

**Name of Institution:** Roger Williams University

**Name of Academic Unit:** School of Architecture, Art and Historic Preservation

## Interim Progress Report

*Master of Architecture (BS + Master of Architecture dual degree)*

**Program Administrator:** Stephen White, AIA, Dean

**Chief administrator for the academic unit in which the program is located:**  
Stephen White, AIA, Dean

**Provost:** Andrew Workman, Ph.D.

**President of the Institution:** Donald J. Farish, Ph.D., J.D

**Individual submitting the Interim Program Report:** Stephen White, AIA, Dean

**Name of individual to whom questions should be directed:** Stephen White, AIA, Dean

**Year of the Previous Visit:** 2012

**Current Term of Accreditation:** 6 years

**Submitted to:** The National Architectural Accrediting Board

**Date:** Fall 2014

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**1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report Conditions I.1-I.5 or II.2-II.3**

- a. **Conditions I.1-I.5 or II.2-II.3**
- b. **Conditions II.1 (Student Performance Criteria)**

A.11. Cultural Diversity

**2012 NAAB Visiting Team Report Finding**

**SPC A. 11. Cultural Diversity**

*While ARCH 522 Environmental Design Research covers many areas of human behavior and diversity, student projects only focus on one group of subjects in a semester, which does not give students a complete understanding of the range of culturally diverse populations they will have to encounter in the architectural profession and no other course adequately addresses this issue.*

**Progress Since the 2012 NAAB Visit:**

Arch 522 Environmental Design Research is the primary course covering this SPC. Since 2012, the course has been revised to better address students understanding a range of culturally diverse populations. See below for revised syllabus and student work examples.

Professor Eleftherios Pavildes provides 10 short student essays with his comments inserted from the class: 5 high pass and 5 minimum pass on readings that address cultural diversity in architecture in the following areas:

- A. Cultural diversity in tribal societies –
- B. Cultural diversity in peasant society
- C. Cultural diversity based on cultural difference in different countries and within ethnic cultural groups in the US (reading 26 meets the cultural diversity educational requirement mandated by state law in the state of California.)
- D. Cultural diversity based on ethnic subcultural group in the United States
- E. Cultural diversity of use and perception of space due to gender difference

- **A.11 Cultural Diversity ARCH 522 Syllabus**

<https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/A.10%20Cultural%20Diversity%20ARCH%20522%20Syllabus.pdf>

Click on the link, the User Account is NAAB, Password is NAAB.

- **A.11 Cultural Diversity ARCH 522 Student Work:**

<https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/A.11 Cultural Diversity ARCH 522 Student Work.pdf>

Click on the link, the User Account is NAAB, Password is NAAB.

B.6. Comprehensive Design

**2012 NAAB Visiting Team Report Finding**

**SPC B. 6. Comprehensive Design**

*ARCH 513 Comprehensive Project Design Studio is exemplary in many ways, particularly in the breadth of subject matter it covers, however the technical documentation of construction methods and materials lacked detail and specificity and projects did not demonstrate an adequate understanding of structural systems on the part of the students.*

**Progress Since the 2012 NAAB Visit:**

ARCH 513 Comprehensive Project Design Studio has always been structured around a strong, all encompassing, design framework. It is understood as a design studio with all its challenges in which the

project is brought to a substantially higher level of definition. The changes implemented so far since the 2012 Visit search to strengthen the more technical layers of buildings without sacrificing the strong design agenda. Given the intense nature of the studio, we found a need to optimize the way in which the students use their time so that more of it can be concentrated on research and investigation of technical matters.

Following the 2012 NAAB Visit and after a thorough review of how the course was structured, the following modifications were made to Arch 513.

- **B.6 Comprehensive Design ARCH 513 Syllabus:**  
[https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/B.6 Comprehensive Design ARCH 513 Syllabus.pdf](https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/B.6%20Comprehensive%20Design%20ARCH%20513%20Syllabus.pdf)  
Click on the link, the User Account is NAAB, Password is NAAB.
- **B.6 Comprehensive Design ARCH 513 Student Work:**  
[https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/B.6 Comprehensive Design ARCH 513 Student Work.pdf](https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/B.6%20Comprehensive%20Design%20ARCH%20513%20Student%20Work.pdf)  
Click on the link, the User Account is NAAB, Password is NAAB

For Structure related item items, see PDF pages 28-33, 113-118, 133-134 for Student 1; and see PDF pages 168-173 and 261-266. Included are two student's complete Comprehensive Design Projects, with structure as one part of the documentation.

#### *Site analysis documentation*

It is extremely important to understand the site in all its layers. History, environment, urban morphology, architectural typologies are some of the elements that could be the genesis of a design process and therefore crucial for the student to learn. What we found however, was that students were dedicating too much time to areas of study that were not significantly relevant. A much more prescriptive, detailed outline of what needs to be covered has been implemented which results in a more focused and streamlined site analysis process.

#### *Lectures*

Increased the amount and scope of supporting lectures focused on the following subjects:

Environmental Strategies (revised)	Structures (new)
Building Envelope and Assemblies (revised)	Mechanical Systems

The revisions included more technical information in the form of drawings and construction photos so that the students can really understand the connection between what is being drawn and its real materialization.

#### *Construction Site Visits*

Having the opportunity to visit buildings and construction sites allows the student to understand how all of the layers come together. We have a great collection of buildings, both finished and under construction within a convenient distance from the school. These visits are carefully planned so that the student has full access to every space and they are typically guided by people involved in the construction process (whenever possible).

#### *Building envelope*

Prior to the Spring Term of 2012, students developed large bay models of their buildings that allowed them to understand all the different layers. While we appreciate the pedagogical benefit of this model we found that the time it consumed was too great and the students ended up compromising other aspects required by the course (i.e. technical documentation). For that matter, we have introduced more tailored,

smaller working models that are done in parallel to assembly studies and wall sections in order to optimize the use of time.

In addition, the students go through a 'gallery style' review at the offices of Sasaki Associates in which professionals from many design disciplines participate as critics. This review occurs near the end of the semester and it is heavily focused on a lot of technical issues. It is a chance for the projects to be scrutinized and optimized in all its facets.

#### *Work sessions with engineers*

We have developed a strong bond with ARUP in Boston. Several engineers, both mechanical and structural, meet with students and carefully review and correct their work. In addition, the engineers give email support whenever needed and attend some of the reviews throughout the semester.

#### *Structure*

The meetings with the structural engineers has been supported with a stronger, more defined level of documentation of the structural framing (refer to bw sets) and the analysis and explanation of how the structure works (refer to booklet). In addition, the use of structural models and/or multi-frame analysis has been incorporated, which allow the student to visualize and understand challenging areas in their design.

#### *Black and White set*

A stronger emphasis on the technical documentation has been placed since 2012. More prescriptive requirements have been given and implemented and supportive material, such as reference sets, are given to the students to have as a reference.

## **2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report**

### Diversity Plan

#### **2012 NAAB Visiting Team Report Finding**

**A. Diversity Plan.** *While there is a diversity plan in place and it is beginning to show positive results, more progress needs to be shown in this area in both faculty and student recruitment and demographics.*

#### **Progress since the 2012 NAAB Visiting Team Report**

The School of Architecture, Art and Historic Preservation (SAAHP) continues diversity initiatives outlined in our 2011-2017 SAAHP Diversity Plan, which were yielding results prior and subsequent to the Visit. There has been progress in faculty and student recruiting and demographics since the 2012 Visit.

#### *Faculty Recruitment—Tenure-Track*

The School has undertaken two tenure-track searches since the 2012 Visit, which have resulted in the hiring of one female and one male Asian-American faculty through national searches.

- In 2012/13, the School hired Anne Proctor, Ph.D., as an Architectural Historian teaching introductory survey, and intermediate and graduate coursework on Italian Renaissance Architecture and Art. Proctor received her BA (Wellesley), M.Ed. (Harvard), M.A. (Syracuse in Florence), and Ph.D. (University of Texas-Austin) degrees, and has taught previously at Syracuse and Texas.
- In 2013/14, the School hired Leonard Daisuke Yui, AIA to teach architectural design, landscape architecture. Yui received his B.Arch. (California Polytechnic University-San Luis Obispo), M.Arch. and M.L.A. (University of Oregon) degrees, and is a registered architect.

<https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/New%20Faculty%20Bios--2014%20Interim%20Report%20RWU.pdf>

For new tenure track faculty bios, click on the link, the User Account is NAAB, Password is NAAB.

#### *Faculty Recruitment—Teaching Firm in Residence*

Our Teaching Firm in Residence Program established in 2007/08, unique among US Architecture programs, continues to broaden our faculty diversity, and invariably brings visiting faculty with gender and cultural diversity, while strengthening our connection to the profession and achieving high quality instruction.

- Spring 2014: Charles Rose Architects—five participants: Charles Rose, AIA; Susi Sanchez, AIA, Margaux Fischer, Wonyeop Sok, Frank Dill
- Fall 2013—Studio Luz, Boston—two participants: Anthony Piermarini, AIA; Hansy Better
- Spring 2013—Gray Organschi, New Haven—two participants: Lisa Gray, FAIA, Alan Organschi
- Fall 2012—designLAB, Boston: three participants: Robert Miklos, FAIA, Kelly Ard Haigh, AIA, Sam Batchelor AIA

The achievement of greater diversity of faculty was one of several key goals in establishing the Teaching Firm in Residence Program.

#### *Faculty Recruitment—Adjunct Faculty*

Additional female adjunct faculty engagement in design studios and in coursework has been achieved with hiring the following new adjunct faculty:

- Rachel Stopka of 3SIX0, Providence to teach Arch 113-114 Architectural Design Core Studio I-II
- Jennifer Barrett Kady, BIM Manager at Cannon Design, Boston to co-teach Arch 488 Computer Applications for Professional Practice
- Catherine Zipf, Ph.D., Visiting Scholar at MIT, to teach AAH122 History of Art and Architecture II; Arch 530 Special Topics: Women in American Architecture; and HP 324 Archival Research

#### *Student Recruitment*

We continue our efforts to engage diverse high school students in our one-week Summer Intensive Program in Architecture and Art, and in the four-week Summer Academy in Architecture. The Summer Intensive Program begun in Summer 2011 for 5 students provides free tuition, room and board, and that first year's program has yielded its first enrolled student in the Architecture Program, who has been awarded an Intercultural Leadership Award (ICLA) providing extensive tuition support over the undergraduate years. The Summer Academy in Architecture Program annually includes two full tuition, room and board scholarships for diverse students, and since 2011 has included one of these dedicated to a student from the Philadelphia Charter High School for Architecture and Design (CHAD). The Summer Academy Program since 2012 is now offered for college credit.

#### *Faculty and Student Recruitment and Development—Establishment of the Womens Leadership Network, and relationship with the Beverly Willis Architecture Foundation, New York, 2012-*

In 2012, Dean Stephen White received a Roger Williams University President's Inclusive Excellence Grant to establish a Women's Leadership Network (WLN) in the school, to support women's leadership in architecture, art and historic preservation fields, and connecting pre-college, undergraduate and graduate students and faculty, alumni/ae and professionals in a visible network of mentoring and mutual opportunity. This network supports students when applying to the school, mentoring while they are here, in career placements and faculty recruitment, and simply for collegial engagement. In 2012/13 and 2013/14, Beverly Willis, FAIA and the Beverly Willis Architecture Foundation, New York have visited the school on three occasions, and have served as facilitators for gatherings launching the group.

#### *Resulting Change in Student Demographics*

The Fall 2014 entering freshman Architecture class was composed of 56% women and 44% men—the highest percentage of women in the history of the program. We believe that part of the reason for this is the continued interaction with and promotion of our work with our Women's Leadership Network, the offering coursework on Women in American Architecture, as well as the increasing presence of faculty role models through our tenure-track, Teaching Firm in Residence and adjunct hiring achievements.

### **3. Changes or Planned Changes in the Program**

#### *Faculty retirement/succession planning*

Since the 2012 NAAB Visit, four faculty teaching in the Architecture Program have retired:

- Spring 2013: Associate Professor Rebecca Leuchak, Professor Charles Hagenah
- Spring 2014: Professor Roseann Evans, Professor William McQueen

There is a potential for several more retirements prior to the next visit. There is both a commitment to replacing faculty, and re-calibrating our program potentials and needs at the same time. The first two retirements have had successful tenure track searches completed, and the second tenure track searches are in process for Fall 2015 start dates.

<https://bridges.rwu.edu/access/content/group/48d8fd64-f196-4d99-b5c6-9fc37afb550e/New%20Faculty%20Bios--2014%20Interim%20Report%20RWU.pdf>

For new Faculty Bios, click on the link. The User Account is NAAB, Password is NAAB.

One staff member has retired, Woodshop Manager Anthony Silvia, in 2014. The School conducted a national search and hired Daniel O'Neill for Fall 2014, whose duties are expanded to cover Woodshop, Digital Manufacturing and Studio Manager roles.

#### *New opportunities for collaboration*

The School and Master of Architecture Program have created and benefitted from new opportunities for collaboration since 2011/12:

- 2011/12: The University's Community Partnerships Center has coordinated 100+ community engagement projects university wide since its inception, with 40+ overall/10+ annually involving architecture and historic preservation. The Center was first established in the School of Architecture, Art and Historic Preservation, but has migrated to a university-wide role to foster greater interdisciplinary collaboration
- 2011/12-: The SAAHP Career Investment Program was established in where our architecture students take up paid internships with 100+ firms and organizations to date, supported by university and federal funds. Funding for these paid internships has been achieved at more than \$250,000 per year.
- 2012/13-: The Samsung Design Studio in Architecture, piloted in 2012 and fully established in 2013, in collaboration with Samsung Electronics America, providing 27" Samsung computer monitors at each student studio desk (375) supported by a virtual desktop infrastructure server and rendering farm, along with 65" Samsung interactive whiteboards (9) for collaboration and presentation. This collaboration has led a university-wide transformation which now extends in 2014 to the University Library, School of Engineering, School of Education, School of Continuing Studies, and in 2015 will be completed in the Feinstein College of Arts and Sciences, Gabelli School of Business, and School of Law.
- 2014-: A 9-month Emerging Leaders Program model for 25-30 early and mid-career women annually in the largest US architecture firms is under development, in collaboration with the Beverly Willis Architecture Foundation (BAAF) NY, and Roger Williams University's Mario J. Gabelli School of Business. The program expects its first offering in Fall 2016.

#### *Changes in financial resources (increases, decreases, external pressures)*

The School and Architecture has achieved substantial financial resource increases annually since the 2012 visit, through the following developments:

- 2011/12: Establishment of the SAAHP Career Investment Program, where the university provides each Master of Architecture student \$3000 per student/\$15 per hour support for paid student internships with firms and organizations investing in the students and in the profession simultaneously, and for graduate assistantships with faculty. Undergraduate Architecture students receiving workstudy support (85% of our students) receive up to \$2400 per student/\$10 per hour. As a result, we have been able to achieve placements at more than 80 collaborating firms and organizations in the US.

- 2012/13-: RWU + Samsung Partnership: Samsung Electronics America donated \$193,000 worth of equipment to the School in 2013/14 to establish the 375-studio desk Samsung Design Studio along with 9 interactive seminar/review spaces with interactive whiteboards. This has led to further gifts and price discounts to the University totaling another \$500,000+ within a \$2 million project establishing The Samsung Learning Experience demonstration center for student, faculty and classroom equipment: the University Library, and all academic schools from 2013-2015. Samsung created a promotional video announcing the collaboration.  
<https://www.youtube.com/watch?v=jwOaOINIOV4>
- Fall 2014: All RWU Master of Architecture students entering with a 3.0GPA now receive a \$7000 merit scholarship (internal students) or \$6000 merit scholarship (external scholarship) in addition to support outlined above through the Career Investment Program, providing broad support across the graduate program,. Prior to Fall 2014, up to 20 Master of Architecture students received merit based aid at \$4000 per year, in addition to \$2000 in graduate assistantship support.
- Fall 2014: The School of Architecture, Art and Historic Preservation Graduate Student Association was established, supported by student fees, with an annual budget this year of \$18,000. The students are developing a charter, event planning, and career development goals for Spring 2014-.

#### *Significant changes in educational approach or philosophy*

The University has evolved its direction since the arrival President Donald Farish in 2011, who has elaborated a vision of Affordable Excellence in higher education, community outreach and career preparedness as major university goals. These have guided inter-school collaboration, Community Partnership Center and engagement with firms and organizations for teaching as well as career cultivation. The School of Architecture, Art and Historic Preservation has been a key player in these efforts.

#### *Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)*

The Architecture Library shelving and former slide library have been re-organized, creating additional space for collections growth, seating arrangements for collaborative and individual study, and a conference room.

#### **4. Identity & Self Assessment**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

*The report must include the following:*

- *Programs must describe how this section changed since the most recent APR was written and submitted*

##### **a. History and Mission**

#### **The University (from the 2011 APR)**

Roger Williams University is an independent co-educational undergraduate and graduate liberal arts university founded in 1956, accredited by the New England Association of Schools and Colleges (NEASC). The University offers programs designed to encourage the development of critical and independent thought, while preparing students for careers and lifelong learning. The faculty and the courses reflect a combination of elements of a traditional liberal arts college with a variety of professional and graduate programs normally found in larger institutions.

The University is a dynamic educational environment where students live and learn to be global citizens, where we are committed to our goal of "Learning to Bridge the World". With 41 academic programs and an array of co-curricular activities available on its 140-acre waterfront campus in historic Bristol, Rhode Island, Roger Williams looks to a set of core values in fulfilling its mission to prepare students for life as 21st century citizen-scholars. Our more than 5,100 men and women include undergraduate, graduate and law students. Roger Williams students come from more than 41 states around the country and 55

countries around the world. About 3,700 students are enrolled as undergraduates, more than 300 are pursuing graduate studies, and our School of Law is home to approximately 550 students. The University is dedicated to creating a challenging and supportive learning environment for each of them. The average class size of 18 and strong teaching orientation ensure personalized instruction and advisement. All classes are taught by faculty members, with additional assistance from faculty and student tutors to encourage excellence.

Full-time undergraduates enroll in classes on the Bristol campus, and the majority live on campus. 51% are male and 49% female. International students represent an increasingly significant portion of the student body. The University's undergraduate curriculum is delivered by faculty of the Feinstein College of Arts and Sciences and five professional schools—the School of Architecture, Art and Historic Preservation; the School of Law; the Mario J. Gabelli School of Business, the School of Engineering, Computing and Construction Management, and the School of Justice Studies. Graduate programs are offered in each of the schools in selected programs of Education, Literacy, Psychology, Architecture, Historic Preservation, Art and Architectural History, Law, Public Administration, Leadership, Construction Management, Justice Studies. Joint graduate degree programs are offered. In addition, the School of Continuing Studies enrolls adults who join the University to expand their knowledge of their current fields or explore new careers at both undergraduate and graduate levels.

The main campus in Bristol consists of an academic core of facilities including administration, dining, recreation and student development facilities. Residence halls and parking are at the campus perimeter. A number of new state-of-the-art facilities have opened on campus within the past three years including an Alumni & Admissions Center; a 350-bed residence village; an expanded Marine and Natural Sciences annex; and Global Heritage Hall – a technology- rich academic center that boasts heritage themed classrooms, a world languages center, Mac labs, and the Spiegel Center for Global and International Programs – where students can authentically learn to bridge the world. Throughout the design and construction process, creating environmentally friendly facilities has been a major point of emphasis, and all new construction is designed to LEED Silver standards. The Main Library provides space for a collection of more than 180,000 volumes as well as cutting-edge technology that allows students to take advantage of the latest information-gathering tools. Other facilities include a modern Recreation Center, a Performing Arts Center as well as a variety of academic and residence buildings. Roger Williams' downtown Providence Campus houses the School of Continuing Studies and provides urban experiences for upperclassmen through law clinics and cooperative education opportunities. Additionally, since 2007 the Providence facility is home to the American Institute of Architects, Rhode Island Chapter, in space donated by the university. Roger Williams is one of three universities to host an AIA chapter, and is the only one in an urban location.

Roger Williams's location offers students access to significant cultural resources. The Bristol campus is thirty minutes by car from both Newport and Providence. Boston is one hour away by car or bus, and New York a three-and-a-half hours by car, train or bus. Rhode Island Public Transit Authority (RIPTA) buses stop in front of the main gate of the Bristol campus, and all students are provided passes. This accessibility to off-campus activities, coupled with the array of on-campus athletic, social and other extracurricular events, enriches the life of Roger Williams students. The total undergraduate experience prepares students for rewarding and productive lives here at the University and beyond.

#### **Changes since the 2012 NAAB Report: The University**

University enrollment has increased slightly from 5100 to 5300 students overall. The University has frozen tuition since 2012 in an effort to make college more affordable, increase retention and minimize student debt while maintaining initiatives for excellence. There has been a corresponding effort to demonstrate the value of college education through service to the community, and preparedness for careers.

#### **University History (from the 2011 APR)**

What has become Roger Williams University emerged from Northeastern University's Rhode Island extension in 1919, when its School of Commerce and Finance opened a branch at the Providence YMCA.

In 1920, the Northeastern School of Law opened a Providence division, offering the LL.B. degree, and in 1938 its Providence Technical Institute, offering a certificate program in mechanical engineering. In 1940, the YMCA separated from Northeastern and established the Providence (later YMCA) Institute of Engineering and Finance, serving veterans through evening and day divisions. In 1948, the State of Rhode Island authorized the Institute to grant the Associate of Science degree.

In February 1956, the Institute received a state charter to become the Roger Williams Junior College, the first two-year institution in the state, which began offering a liberal arts program in 1958. By 1964, the college offered both Associate of Arts and Associate of Science degrees. In the early 1960's, Roger Williams Junior College grew rapidly and became a four-year institution in 1967. As a result, the College acquired 80 acres of waterfront land in Bristol, Rhode Island, and in 1969 completed construction of a new campus. The Providence campus with 1,000 students continued to offer business and engineering technology programs. The new campus in Bristol enrolled 1,500 students, and offered liberal arts programs leading to baccalaureate degrees. Continuing Education programs were offered in both Providence and Bristol. The College was accredited as a four-year institution in 1972 by the New England Association of Schools and Colleges.

In the mid-1980's, Roger Williams College began a marked academic advance. In 1985 a new professional degree program in Architecture received National Architectural Accrediting Board (NAAB) accreditation and new facilities in 1987, a new Performing Arts Center and a new main library were dedicated in 1991. Roger Williams' Bachelor of Architecture Program was the first US architecture professional degree program accredited by NAAB in a small liberal arts college. Roger Williams achieved University status in 1992 with its first graduate program in the School of Law--the first in the state. In 1994, the School of Law building at the Bristol campus was dedicated, the Metropolitan Center for Education and Law opened in Providence. The existing undergraduate programs were reorganized into a College of Arts and Sciences and professional schools of Architecture, Business, and Engineering; and University College for continuing education. In 1995, a new University Core Curriculum was created to insure cross and multidisciplinary education for all majors, and a new Center for Student Development was created. The University received major donations from Trustee Mario Gabelli to endow the Mario J. Gabelli School of Business, and from the US Department of Commerce to create the Center for Environmental and Economic Development. In 1996, new residence halls designed by Cesar Pelli Associates opened. In 1997, the Feinstein College of Arts and Sciences was endowed by Rhode Island philanthropist Allan Shawn Feinstein, and a new School of Justice Studies opened. In 1998, the University initiated the Feinstein Service Learning requirement for all undergraduates, and received notice that it had advanced to first-tier status among regional liberal arts colleges and universities as ranked in *US News and World Report*, which it maintains at the present time. In 1999, the School of Justice Studies began offering graduate programs, and in association with John Cabot University, Roger Williams University established a study abroad program for its students in Rome. In 2001, this program was relocated to Florence, where Trustee Marc Spiegel led the establishment of a study abroad base for all undergraduates at the Institute for Fine and Liberal Arts at Palazzo Rucellai, designed by Alberti. Since 2000, the university has instituted broad qualitative change along the theme "Learning to Bridge the World", developed through University-wide strategic planning processes over the decade. The main campus in Bristol has undergone a major transformation, undertaken through a university-wide Campus Master Plan process led by EYP Associates, with substantial participation from Architecture and other faculty members. New Student Residences including housing for students in the University Honors Program (2001-2002), renovation and expansion of the University Recreation Center (2001-2003), multiphase expansion of the School of Architecture, Art and Historic Preservation (2003-2005) designed in award winning facilities by Kite Architects, Providence; and a 700-space parking structure (2005) have been completed. The University Commons including dining hall and bookstore, and Global Heritage Hall to consolidate the University's international programs opened in 2009--both designed by Goody Clancy, Boston, as well as a new student residence hall designed by Perkins + Will, Boston.

Multiple activities since 2001 transform the University into an increasingly engaged and diverse community, in fulfillment of our mission and in concert with emerging 21<sup>st</sup> century paradigms:

- *increasing interdisciplinary activity* supported by University Advancement activities, with the establishment of the Ahlborg Initiative (2001) between Architecture and Engineering, the Center for Macro Projects and Diplomacy (2003) between Architecture, Historic Preservation Engineering and International Relations; the Peggy and Marc Spiegel Center for Global and International Programs (2004), the Mary Tefft White Center (2004), and a Presidential initiative on Civil Discourse (2004). Since 2009, the University has received support from US State Department Fulbright-Hays grants to establish Minors in East Asian Studies and Middle East North African Studies, and a Minor in Sustainability Studies that includes a Study Abroad component in Turkey. Sustainability Studies is also supported by a \$1 million gift from the DF Pray Foundation. 2005-present includes further transformations reflective of a 21<sup>st</sup> century institution, including:
- *increased attention to intercultural programming, civil discourse, diversity and international*
- *student recruitment* through established positions in the university. A civil discourse journal and university Civil Discourse lecture series, and Director of Multicultural Enrollment and International recruitment staff have been established.
- *development of distance teaching and learning activities*—providing distance courses to remotestudents, as well as engaging remote distinguished faculty to teach courses to students in residence at Roger Williams. A newly established Instructional Design department is staffed and provides support for the online teaching and learning activities underway, and to improve teaching effectiveness through a variety of digital applications
- *Global and International Programs*--The Peggy and Marc Spiegel Center for Global and International Programs supports semester-long, winter/summer session and short term faculty led trips, and also facilitates Memoranda of Agreement with leading institutions around the world. The Architecture Program has benefitted from this enormously, establishing a network of partner universities and firms abroad as outlined further in the document.
- *General Education Reform*—The University is at work over a four-year process to transition from the current Core Curriculum to a trans-disciplinary, outcomes based General Education model scheduled to be initiated for the entering class of 2012.
- *Learning outcomes assessment across the university*, and the development of student eportfolios for all students, led by a pilot program initiated in the School of Architecture, Art and Historic Preservation, presented at the ACSA Administrators Conference in November 2010 in Washington.

#### **Changes since the 2012 Visit: University History**

A key initiative since 2012 is the Roger Williams University + Samsung initiative, where Samsung Electronics America has provided collaborative learning technology gifts and price discounts in support of Affordable Excellence and collaborative learning goals, and to better enable distance learners. The Samsung Design Studio has been established in the School of Architecture, Art and Historic Preservation, Samsung Collaborative Learning Lab in the School of Continuing Studies, and Samsung Learning Experience demonstration center in the University Library, along with significant product discounts benefitting all academic areas.

Another is a plan to relocate the University's Providence, RI facility to a larger facility, and to better equip the local for graduate and adult learners in the School of Law and the School of Education, in addition to creating a more substantial presence in the state's capitol and business center.

#### **University Mission and Philosophy (from the 2011 APR)**

Roger Williams University is an independent liberal arts University that combines the unique strengths of

small liberal arts colleges and those of larger comprehensive universities, and where liberal and professional education are enhanced by their integration and the recognition of their unity. At the foundation of the institution is a set of core values that play a central role in guiding a respectful, diverse and intellectually vibrant University community:

- Love of learning as an intrinsic value
- Preparation for careers and future study
- Collaboration of students and faculty in research
- Commitment to community through service and sustainability
- Appreciation of global perspectives
- Promotion of civil discourse

The University strives to educate all students to become productive citizens of the social and professional communities in which they will live and build their careers. To participate in a lifetime of such citizenship, it is the goal of Roger Williams University to prepare our students to:

- Communicate clearly in a variety of formats
- Appreciate the ability of the humanities to stir the soul
- Advocate effectively through civil discourse
- Acquire new information and perspectives through traditional research techniques and the use of information technology
- Contribute productively in team projects through leadership and cooperative efforts
- Understand how different cultures, philosophies and historical experiences affect the perspectives of others

#### *Legacy of Roger Williams (1604 - 1684)*

Roger Williams, founder of the State of Rhode Island and Providence Plantations, was the first major figure in colonial America to argue forcefully the need for democracy, religious freedom, and for the understanding of America's native cultures. Roger Williams University has dedicated itself to principles advocated by our namesake: education, freedom and tolerance. Through his scholarship in language, theology and law, Williams' life reflected the value of learning and teaching. The University honors the legacy of Roger Williams by modeling a community in which diverse people and diverse ideas are valued, in which intellectual achievement is celebrated, and in which civic responsibility is expected.

#### **Changes since the 2012 Visit: University Mission and Philosophy**

In Summer 2014, the university commenced "The Vision Project" facilitated by Campbell & Company, Chicago, which will conclude in June 2015 with review by the Board of Trustees, to advance the vision, mission and values of the university. University President Donald J. Farish has described the initiative as:

*"a University-wide effort to define our vision for the future of Roger Williams University ... Our visioning process will challenge us to dig deeper, think bigger.... Our resulting vision will be bold, vivid, decisive and disciplined: a depiction of the institution we can become through the application of our best ideas and efforts across the next generation. Ultimately, our sights are set on how we can best achieve not merely survival or even success, but rather significance. We will develop this vision through a nine-month process, led by our Board and involving the broad participation of our community, including faculty, students, community members and employer."*

Outcomes of The Vision Project will a vision, mission and values statements, developed through a broadly engaging process of school and administrative unit committees, Academic Oversight Committee and Steering Committee. Information on the RWU Vision Project can be found at <http://rwu.edu/about/partnerships-initiatives/vision-project> . The Vision Project Timeline is found at [http://rwu.edu/sites/default/files/downloads/president/the\\_vision\\_project\\_flowchart\\_120514.pdf](http://rwu.edu/sites/default/files/downloads/president/the_vision_project_flowchart_120514.pdf)

### **History of the Architecture Program (from the 2011 APR)**

Studies in Architecture began at Roger Williams College in 1976 as an area within the Division of Engineering Technology, which awarded a four-year Bachelor of Science degree. The five-year Bachelor of Architecture program was offered for the first time in Fall 1982. In Spring 1983, a new Director of the Architecture Division, Raj Saksena, AIA was hired, and the Architecture Program separated from Engineering to become its own division within Roger Williams College. The program was created to fulfill needs of the Northeast region that did not have an adequate number of undergraduate professional degree program opportunities. The Roger Williams program was the first accredited Bachelor of Architecture program in the United States to be created within a small, private liberal arts college. Following a team visit in 1984 and follow-up visit in 1985, the Bachelor of Architecture program received its initial accreditation in June, 1985.

In 1984, Roger Williams College, supported by the National Endowment for the Arts, sponsored a national design competition for the design of a new Architecture building, won by Kite Palmer Architects, Providence. The award-winning design was built and the new building occupied in 1987. In 1990, the Architecture Division became the School of Architecture, housing the five-year Bachelor of Architecture program and the four-year Bachelor of Science in Historic Preservation programs. The Director, Raj Saksena became the Dean of the School of Architecture, and was recognized as a Fellow of the American Institute of Architects in 1993, for service to the profession and for education. Study Abroad programs in Architecture began in 1990 in Greece and Turkey, followed by alternate year programs in Prague/Brno/Vienna in 1994/96/98/00, and 2002; England in Fall or Spring semesters in conjunction with Historic Preservation majors from 1995-1999.

In 1997, the School of Architecture began a strategic planning process under new leadership, with Stephen White, AIA being appointed dean. This process led to the 1999 reorganization into the School of Architecture, Art and Historic Preservation, with expanded undergraduate professional and liberal arts programs in Architecture (Bachelor of Architecture, B.S. in Architecture), Art (B.A. in Visual Arts Studies), Historic Preservation (B.A. in Heritage Resource Studies, B.S. in Historic Preservation), and a new B.A. in Art and Architectural History, and the school's faculty participating in delivering the University's Core Curriculum. In 1999-2000, in concert with the nationwide review then underway of professional degree program structure and nomenclature emerging from the 1991 Five Presidents Accord (ACSA, AIA, AIAS, NAAB, NCARB), and *The Boyer Report*, and in accord with its own advance the School of Architecture, Art and Historic Preservation began a process to:

- revise its 5-year, 172 credit Bachelor of Architecture program to introduce greater curricular flexibility for students, and increased linkages simultaneously with the University, profession, and community
- introduce a 5-1/2-6 year 186 credit B.S. / Master of Architecture dual degree as the professional program that would replace the B.Arch. as the School's NAAB accredited professional program.

In June 2000, NAAB granted a full five-year term of Accreditation to the 5-year, 172 credit Bachelor of Architecture program, and Candidacy status to the 5-1/2-6 year, 186 credit B.S. in Architecture /Master of Architecture dual degree program sequence being phased in. The term was subsequently extended to six years, in keeping with NAAB's revised, extended accreditation cycle, as was the Candidacy term of the B.S./Master of Architecture program.

Roger Williams sought to introduce the Master of Architecture and to replace the Bachelor of Architecture program in order to provide:

- increased elective options and curricular flexibility for students, along with greater depth in the areas of Design, History/ Theory, Environment + Behavior, Technical Systems, and Professional Practices
- greater breadth of study within the program, including access to Historic Preservation courses,
- and opportunities for concentrations and minors
- introduction of higher academic standards toward completion of graduate degree, through raised

- minimum grade requirements in graduate courses
- improved career positioning of students at graduation, through achievement of graduate qualifications
- greater opportunity for faculty development through offering graduate coursework
- alignment with the University's mission as a comprehensive institution offering graduate programs

In 2001, the School began to plan for a Nomenclature Change from the Bachelor of Architecture to the B.S. / Master of Architecture dual degree through an NAAB Focused Evaluation process, and element of which involved seeking clarification of graduate standards from regional accreditors in the process. In March 2001 the Rhode Island Board of Governors of Higher Education (RIBGHE) granted initial 3-year approval and in 2004 full approval of the Roger Williams B.S. in Architecture / Master of Architecture professional degree program. In 2002, NAAB granted full accreditation to the Master of Architecture program through the Focused Evaluation Process described above. The School admitted its last Bachelor of Architecture class in 2004, who graduated in 2009.

The establishment of the Master of Architecture Program has transformed the School in terms of student academic expectations, achievement and opportunities, diversification, facilities, faculty composition, faculty development, global and international programs, and community outreach, achieved through an evolution of governance. 2002 marked the establishment of a three year planning and assessment cycle in the School, intended to coincide with NAAB and other evaluation cycles.

From 2002-2005, the School and Architecture Program continued evolution based on increased academic expectations at the graduate level and responsiveness to changing local and global conditions. Diversification of student experiences commenced through the establishment of a Providence Program (2000-2005) where students engaged the diversity of an urban environment; and through the enhancement of the University's undergraduate Florence Program (2002- ) at the Palazzos Rucellai and Alamanni, which most Architecture students attend. With the establishment of the Master of Architecture, the University created a Graduate Assistantships Program for Architecture where 20 students per entering year/40 total over the 5<sup>th</sup> and 6<sup>th</sup> years receive \$6000 assistantships for activities related to working with faculty scholarship, curriculum assessment, exhibitions and lecture series. This has contributed a remarkable change in the student climate, with more looked forward to. Evolutions of the 2004/2008 and 2008/2012 RWU Faculty Contracts has led to evolved graduate teaching loads and enhanced achievement of faculty scholarly, professional and creative activities. Facilities expansion in 2003-2005 has provided additional studio, lab, drawing, computer and DM lab, faculty offices, exhibition and lecture hall supporting graduate instruction. Faculty hiring has Enhanced our full time capabilities in digital media, professional practice and global histories through the hiring a Design + Digital Media (Andrew Thurlow, 2004-) Design + Professional Practices (Gary Graham, FAIA, 2007-), and an Asian Art and Architectural History (Poyin Auyeung, 2008-09, replacement pending currently) faculty. Replacement for a Design + Sustainability faculty member is still pending. Establishment of project-based Center for Macro Projects and Diplomacy (2003-), providing interdisciplinary engagement on large scale projects of English Channel Tunnel

In 2005/06, further changes were outlined in *SAAHP Evolution: Assessment, Engagement and Re-Structuring for New Expectations and Outcomes* framed by the dean with input from the faculty, inclusive of broader shared governance and faculty leadership across the school, including faculty Program Coordinators for curricular leadership in each area supported by reduced teaching loads. The document outlined the establishment of a school-wide SAAHP Planning + Assessment Framework inclusive of scheduled cycle of twice yearly, two-day planning and assessment retreats alternately addressing curriculum outcomes and strategic initiatives, included in an online internal website including a faculty handbook, structure, processes and outcomes inclusive of all committees and activities.

In 2007/08, the School established new Architecture Visiting Professorships and a unique Teaching Firm in Residence program, where each semester distinguished architects and educators come to the program

to teach graduate design studios and sometimes additional coursework, offering a lecture and exhibition in the School's Public Events Series, and invariably hiring some of our outstanding students and graduates following. The programs additionally have provided more diversity of faculty composition that has otherwise been available, particularly in regard to female and Hispanic faculty, and tie us to leading practitioners in the region and to date in Europe and South America.

Visiting Professors to date include:

- Spring 2012 Hernan Maldonado, KLM Arquitectos; Max Rohm, Rohm Ibarlucia, Buenos Aires
- Spring 2011 Paul Lukez, FAIA, Paul Lukez Architects, Somerville
- Spring 2010 Francisco Liernur, Dean, Universidad Torcuato di Tella, Buenos Aires; Hernan Maldonado, KLM Arquitectos; Max Rohm, Rohm Ibarlucia, Buenos Aires
- Spring 2010 Alex Anmahian, FAIA, Anmahian Winton Architects, Boston
- Summer 2009 Franco Pisani, Franco Pisani Architetto, Florence
- Spring 2009 Bruno Pfister, Kallmann McKinnell and Wood, Boston
- Spring 2009 Suha Ozkan, Ph.D., Hon. FAIA, Secretary General, Aga Khan Award for Architecture
- Fall 2008 Carol Burns, FAIA, Taylor Burns Architects, Boston
- Fall 2008 John Onians, Ph.D., FRSA, University of East Anglia, England
- 2007/08 Brian Healy, AIA, Brian Healy Architects, Boston

Teaching Firms in Residence to date include:

- Fall 2011, Fall 2010: Gray Organschi Architecture, New Haven—Alan Organschi, Lisa Gray, Kyle Baldwin
- Fall 2011: designLAB, Boston--Robert Miklos, FAIA, Scott Slarsky, AIA, Kelly Ard
- Spring 2011: Tangram Architects, Amsterdam—Bart Mispelblom Beyer, Charlotte ten Dijke
- Fall 2009, Spring 2008: Perkins + Will, Boston--John McDonald, AIA, Patrick Cunningham
- Spring 2009: Sasaki Associates, Watertown --Pablo Savid-Buteler, AIA; James Moses, AIA
- Fall 2008: Ann Beha Architects, Boston--Pamela Hawkes, FAIA, Steven Gerrard, AIA
- Fall 2007: Kallmann McKinnell & Wood, Boston--Bruno Pfister, RA

Roger Williams Teaching Firms in Residence include two AIA Firm of the Year Award Winners (Perkins + Will, Kallmann McKinnell and Wood), and three top ten firms in *Architect* magazine's 2011 Top 50 issue: Perkins + Will (#1), Ann Beha Architects (#5), Sasaki Associates (#6). The School also engages HOK in its Sustainable Design Seminar on an on-going basis, and in 2011/12 is piloting a distance deliver Global Fellows teaching model with Tangram Architects teaching a Fall 2011 course Sustainable Density from Amsterdam, and Christopher Mulvey '95 of Safdie Architects teaching a Spring 2012 Architectural Journalism course from Shanghai.

In 2008/09, in concert with a three year planning and assessment cycle, the document *SAAHP Graduate Program Development: Graduate Education in A Liberal Arts Institution* charted a way forward for the broader program developments in place currently, including revisions to the BS/Master of Architecture dual degree sequence leading more into a 4+2 BS + Master of Architecture format, increased global and community outreach. The Architecture Program has been coordinated by Professor Edgar Adams since this time, leading the curriculum development to include revision of the structures sequence, greater attention to sustainability in liberal arts requirements and in architecture coursework, integrated practice, and community and urban design. A feature of the program revisions has been the evolution of the Comprehensive Project Design Studio led by Adjunct Professor Roberto Viola Ochoa of Sasaki Associates, to a point where student successes have led to a related further evolution of the Thesis Design Studio toward greater range and freedom of expression.

Since Fall 2010, expanding further from our undergraduate study abroad base in Florence, Master of Architecture students now have opportunities for elective semester long study abroad and exchanges including design studio, language study, contemporary architecture in the country, and internships with

leading firms in the following locations and universities:

- Buenos Aires—Universidad Torcuato di Tella (Memorandum of Agreement, 2010-)
- Istanbul—Istanbul Technical University (Memorandum of Agreement, 2011-)
- Beijing—Tsinghua University, English Language Master's Program (Memorandum in process)
- Yokohama—Yokohama National University

The Fall 2010 Buenos Aires Program was led by Professor Julian Bonder, and is held in even years Fall 2010, Fall 2012, with internship placements at six leading Buenos Aires firms. A Spring 2011 effort was held at Tsinghua University in conjunction with its English Language Master of Architecture Program, with internships at Gensler, Shanghai. Students attend Istanbul Technical University in Fall 2011, and will have Beijing, Istanbul and Yokohama options for Spring 2012.

Concurrently with our expanded global opportunities, following notable individual community efforts individually in design studios in RI, Massachusetts and in Turkey, Roger Williams established the Community Partnerships Center in June 2011, based in the School of Architecture, Art and Historic Preservation. Led by Director Arnold Robinson, AICP, the School has engaged leading Rhode Island practitioner Martha Werenfels, AIA of Durkee Brown Viveros and Werenfels, Providence and designLAB, Boston to teach Fall 2011 Community Partnerships design studios in conjunction with Woonsocket and Bristol, RI community groups, and with support of the Rhode Island Economic Development Commission (RIEDC), and the towns. The Center convenes events, lectures and smaller workshops as well, and engages Graduate Assistants from the Master of Architecture program beyond the classroom and studio. The program has thus evolved to include a greater range and diversity of teaching faculty, engaging practitioners at the school and abroad, as well as engaging the local community. From history to futures, we are looking forward to creating a Master of Architecture entry point for those without undergraduate pre-professional degrees in architecture, and extending a series of post-professional MS options in Architecture in Sustainable Design, Urban Design, Historic Preservation and Digital Media.

### **Changes since the 2012 Visit: History of the Program**

The BS in Architecture / Master of Architecture curriculum sequence remains the same as in 2012. There have been special topics course offerings and other curricular experiments are always underway. Several significant evolutions in internship support, IT and Media Services, student financial aid, and faculty development have occurred in support of the program, which have been noted earlier in more detail in this Interim Progress Report:

- 2011/12: Establishment of the SAAHP Career Investment Program, providing paid internship support for all graduate students and 3<sup>rd</sup> and 4<sup>th</sup> year undergraduate students. Placements have been achieved at 80+ firms and organizations, with full time and adjunct faculty for research
- 2012/13-: Samsung Design Studio, gift providing 27" monitors at each studio desk (375) served by a virtual desktop infrastructure server, 65" collaborative touch screens (9) in review and seminar spaces.
- Fall 2014: Graduate Merit Financial Aid for all entering Master of Architecture students with a 3.0 GPA (\$7000 merit scholarship for internal students, \$6000 for external students)
- Fall 2014: Establishment of the School of Architecture, Art and Historic Preservation Graduate Student Association was established, supported by student fees
- 2011-Teaching Firm in Residence Program—continuation of the program with the following firms participants:
  - Fall 2014: ADD Inc, Boston, MA - Eric Weyant, AIA, Aeron Hodges and Zach Pursley
  - Fall 2014: designLAB, Boston--Robert Miklos, FAIA, Mart Ann Upton, AIA, Jason Van Yperen
  - Spring 2014 Charles Rose Architects, Somerville, MA - Charles Rose, AIA, Susi Sanchez, AIA, Frank Dill, Wonyeop Seok, Margaux Fischer
  - Spring 2014 / Fall 2013 Studio Luz, Boston, MA - Anthony J. Piermarini, Hansy Better
  - Spring 2013/Fall 2012 Gray Organschi Architecture, New Haven—Alan Organschi, Lisa Gray, FAIA, Kyle Baldwin

Fall 2012: designLAB, Boston--Robert Miklos, FAIA, Scott Slarsky, AIA, Kelly Ard Haigh, AIA

**Program's Benefit To and From the University (from the 2011 APR)**

Architecture students, faculty and staff participate broadly in the life of the university, with faculty participating in the Faculty Senate, University Core Curriculum and now evolving General Education Program under development. The program is a leader qualitatively and qualitatively in the following areas contributing toward the university's core values:

- Study Abroad offerings and enrollment
- Curriculum-based community partnership activities. Architecture provides a practicum based component that leads the universities engagement of communities beyond, benefitting the profile and providing funding source for university programs
- Graduate education, with Architecture being the largest graduate offering in the institution
- Interdisciplinary activity, through our blending of course offerings between architecture, art and architectural history, historic preservation and visual arts studies
- Quality of students and faculty are a highlight of the university, widely noted within the institution. leading in offering of graduate programs, study abroad programs, curriculum-based community partnership activities
- The Public Events Series is the most active lecture and events series on campus
- Leading in recent faculty scholarship in noted academic presses (Carranza, Fenske, Khan, Pavlides,) and outreach (Adams, Copur), regional, national and international scholarly and
- professional scholarly achievement (Cohen, Bonder, Visiting Professors, Teaching Firms)
- Leading in developing unique teaching formats—lecture recitation, Visiting Professors, Teaching
- Firm in Residence, Global Fellows, Community Partnerships

Our students are seen campus wide as the highest achieving student group on campus from entry through graduation, and the most committed to Live Learn Community participation, a key university initiative in the university residence life area.

Architecture benefits strongly from several key elements of Roger Williams University's identity and mission, the conception and scale of a liberal arts university, beginning from the value of an all faculty/no teaching assistants instructional model that characterizes the institution. The program has been well supported in outstanding facilities both in Bristol and in Florence in faculty hiring in difficult economic circumstances, and in truly remarkable support for faculty professional development through professional development funding, the RWU Foundation to Promote Scholarship and Teaching. Architecture is benefitting from the increasing embracing of outcomes based curriculum assessment which has long been a tradition in Architecture. We enjoy a spirit of general collegiality and mentorship among students and faculty, and participate routinely in University wide programs such as the Civil Discourse Lecture Series, Presidential Fellowship Awards for faculty to address key areas of the university's mission through teaching or scholarly creative and professional activities; and for students in the University Honors program and Academic Showcase Programs. Architecture has been a leading participant in three recent successful major Fulbright Hayes grant programs through the Fulbright Hayes in East Asian Studies, Middle East and North African Studies, and Sustainability Studies, where our faculty and students are significant contributors.

We encourage the holistic development of young professionals through both liberal arts and practicumbased learning in the items outlined above, and in the basic Roger Williams University curricular structure where all students are required to complete a major, as well as a Core Concentration (5 courses) or Minor (6 courses) in an area outside in the liberal arts or other professional areas. We see the professional degree program structure we have developed and are evolving further as a distinctive educational model, celebrating creation and stewardship within a scale of relationships uniquely informed by our institutional and geographic surroundings.

**Changes since 2012 Visit: Program's benefit to and from the University**

The program is benefitting from the University's Affordable Excellence, community outreach and career development initiatives through funding and other support outlined above. The Samsung Design Studio in Architecture which has evolved into a broader university initiative has benefitted the School and the university enormously, and sets the stage for other significant advances due to the establishment of higher quality computing and collaboration technologies. Key leadership for the continuing university-wide implementation is coming from the School of Architecture, Art and Historic Preservation. The School has also established a student led group, The Bureau, where graduate architecture students undertake preliminary design studies on facilities when requested. In 2013/14, The Bureau completed preliminary design for the relocation of the School of Education faculty offices, and in 2014/15 for the University Commons and Mary Tefft White Center development.

**b. Responses to the Five Perspectives**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

*The report must include the following:*

- *Programs must describe how this section changed since the most recent APR was written and submitted*

**A. Architectural Education and the Academic Community (from the 2011 APR)**

Architecture at Roger Williams is celebrated as one of the institution's outstanding programs, advancing the mission as a liberal arts university through Architecture's complementary liberal arts and professional focuses. The Architecture Program exists within the interdisciplinary environment of the School of Architecture, Art and Historic Preservation with its mission of balancing creation and conservation, aesthetic and technical, individual and collaborative, liberal arts and professional education. The Program draws on coursework from Architecture, Art and Architectural History, Historic Preservation and Visual Arts Studies. Architecture faculty have made highly visible contributions to scholarship and practice in the institution since the 2006 NAAB Visit, with significant book publications including Professor Eleftherios Pavlides's co-editing with Galen Cranz of the University of California-Berkeley Environmental Design Research: The Body, the City, and the Buildings in Between, (2011, Cognella); Distinguished Professor of Architecture and Historic Preservation Hasan-Uddin Khan's co-editing with MIT's Julian Beinart and Charles Correa Le Corbusier, Chandigarh and the Modern City (2010, Mapin, India), Professor Luis E. Carranza's book Architecture as Revolution: The Making of Modern Mexico (2010, University of Texas Press), and Professor Gail Fenske's award-winning book The Skyscraper and The City (2008, University of Chicago Press) among the highest profile achievements. Faculty Andrew Cohen and Julian Bonder have won several recent Boston Society of Architects Design Awards, and Bonder an 2007 ACSA Faculty Design Award and several international competitions with artist Krystof Wodiczko including a Memorial to the Abolition of Slavery in Nantes, France nearing completion. Professors Ulker Copur and Khan have been university leaders in achieving 2010-12 Fulbright Grants for Sustainability in Turkey and for the establishment of a Minor in Middle East/North Africa Studies, both inclusive of architecture coursework. After many years of successful individual faculty efforts at community based projects, the School in 2011 founded the Community Partnerships Center to facilitate community engagement in curriculum-based projects, with architecture and historic preservation being particularly active, but also including law, business, construction management, and the arts. The Center already in its brief existence is proving to be a catalyst for university wide engagement in community and economic development in Rhode Island. Since the last visit, Professor Pavlides has been recognized by the Governor of Rhode Island's office for his contributions to the development of wind energy in the state, developed through collaborative student/faculty research with architecture students over many years. Architecture Faculty are active with their colleagues in the institution in the University Faculty Senate, and in the on-going development of a new General Education Program in process.

The Architecture Program and the School are known for their innovations in teaching engaging a variety of learning formats-individual and collaborative studios, lecture/recitation formats involving senior faculty rather than teaching assistants, studios and seminars taught by Visiting Faculty and Teaching Firms in Residence, distance seminars taught by leading practitioners in Washington DC, Amsterdam and Shanghai. We have also pioneered with the University's Department of Instructional Design the development of learning outcomes assessment at the institution and the development of student e-portfolios through the leadership of Assistant Dean Greg Laramie, which now are in place for all Architecture students through the first three years of the

program. Architecture students annually enter the university with the highest academic standards of the incoming class, as well as the highest retention and graduation rates, which contributes substantially to the academic community of the institution.

The Architecture program thrives in the curricular environment of the institution where all students must complete a major as well as a 5-course Core concentration or 6-course Minor in a second area of study, though they would appreciate a more engaging and higher quality required University Core Curriculum. Roger Williams is rare among US architecture programs in requiring acquisition of knowledge in a second area, with many of our students take up minors in Art and Architectural History, Visual Arts Studies, Sustainability Studies, Structural Engineering, Italian Studies or languages. Our students throughout the program are involved in critical writing exercises from first year through sixth year, and develop a thesis project based on a depth of study of relevant issues which provide a context for student design work. Architecture and the School are regular participants in university-wide Civil Discourse Lecture Series, and have recently brought Kuala Lumpur/London based architect Ken Yeang to speak to the university community on ecological design, Leith Sharp from the Harvard Sustainable Campus Initiative on sustainable campuses, and McGill University's Vikram Bhatt to present on the edible landscape around the world as a basis for an achievable sustainable environment. Architecture students are the most active participants in Roger Williams' international and global programs, with more than 70% of our students undertaking Study Abroad in one or more of the formats available:

- undergraduate semester Florence Program inclusive of Architecture, Art and Architectural History, Historic Preservation and language coursework
- Winter/Summer short term study abroad in Architecture and Art and Architectural History include opportunities in Egypt, Germany, The Netherlands, Cambodia, and Japan
- Architecture graduate semester long programs are offered in Buenos Aires at Universidad Torcuato di Tella; at Tsinghua University Beijing; Istanbul Technical University in Turkey and Yokohama National University, Japan
- Architecture graduate study abroad includes design studio, contemporary architecture seminars on each site, language study, and internship in a professional office in each location.

There are many opportunities for faculty and students to engage in development of new knowledge which have expanded significantly since the 2006 Visit. Particularly notable is the evolution of the Architecture Graduate Assistantships Program with the phase-in of the BS/Master of Architecture program, which provides twenty \$6000 assistantships per entering year (forty overall) for graduate Architecture students to work with faculty on areas of research and peer reviewed architectural efforts. The university has greatly expanded its support for faculty research and professional development over previous cycles in the 2008-2012 Faculty Contract, which has contributed greatly to the level of faculty activity and achievement through significant support. Architecture Professors Charles Hagenah, Julian Bonder, Ulker Copur and Edgar Adams have been supported by Presidential Fellowships from the University's President in recent years, taking up faculty/student research on Shaded Cities, Memorial Space, Sustainable Campus Design, and Campus Master Planning respectively. Architecture students are regular participants in Faculty/Student Sessions at the Environmental Design Research Association (EDRA) Annual Conference, and Roger Williams will host the 2013 EDRA Conference in Providence.

The Program also benefits from and contributes to the university academic community through the widely acknowledged work ethic and community spirit of Architecture students. Many serve as Resident Assistants, and our students' participation in the university's Live Learn Community Initiative has led to the program's expansion far beyond initial conception. The Building and Design Living and Learning Community for architecture, engineering and construction management students celebrates the interests of these students by providing programs geared toward them include co-curricular activities with faculty including Adjunct Faculty BG Shanklin and Andrea Adams. Professor Nermin Kura leads the Habitat for Humanity Live Learn Community. Architecture Resident Assistants work with a faculty member to keep a connection between the Live Learn area

and the architecture studio, and maintain a balance where half of the activities relate to the University's Core Values:

Leadership and involvement	Global perspectives	Wellness
Wellness	Lifelong learning	Social responsibility
Career / future opportunities	Civil discourse	

and the other half focusing on architecture. This partnership between Residence Life and the academic areas including Architecture is providing a notable initiative in creating a holistic education, to a point where what was meant to serve a group of 40 students has now been expanded to an entire building with more than 160 students, with much unmet demand that will be addressed going forward.

**Changes since the 2012 Visit: Architectural Education and the Academic Community**

Our basic approach to this perspective remains consistent since the last visit, supplemented by participation in University processes, and on-going developments among faculty and students. Architecture, faculty and student representatives are involved in the 2014/2015 University Vision Project, where representative members of the school participate in reformulating and confirm the university mission, philosophy and goals, which will fundamentally inform our own strategic review following. Following the establishment of the Samsung Design Studio in 2013 in our school, several colleagues are leading the implementation university-wide Samsung campus initiative creating collaborative classrooms university-wide. We are structurally involved in the University Community Partnerships Center in projects, steering and other activities, in what has become one of the most highly visible endeavors at the institution. The university has engaged faculty—Professor Andrew Cohen and his firm ACTWO Architects, Wayland, MA—in the design of the RWU Sailing Center which will be completed in May 2015, and in a study of an expansion of the Mario J. Gabelli School of Business. And also our students in “The Bureau”, who take up schematic design studies of university facilities initiatives, supervised by Assistant Dean Gregory Laramie, AIA. Our faculty participate in the University Faculty Learning Community program begun in 2012, where faculty engage in collegial exchange regarding faculty development, core curriculum and other subjects; and in a new Interdisciplinary Collaborative Arts venture including Professor Julian Bonder, Murray McMillan and others architecture, art, music, dance, theater. The School serves as a venue hosting scholarly gatherings such as the 2013 Building Technology Educators Society (BTES), co-founded by Associate Professor Robert Dermody; and faculty such as Professor Luis Carranza continue on going collaborations with Fernando Lara at the University of Texas-Austin, resulting in a major forthcoming book, *Modern Architecture in Latin America*, to be published by the University of Texas Press in 2015.

**B. Architectural Education and the Students (from the 2011 APR)**

Architecture students at Roger Williams learn in an environment where they express their views and develop their own design direction as first principles in a school where no single language of architectural form is promoted over another, and diverse perspectives and self-worth are fostered. Studio Culture has become a standing committee in the School since 2008, co-chaired by students and faculty, which has developed its own Honor Code. The Studio Culture Committee, and to an even greater extent current AIAS student leadership, has contributed to a learning culture in the school where new ideas and emergence of student leaders are encouraged. The School's studio enrollment cap of 12-13 maximum students in a studio—all taught by faculty with no Teaching Assistants—allows for individual growth where faculty can provide individual attention encouraging individual expression. Students remark that the individual attention contributes to leadership opportunities for them, which the current Architecture students demonstrate widely. They appreciate integration between coursework and studio, and the presence of new faculty. The diversity of project sites and precedents in classes and in the studio from early years of the program onward, Visiting Professors and Teaching Firms together engage global perspectives; and the recurrent offering of Spiritual Space project from diverse religions and areas of the world are making a strong impact on the students encouraging diversity, self-worth and appreciation of others, as well as understanding of diverse architectural traditions. Students look toward

the future and further potentials and increasingly global perspectives through the development of the Architecture graduate study abroad in South America, Middle East and Asia, inclusive of required internships.

Students remark that Roger Williams' high pass rate on the ARE coupled with the readily apparent high student work ethic, collegiality, and the open environment embracing different perspectives in the School encourages them to believe in themselves and the program as they consider taking up the considerably expanded offerings engaging practice, international study and internship opportunities that have been created over recent years. Students believe that the numerous and high quality adjunct practitioner faculty in the program bring positive connection to the world beyond the school as well, and allow students to see some of their future potentials while they understand a range of professional opportunities for practice and future study through the ready engagement of many diverse practitioners in the school.

Roger Williams Architecture students have emerged as leaders in the school, university and in the Northeast Region since the 2006 NAAB Visit, as we host the 2011 AIAS NE Regional Quad Conference 29 September-2 October, 2011, entitled Connections: Past/Future. RWU's AIAS chapter had the largest<sup>th</sup> attendance of any chapter at the 2011 AIAS Forum gathering in Toronto, and as of 2010/11 had the 10 highest AIAS enrollment of any NAAB-accredited program. The 2011 AIAS NE Regional Quad Conference features AIA/ACSA Topaz Medallion winter Larry Speck, FAIA, University of Texas, and involvement with RWU's new Community Partnerships Center with 10 community charrette leaders from regional practice and universities, engaging students from the region at RWU in community engagement and leadership. Our AIAS President David Mistretta invited the AIA Rhode Island President to participate, beginning a new direct relationship between the AIA chapter and the AIAS Student Chapter. AIAS leaders are strong presences in the University Residence Halls as RA's, and current leaders have transformed the AIAS chapter's presence in the school through several initiatives, most notably establishing a student-created and led Student Mentor Program that is empowering students in their classes and in co-curricular activities, and has led to the entire re-design of our Open House and Accepted Students Day Programs due to the widespread leadership presence there of our students. The School has also established a Student Athlete Mentor Program led by adjunct faculty Melissa Hutchinson, '97, herself an academic all-American when she was a student at Roger Williams. Division III student athletes have a higher academic achievement than other students, and benefit from the leadership opportunities that athletics often provide, thus the school and Hutchinson work hard to create an environment where they can balance their academic and other personal interests. The program, Hutchinson and Dean White have received university-wide recognition for their efforts in this regard, which is providing particular support to female students interested in maintaining a balance of activities.

Our students have declared that they appreciate the "real" experiences-site visits to Bristol, RI to encounter the beginnings of the urban grid in America from colonial times, and to projects sites in Spain, the Azores, The Netherlands, Mexico, the 2<sup>nd</sup> year accessibility exercise where everyone experiences navigating in a wheelchair, installations of architecture work on campus and in town, the semester and winter/summer numerous study abroad opportunities, visits to offices of adjunct and Visiting Faculty and Teaching Firms in Residence. They also appreciate conference presentations with Professor Bonder at Brown University, and regular faculty/student conference presentations through the Environmental Design Research Association with Professor Pavlides. A culture of direct interaction with faculty including the annual Teacher Dinner Raffles engaging 15+ faculty means a great deal to students as they see mentorship turn to collegiality, again indicating their futures as peers, which they can then imagine moving further into their own potentials for professional leadership. They travel extensively abroad with full time and to the offices of visiting faculty, and can thus begin to imagine following further themselves. RWU students actually created the HOK Sustainable Design Seminar begun at the school in 2009 through asking for it to be held, after a student Scott Walzak had interned at the firm the summer before. Since then, the now-graduated alumni Walzak and HOK have won the NextGen Netzero competition due to a key concept Walzak began thinking of while in the HOK Seminar at RWU two years earlier. The June 2011 dedication of an Alumni Circle in the school's atrium encourages further future potentials, where the

names of all graduates since the program was founded can be located, accompanied by a lecture by distinguished alumni Christopher Mulvey, '97, Principal at Safdie Architects, Shanghai, who will serve as a Global Fellow offering a distance seminar to our students in Spring 2012.

The continued evolution of the BS/Master of Architecture program itself contributes to ideas of lifelong learning, as the distinctions between undergraduate and graduate opportunities, expectation and culture are increasingly clear as the program matures. Students can understand that there are stages of inquiry and engagement, furthered by the variety of teaching models and faculty increasingly engaged at the graduate level and beyond. Student interest in the IDP Program, again through persistent effort of AIAS Student leaders at the school, contributes much to an atmosphere of ongoing internship and education for licensure, and ultimately lifelong learning.

### **Changes since the 2012 Visit: Architectural Education and the Students**

Our basic approach to this perspective remains consistent since the last visit, supplemented by greater—and in several cases, transformative—support for collaborative technology, internship placement, and student leadership development. Through the development of the Samsung Design Studio, all Architecture students now have individual access to all software and the highest quality screen technology at no cost at each studio desk in the Samsung Design Studio, which enables greater collaboration and quality for their work. Based on this introduction in 2013/14, the Studio Culture Committee is evaluating changes in the layout of the studio itself to further increase collaboration. The Career Investment Program providing paid internship support for all graduate students as well as undergraduates in the third and fourth year transforms student access to the profession and to faculty undertaking scholarly and professional work. Our newly funded Graduate Student Association intends to further establish graduate culture in the school. So far these students seek a forum among themselves.

### **C. Architectural Education and the Regulatory Environment (from the 2011 APR)**

Architecture students at Roger Williams are educated within a learning environment and mentorship structure which informs and encourages them to successfully proceed through internship and achieve licensure in architecture. This begins in two pre-college programs: Roger Williams' 4-week HS Summer Academy in Architecture led by adjunct faculty Director Julia Bernert, AIA which has existed since 1997, and Roger Williams' 1-week Summer Intensive program for HS Students from Philadelphia Charter High School for Architecture and Design (CHAD), Brooklyn High School for the Arts, and Central Falls (RI) High School founded in 2011 and led by adjunct faculty Director Karen Hughes, AIA. Information and preparation follows through early years of the Architecture curriculum and into the later years of the graduate professional program. All first year students are introduced to IDP Program in the required course, Arch 101 Foundations of Architecture, led by Dean Stephen White, AIA and Professor Andrew Cohen, AIA, with presentations from the School's IDP Educator Coordinator. The school has evolved an IDP Educator Coordinator cycle engaging both full time and adjunct faculty and alumni as mentors. From 2008-11 Roger Williams' IDP Educator Coordinator was Associate Professor Robert Dermody, AIA, NCARB, from 2011-14 our IDP Educator Coordinator is adjunct faculty Karen Hughes, '97, AIA, who teaches first year design, in order to spread knowledge of the IDP Program further among the faculty and to engage adjunct practitioner faculty such as Hughes in a leadership role.

Strong and on-going mentorship from fellow students is provided for first year students onward by 50+ AIAS Student Mentors currently led by Roger Williams' AIAS student leaders David Mistretta, Michael Decoulos, Alicia Tremblay and Eric Schall, who include IDP issues in the regular AIAS meetings they convene in the school, and the widespread mentoring taking place around the design studios through their leadership. Our Student Mentors are actively aware that their mentoring of other students can be credited toward their own IDP record, which has further encouraged their participation. AIA Rhode Island's Emerging Professionals Committee (EPC) regularly engages with the School through its annual Emerging Professionals events, which are attended by all Roger Williams students enrolled in the required Arch 542 Professional Practice course taught by Gary Graham, FAIA, Associate Professor.

Alumni form a further connecting link between the School, the IDP Program and the AIA Rhode Island Chapter as Matthew Clemence, '04, now serves as AIA Rhode Island's Associates Director, and engages both with the HS students in the Summer Programs and with the undergraduates and graduates through AIA Rhode Island events the School requires attendance in. IDP and Emerging Professionals Events are held at the school as part of the AIA Rhode Island Emerging Professionals and Corporate Affiliates Fair held each July at Roger Williams since 2004. Roger Williams University graduates' outstanding ARE pass rates indicate they are well prepared for licensure through the combination of awareness of IDP content along with the student and alumni mentoring they receive through their early careers. Clemence also serves on the School's Advisory Council.

The climate of the program created by the extensive presence of Visiting architects, Teaching Firms and adjunct practitioners provides further support for the transition to internship and licensure. Students appreciate the extent to which design studio instructors in particular at Roger Williams from the first year onward are actively involved in practice. This is supplemented by more than 200 visiting critic participations in the school each year, the vast majority of whom are practicing professionals. The school's all faculty/no teaching assistant environment insures the presence of many practitioners in the studio, and Teaching Firms regularly engage students into their offices as well.

#### **Changes since the 2012 NAAB Visit: Architecture Education and the Regulatory Environment**

Our basic approach to this perspective remains consistent since the last visit, supplemented by our recent breakthroughs with extensive support for paid student internships through our Career Investment Program. The numbers of students taking up internship placements has increased substantially, and impacted the quality and approach of students when they return to the school in subsequent semesters. More students are more aware of, and completing more of their IDP requirements along the way.

#### **D. Architectural Education and the Profession (from the 2011 APR)**

Architectural Education in the school focuses on balancing local and global issues and practices, as well increased engagement of diverse and collaborative relationships with groups and communities. Our course offerings, faculty programs involving full time, adjunct and visiting critics, and numerous Public Events that engage the profession continue as the core of our offerings engaging the evolving profession and communities in the region. Our high ARE pass rates are indicative of an educational environment that embraces the profession and supports our students future success.

Several notable new initiatives since the last NAAB visit further our engagement with the profession and the community locally and globally and transform our students' education, including:

- a unique Teaching Firm in Residence Program which brings multiple members of leading national and international firms for semester long teaching appointments, as well as the Visiting Professor Program (2007-)
- the establishment of the AIA Rhode Island Chapter headquarters at Roger Williams University's Providence facility (2007-)-one of three chapter headquarters at a US Architecture Program, and the only on in an urban location
- the establishment of semester long elective graduate study abroad programs inclusive of professional internships in Buenos Aires, Beijing/Shanghai, and Istanbul, with Yokohama and Delhi under discussion (2010-)
- the establishment of Roger Williams Community Partnerships Center (2011-) engaging students, community groups and local and regional practitioners as teaching faculty

- the evolution of an Archive of Rhode Island Architecture (ARIA) at Roger Williams University as a physical and digital repository for the work of the Rhode Island architectural community from its founding into the future (under development, 2009-)

Students begin to engage in a global framework through coursework engaging regional and global sites in Arch 101 Foundations of Architecture, which addresses both traditional and contemporary architectural issues and practices around the world. Arch 213-214 Arch Design Core Studio III-IV includes projects addressing varied climatic and cultural dimensions. The School's studio offerings from 3<sup>rd</sup>-5<sup>th</sup> year are notable for almost half of all studio offerings at any one time addressing sites in Europe, the Middle East, Asia and South America. In Fall 2010, the school commenced an elective semester long graduate study abroad program including universities and firms in Buenos Aires (Fall 2010, Fall 2012) Beijing/Shanghai (Spring 2011, Spring 2012), Istanbul (Fall 2011-), Yokohama (Spring 2012 or Fall 2013) that include semester studies at leading international universities Universidad Torcuato di Tella, Tsinghua University, Istanbul Technical University and Yokohama National University, along with required internships with leading firms. Students to date have described the interaction with practitioners and construction processes in each location as one of the great experiences of their educations. Students also learn to practice in a global economy from our faculty engaged in international practice and scholarship. Visiting Professor Alex Anmahian, FAIA practices locally and in Turkey, Paul Lukez, FAIA's firm has many active China projects some of which involved the studio he taught in Spring 2011, and the School has brought Buenos Aires architects Max Rohm and Hernan Maldonado for semester long stays inclusive of Buenos Aires based projects. Our Teaching Firm in Residence Program has brought practitioners from the US and abroad who engage the students in Arch 515 Graduate Architectural Design Studio in international projects, including Sasaki Associates in Lebanon, Tangram Architects in Amsterdam. Arch 513 Comprehensive Project Design Studio faculty engage students regularly in sites in Spain, India, as well as in the US. Students are exposed to learning culture where they are expected to address architecture globally on a routine basis. Arch 542 Professional Practices includes work involving student simulated collaborations between local and global practice partnerships.

Students learn to recognize the positive impact of design on the environment through their responsiveness to context that characterizes the design studio work across the school, and to issues of sustainability in numerous courses including Arch 321 Site + Environment taught by Professor Charles Hagenah and adjunct faculty Derek Bradford, Arch 593 Sustainable Paradigms taught by Professor Ulker Copur, and numerous regular studio offerings at the advanced and graduate levels taught by Copur and others. New courses in this area include the Arch 530 HOK Sustainable Design Seminar led by adjunct faculty Anica Landreneau, HOK's Sustainability Practice Area Leader from Washington DC, HP 530 Sustainable Preservation taught by Jean Caroon, FAIA and Lisa Howe of Goody Clancy, Boston, and Arch 533 Detailing the High Performance Envelope led by Associate Professor Patrick Charles, where design is conceived as contributing positive value back to the existing environment. They learn to understand the diverse and collaborative roles assumed by architects in practice most routinely from the team based teaching across the curriculum that characterizes our efforts notably in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> year Comprehensive Studios and 6<sup>th</sup> year Thesis Studios, introductory coursework, and thesis preparation.

Faculty collaboration as well as student collaborative projects in these courses are a regular feature. The development of Arch 416 Advanced Topical Studio: Urban since the 2006 Visit as led by Professor Edgar Adams contributes notable engagement for students in the collaborative roles of architects with community groups and other practitioners in with Massachusetts' Southeastern Regional Economic Development District (SRPEDD) in the cities of New Bedford, Taunton, Raynham and Fall River, and later in Exeter, Rhode Island. Here our students undertake architecture as a means of engaging community and economic development, working with local government including mayors, committees and citizens on transit-oriented development and community planning. The work was recognized on CNN's Frank Sesno's *Planet Forward* series in 2009, and is featured on several of these cities' websites. The advanced architectural design studio sequence is characterized by many studio projects either engaging local sites

and communities, or international sites and practitioners. The new course Arch 488 Computer Applications for Professional Practices has evolved as a team taught BIM and professional practices integration from programming through construction documents, and is involving innovative collaboration with architects and consultants from remote sites through distance technology to increase collaborative participation. Outside engineering and landscape consultants and critics an integral part of the Arch 513 Comprehensive Project Design Studio, Arch 530 HOK Sustainable Design Seminar, Arch 533 Detailing the High Performance Envelope and Arch 613 Graduate Thesis Design Studio processes. One of the notable Roger Williams achievements since 2006 is the high achievement of six-student Architecture, Engineering and Construction Management students in winning first place 2006-09 in the ASC New England Design Build Competition, and Third Place in 2010.

In Summer 2011, the School has established the Community Partnerships Center after many years of ad hoc efforts, in order to create new avenues for our students and faculty to engage in practice-related activities with diverse groups, and to deliver project-based services to organizations and municipalities in local and regional communities. The Center is housed in the School while drawing on the varied talents of RWU programs in law, business, environmental science, community development, the arts and many others including the Housing Network of Rhode Island. Coursework, team projects, scholarships, internships, externships and potential job opportunities aid in exposing our students to off-campus experiences working collaboratively with community members and practicing professionals. The Center's first Fall 2011 projects have brought leading firms such as designLAB Boston to lead a community participatory graduate studio with the Town of Bristol, RI and the Anthony Quinn Foundation to rehabilitate an abandoned school into a Community Arts Center; and Martha Werenfels, AIA of Durkee Brown Viveros and Werenfels, Providence to lead a participatory graduate studio engaging Woonsocket, RI mill redevelopment whose business planning was supported by the Rhode Island Economic Development Commission. AIA Rhode Island's President Christine Malecki West serves as a member of our Community Partnerships Center Advisory Board. Students learn to respect client expectations particularly through these and other community studios they engage in, in the Urban Studios led by Adams, Copur and Achilli, in Arch 542 Professional Practice, and in the Architecture elective course Project Definition, where students work with external groups serving as clients for their project based work, taught by Associate Professor Gary Graham, FAIA.

Our contributions to the mutual growth and development of the program and the profession are numerous. The School is evolving its faculty and teaching scenarios significantly since the last visit to better engage the profession regionally and internationally. Our Visiting Professor and Architecture Teaching Firm in Residence Programs founded in 2007 have brought two AIA Firm of the Year Winners (Kallmann McKinnell and Wood, Perkins + Will) and three of *Architect* magazine's 2011 Top 10 Firms (#1 Perkins + Will, #3 Ann Beha Architects, #6 Sasaki Associates) to the school to teach graduate design studios, which have engaged students extensively with the professional environment and collaborative practice models these firms are noted for. Additional Teaching Firms in Residence have included Tangram Architects, Amsterdam, a leading Dutch firm engaged in innovative sustainable density projects and research; Gray Organschi Architecture, New Haven, and designLAB Boston, noted for their participatory design work with community groups. Visiting Professors have included Boston-based practitioners Alex Anmahian, FAIA of Anmahian Winton, Boston and Paul Lukez, FAIA of Paul Lukez Architecture, Somerville who lead award winning firms doing work in New England and abroad, as well as Buenos Aires architects Max Rohm and Hernan Maldonado. In 2008 the School achieved a new faculty hire, Gary Graham, FAIA of Graham Meus, Boston, as a full time faculty member to teach a variety of professional practice courses including Project Definition, Computer Applications for Professional Practice, and Professional Practice, and to be a full time presence with faculty colleagues. The school has also developed several new seminars taught in person and via distance by leading US and Dutch practitioners, including

- Arch 530 HOK Sustainable Design Seminar, taught Fall 2009-11 by Anica Landreneau, HOK's Sustainability Practice Area Leader, with participation on campus by HOK President Bill Hellmuth, AIA, and Gerry Faubert, CET, HOK's Director of Integrated Design

- HP 530 Sustainable Preservation, taught by Jean Carroon, FAIA and Lisa Howe of Goody Clancy, Boston
- Arch 530 Sustainable Density, taught Spring 2011 in person, Fall 2011 via distance by Tangram Architects, Amsterdam Charlotte ten Dijke and Bart Mispelblom Beyer, whose work on the field has been developed by the Dutch Ministry of Housing, Spatial Planning and Environment
- Arch 530 Architectural Journalism, taught via distance by Christopher Mulvey, '97, Principal, Safdie Architects, Shanghai.

to engage expertise that is particularly strong in the profession. Additional adjunct faculty practitioners have become key players in Arch 513 Comprehensive Project Design Studio led by Roberto Viola of Sasaki Associates who also regularly engages Sasaki's firmwide resources and leading Boston-based engineering and other consultants in the studio; Michael Giardana, AIA, Design Director of Kling Stubbins, Boston in Arch 513; Kishore Varanasi, Director of Urban Design at CBT Boston in Arch 416 Adv Topical Design Studio: Urban; and Martha Werenfels, AIA, Principal at Durkee Brown Viveros and Werenfels, Providence in Arch 515 Graduate Architectural Design Studio as instructors. The school has a strong presence as well of registered architect adjunct practitioners in first and second year studios, including 4 firm principals-Mauricio Barreto, Julia Bernert, Ginette Castro and Noel Clarke-of Bristol, Dartmouth, and Boston firms.

The School is involved in notable ongoing collaboration with AIA Rhode Island, begun since Dean Stephen White, AIA served as 2006 AIA Rhode Island President. The School was a key player in the 2006 AIA New England Conference held in Rhode Island, "Newport: An Architectural Laboratory", which included RWU student presentations and involvement. In 2007, the AIA Rhode Island Window on Architecture chapter headquarters was established at Roger Williams University's Providence Campus through extensive donations by the University and AIA Corporate sponsors, and is one of only three AIA chapter headquarters at a university, and the only one in an urban environment. The space is the site of AIA professional and community meetings and the monthly Providence Gallery Night, periodic RWU and RISD studio reviews, and the annual RWU-RISD Architecture Student Work Exhibition each June, which is curated by RWU AIA student leaders. Since 2006 as well, the AIA Rhode Island Forum Scholarship fund has expanded significantly through endowed scholarships, which have benefitted 2-6 RWU Architecture students each year, and given students awareness of how the local profession supports them, and how we are linked together. Our Public Events Series of evening lectures and exhibitions is open to AIA members for CEU credits, and AIA Rhode Island and Roger Williams co-sponsor multiple events annually. The Archive of Rhode Island Architecture (ARIA) effort is evolving with University and AIA support into a repository that will establish the history of the state, where the AIA was founded in 1857.

Finally, the school has reached into the high school level to support the transformation of the profession, providing over the past five years two full tuition, room and board scholarships to students of diverse background to explore future careers in architecture by attending our Summer Academy in Architecture for HS students, and four full tuition, room and board scholarships to the one-week Summer Intensive for Students from Philadelphia's Charter High School for Architecture and Design (CHAD), Brooklyn Academy of the Arts, and Central Falls (RI) High School. Several of these Summer Academy students have gone on to attend Roger Williams and other architecture programs as well.

### **Changes since the 2012 Visit: Architecture Education and the Profession**

Our basic approach to this perspective remains consistent since the last visit, with a further clarified commitment to position the School and program to advance the profession of architecture in general through our work at the school:

- Career Investment Program—through providing funding support from federal and university sources for paid internships for all undergraduates once during 3<sup>rd</sup> or 4<sup>th</sup> year, and for all graduate students, invest in students and the profession in support of practice experience and research with firms and faculty.

- Samsung Design Studio—providing professional quality computing interface for all students, and highest quality software at no cost to students—increasing student’s capabilities upon entering the profession
- Teaching Firm in Residence—the program continues to bring outstanding practitioner teams to the school on a four-times yearly basis, furthering professional values in the school and transitions to practice for our students.
- Participation with AIA Rhode Island and AIA Rhode Island Forum in joint fundraising for school/chapter lecture series sponsored by Tremco Roofing, and on providing a model for endowed scholarship development for architecture students awarded by the chapter.

### **E. Architectural Education and the Public Good (from the 2011 APR)**

Roger Williams University’s Core Values promoting civil discourse and a global perspective, and the School’s seeking balance between creation and conservation, local and global, individual and community issues establish an environment where the public good is addressed. Our students are prepared to be active, engaged citizens from their coursework and co-curricular activities from their first year onward in the Arch 101 Foundations of Architecture Debates, through students’ introduction to leadership in the University’s Live Learn residential communities that house more than 160 students in our Building and Design, and Habitat For Humanity living environments. The School’s Community Partnerships Center was established in 2011 to provide more regular opportunity for community engagement for students and faculty, which students seek even more of. One of the notable elements of the Thesis Work of the school is that there is a long tradition of students framing their final work as either a contribution to their home area, or an area of particular interest around the world.

The Architecture Program responds to the needs of a changing world in several ways. Our core of full time faculty and administrators is complemented by a strong range of Adjunct, Visiting Faculty, Teaching Firms and Public Events speakers so that those making notable contemporary achievements come to the school with frequency to teach critical topics in studios and seminars such as sustainability, global cultures, emerging issues in the field, profession and society. The School has further sought to adjust its offerings continually through developing its organizational structure and processes through a twice annual meeting process as well, where all faculty and staff review and debate the work of the school, and look forward to adjustments to better address emerging issues.

The Program seeks to assist students acquire the knowledge needed to address pressing environmental, social and economic challenges throughout the curriculum from Arch 101 Foundations of Architecture through Arch 321 Site + Environment, Arch 413 Advanced and Arch 515 Graduate design studio offerings, Arch 513 Comprehensive Project Design, Arch 522 Environmental Design Research and the Arch 641-613 Graduate Thesis development process. Ongoing efforts to bring noted thinkers and practitioners to campus to teach coursework in these areas on a part time or visiting basis have been mentioned earlier, including coursework taught by sustainability leaders from Architecture, Historic Preservation, and unique considerations of sustainable density by leading Dutch architects.

Students address the ethical implications of their decisions in these courses from the beginnings of the program forward, further reinforced by recent development of a required Arch 416 Urban/Community Studio, and the Community Partnerships Center activities, where students are able to directly realize the impact of decision making processes in the community. The recent creation of several Graduate Study Abroad options in some of the world’s largest metropolitan areas in Buenos Aires, Beijing, Istanbul, Yokohama and others exposes students to the transforming world environment, and to the varied judgments that contribute to the shaping of these locales. Students face reconciling architects obligations to clients and the public has been advanced significantly by our building on the program’s history of community engagement through many projects around the region, now confirmed administratively in the new Center.

A climate of civic engagement including commitment to professional and public service and leadership is established through the University-wide Civil Discourse Lecture Series which includes required participation, and the Feinstein Service Learning requirements for all undergraduates, supported by a gift from the Alan Shawn Feinstein Foundation. This provides a foundation for Architecture students, and has helped spawn a strong sense of commitment that has emerged in our AIAS student leadership, whose development of the Student Mentor Program from 2<sup>nd</sup> year students onward demonstrates the program's grassroots commitment to service and leadership. The group is also involved with the AIA Rhode Island Emerging Professionals and AIAS national leadership, and has established a Roger Williams AIAS's Freedom by Design chapter. All of these efforts are strongly supported by the School administration and faculty, particularly the first and second year design faculty who engage in the Student Mentor Program most widely. Extensive Architecture student participation in residential Live Learn Communities described earlier in Perspective A. Architectural Education and the Academic Community provide active engagement and leadership opportunities where students bring together their academic and personal lives and realize the potentials of engagement. Many of our students have participated as well in the Alternative Spring Break program with Habitat for Humanity in Providence. The School's implementation of a Sustainability Initiative in our building, initially spearheaded by Architecture students led by Zev Gould O'Brien '10, has allowed students to actively transform our immediate environment through recycling which not only recycles waste but also includes a sharing of resources that students take pride in making available to each other, and appreciate making use of from others simultaneously.

The Architecture program's approach across the curriculum to taking up a range of projects at local, regional and international locations contributes to a sense of responsiveness where they can understand how architects can contribute to improving our surroundings in many locations. They work further in Arch 542 Professional Practice to address the choices faced, and opportunities for leadership. Our students' commitment to engaging the public good is most recently demonstrated in their choosing to offer a community design charrette in the Town of Warren, RI to the AIAS NE Quad Conference this 29 September-2 October 2011, to a gathering of 300 students from 35 schools as the key activity of the conference. Building from these areas of engagement, our students are actively seeking more opportunities to serve in the future, with more hands-on opportunities to be involved in contributing to the public good.

### **Changes since the 2012 Visit: Architecture Education and the Public Good**

Our basic approach to this perspective remains consistent since the last visit, with a shift in location of the Community Partnerships Center housed at the time of the 2012 Visit in the School, which has now become a university-wide center. The Architecture program continues to be actively engaged in community projects as frequently as before, but now this effort has become a broader initiative across the university, and with more interdisciplinary relationships involving architecture. A notable recent effort has been to utilize some of our Teaching Firm in Residence appointments on community engaged projects—bringing higher quality professional expertise to Rhode Island.

#### **c. Long Range Planning**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

*The report must include the following:*

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The School of Architecture, Art and Historic Preservation identifies multi-year objectives for continuous improvement through its relationship and response to University-wide mission and initiatives, and its ongoing Self-Assessment process as outlined in 1.1.5 Self-Assessment Procedures. The SAAHP CYCLES: PLANES, CARS, PORTS framework that was established and has evolved since 2004/05 was conceived as an annual cycle of documentation and assessment of on-going initiatives informing future planning. Our objectives emerge from the activities of our twice yearly, two-day Strategic Planning and Assessment Conferences after the Fall and Spring semesters. We have evolved our strategic planning

cycle to coincide with six-year NAAB accreditation cycles, to facilitate coordination with evolutions of Conditions for Accreditation to some degree, and to coordinate our internal cycles of assessment and review with external ones.

Data generated internally by the University's Office of Institutional Research used to inform our work includes:

- Roger Williams University Peer and Aspirant Data (annual)
- Architecture Program Competitor Data (annual). A list of schools that students accepted to Roger Williams attend instead
- Architecture Program Admissions Selectivity data (annual). Prospects, applicants, accepted, enrolled
- Architecture Program Retention and graduation data (annual, with bi-weekly updates on retention). Freshman/sophomore, four year graduation data.
- National Survey of Student Engagement (NSSE) Benchmark Comparisons (annual). These surveys are extremely useful in evaluating our learning culture and student experiences.

External data routinely referred to includes:

- ARE Pass Rate data 2005-2010 compiled by NCARB
- ACSA Faculty Data, relative to teaching loads, and full time and part time faculty instruction

The Office of Institutional Research attends the University Deans Council on a quarterly basis, presenting data in relation to national trends affecting higher education, to inform the school of trends impacting the university as well as individual programs. Annually, The Office of the Provost, Senior Vice-President for Administration and Director of Institutional Research meet annually with the dean of each school for a global overview of regional and national educational trends that impact school and program based planning.

Given that we are a tuition dependent institution in New England—an area of the country with an increasing number of recently accredited or candidate Architecture programs—with a shrinking demographic base of college eligible students emerging from high schools, an interrelated assessment of Architecture Program Competitor data, Admissions Selectivity, and ARE Pass rates have been useful in guiding a fundamental element of our long range-planning. Our recent competitor data indicates the following schools as competitors—Syracuse, RPI, Pratt Institute, Norwich, SUNY Buffalo, Virginia Tech, Catholic University, UMass Amherst, Northeastern University, University of Hartford, Philadelphia University, NJIT/New Jersey School of Architecture, Wentworth Institute of Technology. These institutions offer a variety of program types for freshman entry (5-year B.Arch, 4+2, 5-year M.Arch.), and public/private institutions of varied costs and locations. We have judged that strategically—with such diverse competitors in terms of program type, cost and institutional culture, and coupled with RWU's comparatively strong ARE exam results, the Roger Williams Architecture Program and the School are able to pursue a mission-driven long-range planning strategy. This offers us a uniquely framed mission of local and global engagement that we believe capable of competing in this region among this group of institutions, while also being able to recruit and retain students nationally and internationally.

The Architecture Program and the School of Architecture, Art and Historic Preservation have been central participants in the evolution of Roger Williams University's mission and strategic direction embodied in the statement "Learning to Bridge the World" since 2001, and the subsequent development of the 2020 Roger Williams University Strategic Plan outlined in 2007. Roger Williams University has appointed a new President, Donald J. Farish, Ph.D. in Summer 2011, who will take up the strategic direction of his administration and potentially adjust the direction of the previous 2020 Plan over this coming year, working with all university constituencies.

The School and Program strategic and diversity planning and assessment have had an ongoing impact on the Architecture Program since 2006 directly in terms of curriculum development, faculty hiring

particularly in the Visiting Professor and Teaching Firm in Residence programs and adjunct faculty, selection of Public Events lectures and exhibitions, study abroad planning which has expanded to non-western sites increasingly, student engagement, as well as approaches to partnerships with communities, institutions and professions, and our facilities and information resources approaches.

The Five Perspectives on Architectural Education are engaged within our Strategic Priorities categories of Student Development, Faculty Development, Globalization and Diversity, Research and Development, and Capital Projects in ways that related directly to the Five Perspectives' Academic Community, Students, Regulatory Environment, Profession and the Public Good. As an outcome of our 2011 Spring Planning and Assessment Conference, a SWOT Analysis was done on 24 areas of our organizational structure, as outlined in I.1.5 Self-Assessment Procedures. Results are available in the SAAHP PLANES site, as are results of our Strategic Planning Session with Architectuer and Historic Preservation Alumni at the University's Alumni Weekend in June 2011.

The 2011-17 SAAHP Strategic Priorities for the School inclusive of the Architecture Program are outlined following. Many of the priorities below are fundamentally interrelated with the 2011-17 SAAHP Diversity Plan (see I.1.2 Learning Culture and Social Equity). Additional confirmation and contextual adjustment is anticipated as the university re-confirms its upcoming strategic evolution under the new President Farish, which will be available through the SAAHP PLANES site, and for the Visiting Team in Spring 2012.

### **2011-2017 Strategic Priorities**

#### ***The School of Architecture, Art and Historic Preservation: Achieving National and International Distinction through Local and Global Engagement***

##### Context: Vision and Recent History

The School of Architecture, Art and Historic Preservation was established in the late 1990's as an undergraduate academic community dedicated to the creation and stewardship of the built and cultural environments. At that time Roger Williams' undergraduate professional programs in Architecture and Historic Preservation, each of which boasted national "firsts"-the first undergraduate program of its kind (Historic Preservation, 1976), the first architecture professional degree program established in a liberal arts college (Architecture, 1982)--were brought together with Visual Arts Studies, a new major in Art and Architectural History was established, and the School began contributing to the University Core Curriculum. This gathering of disciplines was then and remains unique among US colleges and universities. A year round Public Events Series inclusive of lectures, exhibitions and conferences, Summer Career Discovery Programs for High School students and an annual International Fellows Program for mid-career professionals complemented the school's degree offerings. An international faculty was brought together, many with dual qualifications spanning the school's majors, including Roger Williams University's first Distinguished Professor. Facilities expansion was achieved, notably for the school overall, but only marginally improved for Visual Arts Studies at the time.

Over the past decade, development of new graduate and advanced studies, new study abroad programs beyond Europe, a multi-year "Macro Center" initiative addressing global issues through diplomacy and design, and Visiting Faculty and Teaching Firm in Residence programs have transformed the quality of the School's academic work, our students' experiences and thus their potentials as graduates. Each of the School's four disciplines now offers graduate or advanced programs, and has developed special focuses in relation to current issues such as sustainability, world arts and architecture, and intermedia studies. New Study Abroad Programs in Asia, the Middle East and Latin America for undergraduates and graduate students now complement our undergraduate base in Florence. Semester-long and low residency Visiting Faculty and "Teaching Firms in Residence" bring diverse, compelling perspectives to the school, and spread the word about the qualities of the university.

- New Graduate and Advanced Studies

- *Architecture: 4+2 BS + Master of Architecture professional dual degree offered (2002-); Revised Master of Architecture program, with increased emphasis on Sustainability, Digital Media, Historic Preservation and Urban Design (2010-)*
- *Art and Architectural History: 4+1 BA/MA degree in Art + Architectural History (2010-) with emphasis on World Art and Architecture; 2-year MA in Art and Architectural History (2011)*
- *Historic Preservation: 4+1 BS/MS degree in Historic Preservation offered (2010-); 2-year MS in Historic Preservation offered (2010-)*
- *Visual Arts Studies: Alternative BA and BFA degree options in Visual Arts Studies (2010-)*
- New Study Abroad Programs to complement our undergraduate base in Florence
  - *Egypt, Amsterdam (2009-), Cambodia, Japan (2011-)-short term faculty led trips*
  - *Argentina, China, Turkey, India (2010-2012)-semester-long programs in conjunction with partner universities and organizations*
- New Visiting Professors, Artists and Teaching Firms (2007-)
  - *from Boston, New York, Buenos Aires, Geneva, London, Amsterdam*

Our alumni increasingly find employment at leading firms and organizations, and study at and take up teaching appointments at leading US and international universities. Historic Preservation alumni work in key preservation organizations in the US and Great Britain, Architecture alumni work in leading offices in New York, Boston, Seattle, Washington, and London, and in teaching appointments at the University of Michigan, the Architectural Association, London and Carnegie Mellon's Qatar program. Visual Arts Studies and Art and Architectural History alums have gone on to graduate studies in the US and in Europe, and have established studios and taken up interesting collections positions in the northeast. These are remarkable accomplishments for such a young university and school.

The School can and needs to achieve a higher profile by extending our reach in a confirmed way locally and globally simultaneously, supported through increased reach to applicants from farther afield, and through philanthropy and project-based grant support. Seeking another level of excellence and reach at this time is both an idealistic goal and a strategic necessity--particularly in architecture and historic preservation, where new academic competitors have emerged in the Northeast over the past five years, and as distance education increasingly provides additional competition. Staffing levels are adequate but need to be strengthened in the area of digital technology/information management, leadership of project-based initiatives, and need to be supported in order for our potentials to be realized. Strategic Priorities below are informed by the Arch 2011 Survey of Faculty, Students and Alumni included in I.1.5 Self-Assessment Procedures.

#### 2011/17 Strategic Priorities

We now seek enrichments in the areas listed below to fulfill our school and Program Missions, and to further elevate our achievements to national and international distinction

##### Goal 1: Student Development: Provide Access and Recognize Success

- Increase Diversity (see 2011/17 SAAHP Diversity Plan)
- Provide opportunities for student engagement with the academic and professional communities and with the public through complementary curricular and co-curricular activities.
- Enhance opportunities for transitions to the professions through increasingly engaged IDP Educator Coordinator from first year forward
- Continue to develop establish Undergraduate and Graduate Scholarships that provide support and awareness of linkages to the academic and professional communities.
- Support student conferences presentations and events Recognize Student Achievements in Honors and Awards

##### Goal 2: Faculty Development: Recruit, Retain and Develop New Faculty and Teaching Models

- Support Interdisciplinary Team Teaching between faculty and local and international practitioners, linking the academic and professional communities

- Engage Distinguished Semester-long, Short-Term + Remote Visiting Faculty and Teaching Firms
- Engage highest quality adjunct faculty on a regular basis in the school, achievable due to our location near leading universities, firms and organization.
- Engage a widening circle of Visiting Critics and Consultants bringing specialized professional expertise individually and in collaborative settings

**Goal 3:** Globalization and Diversity: Transform the reach and composition of the school

- Support local, national and global Field Trips, Study Abroad, and internship placements, so that students can experience working in a global cultures and the global economy
- Enhance Lectures, Exhibitions, Conferences featuring diverse participants
- Endow the International Fellows Program, and expand it as a low residency venue for graduate study, bringing world leaders in architecture and historic preservation
- Continue to diversify the experiences and makeup of the School and its programs through partnerships with institutions, firms, organizations and government organizations locally and globally.

**Goal 4:** Research and Development: Partner with Communities, Institutions and Professions

- Engage local and global community/governmental partners through the Community Partnerships Center (CPC) (local) and The Macro Center (global)
- Establish The Archive of Rhode Island Architecture (ARIA) as a repository for the unique architectural heritage of the region, in conjunction with AIA Rhode Island, RI Historical Preservation and Heritage Commission, and others
- Publish Occasional Papers emerging from special studies on issues of interest as they arise; advance developments in Digital Simulation, Modeling and Manufacturing with technology partners

**Goal 5:** Capital Projects: Establish a Credible Basis for the Arts, Physical and Virtual Meeting Spaces

- Establish studio facilities for media and intermedia arts within the campus and with the community, secure gallery space for student work, adequate gallery space for university-wide functions
- Achieve an ADA compliant-Architecture Library facility
- Confirm meeting space for the Archive of Rhode Island Architecture and community partners providing an interactive, collaborative environment for students and faculty, practitioners, and government and other leaders.
- Establish Interactive Media Rooms for group faculty/student/practitioner/partner engagement at remote sites

The size of Roger Williams University and the School are large enough to support diversity and high quality, while retaining the collegial scale of interaction that creates true community. The School can advance compellingly by engaging new regional and global partners--enriching student and faculty experiences, establishing tangible educational outcomes that help create and conserve a world facing both cultural and environmental challenges and opportunities.

***Changes since the 2012 Visit: Long-Range Planning***

Our Long-Range Planning perspectives are evolving in relation to the 2014/15 University-wide Vision Project which is underway (see University Mission and Goals above). The School is a participant as one committee in the process, with additional representation on the Academic Oversight Committee and Steering Committee. Our faculty widely are informed of progress along the way, and following approval of the updated University Mission, Values and the School will take up its related efforts at the school and

program scale. This will coincide well with our current cycle for NAAB review, with our next APR in 2017 and Visit in 2018.

The 2011-2017 Strategic Priorities in Goals 1-5 are being addressed on an on-going basis, including capital improvements with collaborative arts studio space being created in the Town of Bristol, re-organization of library space creating additional stacks and increased accessibility, a pilot exhibition of RI architect/planner William Warner serving as an inaugural Archive of Rhode Island Architecture initiatives, and virtual meeting spaces achieved through the Samsung Design Studio achievements.

Our most ambitious long-range planning effort is re-organizing the Architecture faculty into Knowledge Areas, to better connect to the profession, advisory and academic colleagues, and most centrally to achieve greater depth in knowledge development and mentoring among participants in each area of Design, Technologies, Contexts, Practices, History/Theory, Media/Representation. This arises as well as we are involved in a relative generational change among the faculty, and we seek to institute continuities where possible, and new potentials as well, and this may present a compelling way to organize. This is an effort that will have much more reporting in 2015 onward.

#### **d. Program Self Assessment**

*[The NAAB will provide this section, quoted directly, from the most recent APR]*

*The report must include the following:*

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The School of Architecture, Art and Historic Preservation's (SAAHP) self-assessment procedures provide the framework within which the Architecture Program assesses its ongoing evolution, reflecting to the interconnectedness of the SAAHP's programs and faculty, and our administrative structure and governance. See I.2.2 Administrative Structure and Governance. Within this organizational structure, the Architecture Program has curricular independence through the Architecture Program Committee, which exists alongside parallel Standing Committees, Centers + Initiatives Committees, and Summer Program Committees which are interdisciplinary, and also self-assess their activities within a school-wide framework.

#### Self-Assessment Structure-SAAHP CYCLES: PLANES, CARS, PORTS

Since 2004/05, the School of Architecture, Art and Historic Preservation (SAAHP) has developed a well-defined Self-Assessment system which has come to be termed SAAHP CYCLES. Our Self-Assessment processes have advanced significantly since 2009/10 through the implementation of an open source online Course Management and Assessment system, SAKAI, which Roger Williams University has customized for the School's use in Self-Assessment and course management. The School is piloting the university's evolution of Self-Assessment procedures to an online format, as a model to be introduced university-wide when Roger Williams University's new General Education Program is commenced (expected 2012/13).

CYCLES is composed of the following elements:

- **CYCLES** is the online Strategic Planning, Assessment and Student Portfolio system of the Roger Williams University School of Architecture, Art and Historic Preservation (SAAHP). CYCLES provides a framework updated annually for the structure, processes and outcomes of SAAHP activities in the following areas.
- **PLANES**-the online **Planning and Assessment Framework** tracks the annual structure, processes and outcomes of SAAHP Curricular Development + Assessment Committees, Standing Committees, Centers + Initiatives Committees, and Summer Program Committees, including reference documents, meeting minutes, and committee outcomes. The structure of PLANES is accessible to all members of the school as an internal website in its Structure, Processes and Outcomes, with the exception of Review Committees (Faculty Review, Faculty Searches, Merit Review), which are confidential. The site is located at <https://bridges.rwu.edu/xsl->

<portal/site/5261cc53-bea6-45e7-a202-8c3e795b05f5/page/6269daba-b649-4895-95bd-4c50ceacc419>. Password available on request.

***Changes since the 2012 Visit: Program Self-Assessment***

The School's Self-Assessment Framework remains in place in a Structure / Process / Outcomes organization that includes end of semester Curriculum Review and Conference formats for assessment and planning. This was an area that was noted as Well Met in the 2012 VTR.