

**Northeastern University
School of Architecture**

Visiting Team Report

M. Arch

(B.S. major in architecture [145 undergraduate credits] + 32 graduate credit hours)

The National Architectural Accrediting Board
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The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. **Summary of Team Findings**

1. **Team Comments & Visit Summary**

The visiting team enjoyed a warm welcome and collegial, informative exchange in all encounters with the school administration, faculty, staff and students.

The team room was sparse, as the entire complement of exhibits was displayed in digital form—it took some getting used to. Nonetheless, the web-based interface was well-designed and information well-organized, so we had little trouble navigating the exhibit. Furthermore, the director was very responsive when asked for additional material; this also came in digital form.

An introductory overview of the curriculum and its underlying pedagogy was much appreciated and helped us understand the unique character of this school and its accredited M Arch program. Given that the digital exhibit was all image and text based, it was also quite helpful for the team to see the design studios, especially during class time. These experiences confirmed that the faculty has worked diligently and collaboratively to strengthen the architecture programs, in innovative and powerful ways.

The architecture program at Northeastern University (NEU) is unique in its setting and its approach to professional education. The program and the students clearly rely upon and benefit from the urban setting of Boston, upon which they draw for case studies, design problems and sites, and talented full- and part-time faculty. The program differentiates itself from the other Boston schools (Harvard, MIT, Wentworth, and the BAC) by building a curriculum that is focused on “market-driven building types” and grounded in related research, such as evidence-based design. NEU was founded on the philosophy of cooperative education (“co-op”), which also firmly roots the architecture program in the concerns and realities of contemporary design practice.

Much has changed since the last accreditation visit, and the program is now well poised to become a national model. Now located in the new College of Arts, Media and Design, headed by a new dean—internationally known architect, Xavier Costa—the program enjoys increased visibility and influence. The program has survived and thrived through all of this change thanks to the seemingly tireless efforts of Director George Thrush, who has led—even pushed—the program forward over the past ten years. With the program’s additional emphasis on sustainable design and community engagement, it is a valued asset in the university’s three-part vision, focused on “public health, security, and sustainability.” The team found a program with notable strengths and institutional support, but somewhat underprepared to satisfy the needs and demands of the future they’ve projected. The team is nonetheless optimistic that support and enthusiasm from administration and faculty will materialize into resources commensurate with their ambitions.

2. **Conditions Not Met**

II.1.1 SPC's, Realm B: Integrated Building Practices, Tech Skills and Knowledge

B.2. Accessibility

B.5. Life Safety

B.6. Comprehensive Design, which is much improved, but ongoing concern

II.2.2 Professional Degrees and Curriculum: non-arch credit hours (45 req'd)

3. **Causes of Concern**

A. Crowded studio space: this is already a problem (see 1.2.3, below), but will increasingly challenge the program/school with the growth projected in the very near term. While not explicitly required by NAAB, there is some concern about the lack of reliable equipment and limited shop and printing facilities. The university and college administration seems committed to resolving/addressing these needs—with budget, human resources, space—but a clear plan was yet to be developed.

B. A dynamic of change: The school is in the early stage of substantial change, and there are

- many factors at play, at many levels. This change poses both opportunity and threat for the accredited program and requires diligence and monitoring to manage the dynamics.
- C. **Studio Culture:** We found a systemic lack of awareness of this requirement and the school's published policy, which was not drafted with faculty and students.
 - D. **Diversity:** Lack of measurable outcomes/improvement among faculty and students; no change on the horizon.
 - E. **Governance/leadership:** The rudder of the school is tightly held by Director George Thrush--new structure and substantial growth demand a different model.
 - F. **Communication re: accreditation:** The team was disappointed by the level of participation in the accreditation visit and process, as indicated by low turnout at the all-student meeting and the reception (which was supposed to emphasize alumni and local practitioners, and the school's Advisory Committee). Perhaps the word just did not get out, in a very serious way? Similar communication issues may account for limited faculty and student involvement in governance, and misunderstanding of policy and resource availability.

4.

Progress Since the Previous Site Visit (2006)

2004 Condition 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.*

Previous Team Report (2006): At the time of the 2002 *Visiting Team Report* (VTR), the faculty complement 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 by supplying it 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.

In addition, while the chair is a dynamic and innovative leader, the challenges that lie ahead for the program to meet its ambitions will require his focused attention. Currently, the chair is charged not only with running the program but also with the minutiae of administrative tasks. Additional administrative assistance is essential for the program to continue to grow to its full potential

2012 Visiting Team Assessment: The team found the HR situation to be much improved with recent staff and faculty appointments, noting in particular the valued additions of Mary Hughes (school administrator) and Lynn Burke (co-op advisor). Furthermore, there is rising faculty/administrative leadership that is dedicated to the school's positive trajectory (i.e., Sam Choi, Tim Love, and Peter Wiederspahn) working with Director George Thrush, along with the addition of Jane Amidon to lead the new program in Urban Landscape. That said, the full-time faculty seems stretched, as the new college structure and planned growth demand more of the architecture faculty. (Please see Section 2.1 Human Resources, below.)

2004 Criterion 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

Previous Team Report (2006): 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.

2012 Visiting Team Assessment: The team was able to identify and appreciates the great improvements that have occurred in the curriculum and studio toward the program's completion of this criterion since the last accreditation. Although the content, delivery, and implementation of all of the criteria required to fulfill these requirements have been improved, the team identified repetitive and consistent errors in the application of key components throughout the exhibits as regard the related accessibility (B.2) and life safety (B.5) criteria.

The team recognizes the importance of this criterion and firmly believes that the program can satisfy this requirement with minimal modification to its current curriculum and pedagogy.

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2012 Team Assessment: The APR that was received by the team prior to our NAAB scheduled visit to the architecture program at Northeastern University provided substantial information, background and evidence for the team to become familiar with the history and mission of the institution. Additional information was presented both in supplemental documents and through verbal communication with the different members of the administration, staff, and alumni.

Conversations with Provost Steve Director and with the dean of the College of Arts, Media and Design, Xavier Costa, confirmed that the architecture program is a shining star within the college and Northeastern University. The architecture program is seen by the leadership of this institution as an extremely entrepreneurial unit that in turn serves as an example to others program to imitate. The growth of the program, its course-based publications, its public engagement activities, and its connections with the professional community are all cited as examples of the value the program brings to the university as a whole.

The School of Architecture's urban setting and urban outreach projects are a benefit to the surrounding community. The program's urban design concerns, with an emphasis on utilizing housing as a vehicle for exploration, are well served by its urban location. Additionally, the program contributes to the Boston community (and the students) through its engagement with multiple local agencies, smaller cities and nonprofit groups, offering practical yet innovative solutions to real problems of urban growth and regeneration.

Northeastern University's recent realignment of the College of Art and Sciences into several new colleges has placed the architecture program in the new College of Arts, Media and Design, thus creating a more synergetic and supportive environment for this program. This new position within the institution has already advanced the program, primarily because of its leadership, its vision and the passion and dedication of the faculty and staff.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture:* *The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing,*

engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program 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. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2012 Team Assessment: Learning Culture—While the faculty values a rich learning culture that fosters time management, a sense of respect, and an innovative learning experience, there has been little interaction with students that supports this. The team was able to meet with only selected student leaders and roughly 5% of the student body to gain feedback on the student perspective of the program, diversity of opportunities, and resources that enrich and nurture a healthy learning environment.

While students and faculty both share a mutual respect for a positive studio culture, it was disappointing to find that neither party had heard of or were aware of a Studio Culture Policy, nor was the team able to find such documentation beyond a narrative that had not been crafted through a collaboration of students and faculty.

Environment—School facilities are accessible to persons with various disabilities. Exits and landings are graphically marked to denote and reserve wheelchair turning radii. Students and faculty alike express a sense of inclusion and equity in communications and the culture of the school...among peers and between students, staff, faculty, and administration. However, the diversity of the student body and faculty, in particular, has not improved since the last visit (2006).

Social Equity (Students)—During the past six years, the architecture student body has increased at a far greater rate than that of the university as a whole, in both undergraduate (27%) and graduate (148%) programs. Gender equity has remained balanced, at roughly 50:50. But the headcount of domestic minorities in the architecture programs has remained steady, reducing this component from 22% in 2006, to less than 17% of the total in 2011. Undergraduate admissions to architecture is highly centralized, with little apparent involvement from the school. The provost suggested that individual units can influence outcomes through strategic recruitment, but there is no evidence that the School of Architecture is involved in undergraduate recruitment. The primary target for graduate recruitment is the school's own undergraduate population, though there are plans to begin recruiting other NEU undergraduate students to a 3-year, first professional M Arch program, which they plan to implement in the very near future.

Social Equity (Faculty)—This is an area of concern, as diversity among the faculty is decreasing. At the last NAAB visit (2006), there were six full-time faculty, equally divided by gender and all appointed to tenure-related lines; all were identified as White. In 2011–12, the faculty has grown to 14 full time (four not tenure-related) for an increase of 133%, but only one of the eight recent hires is a woman, and one (not tenure-related) is identified as African American. The current faculty is 71% male and 93% White. Most of the faculty also shares educational backgrounds (terminal degrees from the same 1-2 schools). While the university has implemented several programs to promote greater diversity among faculty, there is no evidence that the School of Architecture has benefitted from these initiatives. Nor has the school provided 1) a plan to utilize these programs, or 2) a substantive plan to diversify its faculty in the near future. Although the school is involved in searches for two faculty dedicated to the architecture program and two interdisciplinary joint appointments, there is no evidence that these hires will yield results different than previous ones.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2012 Team Assessment: It is clear that the architecture program is highly valued at all levels of the university and engaged in activities outside of the school. Students are involved in clubs and social activities on campus and complete the university's core general education requirements. Some students (admittedly few) pursue academic minors, e.g., in Urban Studies or Business. The university's current academic plan is focused on three major themes—public health, security, and sustainability—and the architecture program is clearly positioned and expected to make substantive contributions in all three of these areas, and to sustainability in particular. Upcoming faculty searches (supported by the provost's office) will include joint appointments that include architecture, engineering, and law and policy.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2012 Team Assessment: The faculty demonstrates an enthusiastic and optimistic approach toward a lifelong pursuit of learning and preparedness that nurtures a strong studio environment. The team observed during studio hours and through student works a program that provides a rich experience that focuses on preparing students to live and work in a constantly changing global condition. The COOP program provides ample exposure for students to emerge as leaders in

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

professional settings. Also the mandatory study abroad program in Berlin exposes students to global situations of practice challenging students to design beyond borders.

The curriculum and offerings provide opportunities to develop leadership skills and an ability to make informed choices that provide students with a sense of dignity and self-worth, and allow them to emerge as leaders in an academic setting. However, during the visit, there has been little interaction with students that supports the student perspective of the program, diversity of opportunities, and resources that enrich and nurture a healthy learning environment. There is a concern about how students are involved with their education and the types of leadership opportunities students understand may or may not be available to them.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2012 Team Assessment: The students are introduced to IDP at the entry level by the school's IDP coordinator and encouraged to begin the work experience portion of the architectural licensing process. This is reinforced after the second year by the required co-op program, which exposes students to a portion of the required training. Currently the school's IDP coordinator is also involved in the placement of students in firms during two co-op semesters.

Additionally, projects in the Housing Studio deal with the regulatory requirements of the local sites selected, and require working with public agencies, consultants, and building codes related to specific building types.

All students of this program participate in Study Abroad—a term spent in Berlin as a required part of the curriculum (ARCH 3155)—and are exposed to an international regulatory environment in their design studio.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2012 Team Assessment: Northeastern University has a long-standing tradition and commitment to experiential educational for all of its academic programs, including the architecture program. The School of Architecture integrates a two-semester co-op experience as a key component of the professional program, which serves as a real-life opportunity for students to be exposed to the practice of architecture, locally and internationally. This exposure allows the students to get a better understanding of the architect's role in this global community. The School of Architecture is also keenly aware of the impact planning and design has on the quality of life and the environment, and continues to advocate for improvement through teaching and research.

It is because of the nature of their projects and outreach commitments that the students are exposed to the roles architects play in the growth and development of cities, neighborhoods, and communities as a whole. Students are also allowed to participate with not only other design

professionals but also with community leaders, users, developers and so on, thus allowing the students to have a better understanding of the role that architects and designers have in the betterment of our social conditions. Further validation of their commitment and understanding of this condition comes from the results of the work found in ARCH 5110, ARCH 6430 and ARCH 6440.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2012 Team Assessment: The students demonstrate their understanding of this perspective through their core curriculum focus, which includes exploring the urban context for design and original research on market-driven building types.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: In the APR and during our visit, the team found evidence of regular and thorough data collected about enrollment, student success, and faculty productivity.

Since the last NAAB visit, in 2006, the context for the architecture program has changed; the program is governed by a new president, a new provost, and new dean, within a new college. Along with these shifts, NEU has crafted a new university vision, which focuses its resources to address public health, security, and sustainability, expanding on previous achievements and building on existing strengths. Toward this vision, new degree programs (largely interdisciplinary) have been created, and enrollment growth is focused on graduate programs, while undergraduate programs hold steady.

Northeastern University is just beginning its next ten-year master plan (physical), and Dean Costa has initiated the 2011–15 strategic plan for CAMD. As described by administrators and faculty, both processes involved faculty participation. The School of Architecture plays an important role in NEU's growth and expanded mission, and its plans to develop new graduate programs hold little surprise, given a new budget structure that serves as a powerful incentive. In the near term, the school will launch a new graduate program in "urban landscape," led by Jane Amidon. A second, interdisciplinary graduate program in "Environmental Design for Sustainable Cities" is under development. Both will rely heavily on support from the architecture program.

However, the resources for and outcomes of all this change are uncertain; the program is not yet settled in its new role. Monitoring may be required to ensure that NAAB standards are not compromised during these evolving times.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The team found the School of Architecture in the process of a new self-assessment program, motivated by a series of university-wide initiatives. First, institutional restructuring (new CAMD) resulted in new alignments for governance of the program and the College of Arts, Media and Design. Second, the university has implemented a new hybrid budget model, based on now popular revenue-centered management (RCM) models. In response to these changes, the APR presents a plan (confirmed in our meetings with faculty and administrators) for new academic programs, increased enrollment, and expanded offerings, under the university's new mission of security, public health, and sustainability.

Parallel to these initiatives, the school has conducted forums to solicit input from students and faculty, including periodic town hall-style, all-school meetings and online surveys. The faculty is continuously involved in curriculum development and is responsive to student input and concerns.

The program continues to evaluate its course work and faculty capacity to ensure appropriate appointments at the adjunct faculty level, as well as the creation of new tenure-track lines. Nevertheless, development of new graduate programs can present a challenge due to the present (small) size of the full-time faculty. The dean expressed awareness of this issue and verbally committed to supporting the program(s) with the resources required to succeed at the appropriate times.

Since the School of Architecture at Northeastern University is located in Boston and close to at least 8 major architectural programs, the faculty is extremely aware of its role, position and impact within this community and the region it serves.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

▪ *Faculty & Staff:*

- *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies, which may include but are not limited to faculty and staff position descriptions².*
- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. The faculty and staff of this program are extremely dedicated, passionate about their teaching, and bring a positive attitude to the leadership of the school, which is a plus for the health and continuous success of the architecture programs.

Tenure and Promotion policies are in place and were shared with the team. The faculty is aware of these policies. The process for promotion to associate professor rank, with tenure, is clear. However, the process and criteria for promotion from associate to full professor rank is less clear (to the faculty). Evidence of this confusion was found in the team's discussion with the faculty and in the fact that there have been only two promotions since the last visit—one is the school director (to full) and the second is another administrator (granted associate professor rank, with indefinite tenure).

The college reserves funds to support faculty development (@ \$2000 x FTE), and department chairs have some discretion regarding allocation/distribution. However, faculty perceives that these funds "have disappeared," making research and conference attendance difficult if not impossible.

Expected and standard faculty workloads are defined by the university and vary by type of appointment. Junior faculty receives teaching release time to support research and preparation for first T&P review, and tenured faculty are eligible for paid sabbatical after seven years of service. University programs support teaching (with workshops and other resources), though few faculty have participated. The team wonders if these opportunities have been clearly communicated to the faculty.

Eight additional full-time faculty lines have been established since the last accreditation visit, bringing the total to 14 (from six) and improving overall student-to-FT faculty ratios from 47:1 to 27:1. Nevertheless, faculty report larger class sizes (e.g., studios increased from 10 to 14); the reasons for this were unclear. Faculty recruitment is at an all-time high, with an institutional interest in developing multidisciplinary hires throughout the entire institution. The college is currently adding five new

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

positions that will impact the balance at the School of Architecture, since they are multidisciplinary positions and will be shared by the School of Architecture.

With the changed institutional structure, FT architecture faculty has greater responsibilities for governance, administrative roles, and developing new degree programs; some received teaching release time to compensate for this. Questions remain regarding the school's ability to maintain a level of quality instruction as new programs and students come on line, along with persistent (if not increased) expectations for research/creative work.

The school is still supported by just one staff member—not enough—but staff capacity was improved when they were able to replace the former junior level staff position with a senior level assistant. There is much praise from faculty and students alike for Mary Hughes's performance in this role. There is welcome promise of additional support, with a search underway for a second (junior level) staff position, per the dean's new staffing policy.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found through interactions with faculty, staff, and administration that the university's admissions department handles the admissions process centrally. While the team was unable to sample student involvement beyond the curriculum requirements, there are sufficient opportunities within the university and through involvement of the local AIAS chapter and other student organizations. At the beginning of each school year, students are able to attend a lecture series offered by the School of Architecture, but are also provided ample opportunity to attend lectures throughout the city of Boston and its many institutions. The program does invite students to attend program-organized conferences, yet students (through a limited sample) find these to be more appropriate for faculty audiences. It was difficult to find evidence of student involvement in governance, curriculum planning, and other facets of the School of Architecture.

+ Lecture series each semester

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, through meetings with faculty, various administrators and staff, along with an organizational chart presented during the visit. The School of Architecture now sits within the new College of Arts, Media, and Design, with the director reporting to the new dean, Xavier Costa. As explained in the APR and confirmed in our meetings with the provost, the dean, and CAMD administrative team, a new "hybrid" budget model was implemented in FY 2012, which identifies the colleges as revenue centers, with authority over their budgets. This provides more autonomy for colleges, which now have more direct

relationships with departments/schools. These changes appear to benefit the school, which still maintains at least as much autonomy as before (though may be more "visible" now). New responsibilities come with this autonomy. These new roles and their implications are not yet resolved nor completely understood by the school (faculty, director), and could impact the future direction of the School.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2012 Team Assessment: Discussions with faculty confirm that full-time faculty is very involved in developing curricula and programs, along with participation on college and university committees. However, we found insufficient evidence (either written or verbal) to determine student involvement in school governance. The school has grown substantially, from small program and faculty with a single manager (the director) to a larger, more complex unit that demands an expanded (and shared) leadership model. The success of the school's plans for further growth will depend on its ability to address these new challenges and demands for governance and management, but the team found little evidence of a strategy to do so.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2012 Team Assessment: The team found sufficient evidence that this criterion is met...if only for the moment. The program at Northeastern University continues to experience a healthy growth in new incoming students, therefore straining the existing facilities and resources of the school. Everyone from the provost down to the students is aware of the strained current conditions of the program and implications for future growth. Though planning is underway to develop additional space, these strategies have not been fully developed.

Presently the studio and classroom facilities are being used at their maximum capacity. On one hand, the crowded studio presents a physical challenge for the program. During studio class time, the space is fully packed. When reviews are held, it is difficult for students to move through the space without interrupting the process. On the other hand, the single room studio allows students to be exposed to the other studio levels, design problems and work ethics, creating a unique *esprit de corps* and a supportive studio culture.

During our visit we became aware that the school does not have model/wood shop, a computer lab, or plotting equipment. Students have access to a computer lab located in the central library. There is a single laser cutter and three color printers in the studio building. Discussion with faculty and students revealed that the laser cutter is nonoperating, and that the printers work erratically (2 of the 3 were not operating during our visit). Students rely on nearby commercial printers (e.g., Gnomon and FedEx-Kinko's) for routine prints and large-format plots.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2012 Team Assessment: Since 2006 the organization of the university structure has changed significantly, as indicated in the APR. The School of Architecture is one of ten units in the new College of Arts, Media, and Design (CAMD). Included in the new structure is the implementation of a new budget model for the university. The budgets are currently being developed for 2012-2013, which will reflect the new model. There is some uncertainty about the distribution method of the finances, but the team found strong support for the School of Architecture from Dean Costa and Provost Director. A subsequent meeting with the associate dean of administration and finance provided additional explanation of the financial model in place, and the team was satisfied that CAMD and the School of Architecture had sufficient financial resources to support the program.

Since they are currently developing strategies for the new budget model, the outcome of the decisions have not been tested or confirmed. As such, the team found little concrete evidence of a financial strategy to support the growth plans presented in the APR.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found through communication with the students and faculty as well as library staff that Snell Library provides adequate access to many sources of information. The library staff has a dedicated liaison between the School of Architecture and library that assists in developing research and evaluative skills, and furthermore ensures that necessary resources are available to enhance student and faculty needs.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, with information provided in the APR and to the team during our visit. Since the last NAAB visit this program has steadily grown and will continue to grow, not only within the architecture program but also in other programs of the CAMD and elsewhere, with an emphasis on graduate education. Students tend to graduate on time, primarily due to rigorous and tight curriculum scheduling within the program. The co-op component of the program also helps keep students engaged with program goals and “on track” to graduation.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2012 Team Assessment: Annual Reports were submitted within the appendix of the APR, as required, and provided in the digital team room.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: Based on the résumés and CVs provided on the APR and through the team's observation of the faculty exhibit, we were able to identify that this faculty is not only committed to scholarly research, but also that many are actively involved in practice. The tenured, non-tenured and adjunct faculty continue to design and build as part of their professional practices. The quality and quantity of creative and scholarly work generated by this small faculty is impressive. The team also recognized that a large portion of the faculty is composed of licensed and practicing architects, and that non-architect faculty members hold appropriate credentials in their respective disciplines.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The team room documents were presented in a totally digital manner for this accreditation. Four computer stations were provided with one connected to a projector to allow all visiting team members to view the same document simultaneously for enhanced discussion. All appropriate documentation was accessible on the website and/or presented during the visit.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, based on material presented for World Architecture. The team also noted the high quality of research reports developed in the Case Studies courses and the students' ability to communicate effectively in our meetings with them.

A. 2. Design 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 alternative outcomes against relevant criteria and standards.*

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Based on the exhibit provided as part of their project documentation for their studio sequence of Arch 1110, ARCH 1120, ARCH 2130 and 2140 the team found sufficient evidence that students were capable to meet the expectation set forth by the NAAB Criteria.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found in ARCH 1310 World Architecture as well as most courses that demonstrate the ability of visual communication through traditional and digital skills. This evidence is also supported through observing critiques and studio work.

- 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.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met, specifically in the Integrated Building Systems ARCH 5220.

- A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, as demonstrated in the required Architecture Seminar (ARCH 5310). Furthermore, the research work developed in the Project Case Studies courses (ARCH 6430 and 6440) is particularly impressive. Students work collaboratively to develop research that is professional in quality and comprehensive in content. The resulting publications (available to the public in print or online) indicate a consistently rigorous research ethos in the school.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found in ARCH 1120 Fundamental Design as well as most courses that demonstrate the ability of using architectural and environmental principles in design.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

2012 Team Assessment: The team has found sufficient evidence that this criterion has been met in all the design studio courses; the evidence supports the school's primary focus of using original research on market-driven building types in the urban context.

- A. 8. MLP Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, based on project documentation presented throughout the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140, thru ARCH 7130), and especially for the required Pattern, Urban Design and the City course (ARCH 2340).

- A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

2012 Team Assessment: The team has found sufficient evidence that this criterion was met in the introductory courses of World Architecture I and II (ARCH 1310 and 1320) and is reinforced by the required Studio Abroad ARCH 3155 taught in Berlin as part of the global initiative of the school, college, and university.

- A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of the required World Architecture courses, plus the experiences and exposures students receive as part of the school's community engagement and Study Abroad programs. This learning outcome is evident in the range of subjects addressed in the American Housing course (ARCH 3350).

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Based on the exhibit provided as part of their project documentation through the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140, thru ARCH 7130), the selective seminars (ARCH 3350) and in the case study studios (ARCH 6430 – 6440) sequence, the team found more than sufficient evidence that students were capable to meet the expectation set forth by the NAAB Criteria.

Realm A. General Team Commentary: The foundational skills and knowledge required in Realm A are substantively addressed early in the architecture program and developed throughout the curriculum. Students appear to gain significant skill in organization, analysis, and practical research, which is then reinforced in higher level courses, study abroad, and co-op experiences.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Based on projects documented throughout the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140), the team found more than sufficient evidence that students were capable of meeting the expectation set forth by the NAAB Criteria.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Met

2012 Team Assessment: The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency throughout all of the projects presented, relative to students' ability to resolve accessibility challenges in their design solutions. Inconsistency and problems were found in restroom design, exiting routes, location of ramps, and elevators, among others.

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Based on project documentation through the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140), the team found more than sufficient evidence that students were able to meet the expectations set forth by the NAAB Criteria. Their use of solar charts, shade shadow diagram studies, wind analysis, water harvesting, carbon footprint and embodied carbon energy was fully documented throughout the studios, seminars and research course, including the comprehensive design studio.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, based on the exhibit provided as part of their project documentation through the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140 throughout ARCH 5110 and ARCH 5120).

- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Not Met

2012 Team Assessment: The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency throughout all of the projects presented, relative to students' ability to resolve life safety challenges in their solutions. During the review of the exhibits in the team room as well as the projects on display in the studio, inconsistencies and deficiencies were identified, including sufficient exits, in number and separation, exit routes, fire protection systems, and site fire protection needs.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

[X] Not Met

2012 Team Assessment: The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency and deficiencies throughout the projects presented, relative to students' ability to resolve both the accessibility B.2 and life safety B.5 components of this criterion. Refer to B2 and B.5 comments for additional information.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found in ARCH 6430 and ARCH 6440, both Project Case Study courses that demonstrate student understanding of financial considerations.

- B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of Integrated Building Systems and Comprehensive Design Studio and confirmed by observation during the team visit of the design studio.

- B. 9. David 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.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of Integrated Building Systems and Comprehensive Design Studio and confirmed by observation during the team visit of the design studio.

- B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of Integrated Building Systems and Comprehensive Design Studio and confirmed by observation during the team visit of the design studio.

- B. 11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of Integrated Building Systems and Comprehensive Design Studio and confirmed by observation during the team visit of the design studio.

- B. 12. Building Materials and Assemblies Integration: *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.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Based on project documentation through the studio sequence (ARCH 1110, ARCH 1120, ARCH 2130, ARCH 2140 throughout ARCH 5110 and ARCH 5120) the team found more than sufficient evidence that students were able to meet the expectations set forth by the NAAB for this criteria.

Realm B. General Team Commentary: Overall the students are exposed to a holistic and seamless integrated education that balances academic, studio-based learning with the co-op experience. The students are exposed in an orderly fashion to design processes and their implications for problem-solving, as a tool for architects to deliver sound solutions to building problems. The students learn to evaluate the project from the onset, starting with research and pre-design processes, throughout the exploration of form, selection of materials, building systems and construction means. The team found that the most critical deficiencies lay on the inconsistent evidence of two key Realm B criteria—life safety requirements and accessible design strategies—which also contribute to the comprehensive building design criterion (B6).

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of the required Integrated Building Systems lecture and Comprehensive Design Studio (ARCH 5120 and 5220).

C. 2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met in the work submitted as part of the required Graduate Research Studio course, with support from the prerequisite Projects Case Studies courses, which ground the design project in evidence-based investigation.

C. 3 Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion was met, based on the work submitted as part of the required Projects Case Studies 1 course. As mentioned above, this course provides students with experience in comprehensive design research that will serve them well in their professional careers.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

[X] Met

2012 Team Assessment:

The team found sufficient evidence that this criterion has been met. Evidence was found in the work prepared in Projects Case Studies 1 and 2 (ARCH 6430 and 6440) and Housing Studio ARCH 3110.

C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.*

[X] Met

2012 Team Assessment:

The team found sufficient evidence that this criterion has been met. Based on the exhibit provided as part of their project documentation through the studio sequence (ARCH 5110, ARCH 5120, ARCH7130 and ARCH 7140) the team found more than sufficient evidence that students were capable of meeting the expectation set forth by the NAAB for this criteria.

C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.*

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found in ARCH 6440 Project Case Studies 2 as well as ARCH 5120 and ARCH 5220 – Comprehensive Design and Integrated Building Systems. Students interact and collaborate with peers and professionals to understand the many facets of design and construction that aid in the development of studio work. Also observed were opportunities for cross-institutional design collaboration that provide even further opportunities in leadership.

C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.*

[X] Met

2012 Team Assessment:

The team found sufficient evidence that this criterion has been met in the majority of the upper level required design studios, specifically Case Studies I and II, ARCH 6430 and ARCH 6440.

- C. 8. **Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

2012 Team Assessment:

The team found sufficient evidence that this criterion has been met in Case Studies 1 and 2, ARCH 6430 and ARCH 6440 and the Housing Studio ARCH 5110

- C. 9. **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found through many courses, most specifically in ARCH 7130 Graduate Research Studio, where students engage in larger social and community issues through intensive research projects. Furthermore the project findings are manifested in publications created by the students that demonstrate how architects can improve the quality of life for both local and global communities.

Realm C. General Team Commentary: The program provides an innovative approach to the multiple requirements of Realm C, Leadership and Practice. It is in this realm that the program establishes its distinctive character, while addressing the criteria quite effectively. In particular, the Project Case Studies courses offer a comprehensive approach to both research and professional practice material. The method of content delivery, collaborative student work, and professional-quality publications that result provide a national model for professional architectural education.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering 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).*

[X] Met

2012 Team Assessment: A letter of accreditation from New England Association of Schools and Colleges (NEASC) dated May 20, 2009, is included in the APR.

II.2.2 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.*

[X] Not Met

2012 Team Assessment: The team did not find sufficient evidence that this criterion has been met. While the curriculum includes 45 credit hours of combined university core and electives, students can only meet the NAAB criteria if ALL electives are taken outside of architecture. This scenario is not required per the published curriculum.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met, as presented in the APR and confirmed in conversation with the faculty. It is clear that faculty is continuously involved in curriculum development, and the current curriculum—highly integrated and connected—provides evidence of responsive and continuous improvement.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2012 Team Assessment: The team found sufficient evidence that this criterion has been met. Evidence was found in the APR, in the team room, and through interaction with the faculty describing the leveling process of integrating students into the curriculum and into the program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2012 Team Assessment: The team found evidence that this criterion has been met. The exact *Statement on NAAB-Accredited Degrees* was published before the team's departure and made available on the School of Architecture's website. The school has yet to update this text in catalogues and promotional media, but expresses intention to do so immediately.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: The team found evidence that this criterion has been met. Both the *2009 Conditions for Accreditation* and the *2011 NAAB Procedures of Accreditation* have been posted on the School of Architecture's website.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2012 Team Assessment: The team found evidence that this criterion has been met. Prior to the team's departure, the School of Architecture had made available links to national collateral websites and *ARCH-Careers*. However while the condition is met, there is still work to be done in providing resources such as *Toward an Evolution of Studio Culture* or *The Emerging Professional's Companion* for students, faculty, staff, and parents.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2012 Team Assessment: The team found evidence that this criterion has been met. Prior to the team's departure, the School of Architecture had made available on its website all required materials to students, faculty, staff, and prospective students.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2012 Team Assessment: The team found evidence that this criterion has been met. Prior to the team's departure, the School of Architecture had made available on its website all required materials to students, faculty, staff, and prospective students of ARE pass rates.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Northeastern University, *APR*, pp 1-4.

B. History and Mission of the Program (I.1.1)

Reference Northeastern University, *APR*, pp. 5-8.

C. Long-Range Planning (I.1.4)

Reference Northeastern University, *APR*, pp. 12-14.

D. Self-Assessment (I.1.5)

Reference Northeastern University *APR*, pp. 15-16.

2. **Conditions Met with Distinction**

- Building systems integration (B.11), demonstrated strongly in the Integrated Building Systems course, which should also be commended for outcomes in Technical Documentation (A.4)
- Project Case Studies courses, which produce rigorous research and analysis (Investigative Skills A.5), creatively incorporate practice issues (Architectural Practice and Project Management C.4); and result in impressive and informative publications (Visual Communication Skills A.3)
- Global perspective, as indicated by course work and supported by study abroad, co-op, and emerging interdisciplinary initiatives and programs--e.g., urban landscape, environmental design for sustainable cities, etc.

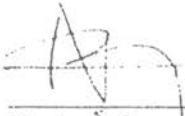
IV. Report Signatures

Respectfully Submitted,



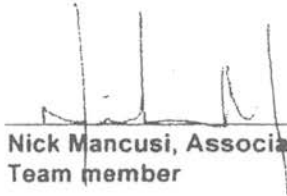
Michael Pride, AIA, NOMA
Team Chair

Representing the ACSA



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Team member

Representing the AIA



Nick Mancusi, Associate AIA
Team member

Representing the AIAS



David E. Heyne, AIA, CSI, LEED® AP BD+C
Team member

Representing the NCARB