

**Northeastern University
School of Architecture**

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

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

M. Arch. II [Pre-Professional Degree + 60 credits]

M. Arch. III [Non Pre-Professional Degree + 96 credits]

Year of the Previous Visit: 2012

Current Term of Accreditation:

The accreditation term is effective January 1, 2012. The program is scheduled for its next accreditation visit in 2018. The focused evaluation was scheduled for calendar year 2015.

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Section I – Program Description

I.1.1 History and Mission

Northeastern University, History- Founded in 1898, Northeastern is a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research. The University offers a comprehensive range of undergraduate and graduate programs, leading to degrees through the doctorate, in nine colleges and schools. Across all dimensions of its mission, Northeastern embraces environmental sustainability as a core value, in tune with its mission to address the world's greatest global challenges.

Since its founding in 1898, Northeastern University has evolved from a parochial university to now enroll more than 18,000 undergraduates and over 7,000 graduate students, who have worked, studied, and conducted research in 131 countries on all seven continents. Northeastern is located in the heart of Boston, along the Avenue of the Arts in the city's cultural center and biomedical research corridor. In 2017, the University achieved an R1- highest research activity rating under the Carnegie Research Classification System.

Northeastern's philosophy of urban engagement and focus on impact on the world's most pressing problems is rooted in the University's history. At the end of the 19th century, more than half of Boston's residents were either immigrants or first-generation Americans. The Boston Young Men's Christian Association (YMCA) was chief among the city's institutions committed to helping this population achieve their dreams. The directors of the YMCA took a bold step in May 1896, when they organized the "Evening Institute for Young Men." As part of its growth, the "Evening Polytechnic School" opened in 1904 and began offering courses in art, architecture, navigation, surveying, mathematics, and other subjects. In recognition of the growth of these academic programs, Northeastern College was incorporated in 1916. In 1922 its name was changed to Northeastern University of the Boston Young Men's Christian Association

In 1934 the University hired famed Boston architectural firm Shepley, Bulfinch, Richardson, & Abbott to design Richards Hall. The first building on the front quadrangle, it embodied a modern and purposeful architecture for the emerging University. In the same period, Northeastern's academic programs expanded. In 1948, a revision of the University Charter and bylaws made Northeastern completely separate from the YMCA, and the University continued to grow and expand its offerings.

In the late 1990s, under the leadership of President Richard Freeland, Northeastern began to articulate its excellence as a national research university in terms of its student-centered approach, practice-oriented education, and urban engagement, themes that continue to define the University. In 2006, Dr. Joseph E. Aoun assumed leadership as Northeastern's seventh president.

Northeastern University, Mission- In 2015 President Aoun and Provost James Bean launched an extensive and inclusive planning process for the development of the current academic plan: *Northeastern 2025: Learning and Discovery in the Age of Humanics*. This plan establishes a blueprint for a networked university, one that empowers humans to be agile learners, thinkers, and creators. The plan encourages integrative experiential education, the development of new knowledge through foundational and translational research, entrepreneurship and innovation in the advancement of new knowledge, the expansion of a diverse and inclusive community, a global perspective grounded in local roots, and a commitment to excellence with a purpose.¹

Additionally, President Aoun has strategically aligned the University's research enterprise with three global imperatives—health, security, and sustainability. These are inherently interdisciplinary challenges. Today the University is adjusting curriculum, building expertise, and creating spaces and initiatives that support interdisciplinary collaboration. Evidence of this effort includes: teaching support through the

¹ The plan can be found in full: <http://www.northeastern.edu/2025/>

² See: <https://globalresilience.northeastern.edu>

³ https://www.dropbox.com/s/frscgq3c8t9z7b5/SoA_AdministrativeOrganizationChart.pdf?dl=0

⁴ See: <http://www.northeastern.edu/geo/dialogue/> In recent years, Professor's Costa, Wiederspahn, and Yu have led *Dialogues* with

Center for Advancing Teaching and Learning Through Research (CATLR), hiring new faculty across the University, facilities (such as the new Interdisciplinary Science and Engineering Complex [ISEC]), and the 2017 launch of the *Global Resilience Institute*, with expressed purpose to “devise and deploy interdisciplinary resilience solutions that allow individuals, communities, systems, and societies to adapt and thrive in an increasingly turbulent world.”²

The education of students to productively confront such imperatives drives Northeastern and positions the School of Architecture (SoA) as a critical actor within the University as the SoA aims to negotiate these same challenges in the built environment.

School of Architecture, History- Northeastern’s Architecture program began in earnest in 1990 with the creation of the position of Head of Architecture, and the consolidation of the program under one roof as a concentration within the Department of Art and Architecture.

In the fall of 1999, the College of Arts and Sciences recognized the architecture program's growing 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 faculty prepare the program for professional accreditation. To support this effort, the University renovated space in the Ruggles multi-modal transit station to serve as dedicated architecture studios in 2000. The first NAAB visit, the “Candidacy” visit, occurred in the fall of 2000. Following the team’s recommendation, the NAAB board granted the program Candidacy Status in December 2000.

The Department of Architecture then separated from the former Department of Art and Architecture, to become a distinct, self-contained academic unit. In 2002 a new Chair took over leadership of the school and the Department hired additional tenure-track faculty and reworked the curriculum for semester conversion (from the quarter system). Following NAAB’s 2002 visit, the Department of Architecture received its letter of initial accreditation for a six-year, B.S. plus M. Arch. degree in January 2003.

Following the 2003 accreditation the Department of Architecture became a School of Architecture (henceforth SoA) and has continued to expand; first in numbers of students and faculty, and more recently, in the diversity of degree tracks, and areas of study that are available to students. In 2009 the College of Arts and Science divided into three new colleges, one of which became the College of Art, Media & Design (henceforth CAMD) where the SoA is now housed.

In 2012, the SoA initiated new programs for both undergraduate (Urban Landscape, LARC) and graduate (Sustainable Urban Environments, SUEN) students focused on landscape architecture. These programs brought a new cohort of faculty into the SoA, specifically focused on areas of coastal resilience, social equity, resource management, and region scale planning. Most recently, the SoA has focused on building partnerships with other disciplines within the University including Art, Engineering, Public Policy, Law and the Sciences. Such initiatives have greatly added to the range and diversity of faculty expertise. As a result, the B.S. Arch and M. Arch. I, II, & III track students are exposed to a great diversity of interests and opportunities, which has led to significant increase in the number of students who are partnering their architectural studies with electives, minors and concentrations in related disciplines. This diversification of study areas and faculty expertise builds on the well-established dynamic learning platform of the SoA, which includes the city of Boston, Co-op program and global studies afforded by the Berlin Program.

With the increased number of degree tracks, interdisciplinary partnerships, and paths of study, the SoA has also recently undertaken to re-organize the administrative structure of the School. After fifteen years of steady and concentrated leadership in the Director position, the SoA has recently undertaken to create a new organizational framework to engage a broader cohort of the faculty in the administration and development of the School.³

² See: <https://globalresilience.northeastern.edu>

³ https://www.dropbox.com/s/frscqg3c8t9z7b5/SoA_AdministrativeOrganizationChart.pdf?dl=0

School of Architecture, Mission- These advances in the program further enable the SoA's mission: to prepare students to contribute responsibly to the complex needs of the built environment and its inhabitants. As such, students are introduced to the multi-faceted nature of complex global and social issues in diverse ways that demand thoughtful responses as they relate to architecture. This method of bringing contemporary challenges into the classroom, the SoA believes, stimulates a lifetime of learning and personal advancement through unceasing desire for discovery and understanding. Partnered with this broad aspiration for the students are more specific goals to advance research methods and advanced design skills. This enables students to bring specific disciplinary expertise to the inherently broad and interdisciplinary challenges facing the built environment. This two-part goal for students, to comprehend complex global systems while having specific knowledge and skills to effectively act in this context, guides the curricular-content, teaching-methods, and organizational framework of the SoA's program.

The SoA introduces students to a broad range of important themes, contexts and cultures, from historical to contemporary, local to global, and academic to professional. Through the semester-long study abroad program, cities like Berlin are settings for students to explore a range of social, cultural, and environmental influences on architecture, urbanism, and landscape. The faculty-led summer travel program *Dialogues of Civilizations* and traveling studios provide students with an opportunity to absorb faculty expertise on site in places like China, Spain, and Croatia.⁴ The Co-op Program interweaves study and practice of architecture based on the SoA's belief that if the goal is to innovate the built world, then we, as a society, need to innovate the way we build. While studying, students also practice architecture on co-op in hundreds of professional settings in dozens of cities and countries, which has created a supportive and influential network of practicing architects around the world for students in the program.

Located in the heart of Boston, the SoA takes advantage of its location as a learning laboratory to introduce and engage students in the study of complex urban environments at the local level. Boston is globally renowned for higher education, cultural and medical institutions, and has a strong design community as well as a complex social history. Boston is also a coastal city that has radically altered its natural environment over time and is now impacted by changing conditions that call for innovative design approaches. The design studio is located inside a major multi-modal transit hub, which lets us connect to every corner of the region and to all of these urban concerns. Focused research at the local level is developed within a globally minded pedagogy that students are able to translate into diverse contexts throughout the city and beyond.

In recent years, a major curricular goal has been to provide increased curricular options for students. Specifically, several selected topics and options seminars and studios have since been created (Topics in Architectural History and Theory, ARCH 3370) (Design Tactics and Operations, ARCH 5310) (Options Studio, ARCH 5115), and the creation of one section of independent thesis studios (ARCH 7130/40). Such courses expand student choice and better reflect areas of faculty research, interest, and expertise.

Additionally, the greater involvement of the SoA with other University divisions and creation of multiple landscape-focused degree tracks in the SoA has had a profound impact on architecture majors. These new degree tracks have enabled the hiring of new faculty and the introduction of new programs that focus on issues relating to urban sustainability. These include soft infrastructure systems, climate resilience, and environmental and spatial justice, all of which benefit architecture studies. We have seen the positive results of this as student projects have more thoroughly developed site designs and holistic conceptions of infrastructure systems. Further, specific design studios such as Urbanism, ARCH 3170 and Comprehensive Design, ARCH 5120, now include students in both the architecture and landscape programs dramatically increasing the holistic conception of architecture in the built environment.

Together, the SoA's urban focus, interdisciplinary collaborations, professional dimension, local and global

⁴ See: <http://www.northeastern.edu/geo/dialogue/> In recent years, Professor's Costa, Wiederspahn, and Yu have led *Dialogues* with a range of students to Spain, Italy and China.

engagement, provides an environment conducive to experiential learning and the continued development of professional expertise.

School of Architecture within Northeastern University- The SoA's faculty and students benefit from being part of a Tier-1 research university. In recent years, the University has created interdisciplinary initiatives and increased the ways in which students are able to study across traditional disciplinary boundaries. In this context, the SoA draws from, and contributes to, the larger intellectual and academic community of which it is a part in a variety of ways.⁵

University wide initiatives and institutes, like the *Global Resilience Institute*, provide a platform for faculty and students to connect with other researchers in the University working on projects that relate to the built environment. Similarly, the interdisciplinary focus of the University has stimulated many new partnerships across colleges. In 2016/2017 the SoA, led by architecture professor David Fannon, collaborated with the College of Engineering to develop the Architectural Engineering Minor specifically for SoA students. In the College of Science, the Marine Sciences Program launched the Urban Coastal Sustainability Initiative. Since the beginning of their collaboration with this program in 2013 Professors Jane Amidon and Daniel Adams from the SoA have been involved with the Initiative through participation in conferences, courses and doctoral dissertation committees. Furthermore, in recent years, to support such interdisciplinary initiatives, the University has actively hired faculty with joint appointments in multiple Schools and/or Colleges. Such faculty apply their research, teaching, and expertise to initiatives across departmental and college boundaries.⁶ Similarly, other SoA faculty members have affiliate appointments in other divisions within the University, providing a model to other faculty and students.⁷

Several SoA faculty also teach in the University-wide Honors Program. These Honors Program courses include architecture students, but are predominantly populated by students from the broader university community and are designed to introduce students to a broad array of knowledge and disciplines.⁸

Faculty involvement in university-wide programs and organizations, similar to the *Dialogue of Civilizations* program introduced above, fosters university engagement. Further examples include David Fannon's service on the search committee for the new CATLR director. Lucy Maulsby is on the Board of the Humanities Center, Ivan Rupnik is a representative on the CAMD Academic Affairs Committee, which evaluates and approves all significant curricular changes in the College, and Professor Jane Amidon has recently served as the Associate Dean for Graduate Programs and Research for CAMD. Through all such relationships the SoA maintains a significant role in the shared governance of CAMD and the University.

The NAAB accredited M. Arch. degree offered by the SoA at Northeastern balances the disciplinary requirements of architecture with the intellectual opportunities made possible by being at a research university. Students are encouraged to take electives outside of the major, and pursue minors in associated fields (some even opt to double major). One example of a popular minor for current students is the Urban Landscape Studies Minor which demonstrates the increased interest in the spatial consequences intertwined with today's critical urban concerns. In addition, the University, through its core curriculum referred to as "NUpath" (formerly "NU Core"), ensures that all students have essential, broad-based knowledge and skills spread across thirteen core categories, such as understanding societies and analyzing data, integrated with specific content areas and disciplines. The "NUpath" system ensures that students' course sequence exposes them to these different learning areas.⁹

⁵ This is further elaborated later in § I.1.4 Defining Perspectives D. Stewardship of the Environment.

⁶ Such faculty in the SoA include: Cammy Brothers, 75% Architecture, 25% Art & Design; Nicolas Brown, 50% Architecture, 25% Art, 25% History; David Fannon, 75% Architecture and 25% engineering; Kristian Kloeckl 75% Art & Design 25%Architecture); Gavin Shatkin 25% Architecture 75% School of Public Policy and Urban Affairs.

⁷ This includes: Dan Adams (Global Resilience Institute), Jane Amidon (School of Public Policy and Urban Affairs & Global Resilience Institute), David Fannon (School of Public Policy and Urban Affairs), Michelle Laboy (Civil Engineering), and Tim Love (School of Public Policy and Urban Affairs), Peter Wiederspahn (Global Resilience Institute).

⁸ Professors who have taught in the Honors Program include Xavier Costa and Amanda Reeser Lawrence.

⁹ More information about NUpath is found here: <http://www.northeastern.edu/core/>

Students are also highly encouraged to take part in university wide opportunities that promote cross-disciplinary learning ranging from competitions to presentations and governance. A key example is the significant number of SoA students that compete in the annual Northeastern RISE (Research, Innovation and Scholarship Expo).¹⁰ Here, students present their work through boards and oral presentations to event juries that select projects to award. The University sponsors training sessions in producing verbal and video “pitches,” writing abstracts and designing project posters. In recent years hundreds of SoA students have participated, competing with students across all the colleges, and have been successfully recognized with numerous awards.

I.1.2 Learning Culture

The SoA promotes a positive, supportive, and collaborative environment for students. The SoA supports the general health and well being of students by encouraging the development of time management skills, work-school-life balance and professional conduct, and facilitating communication between students and the administration. To foster this environment, the SoA has a number of different policies, such as the Studio Culture Policy, and initiatives in place to ensure this unique learning environment. The SoA also constantly evaluates the efficacy of such policies and initiatives through informal feedback, focus group meetings, university course evaluations (TRACE), and other anonymous surveys.¹¹

Policies- Since 2001, Ruggles Architecture Studio School has provided students with a dedicated studio space in which students and faculty of all levels and of varied interests work side by side. Studio is a place of learning and research designed to stimulate intellectual and social interaction among students, faculty, staff and invited guests. The SoA Studio Culture Policy is dedicated to creating the best educational experiences and design environment for every student. The policy is available in full on the SoA’s website and in an abbreviated version throughout the studio on posters that include a Quick Response (QR) Code that links directly to the full on-line version.¹² Primarily the policy includes rules intended to ensure the safety and comfort of all. The policy is also reviewed at the start of the academic year at the Student Assembly and in the required first year course (ARCH 1000), which is designed to introduce students to the educational opportunities and resources available to them at the SoA and CAMD, as well as the broader context of the University and Boston. The policy is also distributed to faculty at the start of the academic year.

Students are provided multiple layers of advising. Within the SoA, Teaching Professor Michael Smith provides academic advising to undergraduate students and graduate program administrator Mary Hughes provides advising to all graduate students. Additionally, undergraduate students in the CAMD have a team of dedicated academic advisors who organize academic plans and course enrollment scheduling as well as persistence specialists who work with students needing extra support.¹³ The SoA also, has a dedicated co-op advisor, Lynn Burke, who teaches a one-credit course that helps prepare students for the professional world. She also guides students through the application process and serves as a liaison between the faculty, administration, the students and a vast network of employers around the world. She is a constant and reliable point of contact for students while on co-op. The University’s Global Experience Office (GEO) offers yet another layer of support with advising staff dedicated to assisting students with international work opportunities. And if students need assistance beyond the various advising levels provided by the SoA there is a broader network of support offered by CAMD and the University.

It is also important briefly to articulate the extensive support system that exists within the CAMD and the University at large to support students in the program who have difficulties beyond those encountered in studio or the classroom. The first level is known as Faculty Advisor Communication Tool (FACT)

¹⁰ “At RISE, 2000+ industry leaders, entrepreneurs, investors, researchers, and technology enthusiasts from diverse sectors engage more than 400 of Northeastern’s solution-focused innovations.” See: <https://www.northeastern.edu/rise/>

¹¹ TRACE: Teacher Rating and Course Evaluation

¹² See: <https://camd.northeastern.edu/architecture/studio-culture/>

¹³ Student Persistence and Retention Program: assists students who are struggling academically:

<http://www.northeastern.edu/cos/current-students/current-cos-undergraduate-students/academic-support/student-resources/>

reporting. This is done through an online form that the instructor fills out about a student's progress which then goes to the student's advisor. This system encourages students to maintain a healthy conversation with their professors about their progress in a course. Sometimes a student might need more support. The mental health of students is a top priority and students with mental or behavioral health concerns or needs are referred through the director of advising at CAMD to appropriate University resources.¹⁴

Initiatives-There are a variety of initiatives coordinated by the SoA throughout the academic year intended to highlight the SoA's dedication to healthy social interaction and a harmonious work-life balance. For example, fall and spring semesters start with a student assembly. This is an opportunity to welcome students and faculty back to campus, announce upcoming events and opportunities (e.g. lecture series, design competitions), introduce faculty and student leaders (e.g. leader of the AIAS chapter, faculty mentor/advising liaison), and review important policies (e.g. studio culture). Just before mid-term and final reviews, the SoA provides coffee and doughnuts in the morning and pizza at the end of the day to all students. Further encouragement arrives in the form of studio visits from faculty pets (dogs) and other scheduled events, which are intended to relieve stress, encourage community, and well-being. A faculty led first-year trip to New York City in the fall helps to build community among that cohort.

Students' participate in the administration of the SoA, through a Student Advisory Board, which incorporates a representative from every level of the program and meets monthly with the Director. This productive relationship keeps an open dialogue about what is going on at every level with the SoA. The faculty mentor/advising liaison also works with students who have questions about the program or are facing unique challenges in their degree path.

Self-organized student groups are also key components to a well-rounded educational experience at the SoA. The Northeastern chapter of the AIAS, for example, has been very active in recent years. The AIAS hosts a variety of social events from the annual BBQ to monthly tours of local firms and buildings throughout the year. Additionally, they introduce students to the diverse architecture culture of Boston and encourage student involvement in the field as a whole. One example of this is through participation in the AIA's Freedom By Design, which will be discussed later (§ I.1.4 Defining Perspectives). The graduate student group Common Ground hosts monthly social and educational events for graduate students such as portfolio reviews and lectures, and founded an award-winning student publication *Common Ground*, featuring the work of both faculty and students. These events have been very successful for building community among the graduate students and a group of undergraduate students are now working to create similar programming for that cohort.

I.1.3 Social Equity

The SoA, in step with the University, values and celebrates diversity in all its forms and strives to foster an inclusive culture built on respect that affirms inter-group relations and builds community. The SoA Director, administrators and faculty support this effort in all aspects of building the program. In addition, there are extensive resources at the University level to enhance diversity among faculty, students, and staff as described below.¹⁵

The SoA continuously works to expand the diversity of its faculty. A primary way this is practiced is through the faculty search processes. When hiring full-time faculty, each member of the search committee attends a "STRIDE" workshop sponsored by the *ADVANCE Office of Faculty Development*.¹⁶ These workshops focus on increasing diversity of the faculty search candidates by demonstrating how to

¹⁴ See: <https://www.northeastern.edu/uhcs/counseling-services/>

¹⁵ A central resource within the University that provides guidance for best accomplishing these goals is the Office of Institutional Diversity and Inclusion: <http://www.northeastern.edu/oidi/>

¹⁶ STRIDE: Strategies and Tactics for Recruiting to Improve Diversity and Excellence. See: <http://www.northeastern.edu/advance/recruitment/stride-faculty-search-committee-workshop/> ADVANCE is not an acronym, but instead refers to the *ADVANCE Office of Faculty Development*, which oversees, creates, and assesses faculty development programs while serving as a resource to interested parties on the Northeastern University campus.

identify and overcome biases when advancing applicants through the search process, and offer practical techniques for the search committee in order to increase diversity in the search process.

There are, however, areas in which increased demographic diversity is desired in the SoA. At the moment there is gender imbalance in the specific area of design faculty. Also, greater African American and Latin American faculty representation is needed across the full faculty-body. The benefits of such diversity have been historically well established and the SoA firmly believes that this diversity among a university's faculty, staff, and students contributes positively to its strength, productivity, and intellectual personality. As such, the SoA is working to have more faculty that more thoroughly reflect the SoA's diverse student body and to incorporate a diverse global perspective. In addition we have been working to diversify the material students are exposed to such as expanding the SoA's offerings through classes like special topics courses, which invite the exploration of topics within visiting faculty (et al.) expertise. Most recently, topics within the field of Islamic architecture have been included; a topic about which there is an appalling dearth of information.¹⁷

When hiring part-time faculty, the Director of SoA collaborates with coordinators of specific divisions such as history or design studios to identify and advance diverse instructors and material. In courses where multiple sections are taught, such as design studios, the SoA aims to achieve diversity across smaller subsets of instructors, as well as across the larger group as a whole.

Another important area of diversity is among the student body. Admission to the SoA for undergraduate students is controlled centrally by the University Admissions Office. The SoA contributes to this process, through the review of portfolios and by advocating for students who are particularly engaged with the school during the application process. Faculty seek out prospective students at college fairs in major metropolitan areas and through the AIA online fair in order to help identify and interact with prospective students from across the country. The SoA manages admissions into the graduate programs. Recent increases in financial aid, which are allocated by the College for graduate students, has helped us to attract strong students and promote greater economic diversity.

I.1.4 Defining Perspectives

The following section outlines the core-values that define the SoA's mission and purpose. Presented as 'perspectives,' because they transcend any particular class, exercise or faculty member, these various outlooks consider the entire program together holistically. These perspectives are essential because of the innately reciprocal relationship that characterizes the many parts of an academic program that are intimately connected to one another only through reference to the whole.

A. Collaboration and Leadership- The SoA strives to develop characteristics of leadership and collaboration as core values in its students. This is true across numerous scales of study and stages of design, as well as across disciplinary boundaries and in varied project types. The SoA firmly believes that the noble qualities of leadership and collaboration are intimately related and thoroughly interconnected. More often than not sites for the development and cultivation of these qualities are the classroom and studio. Hence, it is most often in courses across the curriculum that compel students to work together in a variety of capacities that witness the most productive character growth.

ARCH1110 Fundamental Representation (First undergraduate design studio)

Students work in small teams to survey Le Corbusier's Carpenter Center for Visual Arts. This is one of many studio exercises that requires students to self-organize, divide up complicated tasks, develop shared work plans, and produce shared documents.

¹⁷ For example: Offered in the spring of 2017 and to be offered again in fall of 2017 is ARCH 3370: *The Persistence of History: Culture, Heritage and Islamic Architecture*.

ARCH1120 *Fundamental Design* (Second undergraduate design studio)

Students are assigned a parcel in a neighborhood to develop multi-unit housing designs. 'Contingencies' issued by studio instructors challenge students to renegotiate their design strategies with neighbors to maintain views, shared infrastructure (roadways, driveways), shadows, and landscape amenities. This is a form of urban spatial mediation that introduces students to fundamental notions of building code and zoning.

ARCH3210/5210 *Environmental Systems* (Building technology seminar)

This seminar employs team based learning strategies—an evidenced-based teaching strategy—to promote subject knowledge and team development through advanced preparation, immediate feedback and focused laboratory exercises. The course also enrolls students from engineering and other disciplines, introducing themes of interdisciplinary collaboration.

ARCH 5120 *Comprehensive Design Studio* (Final undergraduate design studio)

This studio focuses on the integration of building systems within an architectural design. Students work in pairs or small groups for the duration of the semester. Thus, collaborative design and development of leadership skills is a central goal of the studio.

ARCH 6430/6440 *Case Studies* (Graduate level professional practice seminar)

Graduate students in this course work in groups to simulate professional skills of architectural practice by preparing proposals and role-play interviews as a mock team of a local firm.

ARCH 7130/7140 *Graduate Research & Design Studio* (Final Graduate Studio)

These research-based final design studios of the M. Arch. degree offer opportunities for students to work with a broad range of partners. Some recent studios have included collective projects with students from the Design School at Stanford University, consultation on urban health care clinic design with representatives from CVS, and acoustic environment analysis of local train stations in partnership with an organization that represents the visually impaired in Boston.

Many classes, including history and theory courses, require students to work together in a variety of ways to compile and author reports and/or give group presentations etc.

In addition to class-based assignments and exercises, the SoA fosters a number of co-curricular opportunities in which students develop and demonstrate their leadership and collaboration skills. As discussed above (§ I.1.2 Learning Culture) there are several student groups (AIAS, Common Ground, Freedom By Design etc.) that further encourage students to work together toward common goals and highlight and elect individuals for leadership positions.

Finally, collaboration and leadership are intrinsic core values of the Co-operative education model. While on co-op, students experience the logistics and dynamics of working as a team in the setting of a professional office. Having to interact with complex, and often unclear, levels of authority in an office setting itself provides students with the basis of an incredibly important skill set. These experiences enhance student professionalism, introduce the complexities of office environments and foster camaraderie in the classroom when they are back on campus.

Equally important is the demonstration of these qualities by the faculty, since students are influenced by the actions of their instructors. To this end the SoA has implemented a successful strategy to encourage SoA faculty to collaborate across other departments within the University. This has had a positive impact on the program with specific results: the hiring of faculty with dual or affiliate appointments, the creation of undergraduate minors and graduate certificates, and the participation of SoA faculty in larger University encompassing initiatives, like the *Global Resilience Initiative*. The SoA further intends to strengthen these cross-disciplinary opportunities with the goal of positioning the SoA, and the work of the students, within the center of University-wide conversations on global themes.

B. Design- The SoA advocates the idea of a “design philosophy” in as much as it encourages each student to uphold a thoroughness in their critical thinking about various facets of design—including exploration and discovery—as well as an ethical framework that can be a foundation for each design and/or project they undertake. In the past, the curriculum of the SoA’s design studio prioritized professional preparation in order to ensure students were well equipped to function within the professional environment of their co-ops prior to the completion of the program. Over the last decade, and particularly since the last accreditation, significant growth in the number and diversity of design faculty on the one hand, and a significant rise in the caliber and academic expectations of the students on the other, has led to a significant evolution to the previous design philosophy. Indeed, it is not so much a philosophy as it is a successful educational model that has produced a much broader, adaptable and resilient student body that experiences the best of both worlds; Not only do they experience studios with top designers, and surveys and seminars in history, theory and technology courses with many established and renowned scholars, but they also enjoy a robust co-op program that provides the critical experience they will need to become gainfully employed. Thus, this new iteration has been built upon the continued value of co-op as well as a more diverse and talented faculty, have been established around a number of common interests.

This demanding pedagogical model and evolving design philosophy, with its increased disciplinary diversity, helps students discover their individual interests and identify paths to pursue those interests. Furthermore, the mandatory third year study abroad program, numerous international studios and summer programs have ensured that the increasingly international student body can pursue their interests globally.

To support this evolving design philosophy, changes to the studio sequence have occurred at every level. In the first year, in addition to covering basic manual and digital modes of representation and being introduced to fundamental formal and organizational design principles, students are exposed to elements of landscape architecture and urban design, working both individually and in groups. The second-year curriculum introduces students to spatial planning of complex public buildings situated in urban sites.

The second-year studio is followed by the study abroad studio, currently in Berlin, which has recently been re-organized to focus on negotiating multi-unit housing and social programs within Berlin’s complex and dynamic urban fabric. The following *urbanism studio*, ARCH 3170, has also been recently reformulated to build upon these early lessons in urban design by demanding students to think regionally and ecologically through projects that engage the infrastructural scale of the contemporary city. Following the reformulation of these two studios, the SoA has been able to introduce a new “options” studios that allows both students and faculty more choice to focus on a variety of issues.

These “options” studios, which are taken by M. Arch. I, II & III students help students pursue and identify their own particular interests and research methodologies by allowing a degree of choice of study area. The final studio of the B.S. sequence, which is also part of our M. Arch. II & III tracks, the *Comprehensive Design Studio*, ARCH 5120 (discussed above), has evolved to further build upon the urban design skill set developed in the earlier studios while at the same time continuing to build on the building technology sequence. The yearlong graduate research and design studio sequence caps the graduate design sequence for M. Arch. I, II & III students by introducing students to design research principles through topics relevant to contemporary design practice. Students can choose between faculty-defined research projects or compete for a spot in an independent design thesis group.

C. Professional Opportunity- the SoA provides opportunities for students to engage with professional practice through a number of avenues with the dual aim to prepare students for professional life and encourage them to consider a wide range of professional opportunities.

Among the most distinctive aspects of the SoA is its highly regarded Co-op Program. This program provides students with the opportunity to explore connections between the on-campus learning and the professional world. All SoA undergraduate students, through the University-wide Co-op Program,

participate in two full-time, six-month co-ops. Moreover, with recent implementation and growth of M. Arch. II & III Programs, connections between professional practice and academic study are increasingly critical for graduate students as well. Thus, the SoA is developing plans to work with the undergraduate co-op advisor and faculty to create dedicated graduate student professional preparation sessions.

Two co-op advisors, one of whom is solely dedicated to architecture, support the students in preparing for co-op experiences. Information about licensure, AEP (Architectural Experience Program Guidelines) (formerly "IDP") credits, the preparation of a portfolio and resume, interview skills and other important details about entering the profession are a focus of the mandatory co-op course (EXED 2000) required for all undergraduates. Hundreds of top-ranking architecture firms of diverse size and focus area have participated in the SoA Co-op Program. Students are encouraged to pursue different professional settings between their two co-ops (large-firm or small-firm, design-build or planning, landscape or exhibition design etc.). Students are increasingly electing to fulfill their co-op requirements outside the MA/NY region or abroad. Students are also commonly opting for non-standard practice models such as non-profits or agencies. The second type of advisor, serves all CAMD students interested in international working experience. In recent years, students have joined top firms for co-ops in South Africa (Neilmarie Architects), China (ZeroLabOffice), Mexico City (Tatiana Bilbao), and Germany (Topo-Tek), for example.

Further integration of the professional field into the academy at the SoA involves calling upon established professionals both locally and globally for their experience and expertise. The SoA engages professional architects as adjunct faculty, visiting critics, Professors of Practice, and as guest lecturers. Professional architects complement full-time design faculty in the teaching of design studios. Professionals in architecture and related fields, including landscape architecture, engineering, real estate, product design, and beyond, participate in studio reviews and evening lectures to expose students to a wide range of professional possibilities. To this end, visiting critics have included government officials, neighborhood leaders, technical specialists and other stake-holders who introduce the students to alternative ways of engaging with architectural design.

The cumulative result of the SoA's professional involvement is a student body that is already intimately familiar with professional practice upon graduation, and thus better equipped to handle the transition than many of their counterparts at other institutions. A high percentage of graduates (85%) are hired right out of school because of their previous formal training with average to above average starting salaries. A high percentage of graduates also return to previous co-op employers because of established connections and past achievement records.

D. Stewardship of the Environment- Environmental stewardship is integral to the mission of the University and the SoA. The three strategic and programmatic pillars for the University (Health, Security and Sustainability), which have driven research agendas, faculty hiring, and curricular initiatives in recent years, all directly relate to the stewardship of the environment. They are also fundamental to the future of the University as articulated in the *Northeastern 2025* plan (introduced above in § I.1.1 History and Mission), which is described as a blueprint for "an age that integrates and elevates our human and technological capacities to meet the global challenge of our time: building sustainable communities."¹⁸

SoA faculty (Fannon, Laboy, Wiederspahn) have been actively engaged in efforts with other colleges across the University including the Master in Sustainable Building Systems program with the College of Engineering. Other faculty (Adams and Amidon) have been active with the Urban Coastal Sustainability Initiative in the College of Science. Others, (Adams, Amidon, Wiederspahn) have participated in Northeastern University's *Global Resilience Institute* for interdisciplinary collaboration (see § I.1.1 History and Mission, above), and are actively engaged with this work as members of the *Resilient Cities Laboratory*.

The focus of the SoA on urban issues places resilience and sustainability at the core of the curriculum.

¹⁸ The plan is found in full here: <http://www.northeastern.edu/2025/>

Architecture Infrastructure and the City (ARCH 3170) makes ecological issues central to the analysis and design of urban districts. Resilience is the central theme of two integrated courses in the professional program: Integrated Building Systems (ARCH 5220) and the Comprehensive Design Studio (ARCH 5120). The building systems sequence—consisting of Architectonic Systems (ARCH 2240), Environmental Systems (ARCH 5210), Structural Systems (ARCH 2230), and culminating in Integrated Building Systems—introduces a systems-thinking approach to understand and provide creative integrated solutions for resilience and sustainability. The Berlin program further expands on the systems sequence with a seminar that gives the students a unique opportunity to visit and learn from some of the most innovative projects for sustainable buildings and landscapes in the world such as the highly innovative *Werkbundstadt* that replaces a disused seven-acre industrial wasteland with 1,100 living units designed by thirty three different architectural firms.¹⁹

For students that have a particular interest in sustainable design, the SoA provides opportunities for more in-depth study of environmental issues. Undergraduate students are increasingly choosing to pursue a minor in Urban Landscape and have the opportunity to take courses in Sustainable Site Construction & Detailing (LARC 2240) or Planting Design (LARC 2440). Graduate architecture students often take electives in the Sustainable Urban Environments (SUEN) M. Des program including seminars on Ecological Theory (SUEN 6310), The Design of Urban Shores (SUEN 7320), Urban Ecology (SUEN 7230 & 7240), as well as courses in other university divisions, such as the School of Public Policy's Cities, Sustainability and Climate Change (LPSC 7312). All of these courses add options for expanding knowledge on designing sustainable urban environments.

The SoA has identified urban sustainability and resilience as key research areas where it can be a principal contributor to the ambitious undertakings of the University. SoA faculty research and creative works are increasingly focused on these areas of study, and faculty continue to build relationships across the University around issues of urban sustainability and resilience with Public Policy, Engineering, Marine Science and Health Sciences.

E. Community and Social Responsibility- Northeastern University has deep ties to the city of Boston and its many diverse communities. Within this context, the SoA engages with the city in all aspects of the curriculum. Studio courses often investigate sites in and around the city and approach them as laboratories for exploration. Assignments are structured so that students become familiar not only with the physical attributes of the site, but also the larger social, economic, and political context in which it is situated. To this end, studios regularly engage with neighborhood groups, government officials, business owners, and other agents engaged in conversations about the built environment with an effort to understand how these diverse forces can be negotiated. For example, Architecture Infrastructure and the City (ARCH 3170) focuses students on the redevelopment of large post-industrial landscapes, located in Environmental Justice Communities in and around Boston.²⁰

Owing to the urban focus of the SoA's curriculum, second-year history courses focus on the nineteenth and twentieth centuries (Architecture Modernity and the City, ARCH 2330 & 2340) and devote significant attention to understanding architecture in its relationship to urban growth and change. For example, philosophies, typologies and models of urban housing ranging from the Garden City concept to iterations of the "colonial city" from South America to North Africa, to Modernist housing experiments from *Werkbund* theories to Post-War strategies such as Pruitt-Igoe, all of which provide an opportunity to consider how social values are translated into architectural form and their urban consequences. When students are in Berlin they have immediate access to another functioning laboratory of urban history. From Berlin's medieval origins through its rapid growth and industrialization in the nineteenth century to its many Modernist and Post-Modernist interventions, it is an excellent city for the study of urban and architectural history. Students get to see first hand the result of complex and divergent histories of political, economic and spatial differentiations articulated between East and West Berlin (ARCH 3361).

¹⁹ See: <http://werkbundstadt.berlin>

²⁰ For the technical definition and criteria see: <http://www.mass.gov/eea/agencies/massdep/service/justice/#3>

Furthermore, while in Berlin students study unique models of social infrastructure, such as *Woonerfs*, (living streets) with trips to the Netherlands, and social housing like *Baugruppen* (collectively developed housing), which is often the program brief for their design studio abroad (ARCH 3155).

Just as the Sustainable Urban Environments (SUEN) M. Des. program, described above, allows students to expand their knowledge and understanding of environmental concerns, this same program opens opportunities for students to engage with courses focused on social justice and equity. One example is Landscape Interpretation and Spatial Justice (SUEN 6340) taught by Professor Nick Brown (dually appointed in the SoA and the History department). Advanced students can also take electives with Professor Brown such as Topics in World History: Race, Space & Nature (HIST 7221) or Urban Histories & Ecologies (HIST 7311).

Outside of academic coursework, student organizations such as *Freedom by Design* (FBD), the charitable design/build program of the Northeastern AIAS, have developed concrete relationships within the local community, and undertaken a number of projects in recent years, ranging from the 2012 design/build of an accessible ramp for the Congregation Eitz Chayim in Cambridge, MA to the design/build of a Peace Garden and accessible stage ramp in Egleston Square, Boston.²¹

I.1.5 Long Range Planning

Identifying Curricular Objectives and Program Goals- The faculty are prolific in both research (from conducting field work and historical analysis to publishing scholarly papers and books, and participating in international and regional conferences) and creative practice (leading design practices with projects ranging from installations to buildings to city plans). Members of the faculty frequently participate in conferences and symposia, in design workshops and design juries, and present papers and lectures. Through this important work the faculty maintain a first-hand, on-the-ground and up-to-date engagement with critical issues and discourse emerging about the contemporary built environment in both practice and the academy. Additionally, the SoA Advisory Council, as well as the established network of co-op employers provide insight on the demands that students will face upon their transition into full-time practice. This ever-evolving body of knowledge and modes of engagement ultimately shape the long-range objectives set for the students.

To organize these objectives, the SoA faculty have annual faculty immersion meetings, and one-on-one meetings between the SoA's Director and faculty members. Monthly faculty meetings are dedicated to both the administration of the school and curriculum. A curriculum committee composed of rotating faculty members meets each month to review and vote on curricular adjustments and ensures that curricular adjustments are in-line with goals of SoA and the University. In order to synchronize SoA efforts with those of the University, the Director meets regularly with the Dean of CAMD. The College hosts annual retreats of department Heads to discuss shared concerns and resources between Schools. Curricular adjustments proposed within the SoA are first reviewed by the SoA Curriculum Committee, then presented to the CAMD Academic Affairs Committee (AAC) and voted for passage to the University Undergraduate Curriculum Committee (UCC) for final review and recommendation to the Faculty Senate for adoption. SoA Professor Ivan Rupnik currently serves on the AAC. More informally, there is a rich flow of collegial exchange between schools and colleges. Within CAMD for example, a new lunchtime lecture series 'Food for Thought' showcases brief presentations by faculty across departments. Such events raise awareness of the type of investigations, interests and common goals across the College.

Information Sources for the SoA- The SoA maintains a robust platform for receiving feedback from prospective students, current students, alumni, advisors, and co-op employers. Pressing educational concerns are transmitted from parents and incoming students through occurrences such as open house

²¹ Freedom by Design is the charitable design/build program of the American Institute of Architects. The FBD team at Northeastern is dedicated to improving the lives of those with limited mobility and/or income to improve their surroundings. Composed of architecture students, the team is solely responsible for the design, fundraising, and construction of each of its build projects.

events (First Fridays, Welcome Days, Orientations). Feedback is also gathered within the SoA through course evaluations (TRACE), as well as student assemblies, and meetings between the Director and student groups like the Student Advisory Board and the AIAS. Further comments are gathered through dialogue between co-op employers and co-op advisor Lynn Burke.

Most of all, the faculty are in a direct position to assess, first hand, the success of the curriculum while simultaneously learning from other programs. The SoA faculty frequently review and consult on student work through collective design reviews throughout the semester and periodic portfolio reviews. Faculty also advise students on the application process for employment and graduate school.

University wide Long Range Planning Goals & Initiatives- As outlined above,²² in 2015, Northeastern launched the *Northeastern 2025* academic plan that outlined goals to better network humans, resources, and technology to create more resilient environments and build sustainable human communities. This has guided the University to restructure itself by breaking down disciplinary silos through initiatives that re-network schools and colleges around shared interests of study on interdisciplinary challenges.²³ This has created numerous opportunities for the SoA.

Fundamental to this plan is the concept that the University is made stronger by building a wide and diverse network of resources and people. This is intrinsic to the University's make-up for three main reasons. First, through the SoA's urban location, which allows access to both local and global networks afforded by the size and location of the city. Secondly, the University's long history with a globally renowned Co-op Program has established a global network of professionals across hundreds of disciplines. More recently, the University has established numerous global studies partners, and Graduate study hubs in Charlotte, Seattle, Silicon Valley and Toronto. Lastly, as highlighted throughout this report, the Boston campus is undertaking both physical and curricular efforts to create greater cross-disciplinary ties for students to overlap their interests through Minors, Grad Certificates and electives. Examples of these connections are demonstrated through cross-disciplinary faculty appointments and examples of professors collaborating across disciplines (See § I.1.4 Defining Perspectives, D. Stewardship of the Environment).

School of Architecture Long Range Planning Goals & Initiatives- In recent decades, the SoA has built a strong reputation for producing proficient and creative architectural designers with a solid foundation in architectural practice. Graduates enter the workforce with an understanding and appreciation of the specialized logistics, markets, politics, cultural contexts and distinctive history that shape architecture as a discipline and a profession. Looking to the future, the SoA intends to expand these disciplinary strengths while more thoroughly engaging with the diverse resources provided by the University to create interdisciplinary alliances that will expand our knowledge and ability to contend with the great challenges of the built environment today. These alliances will not only strengthen the SoA accredited degree paths and allow for continued expansion of faculty expertise, but introduce greater architectural learning across the University. From these new alliances, the SoA will create more options for Undergraduate Minors and Graduate Certificates housed both inside and outside the SoA and combined Majors with other divisions within CAMD and the University. Additionally, the SoA is working with CAMD and Public Policy and Urban Affairs to explore a new degree track in Urban Planning.

Goals for Leadership & Collaboration- The SoA plans to continue to contribute to the University's interdisciplinary initiatives, while becoming a leader in the study of "Big Problems" concerning resilience in the built environment. This requires faculty to increase engagement with the University more broadly by looking outside the SoA. In 2017 the faculty role of Interdisciplinary Developer (Professor Amanda Reeser Lawrence) was established to lead this effort. So as to familiarize students with the technical and interpersonal skills and critical thinking needed to collaborate on complex global challenges, the SoA is exploring a variety of methods (from adaptations to existing classes to the creation of new classes or

²² See § I.1.1 History and Mission and § I.1.4 Defining Perspectives, D. Stewardship of the Environment

²³ The full plan is found here: <http://www.northeastern.edu/academic-plan/plan/>

initiatives) to encourage more non-architecture majors to join courses in the SoA. The SoA also aims to develop new Minors and Graduate Certificates in areas like SUEN. Such additions will complement the M. Arch. degree track and encourage students to expand their studies.

Goals for Design- While the SoA constantly seeks to maintain its strengths in architectural fundamentals, it also aims to continue diversifying the platforms and opportunities through which the students are exposed to these core concepts. The inclusion of more global oriented studies is introduced in the history survey sequence as well as through the *Dialogues of Civilization* program.²⁴ The recently launched undergraduate “Options Studio” (ARCH5115) curriculum, along with an Independent Graduate Thesis Studio (ARCH7130&7140), are currently being integrated into the overall studio sequence. The SoA will continue to invest in providing greater access to tools, work-spaces and ‘making’ resources within the schools’ facilities, particularly the design studio, in order to provide an environment conducive to forward thinking design and creative thought. The SoA also aims to expand its engagement with the Art & Design Program of CAMD particularly in the recently launched divisions of Experience Design and Interaction Design. The SoA has already begun to collaborate with these divisions through co-run design studios, and dually appointed design faculty; Kristian Kloeckl.

Goals for Professional Opportunity- As the SoA student profile has become more diverse and “global,” so too have student concerns. Today students are interested in urban concerns that testify to their incredibly rich and varied backgrounds and perspectives. Some of their concerns range in scale from global environmental issues to local neighborhood based issues. By responding to these concerns and studying them in a myriad of ways students develop not only an interest in interdisciplinary programs, but they are also able to qualify for more global co-op and post-graduation employment opportunities. The SoA strives to help foster and support this growing global engagement. In addition to the introduction of the new global co-op advisors, the faculty also actively work to create new relationships with new firms. The SoA is also in the initial phases of evaluating possible cross University partnerships with Business Administration and Public Policy to create new Minors and Grad Certificates in Development and Urban Planning to expand professional opportunities for students.

Goals for Environmental Stewardship- In the coming years the SoA plans to expand the undergraduate landscape architecture (LARC) and graduate level Sustainable Urban Environments (SUEN) programs. This will allow the SoA to further interweave central concepts from these programs, such as resource sustainability and environmental resilience, into the M. Arch. degree track to advance a holistic understanding of the built environment.

Goals for Community and Social Responsibility- Growing the LARC and SUEN programs with a steady student body will allow subjects of social equity and justice to be interwoven into the M. Arch. degree track and will help to deepen and broaden faculty research in concert with other faculty across CAMD and the University. Likewise, students’ own entrepreneurialism and initiative, with support and encouragement from faculty, have led them in recent years to advance community building and engagement organizations. The AIAS chapter is proposing to initiate the Women in Design group with a kick-off conference planned for 2018. In addition to what was introduced earlier about them,²⁵ the Common Ground group has been featured in the University-wide NUNews, and was honored in 2017 by the AIA NY Chapter with an Honorable Mention for the Douglas Haskell Award for student journals. Lastly, a group of students is just now developing plans to launch a National Organization of Minority Architects Student chapter (NOMAS). The SoA plans to provide support to these entrepreneurial and self-initiated efforts wholeheartedly and dedicate specific funds to assist with their development.

I.1.6 Assessment

Solicitation of views on teaching, learning and achievement opportunities- The SoA participates in

²⁴ See explanation above in § I.1.1 History and Mission School of Architecture, Mission.

²⁵ See § I.1.2 Learning Culture

self-assessment through University, College²⁶ and SoA²⁷ level evaluations, open discourse, and surveys undertaken of incoming students, current students, recent graduates, faculty and employers. Such evaluations are undertaken in various ways. Results are shared across the faculty as well as the Dean's office to shape short-term and long-term planning efforts and the SoA's Mission.

In addition to the previously listed methods of feedback (§ I.1.5 Long Range Planning Information Sources for the SoA), the Student Advisory Board of the SoA meets regularly with the Director to bring specific interests to the attention of school administrators. Similarly, leaders of Northeastern's AIAS meet regularly with the Director to discuss initiatives and community building projects. The College Student Advisory Board includes SoA students, and discusses goals of the broader College. The Director reports on these meetings to faculty and the Dean's office as necessary.

Every class is evaluated by enrolled students each semester through a University wide online TRACE platform.²⁸ These anonymous evaluations include numeric and written evaluations of class content and teaching performance. SoA Director, Graduate and Undergraduate Coordinators, and Coordinators of multi-section courses (like design studios) review TRACE reports and consult with faculty. TRACE evaluations are used to help identify best teaching 'fits' for faculty, in tenure and promotion considerations, and when considering part-time faculty hiring. The Center for Advancing Teaching and Learning Through Research (CATLR) is also available for faculty to receive guidance and counsel on effective teaching techniques. Professors are advised to work with CATLR to improve their teaching in consideration of student feedback.

With regard to the Co-op Program, the co-op advisor conducts student surveys of their experiences, and encourages regular reflection exercises. The co-op advisor is in near constant formal and informal dialogue with co-op employers, through firm visits and interviews and placement requests, about the relative strengths and weaknesses of students. The co-op advisor reports on this feedback at faculty meetings, identifying success stories or observed patterns of deficiency. Feedback commonly includes demands for specific software expertise, most recently Building Information Modeling (BIM).

University and College level assessment of SoA- SoA efforts are continually assessed for alignment with University undertakings in order to achieve the ambitious interdisciplinary mission of the University and allow the SoA to take full advantage of University wide resources. The curriculum is assessed regularly at various levels. The University continually assesses SoA courses for conformance with educational core criteria. For example, in 2015, the University undertook a comprehensive core review that resulted in the NUPath core curriculum.²⁹ Proposals for changes to the undergraduate curriculum are reviewed across the SoA, College, and University (see § I.1.5 Identifying Curricular Objectives and Program Goals, above). This review assesses proposed curricular changes for consistency with the mission of the University.

Influence on Long Range Planning- These formal and informal approaches to self-assessment are ultimately discussed and evaluated through a variety of faculty platforms to identify planning goals of the SoA. Throughout the school year, monthly faculty meetings open dialogues about initiatives, observations, and both short and long-term planning. Faculty immersion meetings at the beginning of each semester are opportunities for longer/deeper discourse. Faculty committees, which generally meet monthly, focus on specific aspects of the program and report to the faculty at large. These include:

- Curriculum Committee: Discuss, consider and present curricular adjustments.
- Merit Committee: Discuss service requirements and distribution amongst faculty.
- Tenure & Promotion Committee: Review faculty advancement.

²⁶ https://www.dropbox.com/s/7jhr9olqmvqwcgl/SoA_CurricularApprovalProcess.pdf?dl=0

²⁷ https://www.dropbox.com/s/mrrw4ijra3ymvdk/CAMD_CurricularApprovalProcess.pdf?dl=0

²⁸ See also § I.1.2 Learning Culture

²⁹ Previously "NUCore." NUPath description: <http://www.northeastern.edu/core/> Proposal: <http://www.northeastern.edu/core/wp-content/uploads/2015/07/Core-Rev-4-1-15111.pdf>

- Ad-Hoc Committees for Curricular review: Sub-groups of faculty devoted to specific topical areas (history, technology, design, sustainability) are often formed into committees to assess specific aspects of curricular development. Results of such ad-hoc committees are reviewed by the full faculty at faculty meetings, and are then reviewed at the SoA Curriculum Committee.

Above all else, the School of Architecture is committed to educating students about the many varied aspects of architectural design so they are prepared to face the ever changing and complex problems of the contemporary built environment. It is a priority of the faculty to continually identify pressing challenges of our time by frequently communicating with local and global experts both inside and outside the field through the multiple ways discussed above. Moreover, it is only through harnessing the vast resources within this growing University as well as those found across the SoA's expanding network of practitioners that the SoA can fully and responsibly prepare students for a future only they can truly imagine.

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

Conditions Not Met

II.1.1 SPC's, Realm B: Integrated Building Practices, Tech Skills and Knowledge B.2. Accessibility

Visiting Team Report [2012]: "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."

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

Since 2012, the curriculum has been adjusted to first introduce accessibility as a specific point of design consideration in Second-year studio (ARCH 2130/2140), so students begin to understand its role in spatial composition and building plan development. This knowledge is then reinforced and demonstrated in Comprehensive Design Studio (ARCH 5120), where the curriculum now includes specific assignments and deliverables for students to make their buildings fully accessible in coordination with the design of all building systems. The site phase of Comprehensive Design Studio, when students first design the configuration of their buildings and integrate site systems, includes requirements for an accessible route from the public way to all building entrances, including accessibility within the interior and around the exterior of the building. Additionally, students are faced with the challenge of why the ADA requirements are integral to design while on co-op, and are thus provided a unique opportunity to put into practice what they have introduced to in studio. The AIAS student group also contends with the consideration of accessibility through the organization 'Freedom by Design,' which designs and builds accessibility infrastructure for Boston area community groups.

II.1.1 SPC's, Realm B: Integrated Building Practices, Tech Skills and Knowledge B.5. Life Safety

Visiting Team Report [2012]: "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."

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

Life safety concepts and considerations are introduced in modules throughout various courses. Considerations of fire resistance and protection of construction materials is introduced in Architectonic Systems (ARCH 2240). Life safety considerations in designing load path redundancy are introduced in Structural Systems (ARCH 5230). Fire and smoke considerations in the design of exterior wall details are introduced in Environmental Systems (ARCH 2210). Design for egress is first introduced in Second-year studio (ARCH 2130/2140). This knowledge is then later demonstrated and synthesized in Comprehensive Design Studio (ARCH 5120). In the first systems research phase of this studio, students evaluate and select material systems for multiple performance criteria including, among other considerations, the code limits on floor area and building height for different construction types. The coursework includes specific deliverables for Life Safety diagrams illustrating the egress strategy considered in integration with the design of other systems. As with accessibility, SoA students also delve into the application of life safety systems in building design while on co-op.

II.1.1 SPC's, Realm B: Integrated Building Practices, Tech Skills and Knowledge
B.6. Comprehensive Design, which is much improved, but ongoing concern

Visiting Team Report [2012]: "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."

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

The SoA has continued to improve the Comprehensive Design Studio since the 2012 accreditation visit using the lens of resilience to prompt the comprehensive integration of systems and performance that are necessary for architecture. The studio faculty have presented the unique teaching and learning approaches developed in this studio at international conferences, and published them in a refereed journal. Ongoing curricular changes mean that some specific technical skills, including accessibility and life safety, are now addressed earlier in the program in conjunction with other zoning and building code requirements. As a result, students in the comprehensive studio must be able to demonstrate their ability to integrate these important concerns (among many others) into a complex architectural design, rather than merely solve individual challenges within these specific realms. We believe this better prepares students for the complexities of architectural practice.

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

Visiting Team Report [2012]: "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."

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

After a close review of the *2014 NAAB Conditions for Accreditation – Final Edition* it is clear that the language from the 2009 Conditions for Accreditation concerning General Studies (non-arch credit hours) has changed and this - Condition not Met - is no longer relevant.

The 2009 Conditions on General Studies stated: "A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level."

The 2014 Conditions on General Studies states: "Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution's baccalaureate degree."

Program Response to Causes of Concern

Causes of Concern

Visiting Team Report [2012]: "**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.*"

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

The growth of the student body at the School of Architecture has leveled off since the 2012 accreditation visit. In part, this is because the University has become highly selective in the admissions process, such that the average test scores and Grade Point Averages (GPA's) of our incoming students has risen dramatically, while total numbers of incoming undergraduates to the SoA has been reduced. This has helped to relieve some of the space pressures that were previously filling the studio and classroom facilities. The Architecture design studios have been capped at twelve students maximum. This cap allows extra model making space and storage desks in each studio section.

Additionally, for many of our lecture courses we have instituted recitation sections where students meet in groups of fifteen students maximum. The recitations are in addition to the classroom lecture time, and provides students with a seminar-like context within which to have a more open discussion about the lecture and reading material. The University and College (CAMD) have implemented policies to promote smaller classes in general with a typical target number of 19 students maximum per class. This has recently led to classes being divided into separate sections in order to facilitate greater student and faculty engagement. For example, ARCH 5310, which was previously taught as one large section (often nearly 60 students) has been divided into multiple sections capped at 19 each. Similarly, the Introduction to Architecture ARCH1000, beginning in Fall 2017, is also now divided into multiple sections taught by the Director creating closer engagement between the Director of the SoA with the incoming first-year students. As projected numbers of students have leveled off, the SoA has become further able to dedicate studio space to making resources and pin-up review areas. Within the Ruggles design studio there are dedicated rooms for 2D & 3D printing, laser cutter rooms, and a maker/craft area, as well as expanded pin-up review facilities, which support both paper-pin-ups and digital projections. The SoA has also established a satellite pin-up room, with projectors in Ryder Hall (Room 242). The SoA is currently planning the installation of a model photography station in the Ruggles design studio, slated for installation in Spring 2018. Finally, the University has also been developing further making and production resources for students. At the library this includes significantly improved plotter facilities as well as the Digital Media Commons, which includes digital fabrication equipment and monitors that help utilize the equipment. CAMD has also been centralizing the shared resources across the creative disciplines through the opening up of media studios for digital arts, media and screen studies, and audio recording studios for use across the various departments.

For further discussion of reliable equipment and shop/printing facilities please refer to § 1.2.2 Physical Resources where there is a detailed description of the SoA advancements since the previous visit. Finally, please also reference § 1.2.2 Physical Resources & § 1.2.3 Financial Resources where the SoA outlines the substantial \$3M renovation made to the Ruggles Studio.

Visiting Team Report [2012]: ***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.*

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

Perhaps the most significant change in the last five years of the program has been growth, namely the added tracks of study and focus areas as well as increased diversity of faculty research areas that have been brought into the program. In 2012 the SoA had just launched the Urban Landscape and Sustainable Urban Environments (SUEN) programs. Since that time, these programs have helped bring in a new cohort of full-time faculty: Jane Amidon, Dan Adams, Nick Brown, Scott Bishop, Helen Kongsgaard, as well as new associated part-time faculty that have infused landscape systems, site design, resilience and sustainability practices into the curriculum (including for Architecture students). Additionally, new faculty including Cammy Brothers, Ricardo Camacho, and Christian Hedrick have brought in added areas of global study through their work with Architecture of the Mediterranean and Gulf Region. New faculty

Paxton Sheldahl and Ang Li, have brought new research and focus on fabrication and material studies, which has helped contribute to the expansion of facilities described above.

These additions, have in no way detracted from the core professionally grounded studies of our Architecture students, but instead has added significant range to their knowledge of global architectural practice and allows the students to chart more focused, yet well-rounded, courses of study.

Please also see § 1.2.1 Human Resources and Human Resource Development where the SoA outlines the many areas of improvement and development with regard to human resources in support of students and faculty. As the program has become more dynamic and diverse, so too has the administration of the program needed to become more layered to keep pace with all the areas of growth and increased options. The SoA has recently enacted a new administrative organizational chart to clearly articulate a shared governance structure to the program. Additionally, the SoA has added a much-needed Administrative Assistant to help distribute the administrative responsibilities, which has been a great benefit to the SoA. This has allowed us to have a much more reasonable scope of responsibilities for each staff person, and therefore, a better functioning School. The rough breakdown of responsibilities is as follows:

Mary Hughes, Administrative Officer: Budget management; Supervise Admin Asst. and student staff; Special Events and Projects; Marketing + Communication; Graduate Programs Coordinator.

Kate Zephir, Administrative Assistant: Office administration; Personnel/Hiring; Scheduling/Calendar; Communications; Facilities Management; Registrar management; Undergraduate programs liaison.

Team Report [2012]: *“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.”*

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

The SoA Studio Culture Policy has been updated since the 2012 accreditation visit in collaboration with both students and faculty members. This policy is posted online and is accessible to the whole community: <http://www.northeastern.edu/camd/architecture/community/students/facilities/studio-culture/>. The Studio Culture Policy is periodically reviewed and discussed at a large scale of the full School of Architecture student body at our “Town Hall” meetings, and at a small scale of our Student Advisory Council, which is an advisory and liaison group between the students, the faculty and the Director. The Studio Culture Policy is also reviewed between the Director and entering first year students in the Introduction to Architecture course ARCH 1000.

Visiting Team Report [2012]: *“D. Diversity: Lack of measurable outcomes/improvement among faculty and students; no change on the horizon.”*

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

The diversity of the student body at the School of Architecture has increased, especially with the increased proportion of international students. We have students from around the world with particular concentrations of students from China, the Middle East and Latin America. 33% of our students now identify as “nonresident aliens.” The female student population has increased substantially to the female-to-male ratio of 57 to 43. The percentage total of domestic minority students has remained almost constant at 18%, with a slight increase. Although the undergraduate admissions is still managed centrally at the upper levels of the University, the SoA has embarked on a robust effort to recruit a more diverse student body for both the undergraduate and graduate degree programs. For example, both the former and current Directors have consistently participated in college recruitment fairs in urban centers, including Chicago, New York, Philadelphia, and here in Boston.

In terms of the faculty, it has grown since the 2012-accreditation visit. There are now 21 full-time faculty members, 14 of whom are tenured or tenure-track faculty, and 7 of whom are full-time non-tenure-track. The gender ratio for full-time faculty is now 7 women, or 33%, and 14 men, or 67%. Sixteen of the faculty members are white, three are Asian, one is Latina/o.

The SoA is committed to achieving a more balanced gender distribution, as well as racial and ethnic diversity. Since 2016, the SoA has made five full time hires; 60% have been women. The SoA will continue to expand its efforts to solicit applications from, and successfully hire, new faculty who are Latina/o and African-American. To help support search committee efforts, to broaden the pool of applicants for faculty positions, all members of a faculty search committee are required to attend a "Gender and Diversity Workshop" at the University center called the Advance Office of Faculty Development.

Visiting Team Report [2012]: "***E. Governance/leadership:** The rudder of the school is tightly held by Director George Thrush-- new structure and substantial growth demand a different model.*"

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

The governance of the School has evolved considerably since the 2012 accreditation visit. We have established a strong Curriculum Committee and we have devised processes that involve the full faculty for any curricular transformations. This has been an excellent tool to ensure that no single ideological position can be exerted at the expense of other critical pedagogical agendas in the curriculum. As described in § I.1.1, the SoA has recently undertaken to reorganize the administrative structure of the School. The SoA is still in the process of formally ratifying a new set of roles and responsibilities, so the documents included here are identified as draft, though the outlined structure is what is currently in place for the operations of the School. As seen in these documents, the SoA is committed to a shared governance model of administration, incorporating faculty participation at every level and every dimension of the School's operations. See also § I.2.5 Administrative Structure & Governance where new developments in SoA are underway.

Visiting Team Report [2012]: "***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.*"

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:

Students have become more actively involved in the governance of the School of Architecture since the 2012 visit. The SoA holds regular "Town Hall" meetings with the students to discuss the mission, governance and curriculum of the School. We have also established a series of student groups that have been very effective in connecting with the faculty, staff and director. These include a Student Advisory Council where a representative group of students meets regularly with the faculty and the Director to discuss a full range of issues similar to the list of items discussed at the Town Hall meetings. The faculty takes the feedback they receive from the students very seriously, and this feedback has generated curricular changes and other initiatives in the School, for example the recent efforts to provide greater options and choice in the focus areas of the design studios. There is also a very active AIAS chapter that is welcome to, and often does, communicate with the faculty and Director on a range of issues. The faculty also takes seriously the feedback received from the 2012 NAAB VTR report about the administrative organization of the SoA. Since that visit, the administrative structure has been significantly re-organized in order to more systematically and thoroughly engage the faculty in administrative decisions. The SoA anticipates that the reallocation of responsibilities will better engage the faculty in collective discourse and meetings moving forward. Please refer to § I.2.5 Administrative Structure & Governance for further explanation of the new administrative structure of the program.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Full Time Faculty

Tenured Faculty

Professor Jane Amidon,
Professor Xavier Costa,
Professor George Thrush,
Associate Professor Dan Adams,
Associate Professor Cammy Brothers,
Associate Professor Amanda Reeser Lawrence,
Associate Professor Tim Love,
Associate Professor Lucy Maulsby,
Associate Professor Ivan Rupnik,
Associate Professor Gavin Shatkin (75% Public Policy & Urban Affairs) & (25% SoA),
Associate Professor Peter Wiederspahn,
Associate Professor Shuishan Yu

Tenure Track Faculty

Assistant Professor David Fannon; third year review 2016-17,
Associate Professor Kristian Kloeckl, (75% Art + Design) & (25% SoA),
Assistant Professor Michelle Laboy, third year review scheduled for 2017-18,
Assistant Professor Ang Li, third year review scheduled for 2020-21,

Non-Tenure Track Faculty

Associate Teaching Professor Nicholas Brown,
Associate Teaching Professor Sam Choi,
Assistant Teaching Professor & Facilities Coordination Paxton Sheldahl,
Assistant Teaching Professor & Student Faculty Adviser Michael Smith,
Professor of the Practice Scott Bishop,
Visiting Assistant Teaching Professor Helen Kongsgaard,
Visiting Assistant Teaching Professor Ricardo Camacho,

CO-OP Adviser:

Associate Co-op Coordinator for Architecture Lynn Burke,

Part Time Faculty

Fall 2015

Arnold, Matt
Bode, Claudia
Brown, Matthew
Chase, Nina
Crandell, Gina
Easler, Michael
Evans, Jonathan
Eversole, Britt
Garcia, Charles
Grogan, Michael
Haouzi, Chana
Hedrick, Christian
Iordanova, Stani
Kao, Wileen

Kearsley, Ann
Lee, Amanda
Legreze, Kennan
Littell, Matthew
Mans, Jacob
McKeller, Erin
Mesa, Olga
Meves, Cullen
Middleton, Blake
Mokwete, Killion
Moreau, Lee
Murfield, Adam
Noyman, Ariel
Orwig, Tim
Perez-Ramos, Pablo
Royce, James
Rukamathu, Mark
Samuels, Fallon
Senkier, Ryan
Todd, John
Tuzzolo, Greg

Spring 2016

Adams, Marie
Baranski, Mark
Crandell, Gina
Espanda, Natasha
French, Jenny
Grogan, Michael
Hansen, Andrea
Haouzi, Chana
Illia-Sheldahl, Silvia
Kearsley, Ann
Kao, Wileen
LeBlanc, Michael
Mans, Jacob
Mesa, Olga
Meves, Cullen
Middleton, Blake
Moedinger, Marilyn
Mokwete, Killion
Murfield, Adam
Noyman, Ariel
Orwig, Tim
Peek, Benjamin
Pierce, Matt
Rukamathu, Mark
Samuels, Fallon
Shiles, Bryan
Todd, John
Whidden, Rebecca

Fall 2016

Brown, Matthew
Crandell, Gina
Garcia, Charles
Grogan, Michael
Haber-Thompson, Lisa
Hale, Mary
Haouzi, Chana
Heimarck, Heather
Hess, Kelley
Kearsley, Ann
Kao, Wileen
Kostaras, James
Kurlbaum, Ryan
Legreze, Kennan
Lipschitz, Charlotte
Meves, Cullen
Mokwete, Killion
Munn, Jeremy
Murfield, Adam
Orwig, Tim
Peek, Benjamin
Rukamathu, Mark
Todd, John
Tuzzolo, Greg
Whitesides, Amy

Spring 2017

Baranski, Mark
Crandell, Gina
Espada, Natasha
Grogan, Michael
Haouzi, Chana
Heimarck, Heather
Illia-Sheldahl, Silvia
Kearsley, Ann
Kao, Wileen
LeBlanc, Michael
Meves, Cullen
Munn, Jeremy
Murfield, Adam
Peek, Benjamin
Riseman, Seth
Rukamathu, Mark
Senkier, Ryan
Tarkhan, Nada
Whitesides, Amy
Yazdanseta, Arta

Administration

Administrative Officer Mary Hughes
Administrative Assistant Kate Zephir

Academic Advising

Academic Advisor Valerie Falasca
Academic Advisor Alisa Sisson
Academic Advisor Jocelyn Faber

Faculty knowledge in the changing demands of the discipline, practice and licensure- The SoA faculty keeps a finger on the pulse of the broader design community by continually engaging in deep and diverse ways with the study and creative practice of architecture. The faculty advances their knowledge of the discipline³⁰ through constant participation with:

Academic forums:

Conferences, lectures, journals, books

Professional forums:

Design practices, design reviews, community meetings, professional organizations and affiliations

Institutional forums:

Design competitions, award juries, exhibitions, biennales and publishers

Some detailed examples include:

Interim Director / Associate Professor Daniel Adams is a Founding Partner of the design firm Landing Studio, which was recently recognized with a 2017 AIA National Honor Award for Urban and Regional Design of the Rock Chapel Marine Project.

Professor Jane Amidon is author of several seminal books on landscape architecture and is currently finalizing a book on the works of landscape architect Dan Kiley.

Professor of Practice Scott Bishop is the Founder of Bishop Land Design (BLD) which is undertaking landscape design projects across the US, including a design for a floodable esplanade park on the riverfront of Grand Rapids Michigan.

Associate Professor Cammy Brothers is currently preparing her book 'The Architectural Legacy of Islamic Spain' for publication.

Associate Teaching Professor Nick Brown recently completed and published, in book and website, a documentary project to record the appropriation of a specific Native American name 'Black Hawk' in contemporary developments in the upper Midwestern United States.

Visiting Assistant Teaching Professor Ricardo Camacho runs design practices in both Portugal and Kuwait and recently completed design and construction administration for the 20 Hectares Ali Shaheed Park in Kuwait.

Associate Teaching Professor Sam Choi was a project manager for several renowned and awarded design projects in the Boston region, and today is working on design detailing of residential architecture.

³⁰ For faculty expertise areas see: https://www.dropbox.com/s/w4dw29l7tzt056g/NAAB_2017_facultyexpertise.pdf?dl=0

Professor Xavier Costa has recently been appointed Council Member of the Academia Europaea in London, has served as advisor to the Aga Khan Foundation in Geneva and the Pritzker Award in Chicago.

Assistant Professor David Fannon, Assistant Professor Michelle Laboy and Associate Professor Peter Wiederspahn were recently selected to receive the 2017 Latrobe Prize from the AIA for their collaborative study of "Future-Use Architecture".

Associate Professor Kristian Kloeckl recently ran a collaborative design studio between Northeastern and Stanford University on the relationships between the design of workplaces and the creation of the public realm in cities.

Assistant Professor Ang Li has recently exhibited her design and installation work at the Echo Art Fair in Buffalo New York, the 2013 Lisbon Architecture Triennale, and the Storefront for Art and Architecture in NYC.

Associate Professor Amanda Reeser Lawrence is a founding editor of the Praxis Journal of Architecture and was an editor of the catalogue for the US Pavilion of the 2014 Venice Architecture Biennale.

Associate Professor Tim Love is a Founding Partner of the design firm Utile, which employs over forty designers in Boston, and is the lead consultant on developing the Imagine Boston 2030 Master Plan as well as the Envision Cambridge Citywide Plan.

Associate Professor Lucy Maulsby published a book on the fascist architecture of modern Milan in 2014 and is currently continuing that investigation with a book on the legacy of fascism in the architecture of post-war Italy.

Associate Professor Ivan Rupnik is completing work on a book for release in October 2017 on the impacts of the oil industry on the urbanization of Baku, Azerbaijan.

Associate Professor Gavin Shatkin has received several recent grants to support his study of the real estate implications and land management of mega-projects in Asian cities.

Assistant Teaching Professor Paxton Shedahl is a founding partner of design firm BOS/UA which was recently awarded with a 2017 Boston Society of Architects Small Firms Design Award for their design of Health Yoga Life.

Assistant Teaching Professor Michael Smith is a founding Principal of rukamathu.smith LLC a design/fabrication studio experimenting with materials and fabrication techniques through architectural installations.

Professor George Thrush was recently engaged as an urban impact specialist, to analyze and present to neighboring community groups about the environmental impacts of a major waterfront tower development in Boston.

Associate Professor Shuishan Yu is a published expert scholar on the modernization of Chinese Architecture and is focusing his current research on collecting case-studies of historical streets in China. Earlier, he was an architect in the Ministry of Architectural Design in Beijing.

For a detailed list of past and projected faculty research, scholarship and creative activities by full-time instructional faculty since the previous NAAB visit please see:

https://www.dropbox.com/s/qx1pp400y8lryb5/NAAB_2017_facultycreativeworks.pdf?dl=0

https://www.dropbox.com/s/8t7h2rrj1mjmprh/NAAB_2017_facultyintellectualcontributions.pdf?dl=0

Full Time Faculty Promotions since 2012 NAAB Visit:

Daniel Adams, Interim Director & Associate Professor, SoA:

2012 - Assistant Professor, SoA

2016 - Promoted to Associate Professor with Tenure, SoA

2017 - Interim Director, SoA

Jane Amidon, Associate Dean for Graduate Programs and Research, CAMD & Professor, SoA:

2012 - Professor and Director of Urban Landscape Program, SoA

2013 - Promoted to Associate Dean for Graduate Programs and Research, CAMD

Lynn Burke, Associate Co-op Coordinator for Architecture:

2012 - Assistant Co-op Coordinator for Architecture, SoA

2015 - Associate Co-op Coordinator for Architecture, SoA

Sam Choi, Associate Teaching Professor, SoA:

2012 - Academic Specialist, SoA

2015 - Associate Teaching Professor, SoA

Michelle Laboy, Assistant Professor, SoA:

2012 - Lecturer, SoA

2014 - Promoted to Assistant Professor, SoA

Amanda Reeser Lawrence, Associate Professor, SoA:

2012 - Assistant Professor, SoA

2016 - Promoted to Associate Professor with Tenure, SoA

Lucy Maulsby, Associate Professor, SoA:

2012 - Assistant Professor, SoA

2015 - Promoted to Associate Professor with Tenure, SoA

Ivan Rupnik, Associate Professor, SoA:

2012 - Assistant Professor, SoA

2015 - Promoted to Associate Professor with Tenure, SoA

Gavin Shatkin, Associate Professor, School of Public Policy and Urban Affairs (PPUA) (75%) & SoA (25%):

2012 - Associate Professor, School of Public Policy and Urban Affairs (75%) & SoA(25%)

2013 - Promoted to Director of the Asian Studies Program (PPUA)

2014 - Promoted to Director of the Masters of Urban and Regional Policy Program (PPUA)

Student support services- Students in the CAMD are assigned an academic advisor based on their major and an alpha-split based on their last name. Students from the SoA (including B.S. Arch., B.S. Arch. Studies and B.L.A. in Urban Landscape) are split amongst three advisors, each who have a caseload of approximately 350 students each across their assigned majors (including other majors in CAMD). The office also has a Student Persistence Specialist to offer additional support to students who may be struggling academically or otherwise. Advisors support students identify and enroll in courses to fulfill their degree track including fulfilling NUPath content distributions as outlined by the University.

Academic advisors are available to students for pre-scheduled half-hour appointments, as well as walk-in hours. The Student Support Services office requires that students meet with their advisor twice throughout their academics: once during their first semester and once within their last year of study to ensure that they are clear to graduate. Students can opt to see their advisor as many times in addition to that, which the student or the advisor can either initiate. Many students meet with their advisor to discuss

planning, additional student abroad options and minors, in addition to any other questions they may have. The advisors also act as the first stop for students who may need a referral to a different office on campus.

Students are also supported through the aforementioned FACT, where a faculty member can notify the academic advisor if a student appears to be struggling in a course. The advisor will then get in touch with the student and sometimes require that the student schedule an appointment to meet with them to discuss any issues they are facing. Depending on the severity of the issue, the student may be referred to the Student Persistence Specialist.

Architect Licensing Advisor- Lynn Burke is the Architectural Licensing Advisor for the SoA. She attends the yearly Licensing Advisors Summit (LAS) each July – August and just recently returned from the LAS in Chicago. In addition to summits and conference, she participates in LAS webinars throughout the year. A majority of the career guidance and placement for co-op comes from Lynn. We also have a dedicated International co-op advisor in CAMD, Kellianne Murphy.

Students are required to enroll in a one-credit co-op prep course in their freshmen year and Lynn is the dedicated instructor. This is a 15-week course that focuses on the preparation for co-op and it is architecture specific. To compliment the course, each November Lynn invites a member from NCARB in Washington, D.C. to come to campus and speak to our students about The Architectural Experience Program (AXP). Furthermore, she reinforces that talk with a full class dedicated solely to the AXP process. Beyond the course and throughout the academic year she sets up indepth meetings with all of our students before they go out on co-op. During these meetings she tirelessly works with them on resume, portfolio, goals they would like to achieve on co-op, and the location where they would like to work. Armed with this knowledge, she facilitates the placement of architecture students in appropriate co-ops, both locally and throughout the US. This includes both our undergraduate and graduate students. Once the student makes it to their co-op her decication continues. She monitors the realtime 'reflections' that occur during co-op, as students are required to write learning objectives and answer reflection questions throughout their co-op experience. Finally, she has also been known to visit students on co-op sites when and where appropriate. When students reach their senior year (or have already graduated) they continue their journey, utilizing the Career Services Development Office in the Stearns Building.³¹

For a description of the financial resources available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources see § I.2.3 Financial Resources.

Faculty Advisor- Michael Smith is the dedicated faculty advisor for Undergraduate SoA students in the B.S. Arch. and B.S. Arch. Studies degree tracks. Mary Hughes is the advisor of M. Arch. I, II & III degree tracks. These advisors are located in the main administrative offices of the SoA, Ryder Hall Room 151. They are available to students by appointment. These advisors support students providing advice and mentoring relative to specific programs in the School. They consult with students to identify classes and areas of study to fulfill specific interests and needs. They also liaison with College academic advisers who manage students' course enrollment to ensure degree requirements and GPA concerns for continuation in the program. They review course waiver requests and transfer credit as necessary for incoming students. And finally, they liaison between faculty and students regarding grade concerns and disputes.

Study abroad in Berlin services- The staff of the Berlin Program consists of an Academic Director (who also teaches two of the required courses: History and Seminar), a Program Coordinator, an Assistant Coordinator, two Student Assistants, a Studio Coordinator (who also teaches design), an additional Studio Instructor, two Teaching Assistants (for History and Seminar), and two German Language Instructors. The students take four required courses each semester: Design Studio; History; Seminar; German Language. The Program Coordinator is responsible for all non-academic aspects of the program (orientation; housing; payments; student concerns and safety; travel arrangements; visas; etc.). Students

³¹ <https://www.northeastern.edu/careers/>

are provided with a public transportation pass for all travel within Berlin for the duration of the semester. The students travel frequently on program-sponsored trips, including overnight excursions within and beyond Germany lasting two to six days, and for these excursions the coordinators arrange the means of travel and accommodations in advance. The academic staff offers advice on co-op internship placement in Germany, and the Program Coordinator provides help and advice on student safety and welfare throughout the semester.

In addition to the academic support services in Berlin, the Global Experience Office provides a number of helpful resources for students' transition to Berlin³²:

Pre-Departure support:

- Walk-in, appointment or remote advising available with a GEO Coordinator
- On-going email, phone and advising support via a GEO Coordinator
- Visa advising and guidance available via appointments or remote advising with a GEO Mobility specialist
- Application and additional pre-departure support provided from an IES Abroad Coordinator based in Chicago
- Two pre-departure orientations held by a GEO Coordinator and GEO Mobility Specialist the semester prior to departure for the specific semester cohort
- GEO health and safety orientation
- GEO pre-departure orientation

In-country support:

- An IES Resident assistant support person for the CAMD Berlin Architecture student group
- A semester schedule of cultural events *see Berlin document for overview
- Connection to local industry in Berlin to explore co-op opportunities

Return support:

- Program evaluations
- Re-entry events with a focus on leveraging your study abroad experience for professional development and career goals

³² See: https://www.dropbox.com/s/rb9xn7l40ngxo87/IES%20Berlin%20Pre-Departure%20Info%20Package_FA2017.pdf?dl=0 for more detailed information on GEO.

I.2.2 Physical Resources

General Description of physical resources assigned to the program- Physical space has always been a challenging factor for the SoA. The SoA is located in the heart of Boston, where real-estate is in short supply and continually competed for. But, the SoA has worked diligently to respond to student and faculty needs and expand upon, and improve available space and resources. The SoA originally secured a studio space in the Ruggles MBTA station in 2000 and the program subsequently underwent its NAAB candidacy visit. Now, 17 years later, it has expanded twice, from the original 6,000 SF, to about 11,000 SF and now to its newly renovated full capacity at 15,700 Gross SF. Though the school has roughly 310 total enrolled students with 282 dedicated studio desks, the Ruggles Studio serves only +/- 70% of that size 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. It is an intelligent balance of available resources and strategic planning to maximize the studio experience.

The Ruggles Studio

This is the epicenter of design aspects of the program with dedicated studio desks for students complimented by a new 24/7-card swipe access. Each studio space also has 1 or 2 additional desks that are dedicated as studio work surfaces for activities such as making and reviewing group site models. The studio is a continuous single-space under one roof, which thoughtfully supports cross-pollination across programs, years and degrees. Architecture students are side by side with landscape architecture students; graduate students are side-by-side with undergraduate students. Students and faculty benefit from the transparent visual and auditory environment, fostering an energetic exchange of information.

The studio is located inside one of Boston's largest multi-modal transit hubs, which supports Commuter Rail, Subway, Bus, and Bike-Share facilities. This is a great resource for our students who are therefore able to rapidly come and go from the studio and the campus, on site visits, mapping exercises, and job interviews. Similarly, faculty and outside design critics are also able to easily access the campus for teaching and design reviews. This transit connects our activities to the city.

Four dedicated Critique Spaces throughout the studio craft an atmosphere conducive to the architectural critique and compliment the studio desks. The Critique Spaces are outfitted with both pin-up boards as well as digital projectors, to allow either printed or digital presentations. The SoA maximizes the duality of their informal and formal presentation capabilities to further compliment the workspace. For example, when a formal review is not in session, many studios use these Critique Spaces for informal project reviews, studio-wide presentations and design conversations. In the evenings students use the Critique Spaces for charettes, software tutorials³³, model making and general studio socializing. During mid semester and final studio critiques these spaces support public viewing (local professionals, policy makers and fellow academics) of the ongoing work.

Maker & Support spaces in the studio provide additional physical space in support of the program. The current amenities include:

1. Laser Room – provides access for all students to laser cutting and etching resources. The SoA has (4) dedicated laser cutters³⁴ to assist in student model production. In addition to the machines the program has a dedicated faculty member who provides support to a wide-ranging group of student assistants.³⁵
2. 2D Print Room³⁶ – Provides in-house 8.5 x 11 and 11 x 17 color and black & white printing capabilities. Large scale plotting is available to students at the DMC in Snell Library. See § I.2.4 Information Resources for more information on the Snell Library resources.
3. 3D Print Room – Provides plastic extrusion 3D printers for all students.

³³ <https://camd.northeastern.edu/architecture/software/>

³⁴ <https://camd.northeastern.edu/architecture/laser-cutter/>

³⁵ <https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2015/10/Laser-Cutter-General-Information.pdf>

³⁶ <https://camd.northeastern.edu/architecture/printing/>

Proposed amenities include:

1. Photo Documentation Station – a new space to have multiple backgrounds and studio type setups / lighting to provide a place for student documentation of their work.
2. Workshop Area – a new space with (4) individual workstations created for students to have a space to construct larger models outside the confines of their studio space.

The Berlin Studio

The main facility of the Berlin Program, founded in 2011, is currently situated in the Berlin district of Schöneberg at Crellestrasse 21. It occupies loft spaces on two floors (approximately 5,380 SF) of a renovated brick commercial building originally built in 1890. Generous courtyards inside the block, hidden from the street, bound the program spaces on two sides.

One floor is devoted entirely to classroom and exhibition space, with two classrooms of different sizes, a large lecture hall, a combination student kitchen/dining room, a student lounge, and separate bathrooms for men and women. The two classrooms and the lecture hall are equipped with digital projectors, screens, audio equipment, pin-up boards, and flexible seating (tables and chairs) for up to sixty students.

The second floor, directly above the first and nearly identical in size, is occupied by an expansive open-plan studio (atelier) naturally lit from two directions, with an adjacent Program Coordinator's office, a staff kitchen/dining room, and separate bathrooms for men and women.

The studio is equipped with work stations (adjustable desks, lamps, and swivel chairs) for up to forty-five students, a bank of student storage lockers, a sofa and picnic table, extra work tables for models and drawing materials, a student PC computer station, and a commercial standard printer/copier. The Program Coordinator's office is equipped with two permanent workstations with a PC and an Apple computer, a color printer/copier, and additional book and material shelving for the student library.

Access to each floor is achieved using electronic, computerized, time-controlled key fobs on the main doors. Both floors have their own storage rooms, linoleum floors, two means of egress (separate escape stairs), and electricity provided by 100% renewable energy. Both floors are accessible from the ground by an elevator. The Crellestrasse 21 studio is within walking distance of all forms of public transportation, print shops, restaurants, and grocery stores along the busy Hauptstrasse.

Most students are accommodated in a student dormitory called Spreepolis, completed two years ago in the Berlin district of Oberschöneweide, and they commute to the studio by S-Bahn. The dorm offers single and double rooms and suites with kitchens. It also houses a cafe, fitness room, and a roof terrace. Primarily German students, of the nearby Hochschule für Technik und Wirtschaft, also use the building. Some NU students choose not to live at Spreepolis, and instead they are placed in homestays around the city.

Ryder Hall

Ryder Hall is the central administrative headquarters, classroom building and media lab space for CAMD and the SoA. The SoA's central administration is located in Ryder Hall room 151. This space includes the office of the Director, Administrative Officer and Administrative Assistant, as well as the offices of the principal SoA Academic Advisers for the BS. Arch and M. Arch program. The close proximity of these administrative leaders allows for quick and constant dialogue. CAMD's central offices, including the office of the Dean and Associate Deans as well as the offices of development, marketing and enrollment management, are all in very close proximity to the SoA main office in Ryder Hall. This proximity helps create a collegial working relationship across all parties, as well as the main offices of other creative disciplines like Art + Design, Music, Theatre, Journalism and Communications.

Nearly all faculty offices are also housed in Ryder Hall. All tenure/tenure-track faculty receive individual offices in Ryder Hall, primarily clustered in close proximity on the 3rd and 4th floors. The clustering of these

offices allows these faculty easy access to each other for collaboration on projects or discussions of academic affairs. Offices are typically large enough to not only support an individual workstation, but also a small meeting table to meet- with advise students. Non-tenure track full-time faculty have offices in Ryder Hall as well as Holmes Hall. Offices for non-tenure track faculty are often shared between two faculty members, though some are solo offices. There is also a shared office for part-time faculty inside of Holmes Hall.

The hallways outside of 151 Ryder Hall have also recently been allocated as official SoA exhibitions areas. The SoA recently created the role of an Exhibitions Resource Manager hand has received a preliminary budget allocation from CAMD to install exhibition support infrastructure in these hallways. These improvements will be implemented for the beginning of the Spring 2018 semester.

Ryder Hall supports many of the seminar courses of the SoA as well as CAMD more generally. Classes of various sizes are consistently outfitted with chalk and dry-erase boards as well as digital projection equipment. The classrooms are centrally reserved in a University wide calendar for classes of various sizes. CAMD divisions like Music, Media and Screen Studies, Photography, Art + Design, Game Design and Journalism all maintain Media Labs as well as trained support staff or faculty dedicated to studies with these resources. These Media Labs are accessible to SoA students that might register in associated electives or seek special use after training with the resources. Such Media Labs inside Ryder Hall as well as nearby Shillman Hall include: digital photography labs, recording studios, video production studios, music practice rooms, and computer labs. Additionally, CAMD maintains a fleet of borrow-able audio/video/photography/virtual-reality equipment that can be integrated into architecture courses orborrowed by students to undertake projects following specific equipment training.

NU Campus

The UniversityCampus provides ample opportunities for larger meeting spaces, lectures, and library access. There are large lecture halls, many which have been recently renovated, which the SoA uses for large classes as well as the SoA evening lecture series, in West Village F and Churchill Hall, and most recently in the new Interdisciplinary Science and Engineering Complex (ISEC). Additionally, the SoA has classes of different size take place in many other buildings across campus. The SoA is also supported by numerous additional administrative functions located across campus. For example the CAMD wide Academic Advising and Persistence Specialists that support the SoA are located in Meserve Hall.

Snell library also support the SoA with their Digital Media Commons DMC. This resource has multiple 3D printing output resources, additional laser cutting and large format printing. Additionally, the Library maintains a Geographic Information System (GIS) Lab and supports a dedicated GIS specialist that provides tutorials and in class sessions for students. GIS is becoming increasingly incorporated as fundamental software in numerous SoA courses. See § [1.2.4 Information Resources](#) for more information on the Snell Library resources.

Lastly, being a R1 Research University, Northeastern has innumerable dynamic resources distributed throughout the Boston campus and beyond. In the Boston campus, the Engineering and Science programs maintain labs in numerous buildings, which SoA students can engage with through Minors or electives. Beyond the Boston campus, the Kostas Research Institute for Homeland Security in Burlington MA is currently transforming an old auditorium into an indoor drone test facility which will be connected via tunnel to a large outdoor netted drone facility for both indoor/outdoor drone control systems testing. Similarly, in Nahant MA, the Marine Sciences Center maintains extensive coastal laboratories to support studies of urban impacts on aquatic specimens. All of these resources are available to faculty and students that seek them out. Many of our faculty have dual appointments with such other divisions.

Completed construction- In the summer of 2016, Northeastern University performed a substantial renovation to the Ruggles Studio space to address some deficiencies:

- Supplemental baseboard heat was added at the glass perimeter to enhance comfort.
- The electrical system was upgraded to provide more service for additional laser cutters as well as better distribution at the desk space.
- Additional lighting was provided to create better pinup space as well as lighten up darker areas of the studio.
- Substantial waterproofing to the building structure was performed as well as a new gutter was installed to reduce & divert water infiltration from the above busway.
- Storefront glass sections were replaced where gaskets had previously failed.
- Structural repair work was performed on the building's structure.
- A student kitchenette zone was added with a microwave, hot & cold water dispenser and new vending machines.
- Additional storage was provided for materials, models and other miscellaneous studio items.
- A new Maker Space with laser cutters & 3d printers was built with dedicated exhaust and appropriate electrical services.
- The existing laser cutter room was reconfigured into a larger, consolidated 2D printer room.
- A new, graphically branded entrance was built with integrated physical security personnel as well as a new locking system controlled by student ID cards. This also included a new physical entry door to the studio.

Proposed upgrades- In response to continuous student feedback the SoA is currently exploring the permitting requirements and physical systems upgrades (architecture, MEP) to install a recirculating spray booth in the studio for 24/7 student use. The permitting is complex and both the initial and yearly operating costs are expensive. In addition to the spray booth, the SoA is in the early schematic stages of exploring the costs and implications of providing a small roof enclosure outside the studio for overhead protection. This would be a protected space for all students to work outdoors while performing tasks such as mixing concrete, painting, large-scale model assembly and other tasks yet to be determined.

For detailed plan drawings of the above-mentioned spaces please see the folder:
<https://www.dropbox.com/sh/6649bvy4g42spna/AAB2VaJvWYmZiYDM573ftqaQa?dl=0>

I.2.3 Financial Resources

Institutional Process- The University utilizes an annual budget model. Each of the colleges prepares an annual budget proposal that eventually, through negotiation, gets approved by the University. That budget is based on estimates of our revenues and expenditures for each academic department including the School of Architecture (SoA). As revenues are managed at the college level, departments like Architecture are treated as cost centers. Similar to the process that the College (CAMD) goes through with the University, the SoA provides the college with an annual budget proposal, which is reviewed and negotiated at the college level.

Expense Categories- The fiscal year for the University runs from July 1 - June 30. Each fall the department prepares a proposed budget for operating expenses for the following fiscal year. The department solicits requests from faculty and reviews current and past expenditures and uses this information for the basis of its proposed budget for the next year. The College then evaluates this request, looks at historical spending, new initiatives, and departmental growth to determine a final budget.

Capital requests are handled separately. There is call for capital requests annually from the dean's office in the early fall. These requests are not part of the operating budget and are meant to be one-time requests for things such as equipment or renovations.

The School of Architecture's operating budget supports all activities from office expenses to student events. The department has discretion over the budget as well as fixed expenses such as Faculty Development (\$28,000) and Institutional Memberships (\$12,800), which are requirements.

The School of Architecture has increased its presence at various architecture-focused recruiting events. The costs related to those activities (\$6,950) are absorbed into the operating budget.

For the upcoming fiscal year (FY18), the School has received an operating budget of \$101,410. The fixed costs listed above total \$44,750, which leaves \$56,660 for all remaining expenses. Out of these remaining funds, the following things will be purchased or supported:

- Facilities/Equipment: maintenance + service of studio equipment plus related supplies and parts.
- Office expenses: all expenses related to running the School including supplies, postage, photocopying, and computer accessories
- Teaching tools: expenses related to classroom/lab teaching supplies
- Catering: food for meetings + assemblies as well as for events such as the Annual Student Award Reception and the Commencement Reception
- Lecture Series: all expenses related to hosting an on-campus lecture series
- Field trips/site visits: including freshmen field trip to NYC
- Administrator travel to annual ACSA Administrators Conference
- Support for student group activities including printing, food, tools, design/build expenses
- Review expenses (catering, parking, honoraria)

Revenue Categories- The School of Architecture has discretion over the following accounts:
Architecture Advisory account (#687441)

This account holds dues collected from the members of the Architecture Advisory Council (AAC).³⁷ Members pay annual dues of \$2,500 either in January or July. Additionally, gifts from individual Advisory Council Members are deposited here. Funds have been used to sponsor activities of the council (semi-annual meeting expenses), as well as support SoA student initiatives. Some of the items supported by this budget include awards for the 2015 Ryder Hall Canopy Contest, the purchase of a laser cutter, and funding for a student run publication.

³⁷ <https://camd.northeastern.edu/architecture/community/advisory-council/>

Current Balance: \$130,044

Architecture Discretionary Account (#644211)

This account holds donations made to the SoA as a result of outreach by the College and University development personnel. Alumni, the families of current and former students, and gifts made by organizations, have all donated to this fund. Some of these funds have restrictions for specific use. Funds in this account have supported activities of our student groups.

Current Balance: \$38,012

Landscape Architecture Discretionary Account (#365487)

This account is similar to the Architecture Discretionary Account, but with a focus on the Bachelor of Landscape Architecture (BLA) in Landscape Architecture Program. This is a relatively new account with a low balance so no funds have been dispersed from it at this time.

Current Balance: \$1,500

Husky Print Account (#300164)

This account holds income received for student printing expenses in the Ruggles Studio. The funds collected are all channeled back into printing supplies for the printers in the studio space. They are also used to periodically upgrade the printers.

Current Balance: \$6,378

Architecture Graduate Studio + Research Accounts

The following accounts hold funds that were raised specifically to support the activities for the Graduate Research Studios (Arch 7130/40). Donors were mainly industry partners.

CVS Funding	(#687510)	\$25,000
Grad Research Studio	(#365462)	\$26,264
Workplace in the City	(#386421)	\$50,736

Scholarship, fellowship & grant funds- Funding and fellowships are offered to students and faculty alike through numerous available programs available through the University, College and SoA. Below is a list of the programs that are readily available, with recent levels of funding for SoA faculty appropriately noted.

Faculty: University Level Funding

For faculty, the University provides ample support on the pre-award side including proposal writing and outreach to potential funders, and on the post-award side via the Office of Research Administration (ORA) and Finance.

Specific internal grant and fellowship programs geared toward faculty include:

Provost's Tier 1: Seed Grant/Proof of Concept Program³⁸

Up to \$50K awarded annually to interdisciplinary teams through a competitive submittal process. Recent SoA faculty recipients include: FY17 Shatkin, Goh; FY16 Fannon, Laboy, Kloeckl; FY15 Wiederspahn, Fannon; FY14 Amidon.

Provost's Tier 2: Federally Designated Centers; Major Programs Initiatives and Tier 3: Campus-wide Research Initiatives Program³⁹

³⁸ <http://www.northeastern.edu/resdev/resources/internal-grants/tier-1-seed-grantproof-of-concept-program/>

³⁹ <http://www.northeastern.edu/resdev/resources/internal-grants/>

Up to \$150K available to develop broad, multidisciplinary research initiatives and centers that will position the university to become a national leader. SoA faculty have yet to apply at the time of this report.

(CATLR) Faculty Fellowships⁴⁰

Faculty may apply to be part of a cohort-based, 12-18 month program focused on research and implementation of evidence-based teaching practices. Three programs are available: Teaching Inquiry Fellows, Service-Learning Fellows, and Online & Hybrid Course Development Fellows. Faculty receive a stipend for participation.

ADVANCE Mutual Mentoring Advancement Program (M2AP)⁴¹

M2AP offers faculty members an opportunity to create a mentoring experience tailor-made by them that involves groups of peers, near peers, and senior colleagues from within and/or outside Northeastern University. All faculty members are welcome to submit a proposal for up to \$3K, but the primary targets for M2AP are associate and assistant professors.

Office of Institutional Diversity and Inclusion (OIDI) Faculty Innovations in Diversity and Academic Excellence Grants⁴²

These grants of up to \$12K provide financial support for new, innovative projects, workshops, symposia and activities to strengthen institutional capacity building related to diversity and inclusion.

Interdisciplinary Faculty Fellowships

Faculty can receive up to 50% of their salary to add one semester onto an approved, one-semester sabbatical for the purpose of collaborating directly with faculty from another college.

SoA recipients: FY17 Amanda Lawrence.

In addition to the university-level funding and fellowship opportunities outlined above, a range of on-campus research centers, institutes and collaboratives offer small levels of summer funding to Northeastern faculty, typically \$5K or less. Such entities who have funded SoA faculty recently include: Resilient Cities Laboratory: FY14-15 Fannon, Laboy, Goetz; Center for the Humanities: FY15 Amidon; others that have potential but have not yet funded SoA faculty include: Global Resiliency Initiative and the Center for Texts, Maps and Networks.

Faculty: College Level Funding

At the college level, the following programs are available:

College of Arts, Media and Design Research Development Grants

This program provides funding for the development of research, scholarship and creative activity, with the aim of supporting projects that attract external funding and Provost Tier grants, advance tenured/tenure track faculty work, and create opportunities for high caliber performance, exhibition and publication. This competitive, submittal-based, program awards up to \$3K for individual proposals and up to \$10K for team projects. Student research assistants are highly encouraged to be included. All tenured/tenure track faculty are eligible to apply. Recent School of Architecture recipients include: FY18 Lawrence; FY17 Laboy, Rupnik; FY16 Kloeckl; FY15 Fannon, Laboy, Maulsby.

College of Arts, Media and Design Research Dissemination Grants

This program provides support for expenses related to the dissemination of research, scholarship and creative activities while employed full time by the college. All full time faculty are eligible to apply. This program was introduced in spring 2017 and SoA faculty have yet to apply at the time of this report.

⁴⁰ <https://www.northeastern.edu/learningresearch/programs/faculty-fellows-cohort-programs/>

⁴¹ <http://www.northeastern.edu/advance/mid-career-faculty/mutual-mentoring-advancement-program/>

⁴² <http://www.northeastern.edu/oidi/funding-opportunities/faculty-innovations-in-diversity/>

Faculty Development Funds

All tenured/tenure track faculty members in the College are provided with a \$1K faculty development fund annually; at the discretion of the Chair or Director, up to \$1K may be available in addition.

Part Time Faculty Development Funds

Part time faculty may apply to the Provost's Office via the College for development funds of up to \$500.

Students: University & College Level Funding

The University and College offer resources for undergraduate students⁴³ and graduate students to learn about, and connect to, a wide range of research-related internal and external scholarship, fellowship and funding opportunities.

Specific funding programs for students include:

Provost's Undergraduate Research and Creative Endeavor Awards⁴⁴

Current undergraduate students may apply for up to \$1K for early stage projects and \$3K for advanced work in collaboration with a faculty mentor.

Graduate Student Government Grants⁴⁵

Current graduate students may apply for up to \$375 to fund conference travel expenses and up to \$3K to support student group events and activities.

Northeastern Honors Grants, Scholarships⁴⁶

Current undergraduate Honors students may apply for a variety of grant and scholarship programs.

College of Arts, Media and Design Student Grants

The program offers awards of up to \$500 per individual student for research, scholarship and creative activity-related travel and expenses. The goal of the program is to support students in completing research-related projects, and in contributing to their discipline via presentation, publication, performance or other method of dissemination. The program is open to currently enrolled Northeastern University students with CAMD as their home college.

Double Husky Scholarships

All Northeastern alumni enrolling in a Northeastern graduate program are eligible for the University's Double Husky 25% tuition remission program.

University Undergraduate Student Scholarships

The University offers numerous Merit Scholarships and Need-Based Grants and Scholarships of various levels through the Student Financial Services Office.

Merit Scholarships include: Northeastern National Scholarships, Ujima Global Leaders, Boston Public High School Scholarships, Torch Scholars, Raise.me Mirco-scholarships.

College of Arts, Media and Design Awards and Scholarships⁴⁷

CAMD also offers numerous annual merit based design awards, including The Production Achievement Award, The Curtis Lemar Haigh Scholarship, and the Academic Achievement Award.

College of Arts, Media and Design Graduate Student Scholarships

⁴³ <https://undergraduate.northeastern.edu/research/about/overview/>

⁴⁴ <https://undergraduate.northeastern.edu/research/awards/undergraduate-research-and-creative-endeavor-awards/>

⁴⁵ http://www.northeastern.edu/gsg/?page_id=28

⁴⁶ <https://www.northeastern.edu/honors/community/honors-program-scholarships/honors-program-research-travel-grants/>

⁴⁷ <https://camd.northeastern.edu/architecture/community/students/scholarships/>

An average of 25% tuition remission per M. Arch. student (those not eligible for the Double Husky) is provided by the college's graduate office.

Brief summary of enrollment, funding, funding models & institutional development campaigns-

- Total number of undergraduate students, academic year 2017-18: 225
- Total number of graduate students, academic year 2017-18: 86
- Total number of students in each degree path:

Academic Year 2017-18

○ B.S. Arch.	183
○ B.S. Arch. Studies	31
○ B.L.A. Urban Landscape	11
○ M. Arch. I	29
○ M. Arch. II	13
○ M. Arch. III	29
○ MDES-SUEN I	10
○ MDES-SUEN II	5

- Projections for enrollment increases/decreases in Academic Year 2018-19: No increase or decrease projected.
- The financial resources for the SoA are evaluated on an annual basis, taking into consideration many factors, including student enrollment. Adjustments are made accordingly.
- There have been no proposed changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit.
- Planned or in-progress institutional development campaigns that include designations for the SoA are planned at the University and College level, based on input from the departments on their needs. For example, the Ruggles Studio was in need of a major renovation and the University spent approximately \$3M to address this.

I.2.4 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 over 19,500 undergraduates and 14,000 graduate students. The facility seats 2,400 users and provides 262 workstations, all with Internet access and many with a full range of software applications, including CAD programs. Three separately administered, but complementary facilities, Information Technology Services, Academic Technology Services, and the Center for Advancing Teaching and Learning Through Research (CATRL), are located in Snell Library.

In spring 2017, Northeastern University appointed Daniel J. Cohen, former founding executive director of the Digital Public Library of America, as Vice Provost for Information Collaboration, a newly created position, and Dean of the Libraries. Under his oversight, three associate deans lead initiatives within research and learning, scholarly resources, and digital strategies and services.

The Library is represented on key university committees and working groups, including the University Undergraduate Curriculum Committee (UACC), the Graduate Council, the SAIL initiative (Student Assessed Integrated Learning) and various committees relating to IT services, planning and budget and finance.

Budget, Administration, and Operations- In 2015 the University Libraries budget totaled \$12.5 M, with approximately \$4.5 M for staff salaries, \$6.2 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. Library funding is largely provided by institutional allocations supplemented by income from a number of endowed funds.

Working directly under the University Provost, the Vice Provost for Information Collaboration & Dean of the Libraries consults with several advisory groups. As part of the Faculty Senate a Library Policies and Operations Committee works with the Vice Provost & Dean on matters of general library policy and issues of concern to the faculty. The Library Student Advisory Council likewise provides input on Library decision-making and policies as they affect the student community.

Periodic user satisfaction surveys provide feedback on the adequacy of Library services and resources. Subject librarians are conduits for feedback from faculty and students gained through their liaison activities and relationships with departments. 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.

Library Facilities and Equipment- Over its twenty-seven-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 the ability to respond to changes in technology and user needs.

Since the last NAAB visit, the Library's first and second floors were redesigned to foster collaborative research and design, as well as digital media production. The 2012-2013 renovation introduced 25 additional group study rooms, printing stations, a lounge and reading area, two InfoCommons computer labs with over 250 workstations, various work tables and pods, and a centralized service desk. The second floor's Digital Media Commons (DMC) is a dedicated space for a media lab and digital creativity

center. This collaborative learning facility includes two presentation circles for small events, two plotter printers, and various workstations. Approximately thirty dual-screen computers support graphic design, animation, audio/visual editing, and 3-D modeling through a suite of software applications, including CAD and ArcGIS. Students are able to reserve these dual-screen workstations online to ensure their availability. The DMC Studios offers audio, video, and media creation services, facilities, and equipment for student or faculty projects and for course-based instruction. The DMC 3D printing studio offers services and resources in 3D fabrication and modeling.

The Digital Scholarship Commons (DSC), also on the second floor, offers an environment conducive to collaborative, interdisciplinary work for faculty and doctoral students from across disciplines, and includes spaces where faculty can host workshops. It also houses the staff and service areas for digital scholarship infrastructure and tools, including the digital repository.

The Library's third and fourth floors offer a variety of study venues ranging from graduate student study rooms to individual carrels, lounge chairs, and small and large tables. Public scanners are available on each floor.

Open 24/7, the Library provides access to both secure and guest wireless networks, which are available building-wide.

The Library and University administration are in the early planning stages for renovating certain library spaces with the goal of introducing new technologies, adding collaborative research and learning spaces that encourage interdisciplinary research, and creating a large makerspace open to the entire campus community. In order to optimize the Library's physical capacity for these new spaces, volumes not actively circulated may be moved to a library annex and policies and procedures would be created to ensure rapid access to these materials.

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 thirty-six FTE professional librarians and thirty-six FTE support staff, as well as a corps of co-op and student assistants. Librarians have master degrees in library/information science and are both professionally active and 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.

A librarian in the Research and Instruction Services Department has responsibility for oversight and development of the architecture collection and serves as a subject 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. Additionally, she supports the faculty and student research and creative activities of the School through individual consultations (in-person, telephone, or web conference options available), class instruction sessions, and workshops.

Library Services- Traditional onsite reference and research services are available approximately 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 mailbox.

Snell Library has an active and well-established information literacy/instruction program; in 2016, 236 formal instruction sessions reached over 5,000 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.

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 or web conference conversation, or through an extended email correspondence. In 2016, roughly 1,000 individual research consults were offered for all levels of library users.

Springshare's LibGuides software allows library staff to build discipline and course-specific research guides for use of individuals and classes. There are currently research subject guides available for Architecture, Art and Design, and Civil Engineering. An online/distance learning objects working group is actively assessing digital learning tools and software to enhance these guides and to create a suite of information literacy tutorials.

Snell Library maintains well-used Course Reserves collections. Increasingly, journal articles, books, and videos are available to users in electronic format, thus enabling faculty members to link to required readings and supplementary resources through their Blackboard course pages.

Extensive Interlibrary Loan services provide researchers with robust access to materials which are not available at the Library. In addition, the Library is a member of the Boston Library Consortium, an association of 18 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.

Since the 2012 NAAB visit, the Library has expanded its suite of digital scholarship services. A key feature of this was hiring a Geographic Information Systems (GIS) Specialist and a Data Visualization Specialist. Both offer workshops, one-on-one consultations, and open office hours to faculty, students, and staff. The Library developed its Digital Repository Service (DRS) as a secure repository system designed to store and share scholarly, administrative, and archival materials on behalf of the Northeastern University community. It includes dissertations and theses, as well as faculty and student publications.

Additional service areas with dedicated staff include research data management, copyright, and scholarly communication and publishing.

Library Collections in Architecture and Supporting Disciplines- The Library holds a broad range of materials to support research and teaching in Architecture. Students and faculty have access to over 1.3 million volumes in the Library, with architecture (the NA subclass in the Library of Congress Classification system) comprising over 7,000 items. Within this group certain subject areas are emphasized such as: decorative arts/interior design, urban planning and development, green design and sustainable architecture, building design and landscape architecture.

The budget for monographs and serials has not grown in proportion to rising vendor costs and expanding academic programs, limiting the Library's ability to grow local collections. The Library is actively expanding its resource-sharing network to ensure access and delivery of materials to the Northeastern community from institutions worldwide. Additionally, the Library is expanding its infrastructure for patron driven acquisition by increasing the discovery of electronic or digital items in its catalog regardless of whether or not the Library currently owns the items. These items can then be purchased or licensed when a student or faculty member requests access.

To support students studying abroad, working in the architecture studios, or on co-op, the Library actively collect e-books in architecture and related disciplines. E-book acquisition decisions are generally made on a case-by-case basis by the architecture librarian to ensure that the quality of the illustrations meets user needs and expectations. Certain titles are purchased as part of an e-book package, such as the Knovel engineering books. The Library also participates in an approval plan and demand driven acquisition program through ProQuest Ebook Central to create collections responsive to user needs.

Faculty and student requests for monographs are welcomed via a web form and through direct email correspondence with the subject librarian for architecture.

The monograph collection is complemented by the Library's 98,000 serials. The Library subscribes to roughly 50% of the AASL Core Periodicals list. Indexing is provided through the Avery Index to Architectural Periodicals, JSTOR, GreenFILE, and the Art, Design, and Architecture Collection 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. The subject librarian for architecture works with the department to prioritize titles and purchase as funds permit.

To enhance searching capabilities, the Library implemented Ex Libris' Primo Discovery and Delivery, a single search platform which enables users to search across print, electronic, and digital collections.

The Library provides access to nearly 250 databases, many of which relate to the broader disciplines of the arts, social sciences, environmental science, and engineering. These resources include: Compendex, Civil Engineering Database, American Society of Civil Engineers Research Library, BuildingGreen, Academic Search Premier, and Sociological Abstracts. Students and faculty also have access to Oxford Art Online, Oxford Reference Online, and ARTstor.

Finally, students and faculty have access to over 3,000 streaming video, VHS, and DVD titles on selected buildings, architects, engineering and other design topics.

I.2.5 Administrative Structure & Governance

The School of Architecture (SoA) is one of six departments/schools in:
The College of Arts Media and Design (CAMD), which is one of nine principle Colleges/Schools in:
Northeastern University (NU)

Northeastern University

Northeastern University is a private R1 research university.⁴⁸

Northeastern University's main campus, where both undergraduate and graduate programs are offered is located in Boston MA.

Northeastern University has full service satellite campuses in Charlotte, North Carolina, Seattle, Washington, San Jose, California, and Toronto, Ontario. These locations all exclusively offer graduate degrees. Northeastern's enrollment is approximately 18,000 undergraduate students and 7,000 graduate students.

Additionally, the University operates a number of satellite undergraduate locations in Massachusetts, including the Kostas Research Institute in Burlington, a Financial District campus in the Hilton Hotel near Faneuil Hall in downtown Boston, a Dedham Campus in Dedham, Massachusetts, and a Marine Science Center in Nahant, Massachusetts.

Joseph E. Aoun is the seventh President of Northeastern University, serving the University since 2006.

James C. Bean is the Provost and Senior Vice President for Academic Affairs, and is the University's chief academic officer, responsible for the overall quality of teaching, scholarship and research at the University. The Provost oversees all nine colleges and schools, university libraries, and Information Technology Services.

Northeastern's nine college divisions offer bachelor's, master's, and doctoral degrees in a wide variety of academic disciplines and professional areas.

These divisions are:

- College of Arts, Media and Design
- D'Amore-McKim School of Business
- College of Computer and Information Science
- College of Engineering
- Bouvé College of Health Sciences
- School of Law
- College of Professional Studies
- College of Science
- College of Social Sciences and Humanities

Further detail of the University administration can be found here:

<http://www.northeastern.edu/neuhome/about/administration/>

Within these College/School divisions, the University offers more than 150 undergraduate majors and concentrations, including interdisciplinary majors and major-minor combinations.

Northeastern offers more than 125 graduate programs: online, on campus, and in hybrid formats, including 39 Ph.D. programs and industry-aligned professional master's degrees.

⁴⁸ Categorized as R1 by the Carnegie Classification of Institutions of Higher Education

Increasingly, a hallmark of both the undergraduate and graduate programs is interdisciplinary collaboration between these programs and tracks of study.

The University handles admission into the undergraduate programs centrally.

College of Arts Media and Design (CAMD)

The College of Arts Media and Design is the home to the School of Architecture.

There are six departments/schools within CAMD:

1. School of Architecture
2. Department of Art + Design
3. Department of Communication Studies / Media and Screen Studies
4. School of Journalism
5. Department of Music
6. Department of Theater

Within CAMD there are 34 Undergraduate Majors, 30 Undergraduate Minors and 6 Graduate Programs.

The Dean of CAMD is Elizabeth Hudson, Ph.D.

Within CAMD are a team of Associate Deans, Directors, Managers, Coordinators and Assistants who administer the College. The College manages budget allocations to the departments/schools, hiring and personnel logistics, faculty affairs, provides undergraduate enrollment management and marketing, provides undergraduate advising and student services, and financial development support.

Further information on the administrators of CAMD can be found here:

<https://camd.northeastern.edu/about/contact/>

The School of Architecture (SoA)

The School of Architecture is one of the major units in the new College of Arts, Media and Design (CAMD). The School's Interim Director, Daniel Adams, reports to the Dean of CAMD, Elizabeth Hudson. In turn, Dean Hudson reports to the University Provost, James Bean, who reports to President Joseph Aoun.

While the University handles admissions into the undergraduate programs of the University centrally, admission into the graduate program is handled within the SoA. Additionally, the SoA is responsible for academic advising of all SoA graduate students.

The SoA is composed of seven degree programs:

1. Bachelor of Science in Architecture
2. Bachelor of Science in Architectural Studies
3. Bachelor of Landscape Architecture
4. Master of Architecture I
5. Master of Architecture II
6. Master of Architecture III
7. Master of Design in Sustainable Urban Environments

The SoA offers two undergraduate Minors:

1. Minor in Urban Landscape Studies
2. Minor in Architectural History

Through partnership with affiliate programs the SoA contributes courses in pursuit of other Minors on campus:

- Minor in Architectural Engineering
- Minor in Theatrical Design

Through partnership with affiliate programs the SoA contributes courses in pursuit of other graduate degrees on campus:

- Master of Science in Sustainable Building Systems

For a visual depiction of the SoA Administrative Organization incorporating faculty and staff:

https://www.dropbox.com/s/frscgq3c8t9z7b5/SoA_AdministrativeOrganizationChart.pdf?dl=0

For a full description of the roles and responsibilities of faculty and staff for administering the SoA:

https://www.dropbox.com/s/k3nuftccs11d9z2/SoA_RolesandResponsibilities.pdf?dl=0

As described in § I.1.1, the SoA has recently undertaken to re-organize the administrative structure of the School. The SoA is still in the process of formally ratifying a new set of roles and responsibilities, so the documents included here are identified as draft, though the outlined structure is what is currently in place for the operations of the School. As seen in these documents, the SoA is committed to a shared governance model of administration, incorporating faculty participation at every level and every dimension of the School's operations.

SoA Faculty Role in Curriculum Development- As outlined in § I.1.6.B the faculty plays an especially central role in proposing and developing new programs, degree tracks, and curricular adjustments. As outlined in the Administrative Organization Chart, as well as the SoA's curriculum review procedures, a team of sub-disciplinary representatives is appointed annually by the Director to form a Curriculum Committee, which is headed by a Curriculum Developer (Chair of the Committee). This Curriculum Committee reports on their reviews to the full faculty, who in turn put forth curricular proposals to the CAMD Academic Affairs Committee, who in the case of proposed changes to undergraduate curriculum, present the proposal to the University Undergraduate Curriculum Committee. In this way, curriculum is kept in conformance across full University guidelines and advancement plans. In a similar manner, vetting of any new graduate curriculum includes discussions at Grad Studies meeting and at the Graduate Council. In addition, all new programs have to be approved by the Faculty Senate and Board of Trustees as well.

In addition to the Curriculum Developer and Committee, the SoA administrative organization includes dedicated positions for Degree Developers. These positions have recently been found to be necessary as the University is increasingly charging its divisions to imagine and implement new degree tracks as well as minors and graduate certificates that support cross-disciplinary studies. Currently, the SoA is in the early stages of evaluating new minors and graduate certificates in fields related to Real Estate & Development and Architectural History.

SoA Student Role in Governance- As outlined in § I.1.5 Long Range Planning, a critical source of feedback that steers the long-range planning of the SoA is feedback from, and about, our students as well as engagement of the students in discussions about the advancement of the School. The SoA maintains a Student Advisory Board with representatives from nearly every level of the program. This advisory board meets with the Director on a monthly basis to discuss varied aspects of the program including, governance, curriculum, facilities and interests of the students. Additionally, The SoA hosts regular School-wide assemblies to present updates and goals established by the faculty and to solicit feedback and priorities from the student body. Additionally, student groups like AIAS, Common Ground, and Freedom by Design organize diverse events with faculty and administrative support, which have become integral to the structure of SoA programs; such events include social exchanges (barbeques), portfolio reviews, publications, and an in-house lecture series by faculty about their work.

II.1.1 Student Performance Criteria

Pedagogy and Methodology Used to Advance Learning on Integrated Architectural Solutions-

Educating students to be able to conceive and design Integrated Architectural Solutions is fundamental to the SoA studio pedagogy, teaching methods, and program structure. The SoA considers integrated design in the broadest sense, which includes the integration of structure, energy, life-safety and accessibility systems, as well as the integration of immediate landscape systems into the performance of a site design. Students also contend with integrating their designs with market concerns, development trajectories across history, and regional and scalar changes in the environment.

Integrative studies are present in the earliest entry-level design studios. These early projects focus on integrating simple building designs with site topography and environmental or urban context. As students advance through the program, their studio courses are complemented by building technology centered seminar and lecture courses, which study structures, tectonics, and environmental systems. Simultaneously the sequence of Architectural History, Tactics and Topics courses study architecture as the physical manifestation of socio-cultural, economic and political forces. These multiple tracks of study collectively reinforce that design of the built environment is an integrative act of negotiating diverse concerns. The multiple tracks of study promoted by the SoA encourages students to approach each subject and assignment throughout their education as related in some way to one another. Through negotiating these diverse concerns across classes the student can appreciate the reality that the design of the built environment is a thoroughly integrative act.

The study of integration in architecture is further reinforced by the format of study for SoA students, which incorporates global study abroad. While abroad students study how different contemporary socio-cultural contexts propagate different architectural forms and urban systems. During their co-op students are exposed to the business side of architecture and how it can directly impact a design.

The final design studios, specifically Comprehensive Design (ARCH 5120), are points in the curriculum where these tracks of study are most directly synthesized. This design studio is taught in tandem with Integrated Building Systems (ARCH 5220) and is structured to challenge students to negotiate nearly every dimension of an architectural design project.

The methodology for assessing this work is built into the curriculum and assignments of these courses. Students are asked to continually advance and study their projects across a dynamic range of scales ranging from: site analysis mapping and diagrams, to overall *partis*, to structural models, force diagrams, sun angle calculations, and ultimately wall section details. This wide range of assignments and deliverables ultimately sets the stage for assessing the relative success of student projects. Therefore the projects themselves reveal the ability of a student to navigate a design concept across the full scope of regional to detail thinking. The distinction between a high pass and a low pass is a reflection of a projects successful conception across these varied dimensions and scales.

Methodology for Assessing Student Work- The methodology for assessing student work as high-pass or low-pass varies between types of courses, such as those that focus on technology or history/theory or design.

Examples are elaborated below:

SoA technology courses that focus on structures, tectonics, and environmental systems are principally concerned with student ability to comprehend and effectively employ analytical and empirical skills for deciphering and acting upon the built environment. Consequently, the methodology for assessing student work are exams and projects that gauge student understanding of course material and their ability to utilize this knowledge to solve problems or analyze specific scenarios through calculations, use of specific tools, or the execution of specific experiments that must be knowingly crafted by students to uncover desired information. Such exams, projects and experiments are evaluated by a professor who is an

expert in a specific area of study for the class. Sometimes these courses have graduate level teaching assistant students or recitation session leaders who review the work of entry-level students. Assessment between high-pass and low-pass work reflects a students' understanding and use of analytical methods taught in these courses. Our technology sub-disciplinary faculty maintain a close working relationship and consult regularly on material continuity and performance criteria across these classes.

SoA history and theory courses that focus on studying the built environment as the manifestation of socio-cultural forces or various trends through time, aim to instill students with abilities to interpret and communicate about the causes and results of the spatial world around them. To gauge student learning, these courses primarily use writing assignments and verbal presentations. Students demonstrate their skills for research, analysis and interpretation, and their ability to formulate and communicate arguments by transposing techniques learned from in-class exercises, presentations and discussions to their own studies of specific architectures, urban communities, and cultural contexts. The assessment between low-pass and high-pass is here most commonly based on a students' demonstrated ability to identify rich subjects for investigations, make original observations, and translate these observations into arguments that are clearly conveyed. Sub-disciplinary history/theory faculty meet regularly to discuss curricular continuity and objectives and metrics for evaluating student learning of the subjects.

SoA design studios focus on the learning of analytical skills, design research, creative problem solving, and advancing communication skills through graphic, spatial and verbal communication. Design studios are organized with a dedicated studio coordinator responsible for writing design problems and exercises and presenting foundational material across multiple studio sections. Each studio section is guided by a dedicated instructor who guides students on the development of their design response to the articulated design challenge of the studio. Each years design studio, therefore, includes a small team of typically 4-6 instructors. The coordinator and instructors outline program briefs, urban sites, and conceptual criteria around space, form, material, and/or inhabitation as well as a series of design-exercises to frame students' project development. The work of the students is reviewed through in-class pin-ups, with other architectural professors, practitioners and outside consultant's multiple times throughout a semester in order to bring different critical perspectives to bear on the students' work. At the time of these reviews, the coordinator and instructors meet for grading sessions to review student work and ensure consistency in the grading across different studio sections. The differentiation between high-pass and low-pass work is based on the ability of students to synthesize an architectural design across the varied dimensions of the problem at hand.

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

SPC Matrix: https://www.dropbox.com/s/mhemyaqrs7nfktn/NAAB_2017_APR_SPCMatrix_M.1.pdf?dl=0

M. Arch. II M. Arch. II [Pre-Professional Degree + 60 credits]

SPC Matrix: https://www.dropbox.com/s/1yxq9sqyzej0uyz/NAAB_2017_APR_SPCMatrix_M.2.pdf?dl=0

M. Arch. III M. Arch. III [Non Pre-Professional Degree + 96 credits]

SPC Matrix: https://www.dropbox.com/s/ac513tguypcmw5l/NAAB_2017_APR_SPCMatrix_M.3.pdf?dl=0

II.2.1 Institutional Accreditation

The next comprehensive evaluation is scheduled for the fall of 2018.

Institutional Accreditation letter:

https://www.dropbox.com/s/8cr7dxqw9jrukce/NEASC_fullaccreditation.pdf?dl=0

II.2.2 Professional Degrees & Curriculum

Master of Architecture

M. Arch. I [Northeastern University B.S. Arch. or accredited B. Arch. + 32 credits]
 1 year - 32 credits

Open to candidates with either a B.S. in Architecture from Northeastern University or a professional Bachelor of Architecture degree from an accredited North American program with at least one year of AXP approved professional experience.⁴⁹

The B.S. Arch students can do an Urban Landscape Minor.
 The B.S. Arch students have a mandatory study abroad in Berlin⁵⁰:
 ARCH 3155 Studio Abroad
 ARCH 3361 Architecture + Urbanism Abroad
 ARCH 3362 Seminar Abroad
 Language or Cultural Elective
 The length of stay is one academic semester
 There is no minor available to M. Arch. I students.

MASTER OF ARCHITECTURE I [1-YEAR]									
Fall Semester				Spring Semester					
Year	Course Number	Course Name	Credits	Year	Course Number	Course Name	Credits		
1st Year	ARCH 7130	Master's Research Studio	6	1st Year	ARCH 7140	Master's Degree Project	6		
	ARCH 6430	Case Studies 1	4		ARCH 6440	Case Studies 2	4		
	ARCH 6330	Seminar in Modern Architecture	4		ARCH 6340	Architecture Topics	4		
	Elective	Graduate Elective (required)	4						
			Total Credit Hours	18				Total Credit Hours	14
						Total Degree Semester Hours	32		

⁴⁹ See § II.3 Evaluation of Preparatory Education for more detailed admissions information.

⁵⁰ For a detailed description of the facilities and resources in Berlin please see § I.2.2 Physical Resources

B.S. ARCHITECTURE							
				Division A: Last Name Begins with A—L Division B: Last Name Begins with M - Z			
Fall Semester				Spring Semester			
Year	Course Number	Course Name	Credits	Year	Course Number	Course Name	Credits
1st year	ARCH 1110	Fundamental Architectural Representation	6	1st year	ARCH 1120	Fundamental Architectural Design	6
	ARCH 1310	Architecture and Global Cultures 1	4		ARCH 1320	Architecture and Global Cultures 2	4
	CORE	NU Core English	4		PHYS 1141	General Physics	4
	MATH 1241	Calculus I	4		CORE	NU Core	4
	ARCH 1000	Architecture at Northeastern	1		EEAM 2000	Professional Development for Co-op	1
Total Credit Hours			19	Total Credit Hours			19
2nd year	ARCH 2130	Site, Space, and Program	6	2nd year	ARCH 2140	Urban Institutions	6
	CORE	NU Core	4		ARCH 3450	Advanced Architectural Communication	4
	ARCH 2330	Architecture, Modernity, and the City 1	4		ARCH 2340	Architecture, Modernity, and the City 2	4
	ARCH 2240	Architectonic Systems	4		ARCH 5210	Environmental Systems	4
Total Credit Hours			18	Total Credit Hours			18
Mandatory Berlin Semester Abroad							
3rd year	ARCH 3155	Studio Abroad	6	Co-op One (January-June) COOP 3490 Co-op Work Experience			
	ARCH 3362	Seminar Abroad	4				
	ARCH 3361	Architecture & Urbanism Abroad	4				
	Elective	Language or Cultural Elective	4				
Total Credit Hours			18	Total Credit Hours			0
4th year	ARCH 3170	Architecture, Infrastructure, and the City	6	Co-op One (January-June) COOP 3490 Co-op Work Experience			
	ENGW 3314	Advanced Writing in the Arts, Media, & Design	4				
	Elective	Open Elective	4				
	ARCH 5230	Structural Systems	4				
Total Credit Hours			18	Total Credit Hours			0
5th year	ARCH 5115	Option Studio	6	5th year	ARCH 5120	Comprehensive Design Studio	6
	ARCH 3370	Topics in Architectural History	4		ARCH 5220	Integrated Building Systems	4
	ARCH 5310	Design Tactics and Operations	4		CORE	NU Core	4
	Elective	Open Elective	4		Elective	Open Elective	4
Total Credit Hours			18	Total Credit Hours			18
Total Degree Semester Hours							146

M. Arch. II M. Arch. II [Pre-Professional Degree + 60 credits]
 2 years – 60 credits

Open to candidates with an undergraduate degree in architecture that includes at least three design studio courses, two architectural history courses, and courses in structures and construction systems. Students in the B.S. Arch Studies program are eligible for the M. Arch. II degree at Northeastern.⁵¹

B.S. Arch Studies students can do an Urban Landscape Studies Minor.

B.S. Arch Studies students can pursue one of three tracks⁵²: Sustainability, Design & Culture or Real Estate Development & Design

There is no minor available to M. Arch. II students.

The M. Arch. II students have an optional study abroad in Berlin:

ARCH 3155 Studio Abroad

ARCH 3361 Architecture + Urbanism Abroad

ARCH 3362 Seminar Abroad

Language or Cultural Elective

The length of stay is one academic semester

MASTER OF ARCHITECTURE II [2-YEAR]							
Fall Semester				Spring Semester			
Year	Course Number	Course Name	Credits	Year	Course Number	Course Name	Credits
Boston Semester Option							
1st Year	ARCH 5110	Housing and Aggregation	6	1st Year	ARCH 5120	Comprehensive Design Studio	6
	ARCH 5310	Design Tactics and Operations	4		ARCH 5220	Integrated Building Systems	4
	Elective	Grad Elective (Required)	4		ARCH 5210	Environmental Systems	4
	Elective	Grad Elective (Required)	4		Elective	Grad Elective (Optional)	4
Total Credit Hours			18	Total Credit Hours			14
Berlin Semester Option							
1st Year	ARCH 3155	Studio Abroad	6				
	ARCH 3361	Architecture and Urbanism Abroad	4				
	ARCH 3362	Seminar Abroad	4				
		Language or cultural elective	4				
Total Credit Hours			18				
2nd Year	ARCH 7130	Master's Research Studio	6	2nd Year	ARCH 7140	Master's Degree Project	6
	ARCH 6430	Case Studies 1	4		ARCH 6440	Case Studies 2	4
	ARCH 6330	Seminar in Modern Architecture	4		ARCH 6340	Graduate Topics in Architecture	4
	Elective	Grad Elective (Optional)	4				
Total Credit Hours			14	Total Credit Hours			14
Total Degree Semester Hours							60

⁵¹ See § II.3 Evaluation of Preparatory Education for more detailed admissions information.

⁵² <https://camd.northeastern.edu/architecture/academic-programs/bs-architectural-studies/>

B.S. ARCH. STUDIES				3 Degree Tracks: Sustainability, Design & Culture, and Real Estate Design & Development			
Fall Semester				Spring Semester			
Year	Course Number	Course Name	Credits	Year	Course Number	Course Name	Credits
1st year	ARCH 1110	Fundamental Architectural Representation	6	1st year	ARCH 1120	Fundamental Architectural Design	6
	ARCH 1310	Architecture and Global Cultures 1	4		ARCH 1320	Architecture and Global Cultures 2	4
	MATH 1241	Calculus I	4		PHYS 1141	General Physics	4
	ENGW 111	College Writing	4		Elective	General Elective / Core	4
	ARCH 1000	Architecture at Northeastern	1		EEAM 2000	Professional Development for Co-op	1
Total Credit Hours			19	Total Credit Hours			19
2nd year	ARCH 2130	Site, Space, and Program	6	2nd year	ARCH XXXX	Required Track Specific Course, varies	4
	ARCH 2330	Architecture, Modernity, and the City 1	4		ARCH 2340	Architecture, Modernity, and the City 2	4
	ARCH 2240	Understanding Design	4		Elective	Major Elective (ARCH)	4
	Elective	General Elective / Core	4		Elective	General Elective / Core	4
Total Credit Hours			18	Total Credit Hours			16
3rd year	ARCH 2170	Urban Research Studio	6	Co-op One (January-June)			
	ARCH 2330	Introduction to Building Systems	4	COOP 3490 Co-op Work Experience			
	ARCH 2240	Advanced Writing in the Discipline	4				
	Elective	Major Elective (ARCH) or General Elec./Core	4				
Total Credit Hours			18	Total Credit Hours			0
4th year	ARCH 3170	Architecture, Infrastructure, and the City	6	4th year	ARCH XXXX	Required Track Specific Course, varies	4
	Elective	Major Elective (ARCH)	4		Elective	Major Elective (Non-ARCH)	4
	Elective	General Elective / Core	4		Elective	General Elective / Core	4
	Elective	General Elective / Core	4		Elective	General Elective / Core	4
Total Credit Hours			18	Total Credit Hours			16
Berlin Semester Option							
4th year	ARCH 3155	Studio Abroad	6				
	ARCH 3362	Seminar Abroad	4				
	ARCH 3361	Architecture & Urbanism Abroad	4				
	Elective	Language or Cultural Elective	4				
Total Credit Hours			18	Total Credit Hours			0
Total Degree Semester Hours							124

M. Arch. III M. Arch. III [Non Pre-Professional Degree + 96 credits]
 3 years - 96 credits
 Advanced Degree Entrance^{53 54}

Open to candidates who do not have a B.S. in Architecture or equivalent. Applicants from all disciplines are welcome.

There is no minor available to M. Arch. III students.

The M. Arch. III students have an optional study abroad in Berlin:

ARCH 3155 Studio Abroad

ARCH 3361 Architecture + Urbanism Abroad

ARCH 3362 Seminar Abroad

Language or Cultural Elective

The length of stay is one academic semester

MASTER OF ARCHITECTURE III [3-YEAR]							
Fall Semester				Spring Semester			
Year	Course Number	Course Name	Credits	Year	Course Number	Course Name	Credits
1st year	ARCH 6100	Grad Skills Studio	6	1st year	ARCH 6200	Grad Studio One	6
	ARCH 2330	Architecture, Modernity, and the City 1	4		ARCH 2340	Architecture, Modernity, and the City 2	4
	ARCH 2240	Architectonic Systems	4		ARCH 5210	Environmental Systems (+ recitation)	4
	ELECTIVE	Grad Elective (Required)	4			Grad Elective (Required)	4
Total Credit Hours			18	Total Credit Hours			18
Boston Semester Option							
2nd year	ARCH 5115	Option Studio	6	2nd year	ARCH 5120	Comprehensive Design	6
	ARCH 5310	Design Tactics and Operations	4		ARCH 5220	Integrated Building Systems	4
	ARCH 5230	Structural Systems	4		ARCH 6340	Architecture Topics (1 of 2)	4
		Grad Elective (Optional)	4		ARCH 3450	Advanced Architectural Communication	4
Total Credit Hours			14	Total Credit Hours			18
Berlin Semester Option							
2nd year	ARCH 3155	Studio Abroad	6				
	ARCH 3362	Seminar Abroad	4				
	ARCH 3361	Architecture & Urbanism Abroad	4				
	Elective	Language or Cultural Elective	4				
Total Credit Hours			18				
3rd year	ARCH 7130	Master's Research Studio	6	3rd year	ARCH 7140	Master's Degree Project	6
	ARCH 6430	Project Case Studies 1	4		ARCH 6440	Project Case Studies 2	4
	ARCH 6330	Seminar in Modern Architecture	4		ARCH 6340	Architecture Topics (2 of 2)	4
		Grad Elective (Optional)	4				
Total Credit Hours			14	Total Credit Hours			14
Total Degree Semester Hours							96

⁵³ <http://catalog.northeastern.edu/graduate/arts-media-design/architecture/three-year-program-advanced-degree-entrance-march/#text>

⁵⁴ See § II.3 Evaluation of Preparatory Education for more detailed admissions information.

For all M. Arch. degrees students must be enrolled for a minimum of 10 credit hours per semester to be considered full time. Students generally need to complete 14 credit hours per semester to stay in the studio sequence.

	M. Arch. I	M. Arch. II	M. Arch. III
General Studies	24	Defined by baccalaureate required for admission	Defined by baccalaureate required for admission
Optional Studies	8	8	4
Professional Studies	32	52	96
Undergraduate Credits	146	As defined by the program	As defined by the program
Graduate Credits	32	60	96
Total Credits	178 - 186	60 - 68	96 - 100

Other Degree Programs offered

B.S. Architectural Studies⁵⁵
 B.L.A. Urban Landscape⁵⁶
 MDES-SUEN I⁵⁷
 MDES-SUEN II⁵⁸

There are no plans for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M. Arch. or D. Arch.

⁵⁵ <https://camd.northeastern.edu/architecture/academic-programs/bs-architectural-studies/> &

<http://catalog.northeastern.edu/undergraduate/arts-media-design/architecture/architectural-studies-bs/>

⁵⁶ <https://camd.northeastern.edu/architecture/academic-programs/architecture-urban-landscape/> &

<http://catalog.northeastern.edu/undergraduate/arts-media-design/architecture/landscape-architecture-bla/>

⁵⁷ <https://camd.northeastern.edu/architecture/academic-programs/master-of-design-for-sustainable-environments-m-des/>

& <http://catalog.northeastern.edu/graduate/arts-media-design/architecture/one-year-program-mdes-suen/>

⁵⁸ <https://camd.northeastern.edu/architecture/academic-programs/master-of-design-for-sustainable-environments-m-des/> &

<http://catalog.northeastern.edu/graduate/arts-media-design/architecture/two-year-program-mdes-suen/>

II.3 Evaluation of Preparatory Education

There are three separate Master of Architecture (M. Arch.) degree programs:

M. Arch. I	1-year program
M. Arch. II	2-year program
M. Arch. III	3-year program

The eligibility and evaluation for preparatory education requirements are different for each program. The admissions process to the M. Arch. degree programs is overseen by the SoA Graduate Program Coordinator and the CAMD Director of Enrollment. The applications are reviewed by a committee composed of SoA faculty, including the Graduate Program Coordinator, who verify the general education credits, professional credits, and where appropriate, the basis for granting “advanced standing.” GRE test scores are not required for admittance into any of the M. Arch. degree programs. All students entering any of the M. Arch. programs must have completed a course in both general Physics and Calculus.

M. Arch. I -

The M. Arch. I is for graduates of Northeastern University’s Bachelor of Science in Architecture (B.S. Arch.) degree program, or for graduates of an accredited NAAB Bachelor of Architecture degree. (B. Arch.) The M. Arch. I program is considered, and is structured as, a direct continuation of the Northeastern B.S. Arch. degree program if the student has maintained a 2.5 GPA or higher. If a student satisfies this GPA requirement, she or he needs only to fill out a form declaring her or his intension on returning for the M. Arch. I program. No additional information is required.

Students applying to the M. Arch. I program who have a NAAB accredited B. Arch. degree from a university other than Northeastern and who have maintained a 3.0 GPA or higher must apply through the official ApplyYourself (AY) application portal. The AY portal requires completion of the application form, official undergraduate transcripts, a personal essay, resume, 3 letters of recommendation, and a portfolio of architectural design work. Since these students will have completed an undergraduate degree in North America, there is no need for international students to complete English language test scores, such as TOEFL or IELTS.

M. Arch. II-

The M. Arch. II is for graduates of Northeastern University’s Bachelor of Arts in Architectural Studies degree (B.S. Arch. Studies) program who have maintained a 2.5 GPA or higher, or who have a NAAB accredited B.S. Arch. degree from a university other than Northeastern who has maintained a 3.0 GPA or higher, or who have a B. Arch. or M. Arch. degree from a non-North-American university who have maintained a 3.0 GPA or higher.

The M. Arch. II program is considered, and is structured as, a direct continuation of the Northeastern B.S. Arch. Studies degree program if a student has maintained a 2.5 GPA or higher. If a student satisfies this GPA requirement, she or he needs only to fill out a form declaring her or his intension on returning for the M. Arch. II program and submit a portfolio of architectural design work. No additional information is required. A Northeastern B.S. Arch. Studies graduate, however, must incorporate ARCH 2240 Architectonic Systems and ARCH 2230 Structural Systems into her or his M. Arch. II curriculum sequence to satisfy all of the NAAB accreditation requirements.

Students applying to the M. Arch. II program who have a North-American B.S. Arch. degree from a university other than Northeastern and who have maintained a 3.0 GPA or higher must apply through the official ApplyYourself (AY) application portal. The AY portal requires completion of the application form, official undergraduate transcripts, a personal essay, resume, 3 letters of recommendation, and a portfolio of architectural design work. Since these students will have completed an undergraduate degree in North America, there is no need for international students to complete English language test scores, such as TOEFL or IELTS.

Students applying to the M. Arch. II program with a non-North-American B.S. Arch. degree from a university other than Northeastern who have maintained a 3.0 GPA or higher must apply through the official ApplyYourself (AY) application portal. The AY portal requires completion of the application form, official undergraduate transcripts, a personal essay, resume, 3 letters of recommendation, a portfolio of architectural design work, and English language test scores, such as TOEFL with a score of 100 points or higher or IELTS with a score of 7.0 points or higher.

M. Arch. III-

The M. Arch. III is for students with a non-architectural undergraduate degree who have maintained a 3.0 GPA or higher. These students must apply through the official ApplyYourself (AY) application portal. The AY portal requires completion of the application form, official undergraduate transcripts, a personal essay, resume, 3 letters of recommendation, and English language test scores, such as TOEFL with a score of 100 points or higher or IELTS with a score of 7.0 points or higher. A design portfolio is not required, but optional. Some M. Arch. III applicants may be considered for “Advanced Standing” if they have completed undergraduate courses that parallel the required NAAB accredited courses at Northeastern’s SoA. For students to be waived out of any courses, they must provide the syllabus of the parallel course from their previous institution for evaluation by the Graduate Program Coordinator for substantive course equivalency.

II.4 Public Information

II.4.1 Statement on NAAB-Accrediated Degrees

<https://camd.northeastern.edu/architecture/about/naab-accreditation/>

II.4.2 Access to NAAB Conditions and Procedures

<https://camd.northeastern.edu/architecture/studio-culture/>

II.4.3 Statement to Career Development Information

<https://camd.northeastern.edu/architecture/studio-culture/>

<https://www.northeastern.edu/coop/students/>

<https://camd.northeastern.edu/architecture/experiential-learning-co-op/co-op/>

<https://www.northeastern.edu/coop/wp-content/uploads/2015/08/Co-op-Student-Handbook-2015.pdf>

II.4.4 Public Access to APRs and VTRs

<https://camd.northeastern.edu/architecture/about/naab-accreditation/>

II.4.5 ARE Pass Rates

<https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2013/03/NCARB-ARE-Pass-Rate-2010-4.0.pdf>

II.4.6 Admissions and Advising

Undergraduate:

<https://camd.northeastern.edu/architecture/academics/undergraduate/requirements/>

<https://camd.northeastern.edu/academics/undergraduate/portfolios/>

<https://www.northeastern.edu/admissions/application-information/>

Graduate:

<https://camd.northeastern.edu/architecture/academics/graduate/faqs/>

<https://camd.northeastern.edu/academics/graduate/admissions/>

See also: § I.2.3 Financial Resources & § I.1.3 Social Equity

II.4.7 Student Financial Information

https://studentfinance.northeastern.edu/billing-payments/tuition-and-fees/#_ga=2.133299851.407727727.1504762383-226150543.1499708826

<https://studentfinance.northeastern.edu/forms/>

See also: § I.2.3 Financial Resources: Scholarship, fellowship & grant funds

III.1.1 Annual Statistical Reports

https://www.dropbox.com/s/3fhgeug2isd54fp/SoA_SignedStatementUDS.pdf?dl=0

III.1.2 Interim Progress Reports

These are NOT to be included in the APR per the "*Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report – 2nd Edition*"

Section 4. Supplemental Information

Faculty Resumes:

https://www.dropbox.com/s/7urloe3odhd2s7j/NAAB_2017_APR_facultyresumes.pdf?dl=0

Faculty Credentials Matrix

AY 2015 – 2016

https://www.dropbox.com/s/qeg6e4hxya8pobk/NAAB_2017_facultycredentialsAY2015_2016.pdf?dl=0

AY 2016 – 2017

https://www.dropbox.com/s/vhbxydwt0gku2r8/NAAB_2017_facultycredentialsAY2016_2017.pdf?dl=0

Course Descriptions:

https://www.dropbox.com/s/nkkv6wz30mqybza/NAAB_2017_APR_coursedescriptions.pdf?dl=0

Previous VTR (2012):

https://www.dropbox.com/s/ivhrpzpqx68x4km/2012_NAAB_VTR_WithSignatures.pdf?dl=0

Focused Evaluation Materials (2015):

https://www.dropbox.com/s/3handc53lgtk1yc/NAAB_2015_FER.pdf?dl=0

https://www.dropbox.com/s/irel6q6genj5li4/NAAB_2015_FERDecisionLetter.pdf?dl=0

Studio Culture Policy:

<https://camd.northeastern.edu/architecture/studio-culture/>

<https://camd.northeastern.edu/architecture/studio-rules/>

University Faculty Handbook

<https://www.northeastern.edu/facultyhandbook/handbook/index.html>

The General University Faculty & Bylaws

<https://www.northeastern.edu/facultyhandbook/pdfs/general-university-faculty-bylaws.pdf>

Policies on Academic Integrity:

<https://camd.northeastern.edu/architecture/community/students/academic-honesty/>

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

Policies and Procedures related to EEO/AA | Institutional Diversity:

<http://www.northeastern.edu/oidi/>

Sabbatical and Professional Leaves:

<https://www.northeastern.edu/facultyhandbook/pdfs/sabbatical-professional-leaves.pdf>

https://www.northeastern.edu/policies/pdfs/Policy_on_Leaves_of_Absence.pdf

Faculty Appointment:

<https://www.northeastern.edu/facultyhandbook/pdfs/appointment-compensation.pdf>

https://www.northeastern.edu/policies/pdfs/Policy_on_Visiting_Faculty_Appointments.pdf

Tenure and Promotion:

<https://www.northeastern.edu/facultyhandbook/pdfs/tenure.pdf>

<https://www.northeastern.edu/facultyhandbook/pdfs/promotion.pdf>

<https://provost.northeastern.edu/app/uploads/ModelTenureDossier.pdf>

Part Time Faculty Info:

<http://www.northeastern.edu/part-timeinfo/>