ad hoc committee.
C. Search Committees

1. Faculty

a) Membership. The Department Chair appoints a chair of the Search Committee and, in consultation with the Search chair, other members drawn whenever possible from senior faculty within the discipline of the search to constitute a committee of at least three tenured and/or tenure-track faculty.

b) Responsibilities. The Search Committee writes a job description, reviews applications, interviews candidates, formulates a short list of candidates to give campus presentations (which all tenured and tenure-track faculty are expected to attend), and forwards recommendations to the faculty.

c) Consensus. The tenured and tenure-track faculty shall make every effort to reach consensus on the ranking of candidates.

d) Voting. If consensus cannot be reached, the chair of the Search Committee shall call
for a vote. The tenured and tenure-track faculty shall vote for or against a candidate, establishing a ranking of no less than one and no more than three candidates. A quorum of two-thirds of the tenured and tenure-track faculty is necessary for all votes that determine the ranking of candidates. Faculty on leave who have participated actively in the search may vote in absentia. The first-ranking candidate must receive at least a simple majority of the votes. In the Department Chair's letter to the Dean he/she shall convey the faculty's final vote and rankings.

2. Staff

a) Membership. The Department Chair appoints a chair of the Search Committee and, in consultation with the Search chair, other faculty and staff members to constitute a committee of three.

b) Responsibilities. The Search Committee forwards a recommendation to the Department Chair.

3. Co-op Coordinators

a) Recommendations and procedures for appointments shall follow the guidelines of the College of Arts and Sciences.

Tenure & Promotion

SCHOOL OF ARCHITECTURE
NORTHEASTERN UNIVERSITY

POLICY AND PROCEDURES
ANNUAL REVIEWS
MIDTERM (THIRD-YEAR) REVIEW
TENURE REVIEW AND PROMOTION TO ASSOCIATE PROFESSOR REVIEW
PROMOTION TO FULL PROFESSOR REVIEW

December 2009

SCHOOL OF ARCHITECTURE

NORTHEASTERN UNIVERSITY

POLICY AND PROCEDURES

Introduction

This document establishes School of Architecture guidelines, criteria, and standards for evaluation of faculty members, in accordance with the *Faculty Handbook 1999-2000*, the *Constitution* of the College of Arts and Sciences, as well as the procedures and directives outlined in the *Preparation and Format of the Tenure and Promotion Dossier*, Office of the Provost, and their subsequent revisions. These guidelines apply to Annual Reviews, Midterm (Third-Year) Review, Tenure Review and Promotion to Associate Professor Review for full-time faculty members during their six-year probationary period, and also to Promotion to Full Professor Review.

I. Membership and Responsibilities of the Tenure and Promotion Committee

    A. Annual Review of First, Second, Fourth, Fifth

        1. Tenured faculty of the School of Architecture shall serve on the Tenure and Promotion Committee and be voting members. The Committee shall elect its Chair. All members of the Committee must be present for meetings where votes are taken.

        2. Annually the Chair of the School of Architecture shall advise the faculty member of the Committee's and the Chair's assessments of performance.

B. Midterm (Third-Year) Review

1. Tenured faculty of the School of Architecture shall serve on the Tenure and Promotion Committee and be voting members. The Committee shall elect its Chair. All members of the Committee must be present for meetings where votes are taken.

2. The Chair shall submit a separate evaluation of the candidate to the Tenure and Promotion Committee, which assesses the candidate's overall performance as a faculty member, his or her promise for future advancement, and the long-range needs of the School and the University. The Chair's evaluation may be viewed by the candidate. If desired, he or she may introduce a written response to that evaluation for the record. The Committee shall then prepare its report and vote. If desired, the candidate may introduce into the record a written response to the report.

C. Sixth-Year Tenure and Promotion to Associate Professor Review

1. Tenured faculty of the School of Architecture shall serve on the Tenure and Promotion Committee and be voting* members in decisions on tenure and promotion to associate professor. The Committee shall elect its Chair.

2. The Chair of the School of Architecture shall be a voting *ex officio* member of the Committee in considerations of tenure. *The Chair of the School of Architecture shall be a non-voting *ex officio* member of the Committee in considerations of promotion. The Chair shall submit a separate evaluation of the candidate to the Tenure and Promotion Committee, which assesses the candidate's overall performance as a faculty member, his or her promise for future advancement, and the long-range needs of the School and the University. The Chair's evaluation may be viewed by the candidate. If desired, the candidate may introduce a written response to that evaluation for the record. The Committee shall then prepare its report and vote. If desired, the candidate may introduce into the record a written

response to the report. The Committee shall submit its report to the Dean of the College.

D. Promotion to Full Professor Review Committee (Promotion Committee)

1. The Promotion to Full Professor Review Committee (hereafter known as Promotion Committee) shall consist of all Full Professors. In the event that there are not at least three Full professors in the School of Architecture, the Dean of the College will recommend one or more Full Professors in allied disciplines to serve on the Promotion Committee. The Committee shall elect its Chair. All members of the Committee must be present for meetings where votes are taken.

2. The Chair of the School of Architecture may serve as a non-voting *ex officio* member of the Promotion Committee in decisions on Promotion to Full Professor. The Chair shall submit a separate evaluation of the candidate to the Promotion Committee, which assesses the candidate's overall performance as a faculty member, his or her promise for future advancement, and the long-range needs of the School and the University. The Chair's evaluation may be viewed by the candidate. If desired, the candidate may introduce a written response to that evaluation for the record. The Promotion Committee shall prepare its report and then vote. If desired, the candidate may introduce into the record a written response to the report. The Promotion Committee shall submit its report to the Dean of the College.

II.   **Faculty Appointments: Term of Appointment, Criteria and Standards for evaluation of Annual Review, Midterm (Third-Year) Review, Sixth-Year Review, Promotion to Associate Professor Review, and Promotion to Full Professor Review**

A. **Term of Appointment**
The probationary period, defined as the period between the initial appointment and the end of the academic year during which the tenure decision, is six years, unless a shorter term is considered appropriate.

B. Annual Reviews for Probationary Faculty

1. Full-time faculty members with tenure-track appointments are expected to demonstrate annually a record of accomplishment in scholarship and creative productivity as well as teaching effectiveness and contributions to service, both to the University and to their respective disciplines, which are valued by the School of Architecture and the University.

2. Each year the candidate is responsible for preparing a dossier upon which annual evaluations are made by the Tenure and Promotion Committee. The dossier should include not only a report of activities, following the same format as that for the annual online merit evaluation, but also all supporting documentation. For reviews other than Midterm and Tenure, the candidate should submit the dossier to the Committee early in the spring term. Unless otherwise designated, his or her mentor shall present the contents of the dossier to the Committee, which reviews the candidate's progress on specified tenure criteria. One Committee member, in consultation with the School Chair, shall be assigned the task of preparing a written summary of the Committee's annual evaluation. The School Chair will then present it to the candidate.

3. **Annual Review**

   a. Criteria and Standards for Annual Reviews

      1) Teaching effectiveness is evaluated on the basis of classroom visits by tenured faculty and also TCEP [historical] and TRACE scores.

      2) Scholarship and/or Creative Productivity
         Candidates are expected to demonstrate superior professional achievement in their field. Evidence of productive scholarship includes original research, scholarly review, either published or otherwise

disseminated, as well as creative productivity evidenced in portfolio or electronic presentations.

a) Publications

    Refereed articles

    Non-refereed articles

    Books

    Book chapters, essays, and introductory essays

    Exhibition catalogues

    Edited volumes including symposia and colloquia

    Professional journals

    Book reviews

    Criticism, both peer-reviewed and non peer-reviewed

    Documented lectures in a candidate's discipline

    Documented contributions to pedagogical and/or methodological
        discourse within a discipline or among disciplines

   Abstracts and Proceedings

   Other

b) Creative Productivity

    Design work

    Publication

    Presentation

    Exhibition

    Competition

    Curatorial work

    Other production

c) Presentations and proceedings, identified as regional/local, national, or international

d) Recognition in a discipline through the receipt of prizes and awards, grants and fellowships, achieved through a peer review process. These

include regional and local awards, among them internal grants, as well as those conferred by national and international organizations and institutions. Reviews, newspaper citations, and other citations of scholarship and creative productivity.

e) Technical, procedural, or practical innovations, through research and/or practice.

f) Co-authorship of work

Candidates are encouraged to present work of sole authorship and/or leadership in group projects. In the case of collaborative or co-authored work, the candidate shall identify and quantify his or her specific contribution as well as that of any collaborator or collaborators, including students.

3) Service to the Discipline and Profession

a) Service assignments and activities undertaken on behalf of the School, College, and University include committee work, task forces, preparation of documents, administrative duties, non-compensated teaching, mentoring, and advising.

b) Significant professional activities include leadership and/or meaningful participation in professional organizations (conferences, seminars, colloquia, holding office, membership on boards and scientific committees) as well as dissertation committees, tenure and promotion reviews, manuscript reviews for professional journals and university presses.

c) Service to the Community/Public

d) Professional Development

4. **Midterm Review (Third-Year)**

The midterm review generally occurs in the third year but may, in accordance with University policy, occur in the fourth year of the probationary period.

a. The Criteria and Standards of evaluation for the Midterm Review shall be consistent with those for each Annual Review, as stated above as well as in the *Faculty Handbook, 1999-2000* and the CAS *Constitution*, with the addition of the following provisions.

b. The candidate must submit to the Tenure and Promotion Committee a list of no more than three names of external referees by January 15 of the year of the review. The Committee shall select names from the candidate's list and a greater number of names from its own list. The Committee is responsible for assuring the quality and independence – at "arm's length" – of all external reviewers. By February 15, the candidate shall submit an appropriate number of dossiers to the School for evaluation by external reviewers.

The dossiers shall contain a Curriculum Vitae, Research Statement, a list of all activity for the previous calendar year in the areas of teaching, scholarship and creative productivity, and service, which follows the format of the online Merit Review with the addition of all supporting documentation.

c. Scholarship and/or Creative Productivity
Candidates for Midterm Review are expected to demonstrate superior professional achievement in their field with the promise of attaining national or international recognition for some portion of their work during the probationary period.

d. The Tenure and Promotion Committee's Evaluation must assess the extent to which the candidate's Scholarship and Creative Productivity prepare him or her for a positive tenure recommendation and also provide suggestions to improve the candidate's prospect for achieving tenure and promotion.

In addition to an evaluation of Teaching, Scholarship and Creative Productivity, as well as Service to the University and to the Discipline and the Profession, the Tenure and Promotion Committee shall assess the candidate's role in the overall program of the School of Architecture and evaluate the significance of his or her contribution toward achieving the aims of its program and satisfying its needs.

If the Committee decides that the candidate's review does not show sufficient promise for affirmative decisions on tenure and promotion, it may call for a vote on renewal of the appointment. A majority vote of the Tenure and Promotion Committee will determine whether a renewal is recommended or denied. In the event of a vote to deny renewal, written notice shall be given to the faculty member at least twelve months before the expiration of his or her appointment .

e. The candidate has the right to see the dossier, exclusive of all external letters, both before and after the School of Architecture Tenure and Promotion Committee has voted.

5. Tenure Review and Promotion Review (Sixth Year)

a. The College of Arts and Sciences will notify the candidate of his or her eligibility for tenure and for promotion consideration during the previous academic year according to its calendar. Within two weeks of notification the candidate shall inform the School of Architecture and the Dean of the College of his or her intent to be considered for tenure and for promotion, as directed by CAS.

b. The Criteria and Standards of evaluation for Tenure and for Promotion Review shall be consistent with those for each Annual Review, as stated above, as well as in the *Faculty Handbook, 1999-2000,* with the addition of the following provisions.

c. In early March of the year prior to the decision on Tenure and Promotion the candidate must submit to the Committee a list of no more than five names of external reviewers at the rank of full professor. The Committee shall select names from the candidate's list and a greater number of external reviewers of its own choice. The Committee is responsible for assuring the quality and independence – at "arm's length" – of all external reviewers. A list containing the names of at least eight reviewers shall be sent to the Dean of the College for approval. "The candidate may also provide the names of up to three individuals whom the candidate would prefer not to be reviewers along with an explanation for this preference. The candidate should not contact the referees whose names she or he has submitted prior to or during the tenure review process." On or about July 15 the candidate shall submit an appropriate number of dossiers to the School for evaluation by external reviewers.

The candidate is advised to follow the most recent edition of the guidelines for *Preparation and Format of the Tenure and Promotion Dossier*, Office of the Provost.

d. Scholarship and/or Creative Productivity
Candidates for Tenure Review and Promotion Review are expected to demonstrate superior professional achievement in their field with national or international recognition for some portion of their work during the probationary period.

Where published scholarship in a discipline is the principal mode of production, the candidate for tenure should be actively engaged in the preparation of his or her writing for publication. A peer-reviewed book based on original research, or a book-length manuscript in press at the time of review, is the optimal indication of a candidate's standing in his or her field. Alternatively, a substantial group of writings, published in refereed journals or other peer-reviewed publications, may constitute a sufficient body of work to merit tenure. Where creative productivity is the principal mode of academic

achievement, the candidate for tenure should have assembled a significant portfolio of design work and built work, with the promise of professional design awards, significant research funding, and the broad dissemination of design ideas by a process that includes peer review.

In cases where the candidate's work is divided between scholarship and creative productivity, he/she must demonstrate superior professional achievement, which results from a process of peer-review.

In addition to an evaluation of Teaching, Scholarship and Creative Productivity, as well as Service to the University and to the Discipline and the Profession, the Tenure and Promotion Committee shall assess the candidate's role in the overall program of the School of Architecture and evaluate the significance of his or her contribution toward achieving its goals and meeting its needs.

e. The candidate has the right to see the dossier, exclusive of all external letters and any other confidential documents, both before and after the School of Architecture Tenure and Promotion Committee has voted and before the dossier is sent to the Dean of the College.

f. The candidate shall be asked to sign a Statement of Awareness.

g. Decisions regarding Tenure and Promotion to Associate Professor are reached by separate votes.

6. Promotion to Full Professor Review

a. The College of Arts and Sciences will notify the candidate of his or her eligibility for promotion to full professor consideration during the previous academic year, according to its calendar. Within two weeks of notification the candidate shall inform the School of Architecture and the Dean of the College

of his or her intent to be considered for promotion to full professor, as directed by CAS.

b. The Criteria and Standards of evaluation for Promotion to Full Professor Review shall be consistent with those for each Annual Review, with the addition of the following provisions.

c. In early March of the year prior to the decision on Promotion to Full Professor the candidate must submit to the Promotion Review Committee a list of no more than five names of external reviewers at the rank of full professor. The Committee shall select names from the candidate's list and a greater number of external reviewers of its own choice. The Committee is responsible for assuring the quality and independence – at "arm's length" – of all external reviewers. A list containing the names of at least eight reviewers shall be sent to the Dean of the College for approval. On or about July 15 the candidate shall submit an appropriate number of dossiers to the School for evaluation by external reviewers.

For the content, preparation, and format of his or her dossier the candidate for Full Professor is advised to follow the most recent edition of the guidelines for *Preparation and Format of the Tenure and Promotion Dossier*, Office of the Provost.

d. Scholarship and/or Creative Productivity
A candidate for Promotion to Full Professor is expected to maintain superior professional achievement in his or her field with a greater degree of productivity, academic and professional impact, as well as national or international recognition since receiving Tenure and Promotion to Associate Professor.

Where published scholarship in a discipline is the principal mode of production, a peer-reviewed book based on original research, or a book-length manuscript in press at the time of review, is the optimal indication of a

candidate's standing in his or her field. Alternatively, a substantial group of writings, published in refereed journals or other peer-reviewed publications, may constitute a sufficient body of work to merit Promotion to Full Professor. Where creative productivity is the principal mode of academic achievement, the candidate for Full Professor should have assembled a significant portfolio of design work and built work, achieved a professional design award/s, received significant research funding, and generated a broad dissemination of his or her design ideas by a process that includes peer review. In cases where the candidate's work is divided between scholarship and creative productivity, he or she must demonstrate superior professional achievement, which results from a process that includes peer-review.

e. In assessing the candidate's unique combination of accomplishments in Teaching, Scholarship and Creative Productivity, professional activities, and University service such as administrative duties (where applicable as part of the faculty member's normal program), committee work, contributions to University task forces and other vehicles for the development and presentation of new ideas, and advising students and student organizations, as well as Community service, the Promotion Committee has a responsibility to make its judgment based on the total contribution of a faculty member, weighing the candidate's primary assignments in relation to the above criteria.

f. The candidate has the right to see the dossier, exclusive of all external letters and any other confidential documents, both before and after the Promotion Review Committee has voted and before the dossier is sent to the Dean of the College.

g. The candidate shall be asked to sign a Statement of Awareness.

Drafted by Mardges Bacon
School of Architecture
December 10, 2009

SCHOOL OF ARCHITECTURE

Matrix for Faculty Credentials

Appendix 2- Matrix for Faculty Credentials

Fall 2009

Course column legend (type / course name / ARCH code):

Col	Type	Course	Code
C	lecture	Introduction	ARCH 1000
D	lecture	World Architecture 1	ARCH 1310
E	lecture	World Architecture 2	ARCH 1320
F	studio	Fundamental Representation	ARCH 1110
G	studio	Fundamental Design	
H	studio	Site, Type & Composition	ARCH 1120
I	studio	Pattern, Urban Design & the	ARCH 2130
J	lecture	19th Century	ARCH 2140
K	lecture	Architecture & 20th Century	ARCH 2330
L	lecture	Architecture & Structures 1:	ARCH 2340
M	lecture	Statics	ARCH 2230
N	studio	Structures 2: Tectonics	ARCH 2240
O	seminar	Studio Abroad	ARCH 3155
P	lecture	Seminar Abroad	
Q	studio	History Abroad	ARCH 3362
R	seminar	1960s Urbanism	ARCH 3361
S	studio	Advanced Digital Communication	ARCH 3170
T	seminar	Comprehensive Design	ARCH 3450
U	lecture	Integrated Building Systems	ARCH 5120
V	seminar	Architecture Seminar	ARCH 5220
W	lecture	American	ARCH 5310
X	studio	Housing & Aggregation	ARCH 3850
Y	lecture	Environmental Systems	ARCH 5110
Z	seminar	Projects Case Studies 1	ARCH 5210
AA	seminar	Projects Case Studies 2	ARCH 6430
AB	studio	Graduate Research Studio	ARCH 6440
AC	studio	Master's Degree Project	ARCH 7130
AD	seminar	Seminar in Modern / Topics	ARCH 7140 / 6330 / 6340

Faculty Member	Summary of Expertise, recent research, or experience (limit 25 words)	Course(s) marked
Bacon, Mardges	Ph.D. historian, recent book on LeCorbusier	19th Century (ARCH 2140)
Cephas, Jana	architecture degree, practice experience; ph.d. candidate in history	American (ARCH 5310)
Ceruzzi, Carla	architecture degree, 6 years' practice experience	Fundamental Representation (ARCH 1110)
Chang, Michelle	architecture degree, practice experience	Site, Type & Composition (ARCH 1120)
Choi, Sam	computing expertise; architecture degree, practice experience	Site, Type & Composition (ARCH 1120)
Christoforetti, Elizabeth	architecture degree, practice experience since 2004	American (ARCH 5310)
Chung, Tom	architecture degree, 20 years' practice experience	History Abroad (ARCH 3362)
Crawford, Christina	architecture degree, 12 years' practice experience; ph.d. program, 2015 degree expexted	Master's Degree Project (ARCH 7130)
Cromley, Elizabeth	Ph.D. architectural historian, recent book on Amer.	World Architecture 1 (ARCH 1310); American (ARCH 5310)
de Angel, Yanel	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Genter, Chris	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Gordy, Matthew	landscape architecture degree, practice experience	
Grogan, Michael	architecture degree, practice experience	Site, Type & Composition (ARCH 1120)
Haughey, Patrick	Ph.D. architectural historian, recent research on libraries	World Architecture 1 (ARCH 1310)
Hewett, Dan	architecture degree, practice experience	Projects Case Studies 1 (ARCH 5210)
Kozlovsky, Roy	Ph.d. historian and licensed architect; book on school architecture	World Architecture 1 (ARCH 1310); Master's Degree Project (ARCH 7130)
Kully, Deborah	architecture degree, PhD 2011, 10 years' teaching experience	19th Century (ARCH 2140); Integrated Building Systems (ARCH 5120)
Laboy, Michelle	uban planning, civil engineering, and architecture degrees, practice experience	Site, Type & Composition (ARCH 1120)
Lawrence, Amanda	architecture degree, ph.d. architectural history, book on James Stirling	Integrated Building Systems (ARCH 5120); Projects Case Studies 1 (ARCH 5210)
Littell, Matthew	architecture degree, 14 years' practice experience	Projects Case Studies 1 (ARCH 5210)
Love, Tim	architecture degree, many awards, research on market-driven building types	Integrated Building Systems (ARCH 5120); American (ARCH 5310)
Maulsby, Lucy	ph.d. history, book on Italian fascist archit. and urbanism	
Moe, Kiel	architecture degree, 2 books on energy systems, integrated design	
Moedinger, Marilyn	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Oldham, Mark	art history and architecture degrees, 12 years' practice experience;	History Abroad (ARCH 3362)
Ozay, Erkin	licenced archit.; structures expertise	Site, Type & Composition (ARCH 1120)
Paniagua, Juan	architecture degree, structures; practice experience	Architecture & Structures 1: (ARCH 2340)
Panzano, Megan	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Petrov, Antonio	architecture degree, practice experience	Projects Case Studies 1 (ARCH 5210)
Price, Michael	architecture degree, practice experience	
Riseman, Seth	architecture degree, practice experience	History Abroad (ARCH 3362)
Roszler, Sarah	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Rudermann, Penn	architecture degree, practice experience	Site, Type & Composition (ARCH 1120)
Rupnik, Ivan	architecture degree, research on urban form in croatia	Fundamental Representation (ARCH 1110); Integrated Building Systems (ARCH 5120)
Senkier, Ryan	architecture degree, practice experience	
Sullivan, Ryan	architecture degree, practice experience	Fundamental Representation (ARCH 1110)
Thrush, George	Dept. Chair and licenced architect, introduces freshmen to profession	Introduction (ARCH 1000)
Uyeda, Ben	architecture degree, environment; practice experience	Housing & Aggregation (ARCH 3850)
Vargas, Jose	architecture degree, structures; practice experience	Architecture & Structures 1: (ARCH 2340)
Wiederspahn, Peter	architecture degree, 20 years practice experience, research on tectonics	American (ARCH 5310)

Spring 2010

Course

Course codes and titles (all ARCH):

Code	Title	Type
ARCH 1000	Introduction	lecture
ARCH 1310	World Architecture 1	lecture
ARCH 1320	World Architecture 2	lecture
ARCH 1110	Fundamental Representation	studio
ARCH 1120	Fundamental Design	studio
ARCH 2130	Site, Type & Composition	studio
ARCH 2140	Pattern, Urban Design & the	studio
ARCH 2330	19th Century Architecture &	lecture
ARCH 2340	20th Century Architecture &	lecture
ARCH 2230	Structures 1: Statics	lecture
ARCH 2240	Structures 2: Tectonics	lecture
ARCH 3155	Studio Abroad	studio
ARCH 3362	Seminar Abroad	seminar
ARCH 3361	History Abroad	lecture
ARCH 3170	1960s Urbanism	studio
ARCH 3450	Advanced Digital Communication	seminar
ARCH 5120	Comprehensive Design	studio
ARCH 5220	Integrated Building Systems	lecture
ARCH 5310	Architecture Seminar	seminar
ARCH 3850	American	lecture
ARCH 5110	Housing & Housing Aggregation	studio
ARCH 5210	Environmental Systems	lecture
ARCH 6830	Projects Case Studies 1	seminar
ARCH 6440	Projects Case Studies 2	seminar
ARCH 7130	Graduate Research Studio	studio
ARCH 7140	Master's Degree Project	studio
ARCH 6330	Project Seminar in Modern	seminar
ARCH 6340	Topics	seminar

Faculty Member	Summary of Expertise, recent research, or experience (limit 25 words)	Course(s) marked
Bacon, Mardges	Ph.D. historian, recent book on LeCorbusier	ARCH 2340
Baranski, Mark	architecture degree, real estate; practice	ARCH 6340
Cephas, Jana	architecture degree, practice experience; ph.d.	
Ceruzzi, Carla	architecture degree, 6	ARCH 1120
Chang, Michelle	architecture degree,	ARCH 1120
Chung, Tom	architecture degree, 17	
Choi, Sam	architecture degree, practice experience	ARCH 2130, ARCH 5310
Crawford, Christina	architecture degree, practice experience; ph.d. historian	ARCH 5310
Cromley, Elizabeth	Ph.D. architectural historian, recent book on Amer. Houses	ARCH 1320
de Angel, Yanel	architecture degree, practice experience	ARCH 1120
Ello, Conrad	architecture degree, practice experience; book on the Getty Villa	ARCH 6330
Forren, James	architecture degree, practice experience	
Foss, Martha	architecture degree, practice experience	ARCH 5120
Genter, Chris	architecture degree, 12 years' practice experience	ARCH 2130
Gordy, Matthew	landscape architecture degree, practice experience	ARCH 6340
Grogan, Michael	architecture degree, 15 years' practice experience	ARCH 2130
Grote, Andrew	architecture degree, practice experience	
Hacin, David	architecture degree, practice experience	ARCH 5310
Haughey, Patrick	Ph.D. architectural historian, recent research on libraries	ARCH 1320
Hewett, Dan	architecture degree, 18 years' practice experience	ARCH 6830
Kipper, Amir	architecture degree, 8 years' practice experience	ARCH 2130
Kozlovsky, Roy	Ph.d. historian and licensed architect; new book on school architecture	
Kully, Deborah	Ph.D. historian;architecture degree,10 years' teaching experience	
Laboy, Michelle	architecture degree, practice experience	ARCH 5120
Larue, Matt	architecture degree, practice experience	ARCH 5120
Lawrence, Amanda	architecture degree, ph.d. architectural history, book on James Stirling	
LeBlanc, Michael	architecture degree, practice experience	ARCH 5120
Love, Tim	architecture degree, research on market-driven building types	ARCH 5310, ARCH 6330
Maulsby, Lucy	ph.d. history, book on Italian fascist archit. and urbanism	ARCH 2330, ARCH 6340
Moe, Kiel	architecture degree, 2 books on energy systems, integrated design	
Ozay, Erkin	licenced archit.; structures expertise	
Panzano, Megan	architecture degree, 5 years' practice experience	
Petrov, Antonio	architecture degree, practice experience	ARCH 1110
Price, Michael	architecture degree, 19 years' practice experience; 10 years' teaching	ARCH 2130
Riseman, Seth	architecture degree, practice experience	ARCH 2130
Roszler, Sarah	architecture degree, practice experience	ARCH 1110
Rupnik, Ivan	architecture degree, research on urban form in croatia	ARCH 5310
Sullivan, Ryan	architecture degree, practice experience	ARCH 1110
Tanguay, Alison	architecture degree, practice experience	ARCH 5310
Wiederspahn, Peter	architecture degree, 20 years practice experience, research on tectonics	ARCH 5120, ARCH 5220
Vargas, Jose	architecture degree, structures; practice experience	ARCH 2240
Uyeda, Ben	architecture degree, environment; practice experience	ARCH 5210

Appendix 2- Matrix for Faculty Credentials

Fall 2010

Course / Faculty Member	Summary of Expertise, recent research, or experience (limit 25 words)	Introduction ARCH 1000	World Architecture 1 ARCH 1310	World Architecture 2 ARCH 1320	Fundamental Representation ARCH 1110	Fundamental Design ARCH 1120	Site, Type & Composition ARCH 2130	Pattern, Urban Design & the ARCH 2140	19th Century Architecture & ARCH 2330	20th Century Architecture & ARCH 2340	Structures 1: Statics ARCH 2230	Structures 2: Tectonics ARCH 2240	Studio Abroad ARCH 3155	Seminar Abroad ARCH 3362	History Abroad ARCH 3361	1960s Urbanism ARCH 3170	Advanced Digital Communication ARCH 3450	Comprehensive Design ARCH 5120	Integrated Building Systems ARCH 5220	Architecture Seminar ARCH 5310	American Housing ARCH 3350	Housing & Aggregation ARCH 5110	Environmental Systems ARCH 5210	Projects Case Studies 1 ARCH 6630	Projects Case Studies 2 ARCH 6640	Graduate Research Studio ARCH 7130	Master's Degree Project ARCH 7140	Seminar in Modern ARCH 6330	Topics ARCH 6340
Adams, Dan	architecture degree, practice experience, waterfront urbanism				X																								
Bacon, Mardges	Ph.D. historian, recent book on LeCorbusier								X																				
Baldwin, Ian	architecture degree, practice experience															X													
Choi, Sam	architecture degree, practice experience						X									X													
Christoforetti, Elizabeth	architecture degree, 7 years practice experience, teaching since 2007																						X						
Cromley, Elizabeth	Ph.D. architectural historian, recent book on Amer. Houses		X																		X								
Grogan, Michael	architecture degree, practice experience since 1995															X													
Grote, Andrew	architecture degree, practice experience				X																								
Haughey, Patrick	Ph.D. architectural historian, recent research on libraries		X																										
Hewett, Dan	architecture degree, practice experience since 1993																							X					
Karkins, Miks	architecture degree, practice experience				X																								
Kripper, Amir	architecture degree, 5 years' practice experience															X													
Kozlovsky, Roy	Ph.d. historian and licensed architect; book on school architecture		X																									X	
Kully, Deborah	architecture degree, PhD 2011; teaching since 2001								X											X									
Laboy, Michelle	engineering, urban planning and architecture degrees, practice experience				X																								
Lawrence, Amanda	architecture degree, ph.d. architectural history, book on James Stirling																			X						X			
Littell, Matthew	architecture degree, practice experience																									X			
Love, Tim	architecture degree, research on market-driven building types																			X		X							
Maulsby, Lucy	ph.d. history, book on Italian fascist archit. and urbanism																												
Moe, Kiel	architecture degree, Rome Prize, 2 books on energy systems, integrated design																												
Moedinger, Marilyn	architecture degree, practice experience				X																								
Oudens, Matt	architecture degree, practice experience																					X							
Ozay, Erkin	licenced archit.; structures expertise				X																								
Paniagua, Juan	architecture degree, structures; practice experience										X																		
Panzano, Megan	architecture degree, 7 years' practice experience				X																								
Petrov, Antonio	architecture degree, practice experience																									X			
Piermarini, Anthony	architecture degree, practice experience; teaching since 1999						X																						
Roszler, Sarah	architecture degree, practice experience				X																								
Rudermann, Penn	architecture degree, practice experience						X																						
Rupnik, Ivan	architecture degree, research on urban form in croatia				X															X									
Scott, Mark	architecture degree, practice experience																												
Senkier, Ryan	architecture degree, practice experience						X																						
Sullivan, Ryan	architecture degree, practice experience				X																								
Thrush, George	Dept. Chair and licenced architect, introduces freshmen to profession	X																											
Uyeda, Ben	architecture degree, environment; practice experience																					X							
Vargas, Jose	architecture degree, structures; practice experience										X																		
Whidden, Rebecca	architecture degree, practice experience						X																						
Wiederspahn, Peter	architecture degree, 20 years practice experience, research on tectonics															X						X							
Wilson, Kelly	architecture degree, practice experience, Widely exhibited artist and renderer															X													

Appendix 2- Matrix for Faculty Credentials

Spring 2011

Course type / name / number legend (column order):

#	Type	Course	Number
1	lecture	Introduction	ARCH1000
2	lecture	World Architecture 1	ARCH1310
3	lecture	World Architecture 2	ARCH1320
4	studio	Fundamental Representation	ARCH1110
5	studio	Fundamental Design	ARCH1120
6	studio	Site, Type & Composition	ARCH2130
7	studio	Pattern, Urban Design & the 19th Century	ARCH2140
8	lecture	Architecture & 20th Century	ARCH2330
9	lecture	Architecture & Structures 1: Statics	ARCH2340
10	lecture	Structures 2: Tectonics	ARCH2230
11	lecture		ARCH2240
12	studio	Studio Abroad	ARCH3155
13	seminar	Seminar Abroad	ARCH3362
14	lecture	History Abroad	ARCH3361
15	studio	1960s Urbanism	ARCH3170
16	seminar	Advanced Digital Communication	ARCH3450
17	studio	Comprehensive Design	ARCH5120
18	studio	Integrated Building Systems	ARCH5220
19	lecture	Seminar Architecture	ARCH5310
20	seminar	Seminar American	ARCH5350
21	lecture	Housing & Aggregation	ARCH5110
22	studio	Environmental Systems	ARCH5210
23	lecture	Projects Case Studies 1	ARCH6430
24	seminar	Projects Case Studies 2	ARCH6440
25	seminar	Graduate Research Studio	ARCH7130
26	studio	Master's Degree Project	ARCH7140
27	studio	Seminar in Modern	ARCH6380
28	seminar	Topics	ARCH6340

Faculty Member	Summary of Expertise, recent research, or experience (limit 25 words)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Adams, Dan	architecture degree, practice experience, waterfront urbanism					X																							
Adams, Marie	architecture degree, 10 years' practice experience					X																							
Bacon, Mardges	Ph.D. historian, recent book on LeCorbusier								X																				
Baldwin, Ian	architecture degree, practice experience																					X							
Baranski, Mark	real estate development & practice experience																												X
Choi, Sam	computing expertise, architecture degree,						X																						
Cromley, Elizabeth	Ph.D. architectural historian, recent book on Amer. Houses																												
DiMari, Anthony	architecture degree, practice experience					X																							
Fischer, Jan	historian; architecture degree, practice experience													X	X														
Foss, Martha	architecture degree, practice experience																	X											
Genter, Chris	architecture degree,13 years' practice experience						X																						
Grogan, Michael	architecture degree, 16 years' practice experience											X										X							
Haughey, Patrick	Ph.D. architectural historian, recent research on libraries		X																										
Hewett, Dan	architecture degree, practice experience since 1993																									X			
Kelly, Jean Ard	architecture degree, practice experience						X																						
Kripper, Amir	architecture degree, 4 years' teaching, practice experience						X																						
Kozlovsky, Roy	Ph.d. historian and licensed architect; book on school architecture																												
Kraus, Bettina	architecture degree, German practice experience												X																
Laboy, Michelle	architecture degree, practice experience																	X											
Larue, Matt	architecture degree, practice experience																	X											
Lawrence, Amanda	architecture degree, ph.d. architectural history, book on James Stirling		X																										X
LeBlanc, Michael	architecture degree, practice experience																	X											
Love, Tim	award-winning architect, research on market-driven building types																				X						X		
Maulsby, Lucy	ph.d. history, book on Italian fascist archit. and urbanism		X						X																				
Moe, Kiel	architecture degree, 2 books on energy systems, integrated design																	X	X										
Moedinger, Marilyn	architecture degree, practice experience					X																							
Ozay, Erkin	licenced archit.; structures expertise						X				X																		
Paniagua, Juan	architecture degree, structures; practice experience																												
Panzano, Megan	architecture degree, 7 years' practice experience					X																							
Petrov, Antonio	architecture degree, practice experience																												
Piermarini, Anthony	architecture degree, 10 years' teaching, 13 years' practice experience																	X											
Riseman, Seth	architecture degree, practice experience																												
Roszler, Sarah	city planning and architecture degrees, practice experience					X																							
Rupnik, Ivan	architecture degree, research on urban form in croatia; ph.D. in progress																										X		X
Ryan, Chris	architecture degree, practice experience																					X							
Scott, Mark	architecture degree, practice experience																						X						
Stern, David	architecture degree, practice experience																										X		
Whidden Rebecca	architecture degree, practice experience						X																						
Wiederspahn, Peter	architecture degree, award-winning research on tectonics, patent research bldg materials												X	X															

Institutional Statistics

Northeastern University
School of Architecture

1. Student demographics

Undergraduate Students

2005-06	Architecture			University Wide		
	Male	Female	TOTAL	Male	Female	TOTAL
Hispanic	17	7	24	341	388	729
American Indian/Alaska Native	0	0	0	25	35	60
Asian/Pacific Islander	10	11	21	503	573	1,076
Black - Non-Hispanic	6	6	12	343	514	857
White - Non-Hispanic	91	68	159	4,692	4,830	9,522
International	1	9	10	365	306	671
Race and ethnicity unknown	19	19	38	919	854	1,773
TOTAL	144	120	264	7,188	7,500	14,688

2010-11	Architecture			University Wide		
	Male	Female	TOTAL	Male	Female	TOTAL
Hispanic or Latino	13	14	27	388	462	850
American Indian/Alaska Native	0	0	0	11	19	30
Asian	14	11	25	666	678	1,344
Black or African American	6	0	6	253	348	601
Native Hawaiian or Pacific Islander	0	0	0	1	0	1
White	92	80	172	4,132	4,207	8,339
Two or more races	2	2	4	120	135	255
Non-resident Aliens	12	31	43	810	738	1,548
Race and ethnicity unknown	29	30	59	1,459	1,478	2,937
TOTAL	168	168	336	7,840	8,065	15,905

Undergraduate headcount includes full-time, degree-seeking students as of the fall census date. Note that race and ethnicity categories changed in Fall 2010 due to new U.S. Department of Education reporting requirements.

Graduate Students

2005-06	Architecture (Full-time)			University Wide (Full-time)			University Wide (Part-time)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Hispanic	0	1	1	22	29	51	8	10	18
American Indian/Alaska Native	0	0	0	1	2	3	4	2	6
Asian/Pacific Islander	2	0	2	21	22	43	24	23	47
Black - Non-Hispanic	2	0	2	20	31	51	22	34	56
White - Non-Hispanic	4	6	10	280	533	813	313	235	548
International	0	0	0	506	286	792	24	15	39
Race and ethnicity unknown	0	1	1	214	296	510	357	263	620
TOTAL	8	8	16	1,064	1,199	2,263	752	582	1,334

2010-11	Architecture (Full-time)			University Wide (Full-time)			University Wide (Part-time)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Hispanic or Latino	2	3	5	24	40	64	31	12	43
American Indian/Alaska Native	0	0	0	2	5	7	2	2	4
Asian	0	0	0	43	73	116	48	48	96
Black or African American	0	0	0	31	41	72	25	37	62
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0
White	12	6	18	396	552	948	411	346	757
Two or more races	0	1	1	0	4	4	2	1	3
Non-resident Aliens	4	1	5	1,034	664	1,698	59	25	84
Race and ethnicity unknown	4	6	10	430	646	1,076	760	524	1,284
TOTAL	22	17	39	1,960	2,025	3,985	1,338	995	2,333

Graduate headcount includes full- and part-time, degree-seeking students as of the fall census date, excluding the College of Professional Studies and School of Law. Note that race and ethnicity categories changed in Fall 2010 due to new U.S. Department of Education reporting requirements.

2. Qualifications of admitted students

Northeastern University
School of Architecture

Undergraduate Students

	Architecture		University Wide	
Admit Term	Mean GPA	Mean SAT	Mean GPA	Mean SAT
Fall 2005	3.83	1276	3.69	1245
Fall 2010	3.84	1319	3.86	1327

Source: Enrollment Management freshmen demographic report and freshmen major model. Data for all admitted students. SAT average includes SAT scores and converted ACT scores. GPA average on a 5.0 scale.

3. Time to Graduation

B.S. in Architecture

	Time to Graduation		
Degree Year	100%	150%	>150%
2005-06	23	6	
2006-07	37	6	
2007-08	46	7	1
2008-09	36	7	
2009-10	47	5	
2010-11	59	7	

Time to Graduation presented for all degrees conferred in a given year. Degree year includes July of the previous year through June of the current year, e.g. 2005-06 degrees include degrees conferred from July 1, 2005 - June 30, 2006. 2010-11 degrees based on preliminary data.

B.S. in Architecture normal time to graduation is five years, therefore 100% represents degrees completed in five years or less, and 150% represents degrees completed in more than 5 years, but less than 7.5 years.

M.Arch. time to graduation presented in years. Normal time to graduation depends on whether student completed B.S. degree at NU or another institution.

M.Arch.

	Time to Graduation		
Degree Year	0-1 yrs	1-2 yrs	> 2 yrs
2005-06	12		
2006-07	21	1	1
2007-08	32	5	
2008-09	36	8	
2009-10	21	5	1
2010-11	30	3	

3a. Graduation Rate

B.S. in Architecture

	Cohort	100% Grad Rate		150% Grad Rate	
Cohort Year	n	n	%	n	%
Fall 2001	34	16	47%		47%
Fall 2002	46	27	59%	2	63%
Fall 2003	69	35	51%	2	54%
Fall 2004	55	29	53%		53%
Fall 2005	71	45	63%		63%
Fall 2006	83	51	61%		61%

Graduation rate cohort includes all first-time, full-time freshmen entering as Architecture majors in a given fall term. 100% grad rate indicates number and percentage of students in original cohort graduating in five years or less. 150% grad rate indicates number of additional students graduating in more than 5 years, but less than 7.5 years, and overall percentage of students in original cohort graduating in 7.5 years or less. Students must have completed B.S. in Architecture to be counted as graduated--students not completing B.S. in Architecture may have transferred to other programs and graduated with another degree or may have withdrawn from the university with out completing any degree. Fall 2006 cohort 100% grad rate based on preliminary 2010-11 degree data.

Faculty Demographcs - Full-time Instructional Faculty*: AY2005-2006 and AY 2010-2011

	UNIVERSITY				ARCHITECTURE			
	AY2005-2006		AY2010-2011		AY2005-2006		AY2010-2011	
	Tenured & Tenure-Track	Not Tenure-Track	Tenured & Tenure-Track	Not Tenure-Track	Tenured & Tenure-Track	Not Tenure-Track	Tenured & Tenure-Track	Not Tenure-Track
TOTAL	610	258	666	367	6	0	10	4
RACE AND ETHNICITY								
Non-Resident Alien*	20	12	13	7	0	0	0	0
Am. Indian or Alaskan Native	1	1	1	0	0	0		
Asian	49	7	69	26	0	0	0	1
Black or African American	29	12	31	15	0	0	0	0
Hispanic/Latino	12	2	24	10	0	0	0	0
Two or more races	**		2	3	0	0	0	0
White	482	212	523	303	6	0	10	3
Race and ethnicity unknown	17	12	4	2	0	0	0	0
GENDER								
Female	176	133	209	198	3	0	4	0
Male	434	125	457	169	3	0	6	4

* race/ethnicity is reported for US citizen and permanent residents

** in 2010 faculty could specify two or more races whereas in 2006 faculty were classified into one racial/ethnic category

Source: Fall Freeze HR file 2005 and 2010

Number of Faculty Promotions: AY05-06 to AY10-11

Year[1]	University		Architecture	
	Promotions to Associate	Promotions to Full	Promotions to Associate	Promotions to Full
2005-2006	8	9		
2006-2007	5	12		
2007-2008	5	8	1	1
2008-2009	16	9		
2009-2010	7	9		
2010-2011	11	7		

[1] Year reflects when the promotion change was effective in the Fall HR Faculty file

Source: Fall Freeze HR Files from AY04-05 to AY10-11

Number of Faculty Awarded Tenure by Year AY05-06 to AY10-11

Year	University Number awarded tenured	Architecture Number awarded tenure
2004-2005	14	
2005-2006	8	
2006-2007	17	1
2008-2009	10	
2009-2010	13	
2010-2011	21	1

Source: Fall Freeze HR Files from AY04-05 to AY10-11; Correspondence with M. Loeffelholz (2010-11)