

Roger Williams University
School of Architecture, Art and Historic Preservation

Architecture Program Report

Master of Architecture

(BS + Master of Architecture dual degree)

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I.1.1 History and Mission

The University

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.

University History

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), multi-phase 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 21st 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 21st 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 remote students, 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 to 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 e-portfolios 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.

University Mission and Philosophy

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.

History of the Architecture Program

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 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 5th and 6th 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

urgent environmental and political significance, through gifts from Frank P. Davidson, co-founder of the 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 (Memorandum in process)
- Delhi—Delhi School of Planning and Architecture (pending)
- Delft—Technical University, Delft (under development)

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.

Program's Benefit To and From the University

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 practicum-based 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.

I.1.2 Learning Culture and Social Equity

The School of Architecture, Art and Historic Preservation (SAAHP) is a learning community that provides an inclusive and challenging academic environment for its faculty and students, working together in a spirit of mentorship and collegiality. Sparked by the publication of *The Boyer Report* in what was many years ago now, and in concert with the University's strategic evolution over a similar time frame, we have sought over the last decade to establish an interdisciplinary learning culture among the School's programs, among very different enrollments in Architecture (300 UG, 100 GR students), Art and Architectural History (15 UG, 5 GR, 100 Core Concentrators and Minors), Historic Preservation (35 UG, 25 GR students), and Visual Arts Studies (40 UG, 80-90 Core Concentrators and Minors). Many of our faculty have multidisciplinary credentials, and teach students who pursue majors in Architecture and our other fields, while also pursuing required second areas of study in either 5-course Core Concentrations or 6-course Minors in liberal arts and selected professional areas. There is a culture of integration in the school--of practice(s) into coursework, lectures and seminars into studio and field courses—and connection to local and global communities. We innovate in curricular experiments and special topics offerings, enabling both faculty growth and student exposure that both faculty and students appreciate. We have reached out within the region for many studio experiences, as well as to international locations and communities for studio and seminars including to our well-established undergraduate Study Abroad site at the Palazzo Rucellai in Florence. We have also developed since the 2006 NAAB Visit several semester long graduate options in Architecture in non-western countries including internship experiences, and 3-week winter or summer travel programs around the world, in order to extend our reach further engaging diverse communities abroad. Simultaneously, new Visiting Professor and Teaching Firm in Residence faculty appointments, as well as high quality adjunct faculty expertise, have diversified our faculty on a regular basis while bringing new offerings, inclusive of seminars taught by distinguished faculty in other parts of the world. Our reach to the local environment has recently been confirmed by the establishment of our Community Partnerships Center, creating a major outlet for engaging diverse communities around the state and region. These efforts together have resulted in the creation of a learning culture in the school where students, faculty and staff balance many influences, and encounter increasingly diverse people, cultures, physical environments and learning media. The professional degree program in Architecture at Roger Williams has evolved over the past nine years from the Bachelor of Architecture to a BS/Master of Architecture dual degree within this context, in order to achieve greater flexibility for students to pursue these complementary interests, and to develop offerings at the graduate level that advance the quality and breadth of our faculty and students' teaching and learning, as well as the quality of our contributions to the profession and to society.

There are many opportunities for members of the School and the Architecture Program to engage in developing and furthering the community and learning culture. Through the school's organizational structure and distribution of administrative, curricular and review committees, opportunities are provided on school-wide and program specific levels. See I.2.2 Organizational Structure and Governance for more information. The overall goal has been to establish a learning culture of "hybrid vigor with academic rigor" as Professor Philip Marshall describes it here in the school--where we engage perspectives and people coming from different places relative to architecture's creative as well as conservation-oriented aspects, aesthetic and technical, individual and collaborative, local and global dimensions.

The School maintains an Inclusive Excellence Policy related to the Roger Williams University's Inclusive Excellence Initiative, inspired by the Association of American Colleges and Universities' (AAC&U) leadership, and our Studio Culture Policy and Honor Code which has emerged from AIAS and NAAB initiatives. The Inclusive Excellence Policy is posted in the building and on the School's intranet, which is

available to all members of the school, as are the 2011 Studio Culture Policy and Honor Code, and the Diversity Plan. The Studio Culture Policy is posted and distributed in September.

Our Learning Culture is developed and assessed through the School's intranet planning and assessment framework, called CYCLE, composed of PLANES CARS PORTS, initially established in 2005/06 and under continuous development since. PLANES is conceived to engage and organize broad input from faculty, students and staff in relationships with each other inclusive of

Handbook	Structure	Processes	Outcomes
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The site is open to the school community, and includes annual assessment of outcomes in all areas of the School's activities that guides future development. Please see I.1.5 Self-Assessment for a complete outline.

We are evolving through our in-person engagements as well as through the use of digital technologies. Given the increasingly diversifying community of our programs, the multiple time frames (and time zones) we all live in, and the continuing development of digital media, our learning culture is utilizing simply framed technology to transform individual faculty and student teaching and learning, as well as some of our engagements with each other. The School of Architecture, Art and Historic Preservation in conjunction with the Department of Instructional Design has been the leader on campus in piloting the use of the open-source SAKAI Collaborative Learning Environment (CLE) course management system, termed "Bridges" by the University, which we have customized for development of student e-portfolios as well to create the open intranet PLANES CARS PORTS framework that serves as the electronic community of the school and open to all of our constituents. SAAHP conducted the University's first pilot in 2009/10 in the use of Bridges assignments, matrices and e-portfolios to collect, organize and display student evidence in 7 courses with 12 faculty and 205 students. Our faculty aligned the curricula to NAAB and other program outcomes and performance goals and are now able to utilize Bridges in combination with a web-based Curriculum Assessment Review System (CARS) developed internally to document and demonstrate their students' learning. Based on the results of the pilot, which has been embraced particularly by the students and many faculty, the use of Bridges for course management outcomes assessment has been adopted across the SAAHP, and will be used as a model across the University, including the new General Education program under development. The work was presented at the 2010 ACSA Administrators Conference in Washington, which included a demonstration by our students, adjunct and full time faculty, deans and University staff and administrators.

2011/12 Roger Williams University Architecture Studio Culture Policy and Honor Code

MENTORSHIP / COLLEGIALITY / SHARED GOVERNANCE

4+2 BS in Architecture / Master of Architecture Professional Degree Program

Students are encouraged to consult the National Architectural Board (NAAB) website at www.naab.org for general information on the NAAB Conditions of Accreditation for Professional Degree Programs in Architecture, which includes information on Student Performance Criteria.

Preamble

Roger Williams University's Architecture Program, since its inception, has had a vibrant and engaging studio culture that emphasizes mutual respect, professionalism, and shared responsibilities among students, faculty, administrators and practitioners. This 2011 Studio Culture Policy builds upon this tradition and seeks to foster an environment of mentorship, collegiality and shared governance.

The Studio Culture Policy is defined by its place within the contexts of the University's Mission and values, as well as the School's Mission and Philosophy.

[The Roger Williams University Mission Statement & Core Values](#)
[University Civility Statement](#)
[School of Architecture, Art and Historic Preservation Mission and Philosophy](#)
[Architecture Program's Mission Statement](#)

The Design Studio – Point of Convergence and Integration

We believe in the importance of the design studio model as an essential point of convergence and integration for the educational and personal experiences of students. In the design studio, students synthesize experiences from coursework, research and observation into their work through processes of critical thinking and understanding. The Studio Culture Policy supports relationships for engaging the continuum of pre-college and college students, faculty, alumni, emerging professionals, and practice leaders in Learning Relationships and Design Review Formats intended to nurture the creation of community, knowledge and career networks. Though the studio model is central to the educational mission of the School, studio culture is only one component of the multivalent culture of the School of Architecture, Art and Historic Preservation and of the culture of Roger Williams University as a whole.

The Design Studio in Context – Celebrating multiple approaches to design

The Design Studio is one learning situation among many in the School, inclusive of lecture, seminar, lab and workshop venues. In addition to serving as the main point of integration for other coursework and experiences into the design process, the Design Studio serves as a forum for development and enhancement of the skills needed to prepare the next generation of design professionals for expanding roles and professional responsibilities within the contexts of increasing cultural diversity, changing client demands and an expanding knowledge base. Through design studio experiences, students develop an appreciation of diverse and collaborative roles assumed by architects in practice, and learn to reconcile the conflicts between architects' obligations to their clients, the public, and the demands of the creative enterprise.

The School encourages multiple theoretical positions and form languages to coexist within the Design Studio, thus engaging students as active participants in the formation and continuing development of their own architectural ideas and principles. Multiple approaches to design are facilitated through offering advanced and graduate level topical studios each semester, where students explore issues related to housing, urban design, community and regional issues, sustainability, etc., and through students developing a project of their own choosing in the graduate theses.

The Studio Environment – A place of interaction between students, faculty, emerging professionals, practice leaders, community leaders and other professionals

Architectural design is ultimately an activity intended for the improvement of the environment and the societies and individuals that occupy it. We believe that design is an activity enhanced by the ability for

dialogue, reflection, and experimentation to occur free of distractions. Design is a culture accentuated by the availability of working resources (library, computer, workshops, etc.) and the collaboration between students, faculty and guests from a variety of disciplines and backgrounds. From these, we believe that the studio environment – as a physical, psychological and intellectual entity – should be conducive toward the productive and unconstrained investigation of ideas.

To encourage a studio environment centered on sharing engagement, innovation and collaboration, we encourage the active interaction of diverse individuals and disciplines in studio reviews and discussions.

Examples include:

- the active participation of clients and groups with input into project formulation;
- art and architectural historians during precedent analysis reviews;
- design professionals in informal pin-ups, mid and final reviews;
- the participation of upper level and graduate students in first and second year reviews as mentors;
- the engagement with not-for-profit community organizations and local/regional government entities through advanced and graduate level studios in conjunction with the Community Partnerships Center;
- International relations, history, business, engineering, historic preservation, students and faculty (in the work of the Macro Studio).

Our school also supports and encourages the participation of studio faculty in non-studio courses and public presentations, faculty work exhibitions and organizing and preparing student work exhibitions. We actively use web resources, hold bi-yearly school-wide meetings and announcements in the main atrium and sponsor a wide variety of changing exhibits and lecture series.

Student-Faculty-Practitioner Relationships

Our commitment to the principles of mentorship and our sense of professionalism serve to establish fair and balanced relationships among and between different groups. The student-led mentoring program for freshmen students immediately creates positive connections between new and returning students. Our Studio Culture Policy applies to students, faculty and participating practitioner reviewers, ensuring that each constituency is aware of the duties and responsibilities that need to be addressed in order to fulfill their unique roles and assure a productive and engaging studio environment. That is intended to foster a condition of social equity, while still allowing for the important dynamics of the student/teacher/visiting critic relationships to be maintained.

Balance of Professional and Personal Life

We strive to communicate among ourselves the importance of balance between professional responsibilities and personal life; a condition even established professionals struggle with. Our students are involved with extracurricular and co-curricular activities both within the university and in the surrounding communities. These outside commitments include such activities as university athletic teams, intramural sports, university clubs, resident advisors, student advocates, university Live Learn Communities as well as service and community organizations. These activities allow for students to be involved with people and groups outside the studio environment, and to interact with people on a social level – rather than regarding people as “users” or as objects of behavioral study. This will allow for students to be engaged, active participants in the work, and will consequently allow students to draw from outside experiences, in order to bring that engagement and activity into their academic work.

Workload Expectations

We believe that one of the most important elements of a positive studio experience is for all participants to have fair and reasonable workload expectations for, during and outside of scheduled studio time. This not only allows for a well-directed and managed sense of timing for the investigation and production of the studio projects, but also provides students with a sense of direction and optimism regarding the timely completion of their projects. For this, instructors produce clear syllabi which state major and minor project requirements, and which are organized through the semester in a systematic and coherent way. The syllabus as a “contract of expectations” serves as the guiding principle for expectations that, in turn, provide students and faculty with adequate benchmarks and grading structures. Faculty are encouraged to establish due dates to allow for rest before reviews and to share due dates with faculty teaching concurrent non-studio courses. Through this, all participants are aware of requirements in studio and other courses while being encouraged to excel and reach their highest potentials.

Design Studio Review Processes – Multiple Review formats allow for the creation of community, knowledge and career networks

Design Studio review processes are an essential element of studio culture, and include a continuum of interactions between student peers, faculty, practitioners and community members. Reviews are simultaneously a means of assessing student work and an opportunity to facilitate the discussion of greater issues and relationships such as those between theory and practice; designer and user; education and profession. Reviews may be conducted in a variety of formats, and are to be conducted in a manner that reflects our studio culture and our commitment to professionalism. These include:

- Peer Review
- The traditional “Jury” review, where a panel of critics composed of faculty, practicing architects, community participants, and others have work presented to them by students or teams of students, which are then constructively commented on by the assembled panel
- An Interview + Roundtable Review, engaging many practitioners, students and faculty for individual one-on-one presentations and explanations, followed by inclusive group discussions of issues raised;
- A kind of Research or Design Principles Studio review, focusing on principles/knowledge emerging from design project development, where the principles are the product emphasized as the outcome of the studio, rather than the uniqueness of each student’s work
- Community Partnership Presentations to government and not-for-profit groups
- A “Macro” Review format, where government leaders, and professionals from engineering, business, education and other pursuits participate in exploring architectural design as one component with which pressing problems of a regional or even global nature are addressed

Both students and faculty are expected to arrive on time and stay engaged as active participants throughout the review process. Student must arrive prepared for the presentation of their work and be prepared to discuss both their work and the work of others in the studio. Before a review, instructors are responsible for informing invited outside reviewers about the expectations that were communicated to the students for the project to be reviewed, and the expectation that reviews will reflect the school’s commitment to a culture of respect, engagement and professionalism.

Advanced and Graduate Level Studio Selection Process

To encourage the self-determination of the learning experience within the studio environment, the School promotes a fair studio selection process for advanced and graduate level students based on student seniority and choice. [Advanced and Graduate Level Studio Selection Process Description](#)

Studio Honor Code

Envisioned during the 2010/2011 review of the Studio Culture Policy and established in the Fall of 2011, the Studio Honor Code is a system of trust and mutual respect between the students, faculty and administration of the school. The Code helps to reinforce this Studio Culture Policy by addressing life in the architecture studio and promoting individual responsibility, shared-governance and community. [Studio Honor Code](#)

The honor system is upheld and presided over by a student governed judicial process. The honor system is thoroughly explained to new students upon entering the school, at which time they pledge to adhere to the Studio Honor Code by formally signing the pledge. This code and pledge, with signatures, is displayed in the main atrium of the school. [Honor Pledge](#), [Peer Honor Board](#)

Evolving Studio Culture – Annual Review by Student-Faculty Studio Culture Standing Committee

We recognize that studio culture must evolve with shifts and changes in the profession and in society. Studio Culture must reflect these changes while maintaining the integrity and professionalism that characterize the study and practice of architecture. It is our hope that through sustaining a vibrant, engaging studio culture that emphasizes mutual respect, professionalism, and shared responsibilities among students, faculty and practitioners, the school and the profession will be able to evolve and shift in ways that will better serve the needs of the future.

We will revisit this Studio Culture Policy on an annual basis, to maintain and further develop humane and inspiring work principles for achieving the balance and integration of diverse perspectives that are a hallmark of the University, the School and the Architecture Program. We have established a standing committee of the School of Architecture, Art and Historic Preservation, appointed by the Dean, co-chaired by a student and a faculty member and comprised of:

- AIAS student leaders (3)
- Faculty representatives (3)
- School's IDP coordinator (1)
- Local and national practice leaders (3)

Roger Williams University has established policies and procedures for grievances related to harassment and discrimination. The University Policy is found on the University website at <http://www2.rwu.edu/sites/using/policies/nondiscrimination.htm> which is also included in the University's Student Handbook, at <http://www2.rwu.edu/depository/campuslife/handbook.pdf>, p. 73. Roger Williams has established policies for academic integrity on the university website at <http://www2.rwu.edu/academics/academicaffairs/standards/> and in the 2011/12 Roger Williams University catalog at <http://www2.rwu.edu/depository/registrar/coursecatalog.pdf>, pp. 63-65.

2011/17 School of Architecture, Art and Historic Preservation Diversity Plan September 2011

The 2011-2017 SAAHP Diversity Plan is established on the premise that diversity and inclusive excellence are fundamental elements of an educational community, and that nurturing the learning and growth of each of our members serves the common good. Learning occurs through encountering differences, engaging the issues that emerge, and then sharing our understandings with each other in personal and academic interactions.

The 2011-17 SAAHP Diversity Plan seeks to achieve five main goals:

1. Contribute to a campus environment that celebrates diversity and encourages inclusiveness
2. Achieve a more diverse and inclusive student body, faculty and staff
3. Engage faculty, students and staff in coursework and planning that increases curricular content involving diverse groups and cultures
4. Build and strengthen partnerships with communities, businesses, government and community organizations to support diversity and multiculturalism in the university and as well as with external communities
5. Establish and sustain an infrastructure that supports progress in fulfilling the plan.

Goals are conceived to be both achievable and transformative, with accompanying strategies and measures for each.

Goal 1: Participate in a campus environment that celebrate diversity and encourage inclusiveness

1. Increase participation by SAAHP students, faculty and staff in notable campus and school-wide initiatives engaging diverse perspectives, people and cultures, including:

- RWU Civil Discourse Reason and Respect Lecture Series
- Multicultural Film Series
- Mary Tefft White Series
- President's Inclusive Excellence Grant Program
- Live Learn Communities for students
- Intercultural Center co-curricular activities
- Expand the revived SAAHP Mutual Influence Forum through four times per year gatherings celebrating SAAHP student and faculty work and perspectives, now that an endowment level providing \$2000 per year for programming has been reached.

Measures: review participation and enrollment levels; successful Inclusive Excellence Grant proposals and outcomes; surveys of effectiveness

Goal 2: Increase the recruitment, retention and representation of diverse and underrepresented people in our programs and School, to a level that contributes to the advance of the university

1. Continue successful and develop new activities and programs to increase and enhance undergraduate, graduate, faculty and staff diversity, and measure their effectiveness.

- Continue the HS Summer Academy in Architecture Diversity Scholarship program, inclusive of 2 full tuition room and board scholarships, including the Anh Nguyen Memorial Scholarship to a student from the Philadelphia Charter High School for Architecture and Design (CHAD)
- Continue the HS Summer Intensive Program with Philadelphia CHAD, Brooklyn High School for the Arts, and Central Falls HS, inclusive of full tuition, room and board for 8 students.
- Continue to engage diverse HS groups such as the University High School, Hartford, New Bedford Technical High School and others through campus visits and other interactions.
- Increase the Early Enrollment at Roger Williams University arrangement with the Towns of Bristol and Portsmouth, Rhode Island, to support success among diverse HS students completing up to two courses per semester at Roger Williams during their senior year of High School
- Continue recruitment of undergraduate and graduate students through
 - encouraging students interested in and able to address diverse experiences, global cultures, and community initiatives
 - maintain student exchange Memoranda of Agreement with Universidad Torcuato di Tella, Buenos Aires; Yokohama National University, Japan; Istanbul Technical University, Turkey; University of Alexandria, Egypt. Seek to confirm other arrangements with other international universities
 - increased attendance at recruitment events by diverse faculty and students, and promotion of diversity that is successfully underway currently.
- Enhance undergraduate and graduate international student recruitment to SAAHP programs, attracting them through our Community Partnerships Center, International engagement and faculty addressing the School's programs from a global perspective

Measures: record of recruitment engagement, tracking of Summer Academy and Summer Intensive enrollment at RWU, record of enrollment from target High Schools, success in recruiting students with high diversity response on application, survey students and parents response to attraction of SAAHP programs encouraging diversity

2. Increase the academic success and retention of diverse and underrepresented students
 - identify barriers to progress or retention through interviews and surveys on an annual basis
 - enhance advisement, to insure that students who may initially perceive difference and marginality in the School will understand where they are and how they can proceed toward success
 - engage students in courses inclusive of closer interaction, discussion and lower enrollment situations such as studios, and recitation/discussion session with lectures, to encourage community and a scale of interaction where all can be heard
 - Continue to participate in and further engage students in Roger Williams University's Live Learn Communities that have fostered both academic success and engagement for those involved. Supplement the Building + Design and Habitat Community with the Creativity Community and other concepts.

Measures: review student surveys, record advisement folder updates and contact with students, surveys of student response to lecture/recitation and other freshman seminar initiatives, review Live Learn Community enrollment and responses from students.

3. Continue successful and develop new activities and programs to increase faculty and staff diversity in events and semester long teaching appointments.

- the Visiting Artist, Visiting Professor and Teaching Firm in Residence Programs that have brought notable artists, architects and practitioners of greater diversity to the School for one semester appointments since 2007.
- the Global Fellows Teaching Program begun in 2011 to engage notable faculty anywhere to teach from remote locations.
- Adjunct Faculty recruitment engaging a readily available pool of candidates of greater diversity than our current full time faculty representation
- SAAHP Public Events Series—lectures, exhibitions and conferences inviting noted speakers and participants to address key issues, people and works of the day

Measures: review record of diverse Visiting, Teaching Firm, Global Fellows, Adjunct Faculty, Public Events speakers/exhibitors engaged. Review surveys of student, faculty and staff responses to these programs toward increasing diversity

4. Actively engage diversity considerations in full time faculty searches

Measures: record of outreach to diverse candidate forums, venues, applicants, interviews, hires.

Goal 3: Engage faculty, students and staff in coursework and planning that furthers our learning cultures of varied experiences embracing different learning formats, and curricular content engaging diverse groups and cultures

1. Continue to evolve teaching formats including lecture/recitations, increased site visits to projects, direct experiences with materials.
2. Prioritize the development of courses, programs and learning opportunities that achieve learning outcomes demonstrating achievement of understandings and abilities involving diverse and global cultures.
 - Coursework involving World Arts, Community Planning, varied architectural cultures around the world
 - Graduate Programs involving affordable low residency or online components
 - Study Abroad programs particularly those engaging non-European cultures
 - Re-convene the RWU International Fellows Summer Program, Summer 2012, dormant since 2009
 - Host the Environmental Design Research Associate (EDRA) Conference, Spring 2013
 - Develop Honors and Awards recognizing diverse and global contributions to the school in curricular and co-curricular activities

Measures: review course coverage engaging diverse and global cultures in all teaching formats; creation of Honors and Awards recognizing these efforts

3. Increase multi-cultural abilities among faculty and staff on a routine basis
 - In concert with the University programming, offer and encourage professional development opportunities that enhance awareness and abilities

Measures: review faculty and staff engagement, and surveys of program effectiveness

Goal 4: Build and strengthen partnerships with community, business, government and community organizations to support diversity and multiculturalism in the university and as well as with external communities

1. Launch the Community Partnerships Center for curriculum-based project engagement with diverse local community groups, June 2011.
2. Develop a Community Partnerships Center Advisory Board engaging diverse leaders from the region to help transform the community, education and service opportunities of our students and faculty.
3. Continue to support ongoing initiatives increasing the diverse experiences of the students and faculty
 - Course and Studio travel initiatives to local and global sites
 - Teaching Firm in Residence, Visiting Professors, Global Fellows program
 - Invite minority-owned businesses to recruit at Career Fairs
 - Engage regional venues for exhibitions of our student and faculty work, engaging the community
 - Create publication opportunities that celebrate the diverse experiences taking place.

Measures: review Community Partnerships Center projects, survey resultant impact among all participants relative to diversity and inclusiveness; review exhibition and publication effectiveness

Goal 5: Establish and sustain an infrastructure that supports progress in fulfilling the plan

1. Continue to evolve a Learning Culture that is supportive and embracing of different perspectives and experiences by reviewing activities twice yearly as part of the SAAHP Planning Conferences.
2. Seek grant support for diversity, inclusiveness and global initiatives
3. Set outcomes and practices related to diversity and inclusion as part of continuous improvement.

Measures: review effectiveness of infrastructure in twice-annual SAAHP Winter/Spring Assessment conferences; record success and effectiveness of grant-supported activities.

Notes on Diversity Plan Process and Progress

The 2011-17 SAAHP Diversity Plan was created with input from within the school and from the university's Intercultural Center, Office of Multicultural Recruitment, and Spiegel Center for Global and International Programs, and with reference to the ACSA Diversity Resources website. The Chair of our School's Diversity Committee, Professor Rebecca Leuchak, is a member of the University Diversity Committee. (see I.2.2 Administrative Structure and Governance). The SAAHP Plan is updated on a three year cycle within the SAAHP Planning Council, with annual reporting on progress reviewed at our end of semester Winter and Spring Conferences, and are open to the community.

The SAAHP Diversity Plan includes several initiatives that are ongoing and yielding results since 2005. Over this time, SAAHP has made significant strides in diversifying the content of many of its courses, particularly graduate studios and seminars. Student development has been supported through scholarship support for HS discovery programs and encouragement of undergraduate applicants. We have also regularly engaged more diverse faculty through our Visiting Professor and Teaching Firm appointments established in 2007, as well as through numerous adjunct practitioner appointments. Memoranda of Agreement with universities in Buenos Aires, Alexandria, Istanbul, Beijing and Yokohama are complete or in process involving student and faculty exchanges, and engagement in scholarly and professional activities of mutual benefit. These are expanding the reach of our student and faculty engagement at the graduate level.

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community

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
Belonging
Career / future opportunities

Global perspectives
Lifelong learning
Civil discourse

Wellness
Social responsibility

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.

B. Architectural Education and the Students

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 attendance of any chapter at the 2011 AIAS Forum gathering in Toronto, and as of 2010/11 had the 10th 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 2nd 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.

C. Architectural Education and the Regulatory Environment

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.

D. Architectural Education and the Profession

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 one 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 3rd-5th 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 1st, 2nd, 3rd, 5th year Comprehensive Studios and 6th 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 KlingStubbins, 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.

E. Architectural Education and the Public Good

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 2nd 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.

I.1.4 Long-Range Planning

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 Architectural 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.

I.1.5 Self-Assessment Procedures

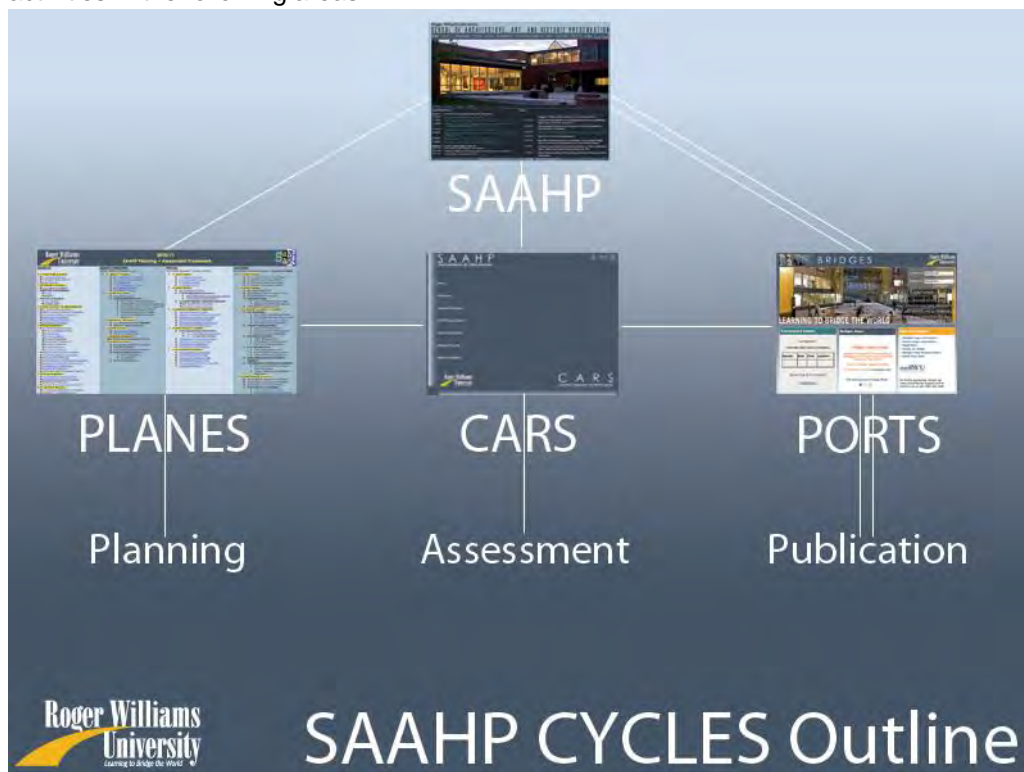
The School of Architecture, Art and Historic Preservation's (SAAHP) self-assessment procedures provide the framework within which the Architecture Program assesses its ongoing evolution, reflecting to the interconnectedness of the SAAHP's programs and faculty, and our administrative structure and governance. 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.

SAAHP PLANES 2011/12

Calendar

September, 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

Events for September 25, 2011

Activity - Open House

PLANES 2011/12

1. STRUCTURE

- S.1 Mission + Philosophy
- S.2 SAAHP Organization
 - S.2.1 SAAHP Organization Chart
 - S.2.2 2011-2017 SAAHP Strategic Plan
 - S.2.3 2011-2017 SAAHP Diversity Plan
 - S.2.4 Career Development Consortium
 - S.2.5 2011-12 SAAHP Goals
 - S.2.6 SAAHP Coordinator Descriptions
- S.3 Special Programs
 - S.3.1 Study Abroad
 - S.3.2 Summer Programs
 - S.3.3 Student Leadership
 - S.3.4 Graduate Assistantships
 - S.3.5 Internships
 - S.3.6 Scholarships and Awards
- S.4 Centers and Initiatives
 - S.4.1 Art on Campus
 - S.4.2 Community Partnerships Center
 - S.4.3 Maceo Center
 - S.4.4 Mutual Influence Forum
 - S.4.5 ARIA (Archive of Rhode Island Architecture)
- S.5 Events and Exhibits
 - S.5.1 Lectures
 - S.5.2 Conferences
 - S.5.3 Conferences
 - S.5.4 Mutual Influence Forum
 - S.5.5 Admissions Events

2. PROCESS

- P.1 SAAHP Councils
 - P.1.1 Academic Council
 - P.1.2 Administrative Council
 - P.1.3 Student Council
 - P.1.4 Advisory Council
- P.2 SAAHP Planning
 - P.2.1 Planning Council
- P.3 SAAHP Program Committees
 - P.3.1 Architecture
 - P.3.2 Art + Architectural History
 - P.3.3 Historic Preservation
 - P.3.4 Visual Arts Studies
- P.4 SAAHP Standing Committees
 - P.4.1 Academic Resources
 - P.4.2 Academic Standards
 - P.4.3 Diversity
 - P.4.4 Graduate Assistantships
 - P.4.5 Public Events
 - P.4.6 Scholarships and Awards
 - P.4.7 Studio Culture
- P.5 SAAHP Centers and Initiatives
 - P.5.1 Art on Campus
 - P.5.2 Community Partnerships Center
 - P.5.3 Global Partners Committee
 - P.5.4 Maceo Center
 - P.5.5 Mutual Influence Forum
 - P.5.6 ARIA (Archive of Rhode Island Architecture)
- P.6 SAAHP Summer Programs
 - P.6.1 International Fellows Program
 - P.6.2 Summer Academy/Internship
- P.7 SAAHP Review Committees
 - P.7.1 Faculty Review Committee
 - P.7.2 Faculty Search Committee
 - P.7.3 Merit Review Committee

3. OUTCOMES

- O.1 SAAHP Councils Annual Reports
 - O.1.1 Academic Council
 - O.1.2 Administrative Council
 - O.1.3 Advisory Council
 - O.1.4 Student Council
- O.2 SAAHP Planning
 - O.2.1 Curriculum Development + Assessment
 - O.2.1.1 Architecture Committee
 - O.2.1.2 Art + Architectural History Committee
 - O.2.1.3 Historic Preservation Committee
 - O.2.1.4 Visual Arts Studies Committee
- O.3 SAAHP Standing Committees Annual Reports
 - O.3.1 Academic Resources Committee
 - O.3.2 Academic Standards Committee
 - O.3.3 Diversity Committee
 - O.3.4 Graduate Assistantships Committee
 - O.3.5 Public Events Committee
 - O.3.6 Scholarships and Awards Committee
 - O.3.7 Studio Culture Committee
- O.4 Centers + Initiatives Annual Reports
 - O.4.1 Art on Campus
 - O.4.2 Community Partnerships Center
 - O.4.3 Global Partners
 - O.4.4 Maceo Center
 - O.4.5 Mutual Influence Forum
 - O.4.6 ARIA (Archive of Rhode Island Architecture)
- O.5 Summer Programs
 - O.5.1 International Fellows Program
 - O.5.2 Summer Academy
- O.6 SAAHP Review Committees
 - O.6.1 Faculty Review Committee
 - O.6.2 Faculty Search Committee
 - O.6.3 Merit Review Committee

- CARS** is the online **Curriculum Assessment and Review System** that tracks the standards, goals and learning outcomes of all SAAHP coursework in each of our programs including Architecture. Since 2005, the School's Program Committees are charged with both curriculum

development as well as assessment as a prelude to any further developments or changes. The structure, introduction, program matrices and course assessment matrices of CARS are accessible to all, but access to the work itself is limited to SAAHP Faculty and Administrators as an internal website, to maintain confidentiality of student work in the assessment process. Access to CARS can be made available to select outside groups such as Advisory Board members, and to external evaluators for accreditation purposes. Password available on request.



Program Matrices map each course in relation to Student Performance Criteria appropriate to each program. This is the key overall document used in understanding overall program requirements in relation to where they are addressed. This feature is open to the public.

Evidence by Standard is framed to meet accreditation and/or internal standards. This feature is the primary tool for assessing achievement of desired student performance criteria/outcomes for accreditation as well as internal standards. This feature is open to faculty and external advisors and evaluators, and is accessed by password only, to protect the confidentiality of student work.

Evidence by Course is framed to be a comprehensive record of student submittals in coursework, with each student submittal being archived for each assignment. This feature is a secondary tool for assessing achievement of desired student outcomes, which allows for random sampling of work submittals. This feature is open to faculty and external advisors and evaluators, and is accessed by password only, to protect the confidentiality of student work.

Evidence by Student is a link the student PORTS site, where all students are enabled to have their own secure storage space, where they can create portfolios and resumes of their work. This feature is open to the public as decided by each individual student.

CARS is organized through a shallow custom-designed web structure, which provides navigation into the SAKAI Course Management system for each course, where the Course Syllabus, Course Assignments and Course Matrix are collected.

- **PORTS** is the online **Student Portfolio System** offer the opportunity for each student to develop a resume and online portfolios of their work, which they develop independently as cumulative documents. PORTS also establishes a secure area for students to store their work-in-progress while they study at RWU. Individual Student Portfolios are open to the public for viewing where individual students allow access.



Information for the SAAHP CYCLES is organized on an annual basis. The School of Architecture, Art and Historic Preservation CYCLES Self-Assessment System was presented to the ACSA Administrators Conference in Washington, DC in November 2010, in person by Dean White, Roger Williams University Instructional Design Staff. Then-Adjunct Faculty Member now Assistant Dean Gregory Laramie, 2nd Year Co-Coordinator David Corbin and an extensive team of students from the second year Architecture class connected to the ACSA meeting via distance technology to present the work outlined above. SAAHP CYCLES has also been presented at SAKAI conference in Los Angeles in Spring 2011, and is the subject of an upcoming EDUCAUSE 2011 Conference session in Philadelphia October 19-21, 2011, which will be jointly presented by the SAAHP Deans, faculty participants, students and Instructional Design staff.

Emerging Benefits of SAAHP CYCLES: PLANES, CARS, PORTS Self-Assessment Procedures include:

- Increased student performance based on:
 - Students awareness of learning outcomes/professional expectations

- Observation of work-in-progress
- Ability to reflect on goals and achievements
- Increased instructor performance based on:
 - Observation of student learning across sections
 - Focuses attention on course development
 - Fosters collaborative course development among faculty
- Increased program performance based on:
 - Heightened awareness of program objectives
 - Faculty ability to see whether learning outcomes are being achieved
- Building a sense of community
 - Within the university, student and faculty mentoring between levels
 - Nationally, working within a network of institutions engaged in similar practices
- Increasing external presence
 - through publication of student outcomes and showcasing of student work
 - Student, Faculty and Alumni Views on progress. This will be commenced after the Fall 2011, when inclusion of alumni access is expected.

The development of SAAHP CYCLES: PLANES, CARS, PORTS has been informed by collegial input from Architecture and University administrators at other institutions, including New Jersey Institute of Technology Dean Urs Gauchat and Associate Dean John Cays, New York Institute of Technology Associate Dean Frank Mruk, and University Assessment leaders at Indiana University and Virginia Polytechnic University. Roger Williams' CYCLES system's utilization of an open source platform should provide affordable opportunities for on-going assessment.

Self-Assessment Annual Timelines—Twice Yearly Planning + Assessment Conferences

In addition to on-going SAAHP Committee Meetings and outcomes documented in PLANES, and on-going student work collection and review for courses in CARS, the School convenes twice-yearly, two-day Planning + Assessment Conferences—a Winter Conference after the Fall Semester, a Spring Conference after the Spring Semester. Day One is composed of an all-day Curriculum Review "Walkabout", where all faculty review student work produced over the semester. From 2005-2009, virtually all student work was presented among faculty colleagues in hard copy, but since 2009 with the development of our archiving capabilities and increasing submission of student work digitally, the work can be increasingly drawn from the CARS system for the Curriculum Walkabout Sessions. One week following the Curriculum Walkabout, Day Two is an SAAHP Strategic Planning Day, reviewing both short and long term initiatives and issues with the benefit of having reviewed the extensively available record of student outcomes in coursework.

Individual Course Evaluations are completed university-wide for each course each semester through the Student Evaluation of Teaching Surveys, coordinated by RWU Dean of Special Projects Kenneth Osborne. Results of these evaluations are provided to the faculty instructor and the dean of the school, and are also a required element of Faculty Self-Studies for re-appointment, promotion and tenure by the Faculty Review Committee, the Dean, and the Provost.

Review and Assessment of the focus and pedagogy of the Program is completed annually through the Architecture Program Committee, led by Edgar Adams, Architecture Program Coordinator. The Architecture Program Annual Report is posted in the Architecture Program Outcomes area of the PLANES website, and available to the school community. The Curriculum Walkabout process has provided an insight into the individual curricular achievements, as well as a forum for sharing understandings among faculty about the overall direction of the program.

Institutional Requirements for Self-Assessment include identification of all learning outcomes for each major program in the University. These have been recently submitted to the university's regional accreditor, the New England Council of Schools and Colleges (NEASC). The Architecture Program is a campus-wide leader in working with learning outcomes assessment as a basis for program and curriculum development.

Progress Toward Achieving Multi-Year Objectives

The 2003-2010 SAAHP Strategic Framework outlined the following strategic vision and goals. Progress toward achieving each over this time period is identified following in italics. The School's new 2011-17 Strategic Objectives are outlined in I.1.4 Long-Range Planning. Our Vision in the 2003-10 SAAHP Strategic Framework sought:

- to diversify and advance the quality of our teaching, scholarship and service in relation to evolutions in higher education, and reflective of our maturation as a school and institution
- to achieve new qualitative goals primarily through increased linkages
 - internal linkages engaging programs, faculty and students in distinctive facilities
 - external linkages with regional, international civic, educational, non-profit, professional partners

Goal 1: Re-conceived internal organization and external linkages offering better connections within and between programs, and with external partners and associations

- *The School developed a re-organized Administrative Structure and Governance in 2005/06 in a document SAAHP Evolution, which provided the outline for the current structure in place that increased faculty and student participation in governance, curriculum development and assessment.*
- *In 2007, Roger Williams University donated space at its Providence campus to establish AIA Rhode Island's chapter headquarters at the university, with contributions from architects, builders, manufacturers and organizations. This has proven to be a great boon to engagement between the profession, the university and our students, as well as other professions.*
- *The revised SAAHP organizational structure is supported by the development of the online SAAHP CYCLES: PLANES, CARS, PORTS system which provides electronic access among the school's programs, faculty and students. The system has evolved over these years, with significant increase in capacity in 2008/09, and 2011/12.*
- *Architecture and other SAAHP faculty have participated in the launching of a university-wide Minor in Sustainability Studies launched in 2009/10, and are leading efforts in the establishment of East Asian Studies and Middle East/North Africa Studies*
- *After years of more ad hoc efforts in community engagement, in 2011 the Community Partnerships Center was established with a full time Director, Arnold Robinson, AICP to engage in community outreach in the state and region through curriculum based projects.*

Goal 2: Raised Academic Expectations in multiple areas

- *Continuing through the 2004/08 and 2008/12 RWU Faculty Contracts, the University has provided means in terms of time release, merit pay and additional support through Professional Development and RWU Foundation to Promote Scholarship and Teaching. Faculty have achieved notable national and international scholarly, professional and creative activities during this time period, at a higher rate than previously.*
- *Beginning in 2005/06, the School commenced a regular cycle of outcomes based assessment through twice yearly curriculum review and strategic conferences. Awareness of learning goals and improvement of student work quality is occurring. The Architecture Program developed revisions to the structures sequence, integrated practice and sustainability areas through this process and expectation of elevated achievement.*
- *The establishment of Visiting Professorship and Teaching Firm in Residence Programs have brought nationally and internationally recognized practitioners to the school, of wider diversity gender and ethnic diversity (2007-)*
- *The establishment of the Department of Instructional Design in 2009/10, and the implementation of the SAKAI Course Management and Assessment processes has contributed to raised academic expectations among students, faculty and administrators.*
- *Instructional Technology has provided a means of engaging international faculty through online course delivery, including from Washington, New York and Toronto (HOK); Amsterdam (Tangram Architects), Shanghai (Safdie Architects), 2009-*
- *Graduate Culture has evolved with the phase-in of the Master of Architecture program, with numbers increasing from 20 graduate students in 2006/07 to 110 Architecture graduate students in 2011/12. The School has established the only Graduate Assistantship Program at the University, supporting 20 entering graduate students per year/40 overall per year. Faculty course loads are adjusted for graduate instruction as well, further augmenting the evolving culture.*

Goal 3: New Local Outreach and Global Study opportunities through interdisciplinary centers, local and international programs

- *The School in cooperation with the Spiegel Center for Global and International Programs has commenced several Winter and Summer short term programs led by Architecture and Architectural History faculty, including to The Netherlands (Associate Professor Andrew Thurlow, 2008, 2010); Munich (Associate Professor Patrick Charles, 2011); Turkey (Professor Ulker Copur and university faculty, Summer 2011); Egypt (Associate Professor Rebecca Leuchak Winter 2011); Cambodia (Rebecca Leuchak, 2012)*
- *The School in cooperation with the Spiegel Center for Global and International Programs has confirmed two Memoranda of Agreement with Universidad Torcuato di Tella, Buenos Aires (2010) and Istanbul Technical University (2011) for semester long study abroad and exchanges of Architecture students beginning in Fall 2010 and Fall 2011. Other arrangements are underway with Tsinghua University, China; Yokohama National University, Japan. Each location includes internship arrangements with Buenos Aires and Shanghai offices to date, with visas facilitated by the Spiegel Center.*
- *The Community Partnerships Center founded in 2011 has taken up initial projects in Woonsocket with the RI Economic Development Commission and in Bristol with the Town and the Anthony Quinn Foundation to develop concepts for mill conversion and community arts center.*

Goal 4: Facilities enhancements and consolidations reflective of our educational needs and community aspirations

- *The School has achieved on-going phase-in of instructional resources for Architecture since the last visit through equipping of 6 seminar/review spaces with fixed mount digital projectors, which completes the equipment installations arrived at through the University Academic Information Technology Committee.*
- *Facilities enhancements of the Architecture Library have been achieved through continued temporary measures such as denser collection storage and access accommodations as outlined in I.2.5 Information Resources and our Annual Reports. The University Library is committed to maintaining and augmenting the Architecture Library and Collection going forward as distinctive resources for the university and among our library partners. On-going plans under development will be available to the Visiting Team in Spring 2012.*
- *Needed space enhancement for Visual Arts Studies facilities (which does not impact Architecture requirements) has been addressed through the establishment of an Art Warehouse facility in Bristol, RI for senior students, which also houses Engineering students workshop facilities for large scale projects.*

Goal 5: Public Relations Initiatives that confirm our place in the regional, national and international communities

- *The University and School have revised their websites extensively—most successfully in Spring/Summer 2011. The coordination of public and internal websites through a shared organizational structure is intended to communicate transparently among members of the school and external communities.*
- *SAAHP Public Events Series communications have created a strong identity through the work of Associate Professor Andrew Thurlow, who conceived of and coordinates a combination poster, postcard and e-minder system which has raised the profile of the Series and the School. (2008-)*
- *Deans Summer Letter has become a monthly SAAHP e-newsletter for the 2011/12 academic year. (2011-)*
- *Faculty and Program Leaders have created notable documentation of the Florence Program (led by Florence Faculty Carlo Achilli and Franco Pisani, 2008)) and Buenos Aires Program Study Abroad (led by Professor Julian Bonder) experiences (2010).*
- *Faculty/student research online publications involving Shaded Cities (Professor Charles Hagenah) and Sustainable Communities in the US and in Masdar (Professor Ulker Copur) supported by Presidential Fellowship and Spiegel Center support*

Goal 6: Development Initiatives for support beyond what conventional coursework and tuition revenue alone can provide

- *The Office of University Advancement initiated scholarship drives with corporate partners and individuals have led to the endowment of three new scholarships since 2006: the Kaestle Boos Architecture Scholarship (\$25,000), Zachary Shapiro Scholarship (\$25,000), and the Raj Saksena Memorial Scholarship (\$50,000).*
- *The Center for Macro Projects and Diplomacy has reached a \$300,000 level of support facilitating on-going activities.*
- *Professional contributions have led to the endowment of the Mutual Influence Forum—featuring twice per semester interactions of faculty and student work and thought—at a \$38,000 level.*

Strengths, Weaknesses, Opportunities, Threats Analysis—last completed May 2011

The School engaged in a SWOT Analysis process in its Spring 2011 Planning + Assessment Conference, in the areas of program, school and university organization:

- Programs: Architecture , Art + Architectural History, Historic Preservation, Visual Arts Studies
- Summer Programs: Summer Academy, International Fellows Program
- Standing Committees: Academic Standards, Honors / Awards, Public Events, Studio Culture, Graduate Assistantships,
- Review Committees: Faculty Review Committee, Merit Review Committee
- Centers + Initiatives: SAKAI Pilot, Study Abroad Programs: Faculty Led/Semester Abroad, Community Partnerships, Macro Center
- Student Development, Alumni Development
- Enrollment Management, Facilities Management, Information Technology, Academic Resources
- Outreach: University Advancement, Public Affairs

Results are located in the SAAHP PLANES site at <https://bridges.rwu.edu/xsl-portal/site/5261cc53-bea6-45e7-a202-8c3e795b05f5/page/6269daba-b649-4895-95bd-4c50ceacc419>. Following the Spring 2011 Conference SWOT Analysis, alumni were engaged through a special Alumni Weekend Strategic Planning session held at the school, where a group of 45 of us including 15 alumni as well as current students, faculty and deans undertook a two-hour strategic session addressing SWOT and upcoming potentials for the program.

Faculty, Student and Alumni input on the Architecture Program's achievement of its mission and on the Five Perspectives was completed through the Architecture 2011 Survey, with results below.

Architecture 2011 Survey Results

Student, Faculty and Alumni Responses in assessing the progress of the BS in Architecture / Master of Architecture Program In achieving its Mission and Perspectives on Education

MISSION STATEMENT

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
To what extent does the Architecture program at Roger Williams University			
M.1 develop the broadly educated person through exposure to the liberal arts and humanities?	4.1	4.1	3.9
M.2. offer rigorous professional training at the undergraduate and graduate levels?	4.2	4.7	4.2
M.3 project that architecture is an integrative discipline that expresses human values through the design of the built environment?	4.4	4.6	4.1
M.4. consider a diverse range of issues at the scales of the region, site, space and detail?	4.5	4.6	4.5
M.5. engage the past, the present, and possible sustainable futures?	4.1	4.6	4.4
M.6 engage local and global realms in a way that is respectful to the diversity of our increasingly pluralistic society—in nature and culture, art and technology, service and practice?	3.9	4.1	3.5
M.7 To what extent do Architecture Students acquire the design and technical skills and expertise needed to be effective as collaborators and leaders working across disciplines?	4.2	4.1	4.4

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
M.8 To what extent to Architecture Students develop the strategic thinking and communication skills required to tackle the diverse range of issues that influence architectural discourse and practice, from sustainability, urbanism and historic preservation?	4.1	3.9	4.1
M.9 To what extent are students challenged at each stage of their education to consider the consequences of their actions in a culturally and environmentally responsive manner?	4.1	3.7	4.1
M.10 To what extent do Architecture Students expand their scope and knowledge through the pursuit of minors at the undergraduate level?	3.7	3.9	3.4
To what extent do the following enhance the education of RWU Architecture Program students:			
M.11 Study Abroad opportunities?	4.6	4.7	4.8
M.12 Community engagement?	3.5	4.1	2.9
M.13 Close working relationships with faculty?	4.5	4.9	4.3
M.14 Visiting Critics?	4.2	4.3	4.4
M.15 Regional and international practitioners?	3.8	4.3	3.8
M.16 To what extent does the Architecture Program foster a lifelong engagement with critical issues?	4.0	4.3	3.8
M.17 To what extent does the Architecture Program prepare graduates to be active in enhancing their profession?	4.1	4.1	4.2
M.18 To what extent does the Architecture Program prepare graduates to be active in improving their communities?	3.9	4.1	4.0
M.19. To what extent does the Architecture Program prepare graduates to be active in advancing society at large?	3.9	4.0	3.4

1. ARCHITECTURAL EDUCATION AND THE ACADEMIC COMMUNITY

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
1.1 To what extent does architectural education in the School feature and build on interrelationships with the University, and its motto Learning to Bridge the World?	3.9	4.0	2.3
1.2 To what extent does the Architecture Program contribute to the School achieving its mission of balancing creation and conservation, aesthetic and technical, liberal arts and professional education, individual and community values?	4.0	4.3	3.6

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
1.3 To what extent has the parallel structure of the Architecture Program Curriculum and the University Core Curriculum been successful?	3.3	3.7	3.9
1.4 To what extent does the program benefit from the University's curriculum structure with Minors and Core Concentrations?	3.5	4.1	3.3
1.5 To what extent has the development of BS / Master of Architecture Program contributed to the development of the university as a whole?	4.2	4.1	4.1
1.6 To what extent has the 2008/2012 RWU Faculty Contract contributed to development of faculty scholarly, professional and creative pursuits?	3.8	4.7	4.6
1.7 To what extent are Architecture Faculty active with colleagues in the institution in the Faculty Senate, University Core Curriculum and General Education Reform?	3.8	4.3	4.0
1.8 To what extent is the Architecture Program involved in innovations in teaching?	4.0	4.5	4.1
1.10 To what extent do Architecture Students and Faculty participate in University Lectures and other academic programs?	3.9	4	3.8
1.11 To what extent does the Architecture Program participate in International and Global Programs?	3.7	4.5	4.3
1.12 To what extent do Architecture Faculty and Students engage in development of new knowledge?	4.0	4	3.7
1.13 To what extent does the Architecture Program work ethic and learning culture contribute to the University academic community?	3.9	4.3	4.7
1.14 To what extent do the Architecture Live Learn Communities in the Residence Halls contribute to the Architecture Program?	3.4	3.8	4.2

2. ARCHITECTURAL EDUCATION AND THE STUDENTS

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
2.1 To what extent do Architecture Students learn in an environment where they are able to express their views?	4.4	4.9	4.6
2.2. To what extent do Architecture Students develop their own design direction?	4.2	4.4	4.3

2.3 To what extent does the Architecture studio enrollment cap of 12-13 contribute to individual growth?	4.4	4.7	4.4
2.4 To what extent does the individual attention students receive contribute to leadership development?	4.2	4.3	4.2
2.5 To what extent does integration between studio and coursework improve student experiences?	3.8	3.9	3.4
2.6 To what extent does the inclusion of sites at locations around the region, country and world contribute to students appreciation of diverse cultures and people?	4.1	4.7	3.8
2.7 To what extent does the engagement of Visiting Professors and Teaching Firms in Residence contribute to students appreciation of diverse cultures and people?	4.1	4.6	4.6
2.8 To what extent does the AIAS Student Mentor Program contributed to Architecture Student experiences?	3.7	4.3	3.7
2.9 To what extent do a variety of direct experiences such as field trips, site visits, the 2010/11 2 nd year Wheelchair experience, community engagement contribute to student awareness?	4.4	4.1	4.9

3. ARCHITECTURAL EDUCATION AND THE REGULATORY ENVIRONMENT

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
3.1 To what extent does the learning culture of the School encourage students to proceed toward internship and licensure?	3.9	4.1	3.9
3.2 To what extent is the school successful in communicating transitions between academic studies, internship and licensure?	3.6	4.3	3.4
3.3 To what extent are students aware of the Intern Development Program (IDP)?	3.0	4.1	4.0
3.4 To what extent does the AIAS Student Mentor Program raise IDP awareness?	3.7	4.0	3.1
3.5 To what extent do adjunct faculty and visiting critics participation encourage awareness of the regulatory environment?	3.7	3.6	3.2
3.6 To what extent are Architecture students aware of career opportunities for workstudy, internship, graduate assistantships that parallel academic advising?	3.2	3.7	3.3

4. ARCHITECTURAL EDUCATION AND THE PROFESSION

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
4.1 To what extent does the Architecture Program balance local and global practice issues?	3.7	4.3	3.8
4.2 To what extent does the Architecture Program engage diverse and collaborative relationships with groups and communities?	3.6	4.3	3.4
4.3 To What extent does the Architecture Program engage with practicing professionals as critics and visitors to the school?	4.2	4.0	4.1
4.4 To what extent does the Architecture Program embrace the profession and support future student success?	4.2	4.3	4.5
4.5 To what extent does and will further establishment of Graduate Study Abroad options in Argentina, China, Turkey, Japan inclusive of coursework as well as internship placements prepare students for global practice?	4.5	4.3	4.7
4.6 To what extent does the Architecture Program recognize the positive impact of design on the environment?	4.3	4.3	4.7
4.7 To what extent do students learn the diverse and collaborative roles assumed by architects in practice?	3.5	4.3	3.3
4.8 To what extent do practicing professionals teach in the program?	3.7	4.8	4.3
4.9 To what extent does the Architecture Program and the profession collaborate for mutual benefit, such as in teaching/learning, Public Events?	3.9	4.1	3.8
4.10 To what extent does the Architecture Program convey a sense that all students, regardless of their background, are able to pursue a future in architecture?	4.3	4.3	4.1

5. ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
5.1 To what extent does the Architecture Program prepare students to be active, engaged citizens?	4.0	4.7	3.7
5.2 To what extent does the Architecture Program prepare students to be responsive to the needs of a changing world?	4.1	3.9	3.4

5.3 To what extent does the Architecture Program prepare students to acquire the knowledge needed to address pressing environmental, social and economic challenges? **4.0** **4.3** **3.7**

5.4 To what extent does the Architecture Program prepare students to understand the ethical implications of their decisions? **4.0** **4.0** **3.6**

5.5 To what extent does the Architecture Program prepare students to reconcile architects obligations to clients as well as to the public? **4.0** **4.1** **3.9**

5.6 To what extent does the Architecture Program nurture a climate of civic engagement, including leadership in the profession and society? **3.9** **4.1** **3.6**

Summary Results

1= Not at All, 3 = Somewhat, 5 = To a Great Extent

	Students	Faculty	Alumni
Architecture Program Mission Statement	4.1	4.3	4.0
Architectural Education and the Academic Community	3.8	4.2	3.9
Architectural Education and the Students	4.1	4.4	4.2
Architectural Education and the Regulatory Environment	3.5	4.0	3.5
Architectural Education and the Profession	4.0	4.3	4.1
Architectural Education and Society	4.0	4.2	3.7

I.2.1 Human Resources and Human Resource Development

The School is composed of a blend of Faculty, Administrative, Faculty Program Coordinator, Technical and Clerical Staff.

Administrative Staff

Stephen White, AIA	Dean
Gregory Laramie, AIA	Assistant Dean
Arnold Robinson, AICP	Director, Community Partnerships Center

Each administrator's duties include a one course per semester teaching load.

Faculty Program Coordinator

Edgar Adams, RA	Architecture Program Coordinator
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There is a faculty program coordinator for each of the School's program areas—Architecture, Art + Architectural History, Historic Preservation, Visual Arts Studies—whose duties focus on curricular issues. The Architecture Program Coordinator receives one course release per semester, 2/7 of the annual teaching load.

Technical Staff

DJ Alexander	Archivist/Gallery Assistant/Studio Manager
Anthony Silvia	Shop Manager

Instructional Design and Information Technology staffing is provided for cross-university support from the Department of Instructional Design and Information Technology departments.

Clerical Staff

Janet Lewis	Administrative Assistant to the Dean
Joann Silva	Administrative Assistant, Office Manager
Susan Contente	Secretary

Clerical Staff are organized relative to personnel and budget related items, general office coordination/faculty and course support, and reception/entry point of access roles in the School's Office.

Full Position Descriptions for all staff and coordinators are available in the Team Room.

Roger Williams University Architecture Faculty come from a range of academic, scholarly and professional backgrounds, consistent with the University, School and Program mission statements. As the Architecture Program includes required coursework in architectural design, history/theory of art and architecture, environment and behavior, technical systems, professional practices and visual arts content, faculty in the program bring academic qualifications inclusive of architectural professional degrees, post-professional architecture degrees, Ph.D.'s, and visual arts terminal degrees; as well professional practice qualifications in architecture, research and scholarly activities in history/theory and the social sciences, and active art making careers.

Full Time Faculty

Edgar Adams, RA, NCARB	Professor of Architecture, Architecture Program Coordinator
Julian Bonder, RA	Professor of Architecture
Sara Butler, Ph.D.	Associate Professor of Art + Architectural History, Univ Core Professor
Luis Carranza, Ph.D.	Professor of Architecture

Patrick Charles	Associate Professor of Architecture
Andrew Cohen, AIA	Professor of Architecture
Ulker Copur, Ph.D.	Professor of Architecture
Robert Dermody, AIA	Associate Professor of Architecture
Elizabeth Duffy	Associate Professor of Art, University Core Professor
Roseann Evans, AIA	Professor of Architecture
Gail Fenske, Ph.D., AIA	Professor of Architecture
Gary Graham, FAIA	Associate Professor of Architecture
Charles Hagenah, AIA	Professor of Architecture
Hasan-Uddin Khan	Distinguished Professor of Architecture + Historic Preservation
Nermin Kura, Ph.D.	Professor of Art + Architectural History, University Core Professor
Gregory Laramie, AIA	Assistant Dean
Rebecca Leuchak, Ph.D.	Associate Professor of Art + Architectural History, Program Coordinator
<i>**Philip Marshall</i>	<i>Professor of Historic Preservation, HP Program Coordinator</i>
William McQueen, AIA	Professor of Architecture
Eleftherios Pavlides, Ph.D., AIA	Professor of Architecture
Michael Rich	Associate Professor of Art, Program Coordinator
Arnold Robinson, AICP	Director, Community Partnerships Center
Jeffrey Staats, AIA, AICP	Professor of Architecture
Anne Tait	Associate Professor of Art, University Core Professor
Andrew Thurlow	Associate Professor of Architecture
Mete Turan, Ph.D.	Professor of Architecture
Randall Van Schepen, Ph.D.	Associate Professor of Art + Architectural History, Univ Core Professor
Jeremy Wells, Ph.D.	Assistant Professor of Historic Preservation
Stephen White, AIA	Dean and Professor of Architecture

Adjunct Faculty

Carlo Achilli, Licensed Architect, Italy	Dan Hisel
Florence Program	Robert Hogan
Andrea Adams, RA	Karen Hughes, AIA
James Asbel, RA	Melissa Hutchinson, AIA
Arman Bahram	Aseem Inam, Ph.D., AIA
Mauricio Barreto, AIA	Sarah Kennedy
Jonathan Bell, RA, NCARB	Christopher Kilbridge, AIA
Tatiana Berger	Matthew Kreher (artist)
Julia Bernert, AIA	Daniel Kwasniewski, AIA
Derek Bradford, AIA, ASLA	Amanda Lahikainen, Ph.D.
Martha Cassel	Anica Landreneau
Ginette Castro, AIA	Christopher Lee
Noel Clarke, AIA	Amy Lovera
David Corbin, RA	Lorenzo Lucas, AIA
Eytan Fichman	David MacLean, AIA
Julie Gearan (artist)	Tamara Metz
Vin Giambertone RA	Robert Pavlik
Kathleen Hancock (artist)	Mario Pereira, Ph.D.
John Hendrix, Ph.D.	Bruno Pfister, RA, Kallmann McKinnell Wood
Tayo Heuser (artist)	Sara Mandel Picard, Ph.D.

Franco Pisani, Licensed Architect,
Florence Program
Thomas Rourke, AIA
Thomas Russell (artist)
Robert Rustermier (artist)
BG Shanklin, RA
Carter Skemp
Elaine Smollin (artist)
Can Tiryaki, AIA
Kishore Varanasi,
Anne Vaterlaus, Landscape Architect
Roberto Viola Ochoa
Amy Walsh (artist)
Martha Werenfels, AIA
Eric Weyant

A major development in the Architecture Program since the 2006 NAAB Visit is the development of the School's unique Architecture Teaching Firm in Residence Program, as well as Visiting Professor positions supplementing our full-time and adjunct faculty positions. These dramatically increase the program's contact with distinguished practicing professionals from the US and abroad on a regular basis.

Architecture Teaching Firm in Residence

The Teaching Firm in Residence Program involves two to three lead faculty from a noted firm, in addition to engaging the firm-wide resources as design studio review critics at RWU and at the firm, and in office visits and field trips.

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

Visiting Professors

- Spring 2012 Hernan Maldonado, KLM Arquitectos; Max Rohm, Rohm Ibarlucia, Buenos Aires
- Spring 2011 Paul Lukez, FAIA, Paul Lukez Architects, Somerville, MA
- 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, RA, 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

Faculty Workload

The fulltime faculty teaching load at Roger Williams University has been revised since the 2006 NAAB Visit through the 2008-2012 Roger Williams University Faculty Contract Agreement, to an average of 21 contact hours per year for undergraduate instruction, and 18 hours per year for instruction when teaching graduate coursework. The 2004-2008 Roger Williams University Contract outlined 24 contact hours per year for undergraduate instruction, and 21 contact hours per year when teaching graduate coursework.

Architectural Design Studios are 5 credits-9 contact hours in length, classroom and seminar courses are 3 contact hours/3 credit hours. A normal undergraduate annual teaching load consists of one studio and one course in a semester, and one 5 credit/9 contact hour studio or three 3 credit courses in the other. A normal graduate annual teaching load consists of three 3 credit courses in one semester and one studio in the other This adjustment is in recognition of an expectation of increased faculty scholarly, professional

and creative activity in general, and in recognition of differential faculty loads for graduate instruction. Faculty may teach overload courses with approval of the dean.

In addition to teaching, all faculty serve as academic advisors for up to 25 students, with 4 posted office hours per week, and serve on School and University committees. The University has significantly increased its engagement of faculty across the University in service activities, through an active Faculty Senate, and the creation of a Graduate Council. The university does not set percentages on time assigned to research or to service, but expects activity in each area of teaching, scholarly/creative/professional activities, advisement and program development, and community service.

The Architecture Program Coordinator is a faculty position receiving one course release per semester, representing a 1/3 teaching load reduction annually. Primary responsibilities include chairing the Architecture Program Committee focusing on collaborative program curriculum assessment + development, program review + accreditation planning and report preparation with deans; collaborative strategic planning with the School's Planning Committee, course schedule and faculty search recommendations, graduate assistantship assignment planning with other coordinators and administrators.

IDP Coordinator

The School has had two successive IDP Educator Coordinators since our 2006 NAAB Visit—Associate Professor Robert Dermody, AIA through Summer 2011, and since August 2011 Adjunct Faculty Karen Hughes, AIA. Both Dermody and Hughes are licensed architects in a US jurisdiction and completed IDP. Dermody annually attended the IDP Coordinators Conferences over his years as IDP Educator Coordinator. With Professor Dermody on sabbatical in Fall 2011, it was decided to take up a rotation among other faculty in IDP Coordinator position, and further to build on Hughes position as a first year Architectural Design Studio teacher to introduce IDP into the culture of the program from the beginning on a regular basis. Since she was appointed after the Summer 2011 IDP Coordinators Conference, Hughes spent extensive training time with NCARB staff who participated with us here at Roger Williams' hosting of the AIA's NE Quad Conference in September 2011. Roger Williams has annually sponsored AIA Rhode Island's Emerging Professions Forums over the past 10 years, with Dermody and Hughes attending and interacting with state-wide licensure and chapter leaders.

Institution's Policies and Procedures relative to EEO/AA for faculty, staff and students

The University maintains Civil Rights Compliance, is an Equal Opportunity Employer, and has policies regarding:

- Equal Employment Opportunities/ Affirmative Action <http://www.rwu.edu/depository/hr/policies/EqualEmploymentOpportunity-AAPolicy.pdf>
- ADA Accommodations <http://www.rwu.edu/depository/hr/policies/ADAPolicy.pdf>
- The Office of Student Accessibility Services works actively with students with learning disabilities and is an outstanding resource for RWU students, and can be found at <http://www.rwu.edu/academics/centers/cad/dss/>
- Sexual Harassment <http://www.rwu.edu/depository/hr/policies/SexualHarassmentPolicy.pdf>
- Student Policies can be found in the Student Handbook at <http://www.rwu.edu/depository/campuslife/handbook.pdf>

A description of other initiatives for diversity, and how the program is engaged or benefits from these initiatives

Initiatives underway for diversity include the continuing evolution of the University's Core Values to include elements explicitly engaging diverse perspectives <http://www.rwu.edu/about/mission/>, written with input from Architecture faculty and deans; appreciation of global perspectives and promotion of Civil Discourse; and identification with the university's namesake, Roger Williams, in the 1600's the first North American to champion religious freedom acceptance of Native American populations, whom the university inaugurated a statue of in 2006 in concert with the institution's 50th anniversary. Four key initiatives university-wide engage diversity since the previous visit:

Civil Discourse

Global Perspectives

Inclusive Excellence

Sustainability

The Civil Discourse/Reason and Respect initiative begun in the mid-2000's is a two-part program composed of the Reason and Respect: Civil Discourse Lecture Series and the Reason and Respect: Civil Discourse in a Global Context Journal. The speaker series has included Architecture selections architect Ken Yeang from Kuala Lumpur/London and activist Mallika Sarabhai from India, as well as participating in the bi-annual Religion and the State conference held on campus. The University's inclusion of global perspectives has led to a major expansion of study abroad programs in the university and the school, with architecture students regularly taking up study options in Florence, Egypt, The Netherlands, Buenos Aires, Beijing, Cambodia, Japan, with others pending, including providing passports for all students studying abroad. The University admissions office has increased international recruitment to where students from more than 40 countries are represented. The President's Council on Inclusive Excellence guides strategic decisions related to diversity at the University, and the National Coalition Building Institute provides diversity training to the university community. The University Sustainability Initiative has been co—coordinated by Special Assistant to the President Scott Yonan and Dean Stephen White, AIA, which has contributed since 2009 to the offering of a new Minor in Sustainability Studies, the endowment of the School's lecture hall by DF Pray Foundation, and the establishment of a recycling program throughout the school.

Within this context, the School and the Architecture program are involved in several specific initiatives where diversity has advanced:

- High School Programs: Since 2007, two full tuition, room and board scholarships have been offered to diverse students to attend the four week college preparatory program. In Summer 2011, this was extended further through support through the President's Inclusive Excellence Mini-grants to include full tuition, room and board support in a one week "Summer Intensive" program for four architecture students from the Philadelphia Charter High School for Architecture and Design (CHAD), Brooklyn High School for the Arts and Central Falls, Rhode Island High School, along with 20 other students from other disciplines. For 2012-, the School will offer a full tuition, room and board for the four week Summer Academy to a Philadelphia CHAD student to attend Roger Williams. The School also regularly hosts visits by the Hartford, CT University High School for Science and Technology, and the New Bedford, MA Technical High School, both with diverse student enrollments. These activities have contributed to enrollment by these HS students in our undergraduate programs.
- Undergraduate Recruitment: the Roger Williams undergraduate student application process includes additional considerations for diversity in evaluating applicants, including ethnicity, language, first generation, and life challenges/experiences. In 2009, Roger Williams established a full time Associate Director of Admissions/Coordinator of Multicultural Recruitment (CMR) who also involved with the Architecture Program. Through dedicated staffing, the CMR has increased recruitment efforts in

Boston, New York, Philadelphia, Baltimore, Washington and Chicago, including college fairs that engage students of color. The university has also established an Intercultural Leadership Award (ILA) of \$26,000 per year that though not exclusively for students of color, has been able to increase student diversity. There are currently 59 ILA students on campus, including architecture students enrolled in the program.

- Faculty Recruitment: The School of Architecture, Art and Historic Preservation established Visiting Professor and Teaching Firm in Residence Programs in 2007, with one of the goals being to hire faculty from more diverse backgrounds to teach at the school. These efforts have been very effective in engaging more female and Hispanic faculty, including nationally recognized firms such as Ann Beha Architects, four Hispanic faculty working in the US and in Argentina, and other teaching firms which have in most cases each semester included both male and female faculty members. Additionally, the school has made successful efforts to attract and retain increasing numbers of female Adjunct Faculty, in the absence of having other full time positions available over the past few years.
- Student Athlete Mentor Program: was established in 2009/10, to provide advisement to students who sought to be involved in athletics, with an awareness that many female architecture students in particular sought to balance athletics and their studies. Led by alumni/adjunct faculty member Melissa Hutchinson, '97, the program has been effective in helping to retain more diverse students seeking to balance their students and extracurricular activities, which is helping with retention of high achieving female students.
- Global and International Programs and Exchanges—the Architecture program is the leading participant in international programs at the university. These include 50+ participants per year at our undergraduate Florence Study Abroad site, numerous short term trips to sites in Masdar, Mexico, Spain, Istanbul, and European sites. Graduate study abroad and exchange efforts in Architecture since Fall 2010 have included non-western sites of Buenos Aires, Beijing and Istanbul with leading universities and firms in each location, as well as exchange that has brought Argentinian students to the School. Diversification of the experiences and the student body are key elements of the school going forward.

How faculty remain current in their knowledge of changing demands of practice and licensure

Maintaining and advancing knowledge in the profession is supported through the university faculty development processes, and guidelines for faculty scholarly, professional and creative activities. The RWU Faculty Contract allows Architecture faculty to engage in professional practice as a scholarly pursuit, which most faculty are engaged in (see Matrix of Relevant Faculty Credentials)

Additionally, one demonstration of the faculty remaining current includes their maintaining AIA memberships and professional licensure, which in many states includes mandatory Continuing Education), ongoing professional advancement. Many as well participation in SAAHP programs involving AIA Rhode Island and AIA New England that have faculty development components:.

Faculty Maintaining AIA Membership

Alex Anmahian, FAIA (Visiting)
Derek Bradford (Adjunct)
Carol Burns, FAIA (Visiting)
Andrew Cohen
Robert Dermody
Roseann Evans

Steven Gerrard (Visiting)
Vin Giambertone (Adjunct)
Gary Graham, FAIA
Pamela Hawkes, FAIA (Visiting)
Brian Healy (Visiting)
Gregory Laramie

Paul Lukez, FAIA (Visiting)
John McDonald (Visiting)
William McQueen
James Moses, AIA (Visiting)

Robert Miklos, FAIA (Visiting)
Jeffrey Staats
Stephen White

Faculty Maintaining Professional Registration in States requiring Architecture Continuing Education

Andrea Adams (Adjunct)
Edgar Adams
Mauricio Barreto (Adjunct)
Julia Bernert (Adjunct)
Carol Burns (Visiting)
Ginette Castro (Adjunct)
Noel Clarke (Adjunct)
Andrew Cohen
David Corbin (Adjunct)
Robert Dermody
Roseann Evans

Gail Fenske
Vin Giambertone (Adjunct)
Charles Hagenah
Brian Healy (Visiting)
Gregory Laramie
David MacLean (Adjunct)
Bruno Pfister (Visiting)
Tom Rourke (Adjunct)
BG Shanklin (Adjunct)
Eleftherios Pavlides
Stephen White

Additionally, the School for the past seven years has hosted the AIA Rhode Island Education and Corporate Affiliates Fair at Roger Williams each July, which is attended by AIA Rhode Island architects, RWU Faculty and Students supported by the school. Faculty and students are encouraged to attend sessions oriented toward ongoing professional development and licensure. In 2006, AIA Rhode Island with extensive support from Roger Williams University hosted the AIA New England Conference 22-26 September 2006, attended by 150 architects from New England including RWU Architecture faculty, on the topic: "Newport: An Architectural Laboratory".

SAAHP International Fellows Program

One of the prime reasons for establishing the SAAHP International Fellows Program in 1999, directed by RWU Distinguished Professor of Architecture and Historic Preservation Hasan-Uddin Khan, was to provide a school-based forum for mid-career professionals addressing changing professional realities in architecture and historic preservation (See Lecturers brought to campus, 2006-2012.). Since the program was founded, many Architecture and Historic Preservation faculty, along with architects and preservationists from the region, have participated in the annual two-day conferences of the Program, where topics addressing international architectural practice, globalization and conservation have been featured. Topics since the previous visit have included:

- 2008 Stewardship of the Built Environment: Culturally and Ecologically Sustainable Urban Conservation & Development
- 2006 Iconic Architecture and Places: Building the New and Revitalizing the Old

After a one cycle break, the International Fellows Program is re-convening in Summer 2012. Leading participants to date include Charles Correa, Architect, Mumbai; Suha Ozkan, Hon. FAIA Former Secretary-General, the Aga Khan Award for Architecture, Geneva; Sherban Cantucuzino, President Emeritus, ICOMOS, London; Pamela Hawkes, FAIA, Ann Beha Architects, Boston; Emily Wadhams, National Trust for Historic Preservation; Tom Payette, FAIA, Architect, Payette Associates, Boston; Mark Treib, UC Berkeley; Tim Whalen, Director, the Getty Conservation Institute, Los Angeles; Nezar AlSayyad, Center for Middle Eastern Studies, UC Berkeley; Gianne Conrad, Chief Architect's Office, the

General Services Administration, Washington; Donald Insall, Conservation Architect, London; Farokh Afshar, University of Guelph, Ontario; Bonnie Burnham, President, World Monuments Fund; Clifford Pearson, Senior Editor, Architectural Record; Mildred Schmertz, architectural critic, New York; Mozhan Kadhem, Boston Design Collaborative; Anuraag Chowfla, Stein Mani Chowfla Architects, New Delhi

Description of the resources available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources

The School facilitates faculty activities multiply through several funding and course load reductions resources outlined in the Roger Williams University Faculty Contract:

- Foundation to Promote Scholarship and Teaching
- Sabbatical Committee
- Professional Development Fund
- Deans Office Funding

Evidence of the school's facilitation of faculty research, scholarship and creative activities since the previous visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support for attendance at professional meetings.

Foundation to Promote Scholarship and Research

The University's Foundation to Promote Scholarship and Teaching encourages and supports the efforts of faculty in the wide variety of different kinds of scholarly activities. The general criteria used by the Foundation in providing different kinds of support for scholarship shall include academic merit/validity, the nature and quantity of support required for the successful pursuit of scholarly activity, availability of alternate or supplemental (matching) financing, tied to the curricular and teaching activities of the University and relationship to the University's mission. The Foundation reviews grant and course release requests submitted to it and determines whether the grant or course release requests shall be funded or approved. The Foundation consists of six members: four elected full-time faculty (two from the College of Arts and Sciences and two from the professional schools); the Chief Academic Officer or his/her designee who serves as chair and a School/College dean appointed by the Chief Academic Officer. To be eligible for election to the Foundation faculty members must have a record of scholarship evidenced by publication, the award of external grant support or presentations at professional conferences within the last three years. Awards from the Foundation to Promote Scholarship and Teaching include the following financial and course release totals:

Year	General Scholarship	Scholarship of Teaching	Total
2006/07	\$53,500	\$21,000	\$74,500
2007/08	\$61,340	\$28,000	\$89,340
2008-2009	\$67,474	\$30,800	\$98,274
2009-2010	\$74,184	\$33,880	\$108,064
2010-2011	\$81,602	\$37,268	\$118,870
2011-2012	\$89,762	\$40,995	\$130,757

For course releases per semester (year total) the University shall make available to the Foundation the following:

Year	General Scholarship	Scholarship of Teaching	Total
2006/07	7(14)	4(8)	11(22)
2007/08	7(14)	4(8)	11(22)
2008-2009	25	25	50
2009-2010	25	25	50
2010-2011	25	25	50
2011-2012	25	25	50

Sabbatical and Unpaid Leaves

Faculty are eligible for sabbaticals after seven years of service, and are entitled to either one semester sabbatical with full pay, or a yearlong sabbatical with 55% pay. Listed below are sabbaticals awarded to faculty teaching in the Architecture Program.

1.	Fall 2006, Spring 2007	Nermin Kura, Associate Professor
2.	Fall 2007, Spring 2008	Philip Marshall, Professor
3.	Spring 2008	Edgar Adams, Professor
4.	Spring 2009	Luis Carranza, Associate Professor
5.	Fall 2008, Spring 2009	Sarah Butler, Associate Professor
		Luis Carranza, Associate Professor
6.	Fall 2009, Spring 2010	Anne Tait, Associate Professor
7.	Fall 2010	Randall Van Schepen, Associate Professor
8.	Fall 2010	Eleftherios Pavlides, Professor
9.	Spring 2011	Andrew Cohen, Professor
10.	Spring 2011, Fall 2011	Julian Bonder, Professor
11.	Fall 2011, Spring 2012	Ulker Copur, Professor
12.	Fall 2011	Robert Dermody, Associate Professor
13.	Fall 2011, Spring 2012	Andrew Thurlow, Associate Professor
14.	Spring 2012	Patrick Charles, Associate Professor
15.	Spring 2012	William McQueen, Professor
16.	Spring 2012	Mete Turan, Professor of Architecture

Professional Development Fund

The University encourages continued development by budgeting the following amounts annually per full-time faculty member. Funding that is not expended by each faculty member by April 1 is returned to a pool that is made available for other university faculty who had requested more than their allotment.

	<u>Budget / Arch Faculty Expended</u>		<u>Budget / Arch Expended</u>
2006/07	\$1850 / \$53,256	2009/10	\$2400 / \$52,771
2007/08	\$2000 / \$56,958	2010/11	\$2600 / \$67,400
2008/09	\$2200 / \$61,770	2011/12	\$3100 / in progress

Deans Office Additional Support for Faculty

In addition, the School encourages human resource development through activities outside of classroom obligations, including support for faculty conference attendance, support for the ACSA Faculty Councilor to attend meetings. The School provided ongoing support for Professor Gail Fenske to serve currently as Secretary of the Society of Architectural Historians for a three year term.

Additional support for adjunct faculty is provided by the Deans Office, and in recent years has supported Adjunct Faculty Julia Bernert's attendance at Beginning Design Studio meetings, and conference attendance by Adjunct Faculty John Hendrix at International Conferences.

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

Roger Williams University faculty are unionized and members of the National Education Association of Rhode Island (NEARI). Procedures related to appointments, re-appointments, compensation, promotions and tenure are covered in 2004/08 and 2008/12 Agreements between the RWU Faculty Association and the University. The following sections address appointment, promotion and tenure

- Article VIII: Appointment, Evaluation, Promotion and Tenure
- Article XIII: Compensation
- Article XIV: Fringe Benefits
 - (includes Professional Travel and Development, Sabbaticals Leaves, funding from the RWU Foundation to Promote Scholarship and Teaching)
- Appendix C: Salary Program
- Appendix F: Merit Report Guidelines
(applied in annual Merit Compensation review)
- Appendix G: Self Study Report Guidelines
(applied in 1st, 2nd, 4th, 6th and post-tenure review processes)

The 2008/12 RWU Faculty Contract is

at: http://www.rwu.edu/depository/hr/contracts/RWUFA_Faculty_Agreement.pdf

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

2010/11

"Architecture as Revolution", Luis Carranza, Professor of Architecture, Roger Williams University

"Quae Sera Tamem", Fernando Lara, Professor, University of Texas at Austin

"Scarce Means; Alternative Uses, Alan Organschi, Gray Organschi Architecture, New Haven;
RWU Teaching Firm in Residence

"Digitally-Integrated Design-Build", Marty Doscher, Morphosis, Los Angeles

"Interpreting Significance & Stewardship", Hunter Palmer, Philip Johnson Glass House a National
Trust for Historic Preservation site, support by the Historic Preservation Endowed Events
Fund

"In Search of Essence", Chad Oppenheim, Oppenheim Architecture + Design, New York

"In The Making", William Larson, Artist, Brooklyn

"Supersymmetry", Mark Foster Gage, Gage / Clemenceau Architects, Yale University

"By Any Means", R. Shane Williamson, Williamson + Williamson, University of Toronto

"Art and Aesthetics at IFE", Suzanne P. Blier, Harvard University

"Christopher Saunders and Hiroyuki Hamada", Jess Frost, New York, Co-sponsored by RWU
Alive Arts!

"Tangram Works", Bart Mispelblom, Tangram Architekten, Amsterdam, RWU Teaching Firm in
Residence

"Balance: The Third Dimension of Sustainability", Charlot ten Dijke, Tangram Architekten,
Amsterdam, RWU Teaching Firm in Residence

"Making Preservation Work in the 21st Century", Mary Means, Goody Clancy, supported by the Historic Preservation Endowed Events Fund, Co-sponsored by Grow Smart Rhode Island
"Hyper-Speed Design in China, Paul Lukez, Paul Lukez Architecture, RWU Visiting Professor of Architecture

2009/10

"Mouth to Mouth", Jeff Talman Studio, New York
"Freud's Roman Fever", Mary Bergstein, Rhode Island School of Design
"Heritage in Conflict and Consensus", University of Massachusetts, supported by the Historic Preservation Endowed Events Fund
"Designing Deep Green", Ken Yeang, Hamzah & Yeang, Kuala Lumpur/Llewelyn Davies Yeang, London
"Fresh Cuts", Rebecca Leuchak, Anne Tait, Megan & Murray McMillan, Roger Williams University
"A Difficult Synthesis, Nader Tehrani, office dA, MIT
"Out of Practice", Gregg Pasquarelli, SHoP Architects, New York
"Seeking Intersections", Hernan Maldonado & Max Rohm, RWU Visiting Professors, Spring 2010, KLM Architects & Rohm Ibarlucia, Buenos Aires
"Modernization & Architecture in Latin America1, 2, 3, & 4 (four lectures), Francisco Liernur, Dean, Universidad Torcuato di Tella, Buenos Aires and RWU Visiting Professor, Spring 2010
"Intricacy and Elegance", Joeb Moore, Joeb Moore + Partners, New York
"From Candy to Chromosomes", Scott Simpson, FAIA, Kling Stubbins, Boston, supported by the Historic Preservation Endowed Events Fund
"China Three Gorges Dam, Joy Garnett, RWU Visiting Artist, Spring 2010
"Alvar Aalto: Architecture, Modernity and Geopolitics," Eeva Liisa Pelkonen, Yale University
"Movement", Robert Siegel, Robert Siegel Architects, New York
"The Architecture of Unholy Unions", Marlon Blackwell, Marlon Blackwell Architect, University of Arkansas

2008/09

"Creative and Commercial; Artists, Galleries and Museums", Marella Consolini, Artist, New York,
"Architecture for Art: The Object and The Expression", Ann Beha, FAIA, Ann Beha Architects, Boston, RWU Architecture Teaching Firm in Residence, Fall 2008
"Along The Way: Charles Hagenah Paintings", Charles Hagenah, RWU Professor of Architecture
"More Than One Mind", Carol J. Burns, FAIA, Principal, Taylor & Burns Architects, Boston, Fall 2008 RWU Visiting Professor of Architecture, Fall 2008 & Carl Rosenberg, Principal, Acentech
"The Re-Configured Frame", Gerard Smulevich, Associate Professor of Architecture, Woodbury University
"From Mud to Gold: Art and the Dutch Cities", Elisabeth de Bièvre, University of East Anglia
The World Art Lecture Series: John Onians, Visiting Professor of Art and Architectural History, Roger Williams University, School of World Art Studies and Museology, University of East Anglia
Part I: World Arts: Mapping the Hidden Connections between Art and the Brain Across Time

- Origins of Prehistoric Art
- Origins of Classical Art
- Origins of Early Modern Art
- Origins of Modernism

- Part II: World Arts: Mapping the Hidden Connections between Art and the Brain Across Space
- Origins of the Traditions of Asian Art
- Origins of the Traditions of African Art
- Origins of Australian Art
- Origins of the Artistic Traditions of the Americas

"The Big Blue", Tayo Heuser, Providence, Fall 2008 Visiting Artist

"Materials Legacies", Michelle Addington, Associate Professor of Architecture, Yale University

"Carving Out a Sense of Place: A Career in Sculpture", Carol Discoll, Executive Director of the Carving Studio, West Rutland, Vermont, co-sponsored by *Alive Arts!*

"On Memory and Forgetting", Deborah Aschheim, Spring 2009 Visiting Artist

"Who Does She Think She Is" Pamela Tanner; Sponsored by Alive Arts, screening of a new documentary

Suha Ozkan, Hon. FAIA, RWU Visiting Professor of Art and Architectural History; Director, World Architecture Community, Istanbul; Former Secretary-General, The Aga Khan Award for Architecture

World Architecture Lecture Series:

- "Architecture for ONE World: World Architecture Community Awards"
- "Visions, Dreams and Reality: Cityscape Awards and Dubai"
- "State of Accomplishments in the World: World Architecture Festival"
- "Architecture in its Social Realm: Aga Khan Award for Architecture"
- "Non-Compromising Modernity: Mies van der Rohe Prizes"
- "New Landscapes and Sustainable Environments"
- "Contextual Architecture: Identity in Architecture, Is It Necessary?"
- "Development of Thinking and Theory in Architecture From Vitruvius to Hadid"

Summer 2008: RWU International Fellows Program: Stewardship of the Built Environment:
Culturally and Ecologically Sustainable Urban Conservation & Development

"Notions of Sustainability: Pragmatics and Poetics", Marc Treib, Professor Emeritus, UC Berkeley

"Urban Programs & Progress at Pawtucket, RI," Michael Cassidy, Director of Planning & Redevelopment, Pawtucket

"Balancing the Tangibles and Intangibles to Reach Sustainability in Urban Conservation", Gustavo Araoz, President, USICOMOS, Washington DC

"Preservation, Policy and Sustainability", Emily Wadhams, Vice President for Public Policy, National Trust for Historic Preservation, Washington, DC

"Issues of Continuity: Sustaining Heritage through Design?", Pamela Hawkes, FAIA, Principal, Ann Beha Associates, Boston, MA

"Beijing 2008 – A Sustainable Urban Design Plan", Dennis Pieprz, President, Sasaki Associates, Watertown, MA

"Urbanism as Orientalism? The Notion of Sustainability as Discourse and Politics in Contemporary Arab Urbanism", Ahmed Kanna, Post-Doctoral Fellow, International Programs, University of Iowa

"Recent International Projects: Some Ideas", Suha Ozkan, Chairman, World Architecture Community, Istanbul, Turkey

2007/08

"commonplaces", Brian Healy, AIA, Brian Healy Architects, Boston, Visiting Professor of Architecture

"On the Spot: The Spatial Power of Art in a Single Performance of Macbeth", Alexander Nemerov, Professor of Art History and American Studies,, Yale University
Mutual Influence: SAAHP Community Forum with Stephen White, New Faculty & Students, featuring Richard Greenwood, Murray McMillan and Janet Pihlblad
"Dreaming in Technologies – Materials and Methods in Recent Work", Carolee Schneemann, Artist, NY
"Past and Current Works", Bruno Pfister, Principal, Kallmann McKinnell & Wood Architects, Boston; Visiting Professor, RWU Teaching Firm in Residence, Fall 2007
"Develop", Yung Ho Chang, Professor of Architecture & Head, Department of Architecture, MIT
"Architecture with the Left Hand", Francisco Mangado, Architect, Pamplona, Spain
"Materials and Making", Jeanne Gang, Studio Gang Architects, Chicago, IL
"American Preservation in a Global Context; Issues, Approaches & Methods", Gustavo Araoz, AIA, Executive Director, US/ICOMOS; Vice President, ICOMOS
"Old Buildings & New Buildings Learn From Each Other", Jean Carroon, AIA, LEED, Goody Clancy, Boston
"Sustainable Campuses", David Damon, John McDonald, Patrick Cunningham, Perkins + Will, Boston; RWU Teaching Firm in Residence, Spring 2008
"Ideas and Projects", Flavio Janches, Principal, Blinder-Janches Arquitectos; Professor, Universidad de Buenos Aires, Argentina; David Rockefeller Fellow, Harvard; PhD. Researcher, Delft University
"Reflecting on Five Recent Projects", Maryann Thompson, Principal, Maryann Thompson Architects,
"Chantal Ackerman – Moving Through Time and Space", Bill Arning, Curator, MIT List Visual Arts Center
"Between the Winding Years of Heaven", Janet Pihlblad, 2007/08 RWU Visiting Artist
"Walking Away from Bleeker and Bowery", Jeffrey Silverthorne, Associate Professor of Art
"Optimistic Form", Natasha Sandmeier, Architect; Partner, Big Picture Studio, London; Unit Master, Summer School Coordinator, Architectural Association, London; RWU Alumna '95

2006/07

"Regionalism & Globalization", Raj Rewal, Architect, New Delhi, India
"Architecture in Chile", Rodrigo Perez de Arce, Architect/Professor, Universidad Catolica de Chile
"Maciej Nowicki, Architect: From Childhood to Chandigarh" Tadeusz W. Barucki, Architect, Architectural Critic and Historian, Warsaw, Poland
"The Future of the Past", Hasan-Uddin Khan, Distinguished Professor of Architecture and Historic Preservation, Roger Williams University
"Chandigarh in 1999: Diagrams and Realities", Julian Beinart, Professor of Architecture, MIT
"LeCorbusier, Modernism and India", Kenneth Frampton, Ware Professor of Architecture, Columbia University
"Chandigarh's Modernism Metaphor for a New India", Ravia Kalia, Professor of History,
"Reimagining Chandigarh in the 1960s, Marius Reynolds, Architect, London
"Socioeconomic Change and the Poor", Madhu Sarin, Activist, Chandigarh
"Landscape and Open Space", Stephen White, AIA, Dean, Roger Williams University
"Sunlight is Life", Steve Strong, President, Solar Design Associates, Inc., Harvard, Massachusetts
"Recent Work", Alex Anmahian, AIA; Anmahian-Winton Architects, Cambridge, Massachusetts
"Waclaw Zalewski: Shaping Structures" Exhibition, A Conversation: Edward Allen, Waclaw Zalewski and Robert Dermody

"Modernism and Practice/Projects and Buildings", Andrew Cohen, RWU Professor of Architecture
"Infrathin", Min-Day Architects, San Francisco and Omaha, E.B. Min, Architect and Jeffrey Day,
"Classicism and Tradition in Palladio's Venice", Tracey E. Cooper, Tyler School of Art, Temple University
"Gold Fish, Smoke Rings, Twelve Butterflies and Stacked Dominoes", Donald Sultan,
Artist, New York
"Policy & Design for Housing: Lessons of the Urban Development Corporation 1968-1975",
Tunney Lee, FAIA, Stephen Diamond, Steven Heikin, AIA, Gilbert Rosenthal, FAIA, Andrew
Cohen, AIA
"Architects and Engineers: Between Cooperation and Conflict", Antoine Picon, Harvard University
"Living and Dying", Roger Ferris, AIA, RIBA, Roger Ferris + Partners, Westport, CT/
Bridgehampton, NY
"Forward", Galia Solomonoff, AIA, SAS, Solomonoff Architecture Studio and Columbia University
"Architecture with the Left Hand", Francisco Mangado, Architect and Professor, Pamplona, Spain
"Spaces of Memory", Antoni Muntadas, Artist (Barcelona / New York City), Visiting Professor, MIT
"Memorial Mania: Issues of Commemoration and Affect in Contemporary America", Erica Doss,
Professor, University of Colorado, Boulder
"Framing Our Questions in the Public Realm" Michael Singer, Public Artist, Vermont, supported
by the Historic Preservation Endowed Events Fund Lecture
"Taking Off the White Gloves: Bruner/Cott's Sustainable Architecture of Radical Reuse and
Preservation", Leland Cott, FAIA, Principal, Adjunct Professor of Urban Design, Harvard;
Henry Moss, AIA, Principal, Bruner/Cott and Associates, Cambridge

Summer 2006 RWU International Fellows Program: Iconic Architecture and Places: Building the
New and Revitalizing the Old

"Iconic: Substance and Image", Hasan-Uddin Khan, RWU Distinguished Professor
"Partnerships: Private Foundations and Governmental Agencies," Tim Whalen Director, Getty
Conservation Institute, Los Angeles
"The World Monuments List", Bonnie Burnham, President, World Monuments Fund, New York
"Observations on Religious Architecture: Humankind's Proudest Accomplishments", David
Macaulay Author and Illustrator, Bristol
"Icons of Religious Tolerance in Newport", Fred Stachura and Tina Regan, The Historic
Collaborative, Bristol
"Monuments to the Medieval in Manhattan", M. Rebecca Leuchak Director, Roger Williams
University Center for Global and International Programs, Bristol
"Chartres, City and Countryside: How Does One Live With an Icon? Samir Abdulac Director,
Conseil d'Architecture, d'Urbanisme et de l'Environnement, Chartres
"Working Memorials: (Non) Icons of Memory, Julian Bonder, Associate Professor, Roger
Williams University
"Wannabe Iconic Cities", Hasan-Uddin Khan Roger Williams University Distinguished Professor
of Architecture and Historic Preservation
"Iconic Architecture and Places: Building the New and Revitalizing the Old", Suha Ozkan, Former
Secretary General, Aga Khan Award for Architecture, Geneva

Visiting Critics, 2006-

The School supports extensive participation by Visiting Critics to design studio reviews during the fall, spring and summer sessions. Critics names are listed once per year, but many participate multiple times per semester.

2010/11

James Asbel
Fouad Atallah
Elizabeth Baldwin
Ian Baldwin
Kyle Bamrick
James Barnes
Sam Batchelor
Andrew Benner
David Berner
Juan Blanco
Carrie Borges Patricio
Erik Carlson
Ginette Castro
Anthony Coccarelli
Emily Corbett
Karl Daubmann
David Del Porto
James Evrard

William Fleming
Michele Foster
David Fredericks
Alberto Foyo
Elie Gamburg
Glenn Gardiner
Michael Giardina
Grattan Gill
Scott Glass
Maria Guest
Charlotte Breed Handy
Shawn Harris
Tanya Hastings
Heinrich Hermann
Mark Herter
Lai Sin Hew
Seth Holme
Andrew Horowitz

Justin Humphreys
Virginia Johnson
Mehdi Khosrovani
Wanda Liebermann
Reinhold Mahler
Robert Marks
Joeb Moore
Douglas Okun
Michael Oleksak
Jon Ross
Eugene Slavsky
Robert Stillings
Ian Taberner
Christopher Tuck
Morris Tyler
Thomas White
Greg Yalanis
Chris Zarek

2009/10

Zane Anderson
Alex Anmahian
Meghan Archer
Fouad Atallah
Joseph Babcock
Kyle Bamrick
Tatiana Berger
Dale Clifford
Christopher Cote
Ginette Castro
Sam Choi
Anthony Coccarelli
Christina Crawford
Paul Curtis
Joseph Da Silva
Denise Dea
Yanel De Angel
Michael DeMatteo
Martin Dermady
Edward Duffy
Glen Fontecchio

James Evrard
Drayton Fair
Michele Foster
Karelli Fran
Tavis Frankel
David Fredericks
Glenn Gardiner
Michael Giardina
Vincenzo Giambertone
Grattan Gill
Antonio Gomes
Holly Grosvenor
Clemente Lomba Gutierrez
Deeba Haider
Rachel Hampton
Charlotte Breed Handy
William Harris
Tanya Hastings
Eliza Higgins
Justin Hopkins
John Jacobson

Virginia Johnson
Richard Jones
Tanya Kelley
Antonio Kenny
Joel Lamere
Kris Lawson
Melissa Molnar Lawson
Ben Ledbetter Architect
Barbara Macaulay
Reinhold Mahler
Americo Mallozzi
Thomas Mann
Robert Marks
Jeffrey Martin
Matthew Matteson
Christopher McMahan
Chris Noble
Michael Oleksak
Doug Okun
Alan Organschi
Carrie Patricio

Bob Pavlik
Christopher Poole
Jonathan Rhee
Garth Rockcastle
Gilbert Rosenthal
Amanda Roy
Philippe Saad
Jonah Sacks
Gretchen Schneider

Todd Shafer
Jose Silveira
Eugene Slavsky
Todd C. Sloane
Mai Small
Catherine Truman
Robert Stillings
Theodore Szostkowski
Ian Taberner

Brian Brace Taylor
Todd Thiel
Pasquale Tiano
Henry Weinberg
Martha Werenfels
Christine West
Robert David Wong
Zbigniew Wozny
Walter Zesk,

2008/09

Thomas Amsler
Zane Anderson
Phillip Anzalone
Andrew Barkley
Rebecca Barnes
Ralph Bennett
Markus Berger
David Berner
Hansy Better
Virginia Branch
Mark Careaga
Bonnie Jeanne Casey
Robert Cowherd
Charlie Cannon
Ginette Castro
Sam Choi
Paul Curtis
Jeffrey DeGregorio
Gregg DeMaria
Diane Dooley
Kathy Dorgan
Edward Eglin
Rami el-Samahi
Andrew Ellis
Mohamad Farzan
Russell Feldman
Michele Foster
David Fredericks
Glenn Gardiner
Michael Giardina
Cynthia Gibson-Murphy

Grattan Gill
Christopher Gillespie
Marcus Gleysteen
Brian Goldberg
Michael Grogan
Holly Grosvenor
William Harris
Joe Haskett
Dan Hisel
Angela Holm
Tom Jin
Virginia Johnson
Andrea Kahn
Jeremy Krauss
Annie Kwon
Gregory Laramie
Kris Lawson
Robert Leaver
Stephen Lesser
Andrianna Levitt
Paul Lukez
Lee Lim
Barbara Macaulay
Reinhold Mahler
Americo Mallozzi
Robert Marks
Enrique Martinez
Matthew Matteson
Arthur McDonald
John McDonald
Ryan McTigue

Sherry McTigue
Caleb Messier,
Tamara Metz
Chris Noble
Michael Oleksak
Carrie Patricio
Anthony Piermarini
Margaret Reynolds
Jonathan Rhee
Christine Royal
Wolfgang Rudolf
Martin Ryan
Francisco Sanin
Paul Scharf
Mark Schatz
Jose Silveira
Mai Small
Greg Spiess
Alex Stark
Robert Stillings
Ian Taberner
Robert Taylor
Barbara Thornton
Catherine Truman
Holly Wasilowski
Thomas White
Ellen Whittemore
Brett Windham
Janine Wong
Wilbur Yoder
John Zeisel

2007/08

Zane Anderson
Alex Anmahian
David Berner

Cynthia A. Brockelman
Carol Burns
Jacqueline Camenisch

Charlie Cannon
Mark Careaga
Ginette Castro

Dan Chen
Michael Cimorelli
Chad Crain
Paul Curtis
Jovi Cruces
David Del Porto
Phillip Derby
Edward Duffy
Edward Eglin
R. Drayton Fair
Mohamad Farzan
Thomas Forget
Martha Foss
Michele Foster
David Fredericks
Glenn Gardiner
Vincenzo Giambertone
Michael Giardina
Grattan Gill
C. R. Gillespie
Jose Goncalves
Shawn Harris
William Harris

Joe Haskett
Elizabeth Hermann
Robert Hogan
Thomas P. Hopper
Andrew Horowitz
Karen Hughes
Soo Im
Kris Karklins
Antonia Kenny
Barbara Macaulay
Peter MacKeith
Michael MacPhail
Reinhold Mahler
Americo Mallozzi,
Robert Marks
Ben Matteson
Rebecca McWilliams
James Meinecke
John Michl
John Montano
Sharon Morris
Henry Moss
Michael Oleksak

Allan Plattus
Richard Quinn
Jonathan Rhee
Chris Raphael
Gilbert Rosenthal
Jonathan Ross
Amanda Roy
David Schatzle
Maia Small
Richard Smith
Greg Spiess
Mark Stafford
Robert Stillings
Theodore Szostkowski
Ian Taberner
Samuel P. Thomas
Barbara J. Thorton
Gail Trachtenberg
Martin Ryan
Christine West
Nima Yadollahpour
Wilbur Yoder

2006/07

Zane Anderson
David Berner
Mark Careaga
Ginette Castro
Ed Chang
Dan Chen
Zachary Cover
Paul Curtis
Phillip Derby
Edward Eglin
R. Drayton Fair
Brooks Fischer
William Fleming
Michele Foster
David Fredericks
Glenn Gardiner

Vincent Giambertone
Grattan Gill
Jose Goncalves
Shaun Harris
Jason Hellendrung
Heinrich Hermann
Andrew Horowitz
Tom Jin
Tanya Kelley
Antonia Kenny
Jay Lee
Philip Loheed
Reinhold Mahler
Americo Mallozzi
Enrique Martinez
Tamara Metz
John Montano

Karen Nelson
Michael O'Keefe
Michael Olekak
Carrie Patricio
Chris Raphael
Jonathan Rhee
John Riley
Hector Rios
David Rizzolo
David Silverman
Maia Small
Greg Spiess
Robert Stillings
Ian Taberner
Christine West
Thomas White
Wilbur Yoder

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

2010/11

"Shaded Cities", Charlie Hagenah, Roger Williams University Student/Faculty Research
"Building is a Radical Act", Gray Organschi Architecture, RWU Teaching Firm in Residence

"In the Making", William Lamson, Artist, Brooklyn
"Supersymmetry", Mark Foster Gage, Gage / Clemenceau Architects, Yale University
"Christopher Saunders & Hiroyuki Hamada", Jess Frost, New York
"Balance: The Third Dimension of Sustainability", Tangram Architekten, Amsterdam; RWU
Teaching Firm in Residence, Bart Mispelblom Beyer & Charlotte ten Dijke
RWU Visual Arts Studies Senior Show

2009/10

"Mouth to Mouth", Jeff Talman, Jeff Talman Studio, New York
"Firenze XP" Architecture Student Work, RWU SAAHP Florence Program
"Seeking Intersections", Hernan Maldonado & Max Rohm, Visiting Professors, RWU KLM Architects &
Rohm Ibarlucia, Buenos Aires
"China Three Gorges Project", Joy Garnett, Visiting Artist, RWU
"Movement", Robert Siegel Architects, New York
RWU Visual Arts Studies Senior Show

2008/09

"Along the Way: Meadow, Tanker, Cherry, Tug: Charles Hagenah Paintings", Charles Hagenah,
Associate Professor of Architecture, Roger Williams University
"Gerard Smulevich: The Re-Configured Frame", Associate Professor of Architecture, Woodbury
University, Burbank, CA
"The Big Blue", Tayo Heuser, Fall 2008 Visiting Artist
"On Memory and Forgetting", Deborah Aschheim, Los Angeles; Spring 2009 Visiting Artist
Roger Williams University Academic Showcase
"A Museum of Palestinian History", Student work led by Hasan-uddin Khan, Distinguished Professor of
Architecture and Historic Preservation, and Karl Sabbagh, London; 2006
RWU Visual Arts Studies Senior Show

2007/08

"commonplaces", Brian Healy Architects, Boston
"Develop", Yung Ho Chang, MIT
"A Model Passion – The Historic Architectural Models of Merrall Holt"
"Between the Winding Years of Heaven" Janet Pihlblad, Visiting Artist, SAAHP
Roger Williams University Academic Showcase
Middle East / North Africa Colloquium
RWU Visual Arts Studies Senior Show

2006/07

"Waclaw Zalewski: Shaping Structures"
"Infrathin: Min Day Architects, San Francisco, Lincoln"
"Policy and Design for Housing: Lessons of the Urban Development Corporation, 1968-75"
"RWU Macro Studio Exhibition"

2006/07 Special Events

Chandigarh 50+: Revisiting LeCorbusier's Iconic City", Participants Rodrigo Perez de Arce, Tadeusz
Barucki, Julian Beinart, Kenneth Frampton, Ravia Kalia, Hasan-Uddin Khan, Raj Rewal, Marius
Reynolds, Madhu Sarin, Stephen White

A description of the process by which applicants to the accredited degree program are evaluated for admission

The School manages the following admissions processes for the 5.5-6 year BS in Architecture/Master of Architecture dual degree program:

- freshman and transfer students for entry into the pre-professional BS in Architecture portion of the program
- the “Architecture Threshold Review” for our pre-professional BS in Architecture students applying to the Master of Architecture Program
- graduate entry to the Master of Architecture Program for students holding a pre-professional architecture degree from another institution
- special items for international students

Admissions related documents and samples are provided in the Team Room. Also, see II.3 Evaluation of Preparatory/Pre-Professional Education for information regarding credit and content evaluations of NAAB Student Performance Criteria where applicable, inclusive of articulation agreements.

Freshman and Transfer Applicants into the pre-professional BS in Architecture program

Applicants for freshman and transfer entry into the B.S. in Architecture pre-professional program are coordinated by the Roger Williams University Office of Admission, and reviewed by the School's Assistant Dean. This review includes submittal of completed Application Form, HS transcripts and GPA, SAT scores, recommendations, portfolio, and personal essay. The University encourages students to address diversity issues in their essays to raise awareness on entering the university. Students are reviewed for need-based aid if they submit appropriate Financial Aid forms, and all students are reviewed for merit based aid automatically.

Architecture “Threshold Review” Applicants between pre-professional B.S. and Master of Architecture professional degree

All RWU Architecture students who undertake the 5.5-6 year B.S. + Master of Architecture sequence undergo a “Threshold Review” after five semesters of study. Students who achieve a 2.67 GPA and have completed all Core courses specified on the degree plan are eligible to continue directly toward completion of the *Bachelor of Science/Master of Architecture* dual degree professional degree sequence. Students pursuing the professional degree sequence subsequently complete 500 and 600 level coursework at graduate academic standards.

Eligible students choosing not to pursue the professional degree, and those who are unsuccessful in meeting the above requirements, work to complete the four-year *Bachelor of Science* in Architecture degree, or pursue other options. Students who do not initially meet Professional Degree Threshold Review requirements may re-apply for admission to the professional degree sequence, following completion of additional coursework that improves their record, consistent with GPA levels outlined above.

Graduate Applicants

Applicants for graduate entry into the Master of Architecture program are coordinated by the Roger Williams University Office of Graduate Admission, and reviewed by the School's Assistant Dean. This review includes submittal of completed Application Form, college transcripts and GPA, recommendations, portfolio, and personal essay.

International Student Credentials for freshman, transfer or graduate admission may also be reviewed relying on reliance on information provided by the World Educational Services and other agencies regarding equivalencies with US educational standards.

A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Support Services are organized in a complementary way between University-wide Centers and programs in the School

The University Center for Academic Development offers students tutoring in writing, mathematics, foreign languages, sciences, as well as support through Student Accessibility Services for students with special learning needs. The University has learning specialists on staff who work with students on accommodations for learning disabilities, including providing extended time for testing, note taking, study sessions, and tutoring. The Architecture program organizes its own Peer Tutoring and Mentoring programs for courses in the major, with tutors available both on a one-on-one basis and in group study sessions as outlined by faculty members for their courses.

The University Advising Center guides and empowers students to make sound decisions about their education, as well as their professional and personal development. The University Advising Center supplements and compliments the faculty advising system. Academic advising is provided by full-time faculty and the deans in the school. Up to 25 students are assigned to individual Faculty Advisors with whom they meet for scheduled appointments, particularly during fall and spring registration periods, and additionally during a minimum of 4 regularly scheduled office hours per week. The Assistant Dean coordinates advisement, providing program outlines, handling unusual advisement situation, often related to transfer students, and is a continually available resources for students and faculty. Evaluation of student progress is conducted by faculty advisors and the Assistant Dean. Additionally, in concert with the University Registrar's Office and the University Advising Center, the Deans review all student records at the end of each semester for attainment of minimum performance standards and satisfactory progress toward the degree.

The Center for Counseling and Student Development offers students a variety of personal advising and mental-health related services free of charge. Psychologists and social workers provide individual and group counseling, crisis intervention, mental health education, and consultative services. The Center's staff is committed to meeting the special needs of individuals of diverse backgrounds

The Center for Global and International Programs provides a focus for international study opportunities and a supportive environment for International students on campus, and facilitates numerous semester long and shorter term Study Abroad programs for our students. The RWU Intercultural Center presents an atmosphere to support, respect and celebrate the multiplicity of the community including but not limited to diversity of culture, nationality, ethnicity, religion, sexual orientation, gender and physical ability. The Center promotes awareness, education and acceptance of each other's humanity and different world-views.

In addition to institutionally-coordinated academic and personal advising, RWU's AIAS chapter organizes a voluntary AIAS Mentor Program for Architecture majors and for undeclared students, where upperclassmen are matched as mentors with incoming freshmen and transfer students. The AIAS Mentoring program is one of the strongest elements of the learning culture of the school, providing a vital link in curricular and co-curricular activities.

Undergraduate Internship placement is coordinated by the RWU Career Center. Internships are available to students who have completed more than 30 hours of credit and are in good standing, and directed by the external supervisor and a faculty sponsor. . Architecture Graduate Internship placements are coordinated between the Deans Office and the Global Center for the Buenos Aires, Beijing and Istanbul programs conducted over Fall 2010, Spring 2011 and Fall 2011 semesters. These achieved a 100% placement rate in these three cities for the sixteen students involved. International internships are a major component of the graduate study abroad programs.

Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities

Support is provided in several ways for field trips and off-campus activities

RISD Museum Membership, RIPTA Bus Passes

The University with support from Academic Affairs, College of Arts and Sciences, School of Architecture, Art and Historic Preservation and Student Affairs purchases year round membership in the RISD Museum, one of the great art collections among universities in the northeast, through \$2500 per year collective contribution.

Field Trips

Local student field trips are supported by an annual budget line, from \$14,000 in 2006/07 to \$17,300 in 2011/12, with additional funding beyond these amounts available when requested. Additional trips are sometimes facilitated without charge through the use of 14 and 22 person vans available through the University, which are often used by advanced studios and seminar groups that fit within these capacities. Trips paid through this fund are listed following. Trips which include 20 or more students—mostly at the lower levels of the program-- include:

2010/11

Bristol Commons, Bristol, RI	Arch 101 Foundations of Architecture
Brockton, MA	Arch 114 Design Core Studio II
Fuller Craft Museum	Arch 114 Design Core Studio II
New York	Arch 113 Design Core Studio I
Museum of Modern Art	Arch 113 Design Core Studio I
Cambridge, MA	Arch 213 Design Core Studio III
Cambridge, MA	Arch 321 Site + Environment
North Easton, MA	Arch 327 History of American Architecture
The Elms, Newport, RI	Arch 329 History of Landscape Architecture
Farmington, CT	Arch 331 Construction Materials + Assemblies II
Haiti	Arch 413 Advanced Arch Design Studio
Spain	Arch 513 Comprehensive Project Design Studio
Amsterdam	Arch 515 Graduate Architectural Design Studio
New York	Arch 530 SP Topics: HOK Sustainable Design Seminar

2009/10

The Elms, Newport	Arch 329 History of Landscape Architecture
Bristol Common, RI	Arch 101 Foundations of Architecture
Mexico City	Arch 413 Advanced Arch Design Studio
Spain	Arch 513. Comprehensive Project Design Studio
Spain	Arch 513. Comprehensive Project Design Studio
New York	Arch 331 Construction Materials + Assemblies II
MIT	Arch 321. Site + Environment
Fuller Craft Museum, MA	Arch 114 Design Core Studio II
Bristol Common, RI	Arch 101 Foundations of Architecture
Guggenheim Museum, NY	Arch 114 Design Core Studio II
Brown University, Providence	Arch 231 Construction Materials + Assemblies I

2008/09

Bristol Common, RI
Newport, RI
MIT & Genzyme Building
New York
So. Main Street, Providence RI
Wellington Avenue, Newport, RI
Booth Cotton Mill, Lowell, MA
Mt. Hope Farm, Bristol
Green Build, Boston, MA
East Providence, RI
Fuller Craft Museum. MA
Los Angeles, CA
Bristol Common, RI
Spain
New York, NY
Site visit, Boston, MA
Brown University

Arch101 Foundations of Architecture
Arch 213 Design Core Studio III
Arch 321 Site + Environment
Arch 331 Construction Materials + Assemblies II
Arch 313 Design Core Studio V
Arch 413 Advanced Architectural Design Studio
Arch 413 Advanced Architectural Design Studio
Arch 113 Design Core Studio I
Arch 413 Advanced Architectural Design Studio
Arch 214 Design Core Studio IV
Arch 114 Design Core Studio II
Arch 413 Advanced Arch Design Studio
Arch 101 Foundations of Architecture
Arch 513 Comprehensive Project Design Studio
Arch 114 Design Core Studio II
Arch 214 Design Core Studio IV
Arch 231 Construction Materials and Assemblies I

2007/08

Dorchester, MA
Cambridge, MA
Providence, RI
Cambridge, MA
New York, NY
Bristol, RI
Newport, RI
Providence, RI
Dartmouth, MA
Boston, MA
Providence, RI
Boston, MA
New York, NY

Arch 313 Design Core Studio V
Arch 513 Comprehensive Project Design Studio
Arch 113 Design Core Studio I
Arch 321 Site + Environment
Arch 331 Construction Materials + Assemblies II
Arch 101 Foundations of Architecture
Arch 329 History of Landscape Architecture
Arch 213 Design Core Studio III
Arch 114 Design Core Studio II
Arch 542 Professional Practice
Arch 214 Design Core Studio IV
Arch 214 Design Core Studio IV
Arch 114 Design Core Studio II

2006/07

Providence, RI
Providence
Washington, DC
Bristol, RI
Dorchester, MA
Istanbul, Turkey
New York, NY
Cambridge, MA
Boston, MA
Providence, RI
North Dartmouth, MA
Bristol, RI

Arch 213 Design Core Studio III
Arch 113 Design Core Studio I
Arch 515 Graduate Design Studio
Arch 101 Foundations of Architecture
Arch 313 Design Core Studio V
Arch 413 Advanced Architectural Design Studio
Arch 331 Construction Materials + Assemblies II
Arch 321 Site + Environment
Arch 542 Professional Practice
Arch 214 Design Core Studio IV
Arch114 Design Core Studio II
Arch 101 Foundations of Architecture

Boston, MA	Arch 214 Design Core Studio IV
Ithaca, NY Eco Village	Arch 413 Advanced Architectural Design Studio
Boston, MA	Arch 542 Professional Practice
New York, NY	Arch 114 Design Core Studio II
Washington, DC	Arch 413 Advanced Arch Design Studio
North Easton, MA	Arch 327 History of American Architecture
Denver, CO	Arch 413 Advanced Arch Design Studio

International Field Trips have been facilitated on several occasions when requested by Faculty. To date, Professors Carranza, Copur, Leuchak, Viola, Asbel have been supported to take their classes on international field trips to Barcelona, Istanbul, Paris, Madrid, Lanzarote, Masdar UAE, with support up to \$1,500 per class since 2006. These have been positive and well received. Additional support has also been available through the Center for Global and International Programs since 2004.

Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities

Memberships in Honor Societies—Tau Sigma Delta Honor Society in Architecture & Allied Arts

2011 New Members

Alexander Coombs	Jessica MacDonald	Sarah Volkmann
Elizabeth De Block	Matthew Medeiros	Kathleen Wilson
Nicole Duperre	Lauren Perry	Christopher Winkler
Sarah Finch	Carolyn Reid	Mary Woodward
Shannon Inglis	Rose Sandberg	
Krithika Iyengar	Rebecca Sargent	
Tracy Jonsson	Miranda Smith	

2010 New Members

Chelsea Adelson	Keara Duffy	Nicholas Rossi
Nicholas Baldassarre	Andrew Kremzier	Phillip Shaw
Sean Barrett	Amy Lewis	Alexandra Skerry
Brian Boisvert	Jessica Lundberg	Samantha Stone
Ryan Carper	Jarrett Mowatt	Catherine Varnas
Taylor Crockett	Hannah Osthoff	Taylor Wasson
Brett DePaola	Devin Picardi	

2009 New Members

Christopher Capozzi	Brian Fontaine	Nicholas Mundo
Erica Christensen	Colin Gadoury	Nikul Mukesh Patel
Kelly Clarke	Emily Goldenberg	Peter Siegenthaler
Janice Curtiss	Sierra Helm	Nicholas Solomon
Michael DelValle	Sarah Janeczek	Rafal Toczko
Amy Falcone	Katie Kanakos	Amanda Wannall
Juliana Fernandes	Amy Lewis	

2008 New Members

Nicole Arvanites
John Barker
Brad Bolte
Matthew Cate
Kevin Clark
Ryan Duval

Kathryn Feldman
Caitlin Frumerie
Mallory Greene
Cintia Hayashi
Amanda Lamontagne
Shannon McGonagle

Brittany Naylor
Stephen Parsons
Andrew Raffin
Matthew Tyler

2007 New Members

Emily Angelo
Peter Bartash
Megan Baxter
Erin Blackbird
Leith Carlson
Christine Dennett
Cheryl Downie

Emma Fischer
Alicia Gardner
Eric Hall
Rachel Hampton
Eliza Higgins
Chelsey Killam
Emilie Larrivee

Abigail Lazerick
Sarah Leisey
Anne Marie Loiselle
Valerie Morin
Jason Nicastro
Gregory Ralph

Graduating Memberships in Honor Societies—Alpha Chi National Honorary Society, RWU Honors Program

Alpha Chi

2010/11

Kelly Lynne Clarke
Taylor MacKenzie Wasson

2009/10

Oscar Boyko
Katelyn Chapin

2008/09

Caitlin Frumerie
Benjamin Lefebvre
Lauren Nickel

RWU Honors Program

2010/11

Kelly Lynne Clarke
Janice V. Curtiss
Ryan Mark Decker
Chi-Thien Lam Nguyen

2009/10

Matthew J. Cate
Emily L. Goldenberg
Nadia Kowalski
Kevin J. Mowatt
Sydney R. Schoof

2007/08

Emma A. Fischer

2006/07

Emily Angelo
Christine Dennett
Chelsey Emery Killam
Valerie Ann Morin
Kathryn Anne Myer

2008/09

Erin Leslie Blackbird
Andrew G. Cabana
Kelly Breen Capek
Lucy Jean Gardner
Robert Matthew Kane
Shannon McGonagle
Lauren Brittany Nickel
Jennifer F. Strain

2007/08

Megan M. Baxter
Emma A. Fischer

2006/07

Emily J. Angelo
Cheryl L. Downie
Gregory R. Ralph

Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

ASC Design Build Competition, 2006-

Architecture, Engineering and Construction Management students annually team up for the Associated Schools of Construction (ASC) Design Build Competition each year, including supported trips to regional and national competitions. The Design Build team achieved First Place in the ASC Region I student competition in 2006-2009, and in Third Place in 2010. Students are listed below, Architecture students are in italics.

2010/11

James Deslandes
Joseph D'Oria
Christopher Kelusak
Douglas Lake
Thomas Munson
Walker Shanklin

Kevin Siniscalchi
Damara Sisti

2008/09

Nicholas Belmont
Kyle Bendle
Sam Boyko
Martin Donovan
Zev O'Brien-Gould
Kevin Siniscalchi

Danielle Dorsey
Cintia Hayashi
Dana Niro
Zev O'Brien-Gould
Matthew Tyler

2009/10

James Browning
Michael Frase
David Rousselle
Zack Sblendorio

2007/08

Nicholas Belmont

2006/07

Matthew Calvey
Dustin Crowell
Scott Davis
Danielle Dorsey
Gregory Joynt
Valerie Morin

Architecture Student Awards

Student awards in the school recognize outstanding achievement in coursework and design studios

2010/11

President's Core Values Medallion
RWU Academic Showcase Winners
AIA Henry Adams Medal
AIA Henry Adams Certificate of Merit
Alpha Rho Chi Medal
Thesis Award
Thesis Commendation

Sierra Helm, Chi-Thien Nguyen
R. Sandberg, S. Helm, N. Cote, CT Nguyen, M. Sekera
Michael DelValle
Kelly Clarke
Chi-Thien Nguyen
Michael DelValle, Kristen O'Gorman, Jessica Johnson
Hailey Weber

AIA/RI Scholarships
Kaestle Boos Scholarship Award
Zachary Shapiro Study Abroad Stipend

Nikul Patel, Jarrod Martin, Katie Clarke
Nikul Patel, Emily Goldenberg
Emily Hunter

2nd Year Design Award Andrew Kotleski
Acoustics & Lighting/Meeker Award Emily Regner
Franz Euler III Excellence in Lighting Emily Regner

2009/10

President's Core Values Medallion	Lindsay Brugger, Damara Sisti – At Large
Academic Showcase Winners	Christopher Hardy, Nadia Kowalski, Janice Curtiss
AIA Henry Adams Medal	Meredith McCarthy
AIA Henry Adams Certificate of Merit	Kevin Mowatt
Alpha Rho Chi Medal	Lindsay Brugger
Thesis Awards	Meredith McCarthy, Kyle Bendle
Thesis Commendation	Oscar Sam Boyko, Alyssa Keating, Nicholas Lively, Brian Fontaine
AIA/RI Scholarships	Colin Gadoury, Chi Thien Nguyen, Nicholas Griffin, Bryan Apito
Kaestle Boos Scholarship Award	Jarrold Martin Kaitlin DeGregorio
Zachary Shapiro Study Abroad	Taylor Wasson
2 nd Year Design Award	Christopher Winkler
Acoustics & Lighting Meeker Award	Brian Boisvert
Franz Euler III Excellence in Lighting	Brian Boisvert
Pelletier Elec/Mech Equipment Award	Hannah Osthoff

2008/09

President's Core Values Medallion	Erin Blackbird
RWU Academic Showcase Winners	K. Talmage, E. Blackbird, M. McCarthy, R. Kane, S.McGonagle
AIA Henry Adams Medal	Andrew Cabana
AIA Henry Adams Certificate of Merit	Rachel Hampton
Alpha Rho Chi Medal	Steven Toohey
Thesis Commendation	Cintia Hayashi, Brittany Naylor, Hung Quoc Le
AIA/RI Scholarships	Bryan Apito, Janice Curtiss
Kaestle Boos Scholarship	Rafal Toczko, Elizabeth Johnson
SLAM Collaborative Scholarship	Lindsay Brugger
2 nd Year Architecture Student Award	Jozef Karpiel, Hannah Osthoff
Pelletier Elec/Mech Equipment Award	Kelly Clarke

2007/08

President's Core Values Medallion	Anne Marie Loiselle
RWU Academic Showcase Winners	K. Mowatt, K. Carlson, AM Loiselle, M. Gruneberg
AIA Henry Adams Medal	Anne Marie Loiselle
AIA Henry Adams Certificate of Merit	Emma Fischer
Alpha Rho Chi Medal	Molly Salafia
Thesis Award	Alex Diez
Thesis Commendation	Kathryn Feldman
AIA/RI Scholarships	Katelyn Chapin, Patrick Condon, Nicholas Griffith, Rachel Hampton, Lauren Homer, Meredith McCarthy, Dan Nguyen, Alexander Parulis, Kostika Spaho

Kaestle Boos Scholarship	Nicole Arvanites, Matthew Tyler, Andrew Levy
SLAM Collaborative Scholarship	Katelyn Chapin, Andrew Cabana, Brian Fontaine
2 nd Year Design Award	Colin Gadoury, Joshua Stiling
Meeker Award in Acoustics & Lighting	Michael DelValle
Franz Euler Lighting Award	Michael DelValle
Pelletier Electrical/Mech Equip Award	Jennifer Strain

2006/07

RWU Academic Showcase Winners	Jennifer Barrett, Evan Carroll, Matthew Cate
AIA Henry Adams Medal	Evan Carroll
AIA Henry Adams Certificate of Merit	Amy Hutchins
Alpha Rho Chi Medal	Erika Barko
Independent Project Award	Snehal Intwala
Thesis Commendations	Erika Barko, Colin Bonfield, Adam Darter

AIA/RI Scholarships	Lindsay Brugger, Daniel Herchenroether, Molly Salafia
Kaestle Boos Scholarship	Gregory Ralph, Chelsey Killam
2 nd Year Design Award	Rachel Hampton
Acoustics & Lighting Meeker Award	Megan Baxter
Franz Euler Lighting Award	Megan Baxter
Pelletier Elec/Mech Equipment Award	Megan Baxter

Student Assistants

The School supports funding for Student Assistants who may not be eligible for Federal Workstudy, Graduate Assistantship or other support, in a variety of tasks including as Digital Manufacturing Lab Monitors, tutors, research assistants, graphic design assistants, and for special project initiatives that have included involvement in Haiti and Afghan relief, at the following levels:

2010/11: \$10,000 (includes Haiti Relief)	2007/08: \$9244
2009/10: \$12,800	2006/07: \$12,868 (includes Afghan Relief)
2008/09: \$13,900	

Graduate Assistantships

Roger Williams supports the top 20 students in each 5th year entering class in the Master of Architecture program with a Graduate Assistantship of \$6000 each. Support thus totals up to \$240,000 in Merit Based aid for Graduate Students in Architecture over the 5th and 6th year classes. Graduate Assistantships are comprised of a \$4000 scholarship credited to the students account, and a \$2000 assistantship where the student is engaged in the following activities.

- national and international publications including *Architecture and Revolution* (University of Texas Press (Professor Luis Carranza), *Le Corbusier, Chandigarh and the Modern City* (Mapin Publications, Distinguished Professor Hasan-Uddin Khan); *The Body, The City and the Buildigns In Between* (Cognella Press, Galen Cranz, Professor Eleftherios Pavlides); *The Skyscraper and The Modern City* (University of Chicago Press, Professor Gail Fenske)
- national and international award winning design competitions for the Museum for the Abolition of Slavery in Nantes, France and the Babi Yar Memorial, Denver (Professor Julian Bonder)

- faculty/student research on building prototypes in a “Shaded Cities” prototype for north India through student/faculty research (Professor Charles Hagenah)
- Digital Manufacturing activities including community outreach with the Town of Pawtucket, Rhode Island (Associate Professor Andrew Thurlow)
- the Community Partnerships Center on the Walley School, Bristol with the Quinn Foundation and the Town of Bristol, and the Le Moulin redevelopment, Woonsocket, Rhode Island (Director Arnold Robinson)
- publication preparation on Graduate Study Abroad on RWU’s Master of Architecture Study Abroad Programs to Universidad Torcuato di Tella, Buenos Aires, Fall 2010 (Professor Julian Bonder) and Tsinghua University, Beijing, Spring 2011 (Dean Stephen White)
- Arts Installation assistance, Providence (Associate Professor Murray McMillan)
- curriculum assessment activities related to 2012 Master of Architecture re-accreditation (Assistant Dean Greg Laramie)
- tutoring in a variety of undergraduate and graduate courses (Professors McQueen, Turan)
- Development of an annual World Arts Seminar in Art and Architectural History (Associate Professor Rebecca Leuchak)

Evidence of support to attend meetings of student organizations and honorary societies.

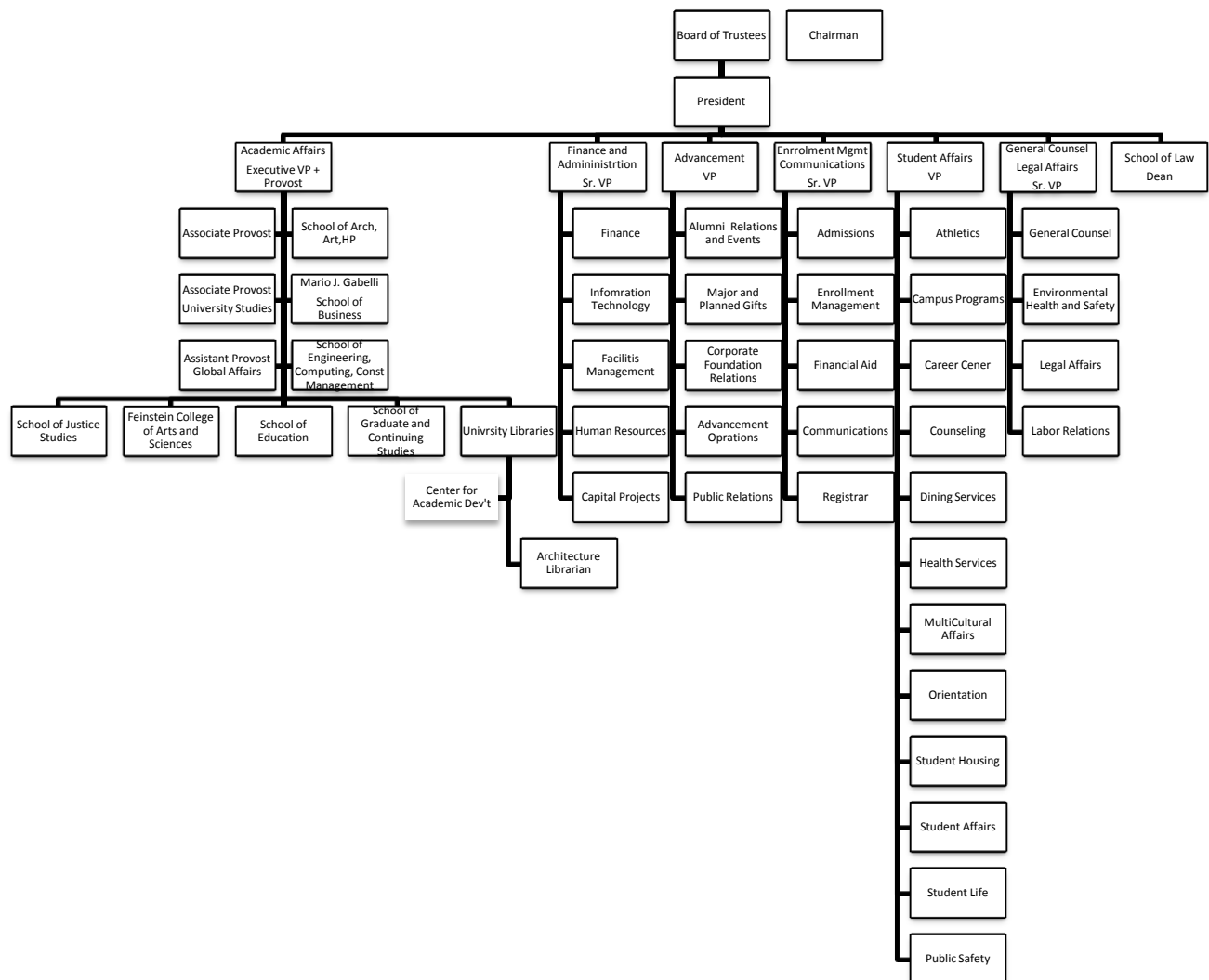
The school regularly supports student attendance at:

- AIAS events around the country—including the Annual AIAS Forum and the AIAS Summer Leadership conference in Washington. Roger Williams had the largest student chapter attendance at the 2011 AIAS Forum in Toronto, with 18 members supported by the school.
- The School is hosting the 2011 AIAS NE Quad Conference 29 September-2 October. We expect 300 students from 35 architecture programs in the Northeast, with financial support from the School totaling \$24,000. The conference includes Roger Williams and AIA co-sponsorship of AIA/ACSA Topaz Medallion Winner Lawrence Speck, FAIA, University of Texas.
- the Annual ACCE Design Build Competition, where 2-3 Architecture students team with 3-4 RWU Engineering and Construction Management students and faculty.
- selected other events including the 2006 NOMA Conference, San Francisco
- From 2006-date, two to five students annually have been supported to attend the Environmental Design Research Association (EDRA) Annual Conference, as part of student/faculty presentations with RWU Professor Eleftherios Pavlides.

I.2.2 Administrative Structure & Governance

Description of the administrative structure for the program, the academic unit within which it is located, and the institution

Roger Williams University Organizational Structure

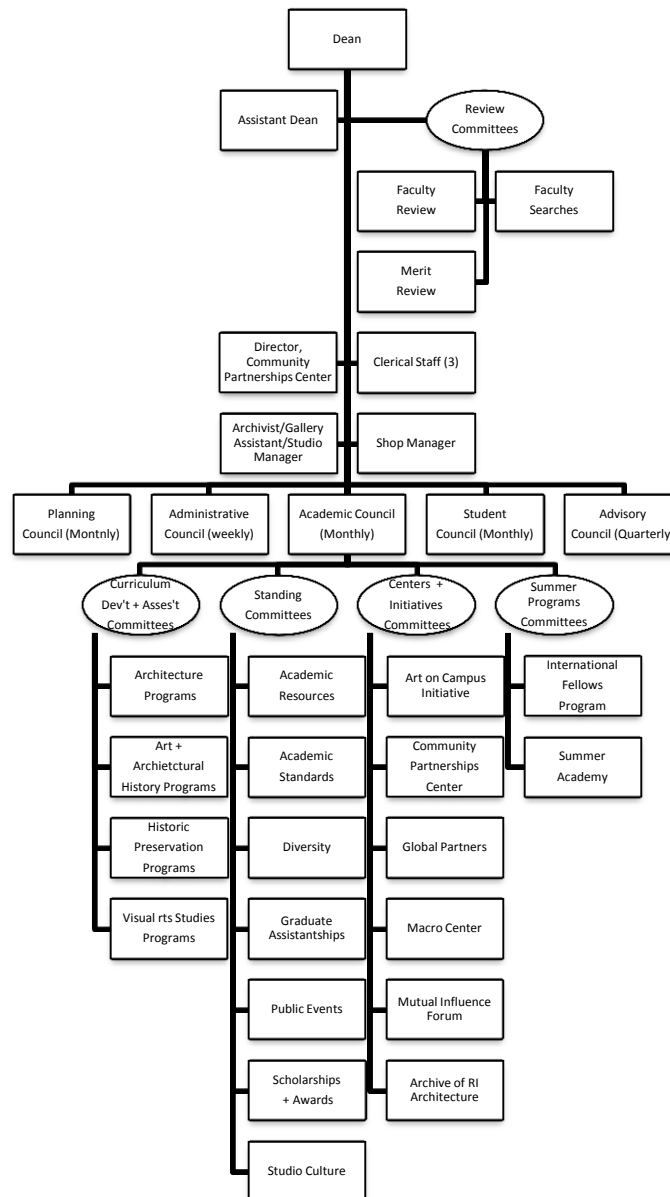


Description of the School's administrative structure

Roger Williams University Schools and Colleges are structured within multi-program units, with a Dean + Assistant/Associate Dean model. Within the School, each degree program area--Architecture, Art and Architectural History, Historic Preservation and Visual Arts Studies--has a Program Coordinator position charged with Curriculum Development and Assessment responsibilities. The School's Standing, Centers + Initiatives, Summer Programs and Review Committees are interdisciplinary. The Architecture Library serves the Architecture Program, reporting to the Dean of University Libraries. Administrative Staff support--Archivist/Gallery Assistant/Studio Manager, Shop Manager, and clerical support serve on a

school wide basis. The Community Partnerships Center supports the School's activities primarily in the areas of Architecture and Historic Preservation, facilitating outreach and grant support for the programs.

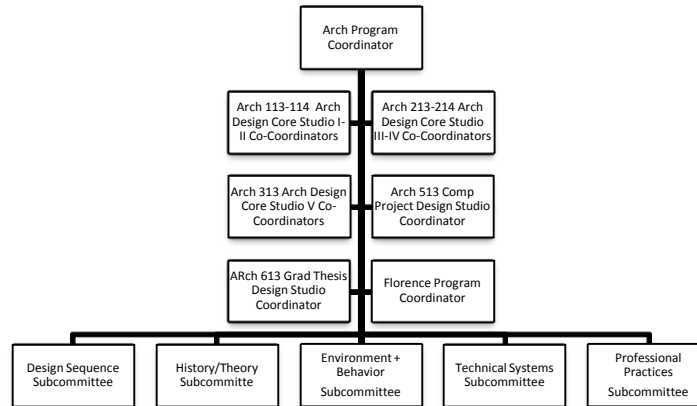
School of Architecture, Art and Historic Preservation Organizational Structure



Architecture Program Organization

The Architecture Program is primarily charged with curriculum development and assessment of the BS / Master of Architecture program, the BS pre-professional degree, and the MS in Architecture post-professional program under development. The organizational structure of the Program corresponds to the curricular structure of the program, with Design Sequence, History/Theory, Environment + Behavior, Technical Systems and Professional Practices subcommittees. The Program is supported by Coordinator and Co-Coordinator of Design Studio levels who are charged with coordinating instruction across multi-section coursework. The Program also then convenes special committees on an ad hoc basis to address

special program initiatives, such as Sustainability, Structural Engineering Minor, and other areas. See II.2.3 for Curriculum Review and Development.



The following studio levels have 1-2 Coordinators of the multiple section studios pursuing common objectives:

- Arch 113-114 Arch Design Core Studio I-II: 8-9 sections per year, 12-13 students each
Mauricio Barreto, AIA; Julia Bernert, RA, Adjunct Faculty
- Arch 213-214 Arch Design Core Studio III-IV 7-8 sections per year, 12-13 students each
Andrea Adams, RA, Adjunct Faculty; Greg Laramie, AIA, Assistant Dean
- Arch 313 Arch Design Core Studio V 6-7 sections per year, 12-13 students each
William McQueen, AIA, Professor; David Corbin, RA, Adjunct Faculty
- Arch 513 Comprehensive Project Design Studio 5-7 sections per year, 11-12 students each
Roberto Viola Ochoa, Adjunct Faculty, Associate, Sasaki Associates
- Arch 613 Graduate Thesis Design Studio 5-6 sections per year, 11-12 students each
Andrew Cohen, AIA, Professor
- Florence Program: Arch 416/477/430 4 sections per year, 12-13 students each
Carlo Achilli, Architetto, Coordinator

Opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program

The School's Organizational Structure offers broad and transparent opportunities for involvement in governance, outlined below. The School's Councils and Committees meet weekly, monthly or quarterly as identified. Agendas, minutes, resources and Annual Reports from each group (with the exception of Review Committees) are open to all faculty, students, staff and advisors through the School's PLANES Planning + Assessment intranet website.

At the Council Level:

- The SAAHP Planning Council is composed of the School's Program Coordinators and Deans, and is charged with the coordination of the on-going strategic planning and assessment across the School. The Committee meets monthly.
- The SAAHP Academic Council is a committee-of-the-whole composed of the School's faculty, staff and student representatives, and is the voting body of the school. The Committee meets monthly.
- The SAAHP Administrative Council is composed of the School's Staff, Director of Community Partnerships Center and Deans, and addresses the on-going administrative activities across the school. The Committee meets weekly.

- The SAAHP Student Council is composed of the School's Student Leadership from the officers of American Institute of Architecture Students (AIAS), the Art Society, and the Historic Preservation Society. The Committee meets monthly.
- The SAAHP Advisory Council is composed of external advisors with internal representation from faculty, students and staff. The Committee meets quarterly.

At the Committee Level:

- Curriculum Development and Assessment Committees: are organized by program faculty, with the Program Committees meeting monthly. Since 2006, the Program Committees have more explicitly been charged to include development and assessment together, with a notable Curriculum "Walkabout" where faculty present their student work across the curriculum to each other, followed by Strategic Planning sessions looking forward. The Committees meet monthly,
- Standing Committees: are interdisciplinary faculty and staff committees, and meet monthly.
- Centers and Initiatives Committees: are interdisciplinary faculty, student and staff committees, and meet monthly
- Summer Programs Committees: are interdisciplinary faculty, student and staff committees, and meet monthly
- Review Committees: are interdisciplinary faculty and staff committees, meeting at times appropriate to their work: Faculty Review Committees—Fall semester; Merit Review Committees: Spring semester, Faculty Search Committees: Fall/Spring semesters.

Other degree programs offered in the same administrative unit as the accredited architecture degree program

Architecture Programs

- BS in Architecture Program
- 5.5 year BS/Master of Architecture dual degree (NAAB Accredited Program)
- MS in Architecture

Art and Architectural History Programs

- BA in Art and Architectural History
- 4+1 BA + MA in Art and Architectural History
- MA in Art and Architectural History

Historic Preservation Programs

- BS in Historic Preservation
- 4+1 BS + MS in Historic Preservation
- MS in Historic Preservation

Visual Arts Studies Programs

- BA in Visual Arts Studies
- BFA in Visual Arts Studies

I.2.3 Physical Resources

Description

Architecture facilities are housed in Bristol in an award-winning 45,000 sf building completed in 1987, with a 20,000 sf expansion completed in 2005. Roger Williams University Florence Study Abroad facilities include a dedicated Architecture Design Studio for 26 students at the Palazzo Alamanni, with classroom and design review space at the Palazzo Rucellai, a landmark of the Renaissance designed by Alberti.

The architects of the original Bristol building, Kite-Palmer Associates, Providence, were selected to design the building through a national competition sponsored by the National Endowment for the Arts, and William Kite, FAIA Architects were again selected to design the expansion in 2003, which won an AIA Rhode Island award. The original building includes design studios, review and seminar rooms, Design Computing Laboratory, Architecture Library, Photography Studio and Darkroom, a Woodworking Studio/Model Shop, and Exhibition Gallery. The expansion features graduate architecture design studios, a well-equipped 85 seat Lecture Theater including high quality digital projection, audio and teleconferencing equipment, seminar rooms and review space, an 18-station Digital Media Lab, Building Materials and Conservation Lab Digital Manufacturing Lab including a CNC milling machine, laser cutter and 3d Modeler, classroom, faculty offices, and exhibition gallery facing onto an exterior Events Courtyard featuring an 8' x 20' exterior projection screen. Art studios where required coursework in drawing are held are equipped for drawing, painting, sculpture and printmaking in the Art Building. Lecture and classroom courses are held in shared University facilities on the Bristol Campus, including in the new Global Heritage Hall completed in 2009, with high quality classroom spaces. All SAAHP lecture halls, seminar rooms and classrooms are equipped with AV projection equipment in place.

The Architecture Library collection includes more than 20,000 books and 60,000 slides, and subscribes to over 200 periodicals and journals. The Historic Preservation collection, considered one of the best of its kind in New England, includes the H.R. Hitchcock Collection of American Architecture books on microfilm, the complete HABS photographic collection, and international serials. The Woodworking Studio/Model Shop is configured to accommodate studio and lab classes, and is well-equipped to serve individual student use over extended hours.

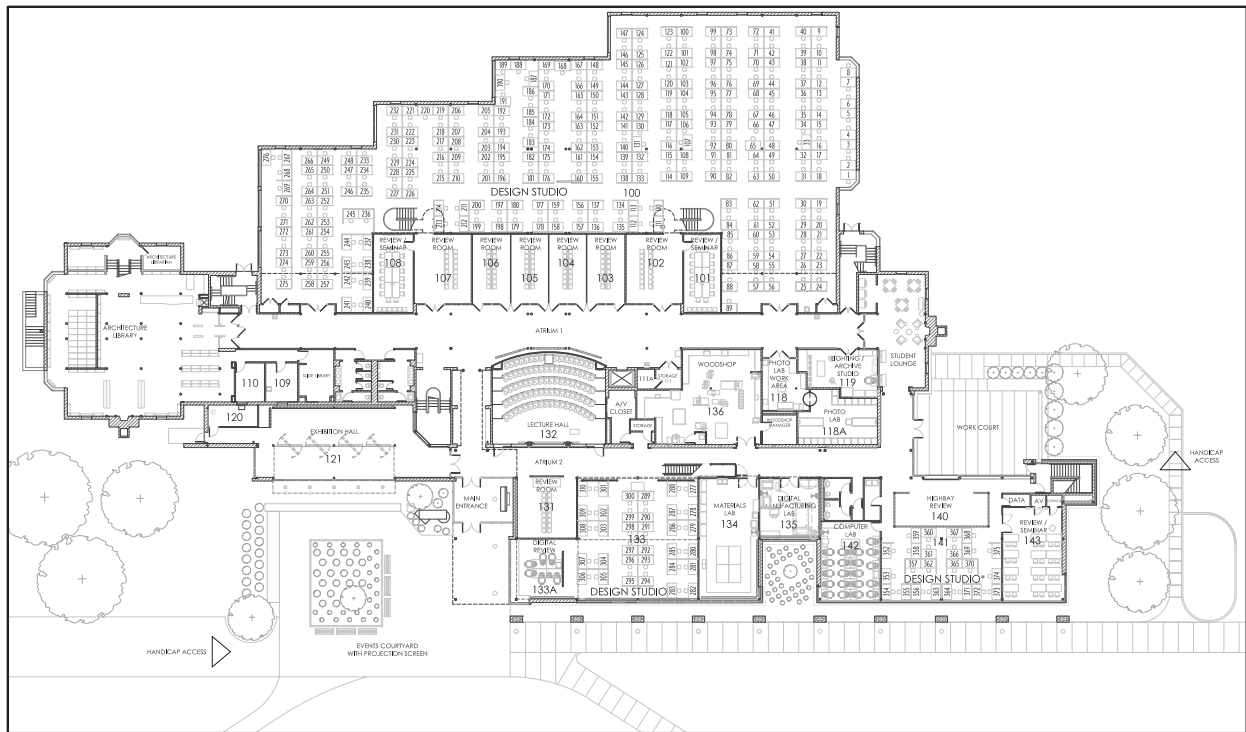
Changes to the Physical Facilities either under construction or proposed

Expansion of the Architecture Library, and improvements of accessibility to 2nd floor collections is under consideration, in order to maintain the collection in its current location. RWU's Architecture Library offers distinctive resource for the Architecture Program as well as the regional professional and scholarly community, and the university is committed to maintaining and advancing its value. See the remainder of I.2.3 for more information.

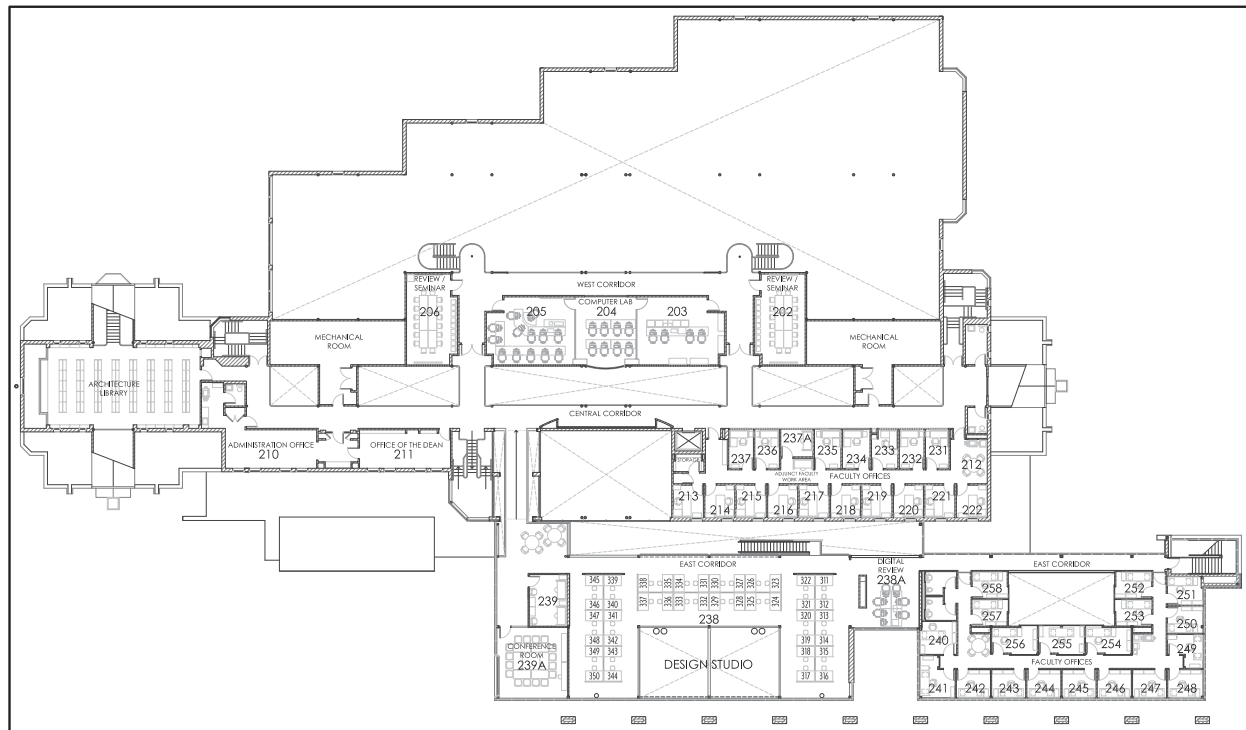
Description of Hardware, Software, networks and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program

Institution-wide Computer Resources

Roger Williams University is a member of the Ocean State Higher education, Economic development, and Administrative Network (OSHEAN - pronounced "ocean" – see: <http://www.oshean.org>, a communications infrastructure for Rhode Island's research, educational, and public service community. OSHEAN creates a stable, economical high-speed network for the use of its members. This network includes connection to Internet 1 (the commodity "Internet") and Internet2 (see <http://www.Internet2.org>) a community of degree



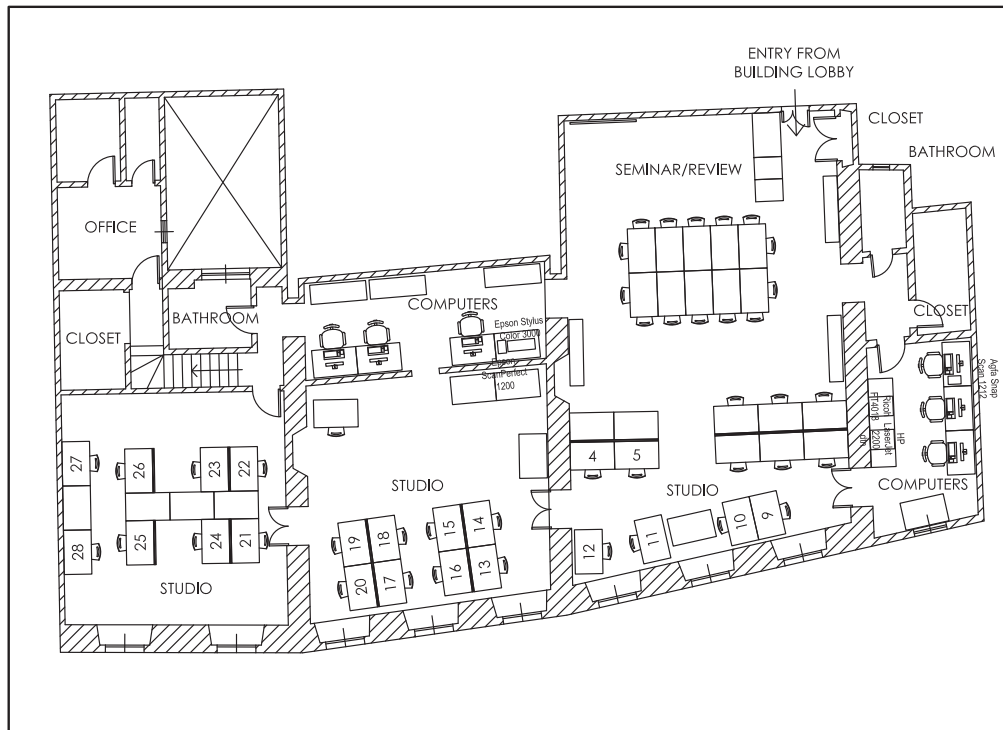
FIRST FLOOR PLAN



SECOND FLOOR PLAN

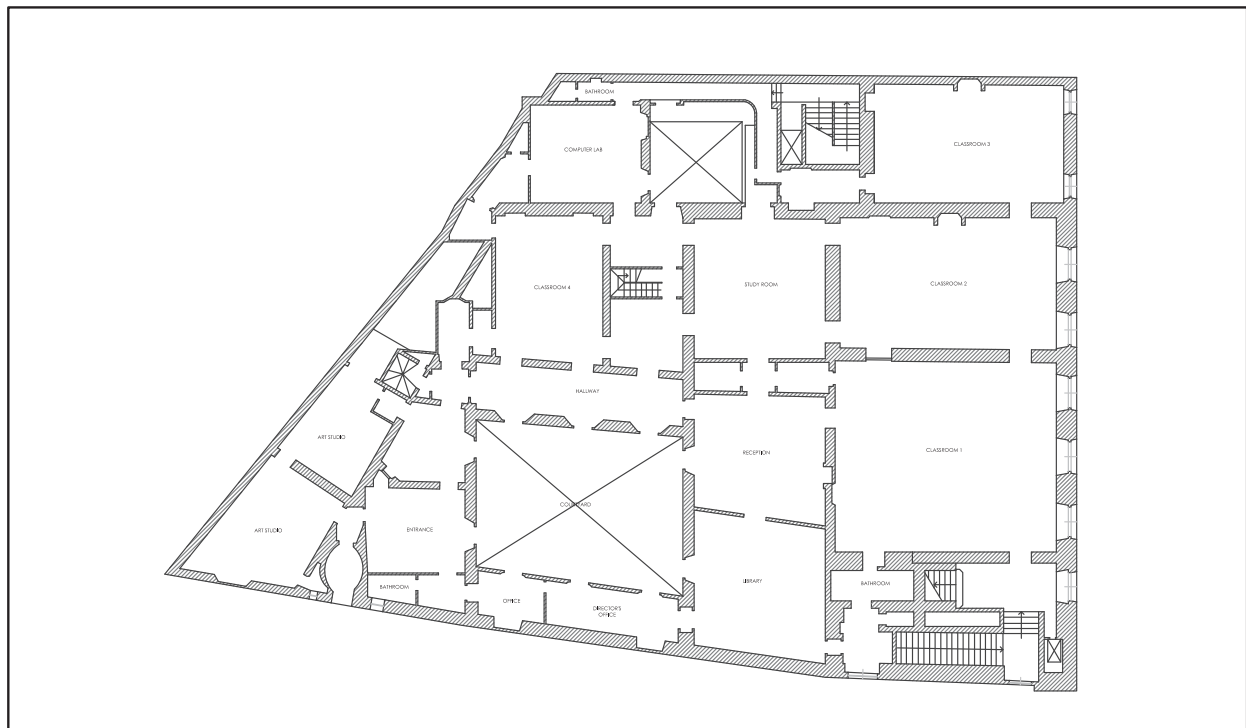
375 student workstations, 64 computers





FLORENCE / PALAZZO ALAMANNI LAYOUT

28 student workstations, 6 computers



FLORENCE / PALAZZO RUCELLAI LAYOUT

granting research institutions and their supporting members, reserved for research and education using advanced network applications such as grid computing and video conferencing.

Current network architecture is comprised of a 300Mbps connection to Internet 1 and a 300Mbps connection to Internet 2. Each of these connections is configured to burst to 50Mbps should the bandwidth demand increase for short durations. These connections arrive on campus into the core of the network via a 1Gb fiber link. The backbone connection to Architecture is 1Gb Ethernet. Connections to high demand servers are also

1Gb. Connections to the desktop are typically 1Gb. The academic side of the network consists of several segregated virtual local area networks (VLANs), including one for Architecture.

The University maintains an ongoing plan for the upgrade, replacement and consolidation of systems. The installation of new a Storage Area Network (SAN), new Clustered Network Attached Storage (NAS) front end to the SAN, New LTO2 Tape Library, and two (2) new Blade Server Centers have recently been installed and are in full operation. The institution is also committed to the implementation of a replacement/upgrade plan for network infrastructure. IT has upgraded the School of Architecture to 802.11n. The university also maintains a 3-5 year faculty computer upgrade program through the CAPEX planning cycle, including a published CAPEX Personal Computer Upgrade Policy at <http://www.rwu.edu/depository/infotechnology/CAPEX%20PC%20Upgrade%20Policy-Procedure.pdf>, and a Wireless Airspace Policy <http://it.rwu.edu/need-help/files/2011/07/WAP.pdf>

Sales, support and repair for Student Computing is provided by the campus vendor, Computopia, for both Mac and PC sales and support. The University provides a manned Help Desk for faculty, staff and students calls from 7:30am to midnight, seven days a week. From midnight to 7:30am voice mails may be left and are monitored for critical issues and escalations.

The School of Architecture, Art and Historic Preservation has 58 computers available in two main labs and two satellite areas located in the design studio, plus an additional 10 computers in the Architecture Library. Labs have been updated regularly on a 2-4 year cycle depending on technology advances, the latest cycles being 2008, 2010, and the next projected for 2014. Available software packages include Autocad, FormZ, Photoshop, Quark, SketchUp, Maya, GIS, Rhino, Lightscape, Energy10, Multi-Frame, and CATT Acoustics packages for a variety of visualization, lighting, acoustics, energy and structural analysis activities. Students have access to video cameras, and mobile computing and projection stations, which can be relocated around the building in support of Design Studio Reviews, lectures, and class presentations. The laboratory space is able to be re-configured to accommodate individual seminar and design studio presentations. All academic buildings at the university are equipped for wireless access. The School of Architecture, Art, and Historic Preservation also contains an outdoor theatre forum for outdoor presentations and display of studio works after dusk. The Architecture program provides students with a list of recommended Hardware and Software each year. The University provides Video-Conferencing services and live streaming utilizing h.323 (Video over IP) protocols, with one of the most advanced systems installed in the Architecture Lecture Hall Room 132. This includes the capability to conduct a fully integrated lecture including presenter and audience participation to any other location in the world with access to an advanced network and h.323 compatible video-conferencing equipment.

Current Computer Specifications

	<u>Lab Workstations</u>	<u>Faculty Laptop (Win)</u>	<u>Faculty Laptop (MAC)</u>
Model	Apple iMac i7	HP 8560W	Macbook Pro
Processor	2.8 GHz Quad Core	2.2 GHz Quad Core i7	2.2. GHz Quad Core i7
Memory	16 GB DDR3	8GB	4GB
Graphics Card	ATI 1GB	Nvidia 1000 2GB	ATI Graphics 3000 HD
Hard Drive	2 TB	750 GB	750 GB
OS	Windows 7 (64 bit)/ Mac OS Snow Leopard	Windows 7 (64 bit)	MAC OS Snow Leopard
Screen	27" widescreen	15.6" widescreen	15" Glossy Widescreen
Storage	DVD-RW/CD-RW	DVD-RW/DC-RW	DVD-RW/CD-RW

Equipment Inventory--Student Computers

#	Model	Platform	Specs
1	Apple PowerMacG4	Mac OSX 10.2.8	1.25 GHz PowerPC G4, 2GB RAM 1
1	Apple iMac 11	Apple OS X 10.6.5	2.8GHz Intel Core i7, 16GB RAM
57	Apple iMac 11	Mac OSX 10.7/Windows 7Ent	2.8GHz Intel Core i7,16GB RAM
1	HP x86	Windows 2000	Intel Pentium II, 256MB RAM
1	HPxw4200	Windows XP Professional	3.4 GHz Pentium 4, 1GB RAM
1	HP xw6200	Windows XP Professional	3.2 GHz Intel Xeon,2GB RAM
2	HPxw9300	Windows XP Professional	AMD 2.19 GHz Opteron, 4GB RAM

Equipment Inventory—Printers

#	Model	Description	Type
2	Epson 3800	Stylus Pro	Color Inkjet Printer
1	Epson 9800	Stylus Pro	Large Format Printer
1	HP 5200dtn	LaserJet	B&W Laser Printer
2	HP 5550dn	Color LaserJet Color	Laser Printer
1	HP 800ps	DesignJet Plotter	Large Format Printer
3	HP 8150dn	LaserJet B&W	Laser Printer
2	HP T1100ps	DesignJet Plotter	Large Format Printer
2	HP T1200ps	DesignJet Plotter	Large Format Printer
1	Universal Laser System	ULS 6.150D	CO2 Laser Cutter
1	Universal Laser System X-660	ULS X-660 CO2	Laser Cutter 1
1	ZCorp 310 Plus	ZPrinter 310 Plus	3D Printer 1

Equipment Inventory—Scanners/Copiers

#	Model	Description
2	Contex XD2490	Wide Format Color Scanner
3	Epson 4490 Perfection	Photo Color Scanner
1	Epson GT-20000	High Performance Color Scanner
2	Epson GT-15000	Flatbed Color Scanner
4	HP ScanJet 8300	Flatbed Color Scanner
1	HP HP815mfp	Large Format Scanner
1	HP T2300ps eMFP	Large Format Scanner/Printer
1	Konica Minolta DiMage Scan	Multi-Format Film Scanner
1	Polaroid ProPalette 8000	Digital Film Printer

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it

General support for Physical Resources in facilities and information technology for the Architecture programs Preservation since the previous visit have been solid and continuing. The installation of fixed AV equipment through regular capital expenditures planning which since the last visit has now included all seminar and review spaces in the building, and attention to ongoing building and maintenance provides a remarkable place to study architecture.

Since 1987, the Architecture Library has been a branch library located in the SAAHP building. This prime location has enabled it to provide RWU architecture students and faculty immediate access to the information resources and instruction they require for their academic work. It has also helped foster a strong connection between the library staff members and their primary patrons. As its collections have grown over the past 24 years, the Architecture Library (like many libraries) has faced the challenges of expanded mission but limited space. To date, the library has been able to meet these challenges by annually gathering collection and usage data, regularly assessing that data using standard metrics, and designing creative solutions that have provided for collection growth and improved users' experience in the space. Despite these interim solutions, however, the challenges of broader constituencies, limited space and limited accessibility for disabled individuals remain, and additional creative solutions are required.

Time has demonstrated the excellence, distinctiveness, and value of the Architecture Library in serving both its primary and new communities. The SAAHP and the Library are committed to maintaining and building this unique resource and making it available to all who choose to use it, and are currently pursuing several short and longer term measures in combination to meet these challenges and continued opportunities for distinctiveness. Short term benefits have occurred through:

1. Relocation of the RWU Visual Resources Center from the Architecture Library to the Main Library.
2. Moving less frequently used materials to off-site storage and providing retrieval through the HELIN delivery service.
3. Moving to the Main Library collections the second copies of any titles in the Architecture Library that are owned in duplicate.

Long Term Plans are focused on increasing Architecture Library Space in conjunction with creation of a gathering space for Community Partnerships, including establishing the Archive of Rhode Island Architecture (ARIA) in conjunction with AIA Rhode Island. The university is actively pursuing this option and proceeding with the establishment of ARIA, including provisions for elevator access to 2nd floor collections.

I.2.4 Financial Resources

The School has received consistent and increasing support over the years since 2006 in all areas of the budget. The primary revenue source for the School of Architecture is from tuition. The University distributes funds annually to support faculty and staff salaries as well as operating expenses. The funds are allocated on a fiscal calendar basis from 1 July-30 June. Faculty and staff payroll are projected to increase by 2.75% per year in FY13 and FY14, with operating expenses are projected as level funded. Below are current and projected funding levels for the next two years.

Current Budget and Two-Year Projection

	<u>2011/12</u>	<u>2012/13 (Projected)</u>	<u>2013/14 (Projected)</u>
Faculty & Staff Payroll	\$4,574,635	\$4,700,437	\$4,829,699
Operating Expenses	<u>\$382,174</u>	<u>\$382,174</u>	<u>\$382,174</u>
Total	\$4,956,809	\$5,082,611	\$5,211,873

Annual budgets since the 2006 Visit (exclusive of Facilities and Information Technology)

	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>
Total Budget	\$3,809,020	4,381,185	4,653,294	4,427,286	4,591,162

**These figures do not include fringe benefits.*

Endowments and Scholarships

The University awards Merit Scholarships and scholarships paid from endowments to Architecture majors annually. Merit Scholarship declined slightly in FY09/10. The amounts funded have increased slightly with the exception of FY09/10. Merit Scholarship awards include up to 40 Graduate Assistantships @\$6000 per year for the top 20 students in each of the 5th and 6th year classes—a remarkable broad commitment to supporting the graduate program in architecture.

Year	Students	Merit Scholarships	Students	Endowed Scholarships
2010/11	238	\$2,280,028	9	\$24,776
2009/10	232	\$2,085,868	12	\$19,909
2008/09	242	\$2,199,817	14	\$28,318
2007/08	233	\$2,066,975	25	\$34,661
2006/07	227	\$1,872,748	14	\$24,170

<u>Endowed Scholarships and Funds</u>	<u>Balance (30 June 2011)</u>
Historic Preservation-Chace Endowed Events Fund	\$117,707.55
Zachary Shapiro Scholarship	26,313.52
Ganteaume & McMullen Lecture Series	38,216.44
Paul Arris Scholarship Fund	41,810.24
Kaestle Boos Associates	24,644.48
Saksena Memorial Scholarship	50,000.00

AIA Rhode Island Scholarship Support

Roger Williams has received strong support from the local AIA Chapter, and participates in fundraising activities that go to the AIA RI Scholarship endowments. RWU Architecture Scholarships received from AIA Rhode Island since the last visit include:

2011	\$8000	2008	\$22,500
2010	\$10,300	2007	\$15,000
2009	\$7,000		

One-Time Capital Expenditures

Capital expenditures are reported on our Annual Reports to NAAB. IT and Facilities capital improvements are outlined here.

IT Capital Expenditures

2010/11

Replace Plotters	18,000	Faculty Computer Upgrades	42,000
Replace HP Color Printers	88,000	Network Switches	<u>88,000</u>
Arch Lab Replacements	163,000		\$319,000

2009/10

Color Laserjet 5550DTN	8400	T1100 Plotter	12,000
BW Laserjet P4515C Printer	2000	Wireless 80211n Access Points	<u>12,000</u>
BW Laserjet 5300 DTN	3000		\$37,400

2008/09

Staff Computers	<u>25,000</u>		\$115,000
	\$25,000		

2007/08

Staff Computers	55,000
Network Switches and Fiber	<u>60,000</u>

2006/07

Arch Lab Replacements	<u>\$185,525</u>
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Total IT Upgrades 2006-2011	\$681,925
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Facilities Capital Expenditures

Various capital improvements totaling \$197,250 have been made to the School of Architecture from 2007 – 2011 They include installation of a card access system for the Architecture Building, HVAC, new boilers, new carpet, blinds, elevator controls, and dust collection systems.

Development Activities

The University raises funds for the Program through a series of scholarship initiatives and grants. Annual Fund contributions are allocated to the University.

2010/11	\$7279
2009/10	\$188,288 (includes two Fulbright-Hayes awards for Turkey, Egypt)
2008/09	\$51,766
2007/08	\$64,814
2006/07	\$38,108

Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution are below.

School of Architecture, Art and Historic Preservation (SAAHP) Expenditures Compared to
School of Engineering, Computing and Construction Management (SECCM)

	Architecture		Engineering	
	All Expenditures	Salaries Only	All expenditures	Salaries only
2007	3,809,020	3,427,890	1,541,889	1,369,330
2008	4,381,185	3,966,865	1,701,615	1,460,881
2009	4,653,294	4,294,264	1,819,896	1,662,647
2010	4,427,286	4,120,934	1,797,213	1,594,262
2011	4,591,162	4,223,695	1,982,544	1,749,160

**Fringe benefits not included in these expenses*

Architecture Per Student Spending compared to Engineering majors

	Architecture			Engineering		
	FTE	Spending	All	FTE	Spending	All
	Students	Per FTE	Expenditures	Students	Per FTE	Expenditures
2007	392	9,717	3,809,020	143	10,782	1,541,889
2008	405	10,818	4,381,185	142	11,983	1,701,615
2009	409	11,377	4,653,294	150	12,133	1,819,896
2010	384	11,529	4,427,286	166	10,827	1,797,213
2011	406	11,308	4,591,162	182	10,893	1,982,544

**Fringe benefits not included in these expenses.*

Enrollment and Funding Planning, 2011-2013

Enrollments levels are projected as stable over the coming two years. There is outside potential to increase enrollment by 20 students due to increasing popularity of Graduate Architecture Study Abroad Programs. There are no plans for the University to reduce or increase funding for the School of Architecture over the next few years. As long as enrollment is maintained funding will be provided at current levels to support the program. Operating expenses may remain level funded over the next couple years.

Faculty, Instruction, Facilities Planning, 2011-2013

There have been no changes in the funding models since the last accreditation visit. The 2008-2012 RWU Faculty Contract expires in June 2012, and there will be new negotiations leading up to a new 2012- Faculty Contract at that time. The University, the School and the Program are in sound financial condition.

I.2.5 Information Resources

Institutional Context and Administrative Structure

Located in the School of Architecture, Art and Historic Preservation (SAAHP), the Architecture Library at Roger Williams University is a branch library administered by University Library Services. The Architecture Library houses a circulating collection (22,000 items), a reference collection (2,900 items), a reserves collection, and a periodicals collection (current and back issues). The university's Visual Resources Center (VRC), comprising the digital images processing area, the image cataloging area, and the slide collection, is also located within the Architecture Library.

Professional staff members of the Architecture Library include the Architecture/Art Librarian, the Circulation Coordinator, and the part-time Evening Circulation Supervisor. Professional staff members of the Visual Resources Center include the part-time Digital Resources Assistant and the part-time Visual Resources Cataloger. All staff members report to the Dean and Associate Dean of University Library Services, and the immediate supervisor of the VRC staff is the Library Systems / Web Services Specialist, located in the Main Library.

Roger Williams University is a member of the Higher Education Library Information Network (HELIN) Consortium, composed of ten academic libraries and twelve health sciences libraries, providing members access to approximately six million items via a regular delivery system. Within the consortium, RWU is the sole institution offering an architecture degree program; and the Architecture Library's holdings are a unique resource for the consortium. As a result, the Architecture Library circulates a large number of materials both to the RWU campus community as well as to the HELIN community. RWU architecture students in turn benefit from the depth of collections at other institutions, particularly from art holdings at Brown University, Rhode Island College, Wheaton College, and Salve Regina University.

Collections

The Architecture Library collects in the areas of architecture and historic preservation, as well as in closely related disciplines such as landscape architecture and urban design and planning. The Main Library located nearby, holds the visual arts collection along with other materials that comprise the architecture collection as a whole.

Books

Funding for the architecture and art book collections has generally been steady over the past six years as the figures in the table below indicate. To assist with university spending cuts, the University Library voluntarily reduced book budgets mid-year in FY 08-09. The architecture/art budget was reduced that year by \$6,000 (7% of the original \$83,447 budgeted total). Library book budgets for fiscal years 09-10 and 10-11 were not funded at requested levels. For FY 11-12 funding has been restored to FY 09-10 levels.

Continued funding at present levels, with increases for inflation, will be required to maintain and improve the depth of the collection. With this continuing commitment, the print collections should be able to meet the primary needs of undergraduate and graduate students in the architecture program, including coverage in historic preservation, the visual arts, and art and architectural history. Faculty and graduate student research needs will continue to require access to collections at other institutions, through the HELIN consortium and/or through interlibrary loan. This is especially true given the increasing emphasis placed on student and faculty research at RWU.

RWU Architecture / Art Book Budgets						
	FY 06 - 07	FY 07 - 08	FY 08 - 09	FY 09 - 10	FY 10 - 11	FY 11 - 12
Architecture	\$43,500	\$45,680	\$46,468	\$51,000	\$48,000	\$51,000
Art	\$32,100	\$33,700	\$30,979	\$34,000	\$23,000	\$34,000
Total	\$75,600	\$79,380	\$77,447	\$85,000	\$71,000	\$85,000

The total architecture book collection (Architecture Library and Main Library holdings) has grown 20% in the past six years as shown in the table below. The number of Library of Congress NA books has grown 33% in the same period.

Table definitions:

Arch NA: Library of Congress NA books in the Architecture Library

Arch total: Total books in the Architecture Library

Main: Architecture-related books in the Main Library (N, NA, HT, T, TA, and TH)

Total: Total books in the Arch. Library + architecture-related books in the Main Library.

RWU Architecture Book Collection						
	FY 06 - 07	FY 07 - 08	FY 08 - 09	FY 09 - 10	FY 10 - 11	FY 11 - 12
Arch NA	10,505	11,491	12,818	13,295	13,680	13,982
Arch total	21,881	22,923	23,855	24,445	25,038	25,476
Main	5,185	5,528	6,045	6,500	6,856	7,096
Total	27,066	28,451	29,900	30,945	31,894	32,572

The Architecture Library circulating collection continues to be well used, as measured by the number of times that items are checked out. A study of the books added to the Architecture Library between FY 01-02 and FY 09-10 (row 1 in the table below) shows that the number of uncirculated items (0 checkouts) is substantially lower compared to books added to the Main Library circulating collection during the same period (row 3). The table also indicates that circulation of materials added to the Architecture Library is similar to circulation figures for the Architecture Library circulating collection as a whole (row 2). This indicates that selection of new materials is responding well to the needs of the students and faculty using the collection. Usage also compares favorably to statistics from general academic research libraries. Circulation studies at Brown University and Cornell University libraries indicate that approximately 40% of books purchased at those institutions over a five to ten year span have zero checkouts. David Banush, "Why Can't We All Just Get Along: Cultural Barriers to Shared Collections in Academic Libraries" (presentation, LYRASIS Collections Services Conference, March 16, 2010).

Checkout statistics of RWU books					
	0 checkouts	1 checkout	2-5 checkouts	6-10 checkouts	11+ checkouts
1 Arch. Library added 01-10	28%	19%	32%	12%	9%
2 Arch. Library circ. collection	20%	16%	32%	16%	16%
3 Main Library added 01-10	51%	23%	22%	3%	1%

Periodicals

The Architecture Library provides access to 206 current journal and newsletter titles in the areas of architecture, landscape architecture, urban planning, and historic preservation. Of these, 104 titles (50%) are available in print, 57 titles (28%) are available electronically, and 45 titles (22%) are available both electronically and in print. Bound back issues of periodicals numbered 5,466 in November 2010.

The Architecture Library currently subscribes to 51 of the 54 titles on the Association of Architecture School Librarians (AASL) Core List of Periodicals and 25 of 41 titles on the Supplementary List. In the past three years funds have been used to purchase past issues of specific titles to fill gaps in the back issues collection. In addition, the Architecture/Art Librarian monitors two periodical listservs, and requests needed issues when they are available. Since 2007, over 300 issues have been added to the back issues in this manner.

The 2006 NAAB Visiting Team Report recommended that the current periodicals collection be reviewed in order to better align the collection with the architecture program. In consultation with the SAAHP faculty, the Architecture/Art Librarian reviewed the collection in 2007. Seven titles were identified for cancellation, eight titles were added in architecture, and nine titles were added in visual art or art and architectural history.

Media Materials

The media collection, including architecture-related materials, is held in the Main Library. Faculty members may request additions to the collection through the Media Resources Librarian who administers a dedicated budget for this purpose. Additionally, the library subscribes to streaming media collections, including *American History in Video* and *Films on Demand* that contain some films focused on architecture.

Electronic Resources

The library currently makes available the following subject-specific, subscription-based electronic resources: *The Avery Index*, *Art Abstracts & Art Index Retrospective*, *Art Bibliographies Modern*, *Bibliography of the History of Art*, *BuildingGreen Suite*, *Design and Applied Arts Index*, *GreenFILE*, *Historic Map Works*, *Oxford Art Online*, and *Sanborn Fire Insurance Maps* for Rhode Island and Massachusetts. In addition to these resources, the RWU Library subscribes to numerous other online databases, including EBSCO Academic Search Premier, ProQuest Central, Lexis/Nexis, JSTOR, and many others.

Throughout its history the Architecture Library has collected bound print copies of architecture students' theses. Beginning in 2007, graduating architecture students have also had the option of placing an electronic copy of their theses in DOCS@RWU, the university's digital repository. The repository is available on the web and its contents may be accessed through standard search engines.

Visual Resources

The Visual Resources Collection has changed substantially since the 2006 NAAB Accreditation process. In 2006, the collection included the slide collection numbering approximately 76,000 images, the MDID image database numbering approximately 3,000 images, and subscription access to the ARTstor database (comprising roughly 300,000 images at the time). In the intervening years, use of the slide collection by faculty members has dropped dramatically. Today, it remains approximately the same size it was in 2006 and is used primarily as a source of images to be converted to digital images. The MDID image database has grown significantly, currently numbering approximately 92,650 images, and

continuing to grow. Subscription access to ARTstor has been maintained and now provides access to some 1.2 million images.

Services

Reserves

Course reserves are maintained in the Architecture Library on a semester-long basis. At the end of each semester, lists of the items on reserve for courses are distributed to the faculty members teaching the courses. The lists show the number of times each item circulated so that faculty members can determine if the materials they selected are being used by their students. Faculty members can also make electronic course reserves available through Bridges (the Sakai-based course management system at RWU). The Main Library provides scanning services to faculty to create digital files from print documents for this purpose.

Information Literacy Instruction

All students at RWU receive foundation level information literacy instruction through a required critical writing course. They may then receive additional instruction through courses in their major programs. Architecture students receive subject-based information literacy instruction as part of a precedent analysis project in ARCH 114 – Architectural Design Core Studio II (typically in the spring semester of their first year). The instruction focuses on using the library catalog and subject-specific databases (the Avery Index and the RIBA Online Catalogue) to find information on a specific building. The skills learned can be transferred to similar information needs encountered in subsequent courses. In their course of study, architecture students may also be exposed to information literacy sessions in art and architectural history courses and other supporting courses, but exposure varies according to the courses selected and the faculty members teaching particular courses.

Reference Service and Research Consultations

The Architecture/Art Librarian, the Circulation Coordinator, and the Evening Circulation Supervisor provide reference service for 57 of the 91 hours per week that the Architecture Library is open during a semester. During late-evening and weekend hours, student employees provide limited information service, and any questions they are unable to answer are referred to the librarian for follow-up. Students in need of in-depth assistance are encouraged to schedule individual research consultation appointments with the Architecture/Art Librarian. General reference service from the Main Library is available via telephone, text, email, and instant messaging. Online subject/course guides are available for architecture, historic preservation, and art and architectural history.

Current Awareness

The Architecture/Art Librarian maintains an ongoing exhibit of faculty publications in the lobby of the SAAHP building. A second exhibit case (located in the Architecture Library entry) is used for rotating exhibits of new books, student and faculty work, and materials of interest from the collection. An adjacent display wall holds notices of area programs, workshops, seminars, etc. New books are shelved for a period in the new books section of the Architecture Library to promote awareness, and monthly lists of newly acquired books and media materials are made available through the library web site. Periodic announcements of Architecture Library services, resources, and training are distributed via a faculty listserv, and the Architecture/Art Librarian attends monthly faculty meetings in the School of Architecture, Art and Historic Preservation to coordinate library collections and services with the needs of the school.

Visual Resources

The Visual Resources Center (VRC) provides digital imaging services to all RWU faculty members. Services include photographing (or scanning) images from print sources, scanning slides, cataloging images produced, and adding images and cataloging records to the MDID image database. MDID is an open-source program and subject to the benefits and limitations of open-source software. In spring 2011 it was decided to change platforms for the image database from MDID to NetExposure, a subscription-based solution. The new platform will allow students and faculty to use the image collection in a more intuitive way. As referenced in the staff section below, the conversion of the Visual Resources Curator position has had an impact on providing consistent service in the VRC.

Staff

Architecture Library

Architecture/Art Librarian

John Schlinke has served as the Architecture/Art Librarian for six years (starting February 2005), and was the Access Services Librarian at RWU for the two years prior. He holds a Master of Library and Information Studies degree from the University of Rhode Island, a Master of Architecture degree from Rice University, and a Bachelor of Science degree in Architecture from the University of Virginia. He is a registered architect who practiced as an architect for eight years and taught in an accredited architecture degree program for four years.

Circulation Coordinator

Claudia DeAlmeida, the Architecture Library Circulation Coordinator, has served in her position for four years (starting March 2007). Previously she served for six years as the Senior Copy Cataloger in the Main Library at RWU, and five years at the Fall River, MA Public Library as a Branch Supervisor and Circulation Supervisor. She holds a Bachelors degree in Education from Bridgewater State College.

Evening Circulation Supervisor (part-time)

Madeline Dalessio has served as the Evening Circulation Supervisor for four years (starting September 2007). She worked as a part-time weekend circulation supervisor in the Main Library for seven years prior to starting in the Architecture Library. She holds a Bachelor of Science degree in Health and Physical Education from Boston University. Her position was created after the 2006 NAAB accreditation visit and Madeline has proven invaluable in insuring that consistent service is provided in the Architecture Library by the student employees who work evenings and weekends.

Visual Resources Center

The need for an additional Visual Resources Center professional staff member identified in the 2005 APR was addressed in 2007 with the creation of a Visual Resources Curator position. Subsequently, three very competent individuals served in the position from July 2007 through April 2010. Each person improved the Visual Resources Center's collections and services, and each left the position for other professional opportunities. When the position became vacant in 2010, the university chose not to fill it in order to realize cost savings. The responsibility for overseeing the Visual Resources Center was then incorporated into a new position, Library Systems / Web Services Specialist, which combined responsibilities from the vacant VRC position with responsibilities from the Information Services Librarian position that became vacant in February 2010. The individual in the position is located in the Main Library.

The conversion of the position aligns with a strategic decision to expand the presence of the Visual Resources Center to better meet the needs of the campus. It was also necessitated by financial constraints facing the library. The University Library will be assessing the capacity of the reconfigured VRC to serve a broader constituency while continuing to meet the needs of the SAAHP.

Library Systems / Web Services Specialist

Dan Desilets was hired as the Library Systems / Web Services Specialist in December 2010. He holds a Bachelor of Fine Arts degree in Photography from the Rhode Island School of Design and has great depth of experience in digital media and web design and applications.

Digital Resources Assistant (part-time)

Stephen Mattos has served as the Digital Resources Assistant for four years (starting August 2007). Stephen holds a Bachelor of Fine Arts and Art Studio from the University of Rhode Island. Stephen has proven himself indispensable during the transitions between Visual Resources Curators that have occurred during his time at RWU.

Visual Resources Cataloger (part-time)

Molly Jencks worked in the Architecture Library and Visual Resources Center on an intermittent basis for three years as she completed her undergraduate degree and earned a Master of Library and Information Studies degree from the University of Rhode Island. She was hired as the Visual Resources Cataloger in February 2009 and has been instrumental in maintaining the IRIS image cataloging database.

Facilities and Equipment

Facilities

The Architecture Library is located in the School of Architecture, Art and Historic Preservation (SAAHP) providing direct access for students and faculty within the building. The SAAHP building is approximately 24 years old and the Architecture Library and Visual Resources Center occupy their originally allocated spaces of 3,984 net square feet and 537 net square feet respectively.

Hours

During the semester, the Architecture Library is open 91 hours per week according to the schedule below. Additionally, for the past two years, the library has provided extended hours on Fridays and Saturdays at semester's end to allow students more quiet study options on campus.

Typical Architecture Library Hours						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12 p.m.-12 a.m.	8 a.m. -12 a.m.	8 a.m. -12 a.m.	8 a.m. -12 a.m.	8 a.m. - 12 a.m.	8 a.m. - 6 p.m.	12 p.m. - 5 p.m.

Environmental Control and Building Envelope

The replacement of the main chiller and pumps in 2006 has substantially improved cooling capacity in the library but the space is still vulnerable to temperature and humidity spikes during system switchovers from heating to cooling and vice versa that occur on a seasonal basis. A small, supplementary direct expansion unit was installed in 2006 to better control temperature and humidity in the Visual Resources Center. Replacement of original vertical blinds with roller shades in 2011 has greatly reduced heat gain and glare at the south and west windows.

During heavy rains, there are a several leaks in the space due to water infiltration at the roof and glazing. The locations of the leaks have been determined and shelving has been adjusted to prevent damage to materials.

Accessibility, Life Safety, and Disaster Planning

Access to the mezzanine and second floor of the Architecture Library was cited under Causes of Concern in the 2006 NAAB Visiting Team Report:

“5. b. Physical Resources/Information Resources: The Architecture Library mezzanine and second floor do not meet accessibility codes. The team is concerned that sources of funding and a schedule for the proposed Phase 3 library expansion have not been determined.”

The proposed expansion to the Architecture Library has not been undertaken since the 2006 accreditation visit. For patrons with physical disabilities that preclude the use of the open stair, access to library materials on the mezzanine and second floor continues to be provided by a staff retrieval service. Patrons can locate materials using the online library catalog via accessible computers on the first floor of the library and ask a staff member working at the circulation desk to retrieve these materials for them. In addition, a patron with disabilities can access the second floor by exiting the library on the first floor, using the central building elevator (located approximately 135 feet away) and returning to the library on the second floor through an egress door. The door, which is alarmed for collection security, must be unlocked by a staff member.

There are adequate theft, fire, and natural hazard protections in place. A current, comprehensive plan addressing emergency procedures and disaster preparedness for the Main and Architecture Libraries was completed in 2010.

Finishes and Furnishings

Except for limited patching, the carpeting is original and in need of replacement, especially at the stair. The University Library will request capital funds in October 2011 to have this work done along with replacement of the public computer tables. Seating is generally in acceptable condition, though the upholstered chairs are typically worn, faded, and stained. Interior walls were painted in 2006.

Collection Shelving

Shelving in the Architecture Library has been redesigned twice in the past two years to accommodate its growing collections. The first redesign occurred in winter 2005 (just prior to the NAAB accreditation visit in spring 2006). The second occurred in summer 2009. Both redesigns were based on providing three years worth of collection growth and improving the function of the library space, and both achieved their goals. The reference collection was reduced in size through weeding and relocation of some materials to the circulating collection. The current periodicals collection was compressed by shelving three journals per shelf instead of two. The table below shows the increase or reduction in shelving for the various collections.

Architecture Library Shelving Changes 2005 - 2011			
	Linear feet in 2005	Change in linear feet	Percentage change
Circulating Collection	1,627	+ 382	+ 23%
Reference Collection	378	- 102	- 27%
Current Periodicals	270	- 156	- 58%

Periodical Back Issues	1,092	+ 66	+ 6%
Reserves	54	+ 69	+ 128%

By summer 2012, shelving in the Architecture Library will again be at capacity. Given economic conditions, an addition to the library in the near term appears unlikely; therefore it will be necessary to address growth in the collection by other means. Potential options are discussed in the strategic planning document that is part of the APR.

Equipment

The public computers in the Architecture Library were replaced in summer 2011 with newer computers repurposed from the Gabelli School of Business. Two flatbed scanners and one slide scanner attached to these computers are available to patrons. The university computer network and the wireless network in the Architecture Library have generally been stable in their performance.

I.3.1 Statistical Reports

Table I.3.1.A Student Demographic Comparison

<u>Architecture Program 2006</u> <i>(in 2008 NAAB reporting categories were changed)</i>	
African American	3
Native American	1
Asian/Pacific Island	11
Hispanic Origin	10
Foreign	13
White	<u>375</u>
TOTAL	423

Women	167
Men	<u>256</u>
TOTAL	423

<u>Architecture Program 2007</u> <i>(in 2008 NAAB reporting categories were changed)</i>	
African American	2
Native American	2
Asian/Pacific Island	12
Hispanic Origin	10
Foreign	9
White	<u>349</u>
TOTAL	384

Women	163
Men	<u>221</u>
TOTAL	384

<u>Architecture Program 2010</u>			
	Male	Female	Total
American Indian or Alaska Native	-	-	-
Asian	9	3	10
Native Hawaiian/Pacific Islander	-	-	-
Black or African American	3	2	5
Hispanic/Latino	10	3	13
White	208	105	313
Two or more races	4	3	7
Non Resident Alien	8	5	13
Race/Ethnicity unknown	<u>25</u>	<u>25</u>	<u>50</u>
Total	267	146	413

<u>Roger Williams University 2010</u>			
	Male	Female	Total
American Indian or Alaska Native	6	7	13
Asian	50	35	85
Native Hawaiian/Pacific Islander	1	-	1

Black or African American	55	51	106
Hispanic/Latino	91	103	194
White	1745	1681	3426
Two or more races	35	51	86
Non Resident Alien	53	33	86
Race/Ethnicity unknown	337	346	683
Total	2373	2307	4680

Table I.3.1.B Qualifications of Entering Students

<u>Architecture Program 2006</u>	<u>Architecture Program 2007</u>	<u>Architecture Program 2011</u>
3.3 GPA 1162 SAT	3.4 GPA 1159 SAT	3.4 GPA 1120 SAT

Table I.3.1.C Time to Graduation

The table below illustrates the following phase-in/phase-out that occurred at Roger Williams of:

- Phase-out of the Bachelor of Architecture professional degree—the last entering class was Fall 2004, the last scheduled graduating class was in May 2009.
- Phase-in of the BS in Architecture / Master of Architecture dual degree program—the first entering class was Fall 2005, but many students switched from the B.Arch. to the B.S./M.Arch. during the 2006-2010 time period who had entered previously under the B.Arch.
- The BS in Architecture/Master of Architecture program was a dual degree program through the entering class of 2010—meaning that students were awarded both degrees at the completion of the professional sequence (5.5-6 years), rather than receiving the BS in Architecture along the way after four years. This is reflected in the time to graduation numbers for the BS in Architecture 2006-10 listed below, where the students first chance to receive the four year degree was after 5.5-6 years.
- Beginning with the entering class of 2010, students in the 4+2 BS in Architecture/Master of Architecture program will graduate with the undergraduate degree in four years.

Time to Degree (years):															
Architecture - Degrees Awarded	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	Grand Total	% 4 yrs	% 5 yrs	% 6 yrs	150% of Normal Time	Unknown time to degree (degrees awarded)	
M-ARCH 2006-2010		5	75	13	2	2		1	98	5%	77%	13%	95%	M-ARCH	19
2006			8	2					10	0%	80%	20%	100%	2006	3
2007			3		1				4	0%	75%	0%	75%	2007	1
2008		4	12	3	1	1			21	19%	57%	14%	90%	2008	6
2009		1	25	3					29	3%	86%	10%	100%	2009	4
2010			27	5		1		1	34	0%	79%	15%	94%	2010	5
B-ARCH 2006-2010		22	56	14	8				100	22%	56%	14%	92%	B-ARCH	33
2006		12	17	2					31	39%	55%	6%	100%	2006	9
2007		10	19	4	1				34	29%	56%	12%	97%	2007	11
2008			9	2	2				13	0%	69%	15%	85%	2008	3
2009			11	4	3				18	0%	61%	22%	83%	2009	9
2010				2	2				4	0%	0%	50%	50%	2010	1
BS 2006-2010	36	21	85	18	2	3	1	1	167	13%	51%	11%	96%	BS	21
2006	2	4	11	4					21	19%	52%	19%	100%	2006	2
2007	1	1	6	1	1				10	10%	60%	10%	90%	2007	2
2008	11	7	12	4	1	2			37	19%	32%	11%	92%	2008	5
2009	14	4	27	3			1		49	8%	55%	6%	98%	2009	8
2010	8	5	29	6		1		1	50	10%	58%	12%	96%	2010	4
Grand Total	36	48	216	45	12	5	1	2	365	13%	59%	12%	95%	Total	73

Program Faculty Characteristics

Number of Faculty receiving tenure and promotion since the 2006 NAAB Visit, in the Architecture Program and University-wide.

<u>2007</u>	<u>Tenure</u>	<u>Promotion</u>
Architecture	2	2
RWU	10	12

<u>2008</u>	<u>Tenure</u>	<u>Promotion</u>
Architecture	1	2
RWU	10	12

<u>2009</u>	<u>Tenure</u>	<u>Promotion</u>
Architecture	1	1
RWU	14	16

<u>2010</u>	<u>Tenure</u>	<u>Promotion</u>
Architecture	1	3
RWU	11	19

<u>2011</u>	<u>Tenure</u>	<u>Promotion</u>
Architecture	1	2
RWU	14	17

Faculty maintaining licensure in US jurisdictions each year since the 2006 NAAB Visit, and where they are licensed

	<u>Full Time</u>	<u>Visiting</u>	<u>Adjunct</u>	<u>Jurisdictions</u>
2006/07	7	-	9	RI, MA, CT, MO
2007/08	7	5	9	RI, MA, CT, MO
2008/09	8	6	9	RI, MA, CT, MO
2009/10	8	3	11	RI, MA, CT, MO
2010/11	8	4	14	RI, MA, CT, MO
2011/12	8	5	14	RI, MA, CT, MO, VT, NH, ME

***Faculty maintaining licensure has risen sharply due to creating two Visiting Positions in 2007—Visiting Professor of Architecture, and Teaching Firm in Residence Programs involving multiple participants from a firm--as well as increasing new hires among adjunct faculty maintaining licensure.*

Table I.3.1 Full-Time Faculty Demographic Comparison

Architecture Program 2006

African American	0
Native American	0
Asian/Pacific Island	3
Hispanic Origin	2
Women	6
Men	13

Architecture Program 2007 *(in 2008 NAAB reporting categories were changed)*

African American	0
Native American	0
Asian/Pacific Island	3
Hispanic Origin	2
Women	6
Men	13

Architecture Program 2010

	Male	Female	Total
American Indian or Alaska Native	0	0	0
Asian/ Native Hawaiian/Pacific Islander	3	3	6
Black or African American	0	0	0
Hispanic/Latino	3	0	3
White	16	7	23
Two or more races	0	0	0
Race/Ethnicity unknown	0	0	0
Total	22	10	32

Roger Williams University 2010

	Male	Female	Total
American Indian or Alaska Native	2	-	2
Asian Native Hawaiian/Pacific Islander	6	10	16
Black or African American	3	10	13
Hispanic/Latino	3	6	9
White	294	177	471
Two or more races	0	0	0
Race/Ethnicity unknown	14	16	30
Total	322	219	541

2006 NAAB STATISTICAL REPORT

SCHOOL: Roger Williams University Completed by: Stephen White, AIA, Dean

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u> **PreProf	<u>B.Arch</u> Five-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> **PostNonProf	<u>M.Arch</u> Five-year	<u>M.Arch</u> **PostPreProf	<u>M.Arch</u> ***PostNonProf
Full-Time Students	113	267				33	
Part-Time Students	3	6				1	
FTE Students	114	269				33	
Arch Design Studio Students	99	249				31	
Students Working Part-Time	NA	NA				NA	
Outside Stud. Serv. by Dept.	NA	29				NA	
African-American Students	2	1				0	
Native American Students*	0	1				0	
Asian/Pacific Isle Students	0	10				1	
Hispanic Origin Students	1	9				0	
Women Students	41	106				10	
Foreign Students	5	6				2	
Total Degrees Awarded	15	41				9	
Grads. Fin. Estab. No. Yrs.	12	25				9	
Degrees Awarded Women	1	14				0	
Degrees Awarded Afri-Amer	0	0				0	
Degrees Awarded Amer. Ind.	0	0				0	
Degrees Awarded Asi/Pac. Isl.	0	1				0	
Degrees Awarded Hispanics	0	0				0	
Min Req. SAT/ACT/GRE Score	950						
Number of Applicants	437	NA				18	
Number Accepted	275	NA				17	
Enrollment Target/Goal	85-95						
Student Studio/Faculty Ratio	11:1						

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	10,505
Total Architecture Collection in Departmental Library	21,881
University Library LCNA or 720-729 Collection	73
Total Architecture Collection in University Library	5,185
Departmental Library Architecture Slides	71,623
University Library Architecture Slides	0
Departmental Library Architecture Videos	231 (located in Main Library)
Staff in Dept. Library	6.0 FTE (includes student employees)
Number of Computer Stations	66 (7 Library + 59 Computer labs)
Amount Spent on Information Technology	\$261,860 (\$49,000 Library + \$212,860 SAAHP)
Annual Budget for Library Resources	\$164,360
Per-Capita Financial Support Received from University	\$ 7,713
Private Outside Monies Received by Source	\$398,500
Studio Area (Net Sq. ft.)	22,000 s.f.
Total Area (Gross Sq. ft.)	62,000 s.f.

2006 NAAB STATISTICAL REPORT

SCHOOL: Roger Williams University Completed by: Stephen White, AIA, Dean

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	8.5	83,728	89,215	104,726	\$86,899
Associate Professor	3.5	78,454	80,713	80,071	\$82,044
Assistant Professor	8.5	49,332	64,192	78,454	\$66,724
Instructor	--	--	--	--	--

FACULTY DATA

Department Total

Full-Time Faculty	20.5
Part-Time Faculty	21
Full-time Equivalent (FTE) Faculty	30.25
Tenured Faculty	11
Tenure-Track Positions	8
FTE Administrative Positions	3
Faculty Engaged in Service to Comm.	3
Faculty Engaged in Service to Univ.	7
FT Faculty who are U.S. Licensed Registered Architects	12
PT Faculty who are U.S. Licensed Registered Architects	12
Practicing Architects	19 (FT & PT)
FTE Graduate TAs	--
FT Faculty Avg. Contact Hrs/Wk	10.5
PT Faculty Avg. Contact Hrs/Wk	3-9

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	10
D. Arch	--
M.A. or S.	--
Prof. M. Arch	4
B. Arch	2
Post Prof. Masters	11
Other	1

	ET	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	0	0				
Native American Faculty*	0					
Asian/Pacific Island Faculty	3		3	3		
Hispanic Origin Faculty	1		1		1	
Women Faculty	6	6	3	3		3

*Include Eskimos and Aleuts

20 July 2007

Cassandra Pair, Accreditation Manager
The National Architectural Accrediting Board
1735 New York Avenue NW
Washington, DC 20008

RE: Roger Williams University 2007 Annual Report, NAAB Accredited Degree Programs

Dear Ms. Pair,

Outlined following is Roger Williams University's Annual Report for its NAAB-accredited programs in Architecture:

- Bachelor of Architecture (last graduating class 2009)
- Master of Architecture

These professional degree programs in Architecture were reviewed by NAAB in 2006. Below are our responses to Conditions Not Met, and to Causes of Concern as outlined in the 2006 Visiting Team Report. We did not receive any other response, which seemed might be coming from the May 10, 2007 letter sent to the schools, so submit this material at this time. Also attached is the Annual Statistical Report.

Responses to the Visiting Team Report have been framed through our School's annual Self-Assessment processes, which include a twice-yearly two-day School-side Self-Assessment Conferences Format, most recently held in January and May 2007.

Please contact me with any questions.

Many thanks

Sincerely,

Stephen White, AIA
Dean, School of Architecture, Art and Historic Preservation

enclosures

Part I. 2007 NAAB Statistical Report

Attached following.

Part II. Program Response to Conditions Not Met

Conditions Not Met in the 2006 Visiting Team Report consisted of two curricular items

- 13.14 Accessibility
- 13.25 Cost Control

13.14 Accessibility

2006 NAAB Visiting Team Report: *"Accessibility is given inadequate attention, and examples of its application throughout the studio work are limited. Accessibility codes and human-centered design/universal design principles are NOT addressed."*

RWU Response/Attention to Issues: The School has addressed this item in courses in the Bachelor of Architecture and Master of Architecture programs, that have resulted in improved student outcomes:

- at Core + Advanced levels of study
- integrating content from coursework into the design studio

1) Bachelor of Architecture program (last graduating class 2009)--improved coverage has been addressed in revised course syllabi adjustments and assignments from Fall 2006 onward:

- **in required coursework at the Core Level**
Fall 2006: Arch 321 Site + Environment (site accessibility)
Spring 2007: Arch 231 Construction Materials and Assemblies I (building accessibility)
- **in required coursework at the Advanced Level**
Fall 2006: Arch 541 Independent Project Proposal Seminar (site + building accessibility, code review as prerequisite for Arch 514 Independent Project Design Studio)
- **in required Design Studios at the Core Level**
Fall 2006: Arch 213 Architectural Design Core Studio III (site + building accessibility)
- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 514 Independent Project Design Studio 514 (site + building accessibility)

2) Master of Architecture program--improved coverage has been addressed in revised course syllabi and course assignments from Fall 2006 onward:

- **in required coursework at the Core Level**
Fall 2006: Arch 321 Site + Environment (site accessibility)
Spring 2007: Arch 231 Construction Materials and Assemblies I (building

accessibility)

- **in required Design Studios at the Core Level**

Fall 2006: Arch 213 Architectural Design Core Studio III (site + building accessibility)

- **in required Design Studios at the Advanced Level**

Spring 2007: Arch 513 Comprehensive Project Design Studio (site + building accessibility)

13.25 Construction Cost Control

2006 NAAB Visiting Team Report: *"General awareness of cost is evident in studio work (e.g. affordable housing, material selection) and as part of coursework such as ARCH 333 Electrical and Mechanical Equipment of Buildings. However, the fundamentals of building cost, life-cycle cost, and construction estimating are NOT covered in coursework."*

RWU Response/Attention to Issues:

The School has addressed this item in coursework and in the design studio at the advanced level, which has resulted in improved student outcomes:

1) Bachelor of Architecture program (last graduating class 2009): improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward:

- **in required coursework at the Advanced level**

Fall 2006, Spring 2007: Arch 542 Professional Practice

Fall 2006: Arch 541 Independent Project Proposal Seminar

- **in required Design Studios at the Advanced Level**

Spring 2007: Arch 514 Independent Project Design Studio

2) Master of Architecture program--improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward:

- **in required coursework at the Advanced level**

Fall 2006, Spring 2007: Arch 542 Professional Practice

- **in required Design Studios at the Advanced Level**

Spring 2007: Arch 513 Comprehensive Project Design Studio

3) Architecture, Engineering, Construction Management Student Team wins ASC/ACCE NE region Design-Build Competition for fourth consecutive year, 2007/08

Additionally, Roger Williams Architecture students have been members of interdisciplinary teams with Roger Williams Engineering and Construction Management students that have won the Associated Schools of Construction (ASC) Region 1 (Northeast) Design-Build Competition for four consecutive years, 2004-2007. The Roger Williams team won the ASC national competition in 2004. RWU's Ahlborg Professor of Construction Management, Fred Gould, is the competition advisor, and also teaches

Arch 484 Construction Estimating and Scheduling, an advanced elective course for the Architecture Program.

Part III. Responses to Causes of Concern

Causes of Concern in the Draft 2006 Visiting Team Report were identified in the following areas:

- Social Diversity
- Physical Resources/Information Resources
- Life Safety Principles
- Student Site Analysis/Environmental Orientation
- Mechanical Systems in relation to 12.22 Building Systems Integration, 12.29 Comprehensive Design

a. Social Diversity

2006 NAAB Visiting Team Report: *"The architecture program and the University has established a very supportive and positive environment in which students can learn; and faculty can teach and work. However, a clearly written Diversity Policy is NOT in place for communication and distribution to current and prospective faculty, students and staff."*

RWU Response/Attention to Issues: We have developed a School-wide Inclusive Excellence Policy (attached following), in concert with University-wide initiatives of this title to encourage the development of diverse perspectives. This supplements the published student, faculty and staff materials on Social Diversity at the University-level in the Student Handbook, Faculty Contract, and Staff Personnel Manual, which were referred to and cited in the writing of our APR.

It should be noted that initiatives such as the establishment of the School's Planning Committee and the on-going development of the Faculty Merit Review Process. Of the Planning Committee's eight person membership, six are men, two are women; one is Hispanic, two are Asian. Of sixteen Faculty Merit Pay awards given in 2006/07, six were to women, ten to men, three to Asian, one Hispanic members of the faculty.

b. Physical Resources / Information Resources

2006 NAAB Visiting Team Report: *"The Architecture Library mezzanine and second floor do not meet accessibility codes. The team is concerned that sources of funding and a schedule for the proposed Phase 3 library expansion have not been determined."*

RWU Response/Attention to Issues:

As part of a three-phase Facilities Master Plan for the School developed in 2003/04 with William Kite Architects, Providence, a Phase III Architecture Library Expansion Plan was developed. This plan includes an elevator in the expanded Architecture Library which would address this concern directly. Status of this Plan is described in #1 below. Interim

accessibility arrangements in place for the Architecture Library Mezzanine and Second Floor are described in #2 below.

1) Funding and Proposed Schedule for Phase 3

In 2006, the University retained Shepley Bulfinch Richardson and Abbot (SBRA) Architects, Boston, to review and develop its overall library/information resource strategy for Roger Williams' University Libraries in Spring 2006. A finding in this report that impacts the Architecture Library Plan is they found that it was not desirable or possible to consolidate the Architecture Library into the main library. Therefore, the need for attention to the Architecture Library remains.

The University is in process of formulating a Capital Campaign, with identification of the Architecture Library expansion pending. The Architecture Library collection has one more year of full collections growth potential remaining, through 2007/08, in its existing surroundings. Information regarding the Capital Campaign will be forwarded when completed.

2) Current Accessibility of the Architecture Library Mezzanine and Second Floor: The original building housing the School of Architecture, Art and Historic Preservation (SAAHP) at Roger Williams University was completed in 1987, prior to the enactment of the Americans with Disabilities Act (ADA) in July 1990. The two subsequent Phase I and Phase II expansions to the building completed in 2004 and 2005 were designed to be in full compliance with the ADA as required by Section 303 (a) (2) covering building alterations. Phase III, the Architecture Library, is still pending.

The Architecture Library is approximately 4,600 net square feet in size and is housed in a portion of the original building. It comprises two floors and a small mezzanine level (280 n.s.f.) which is 2'-8" above the first floor. An open stair connects the three levels. In addition, an elevator that connects the first and second floors of the SAAHP building is located 135 feet from the library along an accessible corridor. No elevator or lift access is available to the library mezzanine.

- Current Interim Access is obtained via a Staff Retrieval Service, and Special Access via main building elevator. For patrons with physical disabilities that preclude the use of the open stair, access to library materials on the mezzanine and second floor is provided by a staff retrieval service. Patrons can locate materials using the online library catalog via accessible computers on the first floor of the library and ask a staff member working at the circulation desk to retrieve these materials for them. In addition, a patron with disabilities can access the second floor by exiting the library on the first floor, using the central building elevator and returning to the library on the second floor through an egress door. The door, which is alarmed for collection security, must be unlocked by a staff member.

The University has determined that providing direct access to the Architecture Library mezzanine and second floor by means of a lift or elevator is not "readily achievable" as

defined under Section 301 DEFINITIONS (9) of the Americans with Disabilities Act. Under Section 302 (b)(2)(A)(v), if the removal of a barrier to access is determined not to be "readily achievable" the law obligates an entity "to make such goods, services, facilities, privileges, advantages, or accommodations available through alternative methods if such methods are readily achievable." Provision of a staff retrieval system for library materials, together with staff-assisted access to the second floor of the Architecture Library, meets this requirement.

The only renovation work that has been carried out in the Architecture Library since 1987 has been the addition and reconfiguration of book and periodical shelving, and the relocation of the circulation desk. When shelving has been added or relocated, all minimum aisle clearances (36") as prescribed by the ADA have been maintained. It is the intent of the SAAHP to expand the existing Architecture Library and in doing so, bring the space into compliance with the ADA and all applicable state standards.

c. Life Safety Principles

2006 NAAB Visiting Team Report: *"Life Safety principles are generally covered satisfactorily in coursework, however, studio work often resulted in inadequate or inappropriate egress."*

RWU Response/Addressing of Issues:

We have revised course assignments in Architectural Design Studios at the Core + Advanced levels, which has resulted in improved student outcomes:

1) Bachelor of Architecture program (last graduating class 2009): improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward

- **in required Design Studios at the Core Level**
Fall 2006: Arch 213 Architectural Design Core Studio III
- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 514 Independent Project Design Studio

2) Master of Architecture program--improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward

- **in required Design Studios at the Core Level**
Fall 2006: Arch 213 Architectural Design Core Studio III
- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 513 Comprehensive Project Design Studio

d. Student Site Analysis/Environmental Orientation

2006 NAAB Visiting Team Report: *"Student site analysis consistently demonstrates sensitivity to context, social concerns and physical terrain. However, the team is*

concerned that site analysis often failed to include environmental orientation as it relates to building design."

RWU Response/Attention to Issues:

Given that the NAAB Visiting Team concluded that "...student site analysis demonstrates sensitivity in several areas...", we believe that a key aspect of this Cause of Concern involves graphic representational issues in the student work. We have improved coverage of orientation and related representation techniques as follows in both Bachelor of Architecture and Master of Architecture program coursework in revised course syllabi and assignments from Fall 2006 onward, and in the publication of Graphic Standards addressing this and other issues, that have resulted in improved student outcomes outline below:

1) Bachelor of Architecture program (last graduating class 2009): improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward

- **in required coursework at the Core Level**
Fall 2006: Arch 321 Site + Environment
- **in required Design Studios at the Core Level**
Spring 2007: Arch 114 Architectural Design Core Studio II and subsequent studios
- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 514 Independent Project Design Studio

2) Master of Architecture program--improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward

- **in required coursework at the Core Level**
Fall 2006: Arch 321 Site + Environment
- **in required Design Studios at the Core Level**
Spring 2007: Arch 114 Architectural Design Core Studio II and subsequent studios

3) General—Development of Architecture Program Building + Site Graphic Representation Standards

To address this issue in a more general way, for 2006/07 Charles Hagenah, AIA, Architecture Core Studies Coordinator, developed a general set of standards that were adopted over the first five semesters of design studios. This standard is being extended across the entire Architecture curriculum for 2007/08.

e. Mechanical Systems in relation to 12.22 Building Systems Integration, 12.29 Comprehensive Design

2006 NAAB Visiting Team Report: *"The 2000 Team Report noted only two "not met" items, namely Criterion 12.22 - Building System Integration; and 12.29 - Comprehensive Design. Roger Williams Annual Report(s) to NAAB indicate that the noted deficiencies were addressed through continuing development of ARCH 313 Architecture Design Core Studio; and creation of a new course, ARCH 513 Comprehensive Project Design*

Studio. Building Systems Integration is adequately covered by required coursework; and Comprehensive Design is generally met in ARCH 313 and ARCH 513. While these criteria are generally met, the team is concerned that studio work often does not demonstrate the ability to conceptually integrate mechanical systems into building design; or demonstrate an understanding of mechanical systems within a comprehensive architectural project."

We have revised course assignments at the advanced level in required coursework and design studios in this area, and developed a new "Consultation" teaching model to further integrate knowledge of mechanical systems into design studios, which have resulted in improved student outcomes.

1) Bachelor of Architecture program (last graduating class 2009): improved coverage of mechanical systems integration has been addressed in revised course syllabi and assignments from Fall 2006 onward, and participation of "Consultant" on mechanical systems, Professor Jeffrey Staats, AIA, NCARB. See #3 below.

- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 514 Independent Project Design Studio

2) Master of Architecture program--improved coverage has been addressed in revised course syllabi and assignments from Fall 2006 onward, and

- **in required Design Studios at the Advanced Level**
Spring 2007: Arch 513 Comprehensive Project Design Studio, and participation of "Consultant" instructor on mechanical systems, Professor Jeffrey Staats, AIA, NCARB. See #3 below.

3) Adoption of "Consultation" Teaching Model for Mechanical Systems, Spring 2007- Beginning in Spring 2007, the School implemented a new "consultation" teaching model for integration of mechanical systems into design studios, led by Professor Jeffrey Staats, AIA, NCARB. Staats, who teaches the required coursework Arch 333 Mechanical and Electrical Equipment, and Arch 332 Acoustics and Lighting as well as Introductory and Advanced Design Studios, is awarded either a course release or overload payment each semester to participate in advanced studios taught by others with the express purpose of integrating mechanical systems into the studios. This has had a strong impact on the design studio, and is an interesting experiment in teaching that is being considered for other curricular areas such as structural principles as well.

Part IV. Changes to the Accredited Programs

There are no changes to report in this area.

(Response to 2006 NAAB Report: Causes of Concern)

Roger Williams University
School of Architecture, Art and Historic Preservation
Spring 2007

SAAHP Inclusive Excellence

Mission Statement

The School of Architecture, Art and Historic Preservation brings diverse individuals together into an educational community dedicated to the creation and stewardship of the built and cultural environments. We prepare students for leadership in professional practice, service and individual creative pursuits. We achieve this through multidisciplinary educational programs set within a collegial environment guided by the principles of inquiry, conscience and tolerance espoused by the University's namesake, Roger Williams. The School exists to prepare students from many backgrounds and experiences for a variety of roles within a global society, with its continuing need for educated citizens who have the knowledge, skills and commitment to improve our surroundings.

Policy

To advance the School's mission and to furthering University-wide Inclusive Excellence initiatives and policies available to all faculty, staff and students for human, physical and financial resources, the School of Architecture, Art and Historic Preservation provides all of its members opportunities for enrichment of learning, teaching and work through participation in its organizational structure and operational practices. These are conceived to engage and recognize the efforts of all members of the school community, and to foster the interchange of diverse perspectives throughout the school's programs, which include:

- Summer Academy in Architecture for High School Students
- Undergraduate and Graduate Degree Programs in Architecture, Art + Architectural History, Historic Preservation, Visual Arts Studies
- Study Abroad Programs
- Community Partnerships Initiative
- Public Events Series
- Practice Alliance
- Field School in Building Archaeology
- International Fellows Program
- Student Organizations
- SAAHP Honors + Awards

These programs in themselves are broadly conceived to engage an array of constituents from full-time and adjunct faculty members to high school, undergraduate

and graduate students, staff, mid-career professionals and the public. Together, these programs establish linkages to diverse communities beyond the school that further enrich our learning and working environment.

Procedures: Participation in School and Program Governance

The School has developed a broad organizational structure inclusive of many leadership and participatory opportunities for faculty, students and staff, most recently revised in 2005/06. Please refer to the SAAHP Planning + Assessment Framework at <http://saahp.rwu.edu/internal/paf> for information and opportunities.

At the highest level of interdisciplinary organization, the SAAHP Academic Council and SAAHP Planning Committee include representation from all constituents in the school. The SAAHP Academic Council includes all faculty, staff, deans, and student representatives from each major, and is the voting body of the school. On-going work of the Academic Council group can be found at <http://saahp.rwu.edu/internal/paf>. The SAAHP Planning Committee is composed of the faculty coordinators from the school's majors (Architecture, Art and Architectural History, Historic Preservation, and Visual Arts Studies), deans, with periodic representation from the SAAHP Student Organizations the American Institute of Architecture Students (AIAS), the Art Society, and the Historic Preservation Society. On-going work of the SAAHP Planning Committee can be found at <http://saahp.rwu.edu/internal/paf>.

Procedures: Access to and Distribution of Resources

The central access to faculty resources is university-wide through the RWU Faculty Contract. Here are outlined resources and procedures all full-time faculty for Professional Development, RWU Foundation to Promote Research and Scholarship, and Merit Review policies and procedures. There are a variety of student resources through Student Senate, participation in Planning + Assessment framework, representation on SAAHP Planning Committee.

School-based resource distribution is available for input and implementation through the SAAHP Organizational Structure in the SAAHP Planning Committee, which develops Capital and Operational Expenditures planning for SAAHP Programs, and the SAAHP Academic Council. Additional faculty, student and staff requests related to coursework or individual development and are also taken up as they arise through the Dean's Office, and supported through Dean's Discretionary Fund. Decision making is guided by requests addressing Inclusive Excellence goals university-wide. Please contact Stephen White, AIA, Dean for more information at swhite@rwu.edu

2007 NAAB STATISTICAL REPORT

SCHOOL: Roger Williams University Completed by: Stephen White, AIA, Dean

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students	190	171				23	
Part-Time Students	5	14				2	
FTE Students	192	176				24	
Arch Design Studio Students	N/A	N/A				N/A	
Students Working Part-Time	N/A	N/A				N/A	
Outside Stud. Serv. by Dept.	N/A	N/A				N/A	
African-American Students	2	0				0	
Native American Students*	1	0				1	
Asian/Pacific Isle Students	3	8				1	
Hispanic Origin Students	2	8				0	
Women Students	81	73				9	
Foreign Students	5	2				2	
Total Degrees Awarded	26	51				9	
Grads. Fin. Estab. No. Yrs.	24	49				9	
Degrees Awarded Women	21	20				5	
Degrees Awarded Afri-Amer	0	1				0	
Degrees Awarded Amer. Ind.	0	0				0	
Degrees Awarded Asi/Pac. Isl.	0	1				0	
Degrees Awarded Hispanics	0	1				0	
Min Req. SAT/ACT/GRE Score	950					--	
Number of Applicants	547					14	
Number Accepted	268					13	
Enrollment Target/Goal	90-100					24	
Student Studio/Faculty Ratio	11:1					10:1	

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	11,491
Total Architecture Collection in Departmental Library	22,923
University Library LCNA or 720-729 Collection	80
Total Architecture Collection in University Library	5,528
Departmental Library Architecture Slides	72,123
University Library Architecture Slides	0
Departmental Library Architecture Videos	240 (located in Main Library)
Staff in Dept. Library	6.0 FTE
Number of Computer Stations	66 (7 Library + 59 Computer labs)
Amount Spent on Information Technology	\$ 93,533 computer update year prior
Annual Budget for Library Resources	\$130,123
Per-Capita Financial Support Received from University	\$ 8,101
Private Outside Monies Received by Source	\$120,333
Studio Area (Net Sq. ft.)	22,000 s.f.
Total Area (Gross Sq. ft.)	62,000 s.f.

2007 NAAB STATISTICAL REPORT

SCHOOL: Roger Williams University Completed by: Stephen White, AIA, Dean

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor	9.5	86,868	92,784	110,055	90,375
Associate Professor	4.5	80,808	83,941	92,784	84,505
Assistant Professor	7.5	52,342	66,770	80,808	69,393
Instructor	--	--	--	--	--

FACULTY DATA

Department Total

Full-Time Faculty	21.5
Part-Time Faculty	21
Full-time Equivalent (FTE) Faculty	30.25
Tenured Faculty	11
Tenure-Track Positions	8
FTE Administrative Positions	3
Faculty Engaged in Service to Comm.	3
Faculty Engaged in Service to Univ.	7
FT Faculty who are U.S. Licensed Registered Architects	13
PT Faculty who are U.S. Licensed Registered Architects	12
Practicing Architects	20 (FT & PT)
FTE Graduate TAs	--
FT Faculty Avg. Contact Hrs/Wk	10.5
PT Faculty Avg. Contact Hrs/Wk	3-9

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	10
D. Arch	--
M.A. or S.	--
Prof. M. Arch	5
B. Arch	2
Post Prof. Masters	12
Other	1

	FT	PT	Tenured	Prof.	Assoc.	Assist.
African-American Faculty	0	0				
Native American Faculty*	0					
Asian/Pacific Island Faculty	3		3	3		
Hispanic Origin Faculty	1		1		1	
Women Faculty	6	6	3	3		3

*Include Eskimos and Aleuts

National Architectural Accrediting Board, Inc.

MEMORANDUM

RECEIVED

TO: NAAB accredited programs
cc: Andrea Rutledge, CAE, Executive Director
FROM: Cassandra Pair, Accreditation Manager
DATE: May 28, 2008
RE: 2007 Annual Report Responses

JUN 01 2008

SAAHP



Enclosed please find the NAAB response to your 2007 Annual Report submission.

As a reminder, the 2008 Annual Report submission has been changed to November 30, 2008. For further information as it relates to these changes, log onto the NAAB website (www.naab.org) and click on the "News" link.

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

Should there be any questions, please contact the NAAB office at (202) 783-2007.

Thank you.

**NAAB RESPONSE TO ROGER WILLIAMS UNIVERSITY
2007 ANNUAL REPORT**

Rec'd Date: 7/23/2007

Date of Visit: N/A

**Section One:
Checklist of required elements**

1. Statistical Report	√Included	Not Included
2. Response to deficiencies identified in the most recent VTR	√Included	Not Included
3. Causes of Concern	√Included	Not Included
4. Changes in the accredited program	√Included	Not Included

**Section Two (A):
Assessment of response to deficiencies**

Condition 13.14: Accessibility

Satisfied, no further reporting required¹

Condition 13.25 Cost Control

Satisfied, no further reporting required²

**Section Two (B):
Assessment of response to causes of concern**

Social Diversity

Satisfied, no further reporting required.³ The enclosed copy of the statement on Inclusive Excellence was much appreciated.

Physical Resources/Information Resources

The school and university are to be commended for their continued attention to the condition and accessibility of the library. Nevertheless, as the library is expected to reach its capacity by the end of the 2007-2008 academic year and the capital campaign is not yet fully developed, concerns remain about the facility and its continued growth and development. Continued reporting is required on (a) the university's progress on the campaign and (b) the school's plans for effectively managing the continuing growth of the collection until a new library is completed or the current facility is expanded.

Life Safety Principles

Satisfied, no further reporting required.⁴

Student Site Analysis/Environmental Orientation

Satisfied, no further reporting required.⁵

¹ Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

Mechanical Systems in relations to 12/33 Building Systems Integration, 12.29 Comprehensive Design

Satisfied, no further reporting required.⁶

**Section Three:
Changes to the accredited program**

None reported.

⁶ Ibid.

I.3.2 Annual Reports—Institutional Research Statement

All NAAB Annual Reports submitted since the 2006 NAAB Visit are included in Part 4: Supplemental Information, Appendix 4 Annual Reports. The following letter from Eric Sponseller, Interim Director of Institutional Research, confirms that his office has participated in the preparation of these reports.



Office of Institutional Research

One Old Ferry Road, Bristol, RI 02809 | Phone: (410) 254-3192

Andrea Rutledge, CAE, Executive Director
National Architectural Accrediting Board
1735 New York Avenue NW
Washington, DC 20006

September 1, 2011

Dear Ms. Rutledge,

Roger Williams University Architecture Program data are submitted to NAAB through its Annual Report Submission system, with the assistance of Roger Williams' Office of Institutional Research each year.

I certify that all data submitted since the last NAAB Visit in 2006 is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Sincerely,

Eric A. Sponseller

Interim Director
Office of Institutional Research
Roger Williams University
One Old Ferry Road
Bristol, RI 02809
(401) 254-3192
esponseller@rwu.edu

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Faculty Member	Full Time, Visiting, Teaching Firm, Adjunct	Expertise, Recent Research, or Experience	Course	Course	Course	Course	Course
Adams, Edgar	Professor of Architecture, Architecture Program Coordinator, 2008-	B.Arch, M.Arch UD, registered architect, 25+ years professional practice, 20 years full time teaching, numerous grants for urban and community design; RWU Presidential Fellowship on campus planning	Arch 324 Evolution of Urban Form--Fall 2011	Arch 413/416 Advanced Topical Studio: Urban--Spring 2009, 2010, 2011	Arch 572 Urban Design Theory--Fall 2009-11	Arch 641 Grad Thesis Research Seminar--Fall 2011	
Bonder, Julian	Professor of Architecture	Diploma Arch; MS post-professional degree; 2001 and 2007 ACSA Faculty Design Awards, numerous publications, awards, lectures US and international, 25 years prof practice in US, Argentina	Arch 101 Foundations of Arch--Fall 2009	Arch 515 Grad Arch Design Studio--Fall 2010	Arch 613 Grad Thesis Design Studio--Spring 2010	Arch 641 Grad Thesis Research Seminar--Fall 2009-10	Arch 530 Prof Practice in Argentina--Fall 2010
Butler, Sara	Associate Professor of Art and Architectural History, University Core Professor	Ph.D in Arch History; pre-professional degree in architecture; 10 years teaching experience; co-authored book publications with Richard Guy Wilson and articles independently; teaching grants	AAH 122 History of Art and Arch II--Fall/Spring 2009-2012	Arch 329 History of Landscape Arch--Fall 2009-11	HP 341 Pre-Industrial America	HP 342 Industrial America	AAH 560 Newport Seminar--Fall 2010-11, Spring 2011
Carranza, Luis	Professor of Architecture	B.Arch., Ph.D in Arch History, 12+ years teaching experience, numerous article and book publications including groundbreaking scholarship on architecture in Latin America	AAH 122 History of Art and Arch II--Fall 2009-2011	AAH 330 Topics in AAH: Latin American Arch--Fall 2009	Arch 322 Theory of Arch--Spring 2009-12	Arch 413 Adv Arch Design Studio--Fall 2009-10	Arch 573 Modernism Non-Western--Fall 2010-12
Charles, Patrick	Associate Professor of Architecture	B.Arch, MS in Bldg Technology; 10 years experience with Renzo Piano Building Workshop, 10+ years teaching experience at IIT and RWU, article publications, conference presentations on building technology, sustainability	Arch 231 Const Materials + Assemblies I--Spring 2010	Arch 331 Const Materials + Assemblies II Fall 2009-12	Arch 313 Arch Design Core Studio V--Fall 2009, Fall 2010	Arch 513 Comp Project Design Studio--Spring 2011, Fall 2011	Arch 533 Detailing High Perf Envelope--Spring 2011
Cohen, Andrew	Professor of Architecture	B.Arch, M.Arch.; registered architect, 30+ years teaching experience, numerous AIA and Historic Preservation awards; international teaching	Arch 101 Foundations of Arch--Fall 2009-11, Spring 2010	Arch 515 Grad Arch Design Studio--Summer 2011	Arch 641 Grad Thesis Research Seminar--Fall/Spring 2009-12	Arch 613 Grad Thesis Design Studio--Fall 2009-12; Spring 2010, 2012	

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Copur, Ulker	Professor of Architecture	B.Arch, MS, Ph.D. in Planning; registered architect Turkey, 35+ years teaching experience including METU, Yarmouk, Oregon, Cincinnati, RWU; ACSA Conference regional (1997) and international (2001) conferences; AIA Education Award for course on non-western architecture; university teaching award; 2-time Fulbright Award winner, RWU Presidential Fellowship	Arch 413 Adv Arch Design Studio-- Fall/Spring 2009/10	Arch 413/416 Advanced Topical Studio: Urban Fall/Spring 2010/11	Arch 573 Modernism Non-Western World-- Spring 2010-11	Arch 593 Sustainable Paradigms--Fall 2009-10	
Dermody, Robert	Associate Professor of Architecture	B.S in Engineering; M.Arch., registered architect; 10+ years teaching structures at MIT. Washington U, Illinois, RWU, co-founder, Building Technology Educators Society	Arch 231 Const Materials + Assemblies I-- Spring 2010, Fall 2011	Arch 331 Const Materials + Assemblies II-- Fall 2009, Spring 2010	Arch 335 Structure, Form and Order-- Spring 2011	Arch 413 Adv Arch Design Studio	Arch 434 Design of Structures II-- Spring 2011
Duffy, Elizabeth	Associate Professor of Art, University Core Professor	BFA, MFA; 10+ years teaching experience at Dartmouth, Brooklyn College, RWU; numerous gallery shows	VARTS 101 Foundations of Drawing-- Fall/Spring 2009-12	VARTS 231 Sculpture I	VARTS 332 Wood Fabrication	VARTS 392 Mixed Media	Core 105 Aesthetics (University reqt)
Evans, Roseann	Professor of Architecture	BA Art History, M.Arch., registered architect, 35+ years teaching experience, regular professional development on computer applications for professional practice	Arch 287 Intro to Computer Applications-- Fall 2009-11	Arch 413 Adv Arch Design Studio-- Spring 2009-12	Arch 488 Computer Applications for Prof Practice-- Fall/Spring 2009-12		
Fenske, Gail	Professor of Architecture	B.Arch., M.S., Ph.D., registered architect; 25+ years teaching experience Cornell, MIT, Wellesley, RWU; multiple award winning book and article publications on American Architecture, Cass Gilbert, Skyscrapers	Arch 325 History of Modern Arch-- Fall 2011, Spring 2009-2012	Arch 327 History of American Arch-- Fall 2009, Spring 2010	Arch 576 Theoretical Origins of Modernism--Fall 2009-11	Arch 577 American Skyscraper-- Spring 2009-12	
Graham, Gary	Associate Professor of Architecture	B.Arch, M.A in Architecture, 35+ years practice experience, Fellow of AIA; numerous design awards; 10 years Adjunct experience, 4 years Full time teaching experience	Arch 231 Const Materials + Assemblies I-- Spring 2011	Arch 313 Arch Design Core Studio V--Fall 2010	Arch 430/488 Computer Applications for Prof Practice-- Fall 2010-Spring 2012	Arch 530 Project Definition--Fall 2010-11	Arch 542 Prof Practice-- Fall/Spring 2009-12

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Hagenah, Charles	Professor of Architecture	B.A., M.Arch., 45 years practice experience in regional/national award-winning firms. 25 years teaching experience, Fulbright Fellow to Italy.	Arch 231 Const Materials + Assemblies I-- Spr 2009-11	Arch 321 Site + Env't--Fall 2009-12	Arch 413 Adv Arch Design Studio--Fall 2009, Fall 2011	Arch 515 Grad Arch Design Studio, Fa 2010, Sp 2011	
Khan, Hasan	Distinguished Professor of Architecture and Historic Preservation	Diploma Arch; 10+ authored books, many co-edited books on modernism in the non-western world, contemporary architecture. Founder, Mimar Magazine, first Architectural Advisor to the Aga Khan and first Secretary-General, Aga Khan Award for Architecture. Registered Architect, Pakistan	Arch 515 Grad Arch Design Studio--Spring 2010	Arch 575 Contemp Asian Arch + Urbanism--Fall 2010-11	Arch 613 Grad Thesis Design Studio--Fall 2009, 2011; Spring 2011-12	Arch 641 Grad Thesis Reseach Seminar-- Fall/Spring 2009-12	HP 351/551 Hist/Phil of HP-- Fall 2010-11
Kura, Nermin	Professor of Art and Architectural History, University Core Professor	BA, MA in Art History, African History; Ph.D. in Art and Architectural History, MFA in Sculpture. Article publications and gallery exhibitions including The Louvre; 10+ years teaching experience including Turkey, RISD, Bennington, RWU	AAH 121 History of Art + Arch I-- Fall/Spring 2009-12	AAH 323 Art + Arch Islamic World--Spring 2010-11	AAH 423 Nature + Art--Spring 2009-12	Core 105 Aesthetics (university req't)- Fall/Spring 2009-12	
Laramie, Greg	Assistant Dean	BFA, B.Arch., registered architect, design awards, 25+ years teaching experience; integration of online course assessment	Arch 213 Arch Design Core Studio III--Fall 2009-11	Arch 214 Arch Design Core Studio IV-- Spring 2010-12			
Hagenah, Charles	Professor of Architecture	BA, M.Arch; registered architect, 45+ years practice experience in Boston, regional and national design awards; Fulbright Scholar to Italy; RWU Presidential Fellowship	Arch 231 Const Materials + Assemblies I-- Spring 2010-12	Arch 321 Site + Env't--Fall 2009-12	Arch 413 Adv Arch Design Studio--Fall 2009, Fall 2011	Arch 515 Grad Arch Design Studio, Fa 2010, Sp 2011	
Leuchak, Rebecca	Associate Professor of Art and Architectural History, University Core Professor, Art and Architectural History Program Coordinator, 2008-	BA, MA, MS, M.Phil, Ph.D. in Art History. Previously Director of RWU Global and international Programs. Author of works on African, medieval art. Art + Architectural History Program Coordinator	AAH 121 History of Art + Arch I--Fall 2009	AAH 322 Arts + Arch Medieval World--Fall 2010	AAH 430/530 Sp Topics: World Arts Seminar		

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Marshall, Philip	Professor of Historic Preservation, Historic Preservation Program Coordinator	BA, MS; 35 years practice experience in historic preservation; 25 years teaching experience at Columbia, Swain School, Roger Williams; US ICOMOS Board Member	HP 150 Intro to Historic Preservation--Fall 2009-11	HP 175 Documentation--Spring 2010-12	HP 202 Preservation Planning--Fall 2009-10	HP 301 Arch Conservation Fall 2009-11	HP 302/502 Principles of Preservation Planning
McQueen, William	Professor of Architecture	B.Arch., registered architect; 35+ years practice experience; ongoing scholarship on contemporary Dutch architecture	Arch 231 Const Materials + Assemblies I--Spring 2010-12	Arch 313 Arch Design Core Studio V--Fall 2009-11	Arch 331 Const Materials + Assemblies II--Fall 2010-11	Arch 413 Adv Arch Design Studio--Spring 2010-12	Arch 478 Dutch Modernism--Fall 2009-10
Pavlidis, Eleftherios	Professor of Architecture	BA, M.Arch, Ph.D., AIA, registered architect, 25+ years teaching experience, 10 years practice experience. Recent co-edited anthology of Environmental Design Research writings with Galen Cranz, UC Berkeley	Arch 413 Adv Arch Design Studio--Fall 2009, 2011	Arch 522 Env Design Research--Spring 2010-12	Arch 530 Sp Topics: Env Design Research--Spring 2010	Arch 574 Regionalism--Fall 2009-11	
Rich, Michael	Associate Professor of Art, Visual Arts Studies Program Coordinator, 2008-	BFA, MFA; 15+ years teaching experience; artist with regional, national, international individual and group shows; Visual Arts Studies Program Coordinator	VARTS 101 Foundations of Drawing--Fall/Spring 2009-12	VARTS 281 Foundations of Painting	VARTS 491 Intermedia Studio	VARTS 492 Senior Studio	
Robinson, Arnold	Director, Community Partnerships Center	B.A, Bates, M.A. Boston University, 10+ years non-profit leadership experience, 10+ years Architecture firm principal, 3 years teaching experience.	HP 351/551 Hist + Phil of HP Spring 2011	HP 384L Preservation Planning, Fall 2010	HP 525 Pres Economics--Spring 2011-12	HP 681L Rehab Workshop + Lab, Fall 2011	HP 682L Pres Planning + Lab, Spring 2011
Staats, Jeffrey	Professor of Architecture	B.Arch., M.Arch. UD; registered architect; 35+ years teaching experience; numerous design awards; multiple Nemman medal winning student awards	Arch 313 Arch Design Core Studio V--Fall 2009, Summer 2010-12	Arch 332 Acoustics + Lighting--Fall/Spring 2009-12	Arch 333 Building Systems: Elec/Mech--Fall 2009-11	Arch 413 Adv Arch Design Studio--Spring 2010-12	
Tait, Anne	Associate Professor of Art, University Core Professor	BA, BFA, MFA; 15+ years teaching experience; artist with regional individual and group shows	VARTS 101 Foundations of Drawing--Fall/Spring 2009-12	VARTS 241	VARTS 471	VARTS 481	VARTS 492

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Thurlow, Andrew	Associate Professor of Architecture	B.Arch; March in AAD, Principal, Thurlow Small Architects. Previous teaching experience at Syracuse, University of Tennessee; international practice and publications	Arch 287 Intro to Computer Applications--Fall 2009	Arch 515 Grad Arch Design Studio--Fall 2009-10, Spring 2010-11	Arch 587 Adv Computer applications--Fall 2009-10	Arch 588 Digital Manufacturing--Spring 2010-11
Turan, Mete	Professor of Architecture	BS, MS in Engineering, Ph.D. Architecture; registered architect and engineer, Turkey; 40+ years teaching experience teaching structures in Turkey, Columbia, Carnegie Mellon, New Mexico, Michigan, Roger Williams	Arch 335 Structure, Form and Order--Fall 2011	Arch 435 Design of Structures II--Fall 2011	Arch 413 Adv Arch Design Studio--Spring 2010-11	
Van Schepen, Randall	Associate Professor of Art and Architectural History, University Core Professor	Ph.D Art History, 15+ years teaching experience at St. Olaf, Rice, Minnesota, Roger Williams. Publications and conferences on Modern Art Theory, Greenberg; Director, University Core Curriculum	AAH 122 History of Art + Arch II--Spring 2011			
Wells, Jeremy	Assistant Professor of Historic Preservation	BS, MS in Preservation, Ph.D. City and Regional Planning, 5 years practice experiences, 1 year teaching experience	HP 526 Pres Law + Regulation--Fall 2011	HP 542 HP Professional Practices--Fall 2011	HP 631 Preservation Graduate Thesis--Fall 2011	
White, Stephen	Dean, Professor of Architecture	BA, M.Arch., MA; registered architect, practice experience in Netherlands, India, UK, US, international book and article publications; ACSA, AIA, NCARB national service positions	Arch 101 Foundations of Arch--Fall 2009-11	Arch 641 Grad Thesis Research Seminar--Spring 2010	Arch 530 Sustainable Density--Fall 2011	
Ard, Kelly	Teaching Firm in Residence designLAB, Boston	B.Design, M.Arch., designLAB, Boston; 7 years practice experience, one year teaching experience	Arch 515 Grad Arch Design Studio--Fall 2011			
Bradley, Kyle	Teaching Firm in Residence Gray Organschi Architecture, New Haven	B.Arch., M.Arch., registered architect, 16 years practice experience, Gray Organschi Architecture, New Haven and Philadelphia;	Arch 515 Grad Arch Design Studio--Fall 2010			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Cunningham, Patrick	Teaching Firm in Residence Perkins + Will, Boston	B.Arch., Perkins + Will, 10 year practice experience, 3 years teaching experience, BAC, Roger Williams	Arch 513 Comp Proj Design Studio--Fall 2009			
Gray, Elizabeth	Teaching Firm in Residence Gray Organschi Architecture, New Haven	BA, M.Arch.; registered Architect, 17 years practice experience, principal, Gray Organschi Architecture, New Haven	Arch 515 Grad Arch Design Studio--Fall 2010-11			
McDonald, John	Teaching Firm in Residence Perkins + Will, Boston	B.Arch., M.Arch., Fellow, American Academy in Rome; registered architect; Design Director, Perkins + Will, Boston; previously SOM San Francisco. Numerous BSA, AIA New England Design Awards, SCUP Awards	Arch 513 Comp Proj Design Studio--Fall 2009			
Miklos, Robert	Teaching Firm in Residence designLAB, Boston	BA, M.Arch.; registered architect, Principal, designLAB, Boston; Fellow, AIA; previously principal, Ann Beha Architects; Schwartz Silver Architects, Boston	Arch 515 Grad Arch Design Studio--Fall 2011			
Mispelblom Beyer, Bart	Teaching Firm in Residence Tangram Architects, Amsterdam	Diploma, TU Delft in Architecture and Construction Techniques; registered architect, The Netherlands; principal, Tangram Architecten Amsterdam. <u>Books Balance: The Third Dimension of Sustainability</u> (2011) and <u>Splendid Compact</u> (2010) on sustainable density published by Dutch Government	Arch 515 Grad Arch Design Studio--Spring 2011	Arch 530 Sustainable Density--Spring 2011, Fall 2011		
Organschi, Alan	Teaching Firm in Residence Gray Organschi Architecture, New Haven	BA, M.Arch.; registered Architect, principal, Gray Organschi Architecture, New Haven; 1st year Coordinator and Admissions Committee, Yale	Arch 515 Grad Arch Design Studio--Fall 2010, Spring 2011			
Slarsky, Scott	Teaching Firm in Residence designLAB, Boston	B.A., M.Arch. 19 years practice experience, 2 years teaching experience; studio critic at numerous universities	Arch 515 Grad Arch Design Studio--Fall 2011			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

ten Dijke, Charlotte	Teaching Firm in Residence Tangram Architects, Amsterdam	Diploma, TU Delft in Architecture and Construction Techniques; registered architect, The Netherlands; principal, Tangram Architecten Amsterdam. <u>Books Balance: The Third Dimension of Sustainability</u> (2011) and <u>Splendid Compact</u> (2010) on sustainable density published by Dutch Government	Arch 515 Grad Arch Design Studio--Spring 2011, Fall 2011	Arch 530 Sustainable Density--Spring 2011, Fall 2011			
Anmahian, Alex	Visiting Professor Anmahian Winton, Boston	BS, M.Arch., registered architect; Fellow, AIA; Principal, Anmahian Winton Architects, Cambridge, numerous regional and national AIA awards including 2010 Harleston Parker Medal, Boston Society of Architects	Arch 515 Grad Arch Design Studio, Spring 2010				
Lukez, Paul	Visiting Professor Paul Lukez Architecture, Somerville	B.S., M.Arch.; registered architect; Fellow, AIA; Principal, Paul Lukez Architecture, Somerville, MA; <u>Suburban Transformations</u> (Princeton Architectural Press), works in US and China. Previous teaching at MIT, Washington U, Miami; Southeast (China)	Arch 515 Grad Arch Design Studio--Spring 2011				
Maldonado, Hernan	Visiting Professor Kelly Lestard Maldonado, Buenos Aires	Diploma, 15+ years practice experience, 10 years teachign experience Buenos Aires, Roger Williams, work published in Argentina, Spain, Hungary; exhibitions of architecture and paintings	Arch 515 Grad Arch Design Studio--Spring 2010, 2012;	Arch 530 Cont Arch in Argentina--Spring 2010, 2012			
Rohm, Max	Visiting Professor	Diploma, MLA, M.Arch., registered architect; 15+ years practice experience, 10 years teaching experience Buenos Aires, Harvard, Roger Williams' publications on housing, urbanism	Arch 515 Grad Arch Design Studio--Spring 2010, 2012;	Arch 530 Cont Arch in Argentina--Spring 2010, 2012			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Achilli, Carlo	Adjunct Faculty Florence Program Director	Diploma., MS, MS; registered architect Italy, 14 year practice experience, 10 years teaching experience	Arch 413/416 Adv Arch Design Studio, Florence- Fall/Spring 2009-12	Arch 392 Arch + Preservation in Italy		
Adams, Andrea	Adjunct Faculty	B.Arch., registered architect; 25 years practice experience; 17 years teaching experience	Arch 213 Design Core Studio III--Fall 2009-11	Arch 214 Arch Design Core Studio IV--Spr 2010-12		
Asbel, James	Adjunct Faculty	BA, M.Arch.; registered architect; 25 years practice experience, 10+ years teaching experience at Texas A&M, UNC Charlotte, Roger Williams	Arch 213 Arch Design Core Studio III--Fall 2010	Arch 214 Arch Design Core Studio IV-- Spring 2010-11	Arch 513 Comp Project Design Studio --Fall 2009	
Bahram, Arman	Adjunct Faculty	BS, M.Arch; 5 years practice experience, 2 years teaching experience at Edinburgh, Miami, Roger Williams	Arch 113 Arch Design Core Studio I--Fall 2010-11	Arch 114 Arch Design Core Studio II-- Spring 2011-12		
Barreto, Mauricio	Adjunct Faculty	B.Arch.; registered architect; Principal Urban Design Group, Bristol; 25+ years teaching experience	Arch 113 Arch Design Core Studio I--Fall 2009-11	Arch 114 Arch Design Core Studio II-- Spring 2010-12		
Bell, Jonathan	Adjunct Faculty	BA, M.Arch., registered architect. 15 years practice experience, 8 years teaching experience, design awards	Arch 114 Arch Design Core Studio II-- Spring 2011	Arch 213 Arch Design Core Studio III--Fall 2009	Arch 413 Adv Arch Design Studio --Fall 2010	
Berger, Tatiana	Adjunct Faculty	BA, M.Arch., extensive international experience with Alvaro Siza, and in US Richard Meier	Arch 413 Adv Arch Design Studio--Fall 2011	Arch 613 Grad Thesis Design Studio--Fall 2010, Spring 2011		
Bernert, Julia	Adjunct Faculty	BA, M.Arch., registered architect; Principal Clearwater Architects, Dartmouth; 20+ years teaching experience including Beginning Design Conferences	Arch 113 Arch Design Core Studio I--Fall 2009-11	Arch 114 Arch Design Core Studio II-- Spring 2010-12		

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Bradford, Derek	Adjunct Faculty	B.Arch. M.L.A., registered architect, registered landscape architect. Professor, RISD 1968-2005, founder, Community Design Group at RISD	Arch 101 Foundations of Arch--Fall 2010	Arch 321 Site + Env't--Fall 2009-11		
Cassel, Martha	Adjunct Faculty	BA, M.Arch.; registered architect; 10+ years practice experience, 5+ years teaching experience	Arch 113 Arch Design Core Studio I--Fall 2009-10	Arch 114 Arch Design Core Studio II--Spring 2010		
Castro, Ginette	Adjunct Faculty	M.Arch., registered architect; 20 years practice experience, Principal, Cocestudi, Boston	Arch 213 Arch Design Core Studio III--Fall 2011	Arch 214 Arch Design Core Studio IV--Spring 2012		
Clarke, Noel	Adjunct Faculty	B.A., M.Arch., registered architect, 20 year practice experience, 3 years teaching experience	Arch 213 Arch Design Core Studio III--Fall 2011	Arch 214 Arch Design Core Studio IV--Spring 2012		
Corbin, David	Adjunct Faculty	B.Arch, M.Arch., M.C.P.; registered architect; previous experience with Benjamin Thompson, Principal, Fittings; 30+ years teaching experience including Director, Boston Architectural Center	Arch 213 Arch Design Core Studio III--Fall 2009-10	Arch 214 Arch Design Core Studio IV--Spring 2010-12	Arch 313 Arch Design Core Studio V--Fall 2011	
Fichman, Eytan	Adjunct Faculty	BA, M.Arch., M.Ed., registered architect; 25 years practice and teaching experience; previous Associate Dean, Boston Architectural Center	Arch 113 Arch Design Core Studio I--Fall 2009			
Gearan, Julie	Adjunct Faculty	BFA, MFA; extensive teaching experience at RISD, RIC.	VARTS 101 Foundations of Drawing--Fall 2011			
Giambertone, Vin	Adjunct Faculty	B.Arch., registered architect, designer of numerous projects as Associate, ADD Inc, Boston; award-winning work as VG3, Boston	Arch 313 Arch Design Core Studio V--Fall 2011	Arch 515 Adv Arch Design Studio--Spring 2011	Arch 613 Grad Thesis Design Studio--Fall 2010	
Giardina, Michael	Adjunct Faculty	M.Arch; registered architect; Design Director, KlingStubbins, Boston, leading national and int'l firm focusing on sustainability and integrated practice	Arch 513 Comp Project Design Studio--Fall 2011			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Hancock, Kathleen	Adjunct Faculty	BFA, MFA; 20 years teaching experience, numerous one person and group shows	VARTS 101 Foundations of Drawing-- Fall/Spring 2009-11	VARTS 231 Sculpture I		
Hendrix, John	Adjunct Faculty	BA, MA, M.Arch., Ph.D., author of 6 books on architectural history and theory published in US and UK; 15 years teaching experience at RISD, RWU, in Italy	AAH 121 History of Art + Arch I--Fall 2009-11	AAH 122 History of Art + Arch II-- Fall/Spring 2009-12	AAH 321 Arts+Arch Classical World-- Spring 2010	
Heuser, Tayo	Adjunct Faculty	BFA, MFA, 15+ years teaching experience at RISD, RWU, numerous one person and groups shows in US, Belgium	VARTS 101 Foundations of Drawing-- Fall/Spring 2009-12	VARTS 201 Drawing the Figure		
Hisel, Daniel	Adjunct Faculty	B.Arch., M.Arch., registered architect; 10+ years teaching experience at Iowa State, Catholic University, Syracuse, Roger Williams, Northeastern, Wentworth; numerous design awards	Arch 515 Grad Arch Design Studio--Fall 2009			
Hogan, Robert	Adjunct Faculty	B.Arch., registered architect, 20 years practice experience, 10+ years teaching experience	Arch 113 Arch Design Core Studio I--Fall 2009			
Hughes, Karen	Adjunct Faculty	B.Arch., registered architect, 10+ years practice experience, 5+ years teaching experience including Summer Programs for HS students. 2011-14 IDP Educator Coordinator	Arch 113 Arch Design Core Studio I--Fall 2009-11	Arch 114 Arch Design Core Studio II-- Spring 2009-12		
Hutchinson, Melissa	Adjunct Faculty	B.Arch., registered architect, 14 years practice experience, 5+ years teaching experience, design awards, AIA RI Board Member	Arch 114 Arch Design Core Studio II-- Spring 2011-12	Arch 213 Arch Design Core Studio III, Fall 2009, 2011	Arch 313 Arch Design Core Studio V--Fall 2010	
Inam, Aseem	Adjunct Faculty	B.Arch, MAUD, Ph.D.; settlement and urban design research w/ Aga Khan Trust, India; teaching experience at USC, Michigan, MIT, Roger Williams, Parsons; teaching awards; articles and books on urbanism, megacities	Arch/HP 530 Sp Topics: New Urbanism-- Spring 2010			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Kennedy, Sarah	Adjunct Faculty	B.Arch., extensive local experience with several RI architects focusing on computer applications in design	Arch 287 Intro to Computer Applications--Fall 2011			
Kilbridge, Christopher	Adjunct Faculty	BA, M.Arch., registered architect, numerous design awards; previous teaching experience at New Mexico, Oregon; founder of online architecture magazine	Arch 101 Foundations of Arch--Fall 2011			
Kreher, Matthew	Adjunct Faculty	BFA, MFA, 10+ years experience	VARTS 101 Foundations of Drawing--Fall 2009			
Kwasniewski, Daniel	Adjunct Faculty	B.Arch., 15 years practice experience, 5+ years teaching experience	Arch 113 Arch Design Core Studio I--Spring 2010-12	Arch 114 Arch Design Core Studio II--Summer 2009-12	Arch 313 Arch Design Core Studio V--Fall 2009-11	
Lahitainen, Amanda	Adjunct Faculty	BA, MA, Ph.D, teaching experience at Brown, RIC; several scholarly grants	AAH 122 History of Art + Arch II--Fall 2011			
Landeneau, Anica	Adjunct Faculty	BS in Architecture; Sustainability Practice Area Leader, HOK; author of GSA Green Building Standards, DC Green Design Legislation	Arch 530 HOK Sustainable Design Seminar--Fall 2009-11			
Lee, Christopher	Adjunct Faculty	BS, M.Arch. Licensed architect, 4 years practice experience, 3 years teaching experience	Arch 287 Intro to Computer Applications--Fall 2009-10			
Lovera, Amy	Adjunct Faculty	BFA, MFA; teaching experience at Mass College of Art, RISD	VARTS 101 Foundations of Drawing--Fall/Spring 2011/12			
Lucas, Lorenzo	Adjunct Faculty	B.Arch., registered architect, registered engineer; 25+ years practice experience, 5+ years teaching experience at RISD, RWU	Arch 335 Structure, Form and Order--Fall 2011	Arch 434 Design of Structures I--Fall/Spring 2011/12		

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

MacLean, David	Adjunct Faculty	B.Arch, registered architect; Principal, David MacLean, Architect, Cape Cod; 18 years teaching experience, numerous design awards	Arch 213 Arch Design Core Studio III--Fall 2009-10	Arch 214 Arch Design Core Studio IV--Spring 2010-12		
McCombe, Spencer	Adjunct Faculty	B.Arch, registered architect; Principal, Cordtsen Design, Newport; 14 years practice experience, awards through previous work at Newport Collaborative Architects; 1 year teaching experience	Arch 101 Foundations of Arch--Fall 2011			
Metz, Tamara	Adjunct Faculty	BA, M.Arch, 5+ years teaching experience, previous experience in several Boston firms.	Arch 113 Arch Design Core Studio I--Fall 2009-11	Arch 114 Arch Design Core Studio II--Spring 2010-12		
Pavlik, Robert	Adjunct Faculty	B.Arch., MS in Design Studies, registered architect, 3 years teaching experience	Arch 113 Arch Design Core Studio I--Fall 2011	Arch 114 Design Core Studio II--Spring 2012		
Pereira, Mario	Adjunct Faculty	Ph.D, Art History, 2 years teaching experience	AAH 121 History of Art and Arch I--Fall 2010	AAH 122 History of Art and Arch II--Fall 2010		
Pfister, Bruno	Teaching Firm in Residence Kallmann McKinnell and Wood, Boston	B.Arch ETH, registered architect, Principal, Kallmann McKinnell and Wood; previous teaching at Syracuse, Harvard, Washington U; numerous award winning buildings in the US, SE Asia	Arch 515 Grad Arch Design Studio--Fall 2009			
Picard, Sara	Adjunct Faculty	BA, MA, Ph.D, teaching experience at Indiana; several scholarly grants	AAH 121 History of Art + Arch I--Fall/Spring 2011/12	AAH 122 History of Art + Arch II--Fall/Spring 2011-12		
Pisani, Franco	Adjunct Faculty Florence Program	Diploma., MS; registered architect Italy, 14 year practice experience, 10 years teaching experience, exhibitions and competitions in Italy including Venice Biennale	Arch 477 Arch in Context--Florence Fall/Spring 2009-12			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Rourke, Tom	Adjunct Faculty	M.Arch, registered architect; Wallace Floyd Architects, previously Tom Rourke Architects, Brian Healy Architects, Boston	Arch 113 Arch Design Core Studio I--Fall 2010-11	Arch 114 Arch Design Core Studio II--Spring 2012		
Russell, Tom	Adjunct Faculty	BFA, MFA; 30 years teaching experience	VARTS 101 Foundations of Drawing--Fall/Spring 2009-11	VARTS 281 Foundations of Painting		
Rustermier, Rob	Adjunct Faculty	BFA, MFA, Fulbright Fellow to Czech Republic, 15+ years teaching experience at RISD, RIC, RWU, exhibitions in New England	VARTS 101 Foundations of Drawing--Fall/Spring 2009-12	VARTS 201 Drawing the Figure	VARTS 430 Media Exploration	
Shanklin, BG	Adjunct Faculty	M.Arch, registered architect; Principal	Arch 113 Arch Design Core Studio I--Fall 2009, 2011	Arch 114 Arch Design Core Studio II--Spring 2011-12	Arch 313 Arch Design Core Studio V--Fall 2010	Arch 413 Adv Arch Design Studio --Spring 2010
Skemp, Carter	Adjunct Faculty	BFA, M.Arch, Principal, Warren, RI	Arch 113 Arch Design Core Studio I--Fall 2011	Arch 114 Arch Design Core Studio II--Spring 2012		
Smollin, Elaine	Adjunct Faculty	BFA, MFA; teaching experience at	VARTS 101 Foundations of Drawing--Fall/Spring 2011/12			
Tiryaki, Can	Adjunct Faculty	B.Arch., M.Arch., registered architect, 10 years practice experience, 5 years teaching experience at BAC, Northeastern, Roger Williams	Arch 113 Arch Design Core Studio I--Fall 2010			
Varanasi, Kishore	Adjunct Faculty	B.Arch, M.Arch, MS in City Design; Director of Urban Design, CBT Boston; Fellow, Institute of Urban Design	Arch 416 Adv Design Studio: Urban--Fall 2011			
Vaterlaus, Anne	Adjunct Faculty	M.L.A, experience with Michael van Valkenberg, Principal Site Works	Arch 321 Site + Env't--Fall 2011			

1.3.3 Faculty Credentials Matrix--Faculty Credentials and Teaching Assignments
****Gray Tone indicates NAAB-coverage courses****

Viola Ochoa, Roberto	Adjunct Faculty	B.Arch, M.Arch, UD; Associate, Sasaki Associates, Watertown; 10+ years teaching experience at Northeastern, RWU; architecture and master planning projects in US and abroad	Arch 513 Comp Project Design Studio-- Fall/Spring/Su mmer 2009-12			
Walsh, Amy	Adjunct Faculty	BFA, MFA, 25 years teaching experience Tyler School of Art, Penn Academy of Art, Roger Williams; Boston, Philadelphia, shows; Founder Washington Street Art Center	VARTS 101 Foundations of Drawing-- Fall/Spring 2011/12			
Werenfels, Martha	Adjunct Faculty	M.Arch, registered architect, Principal, Durkee Brown Viveros Werenfels, Providence, numerous AIA awards	Arch 515 Grad Arch Design Studio--Fall 2011			
Weyant, Eric	Adjunct Faculty	B.Arch, Associate, ADD Inc, Boston; 10+ years practice experience, 3 years teaching experience	Arch 213 Arch Design Core Studio III--Fall 2010-11 Arch 214 Arch Design Core Studio IV-- Spring 2011-12			

I.4 Policy Review

The following documents will be available in the Team Room for review by the Visiting Team:

1. Studio Culture Policy:
Architecture Studio Culture Policy and Honor Code
2. Self-Assessment Policies and Objectives:
SAAHP Planning+ Assessment Guide
3. Personnel Policies:
The Roger Williams University Faculty Association NEARI/NEA 2008-2012 Contract with the Board of Trustees of Roger Williams University
4. Student-to-Faculty ratios for all components of the curriculum (studio, classroom-lecture, seminar)
5. Square feet per student for space designated for studio-based learning
6. Square feet per faculty member for space designated for support of all faculty activities and responsibilities
7. Admissions Requirements
8. Advising Policies
9. Policies on use and integration of digital media in architecture curriculum
10. Policies on academic integrity for students
11. Policies on library and information technology resources collection development
12. A description of the information literacy program and how it is integrated with the curriculum

II.1.1 Student Performance Criteria

The School of Architecture, Art and Historic Preservation offers the Bachelor of Science / Master of Architecture sequence leading to the Master of Architecture professional degree. The Bachelor of Architecture program was taught out with the last entering class in 2004 who completed studies in 2009. The BS in Architecture / Master of Architecture Program has been offered as a dual degree awarded upon completion of both programs from its confirmation in 2005 as the entry program, up to the 2010 entering class. Students entering subsequent to 2010 will be awarded the BS in Architecture as they complete those requirements, and then proceed on to the Master of Architecture pending meeting entry requirements.

Curriculum Overview

The transition to a B.S. in Architecture / Master of Architecture professional degree program sequence was undertaken over the earlier part of the decade to better allow us to fulfill our mission, and allow for greater opportunities for linkages with the other programs within the School and the university at large. Refinements have allowed a gradual transition that has paralleled the increased introduction of graduate study within the University as a whole over the past decade.

The BS in Architecture / Master of Architecture curriculum is founded on several basic principles:

- Introductory/Undergraduate Core + Advanced/Graduate Studies:
Material introduced in a required introductory Core of Studies in the early years is elaborated upon at the intermediate and advanced / graduate levels. The Architecture Core parallels the University Core Liberal Arts requirements for all students.
- Elective Menus and Options: The undergraduate liberal arts core is capped by a Core Concentration and Core Senior Seminar. This Core Concentration can be turned into a minor with one additional course. Bachelor of Science students have required History/Theory, Architecture and Free electives. Options studios begin following the completion of the five studio core sequence and graduate professional electives are offered that allow students to explore concentrations in History/Theory, Urban Design, Sustainability, Historic Preservation or Digital Media.
- Integration: The Architecture curriculum at Roger Williams University works to integrate course content into the studio environment, at all levels. Likewise, integrative disciplines such as sustainability, urbanism and new more collaborative modes of practice are explored at various levels.
- Balance: "Architecture, as a profession, engages nature and culture, art and technology, service and practice, within both local and global realms in a way that is respectful of the diversity of our increasingly pluralistic society." *Architecture Program Mission Statement*

The Architecture Core Curriculum: pre-professional Bachelor of Science in Architecture and B.S. in Architecture/ Master of Architecture professional degree programs

The Architecture Core Curriculum parallels the University Core Curriculum over the first two and a half years, and together allow for basic material in the liberal arts and in professional education to be introduced in a cohesive and coordinated fashion. The Architecture Core Curriculum begins by

introducing the discipline of architecture while also recognizing that many of underlying principles and values are shared with the allied fields of Art and Architectural History, Visual Arts Studies and Historic Preservation. All students complete a shared introductory School-wide foundation of courses in Visual Arts Studies and in Art and Architectural History. Linkages to the University Core Curriculum are aided by the participation of many faculty from the SAAHP in the Core Aesthetics class, one of five courses that form the basis of the University Core Curriculum. This is complemented by required "Skills" classes, which for architects include Pre-Calculus, Expository Writing and Critical Writing for the Humanities.

The Architecture Design Core Studio sequence is complemented by the introduction of coursework in drawing, computing, site and environment, architectural history and theory, construction materials and assemblies, structures, and mechanical and electrical systems. This material parallels and informs studio content. Culture and meaning are introduced as factors within the design process, allowing for ties to the University Core Curriculum and to contemporary cultural issues. Students are eligible to begin achieving IDP credits toward the Architecture Registration Exam following completion of the Architecture Core.

The completion of the Core as a whole serves as a natural point to evaluate student progress, and to either confirm the career path toward a professional degree in Architecture, or to examine other avenues in related fields through the exploration of Dual Major, Minor or Graduate study options.

Professional Degree Threshold: B.S. in Architecture/Master of Architecture program

Students who have achieved a 2.67 Cumulative GPA and a successful Portfolio Review after the five semester Architecture Core are eligible for direct continuation into the advanced B.S. in Architecture / Master of Architecture professional degree sequence. Students not initially eligible may reapply for admission as soon as the 6th semester, for consideration for the following Summer or Fall session.

Advanced/Graduate Curriculum: B.S. in Architecture/ Master of Architecture programs

Following the successful completion of the Architecture Core, students pursue the professional program by completing required advanced and graduate coursework in design and related content areas. Students select from a range of topical advanced studio options, intermediate History/Theory options and advanced elective offerings within the defined areas of History & Theory, Sustainability, Urban Design, Historic Preservation and Digital Media. This elective framework is intended to offer a range of choice while also allowing for the formation of concentrations within the professional degree program and for the exploration of the planned Master of Science options at the graduate level.

Students are able to take advantage of semester long study abroad opportunities at the undergraduate and graduate level without interruption of their studies, an opportunity which the majority of students choose while they are pursuing the B.S. / Master of Architecture degree. Most undergraduates participate in the elective Florence Program at the Palazzo Rucellai. Graduate opportunities are also elective, and more varied and take advantage of an expanding range of relationships with universities in Argentina, China and Turkey. These students also participate in internships with professionals in their host communities.

Capstone Experience: B.S. in Architecture/ Master of Architecture Program

Students completing the B.S. in Architecture / Master of Architecture program pursue their interests in architecture through graduate level coursework that either offers a focused look as a particular aspect of the profession, or makes connections between architecture and allied disciplines. The Graduate Research Seminar and Thesis Studio allow students to pursue research and realize a design project on a

topic of their own choosing. This work is accompanied by readings and analysis of best practices within the profession. Professional Practice and Comprehensive Design Studio offer an important capstone to issues introduced in Foundations of Architecture and elaborated upon throughout the curriculum, offering a smooth transition to internship, licensure and the professional world that awaits them upon graduation. Graduate coursework includes a minimum course grade of B- and minimum B average overall for graduation, raising expectations of achievement in the program.

Summary of Curricular Goals sought in the Degree Evolution from the Bachelor of Architecture to the B.S. in Architecture / Master of Architecture program

The evolution from the Bachelor of Architecture program to the B.S. in Architecture / Master of Architecture program was one element of an overall institutional advance at Roger Williams University toward the achievement of higher academic standards and development of graduate programs in selected fields. The B.S. in Architecture / Master of Architecture improved our ability to offer a professional degree program balancing professional and liberal studies, as well to raise standards through higher expectations of student performance at the graduate level, through the following:

- increased options and greater curricular flexibility for our students
- greater breadth of study within the program, including access to increased number of Historic Preservation courses, and opportunities for concentrations and minors
- greater opportunities upon graduation, due to achievement of graduate degree
- greater opportunity for faculty development through the offering of graduate level coursework and increased opportunity for research and creative activity.
- improved and more consistent academic standards toward completion of the professional graduate degree thru the threshold evaluation process and the elevated graduate grading standard.
- greater relationship with the University's mission as a comprehensive institution with selected graduate programs
- ability to pursue student / faculty research, community service or mentor other students thru the Graduate Assistant program
- ability to achieve a breadth of exposure, while also developing a level of expertise within a profession that is demanding greater collaboration among teams of increasingly specialized contributors.

The Architecture professional degree curriculum as it has evolved is a unique expression of the allied missions of the Architecture Program, the School of Architecture, Art and Historic Preservation, Roger Williams University and NAAB Conditions of Accreditation. The structure that has evolved has clear potential for refinement and elaboration, and offers a solid foundation for the program's future growth and development.

NAAB Student Performance Criteria and those fulfilling our program mission are addressed in a several areas of the program, as we seek to both introduce and then develop student achievement between Core and Advanced/Graduate levels, and between coursework and design studios. Where possible in the Program Matrix we indicate where student performance criteria are delivered in both classroom/lecture and studio formats. Elective menus and options studios at the undergraduate and graduate levels as well as elective Study Abroad and Service opportunities round out the curriculum.

Roger Williams University School of Architecture, Art and Historic Preservation
Architecture Program Matrix: BS + MArch Degree Program

Required Courses: 2011-12 Catalog

Bachelor of Science in Architecture (pre-professional degree program)

	A. Critical Thinking and Representation											B. Integrated Bldg Practices, Tech Skills + Knowledge												C. Leadership and Practice								
	A1 Communication Skills	A2 Design Thinking Skills	A3 Visual Communication Skills	A4 Technical Documentation Skills	A5 Investigative Skills	A6 Fundamental Design Skills	A7 Use of Precedents	A8 Ordering Systems Skills	A9 Historical Traditions and Global Culture	A10 Cultural Diversity	A11 Applied Research	B1 Pre-Design	B2 Accessibility	B3 Sustainability	B4 Site Design	B5 Life Safety	B6 Comprehensive Design	B7 Financial Considerations	B8 Environmental Systems	B9 Structural Systems	B10 Building Envelope Systems	B11 Building Service Systems	B12 Building Materials and Assemblies	C1 Collaboration	C2 Human Behavior	C3 Client Role in Architecture	C4 Project Management	C5 Practice Management	C6 Leadership	C7 Legal Responsibilities	C8 Ethics and Professional Judgment	C9 Community and Social Responsibility
Foundation																																
ARCH 101 Found									U																							
AAH 121									U																							
AAH 122																																
VARTS 101																																
Design																																
ARCH 113																																
ARCH 114																																
ARCH 213																																
ARCH 214																																
ARCH 313																																
ARCH 413 (opt)																																
History/Theory																																
ARCH 325																																
ARCH 322																																
Intermediate Opt																																
Envir./Behavior																																
ARCH 321																																
Tech Systems																																
ARCH 335																																
ARCH 231																																
ARCH 333																																
Pro Practices																																
ARCH 287																																
ARCH Elective																																
1 Adv. Elective																																
Liberal Arts																																
Skills (3 courses)																																
Interdisc. Core (3)																																
Lab Science (2)																																
Core Conc. (5)																																
Senior Sem. (1)																																
Univ. Electives (2)																																

4+2 Master of Architecture (accredited professional degree program)

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9
Design																																
ARCH 416																																
ARCH 513																																
ARCH 515a (Elec)																																
ARCH 515b																																
ARCH613																																
History/Theory																																
Adv. Opt. (pg.2)																																
Envir./Behavior																																
ARCH 522																																
Tech Systems																																
ARCH 331																																
ARCH 332																																
ARCH 434																																
ARCH 435																																
Pro Practices																																
ARCH 488																																
ARCH 542																																
ARCH 641																																
ARCH Electives																																

NAAB Coverage (2 designated - 3 max. w/sequence)

A Ability
U Understanding

Additional Coverage*

A Ability
U Understanding

* 4+2 curriculum provides coverage as part of a sequence, pairing (studio /non-studio) or Intro (UG) and Advanced (Grad) coverage strategy

ROGER WILLIAMS UNIVERSITY

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Design Studios:	Designated NAAB Criteria	Additional Coverage
ARCH 213	A. 7. Use of Precedents	ARCH 641, Core-Grad Studios
ARCH 214	B. 2. Accessibility	ARCH 321, 513, 313
ARCH 313	A. 2. Design Thinking Skills A. 3. Visual Communication Skills A. 6. Fundamental Design Skills B. 5. Life Safety	Arch 313 is the Capstone of Core I - V Studios. Introduces Comp Studio Concept at an Undergraduate Level.
ARCH 416	A. 10. Cultural Diversity C. 2. Human Behavior C. 6. Leadership C.9. Community and Social Responsibility	Studio relates to classroom coverage in Envir. & Behavior area. Most students take this studio in Florence.
ARCH 513	A. 4. Technical Documentation A. 8. Ordering Systems Skills B. 3. Sustainability B. 5. Life Safety B. 6. Comprehensive Design B. 11. Building Service Systems (also A2,5,8,9, B2, 4, 8)	See ARCH 313 and coursework in the technology area. A513 often uses passive strategies that are adapted to specific climates and not always typical US climate or building practices.
ARCH 613	A. 1. Communication Skills A. 2. Design Thinking Skills A. 3. Visual Communication Skills A. 5. Investigative Skills A. 6. Fundamental Design Skills A. 11. Applied Research	Thesis Studio is the culmination of the Studio sequence and works in tandem with Arch 641 Graduate Thesis Research Seminar.
Classroom / Lecture Courses:		
AAH 121	A. 9. Historical Traditions and Global Culture	Complemented by A322 Theory and A522 Environ. Design Research, Inter./Adv. Electives and Studios in foreign settings.
ARCH 101	A. 9. Historical Traditions and Global Culture	
ARCH 231	A. 4. Technical Documentation B. 10. Building Envelope Systems B. 12. Building Materials and Assemblies	Con Mat I & II material is coordinated with Arch 313 and feeds into Arch 513.
ARCH 325	A. 1. Communication Skills	Introduces History/Theory sequence and Inter. AAH
ARCH 321	B. 2. Accessibility B. 4. Site Design	Coordinated w/ Arch 213, built on in Arch 416, 513.
ARCH 331	A. 4. Technical Documentation B. 10. Building Envelope Systems B. 12. Building Materials and Assemblies	Con Mat I & II material is coordinated with Arch 313 and feeds into Arch 513.
ARCH 332	B. 3. Sustainability B. 8. Environmental Systems	Integration of Sustainability throughout the curriculum complements Building Systems coverage: See Arch 331, 416, 488, 513, 522.
ARCH 333	B. 3. Sustainability B. 8. Environmental Systems B. 11. Building Service Systems	
ARCH 335	A. 8. Ordering Systems Skills B. 9. Structural Systems	Courses examine order and structural forms/forces in natural and manmade structures using quantitative and qualitative measures.
ARCH 434/435	B. 9. Structural Systems	
ARCH 488	B. 7. Financial Considerations C. 1. Collaboration C. 4. Project Management, C. 5. Practice Management	Builds on Arch 287 Comp Apps and paves way for Arch 542 Professional Practice.
ARCH 522	A. 10. Cultural Diversity A. 11. Applied Research, C. 1. Collaboration C. 2. Human Behavior, C. 3 Client Role in Architecture C. 8. Ethics and Professional Judgment C.9. Community and Social Responsibility	Capstone of the Envir. & Behavior area. Introduces social sciences research methods, post-occ. eval., sustainability/energy audits.
ARCH 542	B. 1. Pre-Design, B. 7 Financial Considerations C. 3. Client Role in Architecture, C. 4. Project Management C. 5. Practice Management, C. 6. Leadership C. 7. Legal Responsibilities, C. 8. Ethics and Professional Judgment	Prepares students to transition from the academic to the professional worlds. See also Arch 488.
ARCH 641	A. 1. Communication Skills A. 2. Design Thinking Skills, A. 5. Investigative Skills, A. 7. Use of Precedents, B. 1. Pre-Design	Builds on Arch 322 Theory and works in tandem with Grad Thesis Studio Arch 613.

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2009 Criteria	Level	2004 NAAB Criteria	Previous NAAB Coverage	Current NAAB Coverage*	Additional Coverage
Realm A: Critical Thinking and Representation	Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making.				
A.1 Communication Skills	<i>Ability</i>	1	A322 A641/613	A325, 641/613	Adv/Grad Studios
A.2 Design Thinking Skills	<i>Ability</i>	2	A322/413	A313, 641/613	Adv/Grad Studios
A.3 Visual Communication	<i>Ability</i>	3	VArts101, A113/4, 613, 287,	A313, 613	Adv/Grad Studios
A.4 Tech Documentation	<i>Ability</i>	26	A513, 332, 333	A231/331, 513	A321, 488
A.5 Investigative Skills	<i>Ability</i>	4	A515, 322, 325, 326, 424, 641	A613/ 641	A325,322, Electives, Adv/ Grad Studios
A.6 Fund. Design Skills	<i>Ability</i>	6	Core Studio I-V	A313, 613	Core I-V Studios
A.7 Use of Precedents	<i>Ability</i>	11	A214, 613, 641	A213, 641/613	Adv/Grad Studios
A.8 Ordering Systems	<i>Understanding</i>	5	A114, 513, 515	A335, 513	Core I-V Studios
A.9 Historical Trad / Global Cult	<i>Understanding</i>	8/9/10	AAH121, 122, 322	AAH 121, A101	A322, 522
A.10 Cultural Diversity	<i>Understanding</i>	13	A424, 542	A416, 522	H/Theory, Global Studios
A.11 Applied Research	<i>Understanding</i>	4	A424, 515, 613, 641,	A522, 641/613	Adv/Grad Studios
Realm B: Integrating Bldg Pract,Tech Skills/Knowledge	Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate the impact of their decisions on the environment.				
B.1 Pre-Design	<i>Ability</i>	16	A313, 613, 641	A542, 641/613	A321, 416, 488
B.2 Accessibility	<i>Ability</i>	14	A321, 513, 613	A214, 321, 513	A313
B.3 Sustainability	<i>Ability</i>	15	A321, 331, 513	A332/333, 513	A321, 331, 416, 488, 522
B.4 Site Design	<i>Ability</i>	17	A213, 321, 613	A321	A513, 416
B.5 Life Safety	<i>Ability</i>	20	A313, 513, 542	A313, 513	A214, 613
B.6 Comp Design: A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8	<i>Ability</i>	23/28	A313, 333, 513	A513	Introduced in A313, 333
B.7 Financial Con.	<i>Understanding</i>	25	A542	A488, 542	A331
B.8 Environmental Sys	<i>Understanding</i>	19	A313,332,333,513	A332/333	A313, 513
B.9 Structural Sys	<i>Understanding</i>	18	A431, 432, 613	A335, 434/435	A213, 313, 513
B.10 Bldg Envelope Sys	<i>Understanding</i>	21	A214,231,331,513	A231, 331	A333, 435,
B.11 Bldg Service Sys	<i>Understanding</i>	22	A313, 513, 333	A333, 513	A313
B.12 Bldg Mat & Assemblies	<i>Understanding</i>	24	A231, 331, 513	A231, 331	A313, 513
Realm C: Leadership and Practice	Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership.				
C.1 Collaboration	<i>Ability</i>	7	A413, 424, 542	A488, 522	A416, 542
C.2 Human Behavior	<i>Understanding</i>	12	A214, 413, 424	A416, 522	A101
C.3 Client Role in Arch	<i>Understanding</i>	27	A413, 424, 542	A522, 542	A416, 641,
C.4 Project Management	<i>Understanding</i>	29	A542	A488, 542	
C.5 Practice Management	<i>Understanding</i>	30	A542	A488, 542	A331
C.6 Leadership	<i>Understanding</i>	32	A101, 542	A416, 542	A101, 416, 522
C.7 Legal Responsibilities	<i>Understanding</i>	33	A333, 542,	A542	A332/333
C.8 Ethics & Judgment	<i>Understanding</i>	34	A413, 424, 542	A522, A542	A101, 322, 641
C.9 Community/Social Resp	<i>Understanding</i>	New		A416, 522	A101, 321, 641

*Designated NAAB coverage

II.2.1 Regional Accreditation

Roger Williams University is accredited by the New England Association of Schools and Colleges (NEASC). The university was initially accredited in 1972, and is renewed every ten years for compliance with accreditation. Roger Williams University's next review is scheduled for Fall 2016.



Founded in 1885

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

RECEIVED
OCT 17 2007
By _____

October 10, 2007

Dr. Roy J. Nirschel
President
Roger Williams University
One Old Ferry Road
Bristol, RI 02809-2921

Dear President Nirschel:

I write to inform you that at its meeting on September 21, 2007, the Commission on Institutions of Higher Education considered the institutional report from Roger Williams University and took the following action:

- that the report submitted by Roger Williams University be accepted;
- that the formal Notice of Concern be continued;
- that the focused visit scheduled for Fall 2008 be confirmed;
- that, in addition to the audited financial statements and management letter, as mentioned in our letter of March 23, 2007, the report prepared in advance of the visit describe the University's progress in:

1. completing the revision and adoption of the trustees' by-laws;
2. ensuring a functioning and effective system of trustee committees;
3. providing orientation for new trustees; and
4. implementing a system of trustee self-evaluation;

that the fifth-year interim report due in Fall 2011 be confirmed;

that the comprehensive evaluation scheduled for Fall 2016 be confirmed.

The Commission gives the following reasons for its action.

209 BURLINGTON ROAD, SUITE 201, BEDFORD, MA 01730-1433 | 781-271-0022 | FAX 781-271-0950
www.neasc.org

JUDITH P. GORDON (2008)
Boston College

ELSA NUÑEZ, Vice Chair (2010)
Eastern Connecticut State University

IRVIN BELANGER (2008)
Grafton, MA

MARY L. RHELE (2008)
Bunker Hill Community College

KARLA H. FOX (2008)
University of Connecticut

MARY JO MAYDEW (2008)
Mount Holyoke College

WILLIAM A. MCINTYRE (2008)
New Hampshire Community Technical College

JOSEPH W. MCNABB (2008)
Carleton College

JILL N. REICH (2008)
Bates College

DORIS E. ARRINGTON (2009)
Capital Community College

GAI CARPENTER (2007)
Hampshire College

LAURA M. DISANO (2009)
Worcester, MA

KIRK D. KOLENBRANDER (2009)
Massachusetts Institute of Technology

JAMES LEHENY (2009)
University of Massachusetts Amherst

PETER NESSEN (2009)
Boston, MA

KATHERINE H. SLOAN (2009)
Massachusetts College of Art

KATHRYN T. SPOHR (2009)
Brown University

BETTY J. STERNBERG (2009)
Greenwich, CT

STACY L. SWEENEY (2009)
New England Institute of Art

REV. JEFFREY P. VON ARX, S.J. (2009)
Fairfield University

F. ROBERT HUTH (2010)
Middlebury College

HUBERT D. MAULISBY (2010)
Norwich University

RICHARD PATTENAUDE (2010)
University of Maine System

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Dr. Roy J. Nirschel
October 10, 2007
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The report was accepted because it was responsive to the areas identified by the Commission. Roger Williams University has made significant progress in strengthening its board of trustees and initiating processes that show considerable promise for a revitalized and effective governing board. The report reflects a board that now has sufficient size, competence, and diversity, in keeping with the University's goals, to function effectively and meet the University's own expectations for its board. Further, we are pleased to note that the board has developed and adopted a conflict of interest policy. The Commission commends Roger Williams University on the progress made in a short period.

The formal Notice of Concern was continued because, while much progress has been made to date, the newly constituted board has not yet had sufficient opportunity to demonstrate its effective functioning.

The report and visit in Fall 2008 will afford the University an opportunity to demonstrate that the board functions comfortably within the expectations of the Commission's standard on *Organization and Governance*, thereby fulfilling its responsibilities to the University. The scheduling of the visit is also consistent with the Commission's policy on its formal Notice of Concern, a copy of which is enclosed. The matters specified for the report are informed by the above-referenced standard as well as the standard on *Financial Resources*:

The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles (3.1).

Members of the governing board understand, accept, and fulfill their responsibilities as fiduciaries to act honestly and in good faith in the best interest of the institution toward the achievement of its purposes in a manner free from conflicts of interest (3.2).

The board has a clear understanding of the institution's distinctive mission and purposes. It exercises the authority to ensure the realization of institutional mission and purposes. The board sets and reviews institutional policies; monitors the institution's fiscal solvency; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes (3.3).

The board systematically develops and ensures its own effectiveness. The board enhances its effectiveness through periodic evaluation (3.4).

Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through appropriate committees and meetings (3.5).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans (9.3).

As you know, Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review.

Dr. Roy J. Nirschel
October 10, 2007
Page 3

Finally, the scheduling of a comprehensive evaluation in Fall 2016 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive visit at least once every ten years.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Judith R. Gordon". The signature is fluid and cursive, with the first name "Judith" being more prominent.

Judith R. Gordon

JRG/jm

Enclosure

cc: Mr. Richard Bready

II.2.2 Professional Degrees and Curriculum

COMPARATIVE DEGREE REQUIREMENTS OUTLINE

B.S. in Architecture / B.S.+ Master of Architecture Program

Requirements	BS in Arch Pre-Professional	4+2 Professional Degree Sequence	Graduate MArch	BS / MArch Totals
University Core Requirements	14 courses 3 Writing and Math Skills 5 Interdisciplinary Core 5 Core Concentration (drawn from arts + sciences) 1 Capstone Senior Seminar			14 courses 45 credits
University Electives	2 courses Non- Arch Electives (6 credits)			2 courses 6 credits
Foundation	4 courses Arch 101 Foundations of Architecture Varts 101 Drawing I AAH 121-122 Art+Arch Hist			4 courses 12 Credits
Design	6 studios 5 Core Arch Studios: Arch 113-313 1 Adv/Topical Studio: Arch 413/416	1 studio 1 Adv/Topical Studio: Arch 413/416	4 studios Arch 513 Comp Proj Studio 2) Arch 515 Grad Arch Design Studios Arch 613 Grad Thesis Studio	11 studios 55 credits
History / Theory	3 courses Arch 322 Theory of Arch Arch 325 History of Modern Architecture 1 Intermediate History/Theory (from AAH/Arch/HP menu)		1 course 1 Adv/Grad History/Theory (from Adv History/Theory Menu)	4 courses 12 credits
Environment + Human Behavior	1 courses Arch 321 Site + Environment		1 course Arch 522 Environmental Design Research	2 courses 6 credits
Technical Systems	3 courses Arch 231 Con Mat I Arch 333 Building Systems Arch 335 Structure, Form & Order	4 courses Arch 331 Con Mat II Arch 332 Acous + Lighting Arch 434 Design of Structures I Arch 435 Design of Structures II		7 courses 21 credits
Professional Practices / Vis Com (also see Foundation)	1 course Arch 287 Intro to Computer Applications	1 course Arch 488 Computer Apps in Pro Prac	2 courses Arch 542 Prof Practice Arch 641 Grad Thesis Research	4 courses 12 credits
Architecture Electives	1 course 1 Adv Arch Elective (from menu of options)		3 courses (3 min. Grad Arch Electives)	4 courses 12 credits
Total Credits	120 credits	20 credits	41 Credits Total / 38 Minimum Graduate Credits	181 credits

II.2.2 Professional Degrees and Curriculum

SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

FIRST YEAR (Undergraduate Year 1)			
FALL	17	SPRING	16
ARCH 113 Architectural Design Core Studio I	5	ARCH 114 Architectural Design Core Studio II	5
ARCH 101 Foundations of Architecture	3	AAH 122 Art & Architectural History II	3
AAH 121 Art & Architectural History I	3	PHYS PHYS 109L Physics I (Algebra)+ lab <i>or</i> PHYS 201L Physics I (Calculus)+lab	4
WTNG 102 Expository Writing	3	MATH MATH 136 Pre-Calculus <i>or</i> MATH 213L Calculus I & Lab	4
CORE Interdisciplinary Core Requirement 1	3		
SECOND YEAR (Undergraduate Year 2)			
FALL	17	SPRING	15
ARCH 213 Architectural Design Core Studio III	5	ARCH 214 Architectural Design Core Studio IV	5
ARCH 287 Intro to Computer Applications	3	ARCH 231 Construction Materials & Methods I	3
ARCH 321 Site & Environment	3	ARCH 325 History of Modern Architecture	3
ARCH 335 Structure Form & Order	3	BIO 104L Biology II + Lab <i>or</i> NATSC 103L Earth Systems Sci. + Lab	4
WTNG 200 Critical Writing for the Humanities	3		
THIRD YEAR (Undergraduate Year 3)			
FALL	17	SPRING	17
ARCH 313 Architectural Design Core Studio V	5	ARCH 413 / Adv. Architectural Design Studio <i>or</i>	5
ARCH 331 Construction Materials & Methods II	3	ARCH 416 Adv. Architectural Design Studio: Urban	3
CORE Interdisciplinary Core Requirement 2	3	ARCH 322 Theory of Architecture	3
CORE Interdisciplinary Core Requirement 3	3	ARCH 333 Building Systems: Equipment for Bldgs	3
<i>or</i> Core Concentration 1 <i>or</i>	3	<i>or</i> Core Concentration 1 <i>or</i>	3
VARTS 101 Foundations of Drawing		VARTS 101 Foundations of Drawing	3
		Core Concentration 2	3
FOURTH YEAR (Undergraduate Year 4)			
FALL	17	SPRING	15
ARCH 413 / Adv. Architectural Design Studio <i>or</i>	5	ARCH 488 Computer Applications for Prof. Practice	3
ARCH 416 Adv. Architectural Design Studio: Urban		CORE Core Integrative Senior Seminar	3
ARCH 434 Design of Structures I	3	Core Concentration 4	3
Intermediate History/Theory Elective	3	Core Concentration 5	3
Core Concentration 3	3	General Elective 2	3
General Elective 1	3		
FIFTH YEAR (Graduate Year 1)			
FALL	14	SPRING	14
ARCH 515 Graduate Arch. Design Studio 1	5	ARCH 513 Comprehensive Design Studio	5
ARCH 435 Design of Structures II	3	ARCH 522 Environmental Design Research	3
ARCH 332 Acoustics and Lighting	3	ARCH 542 Professional Practice	3
Architecture Elective	3	Advanced History/Theory Elective	3
SIXTH YEAR (Graduate Year 2)			
FALL	11	SPRING	11
ARCH 515 Graduate Arch. Design Studio 2	5	ARCH 613 Graduate Thesis Studio	5
ARCH 641 Graduate Thesis Research Seminar	3	Graduate Architecture Elective 2	3
Graduate Architecture Elective 1	3	Graduate Architecture Elective 3	3

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

II.2.2 Professional Degrees and Curriculum

SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

Art and Architectural History Minor

FIRST YEAR (Undergraduate Year 1)			
FALL		17	SPRING
ARCH 113	Architectural Design Core Studio I	5	ARCH 114 Architectural Design Core Studio II 5
ARCH 101	Foundations of Architecture	3	AAH 122 Art & Architectural History II 3
AAH 121	Art & Architectural History I	3	PHYS PHYS 109L Physics I (Algebra)+ lab or 4
WTNG 102	Expository Writing	3	PHYS 201L Physics I (Calculus)+lab
CORE	Interdisciplinary Core Requirement 1	3	MATH MATH 136 Pre-Calculus or 4
			MATH 213L Calculus I & Lab
SECOND YEAR (Undergraduate Year 2)			
FALL		17	SPRING
ARCH 213	Architectural Design Core Studio III	5	ARCH 214 Architectural Design Core Studio IV 5
ARCH 287	Intro to Computer Applications	3	ARCH 231 Construction Materials & Methods I 3
ARCH 321	Site & Environment	3	ARCH 325 History of Modern Architecture 3
ARCH 335	Structure Form & Order	3	BIO 104L Biology II + Lab or 4
WTNG 200	Critical Writing for the Humanities	3	NATSC 103L Earth Systems Sci. + Lab
THIRD YEAR (Undergraduate Year 3)			
FALL		17	SPRING
ARCH 313	Architectural Design Core Studio V	5	ARCH 413 / Adv. Architectural Design Studio or 5
ARCH 331	Construction Materials & Methods II	3	ARCH 416 Adv. Architectural Design Studio: Urban
CORE	Interdisciplinary Core Requirement 2	3	ARCH 322 Theory of Architecture 3
CORE	Interdisciplinary Core Requirement 3	3	ARCH 333 Building Systems: Equipment for Bldgs 3
VARTS 101	Foundations of Drawing	3	Intermediate AAH Requirement 3
			Intermediate AAH Requirement 3
FOURTH YEAR (Undergraduate Year 4)			
FALL		17	SPRING
ARCH 413 /	Adv. Architectural Design Studio or	5	ARCH 488 Computer Applications for Prof. Practice 3
ARCH 416	Adv. Architectural Design Studio: Urban		CORE Core Integrative Senior Seminar 3
ARCH 434	Design of Structures I	3	Free Elective* 3
	Advanced AAH Requirement	3	Free Elective* 3
	Free Elective*	3	General Elective 2 3
	General Elective 1	3	
FIFTH YEAR (Graduate Year 1)			
FALL		14	SPRING
ARCH 515	Graduate Arch. Design Studio 1	5	ARCH 513 Comprehensive Design Studio 5
ARCH 435	Design of Structures II	3	ARCH 522 Environmental Design Research 3
ARCH 332	Acoustics and Lighting	3	ARCH 542 Professional Practice 3
	Architecture Elective	3	Advanced History/Theory Elective 3
SIXTH YEAR (Graduate Year 2)			
FALL		11	SPRING
ARCH 515	Graduate Arch. Design Studio 2	5	ARCH 613 Graduate Thesis Studio 5
ARCH 641	Graduate Thesis Research Seminar	3	Graduate Architecture Elective 2 3
	Graduate Architecture Elective 1	3	Graduate Architecture Elective 3 3

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

*** Overlaps between the AAH Core Concentration, the AAH Minor and Architecture Major requirements create 3 Free Electives that may be used to explore a range of options.**

II.2.2 Professional Degrees and Curriculum SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

Historic Preservation Minor

FIRST YEAR (Undergraduate Year 1)			
FALL		17	SPRING
ARCH 113	Architectural Design Core Studio I	5	ARCH 114 Architectural Design Core Studio II
ARCH 101	Foundations of Architecture	3	AAH 122 Art & Architectural History II
AAH 121	Art & Architectural History I	3	PHYS PHYS 109L Physics I (Algebra)+ lab or
WTNG 102	Expository Writing	3	PHYS 201L Physics I (Calculus)+lab
CORE	Interdisciplinary Core Requirement 1	3	MATH MATH 136 Pre-Calculus or
			MATH 213L Calculus I & Lab
SECOND YEAR (Undergraduate Year 2)			
FALL		17	SPRING
ARCH 213	Architectural Design Core Studio III	5	ARCH 214 Architectural Design Core Studio IV
ARCH 287	Intro to Computer Applications	3	ARCH 231 Construction Materials & Methods I
ARCH 321	Site & Environment	3	ARCH 325 History of Modern Architecture
ARCH 335	Structure Form & Order	3	BIO 104L Biology II + Lab or
WTNG 200	Critical Writing for the Humanities	3	NATSC 103L Earth Systems Sci. + Lab
THIRD YEAR (Undergraduate Year 3)			
FALL		17	SPRING
ARCH 313	Architectural Design Core Studio V	5	ARCH 413 / Adv. Architectural Design Studio or
ARCH 331	Construction Materials & Methods II	3	ARCH 416 Adv. Architectural Design Studio: Urban
CORE	Interdisciplinary Core Requirement 2	3	ARCH 322 Theory of Architecture
CORE	Interdisciplinary Core Requirement 3	3	ARCH 333 Building Systems: Equipment for Bldgs
HP 150	Introduction to Historic Preservation (General Elective 1)	3	VARTS 101 Foundations of Drawing
			Core Concentration 1
FOURTH YEAR (Undergraduate Year 4)			
FALL		17	SPRING
ARCH 413 /	Adv. Architectural Design Studio or	5	CORE Core Integrative Senior Seminar
ARCH 416	Adv. Architectural Design Studio: Urban		Core Concentration 4
ARCH 434	Design of Structures I	3	HP 342 Industrial America* (CC#5 & Int. H/T)
	Core Concentration 2	3	HP 351 History and Phil. of Historic Pres.*
HP 341	Pre-Industrial America* (CC #3)	3	HP Historic Preservation Elective
HP	Historic Preservation Elective** (AE#1)	3	(General Elective 2)
FIFTH YEAR (Graduate Year 1)			
FALL		14	SPRING
ARCH 515	Graduate Arch. Design Studio 1	5	ARCH 513 Comprehensive Design Studio
ARCH 435	Design of Structures II	3	ARCH 522 Environmental Design Research
ARCH 332	Acoustics and Lighting	3	ARCH 542 Professional Practice
ARCH 488	Computer Applications for Prof. Practice	3	Advanced History /Theory Elective
SIXTH YEAR (Graduate Year 2)			
FALL		11	SPRING
ARCH 515	Graduate Arch. Design Studio 2	5	ARCH 613 Graduate Thesis Studio
ARCH 641	Graduate Thesis Research Seminar	3	Graduate Architecture Elective 2
	Graduate Architecture Elective 1	3	Graduate Architecture Elective 3

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

* HP 341 & 342 count toward the AAH Core Concentration and toward the Intermediate History/Theory Option

** Select HP courses count as Architecture Electives allowing the completion of a minor w/in 4 years

II.2.2 Professional Degrees and Curriculum SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

Liberal Art Minors w/ Core Concentrations

FIRST YEAR (Undergraduate Year 1)			
FALL		17	SPRING
ARCH 113	Architectural Design Core Studio I	5	ARCH 114 Architectural Design Core Studio II
ARCH 101	Foundations of Architecture	3	AAH 122 Art & Architectural History II
AAH 121	Art & Architectural History I	3	PHYS PHYS 109L Physics I (Algebra)+ lab or
WTNG 102	Expository Writing	3	PHYS 201L Physics I (Calculus)+lab
CORE	Interdisciplinary Core Requirement 1	3	MATH MATH 136 Pre-Calculus or
			MATH 213L Calculus I & Lab
SECOND YEAR (Undergraduate Year 2)			
FALL		17	SPRING
ARCH 213	Architectural Design Core Studio III	5	ARCH 214 Architectural Design Core Studio IV
ARCH 287	Intro to Computer Applications	3	ARCH 231 Construction Materials & Methods I
ARCH 321	Site & Environment	3	ARCH 325 History of Modern Architecture
ARCH 335	Structure Form & Order	3	BIO 104L Biology II + Lab or
WTNG 200	Critical Writing for the Humanities	3	NATSC 103L Earth Systems Sci. + Lab
THIRD YEAR (Undergraduate Year 3)			
FALL		17	SPRING
ARCH 313	Architectural Design Core Studio V	5	ARCH 413 / Adv. Architectural Design Studio or
ARCH 331	Construction Materials & Methods II	3	ARCH 416 Adv. Architectural Design Studio: Urban
CORE	Interdisciplinary Core Requirement 2	3	ARCH 322 Theory of Architecture
CORE	Interdisciplinary Core Requirement 3	3	ARCH 333 Building Systems: Equipment for Bldgs
VARTS 101	Foundations of Drawing	3	Core Concentration/MINOR 1
			Core Concentration/MINOR 2
FOURTH YEAR (Undergraduate Year 4)			
FALL		17	SPRING
ARCH 413 /	Adv. Architectural Design Studio or	5	ARCH 488 Computer Applications for Prof. Practice
ARCH 416	Adv. Architectural Design Studio: Urban		CORE Core Integrative Senior Seminar
ARCH 434	Design of Structures I	3	Core Concentration/MINOR 5
	Intermediate History/Theory Elective	3	General Elective/MINOR 6*
	Core Concentration/MINOR 3	3	General Elective
	Core Concentration/MINOR 4	3	
FIFTH YEAR (Graduate Year 1)			
FALL		14	SPRING
ARCH 515	Graduate Arch. Design Studio 1	5	ARCH 513 Comprehensive Design Studio
ARCH 435	Design of Structures II	3	ARCH 522 Environmental Design Research
ARCH 332	Acoustics and Lighting	3	ARCH 542 Professional Practice
	Architecture Elective	3	Advanced History/Theory Elective
SIXTH YEAR (Graduate Year 2)			
FALL		11	SPRING
ARCH 515	Graduate Arch. Design Studio 2	5	ARCH 613 Graduate Thesis Studio
ARCH 641	Graduate Thesis Research Seminar	3	Graduate Architecture Elective 2
	Graduate Architecture Elective 1	3	Graduate Architecture Elective 3

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

** Liberal Arts minors w/ Core Concentrations require one additional course to complete a minor. This includes all traditional Liberal Arts majors at the University.*

II.2.2 Professional Degrees and Curriculum

SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

Sustainability Minor

FIRST YEAR (Undergraduate Year 1)			
FALL		17	SPRING
ARCH 113	Architectural Design Core Studio I	5	ARCH 114 Architectural Design Core Studio II
ARCH 101	Foundations of Architecture	3	AAH 122 Art & Architectural History II
ARCH 121	Art & Architectural History I	3	PHYS PHYS 109L Physics I (Algebra)+ lab or
WTNG 102	Expository Writing	3	PHYS 201L Physics I (Calculus)+lab
CORE	Interdisciplinary Core Requirement 1	3	MATH MATH 136 Pre-Calculus or
			MATH 213L Calculus I & Lab
SECOND YEAR (Undergraduate Year 2)			
FALL		17	SPRING
ARCH 213	Architectural Design Core Studio III	5	ARCH 214 Architectural Design Core Studio IV
ARCH 287	Intro to Computer Applications	3	ARCH 231 Construction Materials & Methods I
ARCH 321	Site & Environment	3	ARCH 325 History of Modern Architecture
ARCH 335	Structure Form & Order	3	BIO 104L Biology II + Lab or
WTNG 200	Critical Writing for the Humanities	3	NATSC 103L Earth Systems Sci. + Lab
THIRD YEAR (Undergraduate Year 3)			
FALL		17	SPRING
ARCH 313	Architectural Design Core Studio V	5	ARCH 413 / Adv. Architectural Design Studio or
ARCH 331	Construction Materials & Methods II	3	ARCH 416 Adv. Architectural Design Studio: Urban
CORE	Interdisciplinary Core Requirement 2	3	ARCH 322 Theory of Architecture
CORE	Interdisciplinary Core Requirement 3	3	ARCH 333 Building Systems: Equipment for Bldgs
	or Core Concentration 1 or	3	or Core Concentration 1 or
VARTS 101	Foundations of Drawing	3	VARTS 101 Foundations of Drawing
			SUST 101 Intro Sust. / Core Concentration 2 *
FOURTH YEAR (Undergraduate Year 4)			
FALL		17	SPRING
ARCH 413 /	Adv. Architectural Design Studio or	5	ARCH 488 Computer Applications for Prof. Practice
ARCH 416	Adv. Architectural Design Studio: Urban	3	CORE Core Integrative Senior Seminar
ARCH 434	Design of Structures I	3	Core Concentration 4
	Art & Architectural History Inter. Elect.	3	Core Concentration 5
	Core Concentration 3	3	SUST 401 Working Toward Sustainability
SUST 301	Analysis and Decision Making for Susi	3	
FIFTH YEAR (Graduate Year 1)			
FALL		14	SPRING
ARCH 515	Graduate Arch. Design Studio 1	5	ARCH 513 Comprehensive Design Studio
ARCH 435	Design of Structures II	3	ARCH 522 Environmental Design Research
ARCH 332	Acoustics and Lighting	3	ARCH 542 Professional Practice
	Architecture Elective	3	Advanced History/Theory Elective
SIXTH YEAR (Graduate Year 2)			
FALL		11	SPRING
ARCH 515	Graduate Arch. Design Studio 2	5	ARCH 613 Graduate Thesis Studio
ARCH 641	Graduate Thesis Research Seminar	3	Graduate Architecture Elective 2
	Graduate Architecture Elective 1	3	Graduate Architecture Elective 3

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

** Requires a one course overlap w/ student's Core Concentration (see AAH, FAV, VArts, WTNG, MATH, NATSC, BIO) or Winter/Summer Coursework (184 cr. total)*

II.2.2 Professional Degrees and Curriculum SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

BACHELOR OF SCIENCE IN ARCHITECTURE / MASTER OF ARCHITECTURE 4+2 DUAL DEGREE PROGRAM

CATALOG: 2011/2012

Visual Arts Minor: Painting/Drawing/Printmaking/Sculpture

FIRST YEAR (Undergraduate Year 1)						
FALL			17	SPRING		16
ARCH 113	Architectural Design Core Studio I	5	ARCH 114	Architectural Design Core Studio II	5	
ARCH 101	Foundations of Architecture	3	AAH 122	Art & Architectural History II	3	
AAH 121	Art & Architectural History I	3	PHYS	PHYS 109L Physics I (Algebra)+ lab or PHYS 201L Physics I (Calculus)+lab	4	
WTNG 102	Expository Writing	3	MATH	MATH 136 Pre-Calculus or MATH 213L Calculus I & Lab	4	
CORE	Interdisciplinary Core Requirement 1	3				
SECOND YEAR (Undergraduate Year 2)						
FALL			17	SPRING		15
ARCH 213	Architectural Design Core Studio III	5	ARCH 214	Architectural Design Core Studio IV	5	
ARCH 287	Intro to Computer Applications	3	ARCH 231	Construction Materials & Methods I	3	
ARCH 321	Site & Environment	3	ARCH 325	History of Modern Architecture	3	
ARCH 335	Structure Form & Order	3		BIO 104L Biology II + Lab or NATSC 103L Earth Systems Sci. + Lab	4	
WTNG 200	Critical Writing for the Humanities	3				
THIRD YEAR (Undergraduate Year 3)						
FALL			17	SPRING		17
ARCH 313	Architectural Design Core Studio V	5	ARCH 413 /	Adv. Architectural Design Studio or	5	
ARCH 331	Construction Materials & Methods II	3	ARCH 416	Adv. Architectural Design Studio: Urban		
CORE	Interdisciplinary Core Requirement 2	3	ARCH 322	Theory of Architecture	3	
CORE	Interdisciplinary Core Requirement 3	3	ARCH 333	Building Systems: Equipment for Bldgs	3	
VARTS 101	Foundations of Drawing	3	VARTS 2_1	Foundations of Painting / Sculpture	3	
			VARTS ____	Visual Arts Concentration/Minor	3	
FOURTH YEAR (Undergraduate Year 4)						
FALL			17	SPRING		15
ARCH 413 /	Adv. Architectural Design Studio or	5	ARCH 488	Computer Applications for Prof. Practice	3	
ARCH 416	Adv. Architectural Design Studio: Urban		CORE	Core Integrative Senior Seminar	3	
ARCH 434	Design of Structures I	3	VARTS ____	Visual Arts Concentration/Minor	3	
	Intermediate History/Theory Elect.	3		Free Elective*	3	
VARTS ____	Visual Arts Concentration/Minor	3		General Elective 2	3	
	General Elective 1	3				
FIFTH YEAR (Graduate Year 1)						
FALL			14	SPRING		14
ARCH 515	Graduate Arch. Design Studio 1	5	ARCH 513	Comprehensive Design Studio	5	
ARCH 435	Design of Structures II	3	ARCH 522	Environmental Design Research	3	
ARCH 332	Acoustics and Lighting	3	ARCH 542	Professional Practice	3	
	Architecture Elective	3		Advanced History/Theory Elective	3	
SIXTH YEAR (Graduate Year 2)						
FALL			11	SPRING		11
ARCH 515	Graduate Arch. Design Studio 2	5	ARCH 613	Graduate Thesis Studio	5	
ARCH 641	Graduate Thesis Research Seminar	3		Graduate Architecture Elective 2	3	
	Graduate Architecture Elective 1	3		Graduate Architecture Elective 3	3	

TOTAL: 143 credits Undergraduate + 38 credits min. @ Graduate level = 181 credits minimum

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM THRESHOLD REVIEW

Students must achieve a 2.67 GPA after 5 semesters (area in gray above) and a successful Portfolio Review in order to continue directly into the accelerated graduate portion of the 4 + 2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

*** Overlaps between the VArts Core Concentration and Architecture Major allow the completion of a minor while also creating one additional Free Elective and not using any General Electives.**

II.2.2 Professional Degrees and Curriculum

Off-Campus Programs

Architecture Program students are able to participate in a series of elective off-campus offerings at the undergraduate and graduate levels.

Undergraduate Elective Semester Long Program—The Florence Program

At the undergraduate level, since 2001 the Architecture Program has participated in Roger Williams University's Florence Program offered in conjunction with the Institute for Fine and Liberal Arts at Palazzo Rucellai. The program consists of an elective semester long stay in either Fall or Spring for up to 26 students per semester, based on Roger Williams' design studio enrollment maximum of 13 students per studio section. See I.2.3 Physical Resources for floor plans of the Palazzo Rucellai, the main classroom site for the program, and the Palazzo Alamanni, where Architecture studio space is established. The Florence Architecture Studio at Palazzo Alamanni is equipped along the same dimensions as our Rhode Island main campus, with the following equipment,

- 26 drawing stations equipped with lamp, may-line and pin-up space
- 9 extra tables with large cutting boards for model making
- 6 computer stations
- 1 color printer A2/A3/A4 size
- 1 b/w laser printer A4 size
- 1 photocopier A3/A4 size
- 1 lcd projector
- 1 slide projector
- 2 scanner A4 size
- 1 wireless access point & router
- 1 large metal drawer for drawings
- 20 small lockers
- Architecture library (catalogue available)
- Architecture magazine subscriptions: *The Architectural Review*, *Domus*, *Abitare*

The Program is taught by Italian adjunct faculty, all of whom were reviewed and interviewed for hiring by Dean White, have been to the Roger Williams campus. and who have framed their courses within the learning outcomes format of Roger Williams University that follows the NAAB Student Performance Criteria categories. The course numbers and content are all conceived and delivered for Roger Williams students, within university oversight.

Undergraduate/Graduate Elective Short-Term Programs: Faculty Led Trips

Architecture students may also participate in elective short-term, 3-week Winter or Summer Study trips of 3 credits each led by our Architecture and Art + Architectural History faculty to several sites in Europe and Asia:

- Arch 430/530 Sp Topics: The Netherlands, Associate Professor Andrew Thurlow (Summer 2008, 2010)
- Arch 430/530: Sp Topics: Munchen Bau, Associate Professor Patrick Charles (Winter 2010)
- AAH 430/530: Sp Topics: Arts and Architecture of Ancient Egypt, Associate Professor Rebecca Leuchak (Winter 2011)
- AAH 430/530: Arts and Architecture of Southeast Asia: Angkor Wat, Associate Professor Rebecca Leuchak (first offering Winter 2012)

- AAH 430/530: Arts and Architecture of Japan, Associate Professor Rebecca Leuchak (first offering, Summer 2012)

These courses are travel courses. The first two courses may count toward Architecture Elective offerings, the second to as History/Theory elective options. Architecture Faculty Ulker Copur additionally had led the Turkey Sustainability Studies Study Abroad Program in Summer 2011, supported by a Fulbright Hayes Grant, which consists of a four credit course counting as a free elective or toward the Minor in Sustainability Studies.

Graduate Elective Semester Long Programs—Argentina, China, Turkey

Beginning in 2010/11, the School began a series of relationships with leading architecture programs in Argentina, Istanbul and Beijing, in the interest of broadening our students engagement of world cultures and emerging practice paradigms. All involve elective coursework beyond the NAAB Student Performance Criteria.

In Fall 2010 Roger Williams Associate Professor of Architecture led a group of 12 Architecture graduate students on an elective semester to Argentina in association with Universidad Torcuato di Tella in Buenos Aires, in what is expected to be a two year cycle of return visits with the next one being in Fall 2012. Bonder designed and taught in the program for our students based on Roger Williams contact and other norms. Our students had dedicated studio space and other amenities at Torcuato di Tella while in Buenos Aires. The student program included:

- | | | |
|--|-----------|----------------------------------|
| • Arch 515 Graduate Architectural Design Studio | 5 credits | Bonder, Rohm/
Maldonado |
| • Arch 530 Contemporary Argentina Architecture | 3 credits | Rohm, Maldonado |
| • Arch 430 Spanish Language | 3 credits | |
| • Arch 530 Sp Topics: Prof Practice in Argentina | 3 credits | Bonder + Buenos
Aires Offices |

Buenos Aires based architect/educators Max Rohm and Hernan Maldonado had taught the Spring 2010 semester at Roger Williams as Visiting Professors in order to become familiar with our program's norms and expectations. Bonder and leaders of six Buenos Aires firms together led an Arch 530 Sp Topics: Professional Practices/internship seminar. Torcuato di Tella has also sent two exchange students to Roger Williams as part of our exchange.

In Spring 2011, the University sent three students for an elective semester to Tsinghua University, Beijing's English Language Master of Architecture Program, for a similarly framed program, inclusive of:

- | | |
|--|-----------|
| • Arch 515 Graduate Architectural Design Studio | 5 credits |
| • Arch 530 Sp Topics: Contemporary Chinese Architecture | 3 credits |
| • Arch 430 Chinese Language | 3 credits |
| • Arch 530 Sp Topics: Professional Practice—Gensler Internship | 3 credits |

Former RWU faculty member Ron Henderson, AIA, ASLA, who teaches at Tsinghua currently, provided invaluable leadership for our students while they were at Tsinghua. Hiro Kashiwagi and Ellie Wang, Senior Designer and Project Architect in Gensler's Shanghai Office, supervised the students. A similar kind of elective program/process for one-three students at a time is in place in Fall 2011 at Istanbul

Technical University (ITU). ITU and Roger Williams signed a Memorandum of Agreement for student and faculty engagement in May 2011, and has gone through the NAAB Accreditation process. All coursework is elective however, though providing an outstanding international academic and practice experience our students.

II.2.3 Curriculum Review and Development

SAAHP Curriculum Review Cycle:

Since 2004/05, the School of Architecture, Art and Historic Preservation has convened regular two-day Winter and Spring Conferences after the Fall and Spring semesters, composed of a Day One Curriculum “Walkabout” followed by a Day Two Strategic Planning Session which looks at the larger view based on the findings of student achievement in coursework and studios. These events are an opportunity to look at long range planning issues and at the same time reflect on the previous semester’s work. This work is presented during end of the semester “Walkabouts” coordinated by each of the programs within the school. These Walkabouts provide an overview of a major component of our individual curricula to be discussed in detail and also to be looked at within the context of our long-range goals and school wide objectives. During the semester we have monthly program meetings and SAAHP meetings as well as sub- committee and working group sessions.

The Architecture Program Committee is composed of all fulltime, visiting/teaching firm and adjunct faculty teaching courses counting toward the BS + Master of Architecture degree sequence. Meetings are most often attended by fulltime faculty, but all are welcome, and there is some regular attendance by many adjunct faculty. The Committee was composed of the following faculty in 2008/09 as one example, with those registered architects in a US jurisdiction indicated.

2008/09 Full Time Faculty

Derek Bradford, AIA, registered architect
Andrew Cohen, AIA, registered architect
Ulker Copur, Ph.D
Roseann Evans, AIA, registered architect
Gail Fenske, Ph.D., AIA, registered architect
Hasan-Uddin Khan (Pakistan)
Philip Marshall
William McQueen, AIA, registered architect
Jeffrey Staats, AIA, AICP, registered architect
Mete Turan, Ph.D.
Okan Ustunkok, Ph.D.
Stephen White, AIA, registered architect
Edgar Adams, registered architect
Julian Bonder
Luis Carranza, Ph.D.
Charles Hagenah, AIA, registered architect
Nermin Kura, Ph.D.
E. Pavlides, Ph.D., AIA, registered architect
Patrick Charles
Robert Dermody, AIA, registered architect
Andrew Thurlow

Deborah Walberg, Ph.D.

Gary Graham, FAIA, registered architect
Poyin Auyeung, Ph.D.

2008/09 Adjunct Faculty

Mauricio Barreto, AIA, registered architect
Julia Bernert, registered architect
Jonathan Bell, registered architect
Sam Choi
David Corbin
Eytan Fichman
Dan Kwasniewski
David Maclean, AIA, registered architect
Robert Pavlik, registered architect
Andrea Adams, registered architect
BG Shanklin, registered architect
Tom Amsler, registered architect
Tamara Metz
Roberto Viola
James Asbel, registered architect
Karen Hughes, registered architect
Christopher Lee

Further descriptions of the Committee Structure can be found in I.2.2 Administrative Structure and Governance. For updates on the Architecture Program Committee list, refer to the SAAHP PLANES internal website

SAAHP Spring Conference 2008: Curriculum Streamlining and Evolution : Undergraduate/Graduate, Content, Breadth and Depth

In May of 2008, with the final teaching out of the Bachelor of Architecture entering its final year, efforts began to focus on the solidification of the graduate Master of Architecture Program. The transition required us to adopt a hybrid program that clearly had served its purpose and the accumulated baggage from the superimposition of the two programs left the curriculum bloated and lack in a clear structure. While the intention of moving to a more normative 4+2 structure was not in serious doubt, the inconclusive resolution of the national nomenclature debates left us in a challenging competitor position since several other programs had retained their 5 year degree programs. It was clear that we needed to solidify our identity and streamline our curriculum in order to more fully exploit the opportunities inherent in our move to a Graduate Professional Degree program.

2008/2009 Architecture Program Meeting / Committee Structure

Curriculum Committee (committee of the whole) A broad based assessment of our existing curriculum was conducted using an informal SWOT analysis format in order to confirm our general direction. However, to confirm/revise key aspects of our curriculum we needed to conduct a more thorough review of how our curriculum in relation to our three major constituencies: the University context the Professional context and to the Students. NAAB criteria were undergoing revision at this time and reach across these constituencies; however draft criteria were used. We formed working groups in order to conduct Benchmarking research in relation to other architecture programs and investigate leading trends within the profession. Working Groups were formed and benchmarking research was conducted in the following areas:

- Mission Statement (Adams, Fenske, Khan)
- UG Studio Sequence (Barreto, Bradford, Cassel, Corbin, Evans, McQueen, Shanklin)
- Graduate Studies: Adams, Fenske, Graham, Khan, Turan, Ustunkok
- Structures Sequence (Dermody, Turan)
- Building Technologies (Charles, McQueen, Staats)
- History / Theory (Caranza, Copur, Fenske)
- Digital and Professional Practice (Adams, Graham, Evan, Thurlow)
- Environment & Behavior / Sustainability (Adams, Charles, Copur, Hagenah, Pavlides)

Upon review this information. It was determined that we should set the following basic structural goals/priorities:

- Revise program mission statement to reflect new priorities and opportunities for graduate study.
- Reduce the overall credit total to under 180 credits.
- Clarify move from Introductory, Intermediate and Advanced structure to UG / Grad structure.
- Ensure completion of all UG requirements within 4 year time period.
- Reduce semester credit totals at graduate level to an avg. of 12 credits.
- Review and solidify coverage of Sustainability within the curriculum.

2009 Winter Conference

Fall 2008 Walkabout review included a plenary discussion of the following themes Sustainability, Systems Integration, Studio Integration, Research Skills and finally Grad and Undergraduate distinctiveness. This lead to the following Breakout Sessions:

- Undergraduate: (Asbel, Bradford, Carranza, Choi, Evans (reporting), McQueen, Shanklin, White)
- Graduate Perspectives: (Graham (reporting), Khan, Cohen, Bonder, Fenske)

- Post-Baccalaureate MArch Programs, MSc Post-Professional Graduate Programs: (Adams, Charles (reporting), Copur, Hagenah, Fichman, Staats)

Based on the ongoing deliberations and research of the various sub-committees a revised Mission Statement was produced and approved.

2009/2010 Architecture Program Meeting / Committee Structure

For 2009/10 the Architecture Program and its various subcommittees focused on revising the Program Mission Statement and implementing the changes needed to move from a 5.5 year BS/March sequence to a 4+2 BS/March sequence with clear thresholds at the Undergraduate and Graduate levels. In addition, the broadening of offerings at the graduate level was elaborated and new graduate entry sequences and graduate offerings were developed. These included the 3.5 year MArch program which allows an entry into the Master of Architecture sequence for those with and undergraduate degree in a field other than Architecture. This degree path may also be used for students from more technical schools who may have advanced placement in certain technical areas; but who lack the basic design skills required for the advanced architectural design studio sequence.

The spring was devoted to consolidating the changes above, getting required approvals and to looking at the Graduate Thesis sequence and the continued integration of Sustainability into the curriculum. This also offered an opportunity to look at the changes in the curriculum in light of the final revisions to the Student Performance Criteria and Conditions and Procedures for Accreditation.

Fall 2009 Summary:

For the implementation phase of our curricular planning efforts committees were formed around several basic tasks as outlined below:

Architecture Program Mission: (E. Adams, L. Caranza, U. Copur, G. Fenske, H. Khan)
Description / Focus: Revised program mission statement. Action Items / Outcomes: revised Mission approved 11/11/09.

History / Theory: (L. Carranza, U. Copur, G. Fenske). Description / Focus: Finalize proposal and course descriptions for revised sequence. Action Items / Outcomes: Revisions to ARCH 325 to reflect increased scope from the origins of Modern Architecture in Europe to its influence worldwide. Revisions to ARCH 322 to reflect the fact that students will be required to take ARCH 325 prior to Theory. Arch 326 to be banked

Building Technologies: (P. Charles, R. Dermody, C. Hagenah, J. Staats, M. Turan)
Description / Focus: Examine the incorporation of Sustainability and Systems integration content. Finalize Structures proposal and course descriptions. Action Items / Outcomes: The faculty approved a 3 course (3 credit each) model for revising the structures sequence. ARCH 335 Structure, Form and Order will be a more qualitative introduction to structures in History and in Nature and together with Physics I will replace ENG 200. ARCH 434/435 Design of Structures I & II will replace ENG 300 and Arch Tech I & II. Course descriptions for this proposed sequence were ultimately written by Robert Dermody and approved by the Faculty

Environment & Behavior: (E. Adams, U. Copur, C. Hagenah, E. Pavlides)
Description / Focus: Study ongoing integration of Sustainability into curriculum and address the new NAAB criteria for Community and Social Responsibility. Action Items / Outcomes: Revised

ARCH 213/214 descriptions to include intro to urban issues, climate response and local / global issues. New Course ARCH 416/516 to replace one 413 studio. This studio will deal with urban issues and will include a community aspect that builds on the Community Partnerships initiative and the work of the Macro Studio. Social Aspects ARCH 424 will evolve into ARCH 522 Environmental Design Research. This course will include an improved energy audit component to the occupancy evaluations that students perform.

Professional Practice & Visual Communication: (R. Evans, G. Graham, A. Thurlow)

Description / Focus: Study the impact of BIM and IPD on teaching in Computing and Professional Practice. Action Items / Outcomes: Arch 488 will be a required course. It will be an introduction to BIM and related computer technologies that offer advanced tools for looking at Systems integration, Sustainable Design and Integrated Project Delivery.

BS Arch – Undergrad (M. Barreto, J. Bernert, D. Corbin, G. Laramie, R. Evans, W. McQueen)

Description / Focus: BS degree in Architecture was looked at relative to the implementation of the 4+ 2 structure and also in order to allow more flexibility for those that are interested in exploring other related fields at the graduate level. Action Items / Outcomes: The credit total for the BS in Architecture was reduced from 126 to 120. This will allow the above issues to be addressed while also allowing room in the 4th year for those who wish to take additional studios and accelerate their graduate degree.

BS / MArch 4+2 Curriculum Structure (committee of the whole)

The move to a clearer 4+2 structure will aid in the timely matriculation of our students and offering a more clear threshold between UG and Grad studies. It will also facilitate the reduction of credit totals at that graduate level and allow better liberal arts experience for our students at the UG level. The 2 year Grad curriculum also facilitates the merging of outside (non-Arch BA) candidates who have had a 1.5 year introductory graduate sequence. Action Items / Outcomes: UG course load max. 17 credits, Grad max. 14/15 credits. 12 credits final semester 4th year to allow additional studio. 120 total credits allows minors and double majors UG /Grad threshold should be further explored; however students will have the opportunity to walk twice

Master of Science and 3.5 year MArch Degree Option (E. Adams, P. Charles, A. Thurlow, P. Marshall)

The Master of Science in Architecture degree option was proposed by Dean White as a means of diversifying and expanding student populations and offerings at the graduate level. The program would complement existing graduate course offerings and build on them in four concentrations. These would include Sustainable Design, Urban Design, Digital Media and Historic Preservation. For the 3.5 M.Arch option an introductory studio sequence was devised that would allow integration at the end of the Core studio sequence (Core V studio). Action Items / Outcomes: Program as approved was developed over winter based on the following basic format: Common core of 6-10 credits, Concentration of 12-14 credits and Final degree options are very flexible including: Studio or research (written thesis) with required Thesis seminar, final studio or elective coursework. 30 credits min. with max. 6 credit overlap with MARCH degree requirements.

Fall Walkabout / Review: Attending: Edgar Adams (co-coordinator), Mauricio Barreto, Julian Bonder, Luis Carranza, Patrick Charles, Ulker Copur, David Corbin, Robert Dermody*, Roseann Evans, Gary Graham, Charlie Hagenah, Bob Hogan, Hasan-Uddin Khan (co-coordinator), Greg Laramie, Bill McQueen, B.G. Shanklin, Jeffrey Staats*, Andrew Thurlow, Mete Turan*, Stephen White (Dean)

The purpose of this meeting was to reach final agreement (vote) on proposed changes to the program mission, individual courses and the revised BS / March curriculum as well as 3.5 year March and MSc in Arch options. See Appendix A & B for a summary of revisions. Almost every course description was revised to reflect change in the mission, structure and objectives of the new curricular framework.

Spring 2010 Summary:

For the Spring semester we finalized a major series of curricular changes and established working groups to focus on some areas that were not addressed in those changes or needed further study. The general themes dealt with Graduate Study and Sustainability. Working groups focused on the Graduate Thesis sequence, the lack of resolution of the technical sequence and the coverage of Sustainability issues. The technology group was ultimately merged with the Sustainability group. In addition there was discussion on the impacts of the revised Structures sequence on students wishing to minor in Structural Engineering.

Comprehensive Studio (Committee of the whole): The pivotal nature of the Comprehensive Studio is well understood. The earlier questions about how best to support the Comprehensive Studio were looked at in addition to the scope and nature of the problems offered. Action Items / Outcomes: The requirement for ARCH 488 and greater attention to Sustainability issues are expected to pay dividends. The timing of the studio was discussed. It was advised that students not take Comp Studio along with Thesis Prep. In addition those taking a full 17 credit load are having problems. Advisement will be critical in this regard until the new curriculum takes effect.

Graduate Thesis (J. Bonder, A. Cohen, H. Khan) The evolution of the comprehensive studio offerings and the increased focus on graduate level study have provided an opportunity to focus on the role of the thesis sequence. Is it a true "thesis" or are some students still better served by an Independent project? Action Items / Outcomes: There is broad agreement on the need for a two-track system. One geared to a more clear Thesis exploration and another more geared to an independent project or directed studio. Remaining questions for Thesis Track: There seems to be some agreement that there should be some design exploration or testing of the "thesis" (no purely written thesis). Remaining questions for Independent Project Track: Should it be individual or is some level of collaboration OK. How do we manage the different levels of expectation and preparation that may be required for the above options? If we desire that there be more clear Thesis projects coming out of the program we need to instill greater independent thinking and critical thinking throughout the curriculum.

Sustainability / Technology (Committee of the whole)

The Spring offered an opportunity to evaluate the planned integration of sustainability throughout the Architecture curriculum and to look at whether additional changes were needed to strengthen this aspect of the curriculum and help with the coverage of this issue within the comprehensive studio framework. Action Items / Outcomes: Various ways of defining more specific objectives were also examined including looking at a breakdown of sustainability content distributed throughout the NAAB Student Performance Criteria, the AIA COTE Sustainable Design Criteria and our own criteria based on our own desired outcomes at each of three levels - Core (undergraduate), Advanced (required graduate offerings) and Elective or Post-professional offerings. Sustainability was identified as the subject of our Spring "Walkabout" in lieu of specific criteria, an attempt was made to get a sense of the general coverage in order to avoid gaps and minimize potential overlaps.

Structures Minor: (E. Adams, R. Dermody)

Given the concern over the changes to our structures sequence and their impact on the Structural Engineering Minor a study was undertaken to look at options that would continue to make this option available to our students. Action Items / Outcomes: We will explore ways of conveying these options through Dean White and Robert Dermody. The options that preserve the integrity of our sequence and give some level of advanced standing in the Engineering sequence are preferred in terms of consistency of coverage for all Architecture Majors and should not represent a problem in terms of preparation for those seeking the minor.

Spring 2010 Walkabout / Review

Sustainability integration: Undergraduate Presentations

Arch 101 Foundations (S. White, A. Cohen)
Arch 213/14 Core Studio III/IV (D. Corbin / G. Laramie)
Arch 321 Site & Environment (C. Hagenah)
Arch 313 Core Studio V (W. McQueen, P. Charles)
Arch 231/331 Con Mat and Assemblies (W. McQueen/P. Charles)
Arch 332/333 Environmental Systems (J. Staats)
Arch 416 Advanced topical Studio: Urban (E. Adams / U. Copur)
Arch 488 Comp Apps for Pro Prac (R. Evans / G. Graham)
Discussion

Sustainability integration: Graduate Presentations

Arch 513 Comprehensive Design Studio (R. Viola-Ochoa / J. Asbel)
Arch 522 Environmental Design Research (L. Pavlides)
Arch 542 Professional Practice (G. Graham)
Discussion

2010/2011 Architecture Program Meeting / Committee Structure:

This year the Architecture Program and its various subcommittees focused on implementing the new 4+2 BS/March sequence and transitioning to this new curricular framework. In addition, new courses were rolled out and transitions were mapped out for phasing out of courses to be discontinued. Advisement guidelines were produced to aid in this transition. In addition, the potential impact of the proposed General Education Program was explored and alternatives were tested with the Assistant Provost.

NAAB coverage was also a major focus as we looked at the impact of the new curriculum and considered the implications of newly implemented courses on other courses and NAAB coverage requirements. Care was taken to ensure that everyone was aware of intended coverage and had incorporated it into their curricular planning process. Over the course of the Fall and Spring Semesters adjustments were made based on revised individual course matrices.

2010 /11 Summary: Working groups were formed around specific tasks to try and develop a more integrated approach to curriculum development. Activities were broken down into the following areas of focus:

4+2 Curriculum Implementation (E. Adams, R. Dermody, S. White)

Worked with the Dean to determine course equivalencies and map the sequencing of the transition to the new curriculum.

Impact of Revised General Education Program (committee of the whole)

The proposed General Education Program has had a long and draw out gestation period that has complicated curriculum planning and has left many questions unanswered. Without a clear idea of what courses would be offered and how/if they could be counted toward requirements within the major it will be hard to complete revisions to our own curriculum.

Action Items / Outcomes: Further curriculum development is difficult until the impact of the Gen Ed program is more fully understood.

NAAB Coverage / New Matrix (committee of the whole)

Work collection and documentation requirements were reviewed. Bridges integration and support were also highlighted. Preliminary NAAB coverage courses were identified. An NAAB Matrix was developed that includes elective offerings to show entire scope of curriculum. We confirmed format for matrix to be used for NAAB and curriculum planning purposes.

Graduate Assistants (E. Adams, R. Leuchak, M. Turan, M. McMillan,

The Graduate Assistantship Program represents a substantial resource for the school and its students. Our ability to maximize the benefits of this program will help to support ongoing efforts to improve Graduate Culture and aid greatly in attracting and maintaining quality graduate students. Action Items / Outcomes: This feedback was relayed to the SAAHP committee charged with coordinating and developing guidelines for the Graduate Assistants for final action.

Sustainability / Systems Integration (E. Adams, P. Charles, U. Copur) As part of the earlier discussions on the role of sustainability within the curriculum it was determined that sustainability content would be distributed at various levels and within various areas. The introduction of Biology or Earth Sciences as part of the general education science requirement is intended to broaden the scientific foundation that students will bring to their knowledge of this important topic. Action Items / Outcomes: Lack of clarity with the General Education program has made it difficult to optimize our introduction of more broad based perspectives on sustainability such as those offered by Sustainability 101. At the upper level we are also hampered by not knowing the impact of the Gen Ed program on the total number of credits required for graduation as we try to balance the possibility of minors against major requirements. We need to ensure that we are able to offer recently introduced sustainability electives to make options available to those who have an interest in this important area.

Graduate / Undergraduate course distinctions (committee of the whole)

The question of which courses are offered at the undergraduate level and which are offered at the graduate level was raised. Ideally there would be a clear sequence of introductory and intermediate coursework at the undergraduate level and advanced required and elective coursework at the graduate level. There are currently required or elective grad offerings in most areas. The exception is in the building technologies areas. Action Items / Outcomes: Discussion needs to continue on curriculum development in these areas. Development of advanced coursework in the technology area involves a range of issues that need further discussion and clarification. New teaching models and methods may also be involved.

Engineering Minor (E. Adams, R. Dermody)

The revisions to the Structures sequence takes away several core incentives for students who wish to minor in engineering. Several meetings were held, including with Ram Gupta of the

Engineering Faculty, to see if the minor track can be revived and to see what the requirements would be for Architecture students. Action Items / Outcomes: Clarify key content for advanced Structural Engineering Electives that Architects are most likely to need for the minor. Develop clear alternative proposals for review by the Engineering Department.

Master of Science in Architecture Subcommittee (E. Adams, P. Charles, A. Thurlow, P. Marshall)
This subcommittee focused on the implementation issues involved in the anticipated Summer 2012 start of this post-professional degree program. Action Items / Outcomes: Clarify timing of initial offering, clarify administrative and faculty support for summer interdisciplinary courses.

Fall 2010 Walkabout / Review:

E. Adams (reporting), J. Asbel, J. Bernert, A. Cohen, U. Copur, D. Corbin, R. Dermody, R. Evans, Gail Fenske, C. Hagenah, Karen Hughes, G. Laramie, B. G. Shanklin, J. Staats, M. Turan. Partial: L. Carranza, R. Viola-Ochoa

This walkabout focused on a thorough review of NAAB coverage and courses designated to address Specific Student Performance Criteria. Three sessions were held for each of the three realms identified in the SPC: Critical Thinking Skills and Representation, Integrated Building Practices, Technical Skills and Knowledge and Leadership and Practice. (see minutes)

Spring 2011 Walkabout / Review:

Attending: A. Adams, M. Barreto, J. Bernert, D. Bradford, L. Carranza, P. Charles, U. Copur, D. Corbin, R. Dermody, G. Fenske, G. Graham, K. Hughes, H. Khan, G. Laramie, T. Metz, W. McQueen, A. Thurlow, M. Turan, S. White, E. Adams (reporting)

This walkabout focused on completing the assessment of designated NAAB coverage courses from last semester. We looked at Realm C: Leadership and Practice due to the absence last Fall of Gary Graham and Lefteri Pavlides and assessed further development of new and revised course offerings such as ARCH 416 Advanced Topical Studio: Urban, ARCH 488 Computer Applications in Professional Practice and ARCH 335 Structure Form and Order.

Sample of Curriculum Revision and Development: Revised Architecture Program Mission Statement

Architecture Mission Statement

Architecture programs at Roger Williams University develop the broadly educated person through exposure to the liberal arts and humanities, while also offering rigorous professional training at the undergraduate and graduate levels, culminating in an accredited professional Master of Architecture degree.

Architecture is an integrative discipline that expresses human values through the design of the built environment. It considers a diverse range of issues at the scale of the region, site, space and detail in a way that speaks to the past, present, and possible sustainable futures. Architecture, as a profession, engages nature and culture, art and technology, service and practice, within both the local and global realms in a way that is respectful to the diversity of our increasingly pluralistic society.

Students acquire the design and technical skills and expertise needed to be effective as collaborators and leaders working across disciplines. They develop the strategic thinking and communication skills required to tackle the diverse range of issues that influence architectural discourse and practice, from those of sustainability and urbanism to historic preservation. Students are challenged at each stage of their education to consider the consequences of their actions in a culturally and environmentally responsive manner.

Students expand their scope and knowledge through the pursuit of minors at the undergraduate level and concentrations at the graduate level. Study abroad opportunities, community engagement, and close working relationships with faculty, visiting critics, and regional and international practitioners, enhance their education. The Roger Williams University architecture program fosters a lifelong engagement with critical issues, helping students to be active in enhancing their profession, their communities, and society at large.

Sample of Curriculum Revision and Development: Curriculum Development Comparison

EXISTING: BS + MArch	PROPOSED: BS + MArch	DIFFERENCE
General Education:		
Basic Skills: Expo Writing, Crit Writing, MATH 213 L (4) Core Interdisciplinary (5) Core Concentration Senior Seminar (4) Gen Electives Min. 3 outside	Basic Skills: Expo Writing, Crit Writing, MATH 137 L PHYS 109 + L BIO 104L or NATSC 103L (3) Core Interdisciplinary (5) Core Concentration Senior Seminar (2) Gen Electives	PHYS 109L + BIO 104L or NATSC 103L vs. Core Science + Lab MATH 137 vs. MATH 213 2 less Gen Elec (one more Lab Science)
Subtotal: 53 cr.	51 cr.	-2 cr.
Architectural History/Theory:		
AAH 121 & 122 ARCH 322 (2) Intermediate AAH Advanced AAH Elective	AAH 121 & 122 ARCH 325 ARCH 322 Intermediate AAH Advanced AAH Elective	Add ARCH 325 Drop Intermediate AAH (the consolidation of ARCH 325/326 into 325 frees up space lost)
Subtotal: 18 credits	18 credits	0 cr.
Environment and Behavior:		
ARCH 321 ARCH 424	ARCH 321 ARCH 522	ARCH 424 to 522 Move to Grad Level
Subtotal: 6 cr.	6 cr.	0 cr.
Technical Systems:		
ENGR 210, 300 ARCH 431, 432	ARCH 335 ARCH 434 ARCH 435	Replace 4 course sequence w/ 3 courses + Lab Science (see above)
ARCH 231, 331 ARCH 332, 333	ARCH 231, 331 ARCH 332, 333	Same
Subtotal: 24 cr.	21 cr.	- 3 cr.
Practice & Prof. Development:		
ARCH 101 ARCH 287 ARCH 542 ARCH 641 Varts 101	ARCH 101 ARCH 287 ARCH 488 ARCH 542 ARCH 641 VArts 101	Add ARCH 488
Subtotal: 15 cr.	18 cr.	+ 3 cr.
Design Studio Sequence:		
ARCH 113/114 ARCH 213/214 ARCH 313 ARCH 413 (3) ARCH 513/515 ARCH 613	ARCH 113/114 ARCH 213/214 ARCH 313 ARCH 413/416 ARCH 513/515 (2) ARCH 613	Add Arch 416 Add Arch 515 Drop (2) 413
Subtotal: 55 cr.	55 cr.	0 cr.
Architecture Electives: (for listing of new elective offerings see outline above)		
5 Courses (4 Grad level)	4 Courses (3 Grad level)	
Subtotal: 15 cr.	12 cr.	- 3 cr.
TOTAL: 186	181	- 5 cr.

II.3 Evaluation of Preparatory / Pre-Professional Education

Process for Verifying Credits, Progress toward degrees

Roger Williams University has established an automated Degree Audit process, where the University Registrar's Office maintains official records of course credits, fulfillment of degree and general education requirements, transfer credits, etc. Additionally, the School provides a Degree Plan tracking system stapled into each student's advising folder, which provides more information regarding any transfer credit information from other institutions.

General—Transfer Credit and Advanced Placement Evaluation

Transfer credit and advanced placement are evaluated and documented by the School deans, who work with the deans of other Roger Williams University schools, and with the University Registrar to accurately assess coursework from other institutions, the Advanced Placement (AP) program of the College Entrance Examination Board, and the International Baccalaureate (IB) program. Transfer credit may be granted for equivalent coursework from other institutions, the AP exam, the IB programs, but no grade is assigned and credit is not included in calculating the student's GPA. Transfer credit will only be awarded for coursework completed with a grade of C or better.

General Education/University Core Curriculum Transfer Credit Review

Waivers of the University's Core Curriculum are not specifically transferrable, but can be waived based on completion of the following transfer credit totals up to the equivalent of two years of study at another university:

1. Students matriculating with fewer than 24 accepted transfer credits must complete:
 - all skills courses that have not been satisfied through transfer credits
 - all five interdisciplinary Core courses
 - a Core Concentration (transfer credit may be applied)
 - the Core Interdisciplinary Senior Seminar
 - the service learning requirement
2. Students matriculating with 24-30 accepted transfer credits must complete:
 - all skills courses that have not been satisfied through transfer credits
 - four of the five interdisciplinary Core courses
 - a Core Concentration (transfer credit may be applied)
 - the Core Interdisciplinary Senior Seminar
3. Students matriculating with 31-44 accepted transfer credits must complete:
 - all skills courses that have not been satisfied through transfer credits
 - three of the five interdisciplinary Core courses
 - a Core Concentration (transfer credit may be applied)
 - the Core Interdisciplinary Senior Seminar
4. Students matriculating with 45-59 accepted transfer credits must complete:
 - all skills courses that have not been satisfied through transfer credits
 - two of the five interdisciplinary Core courses
 - a Core Concentration (transfer credit may be applied)
 - the Core Interdisciplinary Senior Seminar
5. Students matriculating with 60 or more accepted transfer credits or an Associate degree must complete:
 - all skills courses that have not been satisfied through transfer credits
 - a Core Concentration (transfer credit may be applied)
 - The Core Interdisciplinary Senior Seminar

Internal Candidates: BS + Master of Architecture dual degree 5th Semester Threshold Review

Roger Williams University offers a BS in Architecture / Master of Architecture Dual Degree, which involves a 5.5 to 6 year course of study to achieve the degrees. Some NAAB Student Performance Criteria are fulfilled during the first four years of the 5.5-6 year curriculum, as is accepted in the NAAB Conditions of Accreditation. All NAAB Student Performance Criteria are communicated to students in course syllabi, and in the Bridges Course Management software utilized by the School.

All RWU Architecture students who undertake the 5.5-6 year B.S. + Master of Architecture sequence undergo a Threshold Review after five semesters of study. Students who achieve a 2.67 GPA and have completed all Core courses specified on the degree plan are eligible to continue directly toward completion of the *Bachelor of Science/Master of Architecture* dual degree professional degree sequence. Students pursuing the professional degree sequence subsequently complete 500 and 600 level coursework at graduate academic standards, which include achieving a minimum passing grade of B- in any 500-600 level course, and a 3.0 cumulative GPA in all 500-600 level courses. Students with Senior Standing and who have achieved a 2.67 cumulative GPA may register for graduate coursework with approval of the instructor and the dean.

Eligible students choosing not to pursue the professional degree, and those who are unsuccessful in meeting the above requirements, work to complete the four-year *Bachelor of Science* in Architecture degree, or pursue other options. Students who do not initially meet Professional Degree Threshold Review requirements may re-apply for admission to the professional degree sequence, following completion of additional coursework that improves their record, consistent with GPA levels outlined above.

External Candidates: Architecture Transfer Students and Graduate Students—Transfer School Agreements

Roger Williams University Architecture Program has undertaken focused Articulation Agreements with 2 and 4 year colleges where transfer or entering students frequently have begun their studies before enrolling at Roger Williams University. The School's Dean, Assistant Dean and Architecture Program Coordinator have worked out agreements with the following institutions whose students now attend Roger Williams University, confirming equivalence/compliance with NAAB Student Performance Criteria through review of student work across the curriculum. Our agreements with NAAB-accredited programs are more extensive than with other two and four year colleges.

NAAB Accredited Programs

- California College of Arts and Crafts
- Northeastern University
- University of Massachusetts, Amherst
- University of Hartford
- University of Nebraska
- Wentworth Institute of Technology

It is clear from years of reviewing admissions portfolios for transfer and graduate students that student portfolios do not adequately represent coverage of NAAB Student Performance Criteria when submitted for transfer or graduate entry, and usually only address design studio work to the extent that they do. Additionally, students only rarely keep examples of their prior coursework. Roger Williams' Articulation Agreement strategy is based on reviewing NAAB published information about school's achievements and

deficiencies on Student Performance Criteria and is updated annually. We believe that relying on the NAAB Visiting Team's annual assessment reported in the VTR's posted publicly of achievement of SPC's from other accredited programs and pre-professional programs is a strong basis for evaluating students entering our dual degree program at Roger Williams. We work together with the program leaders of the other schools to confirm coverage.

2 and 4 year Colleges

- New England Technical Institute, Rhode Island
- Three Rivers Community College, Connecticut
- Bristol Community College, Massachusetts
- New Hampshire Institute of Technology, New Hampshire
- Hudson Valley Community College, New York
- SUNY Morrisville, New York

Architecture Articulation Agreements are located in the Team Room.

International Students are evaluated on the basis of their portfolios submitted, and reliance on information provided by the World Educational Services and other agencies regarding equivalencies with US educational standards. Given NAAB's efforts to have programs indicate only 1-2 places where Student Performance Criteria are met, where NAAB SPC's are completed earlier in the program for Roger Williams University dual degree students, international students are required to complete advanced level coursework in some cases beyond our Program Matrix in order to fulfill Student Performance Criteria. This is outlined to these students on a Roger Williams University Student Performance Criteria form in each student's advisement folder. International students currently enrolled in the Master of Architecture program have attended:

- King Saud University, Saudi Arabia
- King Abdul Azziz University, Saudi Arabia
- University of Applied Sciences, Berlin, Germany
- Hefei University of Technology, China

Documentation of international equivalence is collected in the Team Room.

Advanced Standing

Advanced Standing is considered in one instance to date. Given changes in entering student computing abilities, Professor Roseann Evans has developed a Waiver Exam format for Arch 287 Intro to Computer Applications in Architecture, where if students demonstrate proficiency in the Student Performance Criteria for the course, they are waived from the requirement. To date three students have achieved a waiver in the course.

II.4 Public Information

II.4.1 Statement on NAAB-Accredited Degrees

The statement on NAAB-Accredited Degrees is available on the School of Architecture, Art and Historic Preservation website at <http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation>; and in the Roger Williams University 2011/12 Catalog at <http://www2.rwu.edu/depository/registrar/coursecatalog.pdf>

II.4.2 Access to NAAB Conditions and Procedures

Available via link on the School of Architecture, Art and Historic Preservation website at <http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation>

II.4.3 Access to Career Development Information

Available via link on the School of Architecture, Art and Historic Preservation website at <http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation>

II.4.4 Public Access to Architecture Program Reports and Visiting Team Reports

Available via link on the School of Architecture, Art and Historic Preservation website at <http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation>

II.4.5 Architectural Registration Exam (ARE) Pass Rates

Available via link on the School of Architecture, Art and Historic Preservation website at <http://www.rwu.edu/academics/schools-colleges/saahp/about/accreditation>

III Progress Since the Last Site Visit (2006)

III.1 Summary of Responses to the Team Findings Since the Last Site Visit (2006)

The 2006 NAAB Visiting Team Report found that Roger Williams University had two Conditions not Met, and five Causes of Concern. These have all been subsequently addressed, with NAAB responding “Satisfied, with no further reporting required.”, with all but one satisfied in NAAB’s Response to the 2007 Annual Report, and the other regarding Physical Resources satisfied in 2009.

Responses to Conditions Not Met

Conditions Not Met in the 2006 Visiting Team Report consisted of two curricular items:

- 13.14 Accessibility
- 13.25 Cost Control

13.14 Accessibility

Comment from 2006 NAAB Visiting Team Report: *“Accessibility is given inadequate attention, and examples of its application throughout the studio work are limited. Accessibility codes and human-centered design/universal design principles are not addressed.”*

Progress since the 2006 Visit: Improved coverage in this area was addressed in revised course syllabi and assignments from Fall 2006 onward in Core + Advanced levels of study integrating content from coursework into the design studio in

- required coursework at the Core Level:
 - Arch 321 Site + Environment (site accessibility)
 - Arch 231 Construction Materials and Assemblies I (building accessibility)
- required Design Studios at the Core Level
 - Arch 213 Architectural Design Core Studio III (site + building accessibility)
 - Arch 313 Architectural Design Core Studio V (site + building accessibility)
- required Design Studios at the Advanced Level
 - Arch 513 Comprehensive Project Design Studio (site + building accessibility)

The NAAB Response to Roger Williams University’s 2007 Annual Report that included changes noted above found this condition “satisfied, with no further reporting required”, based on information we provided in the Annual Report process.

Since 2007, further development and refinement of our design studio sequence and collaboration between Arch 321 Site and Environment and Arch 213 Arch Design Core Studio III studio, as well as increased focus in our Arch 313 Arch Design Core Studio V have helped create a better foundation for coverage of this important issue at the upper level in Arch 513 Comprehensive Project Design Studio.

13.25 Construction Cost Control

2006 NAAB Visiting Team Report: *“General awareness of cost is evident in studio work (e.g. affordable housing, material selection) and as part of coursework such as ARCH 333 Electrical and*

Mechanical Equipment of Buildings. However, the fundamentals of building cost, life-cycle cost, and construction estimating are not covered in coursework.”

Progress since the 2006 Visit: Improved coverage was addressed in revised course syllabi and assignments from Fall 2006 onward in:

- required coursework at the Advanced level
Arch 542 Professional Practice
Arch 488 Computer Applications for Professional Practice
- required Design Studios at the Advanced Level
Arch 513 Comprehensive Project Design Studio

The NAAB Response to Roger Williams University's 2007 Annual Report found this condition “satisfied, with no further reporting required”, based on information we provided in the Annual Report process.

Since 2009, in order to further strengthen our coverage of more collaborative models of practice facilitated by an increased reliance on computer technologies (BIM), we have introduced Arch 488 Computer Applications for Professional Practice. This course, together with Arch 542 Professional Practice, work in tandem to address this issue more fully than we had previously sought in Arch 513 Comprehensive Project Design Studio. Arch 488 includes costing analysis exercises where our students work with Construction Management students to test different methods of costing that may be utilized at various stages of the design and documentation process. The students work collaboratively to explore Sustainability, Life Cycle Costing and Values Engineering alternatives throughout this course. In addition Construction Materials and Assemblies II (Arch 331) looks at the long range Sustainability implications of decisions made during the design process by looking at issues of embedded energy, right sizing, flexible/adaptable design and ease of disassembly/reassembly.

Responses to Causes of Concern

Causes of Concern in the 2006 Visiting Team Report were identified in the following areas:

- Social Diversity
- Physical Resources/Information Resources
- Life Safety Principles
- Student Site Analysis/Environmental Orientation
- Mechanical Systems in relation to 12.22 Building Systems Integration, 12.29 Comprehensive Design

a. Social Diversity

2006 NAAB Visiting Team Report: *“The architecture program and the University has established a very supportive and positive environment in which students can learn; and faculty can teach and work. However, a clearly written Diversity Policy is NOT in place for communication and distribution to current and prospective faculty, students and staff.”*

Progress Since the 2006 Visit: The School in concert with the University's Inclusive Excellence Initiatives underway from 2005-onward developed its own Inclusive Excellence Statement in Summer 2006, which was submitted to NAAB in our 2007 Annual Report. The Inclusive Excellence Statement has been an element of the school's organization since.

The NAAB Response to Roger Williams University's 2007 Annual Report found this condition "satisfied, no further reporting required. The statement on Inclusive Excellence was much appreciated", based on information we provided in the Annual Report process.

The School's Inclusive Excellence Policy remains in place, accompanied by a 2011-17 School of Architecture, Art and Historic Preservation Diversity Plan. This 2011-17 cycle will be followed up with the next cycle for 2017-2023.

b. Physical Resources / Information Resources

2006 NAAB Visiting Team Report: *"The Architecture Library mezzanine and second floor do not meet accessibility codes. The team is concerned that sources of funding and a schedule for the proposed Phase 3 library expansion have not been determined."*

Progress Since the 2006 Visit: The university response to address this concern has necessarily evolved since the 2006 accreditation visit. In summer 2006, Shepley Bulfinch Richardson and Abbot (SBRA) Architects completed a library/information resources master planning study for Roger Williams' University Libraries. The study found that it was neither desirable nor possible to consolidate the Architecture Library into the Main Library. This finding effectively eliminated library consolidation as a potential means to address accessibility concerns in the Architecture Library.

From approximately the same time period, a proposal to include an addition to the Architecture Library as a project within an overall university capital campaign was not endorsed at the university level. Subsequent proposals from the SAAHP to fund the design and construction of an elevator to serve the mezzanine and second floor as an annual capital expenditure project have also not been approved. A shelving redesign completed in 2009 was able to address the issue of collection growth for a three year period, but was not intended or able to address access to the mezzanine and second floor. Since the 2006 accreditation visit, a procedure to provide access to the collection for disabled individuals has continuously been maintained (via a staff retrieval service and/or access to the second floor via the SAAHP building elevator, please refer to section 1.2.5 for complete description).

The University Library and the SAAHP are currently exploring options to develop near-term solutions to space issues in the Architecture Library, including:

1. Relocation of the RWU Visual Resources Center from the Architecture Library to the Main Library.
2. Moving less frequently used materials to off-site storage and providing retrieval through the HELIN delivery service.
3. Moving to the Main Library collections the second copies of any titles in the Architecture Library that are owned in duplicate.

These solutions by themselves, however, will not provide sufficient space relief to accommodate the Architecture Library on a single floor as a means to meet accessibility standards. Longer term plans

are focused on increasing Architecture Library space in conjunction with the creation of a gathering space for the new Community Partnerships Center, including establishing the Archive of Rhode Island Architecture (ARIA) in conjunction with AIA Rhode Island. In the current economic climate, it is hoped that linking the expansion of the Architecture Library with the development of a gathering space for the professional community will help leverage outside funding for the combined project. The university is actively pursuing this option, including the establishment of ARIA and provisions for elevator access within the Architecture Library. We will certainly have more information and progress on this item when the Visiting Team comes in Spring 2012.

c. Life Safety Principles

2006 NAAB Visiting Team Report: *“Life Safety principles are generally covered satisfactorily in coursework, however, studio work often resulted in inadequate or inappropriate egress.”*

Progress Since the 2006 Visit:

Improved coverage was addressed in revised course syllabi and assignments in Architectural Design Studios at the Core + Advanced levels from Fall 2006 onward in:

1) Bachelor of Architecture program (last graduating class 2009):

- in required Design Studios at the Core Level
Arch 213 Architectural Design Core Studio III
- in required Design Studios at the Advanced Level
Arch 514 Independent Project Design Studio

2) BS/Master of Architecture dual degree program

- in required Design Studios at the Core Level
Arch 213 Architectural Design Core Studio III
Arch 313 Architectural Design Core Studio V
- in required Design Studios at the Advanced Level
Arch 513 Comprehensive Project Design Studio

The NAAB Response to Roger Williams University's 2007 Annual Report found this condition “satisfied, with no further reporting required”, based on information we provided in the Annual Report process.

Since 2009, we have introduced Life Safety principles earlier in the Design Core Studio sequence and have found this to improve student attention to this important issue.

d. Student Site Analysis/Environmental Orientation

2006 NAAB Visiting Team Report: *“Student site analysis consistently demonstrates sensitivity to context, social concerns and physical terrain. However, the team is concerned that site analysis often failed to include environmental orientation as it relates to building design.”*

Progress Since the 2006 Visit:

Improved coverage was addressed from Fall 2006 onward in revised course syllabi and assignments in coursework and Architectural Design Studios at the Core + Advanced levels onward in:

- required coursework at the Core Level
Arch 321 Site + Environment
- Design Studios at the Core Level
Arch 114 Architectural Design Core Studio II and subsequent studios
- required Design Studios at the Advanced Level
Arch 513 Comprehensive Project Design Studio
Arch 514 Independent Project Design Studio (now Arch 613)

The NAAB Response to Roger Williams University's 2007 Annual Report found this condition "satisfied, with no further reporting required", based on information we provided in the Annual Report process.

Since 2009, in response to the need for more energy efficient buildings the issue of building orientation and the role of natural light are introduced very early. This is reinforced at the conclusion of the Core Studio sequence in Arch 313. In addition Site analysis and climate issues are important parts of the Arch 513 Comprehensive Project Design Studio and of Arch 641 Graduate Thesis Research Seminar.

e. Mechanical Systems in relation to 12.22 Building Systems Integration, 12.29 Comprehensive Design

Draft 2006 NAAB Visiting Team Report: *"The 2000 Team report noted only two "not met" items, namely Criterion 12.22 - Building System Integration; and 12.29 - Comprehensive Design. Roger Williams Annual Report(s) to NAAB indicate that the noted deficiencies were addressed through continuing development of ARCH 313 Architecture Design Core Studio; and creation of a new course, ARCH 513 Comprehensive Project Design Studio. Building Systems Integration is adequately covered by required coursework; and Comprehensive Design is generally met in ARCH 313 and ARCH 513. While these criteria are generally met, the team is concerned that studio work often does not demonstrate the ability to conceptually integrate mechanical systems into building design; or demonstrate an understanding of mechanical systems within a comprehensive architectural project."*

Progress Since the 2006 Visit: Improved coverage was addressed in revised course syllabi and assignments in Architectural Design Studios at the Core + Advanced levels from Fall 2006 onward in:

- 1) Bachelor of Architecture program (last graduating class 2009): improved coverage was addressed in revised course syllabi and assignments from Fall 2006 onward
 - in required Design Studios at the Advanced Level
Arch 514 Independent Project Design Studio

2) Master of Architecture program: improved coverage was addressed in revised course syllabi and assignments from Fall 2006 onward in:

- in required Design Studios at the Advanced Level
Arch 513 Comprehensive Project Design Studio

The NAAB Response to Roger Williams University's 2007 Annual Report found this condition "satisfied, with no further reporting required", based on information we provided in the Annual Report process.

Since 2009, we have additionally introduced revised and new required coursework at the Core and Advanced Levels

- Arch 333 Building Systems (revised course)
- Arch 488 Computer Applications for Professional Practice (new course)

There is a greater focus on preparing our students for the Comprehensive Project Design Studio. Building Systems integration is introduced in the Arch 332 / 333 Environmental Systems sequence, and in Arch 488 Computer Applications for Professional Practice students are introduced to BIM applications that provide tools for the visualization and analysis of building systems and their interaction.

III.2 Summary of Responses to Changes in the NAAB Conditions

It is certainly possible to see the cycles of developing a new Conditions for Accreditation on a five year cycle as a nationwide strategic planning process for architectural education, that then each program responds to. We discussed here how the AIAS, ACSA, AIA, NAAB and NCARB collateral organizations work through the development process in balancing the perspectives of the various constituents in arriving at the document that guides the review of our programs.

Roger Williams University response to Changes in the 2009 NAAB Conditions includes an appreciation for the establishment/restoration of realms of Student Performance Criteria into the categories A. Critical Thinking and Representation, B. Integrated Building Practices, Technical Skills and Knowledge, and C. Leadership and Practice. The Architecture Program responded when the Conditions were in draft form to significant adjustments in our program that are outlined in 2.2. Curriculum Review and Development.

The evolution of Studio Culture at our school and nationally since its inclusion in NAAB Conditions seven years ago has been a positive one. Students and faculty working together in the school have developed a stronger sense of mutual commitment to developing studio culture together, and to considering it in relation to a larger learning culture and social equity issues .

The more extensive documentation and communication requirements in these NAAB Conditions regarding transfer students and incoming graduate students are positive, and clearly intended to require the programs to communicate clearly to students where they stand in the program, and to orient them to the SPC's.

Roger Williams University
School of Architecture, Art and Historic Preservation

Appendices

Submitted to: The National Architectural Accrediting Board
September 2011/Updated December 2011

Course: AAH 121 History of Art and Architecture I, 3 credits

Course Description:

An introduction to the visual cultures of the ancient and medieval worlds including: Africa, the Americas, Europe, the Middle East and Asia. Key issues and monuments focus the discussion, and works of art, including painting, sculpture and architecture, are examined in relation to their political, religious and social contexts.

Course Goals & Objectives:

- Exploring the present day relevance of art and architecture of the past, identifying recurring cultural attitudes, formal patterns, and archetypal responses in global historical, artistic and cultural traditions.
- Developing intellectual and aesthetic responses to works of art and architecture, and cultivating intellectual tools necessary to engage in analytical and critical approaches.
- Building a vocabulary to analyze and describe art and architecture in terms of style, iconography, function, and context.
- Imparting an understanding of the importance of context, and how it informs the way art and architectural works look and operate within human societies.
- Understanding interdisciplinary connections, between diverse artistic fields and media that arise in different cultures, at specific moments in history.

Student Performance Criterion addressed (designated NAAB Coverage only):

A.9. Historical Traditions and Global Culture

Topical Outline:

Prehistory (8.69%)
Ancient Near East (8.69%)
Ancient Egypt (8.69%)
South East Asia before 1200 (4.34%)
Chinese and Korean Art (4.34%)
The Americas before 1300 (4.34%)
Ancient Africa (4.34%), Ancient Aegean (4.34%)
Ancient Greece (8.69%)
Etruria and Rome (8.69%)
Early Christian, Jewish and Byzantine Art and Architecture (4.34%)
The Islamic World (4.34%)
Early Medieval Europe (8.69%)
Romanesque Europe (4.34%)
Gothic Europe (8.69%)
14th Century Europe (4.34%).

Prerequisites: None

Textbooks/Learning Resources:

Marilyn Stokstad, Art History, vol.1 Fourth Edition, Prentice Hall, Inc., and Harry Abrams, Inc, New York 2002

Offered: Fall, Spring

Faculty:

Nermin Kura, Ph.D, Professor
Rebecca Leuchak, PhD., Associate Professor

Course: Arch 101 Foundations of Architecture, 3 credits

Course Description:

A classroom-based introduction to the nature of the architectural endeavor, and the means used to make architecture. Lectures and explorations of issues of public and private space, architectural composition and the multiple responsibilities architects face in society in relation to a diversity of users and clients, the site, and the public realm will form the basis for classroom discussion, and written and graphic assignments. The seven focus areas- the practice of architecture, the elements and principles of architecture, the relationship of architecture to society, architecture and the city, architecture and the landscape, architecture and technology, and architecture and the mind (both intellectual and emotional) will each have a two week 'unit' for investigation which will serve as an initial introduction to topics that could support a lifetime of investigation. There will be assignments associated with these units, as well as "assessment modules" which will be accessed through the course website.

Course Goals & Objectives:

- To address areas of architectural endeavor within a global, contemporaneous framework in order to assist students in developing architectural judgment
- To explore architecture through experiential, written, graphic and constructed exercises, developing writing, drawing, modeling and speaking skills
- To debate aesthetic, cultural and professional values by contrasting works from multiple times/places

Student Performance Criterion addressed (designated NAAB Coverage only):

A9. Historical Traditions and Global Culture

Topical Outline-15% in each area

- Unit 1: What is Architecture, What do Architects do?
- Unit 2: What are the Elements and Principles of Organization of an Architectural Work?
- Unit 3: How do Cities Work and How do Architects get involved?
- Unit 4: What about the Suburbs, Gardens and the Larger Landscape?
- Unit 5: What is the Architect's Obligation to the Public and to Society at Large?
- Unit 6: What about the Relationship between Architecture and Technology?
- Unit 7: Is Architecture an Intellectual or an Emotional Enterprise (or both)?

Prerequisites: none

Textbooks/Learning Resources:

Required Texts:

DeBotton, Allain, [The Architecture of Happiness](#)

Hertzberger, Herman, [Space and the Architect: Lessons for Students In Architecture, Volume 2](#)

LaVine, Lance, [Constructing Ideas](#)

Sayre, Henry, [Writing About Art](#)

Required Chapters and Articles include: Koolhaas, Boeri, Tazi [Mutations](#), "How to Build a City: Roman Operating System" ; Benevolo, [The Origins of Modern Town Planning](#); Jacobs, Jane. [The Death and Life of Great American Cities](#); [The Charter for the New Urbanism](#); McDonough, [The Hannover Principles](#); [AIA Code of Ethics](#); Architectural Periodicals from the US, UK, Japan, India, China, Germany, South America, Africa.

Offered: Fall

Faculty:

Andrew Cohen, AIA, Professor

Stephen White, AIA, Dean and Professor

Julian Bonder, Professor

Robert Dermody, AIA, Associate Professor

Derek Bradford, AIA, Adjunct Faculty

Christopher Kilbridge, AIA, Adjunct Faculty

Spencer McCombe, RA, Adjunct Faculty

Course: ARCH 213 Architectural Design Core Studio III, 5 credits

Course Description:

Core Studio III concentrates on the exploration of a rational design methodology through the process of analysis, synthesis and transformation. Through a series of short exercises and comprehensive projects, students are encouraged to develop a conceptual basis for their work, with an emphasis on site, climate and the environment, along with the principles of organization, including spatial hierarchy, circulation and structure, as determinants of architectural form. Students will quickly generate multiple viable solutions for each project and will present their work in a variety of formats from quick conceptual sketches and models to carefully crafted drawings. There will be a concentration on the design of space in section and an ongoing study of the quality of light. Students explore the potential of the sites they visit through in-depth inquiries and are introduced to design in an urban context. There is an emphasis on three-dimensional visual communication skills and the start of the integration of computer drawings into the studio. A series of theme based faculty lectures will augment the studio work. Students are required to present a digital portfolio at the middle and end of the semester.

Course Goals & Objectives:

1.Design process, 2.Site response in an urban context, 3.Environmental impact on building form, enclosure, and orientation, 4.Building organization strategies (parti), 5.Structural concepts, 6.Use of precedents, 7.Basic rules of egress

Student Performance Criterion addressed:

A.7. Use of Precedents

also

A.2.Design Thinking Skills A.3.Visual Communication Skills A5.Investigative Skills A.6.Fundamental Design Skills A. 8. Ordering Systems Skills A.10. Cultural Diversity B.2. Accessibility

B.3.Sustainability B.4. Site Design B.5. Life Safety B.9. Structural Systems B.10. Building Envelope Systems

Topical Outline (include percentage of time in course spent in each subject area):

Design process: 35% (Projects 1, 2, 4, 7)

Site response in an urban context: 10% (Project 5)

Environmental impact on building form, enclosure, and orientation: 5% (Project 6)

Building organization strategies: 20% (Projects 1, 2, 7)

Structural concepts: 20% (Projects 1, 2, 7)

Use of precedents: 10% (Project 3)

Prerequisites: ARCH 114 Architectural Design Core Studio II

Textbooks/Learning Resources:

Ching, Francis D. K., Barry S. Onouye, Douglas Zuberbuhler (2009) Building Structures Illustrated, Hoboken, NJ: John Wiley and Sons.

Clark, Roger H., and Michael Pause (1985) Precedents in Architecture New York: Van Nostrand

Reinhold.Stegers, Rudolf (2008) Sacred Buildings: A Design Manual Basel, Boston, Berlin: Birkhauser.

Dudek, Mark (2007) Schools and Kindergartens: A Design Manual Basel, Boston, Berlin: Birkhauser.

Offered: Fall

Faculty:

Gregory Laramie, Assistant Dean;

Andrea Adams, Adjunct Faculty

James Asbel, Adjunct Faculty

Jonathan Bell, Adjunct Faculty

Ginette Castro, Adjunct Faculty

Noel Clarke, Adjunct Faculty

David Corbin, Adjunct Faculty

Melissa Hutchinson, AIA, Adjunct Faculty

David MacLean, AIA, Adjunct Faculty

Tom Rourke, Adjunct Faculty

Eric Weyant, Adjunct Faculty

Course: ARCH 214 Architectural Design Core Studio IV, 5 credits

Course Description:

This studio continues to develop the students' design process and explores the concepts and strategies that have the capacity to significantly determine building form. Particular emphasis will be placed on the relationship of design to program, structure and materials through the study of dwellings. Special attention will be paid to an understanding of human scale and its impact upon design. Short sequential exercises enable students to develop an understanding of the use of different materials and their structural implications. Bearing wall, columnar (including free-plan) and modular building systems will be studied. These shorter problems will be followed by a longer assignment that uses different urban sites in a variety of locations as the catalyst for an investigation into how the fundamental human need for shelter is affected by regional and cultural precedents and particular climatic conditions. Students are asked to address basic environmental issues by considering passive strategies for heating and cooling. The Development of graphic, computer and three-dimensional communication skills development are also continued. Faculty lectures will be integrated into the semester and a digital portfolio will be required.

Course Goals & Objectives:

1. Understand how regional culture and climate affects unit size and organization; 2. Generate unit programs for small, medium and large-scale dwellings; 3. Generate dwelling plans that incorporate single and multiple access points and utilize single / double loading circulation systems; 4. Understand kitchen and bath layouts; 5. Provide residential furniture including the use of "built-ins"; 6. Integrate basic structural systems 7. Introduce residential mechanical systems; 8. Study residential massing and façade systems. 9. Study egress issues and residential ADA requirements; 10. Plan materials and finishes palette.

Student Performance Criteria addressed:

B. 2. Accessibility

also

A.1. Communication Skills. A. 2. Design Thinking Skills. A. 3. Visual Communication Skills. A.5. Investigative Skills. A. 6. Fundamental Design Skills. A. 7. Use of Precedents. A. 8. Ordering Systems Skills. A. 10. Cultural Diversity B. 3. Sustainability B.4. Site Design B. 9. Structural Systems B.10. Building Envelope Systems B12. Building Materials and Assemblies C. 1. Collaboration C. 2. Human Behavior. C. 9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Design process: 35%

Site response: 10%

Environmental impact on building form, enclosure, and orientation: 5%

Building organization strategies: 20%

Structural concepts: 20%

Accessibility exercise: 10%

Prerequisites: ARCH 213, MATH 136 or higher

Textbooks/Learning Resources:

French, Hilary. Key Urban Housing of the Twentieth Century: Plans, Sections and Elevations. New York: W. W. Norton & Company, 2008.

Offered: Spring

Faculty:

Gregory Laramie, AIA, Assistant Dean
David Corbin, Adjunct Faculty
Andrea Adams, Adjunct Faculty
James Asbel, Adjunct Faculty

Derek Bradford, AIA, Adjunct Faculty
Melissa Hutchinson, AIA, Adjunct Faculty
David MacLean, AIA, Adjunct Faculty
Eric Weyant, Adjunct Faculty

Course: ARCH 231 Construction Materials & Assemblies I, 3 credits

Course Description:

This course is an introductory overview to the "art of making buildings." The student shall survey materials and methods used in building construction for foundation, wall, floor, roof, enclosure & interior finish systems and their employment in the design process for traditional & nontraditional buildings with emphasis on architectural expression. The major physical systems found in buildings and design constraints that influence them will be examined in the context of wood and masonry construction. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural realms. The course engages ARCH 214 Architectural Design Core Studio IV as a means to integrate materials and assemblies in students' design thinking.

Course Goals & Objectives:

- Students will survey materials and methods used in building construction systems and their employment in the design process for traditional & nontraditional buildings with emphasis on architectural expression in the context of wood and masonry construction.
- Students will examine building envelope concepts as the locus of design resolution between technical and architectural realms in project documentation.

Student Performance Criteria Addressed (designated NAAB Coverage only):

A.4. Technical Documentation Skills

B.10. Building Envelope Systems

B.12. Building Materials and Assemblies

Topical Outline:

Survey of Materials and Methods – Lectures / Labs (55%)

Observation of Materials and Building Construction Systems – Field Trips (5%)

Building Envelope Technical Documentation – Projects (40%)

Prerequisites: Sophomore Standing & Co-registration in ARCH 214

Textbooks / Learning Resources:

Allen, Edward: Fundamentals of Building Construction, 5th Edition

Ching, Francis: Building Construction Illustrated, 4th Edition

ConMat I & II Architecture Library Reserve Reference Collection

Offered: Spring

Faculty:

William L. McQueen, AIA, Professor

Charles Hagenah, AIA, Professor

Gary Graham, FAIA, Associate Professor

Patrick Charles, Associate Professor

Course: ARCH 313 Architectural Design Core Studio V, 5 credits

Course Description:

The focus of this Studio is upon the integration of building form, structure as space-generator, construction materials & assemblies and sustainability themes in architectural design. The Studio also engages the continued refinement of four broad areas of architectural design education: (1) development of a theory base; (2) development of design methods and studio skills; (3) urban issues; and (4) development of a fuller appreciation for the understanding of construction technology and its function as a medium for architectural design. Minimum passing grade of "C" required.

Course Goals & Objectives:

- Students will advance & refine their design knowledge & skills in Architectural Theory, Design Methodology, Urban Issues & Construction Technology.
- Students will explore the impact of technology and materiality through the design of architectural details that both inform and are informed by other scales of the design concept.
- Students will examine the dimension of sustainability and how well a project performs its social, urban and aesthetic function within reasonable means.
- Student's growth as an autonomous, self-conscious and reflective designer will be advanced through the preparation of a portfolio and reflective writing.

Student Performance Criterion addressed (designated NAAB Coverage only):

A.3. Visual Communication Skills

A.6. Fundamental Design Skills

B.5. Life Safety

Topical Outline (include percentage of time in course spent in each subject area):

Communication Skills (5%)

Visual Communication Skills (20%)

Fundamental Design Skills (45%)

Use of Precedents (20%)

Accessibility (5%)

Life Safety (5%)

Prerequisites: ARCH 214 & registration in the B.S. in Architecture or B.S. in Architecture / Master of Architecture dual degree program

Textbooks / Learning Resources: Extensive Architecture Library Studio Reserve Collection coordinated with ConMat I & II Architecture Library Reserve Reference (see Syllabus Bibliography)

Offered: Fall, Summer

Faculty:

Patrick Charles, Associate Professor

William L. McQueen, AIA, Professor

Jeffrey L. Staats, AIA, Professor of Architecture

Gary Graham, FAIA Associate Professor

David Corbin, Adjunct Faculty

Melissa Hutchinson, AIA, Adjunct Faculty

Dan Kwasniewski, Adjunct Faculty

B. G. Shanklin, Adjunct Faculty

Course: ARCH 321 Site and Environment, 3 credits

Course Description:

This course presents an overview inventory of all the factors/systems that may be encountered in any analysis of site conditions. The student will be presented with a general description of how each factor operates and procedures to maintain or improve the quality of the site environment. This course promotes a value system based upon the preservation of both natural and cultural ecology. Value and meaning flow from a concept of sustainability at all levels of cultural and environmental interaction.

Course Goals & Objectives:

Site and Environment situates the architect's project in its setting – in short – in the world. This course endeavors to explore the enrichments of architecture through meaningful and artful engagement with those conditions that reside outside of the building itself. The course is presented in a framework of ethical environmentalism and cultural responsibility. It will engage compelling issues of natural history, design theory, appropriate construction, ethical practice and sound environmental policy in order to stress the continuity of the designed and constructed world.

Summary:

- Introduction to topics of site
- Introduction to building and environmental ethics
- Introduction to technical requirements of site design, accessibility and construction

Student Performance Criterion addressed (designated NAAB Coverage only):

B.2. Accessibility

B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):

- 15% Environmental Ethics
- 30% Environmental Criteria:
Climate, Solar Geometry, Urban Conditions, Geology, Soils, Hydrology
- 15% Landform and Grading:
Topography (contours, spot elevations), manipulating landform, urban landform, surface water runoff, low impact development
- 15% The Cultural Landscape – Urban, Rural and Regional Planning (Sustainable Development)
- 25% Site Specific Design:
Pedestrian and Vehicular Circulation, Accessibility, Site Utilities, ADA Requirements

Prerequisites: Sophomore standing

Textbooks/Learning Resources:

Extensive Course Reader: *Studies Toward an Ecological Model of the Urban Environment*, *Environmental Planning for Site Development*, *Basic Elements of Landscape Architectural Design*, *Site Planning*, *Environmental Law in a Nutshell*, *Edge City*, *An Inconvenient Truth*, *Earth in the Balance*, *The Death and Life of Great American Cities*, *The Image of the City*, *Landscape Architecture; a Manual of Land Planning and Design*, *Design with Nature*, *The Hanover Principals*, *The Urban Garden*, *Gray World / Green Heart*, *Must Landscape Mean?*

Offered: Fall

Faculty:

Charles Hagenah, AIA, Professor

Derek Bradford, AIA, Adjunct Faculty

Anne Valterhaus, Adjunct Faculty

Course: ARCH 322 Theory of Architecture, 3 credits

Course Description:

The intention of this course is to familiarize students with a variety of historical, theoretical and methodological issues that have structured contemporary understanding and criticism of architecture. The class introduces students to the polemics and debates of the post-war period, the developments and influence of non-Western modern architecture, post-modernism, the theoretical investigations centered around structuralism and post-structuralism, the development of the various schools of architectural theory in the 1970s and 1980s, and contemporary theoretical and critical positions.

Course Goals & Objectives:

- Introduce students to a variety of ideas and methods used by architects to conceptualize their buildings.
- Introduce students to key movements and theories in architectural and urban design history.
- Introduce students to the relationships that exist between social, cultural, and political contexts and the architecture and urban forms that develop from these and that these, in turn, engender.
- Teach students how to evaluate architectural ideas as they relate to contemporary practices.

Student Performance Criteria addressed:

A2 Design Thinking Skills

also:

A9 Historical Traditions and Global Culture

A10 Cultural Diversity

C2 Human Behavior

C3 Client Role in Architecture

C8 Ethics and Professional Judgment

Topical Outline:

- A1: Class Discussion of Key Texts: 30%
- A9: Presentations on Historical Traditions and Global Culture 50%
- A1: Written Communication Skills: 20% [exams 80%/lecture summaries 20%]

Prerequisites: AAH 121-122, ARCH 325 History of Modern Architecture

Textbooks/Learning Resources:

- Conrads, Ulrich, Programs and Manifestoes on 20th Century Architecture (Cambridge: MIT Press, 1970).
- Ockman, Joan, Architecture Culture, 1943-1968 (New York: Rizzoli, 1993).
- Ghirardo, Diane. Architecture after Modernism (New York: Thames and Hudson, 1996).
- Frampton, Kenneth, Modern Architecture: A Critical History (New York: Thames and Hudson, 1992).

Offered: Fall, Spring

Faculty assigned:

Luis Carranza, Ph.D., Professor of Architecture

John Hendrix, Ph.D., Adjunct Faculty

Course: ARCH 325 History of Modern Architecture, 3 credits

Course Description:

This course on modern architecture examines buildings, cities, and landscapes in relation to the visual arts, politics, and technological, economic, and social change. It begins with the origins of modern architecture in Western Europe and continues with an exploration of key 19th-century architects and theorists. It highlights the 20th-century avant-gardes and concludes with the crystallization of modern architecture in the West and around the world. The course seeks to explain the modern not only as a visual phenomenon, but also as an intellectual, philosophical, and cultural idea.

Course Goals & Objectives (list):

- To understand the history of modern architecture and urbanism as related to the visual arts, politics, and economic, technological, and social change.
- To learn to think critically.
- To gain proficiency in writing and speaking.
- To become acquainted with the methods of art and architectural history.

Student Performance Criteria addressed:

A1 Communication Skills

also

A5 Investigative Skills, A7 Use of Precedents, A9 Historical Traditions and Global Culture, A10 Cultural Diversity, B9 Structural Systems, B10 Building Envelope Systems, B12 Building Materials and Assemblies, C2 Human Behavior, C3 Client Role in Architecture, C8 Ethics and Professional Judgment.

Topical Outline:

Lectures with discussion on the history of modern architecture; reading assignments in course texts (60%). See course syllabus for lecture/reading topics.

In-class discussions of key contemporary writings (e.g. Loos, Le Corbusier) in the history, theory, and criticism of modern architecture (15%). See course syllabus for discussion topics.

Writing assignments, including: 1) short papers in preparation for the in-class discussions, and 2) a short research paper based on a visit to a work of modern architecture in the region (with bibliography and notes, following *The Chicago Manual of Style*) (25%).

Quizzes and Exams: weekly quizzes, two slide quizzes, midterm and final exams (identification and comparison of key works of architecture and urbanism, definition of key concepts, e.g. "picturesque," and a choice of essay questions).

Prerequisites: AAH 121-122 History of Art and Architecture I-II, or permission of instructor

Textbooks/Learning Resources:

Bergdoll, Barry, *European Architecture, 1750-1890*. London: Oxford University Press, 2000.

Colquhoun, Alan, *Modern Architecture*. London: Oxford University Press, 2002.

Frampton, Kenneth, *Modern Architecture: A Critical History*, 3rd ed. London: Thames & Hudson, 1992.

Field Trip to New Haven (Louis Kahn) or North Easton (H.H. Richardson).

Offered: Fall, Spring, Summer

Faculty assigned:

Gail Fenske, Ph.D., Professor of Architecture

John Hendrix, Ph.D., Adjunct Faculty

Course: ARCH 331 Construction Materials and Assemblies II, 3 credits

Course Description:

This continuation of Construction Materials and Assemblies I provides students with the awareness and understanding necessary for the selection of materials, components and assemblies for the design and construction of buildings. The course explores traditional and non-traditional building techniques, methods and materials selection with particular emphasis on steel, concrete, and glass in relation to fabrication and assembly methods, historical influences, function, sustainability, and architectural expression. Issues of materials' embodied energy as well as recyclability and disassembly are also considered. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural design realms. Detailing issue includes optimization of the building's thermal performance. The course engages with ARCH 313 Architectural Design Studio Core V as a means to integrate materials and assemblies issues in the student's design thinking.

Course Goals & Objectives: (see Syllabus)

Besides the acquisition of a general knowledge relative to steel, glass, building envelope and concrete, the course strive to have students:

- think of construction as an integral part of the design process and its iterations;
- grasp materials within specific collaborative, social and cultural networks;
- understand the forces and environmental factors that shape structures and assemblies;
- develop basic graphic skills at representing building assemblies and details of construction;
- consider concepts of construction sequence and construction tolerance;
- discriminate between conventional and non-conventional details or means of construction;
- integrate sustainability-related issues such as economy of means, energy performance durability, and disassembly potential.

Student Performance Criterion addressed (designated NAAB Coverage only):

A.4. Technical Documentation

B.10. Building Envelope Systems

B.12. Building Materials and Assemblies

Topical Outline:

Materials and cultural and social context(s): 10%

Steel construction and detailing: 30%

Glass and building envelope: 30%

Concrete construction: 30%

Prerequisites: ARCH 231

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction*, 5th Ed, Wiley

Schulitz / Sobek / Haberman. *Steel Construction manual*, Birkhäuser

Ching, Francis. *Building Construction Illustrated*, 4th Edition, Wiley

Deplazes, Andrea (ed.). *Constructing Architecture*, Birkhäuser

Rice, Peter. *An Engineer Imagines*. Ellipsis

Offered: Fall

Faculty:

Patrick Charles, Associate Professor

Robert Dermody, AIA, Associate Professor

William McQueen, AIA, Professor

Course: ARCH 332 Acoustics and Lighting, 3 credits

Course Description:

This course addresses three of the many form generators in architecture, the acoustical, day lighting and artificial lighting environment. It also addresses the soft and hard technologies that support the creation of these environments using “rules of thumb”, analytical calculations and modeling. The course provides an introduction and conceptual understanding of these subjects. Sustainability is embedded in the nature of the subjects with a particular emphasis on energy conservation, integration of natural and artificial systems; the effect on contemporary practice, and the emerging roles of architectural careers and consultants in these disciplines. The course is subdivided into three equal offerings: acoustical principles and practical applications in buildings that affects site selection and evaluation of buildings and their orientation on a site and shaping of space for sound control, all done in conjunction with case studies. The second and third parts deal with natural or day lighting and artificial lighting with an emphasis on the integration through design. Basic principles are introduced, design procedures outlined, calculating methods reviewed, case studies and the use of physical and computer modeling investigated. The students will gain a sufficient basic understanding of acoustical, day lighting and artificial lighting design in order to feel confident in making these concerns an inherent part of their design process.

Course Goals & Objectives:

The students will gain a sufficient basic understanding of acoustical, day lighting and artificial lighting design. They should then feel confident in dealing with these considerations, make these concerns an inherent part of their design intuition along with other interrelationships between technology, aesthetic agendas and human behavior as these relate to architectural design.

Student Performance Criteria addressed:

B. 3 Sustainability

B. 8 Environmental Systems

also

A.4. Technical Documentation; A.5. Investigative Skills; A.7. Use of Precedents; B.12. Building Materials and Assemblies; C.1. Collaboration; C. 3 Client Role in Architecture; C. 6. Leadership; C. 7. Legal Responsibilities; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Acoustics 33%; Artificial Lighting 33%, Day Lighting 33%

Prerequisites: Junior standing

Textbooks/Learning Resources:

Egan, M. David, Architectural Acoustics

Egan, David and Victor Olgyay. Architectural Lighting.

Moore, Fuller. Environmental Control Systems - heating, cooling, lighting

Lam, William. Perception and Lighting as Formgivers for Architecture

Wilkes, Joseph and Cavanaugh, Architectural Acoustics - Principles and Practice.

See syllabus for others.

Offered: Spring/Fall

Faculty assigned: Jeffrey Staats, AIA, Professor of Architecture

Course: ARCH 333, Mechanical & Electrical Equipment of Buildings, 3 credits

Course Description:

This course provides a basic study of the mechanical, sanitary, water supply, sewage disposal, heating, ventilating, air conditioning, fire protection and electrical equipment and systems used in buildings. The student learns the basics of active and passive heating, cooling and ventilating systems, load calculations, life safety ventilation, psychometrics, plumbing, storm drainage, fire protection systems, and electrical, energy codes and management with discussion of energy conservation and construction budgeting as well as M & E construction documents. Particular emphasis is given to systems integration. First is the recognition that buildings consist of seven component systems; space planning, structural, mechanical, electrical, plumbing (including fire protection); enclosure, and fitments (fixtures and furniture). Second is the need to consider these systems as early in the design process as possible. Design considerations such as points of origin, generating equipment, distribution devices, delivery mechanisms, control systems and energy usage are studied. Sustainability is embedded in the nature of these subjects with a particular emphasis on energy conservation and efficient design practices. Where possible "rules of thumb" sizing and diagramming techniques are examined and technical design development are explored from the point of view of, energy efficiency, the architect's design and the engineering consultant's criteria. Classroom lectures, case studies (on hard and soft technologies) and a field trip are used to expand on the reading assignments and to provide a general introduction and overview of the subject.

Course Goals & Objectives:

The course is intended to familiarize the student with the mechanical and electrical aspects of the design process of engineers and other consultant and how they are affected by what architect's do. The student learns the basics of heating and cooling load calculations, identification of heating systems and cooling systems, ventilation systems, life safety ventilation, psychometrics, plumbing, storm drainage, fire protection systems, and electrical, energy codes and management with discussion of energy conservation and construction budgeting as well as M & E construction documents.

Student Performance Criteria addressed:

B.3. Sustainability

B. 8 Environmental Systems

also

A.4. Technical Documentation; A.5. Investigative Skills; A.7. Use of Precedents; A.11. Applied Research; B. 10. Building Envelope Systems; B. 11. Building Service Systems; B.12. Building Materials and Assemblies; C.1. Collaboration; C. 3 Client Role in Architecture; C. 6. Leadership; C. 7. Legal Responsibilities; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline:

Systems Integration 14%; HVAC System 14%; HVAC Equipment 7%; Thermal Resistance & Loads 14%; Fire Protection Systems 7%; Plumbing 11%; Electrical 11%; Energy Management 11%; miscellaneous 11%

Prerequisites: Junior standing

Textbooks/Learning Resources:

Stein, Benjamin, Building Technology: Mechanical and Electrical Systems

Allen, Edward and Joseph Sano. The Architect's Studio Companion

Leslie, Thomas. Louis I. Kahn: Building Art, Building Science

Guise, David. Design and Technology in Architecture

Bachman, Leonard. Integrated Buildings: The Systems Basis of Architecture.

Rush, Richard. The Building Systems Integration Handbook

Offered: Fall

Faculty assigned: Jeffrey Staats, AIA, Professor of Architecture

Course: ARCH 335 Structure, Form and Order, 3 credits

Course Description:

Introduces the fundamental concepts of structural form and behavior through a combination of lectures and studio exercises. Basic structural forms and their taxonomy will be studied in nature and through history, using visual presentations, readings, and hands-on experiments. Load paths and basic load tracing through common structural systems will be investigated. An introduction to vector based force representation will also be covered as a continuation of topics covered in Physics. In addition the students' studio projects will be utilized for assignments. The development of a strong structural vocabulary will also be stressed.

Course Goals & Objectives:

This course is an introduction to structures, art of structures, aesthetic issues in structures, structural scale, and the art of structural order and form. Primarily a qualitative approach to structures, with an emphasis on "visual order and structuring" and other layers of structuring, which include order in nature, structure and form, structure in history and theory, structure in architecture as modules of information and a series of hands-on workshops (in a studio format), which will deal with structural concepts at the "basic design" level. Elaboration on the interaction between architectural and engineering designs, as well as on the interrelationship between structure, form and architecture. An important module of the course is to explore the "nature of structures" referring primarily to non-mathematical means, to develop an intuitive understanding.

Student Performance Criteria addressed (designated NAAB Coverage only):

A. 8. Ordering System Skills

B. 9. Structural Systems

Topical Outline:

VISUAL ORDER + STRUCTURING 10%

ORDER IN NATURE 15%

STRUCTURES + FORM 15%

STRUCTURES IN HISTORY + THEORY 15%

STRUCTURES IN ARCHITECTURE 45%

- Forces and equilibrium, internal forces
- Cables, cable networks, tents and membranes
- Arches, vaults, domes and shells
- Trusses and space trusses
- Beams
- Frames

Prerequisites: MATH 136 or higher and PHYS 109 or 201

Textbooks/Learning Resources:

Muttoni, Aurelio. The Art of Structures: Introduction to the functioning of structures in architecture. Translated by Stephen Piccolo; Oxford: Routledge (EPFL Press), 2011 (2006)

Offered: Fall, Spring,

Faculty:

Mete Turan, Ph.D., Professor

Robert Dermody, AIA, Associate Professor

Course: ARCH 416 Advanced Topical Design Studio: Urban, 5 credits
Exeter: Village *Re-Vision*

Course Description:

This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric.

Course Goals & Objectives:

- To develop alternatives to the sprawling development patterns that are devouring the American landscape.
- To understand traditional rural settlement patterns in New England.
- To develop contemporary development patterns that can better support local agriculture and preserve the character of the rural landscape.
- To understand how to develop in harmony with the nature and to lessen the environmental footprint of rural development.
- To understand what is unique about the New England Village that can help to inform its contemporary re-interpretation.
- To develop critical thinking and visual communication skills in order to engage the public by working with local communities on critical issues.

Student Performance Criteria addressed (designated NAAB Coverage only):

A. 10. Cultural Diversity
C. 2. Human Behavior
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline:

1. Precedent Research (individual)--Exeter Research (Team)	10%
2. Schematic Master-planning (team/individual) Individual Site Analysis	15%
3. Master Plan Response (team/individual) Research: Sustainable Development/ Site infrastructure	20%
4. Architectural Response / Programming (individual)--Precinct Plan	20%
5. Final Comprehensive Presentation	25%
6. Participation in Public Workshops, Presentations	10%

Prerequisites: ARCH 313 Architectural Design Core Studio V, Arch 321 Site + Environment, Arch 322 Acoustics and Lighting, Arch 325 History of Modern Architecture

Textbooks/Learning Resources:

Arendt, Randall; Growing Greener: Putting Conservation into Local Plans...
Campoli & Maclean; Above and Beyond: Visualizing Change in Small Towns...
McHarg, Ian; Design with Nature
Wood, Joseph; The New England Village

Offered: Fall 2010

Faculty:

Edgar Adams, Professor of Architecture

Course: ARCH 416 Advanced Topical Design Studio: Urban, 5 credits
"Arizona's Urban Heart": *Revitalizing Phoenix through Sustainable Intervention*

Course Description:

This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric.

Course Goals & Objectives:

- to integrate sustainable initiatives as an integral part of master plan, urban and architectural design;
- to identify sustainability issues such as nature and ecology, energy conservation, efficient resource use, low environmental impact and a healthy living environment in an urban context;
- to understand that parameters of design address local conditions but also impact global concerns (e.g. global warming, resource depletion, etc.)
- to accommodate elderly, children, disabled and ethnic groups throughout the entire district;
- to understand and demonstrate urban and architectural designs that relate the macro and micro scales and support their integrated resolution;
- to generate green connections between activity nodes and in relation to public transportation;
- to be able to develop site in response to user needs and the concepts of well-knit dense context of shared living, both indoors and outdoors with pedestrian walkways and shaded open spaces.
- to propose socially and culturally sustainable environments and appropriate ecological infrastructure and comprehensive water management systems;
- to be able to generate a pedestrian friendly environment and initiate an environment without cars while supporting alternative public transportation systems;
- to initiate the use of renewable energy sources and sustainable low/ high technologies
- to emphasize issues such as diversity, polyvalence and sensitivity to human scale.
- to generate sustainability learning environments through recycling, ecologically sustainable planning and building design;
- to reduce the ecological footprint through ecological planning.

Student Performance Criteria addressed (designated NAAB Coverage only):

A. 10. Cultural Diversity
C. 2. Human Behavior
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline:

I. Research (15%), II. Physical and Spatial Configuration / Abstraction (10%); III. Comprehensive Master Plan (10%); IV. Master Plan for the Project site / Neighborhood / Community Development, and Housing (10%); V. Community buildings and Open Space/Street- Scape Planning (15%); Final Presentation (30%)

Prerequisites: ARCH 313 Architectural Design Core Studio V, Arch 321 Site + Environment, Arch 322 Acoustics and Lighting, Arch 325 History of Modern Architecture

Textbooks/Learning Resources:

Extensive Bibliography and Library Reserve Resources on: Sustainability, Urban Ecology, Sustainable Urbanism, Housing, Phoenix, Arizona

Offered: Spring 2011 (Fall, Spring)

Faculty:

Ulker Copur, Ph.D., Professor of Architecture

Course: ARCH 416 Advanced Topical Design Studio: Urban, 5 credits
Florence: *The Shaping of Urban Spaces – Sant’Ambrogio/Piazza Ghiberti*

Course Description:

This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric.

Course Goals & Objectives:

The aim of the studio is to bring together three modes of inquiry that are often considered separately:

- a theory-based approach
- the consideration of historical urban environment
- their meaning and use today, in architecture and urban design today.

Lectures, Readings, Analysis, Field Trips, Workshops and Design Exercises will:

- Understand design issues at the urban scale, where the interrelation between elements of a city can be better understood.
- Explore the role public spaces such as piazzas and markets play in the civic life of the historic neighborhoods.
- Explore the rehabilitation of such important elements through a culturally sensitive design effort.
- Engage in cross-cultural exchange around issues of contemporary architecture and urbanism.

Student Performance Criteria addressed (designated NAAB Coverage only):

A. 10. Cultural Diversity
C. 2. Human Behavior
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline:

1. Journal, Urban analysis and studies	10%
2. Readings, discussion and class participation	10%
3. Sketching	10%
4. Public Space Design	25%
5. Piazza del Castello Workshop (w/ students from University of Florence and RWU PRARP)	10%
6. Infill Design Project	35 %

Prerequisites: ARCH 313 Architectural Design Core Studio V, Arch 321 Site + Environment, Arch 322 Acoustics and Lighting, Arch 325 History of Modern Architecture

Textbooks/Learning Resources:

Lynch, Kevin. "The Image of the City", Harvard University Press, 1960

Articles on the following Topics: Urban Spaces (traditional / contemporary); Uses (programming) of Urban Space; Urban Building Typologies; The Role of Architecture in the Urban Realm; Italian Architecture and Urbanism; Italian Urban Culture

Offered: Spring 2011, Fall 2011 Spring

Faculty:

Carlo Achilli, Architetto, Florence Program Director

Course: ARCH 416 Advanced Topical Design Studio: Urban, 5 credits
Boston: Inner Belt and Brickbottom, Somerville: *Reinventing the Edge*

Course Description:

This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric.

Course Goals & Objectives:

The site on an incredible land resource with an unprecedented potential for access to existing and proposed transit infrastructure compared to any site outside of downtown Boston. The overarching opportunity here is to leverage these assets to set up conditions through an urban framework that will transform this area into a thriving, mixed-use, mass transit based, equitable, economically productive and sustainable urban neighborhood. Students will have the opportunity to meet with various constituents from the community, city and the State government and present their final project to them.

- To understand traditional and emerging urban and development patterns for American cities
- To understand issues associated with post-industrial lands and develop creative and transformative alternatives
- To understand the impact and role of large projects such as the stadium and transit line in revitalizing parts of cities
- To understand the architectural typologies of various program elements
- To evaluate the environmental impacts of urban development and find ways to minimize them
- To develop critical thinking and visual communication skills in order to engage the public by working with the constituents and local community on critical issues.

Student Performance Criteria addressed (designated NAAB Coverage only):

A. 10. Cultural Diversity
C. 2. Human Behavior
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline:

1. Research (team) 10%
2. Site Analysis (team) 10%
3. Master-planning (team/individual) 25%
4. Architectural Scale (team/individual) 20%
5. Final Comprehensive Presentation 25%
6. Participation / Process 10%

Prerequisites: ARCH 313 Architectural Design Core Studio V, Arch 321 Site + Environment, Arch 322 Acoustics and Lighting, Arch 325 History of Modern Architecture

Textbooks/Learning Resources:

Johnson, Stephen; A Natural History of Innovation; Meyer, Han; Delta Urbanism, The Netherlands; Greenberg, Ken; Walking Home; Surowiecki, James; The Wisdom of Crowds
Hillier, Bill; Social Logic of Space; Wheaton, Williams; Urban Economics and Real Estate Markets; Varanasi, Kishore, Private Urbanism

Offered: Fall 2011

Faculty:

Kishore Varanasi, Adjunct Faculty

Course: ARCH 434 Design of Structures I, 3 credits

Course Description:

A numeric and graphical approach to the design and analysis of basic structural systems. Basic principles of mechanics: forces, equilibrium, geometric properties of areas, material properties, support conditions, stress strain relationships will be presented. The selection and configuration of efficient structural systems for common building types will be emphasized. Projects requiring the design and analysis of simple funicular structures will be assigned.

Course Goals & Objectives:

- To understand numeric and graphical methods of design and analysis of basic structural systems.
- To understand basic principles of mechanics: forces, equilibrium, geometric properties of areas, material properties, support conditions, stress, and strain.
- To understand how to select and configure efficient structural systems for common building types.
- To understand how to design and analyze simple statically determinate structures.
- To continue to develop a strong structural vocabulary.

Student Performance Criterion addressed:

B. 9 Structural Systems

also

A.2 Design Thinking Skills, A.3 Visual Communication Skills, A.7 Use of Precedents

Topical Outline:

Vectors, free-body diagrams (3%)

Vector Algebra (7%)

Graphic Statistics (7%)

Beams types, supports, reactions (7%)

Structural properties of areas (7%)

Material properties, Stress vs. Strain (7%)

Shear & moment (7%)

Trusses & Funicular Structures (7%)

Intro to structural design (7%)

Framing systems in steel and wood (7%)

Loads, paths & load tracing, Columns (7%)

Intro to structural analysis software (20%)

Conclusions: Structures in Architecture (7%)

Prerequisites: ARCH 335 Structure, Form & Order

Textbooks/Learning Resources:

Allen, Edward. Form and Forces: Designing Efficient Expressive Structures. Hoboken: Wiley, 2010.

Additional/Reserved Readings:

Several books will be placed on reserve in the Architecture Library for additional reading and reference.

Additional required reading will also be given in handout and/or electronic format.

Offered: Fall, Spring

Faculty: Robert Dermody, AIA, Associate Professor

Course: ARCH 435 Design of Structures II, 3 credits

Course Description:

Design of Structures II is a qualitative and quantitative analysis of structural materials, structural members and structural assemblies. Emphasizes the fundamental design principles of wood, steel and concrete structures. Foundation and lateral load resisting systems will be studied. Case studies of significant architectural structures will be assigned to develop design and analytical skills, including the use of structural analysis software. The integration of the structural system with other systems within the building and its relationship to the enclosure system will be addressed. Advanced structural technologies, such as tensile, shell, and high-rise systems will be introduced.

Course Goals & Objectives:

This course elaborates on the art of structural order and form. Developing a sense of structural behavior through both qualitative and quantitative analysis of structural materials, structural members, and structural assemblies. Emphasis on: • the behavior of different structural types [lineated structural systems; arcuated structural systems; trabeated structural systems; and reticulated structural systems] • the fundamental design principles of wood, steel and concrete structures; elaboration on the interaction between architectural and engineering designs, as well as on the interrelationship between structure, form and architecture.

Student Performance Criterion/a addressed (designated NAAB Coverage only):

B. 9 Structural Systems

Topical Outline:

- Introduction and an overview: Review of structural principles: Structural analysis, Methods of approximation, Computer methods and techniques, Structural design, Materials and their relationship to structural form
- Structural materials: wood/concrete/steel/glass
- History of frame construction
- Uses of wood/concrete/steel/glass in modern architecture
- Mechanics and behavior of wood/concrete/steel structures
- Structural design procedures for both steel and reinforced concrete: Allowable Stress Design (ASD), Load- and Resistance-Factor Design (LRFD for steel), and Ultimate Strength Design (USD for reinforced concrete), Compression plus bending, Beams, slabs and columns
- Continuous beams and frames: Wood/concrete/steel frame buildings, Effective span length, Support conditions, Connections
- Lateral loads: Wind forces, Earthquake forces, Lateral-load-resisting systems
- High-rise structures: Braced frame and moment resisting frame systems (frame and lateral stability), Shear wall systems, Core and outrigger systems, Tubular systems, Hybrid systems
- Large-span Structures / Roofs: Wood, Concrete, Steel, Glass – Truss, Space Frame, Cable and Membrane

Prerequisites: ARCH 434 Design of Structures I

Textbooks/Learning Resources:

Sandaker, Bjorn and Arne P. Eggen and Mark R Cruvellier, The Structural Basis of Architecture (2nd ed.), London: Routledge, 2011

Schodek, Daniel and Martin Bechthold., Structures (6th ed.). Upper Saddle River, NJ: Prentice-Hall, 2008

Schaeffer, Ronald. Reinforced concrete: Preliminary design for architects and builder (2nd ed.), Tallahassee Textbooks Ltd., 2006

Offered: Fall, Spring

Faculty:

Mete Turan, Ph.D., Professor

Robert Dermody, AIA, Associate Professor

Course: ARCH 488 Computer Applications for Professional Practice, 3 credits

Course Description:

The course is structured to explore new modes of contemporary practice, specifically Integrated Project Design/Delivery, and the role of B.I.M. (Building Information Modeling) as it pertains to design and decision-making in contemporary architectural practice. This course will explore the use of B.I.M. and related analytical tools to get immediate feedback on buildings systems and sustainability alternatives that can inform the design process. We will focus on developing proficiency in the use of B.I.M. software while at the same time looking at how this tool and related computer technologies are changing the way that information is generated and utilized within the practice environment. Collaborative Projects with other disciplines explore how information, including cost, scheduling and building material usage, is shared among the various parties involved in the design and construction process.

Course Goals & Objectives:

- Study of Integrated Project Delivery (IPD); □ Work with software products that facilitate decision-making; energy savings choices; structural and systems clarity.
- Study of methods to use the building information model (BIM) throughout the design and construction phases to make well-informed design decisions, a use well beyond extracting construction drawings, details and schedules;
- Desired outcome that each student will have a better understanding of the BIM process and will have a familiarity with some of the software tools that contribute to the building's design and development.
- Facilitation of collaborative efforts throughout the class in making decisions as an IPD team; □ Study of cost assessment and project scheduling in collaboration with Construction Management faculty and students.

Student Performance Criteria addressed (designated NAAB Coverage only):

B.7. Financial Considerations

C.1. Collaboration

C.4. Project Management

C.5. Practice Management

Topical Outline:

Development of Software facility (30%); Participation in Collaborative Efforts as IPD Team Member (30%); Collaborative Efforts with Construction Management in Cost and Schedule Assessment (20%); Energy Conserving Investigations (20%);

Prerequisites: ARCH 287 and completion of the Architecture Core program

Textbooks/Learning Resources:

Green BIM, Successful Sustainable Design with Building Information Modeling by Eddy Krygiel and Bradley Nies. Paperback.

Offered: Fall, Spring

Faculty:

Roseann Evans, AIA, Professor

Gary Graham, FAIA, Associate Professor

Course: ARCH 513 Comprehensive Project Design Studio, 5 credits

Course Description:

This studio will provide the opportunity for advanced students working individually and/or in small groups, to bring all components of their architectural education together to focus on an architectural design problem/project. Students will fully assess an architectural problem, designated site and relevant precedents in order to establish appropriate design criteria. Advancing the problem/project through conceptual, schematic and design development stages students will respond to programmatic, structural and environmental systems, accessibility and life-safety issues. They will advance their design resolution from site response, building materials and assemblies selection and attention to sustainable design criteria to the detailed development key spaces. Each individual or group will prepare construction contract documentation, drawings and outline specifications, for key components of the design project. Students will prepare a project assessment to evaluate the appropriateness of their problem/project design response to the architectural program and related cultural and environmental issues.

Course Goals & Objectives:

The main objective of the course is to develop an understanding of all the components that shape a building (from the conceptual to the technical) in a fully integrated and coordinated process.

The studio strives for the student to:

- Understand all the components that shape the site (History, cultural, environment, vegetation)
- Work in a collaborative manner
- Understand cultural and environmental factors that shape buildings.
- Develop skills in presenting design intent both in graphic and written form.
- Develop skills in information and data management.
- Conceptualized construction and assembly processes adequate and architecturally cohesive.
- Begin to outline specific concepts regarding system selection.

Student Performance Criteria Addressed:

B.9. Comprehensive Design:

A.2. Design Thinking Skills, A.4. Technical Documentation, A.5. investigative Skills, A.8. Ordering Systems, A.9. Historical Traditions and Global Culture, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.8. Environmental Systems, B.9. Structural Systems.

Topical Outline:

Given the integrated nature of the course, most focus areas are included in all the phases of the project.

The difference is the level of specificity and priority depending on the phase.

30% Understanding site: A.4, A.5, A.9, B.2(site) and B.3

30% Conceptual Design Phase: A.2, A.4, A.5, A.8, A.9, B.2 (bldg.), B.4, B.8 (preliminary), B.9 (preliminary)

40% Design Development Phase: A.2, A.4, A.5, A.8, B.2, B.3, B.5, B.8, B.9

Prerequisites:

Completion of ARCH 413 studio, Arch 331, 332, 333, 435

Textbooks/Learning Resources:

Allen, Edward. The Architect's Studio Companion. John Wiley&Sons Inc. (required)

Allen, Edward. Fundamentals of Building Construction, Materials and Methods. John Wiley&Sons Inc.

Deplazes, Andrea. Constructing Architecture, Materials, Processes, Structure A Hand book. Birkhauser

Offered: Fall, Spring, *Summer*

Faculty:

Roberto Viola-Ochoa, Adjunct Faculty, Sasaki Associates

Patrick Charles, Associate Professor

Michael Giardina AIA, Adjunct Faculty, KlingStubbins, Boston

John McDonald, Patrick Cunningham, Teaching Firm in Residence; Perkins + Will, Boston

James Asbel, Adjunct Faculty

Course: ARCH 522, Environmental Design Research, 3 credits

Course Description:

Environmental Design Research introduces diverse theoretical approaches and research methods, for assessing inhabited environments with social and energy sustainability criteria. Readings include contributions from environmental psychology, anthropology, sociology, and cross-cultural studies to examine a variety of buildings in relations to a broad range of uses by diverse inhabitants as well as from the energy assessment literature as preparation for fieldwork that generates design criteria for renovations or new construction. This course provides recommendations useful to the administrators of public facilities and local community service organizations.

Course Goals & Objectives:

- Develop experience and proficiency considering the architect's ethical responsibility beyond the client's needs towards all users including minorities such as the handicapped.
- Develop proficiency researching an inhabited building combining ethnographic and architectural methods to discover user evaluation criteria.
- Develop experience and proficiency reviewing social and behavioral scientific theories and locating research articles in order to develop or support architectural design criteria.
- Develop experience and proficiency locating and reviewing architectural precedents that provide design examples addressing specific user needs.
- Develop experience and proficiency communicating about architecture with people not trained in architecture with appropriate graphics and language avoiding professional terminology.
- Develop experience and proficiency in teamwork to tackle complex tasks employing methods for conflict resolution to achieve appropriate team dynamics.
- Explore evaluation of sustainability of an inhabited building by examining the building envelope, the mechanical, lighting, as well as inhabitant behaviors.

Student Performance Criteria addressed:

- A. 10. Cultural Diversity (Readings on gender, American subcultures, non-western world)
- A. 11. Applied Research (Utilizing field work)
- C. 1. Collaboration (Teamwork w/ readings and evaluation for productive team dynamics)
- C. 2. Human Behavior (Readings from environmental psychology and sociology)
- C. 3. Client Role in Architecture (Examination of user needs through readings and field research)
- C. 8. Ethics and Professional Judgment (Reading on architects' responsibilities and on ethical research)
- C. 9. Community & Social Responsibility (Readings and project on architect's service to society)
 - also
 - A. 1. Communication Skills (Essays on readings, written and verbal presentations of research)
 - A. 3. Visual Communication Skills (Research instrument & findings PPTs and, Precedent PPT)
 - A. 5. Investigative Skills (Readings on field research methods & social science literature)
 - A. 7. Use of Precedents (Use precedents to address design questions identified in field research)
 - A. 9. Historical Traditions and Global Culture
 - B. 3. Sustainability (Readings and field project on physical and social sustainability)
 - C. 6. Leadership (Student leadership as project managers of assigned teamwork responsibilities)

Topical Outline (include percentage of time in course spent in each subject area):

- Architectural and social science research methods readings and project 30 %
- Behavioral, social, and cultural factors in architecture 65 %
- Architecture/ urban planning physical and social factors for sustainability 15 %

Prerequisites: Senior Standing

Textbooks/Learning Resources:

Cranz, Galen and Eleftherios Pavlides, Environmental Design Research: The Body, the City, and the Buildings in Between, Cognella Academic Publishing, 2011.

Offered: Spring

Faculty: Eleftherios Pavlides, Ph.D., AIA, Professor of Architecture

Course: ARCH 542 Professional Practice, 3 credits

Course Description: Introduces students to architectural business and practice management; codes, regulations and laws; administration of the construction contract; and emphasizes the architect's professional and legal responsibilities. Also addresses the traditional arrangements for project design and construction, and difference in relationships with the client between the design and construction phases. Lectures, discussions, and assignments address each subject in order to develop an understanding of the moral, legal and general responsibilities of the design professional.

Course Goals & Objectives:

Provide students with an understanding of the conceptual framework of the practice of architecture. Facilitate the transition between the academy and the "real world" by providing students with a means to evaluate career options and potential roles they can expect to encounter in the profession, to include: become familiar with the range and scope of the Building Enterprise: Modes and Methods of Practice: Construction Costs and Design Fees: Manage the Tasks from Pre-Design through and beyond Construction Completion: Project and Practice Management, Communication and Presentation - Oral, Graphic, Digital, Virtual, and their Relationship to a Successful Project: The role of the Architect today In Society: the Profession's Canon of Ethics: an Architect's obligation to Community, Region, and Society as a whole, and The Architect's responsibility for stewardship of the physical environment, establishing conditions for the creation of healthier more sustainable buildings.

Student Performance Criteria addressed (designated NAAB Coverage only):

B.1. Pre-Design	C.5. Practice Management
B.7. Financial Considerations	C.6. Leadership
C.3. Client Role in Architecture	C.7. Legal Responsibilities
C.4. Project Management	C.8. Ethics and Professional Judgment

Topical Outline:

Architects Role in Society: History/Building Enterprise/Community Involvement. (C. 9.)	05%
Client Role in Architecture: (C. 3.) including the Architect's Leadership Role	15%
Ethics and Professional Judgment: (C. 8.)	10%
Project Process: Conceptualization/Programming/Pre-Design (B. 1.)	05%
Project Process: Basic Services & Project Delivery including Traditional & IPD	15%
Project Management: (C. 4.) Cost/Schedule/Codes	10%
Legal Responsibilities: (C. 7.) Contracts and Risk Management	10%
Financial Considerations (B. 7.) Contracts. & Budgeting	10%
Practice Management: (C. 5.) Office/Business/Marketing Management	10%
Emerging Practices and the Future of the Profession of Architecture	05%
Portfolio/Resume and Getting a Job	05%

Prerequisites: Senior standing

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice, 14th Edition. American Institute of Architects. Wiley, 2009

House, by Tracy Kidder, Houghton Mifflin Company, Boston 1985.

Eilat, Kedan. Provisional: Emerging Modes of Architectural Practice USA, Princeton Architectural Press, 2009

Offered: Fall, Spring

Faculty: Gary Graham, FAIA, Associate Professor of Architecture

Course: ARCH 613 Graduate Thesis Design Studio, 5 credits

Course Description:

Arch 613 is focused on the development of a thesis project in the design studio from the proposition put forward and developed in the research seminar, and its subsequent documentation through the production of a thesis project document. The thesis is more than simply the student's final project- It is a final project that demonstrates competence at integrating building systems and materials, social, formal and urbanistic concerns into the design of a building, yet goes beyond this to make a speculative proposition about what architecture should be.

Course Goals & Objectives:

- opportunity for students to work on a problem of their own choosing
- to demonstrate students conception of architecture, from the generative concept to the development of the detail
- revise and develop the Thesis Project Document begun in Arch 641, resulting in a final document
- develop a final project and present it to an external review committee in a coherent and well-argued manner

Student Performance Criteria addressed (designated NAAB Coverage only):

A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Conceptual Design: 10%
Schematic Design/Building Order: 30%
Design Development: 20%
Final Design: 40%

Prerequisites:

ARCH 513, 515, 641 Graduate Thesis Research Seminar

Textbooks/Learning Resources:

Texts of the students' own choosing as appropriate to their project
External Advisors
Other faculty for specialist input; e.g. structures, environmental systems
Reviewers

Offered: Fall, Spring,

Faculty:

Andrew Cohen AIA, Professor
Julian Bonder, Professor
Hasan-Uddin Khan, Distinguished Professor
Tatiana Berger, Adjunct Faculty
Vincent Giambertone, Adjunct Faculty

Course: ARCH 641 Graduate Thesis Research Seminar, 3 credits

Course Description:

A graduate research seminar which investigates through readings, discussions, and faculty and student presentations, issues which should be at the core of the development of an independent thesis project proposal, and which are critical for full engagement with the profession of Architecture and the pursuit of lifelong learning:

- Ideas/Values: Theoretical, Philosophical and Ethical Concepts;
- Site: The Physical and Cultural Context;
- Use/Habitation: Programming, Project definition and Project Planning;
- Materials/ Technology: Integration of Concepts and Properties;
- Creativity/Communication: Design Thinking, Visual and Verbal Communication

Course Goals & Objectives:

- to help seminar members to select a project topic, develop the information necessary to describe relevant issues and design problems at a comprehensive level, and to prepare an acceptable written project proposal
- to enable students to produce a project proposal which includes a comprehensive program, which will inform a process which leads from schematic design through the detailed development of programmatic spaces:
- to enable students to research and present a clear outline of relevant questions regarding mechanical and technical systems, structural systems, zoning and life safety issues which will affect the assessment of the completed project as a comprehensive response to the problem defined:
- to assist students in determining the full range of issues which inform and enrich the design process:
- to establish a reflective course framework, where through discussion sessions and presentations, students may consider, and re-consider, with their peers persistent questions on the nature of education and architecture before graduating from the university and entering the profession.

Student Performance Criteria addressed (designated NAAB Coverage only):

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills

A.7. Use of Precedents
B.1. Pre-Design

Topical Outline:

5% Establishing a Standpoint: Identification of architectural themes and theoretical concerns
10% Research and Design Methodology: Proposal Statement with theoretical précis
10% Programming: Proposal with programmatic information
10% Landscape and Urban Context: Site Information and Analysis
10% Building Order/ Technology/Craft: Precedent Case Studies
5% Thesis Proposal Poster
10% Proposal Development: Draft Thesis Proposal Document
10% The Regulatory Environment: Regulatory, environmental and technical report
20% Thesis Proposal Document
10% Class Discussions / Contributions

Prerequisites: one Arch 515 Graduate Architectural Design Studio

Textbooks/Learning Resources

Ching, Francis D.K. & Winkel, Steven. Building Codes Illustrated: A Guide to Understanding the International Building Code Wiley, 2003
Moneo, Rafael. Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects MIT Press, 2004

Offered: Fall, Spring

Faculty:

Andrew Cohen, Professor
Hasan-Uddin Khan, Distinguished Professor
Edgar Adams, Professor

Julian Bonder, Professor
Stephen White, Dean and Professor

Faculty Resumes

Faculty Resumes are organized by Full Time, Visiting and Teaching Firm, and Adjunct Faculty. In order to achieve the 100 page limit on appendices, some faculty not teaching courses counting toward NAAB Student Performance Criteria are omitted from this list, but will be available in the Team Room. ***Faculty Resumes omitted here due to page limit are italicized.*

Full Time Faculty

Edgar Adams, RA, NCARB	Professor of Architecture, Architecture Program Coordinator
Julian Bonder, RA	Professor of Architecture
Sara Butler, Ph.D.	Associate Professor of Art + Architectural History, Univ Core Professor
Luis Carranza, Ph.D.	Professor of Architecture
Patrick Charles	Associate Professor of Architecture
Andrew Cohen, AIA	Professor of Architecture
Ulker Copur, Ph.D.	Professor of Architecture
Robert Dermody, AIA	Associate Professor of Architecture
<i>**Elizabeth Duffy</i>	<i>Associate Professor of Art, University Core Professor</i>
Roseann Evans, AIA	Professor of Architecture
Gail Fenske, Ph.D., AIA	Professor of Architecture
Gary Graham, FAIA	Associate Professor of Architecture
Charles Hagenah, AIA	Professor of Architecture
Hasan-Uddin Khan	Distinguished Professor of Architecture + Historic Preservation
Nermin Kura, Ph.D.	Professor of Art + Architectural History, University Core Professor
Gregory Laramie, AIA	Assistant Dean
Rebecca Leuchak, Ph.D.	Associate Professor of Art + Architectural History, Program Coordinator
<i>**Philip Marshall</i>	<i>Professor of Historic Preservation, HP Program Coordinator</i>
William McQueen, AIA	Professor of Architecture
Eleftherios Pavlides, Ph.D., AIA	Professor of Architecture
<i>**Michael Rich</i>	<i>Associate Professor of Art, Program Coordinator</i>
<i>**Arnold Robinson, AICP</i>	<i>Director, Community Partnerships Center</i>
Jeffrey Staats, AIA, AICP	Professor of Architecture
<i>**Anne Tait</i>	<i>Associate Professor of Art, University Core Professor</i>
Andrew Thurlow	Associate Professor of Architecture
Mete Turan, Ph.D.	Professor of Architecture
Randall Van Schepen, Ph.D.	Associate Professor of Art + Architectural History, Univ Core Professor
<i>**Jeremy Wells, Ph.D.</i>	<i>Assistant Professor of Historic Preservation</i>
Stephen White, AIA	Dean and Professor of Architecture

Teaching Firm in Residence and Visiting Professors

Fall 2011 Teaching Firm in Residence—designLAB, Boston
Robert Miklos, FAIA; ***Scott Slarsky, AIA*; ***Kelly Ard, AIA*

Spring 2011 Teaching Firm in Residence—Tangram Architekten, Amsterdam
Bart Mispelblom Beyer; Charlotte ten Dijke

Fall 2010, Fall 2011 Teaching Firm in Residence—Gray Organschi Architecture, New Haven
Elizabeth Gray, AIA; Alan Organschi, AIA; ***Kyle Bradley, AIA*

Fall 2009 Teaching Firm in Residence—Perkins + Will, Boston
John McDonald, AIA; ***Patrick Cunningham, AIA*

Spring 2011 Visiting Professor: Paul Lukez, FAIA; Paul Lukez Architecture, Somerville, MA
Spring 2010, Spring 2012 Visiting Professors: Hernan Maldonado, Max Rohm; Buenos Aires
Spring 2010 Visiting Professor Alex Anmahian, FAIA; Alex Anmahian Associates, Cambridge, MA

Adjunct Faculty

Carlo Achilli
Andrea Adams, RA
James Asbel, RA
Arman Bahram
Mauricio Barreto, AIA
Jonathan Bell, RA, NCARB
Tatiana Berger
Julia Bernert, AIA
Derek Bradford, AIA, ASLA
Martha Cassel
Ginette Castro, AIA
****Noel Clarke, AIA**
David Corbin, RA
****Eytan Fichman**
Vin Giambertone RA
****Kathleen Hancock**
John Hendrix, Ph.D.
****Tayo Heuser**
****Dan Hisel**
****Robert Hogan**
Karen Hughes
Melissa Hutchinson, AIA
Aseem Inam, Ph.D., AIA
****Sarah Kennedy**
****Christopher Kilbridge, AIA**
Daniel Kwasniewski, AIA
Amanda Lahikainen, Ph.D.
Anica Landreneau
****Christopher Lee**
****Amy Lovera**
Lorenzo Lucas, AIA
David MacLean, AIA
Tamara Metz
Robert Pavlik
****Mario Pereira, Ph.D.**
Bruno Pfister
Sara Mandel Picard, Ph.D.
Franco Pisani
Thomas Rourke, AIA
****Thomas Russell**
****Robert Rustermier**
BG Shanklin, RA
****Carter Skemp**
****Can Tiryaki, AIA**
Kishore Varanasi
Anne Vaterlaus
Roberto Viola Ochoa
****Amy Walsh**
Martha Werenfels, AIA
Eric Weyant

Name: Edgar G. Adams, Jr. RA, NCARB Professor of Architecture, Program Coordinator Full Time

Courses Taught:

Arch 641 Graduate Research Seminar	(required)
Arch 572 Urban Design Theory	(elective)
Arch 416 Advanced Topical Design Studio: Urban	(required)
Arch 324 Evolution of Urban Form	(elective)

Educational Credentials:

Master of Architecture in Urban Design, Cornell University	1995
Bachelor of Architecture, Cornell University	1980
Liberal Arts Studies, Hobart College	1974-76

Teaching Experience:

Architecture Program Coordinator	2004/05, 2008-
Professor of Architecture, Roger Williams University	2006-
Associate Professor of Architecture, Roger Williams University	1997-2006
Assistant Professor of Architecture, Roger Williams University	1992-97
Adjunct Faculty, Roger Williams University	1990-92
Instructor/Lecturer, Cornell University Summer Program	1984/85
Teaching Assistant, 1 st Year Design Studio, Cornell University	1983-85

Professional Experience:

Principal, Adams Design Associates, Barrington, RI	1995-
Principal, EG Adams Architects, Cambridge, MA	1991-95
Consultant, Michael Dennis & Associates, Boston	1991-92
Principal, Adams/Wilson Associates, Boston	1989-90
Project Architect, Koetter, Kim & Associates, Boston	1985-90
Wallace, Roberts and Todd, Philadelphia, PA	1982-83
Irving Shapiro Architects, Philadelphia, PA	1980-82
Friday Architects, Philadelphia, PA	1974-76

Licenses/Registration:

Architect, Rhode Island, NCARB Certificate	1995-
Architect, Pennsylvania	1984-

Selected Publications and Recent Research:

"RI Growth Centers Study: <i>Affordable Housing and Smart Growth</i> " RWU Foundation for Teaching and Scholarship	2011-
"Mind the Gap II: Notes on the In-Between", ACSA Fall Conference, Hartford, CT	2010
"Mind the Gap: <i>Understanding the Interface</i> ", ACSA Central Fall Conference, Waterloo	2008
"The Mainline as Model: Transit Oriented Development Comes of Age" 45 th International Making Cities Livable Conference, Portland, OR	2007
"Transit Oriented Development: East meets West", RWU Foundation for Teaching/Scholarship RWU Foundation for Teaching and Scholarship	2006
"The Wartime Efforts of the USHC and the EFC", ACSA Annual Meeting, Seattle	1998
"Communication Technology and Urban Form", ACSA NE Regional Conference, Philadelphia	1995

Public Service:

Town of Barrington, Planning Board & Technical Review Committee member	2007-
Town of Barrington, Zoning Update, Housing and Economic Development Committees	2007-
Grow Smart RI, Land Use 2025 Implementation Task Force	2005

Full Time

Arch 613 Graduate Thesis Design Studio	(required)
Arch 641 Graduate Thesis Research Seminar	(required)
Arch 530 Special Topics: Professional Practice in Buenos Aires	(elective)
Arch 515 Graduate Architectural Design Studio, Buenos Aires	(elective)
Arch 101 Foundations of Architecture	(required)

Master of Design Studies, Harvard University	1996
Diploma, Universidad de Buenos Aires, Argentina	1986

Professor of Architecture, Roger Williams University	2009-
Associate Professor of Architecture	2003-2009
Hyde Chair of Excellence, University of Nebraska	2003-2004
Visiting Critic, Syracuse University	Fall 2002
Adjunct Faculty, Roger Williams University	1998-2000
Visiting Appointments, Universidad de Buenos Aires, Architectural Association, London	1985-95

Wodiczko + Bonder Art, Public Space, Design, Architecture, Cambridge, MA	2003-
Julian Bonder and Associates, Cambridge, MA	1998-
Estudio Aisenso Architects, Buenos Aires	1986-95
Isaac Bonder, Architect, Buenos Aires	1983-86

Registered Architect – Consejo Profesional de Arquitectura y Urbanismo, (CPAU), License 18184

XIII International Biennale of Architecture Biennale of Architecture Buenos Aires	2011
"On Slavery and the University/History and Legacies", Plenary Speaker, Emory University	2011
Ruta del Esclavo , Invited Speaker, Unesco,& University Tres De Febrero, Buenos Aires	2010
Memory, Trauma, Public Space, Monuments and Memorials", <i>Places:Recovering Vol 21, N. 1</i>	2009
Trabajos de (sobre) Memoria, in <i>Memoria - Cultura, Democracia y Derechos Humanos</i> Instituto para la Democracia y Derechos Humanos – Lima, Perú	2009
Keynote Speaker , IV Annual Human Rights Conference -Universidad Catolica del Peru, Lima	2008
ACSA Proceedings, Faculty Design Awards, Memorial to the Abolition of Slavery, Nantes	2007

Memorial to the Abolition of Slavery – Nantes (Wodiczko + Bonder)	opening December 2011
Denver September 11 Memorial at Babi Yar Park	opening September 2012

Boston Society of Architects, Housing Design Awards, Honor Award	2010
Boston Society of Architects, Small Firms / Small Projects Design Awards, Award	2010
Boston Society of Architects, Unbuilt Architecture Awards - Wodiczko & Bonder, Award	2008
Memorial to the Abolition of Slavery, Nantes, France	
Babi Yar Park - Denver, Colorado - Wodiczko & Bonder, 1 st Prize	2007 Association
of Collegiate Schools of Architecture (ACSA) Faculty Design Award	2001, 2007
Center for Holocaust and Genocide Studies: Boston Society of Architects, ACSA Faculty Design	2001-03
Award, AIA New England Excellence in Design Special Award, Boston Society of	
Architects Honor Award	

Registered Architect, Consejo Profesional de Arquitectura y Urbanismo, Argentina
Sociedad Central de Arquitectos, Argentina / Boston Society of Architects / American Institute of Architects

Full Time

(required)

1986

1985-95

1983-86

Registered Architect – Consejo Profesional de Arquitectura y Urbanismo, (CPAU), License 18184

2007

opening September 2012

Architects Honor Award

Sociedad Central de Arquitectos, Argentina / Boston Society of Architects / American Institute of Architects

Name: Sara Butler, Ph.D. Associate Professor of Art and Architectural History Full Time

Courses Taught:

AAH 122 History of Art and Architecture II	(required)
Arch 329 History of Landscape Architecture	(elective)
AAH/HP 530 Special Topics: The Newport Seminar	(elective)
HP 341 Pre-Industrial America	(elective)
HP 342 Industrial America	(elective)

Educational Credentials:

Ph.D. in Architectural History, University of Virginia	2001
M.S. in Architectural History, University of Virginia	1996
BA <i>cum laude</i> in Architecture, University of North Carolina-Charlotte	1986
M.S.T. in Mathematics, University of New Hampshire	1982
B.A. in Religion, Wake Forest University	1974

Teaching Experience:

Associate Professor of Art and Architectural History and University Core Professor, Roger Williams University	2007-
Assistant Professor of Art and Architectural History and University Core Professor, Roger Williams University	2001-2007
Lecturer, University of Virginia	1997

Professional Experience:

Intern Architect, Frank McDonald Architects, Chattanooga, Tennessee	1990-1993
Intern Architect, Andrew Smith Architects, Chattanooga, Tennessee	1989-1990

Selected Publications and Recent Research:

"The Garden Network: George Rogers Hall's Horticultural Activism," in Raffaella Fabiani Giannetto, ed., <i>Foreign Trends on American Soil</i> , Penn Studies in Landscape Architecture Series, Philadelphia: University of Pennsylvania Press.	In review
"Breaking New Ground at the Recorder of Deeds Building: Race, Patronage, and Art in New Deal Washington, D.C.," <i>Winterthur Portfolio</i> 45: 4	2011
Research Grant, Smithsonian American Art Museum, Smithsonian Institution, Washington, D.C.	2010
"The 'art which conceals': A Cottage Industry and the Invention of Cushing's Island," <i>Studies in the History of Gardens and Designed Landscapes</i> 30: 4, 283-305.	2010
"The Monument as Manifesto: The Pierre Charles L'Enfant Memorial, 1909-1911," <i>Journal of Planning History</i> 6: 4, 283-310.	2007
"The Art of Negotiation: Federal Arts, Civil Rights, and the Legacy of the Marian Anderson Concert, 1939-1943," <i>Winterthur Portfolio</i> , 40:4, 175-204.	2005
Assistant editor and contributing author in Richard Guy Wilson, ed., <i>Buildings of Virginia: Tidewater and Piedmont</i> , New York: Oxford University Press.	2002
<i>University of Virginia, The Campus Guide</i> , with Richard Guy Wilson, New York: Princeton Architectural Press.	1998

Professional Memberships:

College Art Association
Society of Architectural Historians
Southeast Society of Architectural Historians
Association for the Preservation of Virginia Antiquities
Society for the Preservation of American Modernism
Vernacular Architecture Forum
Victorian Society in America

Name: Luis E. Carranza, Ph.D.

Professor of Architecture

Full Time

Courses Taught:

AAH 122 History of Art and Architecture II	(required)
Arch 322 Theory of Architecture	(required)
Arch 413 Advanced Architectural Design Studio	(elective)
Arch 530 Special Topics: Advanced Theory	(elective)

Educational Credentials:

Ph.D. in Architectural History and Theory, Harvard University	1998
Bachelor of Architecture, University of Southern California	1992

Teaching Experience:

Professor of Architecture, Roger Williams University	2010-
Associate Professor of Architecture, Roger Williams University	2006-
Assistant Professor of Architecture, Roger Williams University	1999-
Assistant Professor of Architecture, University of New Mexico	1999-2000
Lecturer, Northeastern University	1995
Teaching Fellow, Harvard University Graduate School of Design	1994-98
Faculty, Boston Architectural Center	1994-98
Studio Instructor, University of Southern California	1992

Professional Experience:

<i>ArchitectureBoston</i> , Editorial Board	2008-10
Society of Architectural Historians, Session Co-Chair	2009-10
University of Texas Press, Manuscript Reviewer	2009
ACSA Publication Series, Editorial Board	2006-
University Press of Florida, Manuscript Reviewer	2006-10
Association of Collegiate Schools of Architecture, Peer Reviewer	2005

Selected Publications and Recent Research:

<i>Modern Architecture in Latin America: Art, Technology, and Utopia</i> (with Prof. Fernando Lara, U.Texas at Austin)	Forthcoming
<i>Modernity and Early Cultures</i>	2011
“Introduction: Modernity and Early Cultures” (with Berndt Nicolai) and “(Mis)readings of Ancient History and Culture in Modern North America”	
<i>Architecture as Revolution: Episodes in the History of Modern Mexico</i> University of Texas Press	2010
<i>Journal of Decorative and Propaganda Arts</i>	2010
“Mathias Goeritz: Architecture, Monochrome, and Revolution”	
<i>Guggenheim Museum: Frank Lloyd Wright and the Making of the Modern Museum</i>	2009
“Hybridized History: The Guggenheim Museum, the Ziggurat, and the Skyscraper”	
<i>Specular: Between Practice and Education: Axi:ome</i> DAMDI: Design Document Series. General Editor.	2009
<i>Architecture Boston</i>	2008
“Un-modern”	
<i>Architecture: Celebrating the Past, Designing the Future</i> Entries: Ricardo Legorreta	2008
<i>Il Giornale Dell'Architettura</i>	2007
“Progetto e Ricerca nel Lavoro di un Professionista Colto”	
<i>Competitions Magazine</i>	2007
“Boston’s Art District: Branding as Transition Catalyst?”	
<i>Arquine</i>	2006
“Pre-Hispanic Architecture in the Modern Imaginary”	

Name: Patrick Charles	Associate Professor of Architecture	Full Time
Courses Taught:		
Arch 513 Comprehensive Project Design Studio		(required)
Arch 313 Architectural Design Core Studio V		(required)
Arch 331 Construction Materials and Assemblies II		(required)
Arch 533 Detailing the High Performance Envelope		(elective)
Arch 530 Special Topics: Munich Study Abroad		(elective)
Educational Credentials:		
M.S. in Architectural Studies (Design Technology), MIT		2000
Diploma DPLG, Ecole D'Architecture de Nancy, France		1990
Teaching Experience:		
Associate Professor of Architecture, Roger Williams University		2009-
Assistant Professor of Architecture, Roger Williams University		2003-2009
Assistant Professor of Architecture, Illinois Institute of Technology		2000-2003
Professional Experience:		
Renzo Piano Building Workshop, Paris		1991-98
Co-founded Ingenierie Constructique S.A., Epinal, France		1989-90
Architecture offices, Nancy, France		1986-90
Selected Publications and Recent Research:		
Charles, P. and Thomas, C.. A Multi-Disciplinary, Consultancy-Based Teaching Model: Potentials and Limitations. <i>Proceedings 6th International Building Performance Simulation Association - Canada Conference</i> , Winnipeg, Canada, May 19 and 20, 2010		2010
Charles, P. and Thomas, C. Integrating Building Performance Simulation in Studio Teaching: A Multidisciplinary Consultancy-Based Model. <i>Proceedings 98th Association of Collegiate Schools of Architecture (ACSA) Annual Meeting</i> , New Orleans, Louisiana, March 4-7, 2010,		2010
Planting the seeds for Future Collaboration: a Joint Engineering and Architecture Course in Sustainable Design, P. Charles & Ch. Thomas, 2009 Northeast American Society of Engineering Education Conference, University of Bridgeport, Bridgeport, CT. April 3-4, 2009		2009
Charles, P. and Thomas, C. Four approaches to teaching with building performance simulation tools in undergraduate architecture and engineering education. In: <i>Journal of Building Performance Simulation</i> , 2, (2) 95-114		2009
Charles, P. and Thomas, C., 2009. Building performance simulation in undergraduate multidisciplinary education: learning from an Architecture and Engineering collaboration. <i>Proceedings 11th International Building Performance Simulation Association Conference</i> , Glasgow, Scotland.		2009
Charles, P. and Dermody, R. Linkage: The Undergraduate Materials and Methods Lecture Course and its Companion Studio, Conference of the Building Technology Educators' Society, University of New Mexico, Albuquerque, N.M. August 6 - 8, 2009		2009

Name: Andrew Cohen, AIA, NCARB, LEED AP Professor of Architecture Full Time

Courses Taught:

Arch 613 Graduate Thesis Design Studio	(required)
Arch 515 Graduate Design Studio	(required course-topical content)
Arch 641 Graduate Thesis Research Seminar	(required)
Arch 101 Foundations of Architecture	(required)

Educational Credentials:

Master of Architecture, Harvard University	1975
Bachelor of Architecture, Cornell University	1974

Teaching Experience:

Faculty, Compostela Institute Summer Program, Spain	2011
Professor of Architecture, Roger Williams University	1995-
Faculty, Roger Williams University	1983-95
Coordinator, 1 st and 2 nd Year Design, Boston Architectural Center	1975-80

Professional Experience:

Andrew Cohen Architects, Wayland, MA	1983-
Huygens and DiMella, Boston	1979-82
Whitney Atwood Norcross, Boston	1979
Cambridge Seven Associates, Cambridge, MA	1978
Cities Corporation, Cambridge, MA	1976-77
Benjamin Thompson Associates, Boston	1975
Earl R. Flansburgh and Associates, Cambridge, MA	1974

Licenses/Registration:

Architect, Massachusetts, Rhode Island, Connecticut (inactive), Colorado
NCARB Certificate
LEED 3.0 Certified Professional: BD+C

Selected Publications and Recent Research:

Honor Award, AIA NY/BSA, Private Home, Lincoln, MA	2010
Finalist, Harleston Parker Medal, Boston Society of Architects	2007, 2006, 2005
Honor Award, Boston Society of Architects, Springstep Center, Medford, MA	2005
AGC Massachusetts Built New England Award, Springstep Center	2005
Citation, AIA New England, Excellence in Design	2004
Salem Historical Commission Preservation Award, Rose-Simons House Conservancy	1996
Salem Historic Commission Preservation Award	1991

Professional Memberships:

American Institute of Architects
Boston Society of Architects
Society of Architectural Historians
National Trust for Historic Preservation

Name: Ulker Copur, Ph.D.	Professor of Architecture	Full Time
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Courses Taught:

Arch 416 Advanced Topical Studio: Urban	(required)
Arch 593 Sustainable Paradigms	(elective)
Arch 573 Modernism in the Non-Western World	(elective)
Arch 413 Advanced Architectural Design Studio	(elective)

Educational Credentials:

Ph.D., Cornell University, City & Regional Planning / Historic Preservation	1976
Master of Architecture, University of Oregon	1968
Bachelor of Architecture, Middle East Technical University, Ankara, Turkey	1966

Teaching Experience:

Architecture Program Curriculum Co-Chair	2000-2004
Interim Assistant Dean, Roger Williams University School of Architecture	2000
Visiting Professor Fulbright Scholar, Moscow Institute of Architecture	1996
Professor of Architecture, Roger Williams University	1995-
Faculty, Roger Williams University	1986-95
Visiting Professor, University of Cincinnati	1989
Assistant Professor, University of Oregon	1984-86
Visiting Professor, Yarmouk University, Jordan	1982-84
Assistant, Instructor, Assistant Professor, Middle East Technical University, Ankara, Turkey	1976-82

Professional Experience:

Co-Director / Academic Coordinator - Interdisciplinary Study Abroad Program on Sustainability in Turkey (Fulbright / Hays Grant) worked w/ Istanbul and Middle East Technical Universities	2009-11
"Cross Cultural Education through Sustainable Design Studios: UAE & RWU Experience", International Conference on Education & New Learning Technologies. Barcelona, Spain	2010
Exhibition Portfolio: Masdar B: A Sustainable Community, Abu Dhabi, UAE, ARCH 413, Presented at University of UAE & Foster & Partners. Office in Masdar, UAE	2010
Consulting in Planning Eco-Communities: Eco-Village Ithaca, N.Y. (2007), Rocky Point, Warwick, RI (2008), Bristol, RI (2008-9), Haiti (2010-11) w/ state government, Municipalities, planning offices	2007-
Co-Chaired ACSA International Conference hosted by Istanbul Technical University, Istanbul	2001
Co-Chaired ACSA NE Regional Conference, hosted by Roger Williams University	1997

Licenses/Registration:

Turkey, EU

Selected Publications and Recent Research:

"An Eco-Community of the 1930's: Roosevelt Homesteads, N.J.	2011-12
Comparative Research on Housing during economic crises in USA: 1930-1940's	2011-
"Cross-Cultural Education through Sustainable design Studios: UAE and RWU Experience", with S. Elmasry. Barcelona, Spain, IATED EDULEARN10 web proceedings.	2010
"Towards Sustainable Regeneration Initiatives for Byker Wall, New Castle Upon Tyne", SAAHP Website Graduate Research ARCH 593 Sustainable Paradigms.	2008
"Managing Diversity in a Sustainable Urban Setting: Kronsberg (EXPO 2000 Habitat), Hanover, Germany". 45 th International Making Cities Livable Conference Proceedings	2007
"Oriental—Occidental: Geography, Identity, Place", with S. Bozdogan, Proceedings editors. 2001 ACSA International Conference, Istanbul, Turkey	2002

Professional Memberships:

Society of Architectural Historians
TCMOB (National Association of Turkish Chamber of Architects)
NESEA Northeast Sustainable Energy Association

Name: Robert J. Dermody, AIA, NCARB Associate Professor of Architecture Full Time

Courses Taught:

Arch 101 Foundations of Architecture	(required)
Arch 335 Structure, Form and Order	(required)
Arch 434 Design of Structure I	(required)
Arch 331 Construction Materials and Assemblies	(required)

Educational Credentials:

Master of Architecture, University of Illinois, Urbana Champaign	1993
Bachelor of Science in Civil Engineering, University of Massachusetts, Amherst	1986

Teaching Experience:

Associate Professor of Architecture, Roger Williams University	2010-
Assistant Professor of Architecture, Roger Williams University	2004-2010
Assistant Professor of Architecture, University of Illinois Urbana-Champaign	2003-2004
Visiting Professor, University of Illinois	2003
Hilfinger Faculty Fellow, University of Illinois	2002
Visiting Professor, MIT	1999-2000
Visiting Professor, Washington University	1998
Visiting Assistant Professor, University of Illinois Study Abroad Program at Versailles, France	1995-98
Faculty Member, Boston Architectural College	1994-95

Professional Experience:

ADD Inc Architects, Cambridge, MA	1999-2001
Payette Associates, Boston, MA	1995
LeMessurier Consultants, Structural Engineers, Cambridge, MA	1993-94
Norwood Engineering, Norwood, MA	1986-1989

Licenses/Registration:

Licensed Architect, Massachusetts
NCARB Certificate Holder

Selected Publications and Recent Research:

Book contribution, "How Beams Resist Bending" in Allen & Zalewski, <i>Form and Forces: Designing Efficient, Expressive Structures</i> . (Wiley)	2009
<i>Linkage: The Undergraduate Materials and Methods Lecture Course and its Companion Studio</i> , BTES Conference Paper co-authored with Patrick Charles	2009
<i>Re-Connecting with Connector</i> , BTES Conference paper co-authored with Edward Allen and Christine Theodoropoulos	2009
<i>Student Design Competitions in Engineering Education</i> , ASEE Conference paper	2009

Professional Memberships:

American Institute of Architects
Building Technology Educators Society

Name: Roseann Evans, AIA, LEED AP	Professor of Architecture	Full Time
Courses Taught:		
Arch 287 Intro to Computer Applications		(required)
Arch 488 Computer Applications for Professional Practice		(required)
Arch 413 Advanced Architectural Design Studio	(required course—topical content)	
Educational Credentials:		
Master of Architecture, University of Pennsylvania		1972
Bachelor of Arts, History of Art and Architecture, University of Pennsylvania		1969
Teaching Experience:		
BIM Technologies Instructor for Faculty Training, Studica Inc. at NYIT		2007-08
Professor of Architecture, Roger Williams University		1995-
Faculty, Roger Williams University		1975-95
Professional Experience:		
Architecture Practice Sole Practitioner		1983-2001
Licenses/Registration:		
LEED AP v. 2		2009
Architect, Rhode Island		1978-present
Selected Publications and Recent Research:		
Study and Application of New Technologies and their Impact in Contemporary Practice		2010-
Study and Application of Energy Analysis Software in Conceptual Design Investigation		2009-present
Investigation of the Iconic Building Type as a Catalyst for Urban Development		2007-present
Investigation of Affordable Housing in the Urban Environment		2006-2009
Research in Advances in Computer Software:		
DIVA software and Building Daylighting, Harvard GSD Executive Education		2011
Autodesk University studying BIM Technologies		2007-2009
Advanced Training in Rhinoceros (FIT program)		2005
Advanced Revit Training		2005
Rhode Island School of Design:		
MAYA, Advanced 3D Studio Max, Advanced Digital Imagery, Video Editing		
University of Rhode Island: Seminar in International Development Planning		2002
Professional Memberships:		
American Institute of Architects, Rhode Island		
Construction Specifications Institute		
Green Building Council, RI Chapter		

Name: Gail Fenske Professor of Architecture Full Time

Courses Taught:

Arch 325 History of Modern Architecture	(required)
Arch 327 History of American Architecture	(elective)
Arch 576 Theoretical Origins of Modernism	(elective)
Arch 577 American Skyscraper	(elective)

Educational Credentials:

Ph.D., MIT (History, Theory & Criticism of Architecture)	1988
S. M. Architecture Studies, MIT (History, Theory & Criticism of Architecture)	1982
Bachelor of Architecture, Arizona State University, <i>high honors</i>	1977
Outstanding Graduate, AIA Henry Adams Certificate of Merit	

Teaching Experience:

Visiting Professor, Wellesley College	2005
Visiting Professor, MIT,	1999, 2003
Professor, Roger Williams University,	1996-
Faculty, Roger Williams University,	1990-95
Visiting Assistant Professor, Cornell University	1988-89

Professional Experience:

Shepley Bulfinch Richardson & Abbott (SBRA), Boston, MA	1981-86
The Architects' Collaborative (TAC), Cambridge, MA	1980
Einhorn Yaffee Prescott (EYP), Albany, NY	1978-79

Licenses/Registration:

Massachusetts

Selected Publications and Recent Research:

<i>Skyscrapers</i> . Forthcoming from the Library of Congress/W. W. Norton & Company.	2011
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Aalto and America, co-editor. New Haven: Yale University Press

<i>The Skyscraper and the City: The Woolworth Building and the Making of Modern New York</i> .	2008
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Chicago: University of Chicago Press. PROSE Award, Honorable Mention, Architecture & Planning, Association of American Publishers, for *The Skyscraper and the City*, 2009. New York City Book Award, "Book of the Year," New York Society Library, New York, for *The Skyscraper and the City*, 2009.

Fellowships and Grants (recent): Graham Foundation, J.M. Kaplan Fund, NY State Council on the Arts

Chapters in the following books: *Skyscraper Gothic* (University of Pennsylvania Press, forthcoming), *Aalto and America* (Yale University Press, 2011), *The American Skyscraper: Cultural Histories* (Cambridge University Press, 2005), *Cass Gilbert* (W. W. Norton & Company, 2001), *Inventing the Skyline* (Columbia University Press, 2000), *The Education of the Architect* (MIT Press, 1997), *The Landscape of Modernity* (John Hopkins University Press, 1997).

Professional Memberships:

Society of Architectural Historians (National Secretary)
College Art Association
Vernacular Architecture Forum
Urban History Association
Association of Collegiate Schools of Architecture
Boston Society of Architects

Name: Gary Graham, FAIA Associate Professor of Architecture Full Time

Courses Taught:

Arch 542 Professional Practice	(required)
Arch 488 Computer Applications for Professional Practice	(required)
Arch 530 Special Topics: Project Definition	(elective)

Educational Credentials:

M.A. in Architecture, University of Manchester	1969
Bachelor of Architecture, University of Virginia	1967

Teaching Experience:

Roger Williams University – Associate Professor	2008-
Roger Williams University – Adjunct Faculty	2000-08
Roger Williams University – Visiting Associate Professor	2003
M.I.T. Aga Khan Program in Islamic Studies, Guest Lecturer- Critic	1990
Rhode Island School of Design, Department of Interior Architecture,	1983-84
Boston Architectural Center, Volunteer Faculty	1971-72

Professional Experience:

GMI Architects, Boston & Bristol, RI, Principal
Graham/Meus Inc. Architects, Boston, MA, Founding Principal
Payette Associates, Inc., Boston, MA, Associate
Hirsch and Cassetti, Architects, Elmira, NY, Designer
U.S. Peace Corps Architect, Cali, Colombia

Licenses/Registration:

Massachusetts, Rhode Island, Virginia, New Hampshire, Connecticut
Certified, National Council of Architectural Registration Boards

Selected Publications and Recent Research:

Sokol, David, "Skimming the Surface, A waterfront home in Rhode Island reveals the nuts and bolts of sustainability". <u>Plenty Magazine, It's Easy Being Green.</u> August-September 2007, 69-71	2007
Rooney, Ashley. <u>Shingle Style Houses, Past and Present.</u> "A High Performance Coastal Home", Pages 160-163. Schiffer Publishing Ltd, Atglen, PA. 2007	2007
Walsh, James "Beach Beauty, A Rich Palette brings Warmth to a Home by the Sea". <u>Stir Magazine</u> , Volume 2, Issue 3, 2005. 20-21	2005

Professional Memberships:

American Institute of Architects College of Fellows
American Institute of Architects/Rhode Island
American Collegiate Schools of Architecture
Society for College and University Planners
American Hospital Association
SearchNet (Future Search Facilitators Network)
Children's Advocacy Center of Suffolk County, Board of Trustees, President
Town of Portsmouth Rhode Island Design Review Board, Co Chair
Northeast Sustainable Energy Association/Rhode Island, Steering Committee

Name: Charles P. Hagenah, AIA Professor of Architecture Full Time

Courses Taught:

Arch 515 Graduate Architectural Design Studio	(required)
Arch 513 Comprehensive Project Design Studio	(required)
Arch 413 Advanced Architectural Design Studio	(required course—topical content)
Arch 321 Site + Environment	(required)
Arch 231 Construction Materials and Assemblies I	(required)

Educational Credentials:

Fulbright Scholar, Rome	1964
Master of Architecture, Yale University; Winchester Travelling Fellowship	1963
Bachelor of Arts. in Mathematics, Colgate University	1959

Teaching Experience:

Professor of Architecture, Roger Williams University	2008-
Associate Professor of Architecture, Roger Williams University	2000-
Adjunct Faculty, Roger Williams University	1990-2000

Professional Experience:

Charles Hagenah Architects, Boston	1990-
Amsler Hagenah MacLean, Boston	1972-1990
Amsler and Hagenah, Boston	1971-72
Desmond and Lord, Boston	1965-71
Roche and Dinkeloo, Hamden, CT	1963
Paul Rudolph Architect, New Haven	1962
William Guy Garwood, Architect, Palo Alto, California	1961

Licenses/Registration:

Architect, Massachusetts, NCARB Certificate

Selected Publications and Recent Research:

Research Investigation: Shaded Cities: Sustainable design directions involving shading devices in urban environments to eliminate "heat island" effects	2009-
Research Investigation: Rural Low Cost Housing: work included extensive low-rise high density housing with energy-use considerations	
Gore, Alan; <i>An Inconvenient Truth</i> ; Rondale Publishing, Emmanus, PA	2006
<i>Management</i> ; CABI Publishers, New York	2001
LEED, <i>Leadership in Energy and Environmental Design</i> ; Green Building Council	2000

Professional Memberships:

American Institute of Architects, Boston Society of Architects
National Trust for Historic Preservation

Name: Hasan-Uddin Khan Distinguished Professor of Architecture and Historic Preservation Full Time

Courses Taught:

Arch 515 Graduate Architecture Design Studio
Arch 541 & Arch 613 Graduate Research Seminar & Thesis Studio
Arch 530 Special Topics: Contemporary Architecture in Asia and Africa
HP 351 History and Philosophy of Historic Preservation
HP 631 & HP 651 Graduate Thesis Research Seminar & Graduate Thesis

Educational Credentials:

Diploma, Architectural Association, London 1972

Teaching Experience:

Distinguished Professor of Architecture and Historic Preservation RWU 1999-
Visiting Professor of Architecture, University of California, Berkeley Spring 1999, 2007
Visiting Associate Professor of Architecture, MIT 1994-99

Professional Experience:

Advisory Committee and Board of Directors, University of the Middle East 2003 –
Aga Khan Trust for Culture, Geneva, Director of Special Projects and Outreach 1991-94
Getty Grant Program Advisory Committee, Rome Prize, Int'l Competition Juries 1988 –
Head of Architectural Activities at the Secretariat of His Highness the Aga Khan, France 1984-91
Founder and Editor-in-Chief, *Mimar: Architecture in Development* 1981-92
Aga Khan Award for Architecture, Convener, 1977-80, Steering Committee, Paris 1981-89
Unit 4, Principal in private practice in Karachi, Pakistan, and occasional practice 1974-76, 2007-
Payette Associates and Gerald Shenstone and Partners, London, UK 1972-74

Licenses/Registration:

Pakistan, UK

Selected Publications and Recent Research:

Books: Author (and/or editor) of nine books, including –
Habib Fida Ali: Architect of Pakistan, Karachi, 2011
The Middle East, Architecture 1900-2000, Vienna and New York 2001
International Style: Modern Architecture 1925-1965, Cologne 1998
The Mosque and the Modern World, co-author, London and New York 1997
Articles: over 60 published 1972
Current Research: Globalization and Urbanism in Asia, 20th C. Architecture and
Historic Preservation in Asia and Africa, Architecture of the Mosque
Academic Editor, *Journal of Islamic Architecture*, UK 2011-
Co-Editor (Islam section), *Cambridge World History of Religious Architecture* 2009-
Fulbright-Hays Grant in Egypt (Principal Investigator) 2010-12
Association of Collegiate Schools of Arch (ACSA): citation service recognition 2001
Graham Foundation Grant – “The Architecture-Landscape Pact” 1997

Professional Memberships:

Architects Institute of Pakistan (AIP)
Royal Institute of British Architects (RIBA)
International Committee of Architectural Critics (CICA)

Institutional and Public Service:

SAAHP HP & Architecture Co-coordinator 2008-10
Roger Williams University Faculty Senate, Senator, Curriculum Committee 2004-
Participant in a Unitarian- Interfaith dialogue group 2001-06
Member, Thesis Committee, Boston Architectural College 2000-

Name: Nermin Kura, Ph.D. Professor of Art and Architectural History, University Core Professor Full Time

Courses Taught:

AAH 121 History of Art and Architecture I (required)

Educational Credentials:

M.F.A, Rhode Island School of Design	1997
Ph.D. in Art, Design and Architecture, Bilkent University, Ankara, Turkey	1996
DEA Diploma D'Etudes Approfondies, University of Paris, Sorbonne	1984
Master of Arts in History of Art and Archaeology, University of Paris, Sorbonne	1983
Bachelor of Arts in Art and Archaeology, Université de Paris, Sorbonne	1982

Teaching Experience:

Professor of Art and Architectural History, University Core Professor, Roger Williams University	2010-
Associate Professor of Art and Architectural History, University Core Professor	2005-
Assistant Professor of Art and Architectural History, University Core Professor	1999-
Adjunct Faculty, Rhode Island School of Design, Rhode Island College	1997-99
Visiting Professor, Bennington College	1997-98
Full Time Faculty, Bilkent University, Ankara, Turkey	1990-95

Selected Publications and Recent Research:

"BALATA", Umm el-Fahem International Ceramic Symposium Exhibition, Israel	2010
"yaz armaganlari" "summer gifts", Galeri Apel, Istanbul - Turkey (group show)	2010
"Winter Show" Gallerie Lipao Huang, (group show), Paris	2010
"Salon 2009 SNBA" Carrousel du Louvre, Saison de la Turquie (group show) Paris	2009
"Selections from The Studio Potter Collection", (group show) John Molloy Gallery, New York	2009
"March Madness" (group show) Congress Street Gallery Portsmouth, NH	2009
"yaz masallari" "summer tales" (group show) Galeri Apel, Istanbul	2009
"People Places and Pottery" (group show) Vaughan Gallery, Portsmouth, NH	2008
"Nevyaz" (group show) Galeri Nev, Ankara	2008
"Art League of Rhode Island Associate Members Juried exhibit", Gallery 297 Bristol RI	2008
Benim Adim Apel – "je m'appelle apel" 10 th year celebrations of Galeri Apel, Istanbul	2008
"Folluk" 'Cradle of Silence" (solo show), Gallery Apel, Istanbul	2007
"Turkish Ceramic Art", organized by Mimar Sinan Fine Arts University Istanbul	2007
"Clay and Words" Fuller Craft Museum, Celebrating 35 years of the Studio Potters Journal	2007
Starbrick Clay National, Nelsonville, Ohio	2006
Alev Ebuzziya & Nil Yalter: A Convergence, Exhibition Catalogue, Galeri Nev, Istanbul	2006
"Fertile Earth", Islamic Influences in Contemporary Ceramics, organized by NCECA, Torpedo Factory Art Center, Alexandria VA	2005
Alev Ebuzziya Siesbye - "The need not to forget" Exhibition Catalogue, Museu Nacional do Azulejo Lisbon, Portugal	2005

Professional Memberships:

National Council for Education in the Ceramic Arts

Name: Gregory Laramie, AIA

Assistant Dean

Full Time

Courses Taught:

Arch 213 Architectural Design Core Studio III

(required)

Arch 214 Architectural Design Core Studio IV

(required)

Educational Credentials:

Bachelor of Architecture, Rhode Island School of Design; Herbert and Claiborne Pell Award

1981

B.F.A. Rhode Island School of Design

1980

Teaching Experience:

Adjunct Faculty, Roger Williams University

1986-2011

Co-Chair, Studio Culture Committee

2011

Director, SAKAI Course Management and Online Assessment Pilot Program

2009-

Chair, Design Sequence Subcommittee; Co-Coordinator, Arch 213-214 Design Studios

Founding Director, RWU Summer Academy in Architecture

1997

Professional Experience:

Principal, Gregory Laramie, AIA, Architect

1991-

Principal, Jenkins Laramie Architects

1983-1991

Charles B. Fink, Architect

1981-83

Licenses/Registration:

Rhode Island, #1358

1984

Selected Publications and Recent Research:

Bronze Award, New Construction Category, Rhode Island Monthly Magazine

1995

Boston Society of Landscape Architects Honor Award, for Paul Smith's College Master Plan
(with Horiuchi, Solien Landscape Architects)

1994

First Design Award, Commercial/Industrial Category, Rhode Island AIA

1994

Bronze Award, New England Electric Energy Home Design Competition

1986

Professional Memberships:

Foster Gloucester, RI Regional Building Committee

2005-2010

Building Board of Review, Town of Gloucester, RI

2001--

American Institute of Architects

1984-

Name: Rebecca Leuckak, Ph.D.	Associate Professor of Art and Architectural History, University Core Professor	Full Time
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Courses Taught:

AAH 121 History of Art and Architecture I	(required)
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Educational Credentials:

Ph.D. in Art History, Columbia University	1994
M.Phil in Art History, Columbia University	1990
MA in Art History, Columbia University	1988
MS in Linguistics, University of Pennsylvania	1985
BS in Foreign Services, Georgetown University	1978

Teaching Experience:

Director, Peggy and Marc Spiegel Center for Global and International Programs, Roger Williams University	2005-08
Associate Professor, Art and Architectural History and University Core Professor Roger Williams University	2003-
Assistant Professor, Art and Architectural History and University Core Professor, Roger Williams University	1999-2003
Coordinator of ESL, Rhode Island School of Design	1993-96
Instructor, Hobart and William Smith College	1991-93
Coordinator of ESL, Lehman College of City University of New York	1986-88

Professional Experience – Museum and Curatorial:

Curatorial Consultant, The Lyman-Allyn Museum, New London, CT; The Davis Museum, Wellesley College, RISD Museum	
Curatorial Assistant, The Metropolitan Museum of Art, Medieval Department	1987-90
Lecturer in Medieval and African Art, The Metropolitan Museum of Art	1987-90
Coordinator of School Programs, The Philadelphia Museum of Art	1982-84
Historical Interpreter, The National Park Service: Valley Forge 1977, Hopewell Nat'l Historic Site	1976-77

Selected Publications and Recent Research:

<i>Memory and Meaning in Mosan Metalwork.</i> (in preparation). <i>The Story of Stairs.</i> (in preparation)	
Introductory text by Anne Biroleau-Lemagny. Translated from French, and Text by John Hendrix. 2009	
Translated into French, in <i>Boystown. The Perfume of Desire.</i> Aalborg, Denmark, Galerie Wolfsen exhibition catalog, 2009, n.pag.	
"Rhen-Mosan Art", "Typologies of Reliquaries", "Tower Reliquaries", "Lobed Reliquaries", "Pope Alexander", "Hadelinus" entries in <i>The Encyclopedia of Medieval Pilgrimage.</i> Leiden: Brill	2009
"The Form of the Phylactery in Mosan Art," in <i>Hugo D'Oignies. A Symposium.</i> Brussels: Brepols	2005
Based on an international conference on the work of medieval artist, Hugo D'Oignies	
"Kindled Reflections" in <i>Waterfire Providence. An Installation by Barnaby Evans.</i> Providence:	2004
"Gothic Art and Architecture - Metalwork" and "Ottonian Art and Architecture - Metalwork", in <i>Medieval Germany. An Encyclopedia.</i> New York: Garland Publishing	2001
<i>The Kuba.</i> New York: Rosen Publishing	1998
"Imagining and Imaging the Medieval: The Cloisters, Virtual Reality and Paradigm Shifts." in <i>Historical Reflections/Réflexions Historiques.</i> Fall 1997. Vol. 23: 3, pp. 349-369.	1997

Professional Memberships:

American Association of Museums
American Medieval Academy
College Art Association
International Center for Medieval Art
Medieval Women's Feminist Newsletter
Center for Arts and Technology, Connecticut College

Name: William McQueen, AIA, NCARB

Professor of Architecture

Full Time

Courses Taught:

Arch 231 Construction Materials and Assemblies I

(required)

Arch 331 Construction Materials and Assemblies II

(required)

Arch 313 Architectural Design Core Studio V

(required)

Arch 413 Advanced Architectural Design Studio

(elective)

Arch 478 Dutch Modernism: The Enduring 20th Century Legacy

(elective)

Educational Credentials:

Bachelor of Architecture, University of Illinois

1969

Teaching Experience:

Professor of Architecture, Roger Williams University

2001-

Associate Professor of Architecture, Roger Williams University

1995-2001

Faculty, Roger Williams University

1986-95

Adjunct Faculty, Roger Williams University

1984-86

Visiting Lecturer and Critic: University of Illinois Versailles, Nova Scotia Technical College

1977, 1980

Faculty, Boston Architectural Center

1970-86

Professional Experience:

W.L. McQueen, Architect

1986-

Mastroianni/McQueen Architects

1977-86

Benjamin Thompson & Associates

1974-76

Gerard R. Cugini & Associates

1972-73

Bastille-Neiley Architects

1970-72

Stahl Associates

1969-70

Historic American Buildings Surveys

1967-68

Licenses/Registration:

Architect, Massachusetts, Rhode Island

NCARB Certificate

Selected Publications and Recent Research:

20th Century Dutch Architecture

Professional Memberships:

American Institute of Architects

Society of Architectural Historians

Society for the Preservation of New England Antiquities

Photographers Guild, Newport Art Museum

Alpha Rho Chi

Name: Eleftherios Pavlides, Ph.D., AIA, NCARB	Professor of Architecture	Full Time
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Courses Taught:

Arch 522 Environmental Design Research	(required)
Arch 530 Special Topics: Environmental Design Research Seminar	(elective)
Arch 413 Advanced Architectural Design Studio	(elective)
Arch 574 Regionalism	(elective)

Educational Credentials:

Ph.D. in Architecture, University of Pennsylvania	1985
Master of Architecture, Yale University	1974
Bachelor of Arts, Brandeis University	1971

Teaching Experience:

Cass Gilbert Visiting Professor, University of Minnesota	1999
Professor of Architecture, Roger Williams University	1995-
Visiting Professor, Smithsonian Institution	1985, 1989
Visiting Professor, University of the Aegean, Greece	1989
Visiting Professor, Intercultural Center for the Built Environment, Santa Fe	1986
Assistant Professor, Kansas State University	1982-88

Professional Experience:

Principal, Allen Pavlides Architects, Providence	2003-
Principal, ARTEKTON, Greece/Amherst, MA, intermittently,	1993-2002

Licenses/Registration:

Architect, Massachusetts, Greece

Recent Publications, Presentations, Research, and Awards (related to research):

"Ethnographic Methods in Support of Architectural Practice", chapter w/ G. Cranz in <i>Enhancing Building and Environmental Performance</i> edited by S. Mallory-Hill, W. Preiser, C. Watson	2012
<i>The Body, the City, and the Buildings in Between</i> with G. Cranz book	2011
"From Paper Crystals to Living Cells" invited presentation Design Science Symposium, RISD	2011
"The Pavlides Paper Tensigrity, Design Science Symposium Art Exhibit, RISD	2011
"Architecture Student Research in Support of AIA KnowledgeNet", Symposium, EDRA Chicago	2011
"Behavioral and Cultural Research in Environmental Design", Symposium, Berkeley	2011
"Environmental, Economic, and Social Impact of Wind Power" Invited Lecture, TEE, Iraklion, GR	2010
"Presenting the Alzheimer's Point of View to Architects" symposium, EDRA, Washington DC	2010
"Architecture Students Accessing the User's Point of View" Symposium EDRA, Washington DC	2010
"Three Theoretical Assumptions Needed to Create Useful Applied Social Science Research for Architecture" in <i>The International Journal Of Interdisciplinary Social Sciences</i> w/ G. Cranz	2009
"The User's Point Of View in School Design" Symposium, EDRA, Mexico Veracruz	2008
"Bridging Teaching, Research, and Policy to Harness Wind Power in RI" EDRA, Mexico Veracruz	2008
Commendation by the Governor of Rhode Island for Contributions to Renewable Energy	2008
Rhode Island Legislature's Citation for Contributions to Renewable Energy	2007
"The Rhode Island Model for Harnessing Wind Power Worldwide", Conference Organizer	2007
"Four Approaches to Regionalism in Architecture" chapter in <i>Architectural Regionalism: collected writings on place, identity, modernity</i> edited by V. Canizaro	2007
Presentations on wind power at RI EDC an at joint RI Senate and Legislature Energy Summit	2005
"Wind Power Realities & Perception NIMBY or YIMBY?" Symposium Organizer, NESEA, Boston	2005
Security, Sustainability, Spirituality & Wind Power. EDRA Symposium Organizer, Albuquergue	2004
Rhode Island Renewable Energy Fund Six Grants totaling over \$210,000 to establish the Wind Power Rhode Island Project	2003-10

Professional Memberships:

American Institute of Architects
Environmental Design Research Association (EDRA)
National Technical Institute of Greece

Name: Jeffrey Staats, AIA, NCARB

Professor of Architecture

Full Time

Courses Taught:

Arch 313 Architectural Design Core Studio V

(required)

Arch 332 Acoustics and Lighting

(required)

Arch 333 Building Systems: Electrical and Mechanical

(required)

Arch 413 Advanced Architectural Design Studio

(required course—topical content)

Educational Credentials:

Master of Architecture in Urban Design, Harvard University

1975

Bachelor of Architecture, Boston Architectural Center

1973

Teaching Experience:

Professor of Architecture, Roger Williams University

1995-

Faculty, Roger Williams University

1991-95

Adjunct Faculty, Roger Williams University

1983-1990

Cardines Field – 2003 Building 3, Home Plate Curves Grandstand

2003

\$34,000 from van Beuren Charitable Foundation, \$34,000 from McBean Charitable Trust

Cardines Field – 2001 Building 5, 3rd Base Bleachers

2001

\$45,000 from van Beuren Charitable Foundation, \$45,000 from McBean Charitable Trust

8 total student awards, Robert Bradford Newman Student Award in Architectural Acoustics

1996-2001

National competition

Professional Experience:

Jeffrey L. Staats, AIA, AICP-Architect/Planner

1992-Present

Long, Staats & Associates, Newport

1987-1992

Long, Staats & Simpson Architects & Planners, Newport

1982-1987

Long & Staats Architects, Newport

1982

Jeffrey L. Staats, AIA, AICP-Architect/Planner, Newport

1982

Registered Architect and Certified Planner with more than 35 years of professional experience

As a principal to high quality architectural design and construction administration as well as

added breath in urban design, planning, preservation, adaptive re-use and feasibility studies.

Licenses/Registration:

Architect, Rhode Island, Massachusetts, Connecticut

NCARB Certificate

Professional Memberships:

American Institute of Architects

American Planning Association

American Institute of Certified Planners

Name: Andrew Thurlow

Associate Professor of Architecture

Full Time

Courses Taught:

Arch 515 Graduate Architectural Design Studio	(required course—topical content)
Arch 413 Advanced Architectural Design Studio	(required course—topical content)
Arch 588 Digital Manufacturing	(elective)
Arch 587 Advanced Computer Applications	(elective)
Arch 530 Special Topics: The Netherlands	(elective)
Arch 287 Computer Applications in Architecture	(required)

Educational Credentials:

MS in Advanced Architectural Design, Columbia University	1998
Bachelor of Architecture, Syracuse University	1995
Associate in Science, Art, Greenfield Community College, MA	1990

Teaching Experience:

Associate Professor of Architecture, Roger Williams University	2008-
Assistant Professor of Architecture, Roger Williams University	2004-2008
Assistant Professor of Architecture, University of Tennessee	2000-2004
Adjunct Professor of Architecture, University of Tennessee	1998-2000
Director, RWU Netherlands Study Abroad Program	2006, 2008, 2010
Co-Director, UT Netherlands Study Abroad Program	2002, 2004
Co-Director, UT Italy Study Abroad Program	2001

Professional Experience:

Thurlow Small Architecture, Pawtucket RI	2006-
Thurlow Small Atelier, Knoxville, TN, Pawtucket RI	2001-2005
UT Battelle Group, Knoxville TN	2000
Venturi Scott Brown and Associates, Philadelphia PA	1996-1997
Ballinger, Philadelphia PA	1994-1996

Selected Publications and Recent Research:

Full-Scale, <i>Andrew Thurlow: Resplendent Robots</i> , Phil Anzalone, Ed., Columbia University,	2011
Mobile Architecture, <i>Going Mobile</i> , Thurlow Small Architecture, DAMDI Publications	2011
CCRI: We Talk About Architecture, Warwick, RI, Panel Discussion, 14 April	2011
Ide@s Gallery, Shanghai, China. <i>unMade in China: Yinzhou Park project</i> , 2 Sept- 1 Oct	2011
Knight Campus Art Gallery, Warwick, RI, <i>We Talk About Architecture, Architecture Talks</i>	2011
<i>Back Exhibit: Moisturized Brutalism</i> , Proposal, April	
American Society of Landscape Architects, Rhode Island Chapter Honor Award, Yinzhou Park, Ningbo, China	2010
Empowering Infrastructure Globally, Delhi, India, Presentation: <i>Informing the Form</i> , 24 March	2010
AIA RI: Emerging Practices, Providence, RI	2009, 2010
AEC World XP, Online Lecture: <i>Systemics</i> , 6 August	2009
Tsinghua University, Beijing, China, Lecture: <i>Systemics</i> , 13 November	2008
Columbia University, Lecture: <i>Flat & Hollowware</i> , New York, NY, 4 March	2008
Praxis, <i>planlessness: The Baycity Project</i> , October 2008, No. 10	2008
Distinguishing Digital Architecture: 6th FEIDAD Award, Semi-finalist, TSA, Birkhäuser	2007
On Landscape Urbanism: Center 14, <i>Paragenesis</i> , Center for American Architecture and Design	2007
CNC-milling Technology in Architecture, Vienna, Austria, Presentation: <i>Usonian Ornament</i> ,	2007

Name: Mete Turan, Ph.D.

Professor of Architecture

Full Time

Courses Taught:

Arch 335 Structure, Form and Order

(required)

Arch 435 Design of Structures II

(required)

Arch 413 Advanced Architectural Design Studio

(required course—topical content)

Educational Credentials:

Privatdozent, Istanbul Technical University

1982

Ph.D., Columbia University

1974

MS in Architecture, Columbia University

MS in Civil Engineering, Worcester Polytechnic Institute, Massachusetts

1966

BS in Civil Engineering, Robert College, Istanbul

1964

Teaching Experience:

Professor of Architecture, Roger Williams University

2000-

Professor of Architecture, University of Michigan

1997-2000

Professor of Architecture, University of New Mexico

1997-2000

Associate Professor of Architecture, University of New Mexico

1994-97

Chairman, Department of Building Science and Environmental Design, Middle East Technical University, Ankara, Turkey

1979-92

Vice President, Middle East Technical University, Ankara

1978-79

Associate Dean, Middle East Technical University, Ankara,

1977-82

Professional Experience:

Consultant and Designer, MESA/Houssing Design and Construction, Ankara

1980-83

Architectural and Engineering Consultant, Design and Research Institute, METU, Ankara

1969-79

Design Engineer, LeMessurier Associates, Cambridge, MA

1967-68

Licenses/Registration:

Registered Architect and Engineer, Turkey

Selected Publications and Recent Research:

D. Stea and M. Turan, Placemaking: Production of built environment in two cultures.

1993

Aldershot: Avebury

Vernacular architecture: Paradigms of environmental response. Aldershot, England:

1990

Avebury/Gower, 1990. (editor)

Binalarda edilgen isinma (Passive heating in buildings). Ankara: Cevre ve Mimarlik

1982

Bilimleri Dernegi

Editor, Middle East Technical University Journal of the Faculty of Architecture

1975-1984

selected research

Structure-form-architecture: A study of dome,

recent

An ecological perspective of two environments and culture: Cappadocia and the pueblo settlements of the Indians in the Southwestern USA; jointly with D. Stea

1983-93

Affordable housing

1981-83

Climatic classification with respect to thermal behavior of buildings: Implications for Turkey;

1982-83

Post-disaster housing

1981-82

Solar house

1976-84

Name: Randall Van Schepen, Ph.D.	Associate Professor of Art and Architectural History, University Core Professor	Full Time
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Courses Taught:

AAH 122 History of Art and Architecture II	(required)
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Educational Credentials:

Ph.D. University of Minnesota	1999
MA in Art Criticism and History, SUNY Stony Brook	1991
BA Trinity Christian College, Chicago	1986

Teaching Experience:

Associate Professor of Art and Architectural History, Roger Williams University	2009-
Assistant Professor of Art and Architectural History, Roger Williams University	2003-2009
Assistant Professor, St. Olaf College	2002-2003
Visiting Assistant Professor, University of Minnesota	Fall 2001
Visiting Lecturer, Rice University	2000-2001
Adjunct Faculty, University of Wisconsin-Stout	1996-2000

Professional Experience:

Rhode Island State Council of the Arts Award Juror	2007, 2009
Newport Arts Festival Juror	2010
Domain editor <i>Reconstructions</i> journal	2004-

Selected Publications and Recent Research:

"Dialectic and Selfhood in Donald Kuspit's Criticism," in <i>Dialectical Conversions</i> , eds., David Craven and Brian Wickenweder, Chicago: University of Chicago Press.	2011
"The Heroic 'Garbage Man': Trash in Ilya Kabakov's <i>The Man Who Never Threw Anything Away</i> ," <i>Trash Culture: Objects and Obsolescence in Cultural Perspective</i> , ed. Gillian Pye, Bern: Peter Lang.	2010
"Falling/Failing 9/11: Eric Fischl's <i>Tumbling Woman</i> Debacle," <i>Aurora: The Journal of the History of Art</i> , vol. 9.	2008
"From the Form of Spirit to the Spirit of Form," <i>Re-Enchantment</i> , eds., James Elkins and David Morgan, London: Routledge.	2008
"Lyle Ashton Harris," <i>The National African American Biography</i> , eds. Henry Louis Gates, Jr., Evelyn Brooks Higginbotham, New York: Oxford University Press and the W. E. B. du Bois Institute.	2008
"Representations of the Infamous or Anonymous Dead: Gerhard Richter's Photopaintings and Jeffrey Silverthorne's Photographs," <i>Making Sense of Death and Dying</i> (ebook), Oxford: Inter-Disciplinary Press.	2007
Review. "Charles Merewether, ed. <i>The Archive</i> , Cambridge: MIT Press, 2006," <i>Aurora: The Journal of the History of Art</i> , vol. 8.	2007
"Benjamin's Aura, Levine's Homage and Richter's Effect," <i>InterCulture</i> , vol. 4 no. 2.	2007

Professional Memberships:

College Art Association
Mid-America Art Association
International Association of Literature and Philosophy
Northeast Modern Language Association
International Council of Museums
Southeast College Art Association
Association of Art Historians

Name: Stephen White, AIA	Dean and Professor of Architecture	Full Time
Courses Taught:		
Arch 101 Foundations of Architecture		(required)
Arch 641 Independent Project Proposal Seminar		(required)
Educational Credentials:		
M.A. in Literature and History, Washington University, NEH Fellowship		1993
Master of Architecture, Washington University, AIA Medal, Widmann Prize		1983
Bachelor of Arts <i>summa cum laude</i> in Architecture, Washington University		1979
Teaching Experience:		
Dean and Professor of Architecture, Roger Williams University School of Architecture, Art and Historic Preservation		1997-
Founding Director, Center for Macro Projects and Diplomacy, Roger Williams University		2004-2007
Assistant/Associate Dean, School of Architecture, Roger Williams University		1993-97
Excellence in Teaching Award, Roger Williams University		1995
Visiting Critic, School of Architecture, Ahmedabad (sponsored by US Information Service)		1992
Visiting Assistant Professor, Washington University (with Joseph Allen Stein)		1989
Guest critic at design studio reviews: Yale, RISD, Harvard, MIT, Edinburgh College of Art, IIT, Morris Brown College, UNC Charlotte, Virginia, Washington University		
Professional Experience:		
United States Information Service Lecture Tour, India		1992
Stephen White, AIA, Architect		1991-
HOK/London; Stein Doshi Bhalla/New Delhi; Herman Hertzberger, Greiner van Goor/Amsterdam		1986--91
Richard C. Marshall, Marshall/Lee Architects, San Francisco		1979-85
Licenses/Registration:		
Missouri		1991-
Selected Publications and Recent Research:		
Book Chapter, "Landscape and Open Spaces" in Khan/Beinert/Correa, editors: <i>LeCorbusier, Chandigarh and the Modern City</i> . (Mapin/Grantha).		2010
Panelist, "Chandigarh 50+:Revisiting Corbusier's Iconic City", Roger Williams University		2006
Co-Chair, AIA New England Conference "Newport: An Architectural Laboratory"		2006
Editor, Roger Williams Center for Macro Projects and Diplomacy Working Papers Series		2004-06
2006: Volumes 9-11: <i>Water Resources: Continental Systems, Regional Project Dev't</i>		
2005: Volumes 5-8: <i>Post-Conflict Reconstruction; Re-Connecting Sites, Nations, Cultures</i>		
2004: Volumes 1-4: <i>New Land for Peace: Constructing Prosperity in the Middle East</i> .		
Project Proposal, <i>Building for Peace: Constructing Prosperity in the Middle East</i> , with Frank Davidson, Ernst Frankel, Mark Sawoski, Charles Hagenah, Patrick Charles		
"Architecture and Conservation As A Moral Equivalent of War", RWU Int'l Fellows Program		2002
Plenary Session Speaker, "Singular Points", ACSA International Conference, Istanbul		2001
US Correspondent, <i>Architecture + Design</i> magazine, India		1990-96
<i>Building in the Garden: The Architecture of Joseph Allen Stein in India and California</i> . (Oxford University Press). Grants from Ford Foundation, US Information Service		1993/94/98
Professional Memberships:		
Honorary Member, World Architecture Community, Istanbul		2009-
Member, NCARB Supplemental Experience Task Force		2009
President, AIA Rhode Island Forum (charitable arm of AIA Rhode Island)		2007-
Northeast Regional Director, Association of Collegiate Schools of Architecture (ACSA)		2005-2008
Member/Observer, NCARB Education Committee		2005-2008
Member, AIA National Membership Committee		2007
Member, AIA RI Board of Directors, President (2006), co-founder of AIA Window on Architecture Chapter Space, AIA Grassroots Honorable Mention (2010)		2004-
Member, American Institute of Architects		1993

Name: Robert J. Miklos, FAIA

Architecture Teaching Firm in Residence

Visiting

Courses Taught:

Arch 515 Graduate Architectural Design Studio, Fall 2011

(required course—topical content)

Educational Credentials:

Master of Architecture, Harvard

1980

Master of Fine Arts, Cleveland Institute of Art, Cleveland, OH

1975

Teaching Experience:

Architecture Teaching Firm in Residence, Roger Williams University

2011

Invited Professor, Harvard, Northeastern, RISD

Professional Experience:

designLAB architects, Boston, Principal

2005-

Claire T. Carney Library, University of Massachusetts at Dartmouth, MA

Whitin Observatory & Library, Wellesley College, Wellesley, MA

Groose Pointe Public Library, Groose Pointe Farms, Michigan

New Library Building, North Carolina School of the Arts, Winston-Salem, NC

Arkell Museum & Library, Canajoharie, NY

Emery Community Arts Center, University of Maine at Farmington

Moravian Academy Middle School, Bethlehem, PA

Arts Neighborhood Master Plan, The Ohio State University

Blackstone Valley Visitors Center/Worcester Historical Museum, Worcester, MA

World Headquarters, International Fund for Animal Welfare, Yarmouth Port, MA

Otto & Fran Walter Hall, Muskingum College, New Concord, OH

Anne Beha Architects, Boston

2000-2005

Providence Public Libraries Master Plan, Providence, RI

Needham Free Public Library, Needham, MA

Skillman Library, Lafayette College, Easton, PA

Cummer Museum Master Plan, Jacksonville, FL

Daniels Art Center, Simon's Rock College of Bard, Great Barrington, MA

Clemson Architectural Center Competition, Clemson, SC

Vietnam Veterans Memorial Visitor Center Competition, Washington, DC

Ray Charles Center for Performing Arts Master Plan, Morehouse College, Atlanta, GA

North Shore Music Theater, Beverly, MA

Schwartz Silver, Boston

1983-2000

Boston Athenaeum Renovation, Boston

Hyde Park Branch Library Renovation & Addition, Hyde Park, MA

Proctor Academy Library, Andover, NH

Two Rivers/Crayola Factory Museum, Easton, PA

Licenses/Registration:

Architect, Rhode Island, Massachusetts, Connecticut, New York, Maine, Ohio, Pennsylvania

NCARB Certificate, LEED AP

Selected Publications and Recent Research:

Western State AIA Annual Awards

AIA Iowa, Keynote Speaker

2010

Conversations in Architecture, Rotch Travelling Fellowship, Harleston Parker Medal, BSA

2009

Ohio AIA Annual Awards, Chairman

Elected to AIA College of Fellows

2000

Professional Memberships:

Boston Society of Architects

Society of College and University Planners

Name: Bart Mispelblom Beyer Architecture Teaching Firm in Residence Visiting

Courses Taught:

Arch 515 Graduate Architectural Design Studio (required course—topical content)
Arch 530 Special Topics: Sustainable Density (elective)

Educational Credentials:

Diploma *cum laude*, in Architecture and Building Techniques, Technical University, 1985
Delft, The Netherlands

Teaching Experience:

Global Fellow, Roger Williams University 2011-
Architecture Teaching Firm in Residence, Roger Williams University 2011-
Lectures on works and theories in The Netherlands, Denmark, Korea, Bosnia, United States 2000-

Professional Experience:

Principal, Tangram Architecten, Amsterdam (with Bart Mispelblom Beyer) 1991-

Key Works:

Urban region Arnhem/Nijmegen: Scenarios for Future Development 2010
Cite, Kop van Zuid, Rotterdam: 500 apartments, offices, commercial 330,000sf 2010
Crystal Court, Amsterdam: 36 stacked apartments 2009
Franemaheerd, Amsterdam Zuid-oost 730 dwelling units, 80,000sf commercial, parking 2008
Prisma, Almere 100 sustainable apartments 2008
Lieven de Key, Hilversum. Basic School (190 pupils), VMBP School (475 pupils), 2006-10
Sports facilities, library, 118 houses
Haveneiland West Blok 29, IJburg, Amsterdam, 185 houses, commercial 1999-2006
Vondelland, Utrecht, 67 apartments, offices and supermarket 1995-2002
De Dukaat, Amsterdam. Competition winning entry—250 apartments, kindergarden, 1995-2002
Health care, school, activity center
Onno Greiner/Martien van Goor Architecten, Amsterdam 1985-1991

Licenses/Registration:

Architect, The Netherlands

Selected Publications and Recent Research:

Balance: The Third Dimension of Sustainability, jointly published by Academy of Architecture, 2011
Amsterdam and Roger Williams University
Prachtig Compact NL (Splendid Compact), published by the Board of Government Advisors, 2010
Dutch Ministry of Housing, Spatial Planning and the Environment (VROM)
Finalist, BNA Building of the Year, for Cite, Rotterdam 2010
Winner, Amsterdamse nieuwbouwprijs 2008-2010, AT5/Parool 2010
Winner, BNA Building of the year 2010, for Crystal Court, Amsterdam 2010
Winner, BNABuilding of the Year 2007, for HLW School, Amsterdam 2007
MA-SSA, exhibition, Center for Architecture ABC, Haarlem, The Netherlands 2003
Lecture and Workshop Lilong: "New Land", mixed densities in a new environment, Rotterdam 1998
Winner, European International Design Competition, "Changes in Living Patterns and Housing" 1989

Professional Memberships:

Jury Member, "Color in Architecture" 2010
Consultant to the Chief Government Architect, Ministry of Housing, Spatial Planning and 2008-
The Environment, The Netherlands
Consultant, Urban Planning to several local authorities—Almelo, Groningen, Den Haag, Utrecht 2003-
Member, Welstand Committees Local Authority, Utrecht, Amstelveen, The Netherlands 2000-09
Member, Welstand committees, Utrecht, The Netherlands 1996-2006
Member, BNA (Royal Institute of Dutch Architects), The Netherlands

Name: Elizabeth Gray Architecture Teaching Firm in Residence Visiting

Courses Taught:

Arch 515 Graduate Architectural Design Studio, Fall 2010, Fall 2011 (required course—topical content)

Educational Credentials:

Master of Architecture, Yale School of Architecture 1987

Wendy Blanning Memorial Prize for design excellence

Bachelor of Arts *magna cum laude*, double major in English and Architecture, Yale College 1982

Teaching Experience:

Visiting Professor of Architecture, Roger Williams University 2010-2011
Visiting Instructor, Yale College Seminar Program Spring 1994

Seminar: "Berlin Hauptstadt: Germany's Capitol Again."

Visiting Lecturer, Yale School of Architecture, New Haven, CT 1990-1991

Architectural History and Theory

Colin St. John Wilson & Partners with M.J. Long Architect, London, UK. 1988-1989

Professional Experience:

Gray Design, New Haven, Principal Designer 2001-

Gray Organschi Architecture, New Haven, Principal and Founding Partner 1994-

Licenses/Registration:

Architect, Connecticut #08835

Selected Publications and Recent Research:

Community Volunteer Work:

Foote School, New Haven, CT

Co-Chairperson, Head of School Search Committee, 2007-2008

Member, Board of Directors 2006-2009

Literacy Volunteer, New Haven Reads, New Haven, CT, 2009-2010

New Haven Town Green Special Services District, New Haven, CT

Member, Board of Commissioners, 2006-2009

Name: Alan Organschi

Architecture Teaching Firm in Residence

Visiting

Courses Taught:

Arch 515 Graduate Architectural Design Studio, Fall 2010, Fall 2011 (required course—topical content)

Educational Credentials:

Master of Architecture, Yale University	1988
Awarded the William Wirt Winchester Traveling Fellowship	
Institute for Architecture and Urban Studies, New York, NY	1983-1984
Bachelor of Arts in History, Brown University	1984
Rhode Island School of Design, Providence, RI	1982-1983

Teaching Experience:

Visiting Professor of Architecture, Roger Williams University	2010, 2011
Yale School of Architecture, New Haven, CT	2004-
Coordinator, 1 st Year Graduate Studio 1012b(502b)	
Lecturer in Building Technology	2010
Admissions Committee Member, Graduate Admissions	2005-
Area Coordinator, Materials and Production	2005-2007
Studio Critic, 1 st and 2 nd Year Graduate Studios (502b/503a)	2001-2004

Professional Experience:

Gray Organschi Architecture, New Haven, Design Principal and Partner	1996-
JIG Design Build, New Haven, Founding Principal	

Licenses/Registration:

Architect, Connecticut

Selected Publications and Recent Research:

"Teach, Pray, Live", article on Gray Organschi Architecture at Fairfield University in <i>The New York Times</i> , 15 April 2011	2011
"Building is a Radical Act", "Recent Work in Wood Technology", Roger Williams University	2010, 2005
Remarks, St. Ignatius Opening Ceremonies, Fairfield University	2009
"Recent Works", Dartmouth College	2009
Grant recipient: "High-density high performance wood housing in the US", Yale University	2008
The Hines Research Fund for Advanced Sustainability in Architectural Design	
Lecture: "Sustainable Urbanism", Yale University	2008
"Common Ground: Yale's New Partner," <i>Constructs</i> Magazine, Interview: Alan Organschi and Common Ground Executive Director Rosanne Haggerty	2007
"Modernity's Decay: Urban industrial Ruins," University of Minnesota Institute for Global Studies	2004
"A Counter Proposal to the Demolition of the New Haven Coliseum, ARTSPACE New Haven	2004
"Material, Work and Resistance, in <i>Perspecta: The Yale Architecture Journal</i> ", No. 31	2000

Name: John J. McDonald, Jr., AIA	Architecture Teaching Firm in Residence	Visiting
 Courses Taught:		
Arch 513 Comprehensive Design Studio		2009
 Educational Credentials:		
Master of Architecture, Harvard University		1988
Independent Studies in Architecture, American Academy in Rome		1982-83
Bachelor of Architecture, Cornell University		1980
 Teaching Experience:		
Visting Professor, Roger Williams University, School of Architecture, Art & Historic Preservation		2008, 2009
Adjunct Faculty, University of Texas at Arlington, School of Architecture		1983-85
 Professional Experience:		
Design Principal, Perkins + Will, Boston, Massachusetts		
Associate Principal, Cannon Design, Boston, Massachusetts		
Senior Associate, Senior Designer, Hisaka and Associates, Cambridge, Massachusetts		
Designer, Skidmore Owings and Merrill, San Francisco, California		
 Licenses/Registration:		
Registered Architect: Massachusetts		
LEED Accredited Professional		
National Council of Architectural Registration Board (NCARB)		
 Selected Publications and Recent Research:		
"Boston University Photonics Center: Facilities as a Catalyst to Accelerate the Shift from Teaching to Learning," Society for College and University Planners, North Central Regional Conference		1998
"Rebuild Fenway Where it is." <i>Boston Sunday Globe</i> , August 24		1997
"Design for the Unknowable, Research Planning for the Evolving Program: Boston University Photonics Center, <i>Build Boston</i>		1997
<i>Architectural Record</i> , 1150 28 th Street, May		1991
<i>The Japan Architect</i> , Old Orchard Golf Club, October		1991
Harvard University Graduate School of Design, <i>Studio Work</i> , Studio Project, May		1987
<i>American Academy in Rome Exhibition Catalogue</i> , Architectural Drawings, May		1984
<i>Cornell Journal of Architecture</i> , Fourth Year Design Studio Project, May		1983
 Awards and Honors:		
Roger Williams University, North Campus Residence Hall, Bristol, Rhode Island (P+W)		
AIA New England Chapter, Design Award		2010
Boston Society of Architects/AIA, Honor Award for Design Excellence		2010
Society of College and University Planners, Merit Award for Excellence in Architecture		2010
Building Design and Construction, Gold Award, 13 th Annual Building Team Awards		2010
Perkins+Will Biennale, Architectural Commendation Award		2010
Photonics Center, Boston University (Cannon Design)		
AIA New England Chapter, Citation for Design Excellence		1997
Boston Society of Architects/AIA, Honor Award for Design Excellence		1997
Fenway Park Reconstruction Proposal Cannon Design)		1992
1150 18 th Street, Washington, DC (Hisaka and Associates)		
Boston Society of Architects/AIA, Honor Award for Design Excellence		1992
American Academy in Rome, Fellow in Architecture, Steedman Competition, 1 st Prize		1982-83
 Professional Memberships:		
Boston Society of Architecture (BSA)		
Cornell Club of Boston		
Fellow, American Academy in Rome		

Name: Paul Lukez, FAIA, LEED AP Visiting Professor of Architecture

Courses Taught:

Arch 515 Graduate Architectural Design Studio, Spring 2011 (required course—topical content)

Educational Credentials:

Master of Architecture, MIT; AIA Medal 1985
Bachelor of Environmental Design, Miami University, Ohio 1981

Teaching Experience:

Visiting Professor of Architecture, Roger Williams University 2011
Visiting Professor of Architecture, Washington University 2009-10
Assistant Professor of Architecture, MIT 1999-2006
Visiting Assistant Professor, Miami University, Ohio 1999-2000
Adjunct Faculty, Roger Williams University 1990-98
Lectures at Wentworth Institute of Technology, Hangzhou International Design Forum,
Northeastern, Southeast University Nanjing, Hartford, Miami University, Savannah
College of Art and Design, MIT, Utah, Georgia Tech, Cooper Union, University of
Toronto, Ball State University, Harvard, North Carolina State, Zhejiang University,
Amsterdam Academie van de Bouwkunde, Hong Kong University, Tsinghua University,
Technical University Delft, Carnegie Mellon, Princeton

Professional Experience:

Paul Lukez Architecture, Somerville, MA

Key Projects

Shaoxing Multi-Use Center, Shaoxing, China 2011
Church - Retreat, Guimaca, Honduras 2011
Intersystems Corporation, Cambridge, MA 2011
Jindu Sustainable Pavilion, Hangzhou, China 2011
Research and Technology District, Yuhang, China 2010
Cultural District, Jinhua, China 2009
Boston Tops, Logan Airport, Boston 2009
Flip-A-Strip, Scottsdale, Arizona 2009
Aquarium Hotel, Hangzhou, China 2008
MIT Bus Shelter, Cambridge, MA 2008
Zhoushan CBD Urban Plan, Zhoushan, China 2008
Previous work experience with SOM Chicago, Willam Rawn Associates, Arrowstreet,
Coop Himmelblau

Licenses/Registration:

Architect, Massachusetts; LEED AP

Selected Publications and Recent Research:

Transforming the Mid-Polis, Southeast University Press, China, Expected Release Date: Spring 2011
"Sustaining Grace." *Design New England*, November/ December 2010
"Transforming Paris: 'Le Grand Paris 2030' as a Post-Kyoto Metropolis." World Changing
(Website Blog), July 31 2009
Urban Edges Transformed: Time-Based Architecture, TU-Delft, Summer 2009. Invited as 2009
Guest Editor. Contributors include MVRDV, Ken Yeang, Urbanus, Portzamparc, others
"How to Save Our Suburbs." *The Boston Globe*, March 22, 2009 2009
"Connecting Waterfront to Transit." Urban Land, January, 2009.
Suburban Transformations, Princeton Architectural Press, 2007
"Transforming Beijing's Northeast Rail Corridor: A Microcosm of China's Changing Urban
Condition." World Architecture / Tsinghua University. March 2005, pp. 17 - 19. 2005

Professional Memberships

Fellow, American Institute of Architects

Name: Hernan Maldonado

Visiting Professor of Architecture

Courses Taught:

Arch 515 Graduate Architectural Design Studio	(elective)
Arch 530 Special Topics: Contemporary Architecture in Argentina	(elective)

Educational Credentials:

Degree: Architect, University of Architecture and Urbanism, Buenos Aires, Argentina	1990-95
National School of Fine Arts, Prilidiano Pueyrrendon, Buenos Aires, Argentina	1993

Teaching Experience:

Adjunct Faculty, Roger Williams University Graduate Study Abroad in Buenos Aires	2010, 2012
Visiting Professor of Architecture, Roger Williams University	2010
Associate, University of Buenos Aires, University of Architecture and Urban Design	2000-08
Assistant, University of Buenos Aires, University of Architecture and Urban Design	1995-2000
Faculty of Design and Communication, University of Palermo, Associate Professor Interior Design	2004-06

Professional Experience:

Principal of KLM Kelly-Lestard-Maldonado Architects, Buenos Aires, Argentina	1997-
Key Projects Include housing, sports, judicial, administrative, religious, single family houses, hotels, offices, museum, restaurant, interiors urban design	
Baudizzone – Lestard – Varas Architects, Buenos Aires, Argentina	1993-2002
Machado & Silvetti and Associates, Boston, MA	1996

Licenses/Registration:

Architect, Argentina

Selected Publications and Recent Research:

Mention, National Competition Geosedia Building, LaPlata, Argentina	2009
Exhibition, House BR, Marq Museum of Architecture	2008
Exhibition of Argentinian Architecture, University of Navarre, Spain	2008
<i>Images of the Wind</i> , Reflections on Architecture	2007
1 st Prize, Tourism Office, Rawson, Chubut, National Competition	2007
Exhibition, National Museum of Fine Arts, Buenos Aires	2003
3 rd Prize, UIA International, Graphisoft Conference Centre, Budapest	2002
Garnier Air France Prize, Young Generation under 40, Buenos Aires Biennale	2001
"16 Expressions about 2", Painting Exhibition, Museum of Modern Art, Buenos Aires	2001

Professional Memberships

Member of the Court of Honor of the SCA, Central Society of Architects, Buenos Aires, Argentina	1993-
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Name: Max Rohm

Visiting Professor of Architecture

Courses Taught:

Arch 515 Graduate Architectural Design Studio	(elective)
Arch 530 Special Topics: Contemporary Architecture in Argentina	(elective)

Educational Credentials:

Master in Architecture with distinction, Harvard Graduate School of Design	2001
Master in Landscape Architecture with distinction, Harvard Graduate School of Design	2001
Charles Eliot Travelling Fellowship Award	
Diploma of Architecture, University of Buenos Aires	1995

Teaching Experience:

Adjunct Faculty, Roger Williams University Graduate Study Abroad in Buenos Aires	2010
Visiting Professor of Architecture, Roger Williams University	2010
Professor SUBA - Seminarios Urbanos de Buenos Aires	2010-11
Tutor, Exchange Course TU Delft/UBA. Complex Cities Lab. Designing the Dual City	2009-11
Professor, Exchange Course Amsterdam Architecture Institute/UBA: Mapping Buenos Aires	2006
Visiting Design Critic, Non-Formal Buenos Aires Studio, Harvard GSD	2005
David Rockefeller Center for Latin American Studies Grant	
Assistant Professor, University of Buenos Aires (UBA), Faculty of Architecture and Urbanism	2004-11
Visiting Design Instructor, Space, Illusion, Ornament Studio, Harvard GSD	2003
Guest Critic, Landscape Architecture, Harvard GSD, Rhode Island Institute of Design	2002/3
Teaching Fellow, Theory of Landscape Architecture, Harvard GSD	2002/3
Design Instructor, Architecture, Career Discovery Program, Harvard GSD	2001

Professional Experience:

Rohm-Ibarlucia Landscape + Architecture, Buenos Aires: Owner/Principal	2004-11
City of Buenos Aires Government: 'Unit of Special Project' Senior Designer	2005
Vicente Lopez Municipality/University of Buenos Aires: Olivos Waterfront Chief Designer	2004-05
Sasaki Associates, Cambridge, MA: Project Landscape Architect-Senior Designer	2001-03
EDAW London: Designer, Summer Internship	2000
Baudizzone-Lestard-Varas Architects: Designer, Buenos Aires	1996-97
D'Angelo-Gigena-Rohm DGR Architects, Buenos Aires: Owner/Principal	1995-98

Licenses/Registration:

Registered Architect, Colegio de Arquitectos de la Provincia de Buenos Aires	1997-2011
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Selected Publications and Recent Research:

Author, 'Urban Interrelations' book to be published 12/2011	2011
'Seeking Intersections: Architecture and Sub-Urbanism in Argentina' Roger Williams University, Exhibition of current professional work	2010
Local Curator and Exhibitor: 'Dirty Work: Transforming the Landscape of Nonformal Cities in the Americas' exhibition, Buenos Aires Architecture Museum	2009
'Dirty Works: Transforming the Landscape of Nonformal Cities in the Americas' exhibition, Harvard GSD, Exhibition of the 'Public Space for Villa Tranquila' project	2008
Articles, "Non-Formal Buenos Aires", "Urban Mapping", SUMMA+magazine	2005, 2006
Non-Formal Buenos Aires, Academic Projects + Investigation on urban informality	2005-09
'Mapeos Urbanos', Lecture series and Workshop, University of Buenos Aires	2004-05
Seven Paths, Individual research on several South American cities, Harvard GSD	2002-05
LA Today, Analysis of Contemporary Latin American practices, Harvard GSD	2001-02
Co-organizer of the Symposium on Latin American Architecture at the GSD	2000
Latin America GSD Organization co-president	2000/1
Publication of Single family house in SUMMA+Magazine #43 (Buenos Aires)	2000
GAMUT Harvard GSD student magazine publication team member	2000
Horizontal Vertigo, Idea Manual for Buenos Aires, Harvard GSD	2000

Name: Alex Anmahian, FAIA

Visiting Professor of Architecture

Courses Taught:

Arch 515 Graduate Architectural Design Studio, Spring 2010

(required course—topical content)

Educational Credentials:

Master of Architecture, Harvard University, thesis with distinction 1990

Graduate Studies, School of Building Construction, University of Florida 1983

Bachelor of Arts in Architecture, University of Florida 1982

Teaching Experience:

Visiting Professor of Architecture, Roger Williams University 2010

Hideo Sasaki Distinguished Visiting Critic, Boston Architectural College 2008

Visiting Faculty, Harvard University 1998-2000, 2006

Instructor, University of Florida 1982-83

Lectures and Studio Reviews at Harvard, BAC, Roger Williams, RISD, Florida, Northeastern, MIT 1984-

Professional Experience:

Principal, Anmahian Winton Architects, Cambridge, MA 1992-

Project Manager: Leers Weinzapfel Associates, Architects, Boston, MA 1990-91

Project Architect: Chan Krieger Associates, Cambridge, MA 1988-90

Project Designer: Jonathan Levi Architects, Boston, MA 1986-88

Licenses/Registration:

Registered Architect: MA, NH, NY, Minnesota, RI, Connecticut, NCARB

Selected Publications and Recent Research:

Harleston Parker Medal, Boston Society of Architects 2009

Special Mention Award, AIA New England, Blue Rock House, Austerlitz, NY 2009

Honor Award of Design Excellence, Boston Society of Architects 1995, 2003, 2004, 2009

American Architecture Award, Chicago Athenaeum, 2008

Community Rowing Boathouse, Brighton, MA

P/A Award 2008

Honor Award for Outstanding Interiors, American Institute of Architects 2004

Honor Award for Outstanding Architecture, American Institute of Architects 1999

Numerous other design awards

"New Digs", *Brown Alumni Magazine*, January 2010

"Standing Stone", *Boston Home Magazine*, Fall 2009

"Beyond a Boathouse," *World Rowing News*, April 2009

"Designs for Working," Harvard Community Resource, February 2009

"The Best Places to Work," Hq., Winter 2009

"Boathouse is a Model of Form and Function," *Boston Globe*, December 2008

"The New Establishment Meets the Next Wave," *Architectural Record*, May 2008

"55th Annual Progressive Architecture Awards," *Architect*, January 2008

"Best of Boston Architects," *Boston Home*, Winter 2008

Significant Interiors, The American Institute of Architects, Images Publishing 2008

"Oficinas de Orange Innovations," Oficinas, Febrero 2007

"Nature Calls," *Design New England*, November/December 2006

Jury Chair, Harleston Parker Medal, Boston Society of Architects 2005

Jury Member, AIA Design Awards North Carolina, Tampa Bay, Arizona, 2003, 2006

Professional Memberships:

Fellow, American Institute of Architects

Member, Boston Society of Architects

Member, Editorial Board, *ArchitectureBoston* magazine

Member, U.S. Green Building Council

Member, Design Workign Group, Town of Brookline, MA

Member, Board of Directors, Boston Architectural Center

Name: Carlo Achilli

Florence Adjunct Faculty

Courses Taught:

ARCH 413 Advanced Architectural Design Studio, Palazzo Rucellai, Florence, Italy	(elective)
ARCH 416 Advance Topical Design Studio: Urban	(required)
HP 391 Architecture in Italy: History and Preservation	(elective)

Educational Credentials:

Master of Science in Management of Culture Heritage, Historical Districts & Landscape University of Rome, La Sapienza, School of Architecture and Planning	2002
Master of Science in Architecture Studies, Architecture & Urbanism, MIT	1999
Laurea in Architettura, Professional Degree in Architecture University of Rome, La Sapienza, School of Architecture and Planning	1996

Teaching Experience:

Program Coordinator and Adjunct Faculty, Institute for Fine and Liberal Arts at Palazzo Rucellai Florence, Italy	2005-
Adjunct Faculty,, Institute for Fine and Liberal Arts at Palazzo Rucellai Florence, Italy	2001-05

Professional Experience:

Carlo Achilli, Architetto, Florence	
PALAZZO BARBERINO-TAFANI, XV Century, Florence, Italy: Project Manager, responsible for Architectural Design, Executive Drawings & Construction: the design proposal included architectural survey, restoration, rehabilitation & reuse for luxury residences	2007
Former PALAZZO DEL TRIBUNALE, Contemporary building, Viterbo, Italy: Project Manager for Architectural Design & Construction: the project included architectural survey, restoration, rehabilitation & reuse for retails, offices & residences	2005
New residences Project, via del Crocifisso, Florence, Italy	2004
Responsible for Design, Executive Drawings & Construction: the Design proposal included architectural survey, restoration, rehabilitation & reuse for residences	
New residences Project, via del Crocifisso, Florence, Italy	2004
Responsible for Design, Executive Drawings & Construction: the Design proposal included Architectural survey, restoration, rehabilitation & reuse for residences	
PALAZZO CHIGI, XIII Century, Viterbo, Italy	2004
Responsible for Design & Construction site for Palazzo Chigi: the project included architectural survey, restoration, rehabilitation & reuse for retails, offices & residences	
New Residences Project, via Santo Stefano, Orvieto, Italy	2003
Responsible for Design, Executive Drawings & Construction: the Design proposal included architectural survey, restoration, rehabilitation & reuse for residences	
PALAZZO RANIERI, xiv Century, Orvieto, Italy	2001
Responsible for Design & construction site for Palazzo Ranieri with annexed medieval tower: the project included architectural survey, restoration, rehabilitation & reuse for insurance headquarter, offices and residences	
Residential projects of several country houses in Tuscany & Umbria, Italy	1997-07
The Design proposal focused on reuse of damaged &/or demolished farmhouses and Rehabilitation for luxury residences	

Licenses/Registration:

Licensed Architect, Italy, Ordine degli Architetti di Terni n° 287	1997
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Selected Publications and Recent Research:

HOTEL PALAZZO PICCOLOMINI, XVI Century, Orvieto, Italy: Architectural Project of rehabilitation, consolidation & reuse of the building Palazzo Piccolomini, converted into four stars hotel. (July 2007 in <i>Architectural Digest</i>).	2007
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Name: Andrea Homolacova Adams, RA

Adjunct Faculty
Co-Coordinator, Arch 213-214 Architectural Design Core Studios

Courses Taught:

Arch 213 Architectural Design Core Studio III	(required)
Arch 214 Architectural Design Core Studio IV	(required)

Educational Credentials:

Bachelor of Architecture, Cornell University	1985
Charles Goodwin Sands Award for Excellence in Design	

Teaching Experience:

Adjunct Faculty, Roger Williams University	1994-
Instructor, Roger Williams University Summer Academy	1998, 2006, 2011
Adjunct Faculty, Boston Architectural Center	1982
Critic: Rhode Island School of Design, Northeastern University	2005-

Professional Experience:

Adams Design Associates, Barrington, RI	1995-
EG Adams Architects, Cambridge, MA	1993-95
Kallmann McKinnell and Wood Architects, Boston	1987-93
Schwartz Silver Associates, Boston	1985-87
Ferrenz Taylor and Clark Associates, New York	1984-85

Licenses/Registration

Architect, Commonwealth of Massachusetts	1993-
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Selected Publications and Recent Research:

Providence Palimpsest - Waterfront Design Competition	2007
McGarty Residence I and II	2009, 2000
Trinity Presbyterian Church, Providence	2003-04
Adams Residence, Barrington	2000-02
Red Brick School	1997
Residential Additions, Rhode Island	1996-
Nagtegaal Residence	1996

Academic Service and Public Service:

RWU Studio Culture Committee	2009-
Faculty Advisor: RWU Building and Design Live/Learn Center	2006-
Senior Project Mentor: Barrington High School	2007, 2008, 2009
Workshop Speaker: Frank Lloyd Wright Gifted Program- Barrington Elementary School	2011

Name: James Asbel, RA

Adjunct Faculty

Courses Taught:

Arch 213 Architectural Design Core Studio III
Arch 214 Architectural Design Core Studio IV

(required)
(required)

Educational Credentials:

Master of Architecture, Harvard Graduate School of Design
Bachelor of Arts, Kalamazoo College

1985
1979

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art and Historic Preservation
Associate Professor with Tenure, College of Architecture, UNC-Charlotte
Adjunct Professor, College of Architecture, Texas A&M University

2008-
1989-2000
1987-89

Professional Experience:

Principal, James Asbel Architect, LLC Newport, RI
Principal, Stanfield Studio Architects, Inc. Stanfield, NC
Principal, Redbud Design-Build, Inc., Stanfield, NC
Principal, Asbel Design Associates, San Antonio, TX
Project Architect, Reyna Caragone Architects, San Antonio, TX

2002-
1998-2002
1996-2006
1987-89
1985-87

Licenses/Registration

Rhode Island, #3135
North Carolina, #7896

Selected Publications and Recent Research:

Commercial Building, 311 Broadway, *AIA Guide to Newport, Rhode Island*, p. 90
Asbel, James B. and Lomba Gutierrez, C., "FEVE-RENFE: Una Herida en la Ciudad",
Construccan, Santander, Spain

2007
1996

Grants include:

National Trust for Historic Preservation: Feasibility Study for Restoration and Adaptive
Reuse of the Albermarle, NC High School. Prepared and executed for the Albermarle
Downtown Development Corp. and the Stanly County Historic Preservation Commission
\$20,000.00

Professional Memberships:

Architect Member, Newport Public Schools Ad Hoc Facilities Committee, Fewer Newer Schools
Founding Member, Positively Newport Schools
Member, Rogers High School Improvement Team, Newport

Name: Arman Bahram

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio II
Arch 114 Architectural Design Core Studio II

(required)
(required)

Educational Credentials & Awards:

Master of Architecture (with distinction), Edinburgh College of Art
Diploma in Architecture, Edinburgh College of Art
Andrew Grant Bequest Fund Award for Outstanding Diploma Dissertation
Bachelor of Architecture (honors), Edinburgh College of Art
B.S in Biological Sciences, University of Edinburgh

2009
2008

2007
2000

Teaching Experience:

Adjunct Faculty, Roger Williams University
Lecture at Miami University, Ohio
Tutor, Edinburgh College of Art

2010-
2009
2006

Professional Experience & Awards:

Centerbrook Architects, CT
Urbane New Haven
William Peden Architects, Edinburgh
David Blaikie Architect, Edinburgh

2010
2009-
2006
2004-2006

Miami University & Arquitectum:

2009

Miami-Pier Museum Competition - The Immigrant Museum: 3rd Prize.

SIX Student Architecture Awards: RIAS Scotland Drawing Award
RMJM Award for Art & Architecture, 1st Prize

2008
2006

Selected Publications and Recent Research:

International Competitions
Wettbewerbe Akutell, journal

2010
2009

Professional Memberships:

Royal Incorporation of Architects in Scotland (RAIS)
AIA Connecticut, Associate AIA

Name: Mauricio Barreto, AIA

Adjunct Faculty
Co-coordinator, Arch 113-114 Architectural Design Core Studio I-II

Courses Taught:

Arch 113 Architectural Design Core Studio I	(required)
Arch 114 Architectural Design Core Studio II	(required)

Educational Credentials:

Bachelor of Architecture, Rhode Island School of Design	1970
Bachelor of Fine Arts, Rhode Island School of Design	1969
Certificate in English, Cambridge University	1965

Teaching Experience:

Adjunct Faculty, Roger Williams University	2004-
Visiting Associate Professor, Roger Williams University	2002-04
Adjunct Faculty, Roger Williams University	1984-2002
Guest Critic Rhode Island School of Design, Wentworth Institute of Technology, Universidad de los Andes	
Instructor, Rhode Island School of Design	1978-79

Professional Experience:

President Urban Design Group, Bristol, RI	1981-
Architecture, Urban Planning, Landscape Architecture & Interiors	
Principal Mauricio Barreto AIA, Architect, Providence, RI	1976-1980
Designer/Architect with various firms, Bogota, Colombia & Providence, RI	1969-1976

Licenses/Registration

Architect, Rhode Island, Massachusetts, Connecticut

Selected publications and recent research:

AIA Rhode Island Excellence in Design Award, Community Baptist Church, Newport
MECMA Merit Award, Chomerics Building, Woburn, MA
Award, RI Department of Transportation, for Waterfront Park, Newport
Goff Summer House, Westport, MA
Rockville Mill Adaptive Reuse, Rockville, RI
Bristol Industrial Park Master Plan, Bristol, RI
Drs. Mary and William Hollinshead Studio, Rehoboth, MA

Name: Jonathan F. Bell, AIA, LEED-AP

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio II	(required)
Arch 114 Architectural Design Core Studio II	(required)
Arch 413 Advanced Architectural Design Studio	(required course—topical content)

Educational Credentials:

Master of Architecture, Princeton University	1997
Bachelor of Arts, Wesleyan University	1992

Teaching Experience:

Adjunct Faculty, Rhode Island School of Design	2011-
Adjunct Faculty, Roger Williams University	2001-
Guest Critic at Design Studio reviews Lehigh, Wesleyan, RISD, BAC, Wentworth, MassArt, RWU	1999-
Assistant in Instruction, Princeton University	1996

Professional Experience:

Kite Architects, Providence	2002-
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Licenses/Registration:

Registered Architect (Rhode Island)
LEED Accredited Professional

Selected Publications and Recent Research:

"FLICKER: Speculations on Space and Cinema," in <u>Where Do You Stand?: 99th ACSA Annual Meeting.</u>	2011
"City of Seams," with Thomas Forget In <u>Vatnsmyri / 102 Reykjavik</u> , Planning and Building Department, City of Reykjavík.	2008
"Shadows in the Hinterland: Rural Noir," in <u>Architecture and Film</u> , Lamster ed.	2000

Professional Memberships:

American Institute of Architects, AIA Rhode Island
NCARB Certified
USGBC
ACSA

Name: Tatiana A. Berger

Adjunct Faculty

Courses Taught:

Arch 413 Advanced Architectural Design Studio
Arch 613 Graduate Thesis Design Studio

(required course—topical content)
(required)

Educational Credentials:

Master of Architecture, Princeton University
Bachelor of Arts in Architecture, University of California, Berkeley

1995
1992

Teaching Experience:

Co-Director, Compostela Institute in Santiago de Compostela, Spain
Adjunct Faculty, Roger Williams University
Faculty, Boston Architectural College
Design Studio reviews at Harvard, CCNY, ETH, Porto, Moscow Institute of Architecture,
Roger Williams, RISD

2010-
2009-
2007-

Professional Experience:

ILF Consulting Engineers, Innsbruck and Moscow
Baumschlager Eberle, Lochau, Austria
Alvaro Siza Arquitectos, Porto
Ostozhenka Architects, Moscow
Richard Meier and Partners, New York

2006-07
2004-2006
1997-2004
1995-97
1992

Selected Publications and Recent Research:

Numerous publications of projects completed in offices of Alvaro Siza, Baumschlager Eberle
Building Above the Railways, Moscow
Forst Forever Housing, Beijing
Gateway Gardens Competition, Frankfurt
Herogenbosch Residential Tower Competition, The Netherlands
Municipal Library of Viana do Castelo, Portugal
Art Center College of Design, Pasadena
Malaguera Social Housing District, City Hall and Cultural Center, Evora, Portugal
Santa Maria Church Parochial Center, Marco De Canaveses, Portugal
Reconstruction of Chiado historical district, Lisbon
Leonel Apartment Building, Lisbon

1997-2011

Professional Memberships:

Associate AIA, Boston Society of Architects
US Green Building Council
Ordem dos Arquitectos, Portugal

Name: Julia Bernert, RA, NCARB, LEED AP

Adjunct Faculty,
Co-Coordinator, Arch 113/114 Architectural Design Core Studios I-II
Coordinator, Summer Academy in Architecture

Courses Taught:

Arch 113 Architectural Design Core Studio I	(required)
Arch 114 Architectural Design Core Studio II	(required)
Arch 413 Advanced Architectural Design Studio	(required)

Educational Credentials:

Master of Architecture, MIT	1987
Bachelor of Arts, Hampshire College	1980

Teaching Experience:

Adjunct Faculty, University of Massachusetts Dartmouth	2004
Adjunct Professor, Emerson College	1999-2003
Adjunct Faculty, Roger Williams University	1991-
Thesis Advisor, Boston Architectural Center	1988
Instructor, MIT	1986-87

Professional Experience:

Principal, Clearwater Architects, Westport, MA	1987-
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Selected Recent Projects:

Multi-Generation zero energy house - awarded LEED Platinum – Dartmouth MA
Shy Brothers Farm cheese manufacturing dairy and barn – LEED project – Westport MA
Baron Brothers lofts affordable housing – Taunton MA
Private home – LEED Project – Chatham, MA
Philosopher's Library – Marion MA
Private home and studios for two artists – Dartmouth, MA
Greenwood Terrace Elderly Housing – Westport, MA
Farrell Backlund Insurance Building – LEED Project – Dighton, MA
Thermax Incorporated Green Office Building – Westport, MA
Preserved Gardner House Preservation/Re-use for affordable Housing – Swansea MA
Renovations to three Branch Libraries – New Bedford, MA
Loft for 2 Artists, Boston, MA
Cottage at St. Joseph Island – Ontario, Canada

Licenses/Registration:

Architect, Massachusetts	1988-
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Selected Publications and Recent Research:

National Resource Energy Lab, Wisconsin - NREL Research for zero energy dairy farm	2011
Beginning Design Conference peer reviewer, UNC Charlotte	2010
Massachusetts Historic Commission Grant	2009
Massachusetts Historic Commission Grant	2008

Professional Memberships:

US Green Building Council
Westport Watershed Alliance
Westport Fair Housing Partnership
Waterfront Historic Area League, New Bedford, MA

Name: Derek Bradford, AIA, RIBA

Adjunct Faculty

Courses Taught:

Arch 321 Site + Environment

(required)

Arch 101 Foundations of Architecture

(required)

Educational Credentials:

Senior Fulbright Scholar, Pakistan, Dawood School of Architecture, Karachi, Pakistan

1995

Certificate, Attingham School, UK, Studies in the English Country House and Garden

1976

MLA, University of Pennsylvania, Department of Landscape Architecture,

1966

Dip. Arch., Metropolitan University, London, UK,

1961

Teaching Experience:

Adjunct Faculty, Roger Williams University

2005-

Professor Emeritus in Architecture and Landscape Architecture, RISD

2005-

Professor of Architecture and Landscape Architecture, RISD

1968-2005

Senior Lecturer, School of Architecture, Ahmadu Bello University, Nigeria

1966-68

Graduate Teaching Assistant, University of Pennsylvania

1964-66

Professional Experience:

Principal Architect and Landscape Architect, Bradford Associates, Providence, RI

1976-

Architect/Landscape Architect, Bradford Everett and Associates, Providence, RI

1968-76

Assistant Architect, Louis Sauer Architects, Philadelphia, PA

1964-66

Assistant Architect, Capital Development Authority, Islamabad, Pakistan

1961-64

Assistant Architect, London County Council, Architects Department, Schools Division

1960-61

Licenses/Registration

Registered Architect, State of RI #713

NCARB Certificate Holder, NCARB

Registered Architect, Architects Registration Board, United Kingdom

Registered Landscape Architect, State of R #51I

Selected Publications and Recent Research:

"Kaduna Master Plan Review", Government of Kaduna State, Nigeria

2008-

"Sokoto Master Plan

1985-2005

"Asian University for Women", Chitagong, Bangladesh

2004

"The Role of Public Open Space in the Informal Settlements of Orangi, Karachi

1995

Government of Sokoto State, Nigeria

1985

Professional Memberships:

Corporate Member Emeritus, American Institute of Architects (AIA)

Board of Directors, Treasurer, AIA Rhode Island

Member, Royal Institute of British Architects (RIBA)

Name: Martha Cassel

Adjunct Faculty

Courses Taught:

Arch113 Architectural Design Core Studio I	2004-10
Arch114 Architectural Design Core Studio II	
Arch 213 Architectural Design Core Studio III	

Educational Credentials:

Master of Architecture, Harvard University, Cambridge, Massachusetts	1995
Bachelor of Arts, Oberlin College	1985
Institute for Architectural and Urban Studies	1983-1984
Washington University	1980-1982

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art & Historic Preservation	2004-2011
Adjunct Professor, University of Connecticut	2003
Instructor, Visual & Environmental Studies, Boston Schools	2002-Present
Boston Society of Architects & Learning by Design	
Teaching Fellow, Harvard University Graduate School of Design	1988-1989
Teaching Assistant, Core Studio, Harvard University Graduate School of Design	1990-91
Guest Design Critic at Architectural Association, Smith College, Rhode Island School of Design, Roger Williams University, University of Connecticut, Arizona State, Carleton University, Boston Architectural Center	

Professional Experience:

Cassel Puciata, Cambridge, Massachusetts	2001-
The Office of Peter Rose, Cambridge, MA	1997-2001
Alvaro Siza Architect with Wilfried Wang, London	1989
Edits, Women's Clothing Design, Somerville, MA	1992-94
HMFH Architects, Cambridge, MA	1985-87

Selected Publications and Recent Research:

Alcatraz Island: Tourism, Community and National Parks, California	1991-95
Design/Construction Team, Terra Mettalu, New York	1991
Studies for the Enlargement of an Industrial Town: Judibana, Venezuela	1991
Three Buildings by Sigurd Lewerentz, Exhibition, Harvard	1989
Domus Aurea Analytical Study, Exhibition, Harvard	1988
Giulio Romano 500 th Anniversary Retrospective Installation, Mantua, Italy, Research Exhibition and Publication	1987-89

Name: Ginette Castro

Adjunct Faculty

Courses Taught:

Arch 213 Architectural Design Core Studio I

(required)

Educational Credentials:

Master of Architecture, Rice University

1994

Visionary Award Thesis Prize

Southern California Institute of Architecture Europe Program Switzerland

1992-1993

Bachelor of Architecture, Louisiana State University

1984

International Undergraduate Honor Award, Dean's Medal

1982, 1984

Teaching Experience:

Adjunct Faculty, Roger Williams University

2011-

Guest Critic, Roger Williams University, Rhode Island School of Design

2002-

Professional Experience:

Principal, Cosestudi, Boston

2006-

Associate, CSP, Boston

1998-2006

Associate, Cambridge Seven Associates, Boston

1989-92

Kallmann McKinnell and Wood, Boston

1986-89

Haines Lundberg Whaeler, New York

1984-86

Licenses/Registration

Architect, Massachusetts

Selected Publications and Recent Research:

Tartarugas Marinhas. A Viagem Oceanário de Lisboa, Lisboa, Portugal.

Anfíbios. Interessantes por Natureza. Oceanário de Lisboa, Lisboa, Portugal.

World's End Nature Observatory and Visitor Center. Hingham, Massachusetts USA.

A Casa do Vasco. Oceanário de Lisboa, Lisboa, Portugal.

Centro de Investigación y Educación del Aqua Xochimilco (CIEAX), Mexico City

Delfini. Acquario di Genova, Genova, Italia.

National Marine Life Center. Buzzard's Bay, Massachusetts USA.

Um Planeta, Um Oceano. Oceanário de Lisboa, Lisboa, Portugal.

Acquario di Napoli. Napoli, Italia.

Fluviário de Mora. Mora, Portugal.

Quansett Farm. South Dartmouth, Massachusetts USA.

Quansett Farm Residence. South Dartmouth, Massachusetts USA.

Monstros Marinhos. Oceanário de Lisboa, Lisboa, Portugal.

Pinguini. Acquario di Genova, Genova, Italia.

Bastidores do Oceanário. Oceanário de Lisboa, Lisboa, Portugal.

Ocean Explorium at New Bedford Seaport. New Bedford, Massachusetts USA.

Espirito Santo Museum. Fall River, Massachusetts USA

Professional Memberships:

American Institute of Architects, Boston Society of Architects

Name: David Corbin, RA

Adjunct Faculty

Courses Taught:

Arch 213 Architectural Design Core Studio III

(required)

Arch 214 Architectural Design Core Studio IV

(required)

Arch 413 Advanced Architectural Design Studio

(required course, topical content)

Educational Credentials:

Master of Architecture, University of Pennsylvania

1973

Master of City Planning, University of Pennsylvania

1973

Bachelor of Architecture, Cornell University

1971

Teaching Experience:

Adjunct Faculty, Roger Williams University

1990-

Adjunct Faculty, Syracuse University

1980

Adjunct Faculty, Rhode Island School of Design

1977

Director of Education, Boston Architectural Center

1973-80

Professional Experience:

President, Fittings/Residential Design Firm, Boston

1980-

Douglas Okun Architect, Boston

Benjamin Thompson & Associates, Boston

1973-76

Licenses/Registration

Architect, Massachusetts

1976-

Selected Publications and Recent Research:

Numerous articles in *The Boston Globe*, *Better Homes and Gardens*

Name: Vincenzo Giambertone, RA

Adjunct Faculty

Courses Taught:

Arch 613 Graduate Thesis Design Studio	(required)
Arch 515 Graduate Architectural Design Studio	(elective)
Arch 313 Architectural Design Core Studio III	(required)

Educational Credentials:

Bachelor of Architecture, Roger Williams University	1992
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Teaching Experience:

Adjunct Faculty, Roger Williams University	2010-
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Professional Experience:

architecture3S, Boston	2008-
ADD Inc, Boston	1994-2008
Peter Marino Architects, New York	1992-1994

Licenses/Registration:

Registered Architect, Massachusetts

Selected Publications and Recent Research:

"The Newly Risen Network--Hubspot Headquarters Office in America", <i>id+c</i> magazine, p. 92-97	2011
"Celebrity of Interior World", <i>Interior World</i> Magazine, p38-67	2011
"Rising Designer", <i>Interior & Décor</i> Magazine, p236-241	2011
"HubSpot, LogMeIn", <i>Office Hour</i> magazine, p187-197	2011
"HubSpot, LogMeIn" <i>Contemporary Office Design</i> , p290-303	2011
"LogMeIn", <i>Interior Public Space</i> , p246-251	2011
"Hubspot, LogMeIn, Athletes' Performance", <i>ArchDaily</i> ,	2010
"Hubspot, LogMeIn, Athletes' Performance ", Archello,	2010

Name: John Hendrix, Ph.D.

Adjunct Faculty

Courses Taught:

AAH 121 History of Art and Architecture I	(required)
AAH 122 History of Art and Architecture II	(required)
Arch 322 Theory of Architecture	(required)
Arch 325 History of Modern Architecture	(required)

Educational Credentials:

Ph.D. in Architecture, Cornell University	1995-2001
Master of Architecture, University of Illinois	1990-93
Master of Arts, Rhode Island School of Design	1983-84
Bachelor of Fine Arts, Art Institute of Chicago	1981-83

Teaching Experience:

Honored Faculty Member, Alpha Chi National Honor Scholarship Society	2006
Adjunct Faculty, Roger Williams University	2004-
Adjunct Faculty, Rhode Island School of Design	2003-10
Adjunct Faculty, University of Connecticut	2006-07
Visiting Assistant Professor of Architecture, Roger Williams University	2001-03, 2005
Rome Program, Roger Williams University	1999-2001

Professional Experience:

Conferences Organized:	
The Cultural Role of Architecture, University of Lincoln, UK	2010
Neoplatonic Aesthetics, Palazzo Rucellai, Florence	2003
Neoplatonism and the Arts, American University, Rome	2000
Constructing Identity Between Architecture and Culture, Cornell University	1997

Selected Publications and Recent Research:

<i>The Splendor of English Gothic Architecture</i> , Parkstone	2012
(Editor) <i>The Cultural Role of Architecture</i> , Routledge	2012
<i>Architecture as Cosmology: Lincoln Cathedral and English Gothic Architecture</i> , Peter Lang	2011
<i>Robert Grosseteste: Philosophy of Intellect and Vision</i> , Academia Verlag	2010
(Editor) <i>Renaissance Theories of Vision</i> , Ashgate	2010
<i>Architecture and Psychoanalysis: Peter Eisenman and Jacques Lacan</i> , Peter Lang,	2006
<i>Aesthetics and the Philosophy of Spirit: From Plotinus to Schelling and Hegel</i> , Peter Lang	2005
(Editor) <i>Neoplatonic Aesthetics: Music, Literature, and the Visual Arts</i> , Peter Lang	2004
<i>Platonic Architectonics: Platonic Philosophies and the Visual Arts</i> , Peter Lang	2004
<i>Architectural Forms and Philosophical Structures</i> , Peter Lang	2003
<i>History and Culture in Italy</i> , University Press of America	2003
<i>The Relation Between Architectural Forms and Philosophical Structures in the Work of Francesco Borromini in Seventeenth-Century Rome</i> , Edwin Mellen	2002
(Editor) <i>Neoplatonism and the Arts</i> , Edwin Mellen	2002

Professional Memberships

Association of Collegiate Schools of Architecture
College Art Association
Renaissance Society of America
Society for Ancient Greek Philosophy
International Society for Neoplatonic Studies

Name: Karen Hughes, RA

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio I

(required)

Arch 114 Architectural Design Core Studio II

(required)

Summer Academy in Architecture, Drawing Class

Summer Intensive Program, Roger Williams University for Philadelphia Charter High School
for Architecture and Design (CHAD), Brooklyn High School for the Arts, Central
Falls (RI) High School

Educational Credentials:

Bachelor of Architecture, Roger Williams University

1997

Teaching Experience:

Adjunct Faculty, Roger Williams University

Professional Experience:

Principal, Karen Hughes Architect

2006-

Gregory Laramie Architect

2003-2006

William Kite Architects, Inc

2000-2003

Walter Cass, Architect

1999-2000

Licenses/Registration:

Architect, Rhode Island #3445, Massachusetts #31004

LEED Accredited Professional

Professional Memberships:

NCARB

Name: Melissa R Hutchinson, AIA

Adjunct Faculty
Student Athlete Faculty Mentor

Courses Taught:

Arch 113 Architectural Design Core Studio I	(required)
Arch 114 Architectural Design Core Studio II	(required)
Arch 213 Architectural Design Core Studio III	(required)
Arch 313 Architectural Design Core Studio IV	(required)

Educational Credentials:

Bachelor of Architecture <i>summa cum laude</i> , Roger Williams University	1997
AIA Henry Adams Certificate of Merit	

Teaching Experience:

Adjunct Faculty, Roger Williams University	2008-
Student-Athlete Mentor, Roger Williams University Architecture program	2009-

Professional Experience:

Principal, Spring Street Studio, Newport, Rhode Island	2010-
Senior Associate, Newport Collaborative Architects, Newport, Rhode Island	1997-2011
Intern, Kite Architects, Providence, Rhode Island	1996-1997

Licenses/Registration

Architect, Rhode Island
NCARB Certificate

Selected Publications and Recent Research:

"Newport Shingle Style", Cheryl Hackett, Frances Linden Limited Publishers, Private Residences, Middletown, Newport and Portsmouth Rhode Island	2010
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Professional Memberships:

American Institute of Architects, Rhode Island	2003-
Executive Board, AIA Rhode Island Board of Directors	2005-10
Secretary and Newsletter Editor, AIA Rhode Island Board of Directors	2007-10

Name: Aseem Inam, Ph.D.

Adjunct Faculty

Courses Taught:

HP 530 Special topics: new Urbanism: Angel or Demon (elective)

Educational Credentials:

Ph.D., University of Southern California	1997
Master of Architecture in Urban Design, Washington University, St. Louis	1992
DPLG (Master of Architecture), Ecole d'Architecture, Paris	1986
Studies at School of Architecture, Ahmedabad (transferred to Ecole d'Architecture, Paris)	1979-81

Teaching Experience:

Associate Professor of Urbanism, Parsons/The New School for Design	2010-
Adjunct Faculty, Roger Williams University	2010
Excellence in Teaching Award, Department of Urban Studies and Planning, MIT	2009
Visiting Lecturer, Massachusetts Institute of Technology	2008-09
Instructor, School of Public Affairs, UCLA	2008
Outstanding Faculty Award, Urban Planning Students Association, University of Michigan	2005
Association of Collegiate Schools of Architecture, Service Award	2005
National Award for Excellence in Urban Policy Scholarship, US Department of Housing and Urban Development, Association of Collegiate Schools of Planning	2000
Assistant Professor, University of Michigan	1997-2005
Visiting Instructor, College of Design, Art, Architecture and Planning, University of Cincinnati	1995-97

Professional Experience:

Consultant, Government of Haiti, Housing Rebuilding Strategy, Port au Prince, Haiti	
Moule & Polyzoides Architects and Urbanists, Pasadena	2005-2008
Office of Planning, Design and Construction, University of Southern California	1992-1994
Urban Designer, St. Louis Development Corporation	1991-92
Stein Doshi Bhalla Architects Engineers Planners, New Delhi, India	1989-90
Founder, Rural Habitat Development Programme, Aga Khan Development Network, India	1986-89

Selected Publications and Recent Research:

"Smart Growth: A Critical Review of the State of the Art", book chapter in <i>Companion to Urban Design</i> , Routledge	2011
"Tensions Manifested: Edwin Lutyens and the Viceroy's House in New Delhi, book chapter in <i>The Emerging Asian City</i>	2011
"From Dichotomy to Dialectic: Practicing Theory in Urban Design", <i>Journal of Urban Design</i>	2011
"Navigating Ambiguity: Comedy Improvisation as an Urban Design Methodology, <i>Journal for Education in the Built Environment</i>	2010
"Meaningful Urban Design: Teleological/Catalytic/Relevant, book chapter in <i>Writing Urbanism: A Design Reader</i> , New York	2008
<i>Planning for the Unplanned: Recovering from Crises in Megacities</i> , Routledge	2005
Numerous lectures on urban design, teaching urban design at MIT, Woodbury University, Cal Poly Pomona, USC, Michigan, Washington, Association of Collegiate Schools of Planning, ACSA, Congress of the New Urbanism, AIA Los Angeles, Institute for Urban Design, American Planning Association	

Professional Memberships:

Fellow, Institute of Urban Design, New York
Member, American Planning Association
Member, Global Development Network
Association of Collegiate Schools of Planning
Member, Urban Land Institute

Name: Daniel A. Kwasniewski

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio I
Arch 114 Architectural Design Core Studio II
Arch 313 Architectural Design Core Studio V

(required)
(required)
(required)

Educational Credentials:

Bachelor of Architecture, Roger Williams University

1993

Teaching Experience:

Adjunct Faculty, Roger Williams University

2001-11

Professional Experience:

Associate, Northeast Collaborative Architects, Newport and Providence
FAI Architects, Boston
Amaze Design, Boston

2003-11
1999-2003
1993-98

Selected Publications and Recent Research:

The New Newport Health Center, Newport, RI
The Lord Jeffery Inn, Amherst, MA.
The Cliffside Inn, Newport, RI.
Fort Adams gift shop and exhibit, Newport, RI.
The Witcher Residence, Newport, RI.
Brown and Howard Wharf, Newport, RI.
Thames Street Landing, Bristol Harbor Inn, Bristol, RI.
Exchange Building, Newport, RI.
Rhode Island Credit Union, Providence, RI.

Professional Memberships:

International Interior Design Association (IIDA)
American Institute of Architects, Rhode Island
Boston Society of Architects
NCARB

Name: Amanda Lahitainen, Ph.D.

Adjunct Faculty

Courses Taught:

AAH 122 History of Art and Architecture II

(required)

Educational Credentials:

Ph.D. in Art History, Brown University

2011

Master of Arts in Art History, Brown University

2007

Bachelor of Arts in Philosophy, Wellesley College

2002

Teaching Experience:

Adjunct Faculty, Roger Williams University

2011

Adjunct Faculty, Rhode Island College

2010-11

Adjunct Faculty, Rhode Island School of Design

2010-11

Professional Experience:

Visiting Critic, RISD Department of Architecture

2009-

Honors Project Advisor, Community College of Rhode Island, Warwick, Rhode Island.

2009-

Proctor, Rhode Island School of Design Museum, European Paintings & Sculpture Department.

2007-08

Excavation Supervisor, Abila of the Decapolis Excavations, Hartha, Jordan.

2000

Historic Upholstery Conservation Technician, Salem, M.A.

Treatment and assessment of museum quality artifacts. Periodically 1996-1999

Selected Publications and Recent Research:

"Representant d'une grande nation: The Politics of an Anglo-French Aquatint" recently accepted for publication in the journal Print Quarterly.

2011

W. M. Keck Foundation and the Dian and Trevor Morris Fellow, The Huntington Library, CA

2009-10

Lewis Walpole Library / ASECS visiting research fellowship, Yale University

2009-10.

Attingham Summer School, Royal Oak Scholar

2005

Professional Memberships:

American Society for Eighteenth-Century Studies (ASECS)

College Art Association (CAA)

Historians of British Art (HBA)

Name: Anica Landreneau, Associate AIA, LEED AP BD+C

Adjunct Faculty

Courses Taught:

Arch 530 Special Topics: HOK Sustainable Design Seminar

(elective)

Educational Credentials:

Bachelor of Science in Environmental Design, *cum laude*, University of Houston

2005

Teaching Experience:

Adjunct Faculty, Roger Williams University

2009-

Professional Experience:

Sustainable Design Practice Leader, HOK, Washington DC

2007-

Selected Publications and Recent Research:

Sustainability Framework Plan for the U.S. Architect of the Capitol

The New Sustainable Frontier: Principles of Sustainable Development for the U.S. General Services Administration

LEED Certification Process Management Guidebook for Projects in the District of Columbia, for the DC Department of Real Estate Services

LEED-NC Guidebook for Projects using LEED for New Construction and Major Renovations v2.2 in the District of Columbia, for the DC Department of Real Estate Services

LEED-CI Guidebook for Projects using LEED for Commercial Interiors v2.0 in the District of Columbia, for the DC Department of Real Estate Services

OPM LEED Policies for Operations and Maintenance of all LEED Projects in the District of Columbia, for the DC Department of Real Estate Services

Green Schools Design Guidelines and LEED Guidebook for the DC Office of Public Education Facilities Modernization (OPEFM)

Sustainable Design Guide for Existing Buildings and Small Retrofit Projects for the District of Columbia Department of Real Estate Services

Greening Existing Schools training modules for the United States Green Building Council

Professional Memberships:

American Institute of Architects

U.S. Green Building Council

DC Building Industries Association Committee on the Environment

DC Green Building Act and Green Codes Working Group

GreenSpace Barnraising Committee

Name: Lorenzo Lucas, AIA

Adjunct Faculty

Courses Taught:

Arch 434 Design of Structures	2011
Arch 335 Structure, Form and Order	2011

Educational Credentials:

Bachelor of Architecture, Rhode Island School of Design	1984
Bachelor of Fine Arts, Rhode Island School of Design	1982

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art and Historic Preservation, Bristol, Rhode Island	1997-99/2011
Instructor, Rhode Island School of Design, Providence, Rhode Island	1986-1997
Instructor, Newbury College, Brookline, Massachusetts	1994-97

Professional Experience:

Lorenzo J.I. Lucas Architect/Structural Consultant, Barrington, Rhode Island	1997 to Present
Lorenzo J.I. Lucas Architect/Structural Consultant, Tiverton, Rhode Island	1993-1997
Antonie G. Lucas Architect, Johnson City, New York	1993 to 2000
The Yoder Corporation, Providence, Rhode Island	1985 to 1993
St. Florian Architects, Providence, Rhode Island	1984
Mulcahy Engineers, Cranston, Rhode Island	1984
Lacey and Lucas Architects, Binghamton, New York	1981-83

Licenses/Registration:

Registered Architect, Rhode Island #1826
Registered Architect, Massachusetts #8779
Registered Architect, Connecticut #8886
Registered Architect, New York #32155
NCARB Certified

Professional Memberships:

American Institute of Architecture
Canadian Institute of Architecture
Rhode Island Builders Association
Barrington Yacht Club
Sail Newport/Fleet 50
Hereshoff Museum

Name: David MacLean, AIA

Adjunct Faculty

Courses Taught:

Arch 213 Architectural Design Core Studio III
Arch 214 Architectural Design Core Studio IV

(required)
(required)

Educational Credentials:

Bachelor of Architecture, Boston Architectural Center
Massachusetts College of Art

1979
1974

Teaching Experience:

Adjunct Faculty, Roger Williams University
Adjunct Faculty, Boston Architectural Center

1984-2011
1977-83

Professional Experience:

David R. Maclean and Associates, Architects

1978-

Licenses/Registration:

Architect, Massachusetts, Missouri

Selected Publications and Recent Research:

Better Homes and Gardens
Cape Cod View
Architecture Boston, AIA Boston Small Firm Design Award
"More Than Shelter" The Boston Globe, featuring Hospice Foundation Building with
Associated Architect Grattan Gill

2008
2007-08
2006
2003

Art New England Journal
Grand Prize, Better Homes and Gardens "New Makeovers"

2003
2000

Professional Memberships:

NCARB Certificate

Name: Tamara Metz

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio III
Arch 114 Architectural Design Core Studio IV

(required)
(required)

Educational Credentials:

Master in Architecture with Honors, Harvard University Graduate School of Design
B.S. Architecture, University of Virginia

1999
1993

Teaching Experience:

Adjunct Faculty, Roger Williams University
Studio Instructor, Boston Architectural Center
Public Lecture, "Drawing and Architecture as Interpretive Tools," Clemson University

2007–
2001–2004
2000

Professional Experience:

Project Manager, Brian Healy Architects, Boston
Project Manager, The Office of Peter Rose, Cambridge, MA
Junior Architect, Elkus/Manfredi Architects, Boston, MA

2004-06
1999-2003
1995–96

Name: Robert Pavlik

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio I
Arch 114 Architectural Design Core Studio II

(required)
(required)

Educational Credentials:

Master of Design Studies, Harvard University
Bachelor of Architecture, Roger Williams University

Teaching Experience:

Adjunct Faculty, Roger Williams University	2006-08, 2011
Teaching Assistant, Harvard Graduate School of Design, Robotics Fabrication Laboratory	2010-11
Roger Williams University, Summer Academy for High School Students,	2009-11
Adjunct Faculty, Roger Williams University	2006-08

Professional Experience:

Independent Design Practice, Providence, RI and Cambridge, MA.	2008-
Aharonian and Associates, Smithfield, RI	2008
Henry Schadler Associates, Farmington, CT	2004-07
Bianco Giolitto Weston Architects, Middletown, CT	2001-03
AIA Pittsburgh Chapter design competition, people's choice award, "Loft 215"	2005

Licenses/Registration

Architect, Rhode Island #3437
NCARB Certificate #63958

Selected Publications and Recent Research:

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

Professional Memberships:

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

Name: Bruno Pfister, RA

Adjunct Faculty

Courses Taught:

Arch 515 Graduate Architectural Design Studio 2009

Educational Credentials:

Master of Architecture, Federal Institute of Technology (ETH) Zurich, Switzerland 1967

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art and Historic Preservation
Bristol, RI 2007-09

Associate Professor, Harvard University Graduate School of Design, Cambridge, MA 1982-89

Head, Undergraduate Program, Syracuse University, NY 1980-82

Assistant Professor, Washington University, St. Louis, MO 1976

Assistant Professor, Federal Institute of Technology, Zurich, Switzerland 1972-74

Instructor, Boston Architectural Center, Boston, MA 1968-71

Professional Experience:

Principal, Kallmann McKinnell & Wood Architects, Boston, MA 1994-

Senior Designer, Kallmann McKinnell & Wood Architects, Boston, MA 1983

Kallmann, McKinnell & Wood Architects, Boston, MA 1968-71

Independent practice, architectural consultant, St. Louis and Syracuse

Consultant, various firms in Switzerland 1976-81

Licenses/Registration:

Registered Architect

Selected Publications and Recent Research:

Visiting Professor, Lecture and Critic, University of Texas in Arlington, Cornell University,
University of Maryland, Massachusetts Institute of Technology, University of Michigan,
University of Toronto, the University of Waterloo, Yale University

Name: Sara Mandel Picard, Ph.D.

Adjunct Faculty

Courses Taught:

AAH 122 History of Art and Architecture II

(required)

Educational Credentials:

Ph.D., History of Art, Indiana University

2011

Luce Foundation, Lilly Fund Research Grants, Friends of arts Fellowship

Master of Arts in Art History, Indiana University

2006

Bachelor of Arts in Studio Art, Tulane University

1998

Teaching Experience:

Adjunct Faculty, Roger Williams University

2011-

Adjunct Faculty, Rhode Island School of Design

2009-

Adjunct Faculty, Wheaton College, Massachusetts

2008

Adjunct Faculty, Indiana University

2005-07

Professional Experience:

Curatorial Assistant, Museum of Arts & Design, New York, NY

2007-08

Assistant to **Works on Paper Curator**, Indiana University Art Museum

2004

CoCurator, San Diego State University, San Diego, California

2004

Curatorial Intern, Museum of Contemporary Art, San Diego, California

1999

Gallery Assistant and Public Relations Consultant, New Orleans School
of Glassworks and Printmaking Studio, New Orleans, LA

1999

Selected Publications and Recent Research:

"Jules Lion and the Study of African American Art", American Art Symposium,
Yale University, New Haven, Connecticut

2011

"'Some Interesting Story' About 'Forbidden Fruit'", Workshop on Diasporic African Arts &
Black Esthetics, Duke University

2011

"Gazing at Whiteness: Antebellum Portraits by Joshua Johnston and Jules Lion", College
Art Association, Chicago

2010

"Jules Lion, Free Man of Color in la Nouvelle Orleans", POAET Conversations, Indiana U. 2008

Review of Africa and Trans Atlantic Memories: Literary and Aesthetic Manifestations of
Diaspora and History for *The African Diaspora Archaeological Newsletter*

2008

Review of Human Nature, Indiana University School of Fine Arts Gallery, Southeastern
College Art Conference

2004

Review "Attraction and Meaning in Courtship Beadwork Panels," in *Asking for Eyes*, ex.
cat., San Diego State University, University Art Gallery, San Diego, California

2004

Professional Memberships:

College Art Association of America

Louisiana Historical Association

National Council for Black Studies

New Orleans Research Collaborative

Southern Historical Society

Name: Franco Pisani

Florence Adjunct Faculty

Courses Taught:

Arch 477 Architecture in Context: City, Spaces and Urban Design	(elective)
ARCH 515 Graduate Architectural Design Studio	(elective)

Educational Credentials:

Laurea in Architettura – Professional Degree in Architecture, Università degli studi di Firenze	1997
School of Architecture and Planning	

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art and Historic Preservation	2009
Adjunct Faculty, Institute for Fine and Liberal Arts at Palazzo Rucellai, Florence Italy	2001-

Professional Experience:

Franco Pisani Architetto, Florence	1997-
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Licenses/Registration:

Licensed Architect, Italy, Ordine degli Architetti della provincial de Firenze n° 5283	1997
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Selected Publications and Recent Research:

Sassi turchini: center for accessible holidays, Porto Azzurro, Isola d'Elba	2008
Modenacambiafaccia urban design competition, Modena, III prize	2008
Scuola media don milani, design competition for a didactic complex, vicchio, FI, IV prize	2008
lipomo design competition for a didactic complex, lipomo, CO, IV prize	2008
Palestra comunale, Golfo Aranci, OT (built)	2006
Renzino for welcome, in BOX dicembre	2005
Biennale di venezia, METAMORPH: IX mostra internazionale dell'architettura: selected group	2004
Excess: moda e underground negli anni ottanta; in interni n°540 aprile	2004
1000 € par m2:italie, Florence,qart progetti,in: l'architecture d'aujourd'hui, march-april	2003
Via Pisana 14 16 18. Public housing complex, Firenze (built)	

Name: Thomas Rourke

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio I
Arch 213 Architectural Design Core Studio III

(required)
(required)

Educational Credentials:

Master of Architecture, University of Texas, Austin
Bachelor of Science in Engineering, Tufts University

1988
1983

Teaching Experience:

Adjunct Faculty, Roger Williams University
Adjunct Faculty, Wentworth Institute of Technology

2010, 2011
2010

Professional Experience:

Bertaux + Iwerks Architects, Boston, Senior Architect
Rourke Architects, Boston, Principal
Brian Healy Architects, Boston, Associate, Senior Project Architect
rai architecture, Sudbury, MA, Principal
Wallace Floyd Design Group, Boston, Director of Design, Senior Associate
Browning Day Mullins Dierdorf, Indianapolis, Project Architect, Associate
Pappageorge Haymes Ltd., Chicago, Project Architect, Arch Designer
Kallmann, McKinnell & Wood, Boston, Architectural Designer

2011-
2009-11
2006-08
2004-06
1997-2004
1990-97
1989-90
1987-89

Licenses/Registration:

Architect, Massachusetts # 10837, Indiana # AR19300029
NCARB Certificate

Selected Publications and Recent Research:

Design Awards & Projects Published
ARCHITECT magazine, Korean Church of Boston, Brian Healy Architects
Boston Globe, Korean Church of Boston, Brian Healy Architects
BSA 2008 Honor Award, Bridgeport Intermodal Center, Wallace Floyd Design Group
ARCHITECTURE magazine Korean Church of Boston, Brian Healy Architects
COMPETITIONS magazine Lake Elsinore Competition, Brian Healy Architects
Engineering News Record Airport Station, Wallace Floyd Design Group
Award of Honor, Hawthorns Golf & Country Club
(Associated Contractors of Indiana)
Indiana AIA Honor Award, Children's Museum OmniMax Theater, Browning Day
Mullins, Dierdorf

2011
2011
2009
2008
2007
2000
1998

1996

Name: BG Shanklin

Adjunct Faculty

Courses Taught:

Arch 113 Architectural Design Core Studio I
Arch 114 Architectural Design Core Studio II

(required)
(required)

Educational Credentials:

Master of Architecture, SCI-ARC
Boston Architectural Center
Universite de Caen, France
University of Pennsylvania

1986
1974-82
1973
1968-70

Teaching Experience:

Adjunct Faculty, Roger Williams University
Adjunct Faculty, Boston Architectural Center

1997-
1982-90

Professional Experience:

Principal, ThreePoint Design Associates, Little Compton, Rhode Island
Hammer Kiefer and Todd, Somerville
Hilgenhurst Associates, Boston
Todd Lee Associates, Boston
John Carl Warnecke, Boston
Principal, School Street Associates, Somerville, MA
Developmental Resources, Cambridge, MA

1987-
1984-87
1984
1982-83
1982
1979-82
1977-79

Licenses/Registration

Architect, Massachusetts, Rhode Island
NCARB Certificate

Recent Research

Bon Shen Ling Tibetan Bon Education Fund, USA Cultural Center
Hazelwood Park, New Bedford Senior/Youth Center Revitalization

Professional Memberships:

Founder and Advisory Board Member Little Compton Community Center
Past Board Member Slater Mill Historic Site, Pawtucket, RI

Name: Kishore Varanasi

Adjunct Faculty

Courses Taught:

Arch 416 Advanced Topical Design Studio

(required)

Educational Credentials:

MS in Architectural Studies (City Design and Development), MIT

2001

Master of Architecture, University of Illinois

1999

Bachelor of Architecture, Jawaharlal Nehru University, India

1996

Teaching Experience:

Adjunct Faculty, Roger Williams University

2011-

Professional Experience:

Director of Urban Design, CBT Architects, Boston

2002-

Urbanica, Boston

2001-02

Michael Dennis & Associates, Boston

2000-01

TARU Leading Edge, New Delhi; Research Associate

1996-98

Viren-Kishore Design Studio, Hyderabad, India

1996-98

Selected Publications and Recent Research:

"City of the Future: City Planners Stay in Step with Tech-Savvy Urbanites",
Banker and Tradesman

2011

"Boston University Transformations", SCUP North Atlantic Conference

2008

"Private Urbanism—Urban Land Magazine

"Private Urbanism: New Strategies and Traditional Principles—44th Annual Making Cities
Livable Conference on True Urbanism and Healthy Communities

2007

Competition Winner—"Edge as Center—Envisioning the Post-Industrial Landscape", City of
Somerville and Boston Society of Architects

2006

"Flexible Zoning and Design Guidelines and their applicability to the City of Amsterdam"
Amsterdam DOR (Department of Planning)

2006

North Point and Kendall Square—AIA National Honor Award for Regional and Urban Design

2005

Willo Von Moltke Award for Design Excellence, Boston Society of Architects, AIA New York

2005

"Land Use, Urban Design and Development Implications of Context Sensitive Solutions
86th Annual meeting of Transportation Research Board

Professional Memberships:

Fellow, Institute for Urban Design

Member, Forum for Urban Design

Member, Urban Land Institute

Member, American Planning Association

Name: Anne Vaterlaus

Adjunct Faculty

Courses Taught:

Arch 321 Site + Environment

(required)

Educational Credentials:

Master of Landscape Architecture (with distinction), Harvard University

2008

Bachelor of Science in Urban Landscape Architecture summa cum laude, CCNY

2006

Master of Fine Arts, Sara Lawrence College

1985

Bachelor of Fine Arts, Kansas City Art Institute

1974

Teaching Experience:

Adjunct Faculty, City College of New York

2009-10

Adjunct Faculty, Columbia University

2008

Professional Experience:

Mark K. Morrison Landscape Architecture, New York

2008-2010

Hashim Sarkis Architecture, Landscape, Urban Design

2008

Michael Van Valkenburgh Associates, Cambridge

2007-08

Ayers Saint Gross Landscape Designers, Baltimore

2007

Site Associates Landscape Design

1980-2006

Selected Publications and Recent Research:

Penny White Fellowship Award, for Regional Policy and Planning Study, Michigan

2007

International Garden Design Competition Ortus Artis, Italy

2006

Professional Memberships:

American Society of Landscape Architects, Associate Member

Name: Roberto Viola Ochoa

Adjunct Faculty

Courses Taught:

Arch 513 Comprehensive Design Studio

2010-2011

Educational Credentials:

MAUD, Harvard University Graduate School of Design, Cambridge, MA

1997

Bachelor of Architecture, University of Miami School of Architecture, Coral Gables, FL

1995

Architecture studies, C.E.U., Arquitectura, Madrid, Spain

1988-90

Educational Awards:

Beca Real Colegio Complutense.

1996

Student Representative NAAB visit to Escuela de Arquitectura, Universidad de Puerto Rico.

1994

John A. Steffian Design Award. University of Miami.

1993

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art & Historic Preservation

2007-11

Northeastern University, Design 5 (Comprehensive Studio), Environmental Systems, Design 1, Design 3 in collaboration with Scott Slarsky

2000-07

Teaching Assistant, 2nd semester studio core, Prof. Nader Tehrani, Harvard University GSD

1997

Teaching Assistant, 1st semester studio core, Prof. Monica Ponce de Leon, Harvard University GSD

1996

Career Discovery Program, University of Miami

1995

Professional Experience:

Associate, Sasaki Associates, Inc., Watertown, MA

1999-Present

Project Designer, Hellmuth, Obata + Kassabaum, Inc. Houston, TX

1997-99

Project Designer, Kyu Sung Woo Architects, Cambridge, MA

1996-97

Intern, Carlos Zapata Design Studio, Miami Beach, FL

1994

Intern, Jorge Hernandez Architect

1990-93

Intern, Clara Maestre y Antonio Rubio Arquitectos, Madrid, Spain

1989

Intern, Ramon Ramirez Arquitecto, Madrid, Spain

1988

Licenses/Registration:

None.

Selected Publications and Recent Research:

Relevant Recent Projects:

Universidad de Los Andes Masterplan and design guidelines. Santiago de Chile.

2011

Lulu Island, Neighborhood 3 Architecture development. Abu Dhabi. UAE.

2011

University of Balamand Souk El Gharb Campus Master plan, Souk El Gharb, Lebanon.

2010

School of Engineering, University of Balamand, Koura, Lebanon. Under construction.

2008

Library and Learning Center, University of Balamand, Koura, Lebanon. Built.

2008

Dharavi Master plan and Architecture (Competition), Mumbai, India. On hold.

2008

University of Balamand Women's Dormitory, Koura, Lebanon. Built.

2005

Professional Awards:

Abu Dhabi Low Income Housing, Abu Dhabi, UAE (Sasaki Associates). 1st Prize.

2008

ASLA Honor Award, University of Balamand Master plan. (Sasaki Associates).

2007

Natour Eco Development Competition, Koura, Lebanon (Sasaki Associates) 1st Prize.

2004

Lanterna Resort Competition, Porec, Croatia. (Sasaki Associates) 1st Prize.

2003

AIA South Dakota Chapter Award, SDSU Concert Hall. (Sasaki Associates).

2003

BSA Award for Excellence in Design. Sakowich Campus Center, Merrimack College.

2001

IT College Dubai, United Emirates (Sasaki Associates) 2nd Prize.

2000

Keum Jung Sports Park and Stadium. Pusan, Korea (Kyu Sung Woo) 1st Prize.

1996

Kang Seoh Sports Park and Stadium 2002, Pusan, Korea (Kyu Sung Woo) 2nd Prize.

1996

Professional Memberships:

None

Name: Martha L. Werenfels, AIA, LEED AP

Adjunct Faculty

Courses Taught:

Arch 515 Graduate Architectural Design Studio (elective)

Educational Credentials:

Bachelor of Architecture, Cornell University 1984

Master of Arts in American History, Brown University 1997

Teaching Experience:

Adjunct Faculty, Roger Williams University, School of Architecture, Art & HP 2011

Instructor, Brown University Learning Community, "Preservation in Providence" 1992

Guest Critic, Cornell University, School of Architecture, Art & Planning

Guest Lecturer and Guest Critic, RISD, Providence Preservation Society, Roger Williams

Professional Experience:

Principal, Durkee, Brown, Viveiros & Werenfels Architects, Providence, RI 1998-

Project Architect 1996-98

Principal Architect, Conservation Technology Group, Inc., Newport, RI 1995-96

Irving B. Haynes & Associates, Architects, Providence, RI 1989-95

Historical Architect, RI Historical Preservation Commission, Providence, RI 1984-89

Architectural Technician, National Park Service, Department of Interior, Washington, DC 1983-84

Licenses/Registration:

Rhode Island, Massachusetts, Connecticut, Maine, Vermont, New Hampshire

LEED AP

Recent Conference Presentations:

RI Statewide Preservation Conference, Block Island, RI 2011

"Preserving Historic Leisure Venues: The Newport Casino Theatre"

GrowSmart RI Power of Place Summit, Providence, RI 2010

"Utilizing Historic Tax Credits & Achieving LEED Certification"

Build Boston, Boston, MA 2009

"Historic Preservation and Sustainability: Integrating Two Design Objectives

Under One Roof" and "Restoring St. George's Chapel: The Ten Year Plan:

Traditional Building, Boston, MA 2009

"Modern Construction Methods and Materials and Their Impact on the Maintenance of National Historic Landmarks"

RI Statewide Preservation Conference, Pawtucket, RI 2007

"Sustainable Design and Historic Preservation"

"Phillipsdale Landing: Adaptive Re-use of an Industrial Mill Complex"

Professional Board Service:

National Trust for Historic Preservation, Board of Advisors 2007-

GrowSmart RI, Board Member 2011-

William Hall Free Library, Trustee 2010-

AIA Communities by Design Committee, Past Committee Member 2004-06

American Institute of Architects – RI Chapter (AIAri) President (2002), Board Member 2000-03

Historic Preservation Education Foundation, Washington, DC, Board Member

Providence Preservation Society Revolving Fund, Past President/Past Board Member

Public Archaeology Lab, Board Member/Chairperson

Association for Preservation Technology, Past Board Member

Cranston Historical District Commission, Cranston, RI, Past Commissioner

Name: Eric Weyant

Adjunct Faculty

Courses Taught:

Arch 213 Architectural Design Core Studio III
Arch 214 Architectural Design Core Studio IV

(required)
(required)

Educational Credentials:

Bachelor of Architecture, Roger Williams University
University of California Berkeley
Associates in Architectural & Building Technology, Vermont Technical College

2000
1999
1996

Teaching Experience:

Adjunct Faculty, Roger Williams University
Wentworth Institute of Technology

2010-
2008-2010

Professional Experience:

ADD, Inc. Associate Principal

2000-

Gregory Laramie Architect
Summer Academy RWU
Kyu Sung Woo Architect

1998-00
1998
1997-98

Selected Publications and Recent Research:

Academic Projects:

Westfield, MA Westfield State University 400 Bed Residence Hall
Smithfield, RI Bryant University 200 Bed Residence Hall
Avon, CT Avon Old Farms School, New Student Center

Housing Projects:

Boston, MA 381 Congress Historic Conversion 44 Mini Loft Rental
Boston, MA Archstone Boston Common 400 Unit Luxury Rental
Boston, MA Ames Hotel 100 Unit Luxury Boutique Hotel
Boston, MA Atelier 505 200 Unit Luxury Condominium & Theatre

Commerical Projects:

Cambridge MA Discovery Park 700,000 SF Masterplan
Cambridge MA Discovery Park Phase 1 & 2 Buildings 350,000 SF
Littleton MA Cisco Systems Masterplan for 3 R/D Buildings

Rotch Scholarship Alternate
Casella Gallery Exhibition WIT
BSA, AIA Young Architect Award

2008-10
2009
2010

Appendix 3. Branch Campuses Questionnaire

Name of Institution:	Roger Williams University
Title of Degree:	Master of Architecture
Name of Program Administrator:	Stephen White, AIA, Dean
Name of Person Completing this Form:	Stephen White, AIA, Dean
Location of Branch Campus, Additional Site, Teaching Site, Online Learning, or Study Abroad Program	Florence, Italy
Distance from Main/Flagship Campus	4000 miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree offered at this site	Students enroll in a 4-5 course schedule, with three courses required and two chosen from a short menu of options
(List all courses: number, title, credits offered)	
Arch 416 Adv Topical Design Studio: Urban, 5 credits	Includes dedicated studio space for all students
Arch 477 Architecture in Context, 3 credits	
Ital 101 Elementary Italian, 3 credits	
Two of the following:	
Arch 430 Sp Topics: Villa and Garden, 3 credits	
or	
Arch 430/530 Sp Topics: History of Italian Design, 3 credits	
or	
HP 391 Architecture and Preservation in Italy, 3 credits	
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	No
Who has administrative responsibility for the program at the branch campus?	Carlo Achilli, Florence Program Director
To whom does the individual report?	Andreina Bianchina, Institute Director and Dean Stephen White
Where are financial decisions made?	Program Director and Institute Director, based on contract between Roger Williams University and the Institute, inclusive of budget support outlined with Dean White
Who has responsibility for hiring faculty?	Dean White reviews and confirms hiring of faculty teaching courses counting toward the Architecture program.
Who has responsibility for rank, tenure and promotion at the branch campus?	Faculty are adjunct, there is no rank and tenure
Does the branch campus have its own curriculum committee?	Yes, but all courses above are Roger Williams University courses framed and reviewed by Roger Williams University

Does the branch campus have its own admissions committee?	The Architecture Program is offered to Roger Williams University students only.
Does the branch campus have its own grievance committee	No
Does the branch campus have its own resources for faculty research and scholarship?	Yes, supporting their adjunct faculty teaching on a course by course basis.
Does the branch campus have its own AIAS or NOMAS chapter?	No
Does the branch campus maintain its own membership in ACSA?	No

National Architectural Accrediting Board, Inc.

RECEIVED

July 26, 2006

JUL 31 2006

Roy J. Nirschel, Ph.D., President
Roger Williams University
Office of the President
One Old Ferry Road
Bristol, Rhode Island 02809

SAAHP



Dear President Nirschel:

At the July 2006 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the Roger Williams University School of Architecture, Art and Historic Preservation. As a result, the professional architecture program:

Master of Architecture

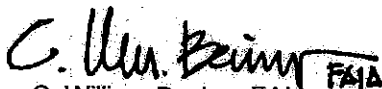
was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2006. The program is scheduled for its next accreditation visit in 2012.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by June 1 and **must** include a response to each condition identified as not met in the *Visiting Team Report*, a response to each of the causes of concern in the *Visiting Team Report*, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable *Annual Report* is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14-15 of the *NAAB Procedures for Accreditation, 2006 Edition*.

NAAB encourages public dissemination of information about each school contained in both the school's *Architecture Program Report* and the *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,


C. William Bevins, FAIA
President

Enc. Visiting Team Report

cc: Stephen White, Dean and Professor of Architecture ✓
Richard A. Moorhead, AIA, Team Chair
Visiting Team Members

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

**Roger Williams University
School of Architecture, Art and Historic Preservation**

Visiting Team Report

**Bachelor of Architecture [ending 31 December 2009]
(172 undergraduate credit hours)**

**B.S. in Architecture and Master of Architecture
(186 credit hours, 33 of which must be
at the graduate [500–600] level)**

**The National Architectural Accrediting Board
15 February 2006**

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

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I. Summary of Team Findings

1. Team Comments

The 2006 NAAB accreditation visit is a review of Roger Williams University's new Master of Architecture (M. Arch.) program and the Bachelor of Architecture (B. Arch.) program, which is scheduled to end in 2009. The M. Arch. program was approved after a 2002 NAAB nomenclature change review.

The 2006 accreditation team found an energetic program providing strong professional education with diverse views that resonate with NAAB's constituent organizations (the American Institute of Architects [AIA], the National Council of Architectural Registration Boards [NCARB], the Association of Collegiate Schools of Architecture [ACSA], and the American Institute of Architecture Students [AIAS]).

The program benefits from a symbiotic relationship with the university's core values:

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

Through its philosophy "Learning to Bridge the World," the university supports a culture of civil and intellectual discourse.

The School of Architecture, Art, and Historic Preservation's collegial faculty, enthusiastic staff, and dedicated administration provide an excellent learning environment.

The new building addition provides evidence of the university's support of the architecture program and meets the immediate needs of the school's recent growth.

2. Progress Since the Previous Site Visit

Criterion 12.22, Building Systems Integration

Previous Team Report: *The team finds that building systems were adequately covered in the classroom courses; however, comprehensive representation of the students' ability to fully integrate building systems into their respective studio projects was not found. Specifically, students demonstrated their ability to integrate structure but failed to demonstrate ability to integrate environmental, life-safety, building envelope, and building service systems.*

The 2006 team determined that most building systems continue to be adequately covered by required coursework. While this criterion is generally met, the team found that studio work seldom demonstrated the ability to conceptually integrate mechanical systems into building design.

Criterion 12.29, Comprehensive Design

Previous Team Report: *The team did not find sufficient evidence in the majority of architecture students' thesis work to demonstrate an ability to design comprehensively. Although a strength of the School's curriculum is the focus on design, as witnessed in the breadth of design methods and depth of formal investigation, the integration of structural and environmental systems, life-safety provisions and building assemblies was not apparent. Attention to complex formal and*

spatial development exhibited in work from the advanced studios did not foster adequate project assessment with respect to the program's design criteria.

While this criterion is generally met by the students' demonstrating understanding of structure, building envelope systems, life-safety systems, building assemblies, and sustainability principles, the team was unable to find substantial evidence demonstrating an understanding of mechanical systems within a comprehensive architectural project.

3. Conditions Well Met

- 1.5 Architecture Education and Society
- 13.15 Sustainable Design

4. Conditions Not Met

- 13.14 Accessibility
- 13.25 Construction Cost Control

5. Causes of Concern

- a. Social Diversity: The architecture program and the university have established a very supportive and positive environment in which students can learn and faculty can teach and work. However, a clear policy on diversity is *not* in place for communication and distribution to current and prospective faculty, students, and staff.
- b. Physical Resources/Information Resources: The Architecture Library mezzanine and second floor do not meet accessibility codes. The team is concerned that sources of funding and a schedule for the proposed Phase 3 library expansion have not been determined.
- c. Life-safety principles are generally covered satisfactorily in coursework; however, studio work often resulted in inadequate or inappropriate egresses.
- d. Student site analysis consistently demonstrates sensitivity to context, social concerns, and physical terrain. However, the team is concerned that site analysis often failed to include environmental orientation as it relates to building design.
- e. The 2000 team report noted only two criteria not met, namely Criterion 12.22, Building System Integration, and 12.29, Comprehensive Design. Roger Williams's Annual Report(s) to NAAB indicate that the noted deficiencies were addressed through continuing development of Arch 313, Architecture Design Core Studio, and creation of a new course, Arch 513, Comprehensive Project Design Studio. Building systems integration is adequately covered by required coursework and comprehensive design is generally met in Arch 313 and Arch 513. While these criteria are generally met, the team is concerned that studio work often does not demonstrate the ability to conceptually integrate mechanical systems into building design or demonstrate an understanding of mechanical systems within a comprehensive architecture project.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

The architecture program at Roger Williams University significantly demonstrates that it benefits from and contributes to the academic context of the institution by embracing the basic principles of the Boyer Report. The president of the college has championed the educational philosophy of "Learning to Bridge the World," which connects the academic context at the global and local levels. The architecture program has embraced this philosophy in many microcosmic and macrocosmic ways. (e.g., inclusion of the university core curriculum; establishment of interdisciplinary centers; and involvement in university strategic planning, facilities master planning, and the institutional accreditation planning process.) In addition, the program's students, faculty, and administration participate in the Islamic Forum; International Study-Abroad programs in Florence and Prague; Center for Macro Projects and Diplomacy; and Center for Global and International Programs. The architecture program has interacted with other academic programs in the university including Art, Historic Preservation, Construction Management, and Engineering.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

The interaction among students, faculty and administration is favorable. The dean is held in high regard by the student body. The students see him as an ally, appreciate his accomplishments within the program, and are comfortable making suggestions or requests for improvements to him.

The architecture program provides student leadership activities through the newly revised AIAS mentor/mentee program and the Studio Culture working group. The students have limited opportunities to share in the governance of the program.

AIAS is the sole student organization within the architecture program and may not be adequately representative of a cross-section of the student body.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

Roger Williams's architecture program provides students with sound preparation for the transition to internship and licensure. A large percentage of students indicate licensure as a career objective. A new faculty position of IDP Coordinator has been identified to promote the IDP within the student placement in regional architecture offices. The program's balanced approach to social, global, and professional design issues positions the students to succeed in their professional goals.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The School of Architecture clearly prepares students for professional practice as it is evolving in the 21st century. Beginning with Arch 101 in the first year, students are introduced to a wide range of professional issues. The course's Foundation Debates creatively engage students in questions of practice, ethics, and professionalism. These topics are further examined in the school's initial 5-semester core architecture program and are revisited in greater detail in the upper levels. Team projects and cross-disciplinary courses are sprinkled throughout the curriculum, giving students a solid training in the types of collaborative endeavors they will encounter in their professional

lives. Arch 424, Social Aspects of Architecture, introduces students to theories and research methods that can enhance their futures as professionals. Among these are the diverse and collaborative roles assumed by practicing architects as well as an understanding of the pressures that different constituencies can place on architects. Arch 542, Professional Practice, focuses on the ever-expanding breadth of architectural services and responsibilities through an "optimistic dialog" format. The link between the academy and the profession is capped in the Career Development Continuum program and its school-wide Career Fair.

The program engages the professional community in a number of ways. All but one of the full-time faculty members are professional architects, and most members of the strong adjunct faculty are practicing professionals. Conveniently located near the Boston, New York, and neighboring architecture communities, the school has a wealth of connections with architects willing to participate in reviews and other programs. The School of Architecture has a good relationship with AIA Rhode Island, often hosting AIA events. The school's Lecture Series includes local, national, and international practitioners, and it exposes students to both traditional and nontraditional roles that architects may assume during their careers. The school's alumni/ae participate in juries and related programs; the team notes that there is potential to expand the alumni/ae's role in the school.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

This condition is well met at the program and the university levels. The synergy of the president's mission of "Learning to Bridge the World" with that of the architecture program has benefited both. Students are introduced to the complex role of the architect in society in first-year Foundations of Architecture, and significant public engagement is evidenced at all levels of studio work, particularly in Independent Projects and the Graduate Thesis. The university's Feinstein Learning Requirement culminates in the architecture program with the course Social Aspects of Architecture, in which the students provide community service. This course has further evolved in recent years so that student research is presented at the International Conference of EDRA.

The university culture of civil discourse is reinforced by a vibrant Public and Special Events series; the International Fellows Program; the Center for Macro Projects and Diplomacy; the Rhode Island Design Studio; and the Community Partnership Initiative. The Macro Studio, which to date has examined the Gaza strip in Israel; Afghanistan; and Bosnia, is a team studio that contributes to a global conference hosted by the university. Other so-called "loaded" studios include topics on 9/11, Vietnam, and a holocaust memorial. The impressive international diversity of the faculty has contributed to a broad array of studio experiences addressing social and environmental problems, such as the

recent tsunami and the Hurricane Katrina disasters (New Orleans Affordable Housing Design Competition).

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[]

The SAAHP (School of Architecture, Art, and Historic Preservation) 2003–07 Strategic Initiative Framework provides a comprehensive outline for achieving NAAB perspectives and fulfilling the school's mission. Student, faculty, and alumni/ae surveys, along with faculty workshops, provide means of assessment.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[X]	[]

The required material is provided in university and architecture program catalogs, promotional media, and the university Web site.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[]

The architecture program and the university have provided an educational environment for faculty, students, and staff that is a supportive, inclusive, educational environment in which to learn, teach, and work. The university has an Equal Employment Opportunity (EEO) policy, an administrative policy, and a structure with an Affirmative Action Officer/Equal Opportunity Coordinator; however, there is no clear written policy on diversity that is communicated to current and prospective faculty, students, and staff. The university and architecture program are very

aware of the problem of racial diversity and are committed to creating an effective solution. This criterion should be revisited for compliance by future teams.

Equitable opportunities exist for faculty and staff to participate in administrative governance as shown in the workload balancing plan and confirmed in the faculty in meetings with the NAAB team. Internal program committees, self-assessment, and strategic planning allow further involvement in program governance. Student leaders of AIAS participated in creating and reviewing the studio culture policy. However, the team noted that opportunities for student participation in program governance were limited.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[X]	[]

The school provides a positive and respectful learning environment. Students, faculty, emerging and established professionals have collaborated to produce a studio culture framework that defines the fundamental values of the studio learning environment. This document is a benchmark for policy to AIAS chapters nationally. A workgroup will conduct a biannual review of the document.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[]

The architecture program has demonstrated that it provides adequate human resources for the day-to-day operation of the SAAHP. The typical studio faculty teaching load is one studio and one classroom course with the faculty-to-student ratio in the studio capped at 13 students. The faculty has had a reduction of average contact hours from 24 to 21 hours per year.

There is shared governance of administrative duties among faculty members allowing for administrative support for the dean. All full-time faculty members serve as academic advisors. The dean has the administrative support of an associate dean, and there is the expected hiring of an assistant dean, with a focus on external affairs and development.

A faculty workload balancing plan allows for teaching load reductions so that faculty can engage in research, professional practice, and other scholarly pursuits. The faculty members generally agree that the workload balancing plan is good in theory, but uneven and challenging in practice.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

The architecture program has a clear policy identifying opportunities for faculty growth and development included in the 2004–08 faculty contract negotiated by the Faculty Association and the administration. Procedures related to tenure, appointments, rank, conditions of service, professional development, sabbaticals, course release opportunities, research grants, evaluation, compensation, health benefits, and other items are contained in this document.

Regional, national, and international visiting professors, lecturers, architects, artists, and design critics continually participate in the development of the school in design studios, formal university exhibitions, and lectures series. There is also active involvement in the local and national AIA organizations.

The architecture program has the highest retention rate among undergraduate programs at Roger Williams University. Student growth opportunities occur internally and externally within the program through AIAS activities, the international summer programs, the summer academy, and through course field trips to local notable architecture sites and buildings. The AIAS provides a mentoring program for incoming students to aid in their transition to architecture education. There is also a peer tutoring program that provides one-on-one assistance in coursework. The Center for Global and International programs and the Multi-Cultural Affairs office provide a focus for awareness of international and diversity issues. The latter sponsors outreach programs to area high schools.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member, and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

The need for additional space described in the 2000 VTR review has been addressed adequately with the completion of two of the three phases of the planned school expansion. The physical resources meet NAAB's requirements. All students have dedicated workstations in large, well-lit studios. Review and seminar rooms are equipped with digital audio and visual devices and the Lecture Theatre is equipped with the highest quality digital audio and visual equipment. The theater is used for public events as well as school and university lecture courses. Additional resource spaces include a Building Materials and Conservation Lab that is shared with the Historic Preservation Program, a Digital Photography/Archival Lab, and a Digital Manufacturing Lab. Computers, scanners, and a variety of printers are provided for students throughout the facility. The recent building expansion is wireless, and there are plans to expand the wireless network to the original building. The building is wired to accommodate student laptops. Off campus, the Florence Study-Abroad program has a dedicated Architecture Design Studio with accommodations for 26 students.

The Architecture Library's mezzanine and second floor do not meet accessibility codes. Accessibility is intended to be addressed in Phase 3 of the Architecture Expansion Project; however, sources for funding and a schedule for implementation has not been determined.

The university's Information Technology Department oversees the architecture program's electronic and digital equipment. Permanently housed within the building, the equipment is state of the art. The IT Department has a 5-year strategic plan that is reviewed annually.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The Architecture Library's collection, which includes slides and digital resources, exceeds the NAAB minimums for books, visual materials, and related resources. The library is located within the Architecture Building, meeting NAAB's requirement for proximity and visibility. The University Library that oversees the Architecture branch is located directly across from the Architecture Building and is a member of the regional university library consortium, HELIN. In addition to increasing the numbers of available resources, HELIN helps train new librarians in member universities, easing transitions when key library personnel change.

The School of Architecture has the good fortune to have an architecture librarian who is a registered architect. He attends faculty meetings, shares information on new publications, and is responsive to book and image requests from faculty and students.

The book and monograph collections are outstanding; financial resources are adequate and show growth. The periodical collection needs to be reviewed, and its financial resources are flat. The visual collection includes slides, digital resources, and the database ArtStor. The school library has established procedures for digitizing the slide collection and has an excellent program to digitize and archive student theses.

The University Library is committed to preserving and enhancing the schools' visual collections. Each month it prepares listings of new publications for potential purchase and distributes them to branch libraries and academic programs.

Physically, the Architecture Library will soon run out of space. A new space plan has gained enough space to accommodate approximately 3 years' growth. Sources of funding and a schedule for implementation of the proposed Phase 3 library expansion have not been determined.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The program has sufficient support and financial resources from the university and its president, who has shown commitment to the school, to meet its needs at a level that compares favorably with those of other professional programs within the institution. The school has received consistent and increasing support over the years since 2000 in all areas of the budget. The number of scholarships and endowment funding has grown.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The programs are accredited by NEASC. The school's administrative structure is comparable to those of other university professional programs. The accredited degree programs have a measure of autonomy comparable to that of other professional degree programs and sufficient to ensure conformance with the conditions for accreditation.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

SAAHP offers two accredited degree programs:

- Bachelor of Architecture (172 credits), with last admission in 2004, ending in 2009. NAAB minimum credit requirements are met. Following 2009, the Bachelor of Architecture degree will not be accredited.
- B.S. in Architecture/Master of Architecture (186 credits). The NAAB minimum credit requirements are met. Curriculum requirements include University Core general studies, professional studies, and electives. Credit distribution requirements are complemented

with faculty advisement guidance. The transition to the Master of Architecture program offers more choice, with opportunities to pursue special interests or to achieve additional minors and majors.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[X]	[]

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
[X]	[]

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[X]	[]

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Met
[X]	[]

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Met
[X]	[]

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not Met
[X]	[]

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met	Not Met
[X]	[]

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[]	[X]

Accessibility is given inadequate attention, and examples of its application throughout the studio work are limited. Accessibility codes and human-centered design/universal design principles are *not* addressed. The team found no evidence of inclusion of accessibility issues in Arch 321, Site and Environment, the course listed as the primary source for this information.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Met
[X]	[]

This criterion is well met. Highlighted by the inventive and popular Sustainable Paradigms elective (Arch 493/593), the timely topic of sustainable design has permeated the curriculum. However, the team was disappointed by the lack of recycling stations found within the architecture building.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

The team was disappointed that site analysis often failed to include geographic orientation as it relates to building design.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[X]	[]

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[]

This was an area of concern in the 2000 VTR. The problem has since been positively addressed; however, design projects do not always demonstrate that they have been sufficiently informed by environmental elements.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[X]	[]

This component is satisfactorily covered in coursework. While basic principles are generally understood, studio work often resulted in inadequate or inappropriate egress.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[]

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[]

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Met
[X]	[]

This criterion has been minimally met. Building systems integration is adequately covered by Arch 313, Architectural Design Core Studio(s); Arch 332, Acoustics and Lighting; and Arch 333, Electrical and Mechanical Equipment in Buildings. While this criterion is generally met with regard to structural systems, building envelope systems, environmental systems, and life-safety systems, the team finds that studio work often does not demonstrate the ability to conceptually integrate mechanical systems into building design.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Met
[X]	[]

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Met
[]	[X]

General awareness of cost is evident in studio work (e.g., affordable housing and material selection); however, understanding the fundamentals of building cost, life-cycle cost, and construction estimating is not adequately covered in coursework. The team only found limited exposure to construction cost control issues in Arch 333, Electrical and Mechanical Equipment in Buildings; and no evidence of inclusion of cost control in Arch 542, Professional Practice, the course listed as the primary source for this information.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[X]	[]

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[]

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[X]	[]

This criterion has been minimally met. While it is generally met by demonstrating understanding of structure, building envelope systems, life-safety systems, building assemblies, and sustainability principles, the team was unable to find substantial evidence demonstrating an understanding of mechanical systems within a comprehensive architecture project.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity and others.

Met	Not Met
[X]	[]

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[X]	[]

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met	Not Met
[X]	[]

An indicator of the program's unique emphasis on community leadership is evidenced by meeting this criterion in Arch 101, Foundations of Architecture.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met	Not Met
[X]	[]

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met	Not Met
[X]	[]

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II. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 Roger Williams University Architecture Program Report:

Roger Williams University is an independent, co-educational undergraduate and graduate liberal arts university accredited by the New England Association of Schools and Colleges. The University offers programs designed to encourage the development of critical and independent thought, while preparing students for careers and for lifelong learning. The faculty and the courses reflect a combination of elements of a traditional liberal arts college with a variety of professional and artistic programs normally found in larger institutions. The university's average class size of 18 and strong teaching orientation ensure personalized instruction and advisement. All classes are taught by faculty members, with additional assistance available from faculty and student tutors to encourage academic excellence.

The student body of 4,800 men and women includes traditional and non-traditional, full-time and part-time students from 26 states and 45 foreign countries. Approximately 3,600 students are full-time undergraduates, 600 graduates, with 1,000 students pursuing degrees on a part-time basis. The ratio of men to women overall is roughly 4 to 3, with the 2005 entering class being evenly balanced. Most students are from the Northeast, primarily from New England, New York, New Jersey and Pennsylvania. International students represent an increasing percentage of the student population.

At the heart of the University is the Feinstein College of Arts and Sciences, with seven other schools offering an array of professional and creative areas of study in the School of Architecture, Art and Historic Preservation; the Gabelli School of Business, the School of Engineering, Computing and Construction Management; the School of Justice Studies, the School of Education, the School of Continuing Studies, and the Ralph R. Pappalardo School of Law. Graduate programs are offered in Law, Architecture, Justice Studies, Education, Literacy, and Public Administration.

The 130-acre Bristol campus overlooking Mount Hope Bay, with nearby access to the Atlantic Ocean, is the center of full-time day programs with some evening courses. The RWU Metropolitan Center in Providence offers evening and weekend courses, and a *pro bono* legal clinic.

The relatively small size of the university, its small town setting, and its emphasis on the teaching role of the faculty foster an atmosphere encouraging close interaction among students, faculty and staff. At the same time, the educational and cultural opportunities of nearby cities are easily accessible. Providence, the state capital, is 18 miles away and Boston, 62 miles.

History

What has become Roger Williams University has emerged from Northeastern University's initial presence in Rhode Island in 1919, when Northeastern opened a branch of its School of Commerce and Finance 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 the institution 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 a two-year degree-granting institution under the name of Roger Williams Junior College. The new junior college, the first in the state, 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, still based at the Providence YMCA, grew rapidly, and became a four-year degree granting 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 house business and engineering technology programs. The new campus in Bristol enrolled 1,500 students, and offered a full liberal arts program leading to baccalaureate degrees. Continuing education evening 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, with a new professional degree program in Architecture receiving initial National Architectural Accrediting Board (NAAB) accreditation in new facilities in 1987, a new Performing Arts Center and a new main library dedicated in 1991. The College achieved University status in 1992, with the addition of its first graduate program through the Roger Williams University School of Law, the first in the state.

In 1993, a period of rapid advance was initiated which continues to date. 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 five schools and colleges: the College of Arts and Sciences; professional schools of Architecture, Business, and Engineering; and University College for continuing education. In 1995, a new University Core Curriculum was created to ensure 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 Gabelli School of Business, and from the federal government to create the Center for Environmental and Economic Development.

In 1996, the Ralph R. Papitto School of Law was endowed by Board of Trustees Chairman Papitto, and new residence halls designed by world-renowned architect Cesar Pelli 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 its students in Rome. In 2000, the School of Architecture, Art and Historic Preservation began a Providence Program, oriented toward offering students a broad, urban experience in a diverse environment, which was continued until 2005.

In 2001, Roy J. Nirschel, Ph.D. became the University's eighth President, and has instituted broad qualitative change and advance along the theme "Learning to Bridge the World", developed through a University-wide strategic planning process begun in 2001, which has been renewed in 2004/05. A branding and identity campaign reflective of the University's evolution from a small liberal arts college with selected professional programs to a regional liberal arts university also has taken place.

The main campus in Bristol has undergone a major transformation since 2001, undertaken through a university-wide Campus Master Plan process, with substantial participation by Architecture and other faculty members. New Student Residences including housing for students in the University Honors Program (2001-2002) were completed; renovation and expansion of the University Recreation Center (2001-2003), multi-phase expansion of the School of Architecture, Art and Historic Preservation (2003-2005) with two phases complete as of July 2005, one pending funding; and a 700-space parking structure completed in August 2005. The University Commons building including Dining Hall and Bookstore is scheduled for completion in summer 2006, and Global Heritage Hall to consolidate the University's international programs is scheduled for completion in summer 2007.

2001-present has also been a period of increasing interdisciplinary activity supported by development 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 and International Relations; the Peggy and Marc Spiegel Center for Global and International Programs (2004), the Mary Tefft White Center (2004), and the initiative on Civil Discourse (2004). Together, these are transforming the University into an increasingly engaged and diverse community.

2. Institutional Mission

The following text is taken from the 2005 Roger Williams University Architecture Program Report:

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 service
- Appreciation of global perspectives

The Roger Williams University Education:

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.

3. Program History

The following text is taken from the 2005 Roger Williams University Architecture Program Report:

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 a 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, with a grant from the National Endowment for the Arts, sponsored a national design competition for the design of a new Architecture building. The winning design was built, and the new building occupied in 1987. In 1998 a new Design Computing Laboratory was created in the building, with 1999 network wiring of the entire Architecture Design Studio for student laptop use.

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 of Architecture, 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. The B.Arch. program received a three year term of accreditation in 1997.

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 B.A. in Art and Architectural History.

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 rapid advance, the School of Architecture, Art and Historic Preservation began a process of:

- revising its 5-year, 172 credit Bachelor of Architecture program to introduce greater curricular flexibility for students, and increased linkages simultaneously with the University, the profession, and the community
- beginning the introduction of 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 first professional degree program.

The last full NAAB Visit to Roger Williams occurred in April 2000, where the Bachelor of Architecture program was considered for continuing accreditation, and the proposal to introduce the B.S. / Master of Architecture program was considered for Candidacy Status, ultimately with the goal of replacing the B.Arch. program as the school's Architecture professional degree program. The NAAB Board in June 2000 granted a full five-year term of Accreditation (2000-2005) 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 program sequence. The accreditation term of the B.Arch. program was extended to six years in 2003, in keeping with NAAB's extended accreditation cycle, as was the Candidacy Term of the B.S./M.Arch. in the interest of coordinating the visit cycle.

Roger Williams sought to introduce the Master of Architecture professional degree program in replacement of the Bachelor of Architecture professional degree program, for the following reasons:

- increased elective options and curricular flexibility for professional program students, along with greater depth in the curricular sub-areas of Design, History/ Theory, Environment + Behavior, Technical Systems, and Professional Practices.
- greater breadth of study within the program, including access to increased number of 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 positioning of students upon graduation, through achievement of graduate qualifications
- greater opportunity for faculty development through offering graduate coursework
- greater relationship with the University's mission as a comprehensive institution with selected graduate programs

In 2001, the School with the advice of the NAAB Executive Director began to plan for a Nomenclature Change through an NAAB Focused Evaluation process, to begin transition

from the B.Arch. to the B.S. / M.Arch. professional degree program as smoothly as possible, and with least negative potential impact on enrollment. An element of this counsel was to seek clarification of graduate standards from regional accreditors in the process. This was done, and 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. Additional elements of the 2002 NAAB Focused Evaluation included the following:

- Outline curricular changes between B.Arch. and B.S. / M.Arch.
- Outline a Transition Plan from B.Arch. to M.Arch.
- Outline current status of M.Arch. to regional accreditation body (RIBGHE)
- Relation of the M.Arch. program to the RWU Strategic Plan
i.e. does the University Plan include Graduate Programs
- Outline of RWU Administrative Structure, indicating place of graduate programs, indicating that the authority for leading the program rests within SAAHP.

In 2002, the 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 Fall 2004, as planned in the 2002 Nomenclature Change Request, and is maintaining the quality of that program until all of these students graduate in 2009.

Since 2002, the School has also continued its evolution into a community based on increased academic expectations. The School has extended itself in many ways in this regard, particularly in the areas of:

- Diversification of student experiences of B.Arch. and M.Arch. students, through the establishment of a Providence Program (2000-2005) where students engage the diversity of an urban environment; through the enhancement of the University's Florence Program (2002-) at the Palazzo Rucellai and the Palazzo Alamanni
- Establishment of a new 2004/2008 RWU Faculty Contract, which significantly rewards graduate level teaching and enhanced faculty scholarly, professional and creative activities
- Construction from 2003-2005 of two of a three phase facilities expansion plan, providing additional studio, lab, drawing, computer and lecture hall—with a third phase pending fundraising.
- Establishment of project-based Center for Macro Projects and Diplomacy, providing interdisciplinary engagement on large scale projects of urgent environmental and political significance.
- Linkage to University planning through university wide planning processes.

In 2004/05, the Architecture programs undertook a thorough internal assessment and curriculum development process, which has led to several adjustments in the areas of required coursework in computing for 2nd year students, and in general in expanding menus of courses at the advanced level for B.Arch. students, and at the graduate level for B.S. / M.Arch students. These developments are in place, and will be able to be reviewed by the 2006 NAAB Visiting Team.

The School is considering future curriculum developments that would increase the presence of graduate students at Architecture and related fields, including the possibility of developing a post-professional M.S. in Architecture and Historic Preservation that would build on the school's mission and uniqueness, as well as

considering a graduate level entry Master of Architecture professional degree track of 3-1/2 years duration.

4. Program Mission

The following text is taken from the 2005 Roger Williams University Architecture Program Report:

Through the 1997-99 Strategic Planning process, the faculties of Architecture, Art and Historic Preservation have developed interrelated mission statements at the School-wide level, and the Department level in Architecture and Historic Preservation. Complementary school-wide and Architecture Missions are included here. These mission statements have been re-confirmed by the SAAHP Faculty through the APR preparation process in summer 2005.

School of Architecture, Art and Historic Preservation Mission Statement

The School of Architecture, Art and Historic Preservation brings diverse individuals together into an educational community dedicated to the creation and stewardship of the built and cultural environments. We prepare students for leadership in professional practice, service and individual creative pursuits. We achieve this through multidisciplinary educational programs set within a collegial environment guided by the principles of inquiry, conscience and tolerance espoused by the University's namesake, Roger Williams. The School exists to prepare students from many backgrounds and experiences for a variety of roles within a global society, with its continuing need for educated citizens who have the knowledge, skills and commitment to improve our surroundings.

Educational Philosophy

The School is committed to balance between creation and conservation, aesthetic and technical pursuits, national and international perspectives, individual exploration and community involvement, classroom and lifelong learning. We work to achieve this balance through a variety of teaching situations—studios, lectures, seminars, internships, study abroad, field work, tutorials, public forums, required community service—which engage students, faculty, and those active in the field in close relationships.

We serve a continuum of student groups, building from a core of undergraduate and professional degree programs to include K-12, High School and Career Discovery, post-professional and continuing education opportunities. Graduate programs in Architecture and Historic Preservation are planned to begin in the year 2000. The School extends itself most fully as a center for the study of architecture, art and historic preservation by bringing people together around topics and works of international significance in public events, professional conferences and community-generated initiatives.

We view the worlds of knowledge and experience as open-ended. Education in the School therefore encourages the complementary pursuits of learning and practice, reflection and action, of accessibility and flexibility; along with a sense of perspective, adaptation, and transcendence. The skills which best serve these values incorporate intuition, critical thinking and problem solving; as well as abilities with spoken, written, graphic and spatial media. In a world of continuous technological change, which presents challenges to established cultures, these timeless values and skills endure. They exist as

relevant tools for contemporary life and practice, and as a means toward advancing the cause of a humane and civilized environment for all.

Architecture Programs Mission Statement

The mission of the Department of Architecture is to provide students with a strong sense of design, a rigorous technical background, and the breadth of a liberal arts education in programs leading to the NAAB Accredited 5-year *Bachelor of Architecture* professional degree, or a 4-year *Bachelor of Science in Architecture* degree.

Goals of the department related to education of the individual, education for the profession, and learning beyond professional education may be summarized as follows:

The first goal is to develop the "whole person" in society through professional training combined with a required integrated core curriculum in the liberal arts. Students are exposed to a range of study in areas of humanistic inquiry, social and behavioral studies, historical studies, and the creative arts. This sequence is designed to acquaint the student with the range of concerns of the educated person in the society and to enable students to develop the critical and analytical faculties necessary for the more in-depth study of the constituent components of the architectural profession.

The second goal is to prepare students to enter the profession of architecture, to prepare for licensure, and to provide for a sufficient depth of understanding of the components of architectural practice. This means preparing to design buildings that take into account the needs of people and the physical, social, and cultural context of the building. In accomplishing these objectives, the department seeks to develop visual and computer communication skills, the knowledge of building techniques, and an understanding of human problems in an environmental context. The program also encourages the mastery and skillful integration of the complex set of variables -- artistic, technical, and philosophical -- that underlie the successful design of any built environment.

The third goal is for our students to understand that their education constitutes a basis for life-long learning and intellectual growth; and to understand the diverse nature and variety of roles for architects in related fields.

5. Program Strategic Plan

The following text is taken from the 2005 Roger Williams University Architecture Program Report:

The Architecture Programs at the School of Architecture, Art and Historic Preservation (SAAHP) have achieved broad and qualitative improvements between 2000-2005, through notable progress on each element of the SAAHP Strategic Planning Framework established in 1997. The School and programs have achieved consistent support from the Roger Williams University administration on many levels during this period. Highlights of this progress include:

Curriculum Development and Assessment: The B.S./Master of Architecture dual degree sequence was introduced in 2001, and in 2002 achieved NAAB Accreditation through focused evaluation for degree nomenclature change. The Bachelor of Architecture program admitted its last entering class in Fall 2004, and will graduate its last students in 2009. In 2001, the B.S. / Master of Architecture program received initial

3 year accreditation from the Rhode Island Board of Governors for Higher Education (RIGBHE), and in 2004 full accreditation. For 2005/06 we have also further adjusted the B.Arch. and B.S./M.Arch. programs to increase breadth and depth of computing and professional practices areas in particular, as part of an increasingly integrated and faculty-led curriculum development and assessment process. Two curricular deficiencies identified in the 2000 NAAB Visiting Team Report, involving Comprehensive Design and Systems Integration, have been consistently addressed since the last visit.

The advanced level menus of Architectural Design Studios, Architecture Elective seminar options and Intermediate History of Art and Architecture options are shared elements of the B.Arch. and B.S. / M.Arch. programs that have achieved notable developments since 2000. Some of the curricular development achievements in this area include

- Global and Local Outreach Studios: The Macro Studio—Gaza, Afghanistan studios (Hagenah, Charles), Mostar (Khan, Hagenah); Earthquake Relief Studio, Turkey (Copur); Tsunami Relief Studio, Indonesia (Turan); the Rhode Island Design Studio (Shanklin, in conjunction with Brown University, RISD, URI, Bryant College); Newport Re-Development, Barrington Zoning Analysis and Affordable Housing (Adams), Pawtucket Redevelopment (Evans), Fort Point (Hagenah), Providence Steel and Light (Macaulay), Florence (Italy) infill (Achilli), Mexico City (Carranza), Urban Forestry (Henderson)
- Special Use studios: Comprehensive Design Bristol Library, New Hampshire Pre-fabricated Housing (McQueen, Hermann), high rise (Corbin, Stoner), Alzheimer's care (Pavrides), Holocaust Memorial, September 11 memorial (Bonder), programming and client relations studios (Barreto), aviation/restoration of the TWA Terminal, New York (Hayes, Ustunkok)
- Design/Build Studios and Competitions: Cardines Field Reconstruction, Newport (Staats); the winning 2004 Association of Schools of Construction/Association of General Contractors (ASC/AGC) National Student Design/Build Competition won by Roger Williams University Architecture, Construction Management, and Engineering Students
- Special Topics Seminars and Intermediate History offerings: Arts and Architecture of the Islamic World (Kura), Arts and Architecture of Spain (Zanardi), Modernism in the Non-Western World: Latin America (Carranza), Modernism in the Non-Western World (Copur), Newport Seminar (Butler) on architecture, arts, historic preservation of Newport; Field School in Building Archaeology (Stachiw) at RI sites, 3d Modeling (Evans, Thurlow); including Graduate level housing seminar (Cohen)

Special Programs and Study Abroad: Architecture Fall/Spring Study Abroad programs were relocated to Florence in 2002, as one element of a University-wide interaction with the Institute for Fine and Liberal Arts at the Palazzo Rucellai (designed by Alberti). The program is taught by Florence-based Faculty, and is extremely well-attended by Architecture majors, and by Historic Preservation students beginning in Fall 2005. Students who attend remain right in sequence toward graduation. The SAAHP retains leadership on course offerings, hiring, student evaluations of teaching, facilities, information technology and resource planning of the Architecture program, and performed a thorough review of these areas in June 2005. Architecture continues to offer an alternate summer Architecture Study Abroad program in Prague and Vienna, which has led to several Czech and Austrian architects returning to Roger Williams to teach in the School's International Visiting Faculty Program in summer. The Center for Macro Projects and Diplomacy was

established in 2003, by Frank Davidson (founder of the English Channel Tunnel), University President Roy J. Nirschel, and Dean Stephen White, primarily between the SAAHP and the College of Arts and Sciences' International Relations program, with additional participation from Engineering, Law, Historic Preservation, and History. A five-year agenda and publications program for the Center is in place, with an international advisory board consisting of Founding Advisor Frank P. Davidson (co-founder of the English Channel Tunnel), United Nations officials, the Secretary General of the Aga Khan Award for Architecture, Director of the Global Infrastructure Fund Research Foundation, leading engineers, architects and historians. 2004 and 2005 conferences have convened world leaders with students and faculty led by Associate Professor Charles Hagenah and Assistant Professor Patrick Charles, on a four part development plan for Gaza inclusive of land reclamation from the Mediterranean, and reconstruction efforts in Bosnia and Afghanistan. SAAHP Summer Programs including Summer Academy for High School Students, International Visiting Faculty Program, and the International Fellows Program continue in parallel ways between high schools students, architecture faculty, and a range of professionals involved with the built environment. Summer Academy directed by Adjunct Faculty Julia Bernert continues to attract 15-25 students per year, 80+% of whom apply for Early Decision Review to the Architecture Programs at Roger Williams. The International Fellows Program directed by Distinguished Professor of Architecture and Historic Preservation Hasan-Uddin Khan continues since 1999 to attract leading professionals for two-day conferences including representatives from the Getty Conservation Institute, the Aga Khan Trust for Culture, international practitioners and historians including Charles Correa, Udo Kultermann, Sherban Cantacuzino and others. The SAAHP Public Events Series has extended itself on a year-round basis as a regional resource with extended programs for lectures, exhibitions, and conferences, and has featured lectures and exhibitions by Rhode Island architects James Estes in 2005 and William Kite in 2006, the year following their Fellowship in the American Institute of Architects; and 4 part Sustainability Lecture and Workshop Series led by Professor Ulker Copur.

Student Development: In 2002, the school initiated the SAAHP Career Development Continuum, a parallel program of professional and co-curricular advisement organizing career development opportunities simultaneously with academic studies, to better connect students with professional development opportunities ranging from work study and internship placements, to graduate assistantships within and outside of the school, and post graduate fellowship opportunities with international architecture firms. This has been facilitated by a 2002 revised job description for the School's Assistant Dean position to manage this work with students, and in 2005 through the establishment of a Fall semester course load reduction for a new Professional Advisor role, to be taken up in 2005/06 by Robert Dermody, Assistant Professor of Architecture.

A Graduate Assistantship Program was established in 2002 for up to 20 entering Master of Architecture students per year, inclusive of a \$6,000 annual scholarship and stipend package. Architecture continues to receive strong merit based support for undergraduate students as well. Year round course programming including many summer offerings have been widely embraced by students, which continues to make a strong contribution to timely graduation.

Student scholarship support and national recognition has increased, through support from Kaestle Boos Associates, Hartford, CT. in an annual scholarship competition, and through recent notable collaborations with the Engineering and Construction Management programs. The Roger Williams team won the 2004 National Student Design! Build Competition sponsored by the Association of Schools of Construction/Association of

General Contractors (Eric Scott, Evan Scott, Tim Vortriede, Brian Laderbush architecture majors) and won the 2005 NE Regional Competition (Brian Laderbush, Nick Capone, Ryan Lefebvre, Christine Dennett, architecture majors). University President Roy J. Nirschel also sponsored a student design competition for the entry lobby and plaza in front of the RWU Recreation Center, won by Eric and Evan Scott, B.S. / M.Arch. graduates in December 2004, a project which was built in 2003.

Faculty Development: Breakthroughs in faculty development opportunities have been achieved since 2001, mostly through the creation of special initiatives by the Office of the President, and through the implementation of the 2004-2008 Roger Williams University Faculty Contract. This new contract structure has established increased financial and load reduction support for graduate teaching, and faculty scholarly, professional and creative activities; as well as created school-based Faculty Review and Merit Review Committees.

Architecture Faculty are active in scholarly professional and creative activities at the community, national and international levels. Highlights include:

- Professor Andrew Cohen has won a 2005 Boston Society of Architects Award, 2005 Association of General Contractors Award, 2004 AIA New England Merit Citation and was named one of five finalists—along with Frank Gehry, Gunther Behnisch, William Rawn and Steve Ehrlich—for the Boston Society of Architects' 2005 Harleston Parker Award (best building in the past 10 years) for his design of the Springstep Center for Traditional Dance in Medford, Massachusetts.
- Professor Ulker Copur served as Conference Co-Chair with Sibel Bozdogan of Harvard University at the 2001 ACSA International Conference in Istanbul, and was a 2005 participant in NAAB's first international accreditation visit, at Istanbul Technical University.
- Professor Eleftherios Pavlides local Wind Energy Initiative which has received major ongoing support from the Rhode Island Renewable Energy Fund and published in *The New York Times*, and he has been a regular contributor to the Environmental Design Research Association (EDRA) conferences, in joint student-faculty presentations with Roger Williams students.
- Associate Professor Julian Bonder is currently collaborating with public artist Krzysztof Wodzycko on several memorial projects in the US and France. The team won an international competition for the design of a Memorial to the Abolition of Slavery at Nantes, France (2004), were finalists in the September 11 Memorial in Hoboken, NJ (2002), and are now one of six finalists in the Flight 587 Memorial in Queens, New York. Bonder has also had recent appointments as a 2003 Visiting Critic at Syracuse and as the 2003/04 Hyde Endowed Chair in Architecture at Nebraska. These follow Bonder's ACSA Faculty Design Award 2001 for the design of the Center for Holocaust and Genocide Studies at Clark University. His essay, "A House for Unimaginable Memory" was published in the book *Impossible Images: Contemporary Art after the Holocaust* (2003: New York University Press). He has lectured at Maryland, Nebraska, Buenos Aires, Syracuse, and Georgia Tech.
- Distinguished Professor of Architecture and Historic Preservation Hasan-uddin Khan edited *The Middle East*, volume 5 of *World Architecture: A Critical Mosaic 1900-2000* (2001: Vienna, New York, Beijing) Series Editor Kenneth Frampton. Khan serves as Director of the SAAHP International Fellows Program, along with achieving numerous articles including "Identity and Pluralism", and "The Impact of Modern Architecture on the Islamic World" in *Back from Utopia: The Challenge of the Modern Movement* (010, Rotterdam), conference presentations and lectures in the US, France, Great Britain and Russia.
- Associate Professor Luis Carranza has lectured at SCI-ARC, RISD, Louisiana-

Lafayette, Harvard, and the Centre Allemand D'Histoire de l' Art, Paris; and organized conferences and conference sessions in France, Cuba and Mexico. He has served on the Editorial Board of the Journal of *Architectural Education* and of AULA, and as a session chair at the ACSA International Conferences in Havana and Mexico City,

- Professor Gail Fenske has recently taught at MIT and Wellesley while on leave from Roger Williams, and has achieved several book chapter publications, including "The Beaux-Arts Architect and the Skyscraper" in The American Skyscraper (Cambridge University Press).
- Assistant Professor Sally Butler has co-edited, with Richard Guy Wilson, *The Buildings of Virginia* (2002: Oxford University Press), along with articles on singer Marian Anderson, and on Robert Mills for *Recreating the American Past: Essays on the Colonial Revival* (2005: Virginia)
- Visiting Assistant Professor Ron Henderson's is teaching and developing a landscape architecture program in Spring 2005 and Spring 2006 with landscape architect Laurie Olin at Tsinghua University, Beijing.
- Professor Edgar Adams received a Presidential Fellowship in 2002/2003 for his work on the University's Campus Master Plan, and Professor Ulker Copur another in 2003/2004 for her work on Campus Sustainability. Each Fellowship was coordinated with the Gauteaume and McMullen Professional Development Series, which supported a one-day forum on Campus Planning in Spring 2003, with Richard Dober, Michael Dennis and others as panelists; and a series of one-day workshops on Sustainable Design in Spring 2004. Adams, Professor Roseann Evans and Professor William McQueen have been particularly active in University Service, in the Faculty Senate and on developing the University Mission Statement, and in NEASC Accreditation activities.
- Associate Professor Myron Stachiw has received consecutive 2004/05 and 2005/06 Fulbright Fellowships appointments at the University of Lviv in Ukraine.

Administrative Development: The School has evolved a more extensive administrative and governance structure with a Dean + Associate Dean for Academic Affairs + Assistant Dean for Development, extended for 2005-onward to include two Architecture Program Coordinator positions supported by course releases or overload payments. The School's voting body has been expanded to include student representatives from the A1AS. An extended organization has been needed as the scope and quality of the school's programs increase. Dean White has participated at the local and regional level as President-Elect/President of the A1A Rhode Island for 2005-2006, and on the ACSA Board of Directors as 2005-2008 NE Regional Director, including serving as 2005/06 ACSA Observer to the NCARB Education Committee; Associate Dean Ustunkok lectured at Washington University for the Aga Khan Awards program.

Enrollment Management: Since 2002, the Architecture program has increased undergraduate selectivity by 30% while maintaining overall enrollment and introducing new processes for graduate admissions review. Students in the Architecture program continue to maintain Roger Williams University's highest levels of admissions selectivity, retention and graduation rates. The School admitted its last Bachelor of Architecture class in fall 2004, and is maintaining the quality of that program until all students graduate in 2009. The Master of Architecture program is now beginning to attract students from other undergraduate pre-professional programs such as Miami University, Ohio State University, Lawrence Technological Institute, and the University of Cincinnati, which increases the diversity and level of expectation of the school.

Facilities Management: In 2003, the school received University approval to commence a three phase facilities expansion program, and construction of two phases have been completed by July 2005. Designed by William Kite Architects; Providence with several lead roles by RWU Architecture alumni in the office, the facilities include new graduate Architecture studios, 85 seat Lecture Theater, Materials and Conservation Labs, Digital Manufacturing Lab, drawing studio, computer lab, review and conference room spaces, an office for the Center for Macro Projects and Diplomacy, photo and lighting studio areas, expanded woodshop, and 22 additional faculty offices that allow all SAAHP faculty and staff to be housed in one building. A library expansion phase is designed, with construction pending fundraising.

Information Technology: The school has achieved regular upgrades of computer hardware and software over the past five years, through a well-organized University capital budget process. SAAHP Computer labs in Bristol and Florence are now on a three-year cycle, and were upgraded in 2001 and 2004 for 58 lab computers in Bristol and 6 in Florence. Faculty computers are on a 3-4 year rotating cycle in Bristol. The SAAHP Digital Media Staff position established in 2000 is providing outstanding support both for SAAHP and for the School of Engineering, Computing and Construction Management.

Instructional and Information Resources: The School has achieved regular equipment upgrades and new equipment—such as a CNC milling machine, a large format scanner/plotter, and mobile AV equipment for studio reviews and presentations— through a clearer and better funded capital budget process.

Information Resources are outstanding in the SAAHP Library, with more consistent annual funding from the University having been achieved over the past five years. Collections development and resource sharing with other Rhode Island institutions through the HELIN network provide strong support for the program. The SAAHP three phase expansion plan, developed in 2003, provides a plan for expansion of the library facility which needs to be implemented. In the meantime, the Art/Architecture Librarian has prepared a three year interim solution that allows collections to grow. There are HVAC concerns that impact the collections that need to be addressed. Fundraising for the library expansion needs to proceed to continue the effort in this area.

University Advancement: Advances have been made in fundraising for the University and the School since 2001, with new SAAHP funds of particular note including the endowed Ahlborg Fund (shared with the School of Engineering, Computing and Construction Management for collaborative projects), endowed Ganteaume and McMullen Lecture Series, project-based funding for the Center for Macro Projects and Diplomacy supported to date by private gifts, and the Wind Energy Initiative led by Professor Lefteri Pavlides from the Rhode Island Renewable Energy Fund. Student scholarship support has increased through an annual student scholarship competition for 4th year students sponsored by Kaestle Boos Associates, Hartford, which includes \$6,000 and \$2,000 prizes, plus placement in the office.

Self-Assessment

SAAHP and Architecture activities and initiatives were undertaken within the following framework, established as part of the 1997-2002 SAAHP Strategic Plan, and furthered in the 2003-2007 SAAHP Strategic Framework.

1. Mission and Educational Philosophy

The interrelated missions of the SAAHP and the Architecture programs have served well to establish a community of architects, artists, preservationists and historians, within which program missions find a vitalizing context. The SAAHP community is further enlivened by frequent contact with the professional communities of architecture, preservation, and art. There has been particular emphasis on the school-wide mission over the last 10 years, in the spirit of The Boyer Report—seeking to better connect architectural education and practice to those it is relevantly involved with and serves.

Challenges: With the achievement of a long-sought consolidation of facilities into the newly expanded SAAHP Building, it should be possible to both celebrate our shared values across the school and the disciplines, as well as further articulate focuses for individual programs.

Recommended Course of Action: Continue to balance the values of the educational community in arts, architecture and preservation with the values of the individual disciplines, all within an integrative University spirit characterized by the phrase "learning to bridge the world". The bridging and context are a great strength that is understood and appreciated by the students, faculty and administration. Many architecture students minor in Art and Architectural History and in Visual Arts Studies, most Historic Preservation majors minor in Art and Architectural History.

2. Curriculum Development and Assessment

Curriculum Revisions for 2005/2006 RWU Catalog

Thorough, systematic revisions of the SAAHP's four major programs were completed for the 2005/06 catalog in Architecture, Art and Architectural History, Historic Preservation, and Visual Arts Studies that involved all faculty, and streamlined the majors and confirm the inclusion of curricular options and advisement for RWU Study Abroad Programs at the Institute for Fine and Liberal Arts at Palazzo Rucellai.

Four new advanced level courses in the Bachelor of Architecture and B.S. / Master of Architecture programs were developed in preparation for the NAAB Accreditation Visit in 2005/06. Coordination at the program curriculum level from E. Adams and H. Khan, Architecture; S. Butler in Art and Architectural History; O. Ustunkok in Historic Preservation; M. Rich and A. Tait in Visual Arts Studies.

Curriculum Assessment

A process of extensive annual, end-of-the-year SAAHP Curricular Assessment with student work documentation was initiated in SAAHP Assessment Workshops in May and June 2005, where an individual course assessment format was framed by the dean, and student work reviewed and discussed by all SAAHP Faculty (led by J. Bonder and E. Adams, Architecture, A. Tait and M. Rich, Visual Arts Studies). This has led to positive recommendations for collaborative course content and teaching schedule adjustments for 2005/06, and will contribute to clearer rationales for resource requests.

In specifics of curricular assessment for the Architecture programs, successful attention to NAAB Performance Criteria regarding Building Systems Integration and Comprehensive Design have been achieved in the B.Arch. program through developments and concerted integrated effort in multiple technology courses in the Arch 541-514 Independent Project Proposal Seminar and Independent Project Design Studio; and in the B.S./M.Arch. program

through the Arch 513 Comprehensive Project Design Studio and Arch 641-613 Graduate Thesis Research Seminar and Graduate Thesis Design Studio sequence. With a first full studio (11 students) in Arch 613 Graduate Thesis Design Studio graduating in December 2004, there is a sense that the B.S./M.Arch. program has begun to achieve a critical mass of high quality work that advances over the depth of work achieved in the B.Arch. program, which was one of the key goals in seeking to evolve from the B.Arch. to the B.S./M.Arch. program.

Challenges: Consistent broad faculty participation and coordination has a challenge in the school in curriculum development and assessment processes. The looked-for SAAHP Organizational Structure development of faculty coordinators framed early in 2004 is in place for 2005/06, which is a significant improvement. Graduate culture is emerging, slowed to some degree by the gradual change over +/-15-20 students' per year of students from the B.Arch. program to the B.S. / M.Arch. program, out of 60-75 students eligible. The Nomenclature Change allowed in 2002 has helped very much in this regard.

In curriculum content areas, there is interest in considering adjusting the coverage of spatial issues in the VARTS 101 Drawing I course required for Architecture majors, and adjusting the structures sequence now shared between Engineering and Architecture; though these are not essential changes. There is some concern and debate about the level of direct coordination between Design Core Studios and other required courses in the Core program.

Recommended Course of Action: Development of a revised SAAHP Organizational Structure including faculty Program Coordinators should lead to greater communication, depth of coordination work, and advancement of disciplinary and interdisciplinary potentials. Consider the development of selected post-professional program (s) in Architecture and Historic Preservation and of a menu of graduate course offerings across the school, to encourage the broader development of graduate culture and to further the interdisciplinary mission of the school.

3. Special Programs and Study Abroad

Special Programs continued at sites in Florence (2002-) and in Providence (2000-2005), and through Public Events and Summer Programs. The Center for Macro Projects and Diplomacy, formed in 2003, continued for a second year, and developed a multi-volume publications program inclusive of work by international experts, RWU faculty and students.

Center for Macro Projects and Diplomacy

The Center continued to offer coursework in Architecture, Historic Preservation and International Relations, public events, faculty and student research, advancement and public affairs components with University-wide involvement. Leading involvement included President Roy Nirschel, Dean White, Mark Sawoski, Professor of International Relations (supported by an RWU Presidential Fellowship), Distinguished Professor of Architecture and Historic Preservation Hasan-Uddin Khan, Associate Professor Charles Hagenah and Assistant Professor Patrick Charles in Architecture, Adjunct Faculty Jon Calame in Historic Preservation, graduate and undergraduate students.

The Center followed up on 2004 work on "New Land for Peace: Constructing Prosperity in the Middle East", a June 2004 Study Group was convened in Monffort L'Amaury, France at

the Davidson Residence, attended by 24 experts from US, France, Great Britain, Germany, including S. White and P. Charles from RWU. A four volume working papers series was initiated on this topic. A Preliminary Project Proposal framed in June–September 2004 by Sawoski, Hagenah, Charles and White formed the basis for two meetings at the World Bank, Washington with World Bank President James Wolfensohn in September 2004, and with the World Bank Gaza Team in March 2005.

The 2nd annual Macro Conference on "Post-Conflict Reconstruction: Re-Connecting Sites, Nations, Cultures" was held April 15–16, 2005, including leading figures from Afghanistan (Minister of Finance, Director of Afghan Red Crescent), Bosnia, Japan (Global Infrastructure Fund Research Foundation), Palestine (University of the Middle East) from the fields of diplomacy, economics, engineering, architecture, history. A Macro Center Project Coordinator and Working Editor, Tim Ganetis, was hired in Spring 2005, with great success in bringing out publications in time.

Providence Program

The SAAHP Providence Program closed at the end of the 2004/05 year, based on a decision that logistical difficulties of transportation, housing and dining support outweighed strategic program advantages of being in Providence for Architecture, Historic Preservation and Visual Arts Studies students. An initial reason to begin the Providence Program in 2000 was in response to the NAAB's 2000 Report, listing diversity as an Area of Concern. Providence programming between 2000–2005 provided many studies, workshops, gallery shows and interactions with urban groups that certainly broadened students' experiences, and arguably made a contribution to the city in their own way as well. Subsequent changes since 2001 in the scope of RWU offerings at the Bristol campus—centering on "Learning to Bridge the World" as a key University value—have been initiated at RWU and accepted by the NAAB as of 2005 in their Annual Report, so that we may return from the Providence campus with confidence that Bristol programs, outreach efforts, and international programs are providing positive learning environments that engage our students in diverse experiences.

Study Abroad Programs--Florence Program (Annual), Prague and other Summer Study Abroad S. White made a June 2005 trip to Florence to review course offerings, facilities, information technology arrangements and work on faculty adjustments in Architecture for 2005/06, and to work with the Institute for Fine and Liberal Arts at Palazzo Rucellai on hiring Art +Arch History and Historic Preservation faculty. Academic improvements to the Florence Program by the Florence-based staff are clearly apparent for 2005/06, as the program matures. SAAHP could make progress in the near future on Prague and other Summer Study Abroad by clarifying how or whether other summer options—such as Amsterdam, Mexico City, Turkey or others—will be considered for development.

SAAHP Public Events Series

The Fall /Spring Public Events Series continues to be successful, attracting speakers and exhibitions of national and international importance, as coordinated by Alberto Balestrieri, Assistant Dean. In 2004–2006, there are and will be more events held in conjunction with the American Institute of Architects/Rhode Island. There is some disappointment among faculty regarding the number of events held for each discipline, as this School-based program attempts to balance all programs. This should be discussed further among the programs and faculty. The School also hosts the annual University Alive Arts! Exhibition, which connects us to the broader community.

Other Public Events were of mixed success: The Ganteaume and McMullen Professional Development Lecture Series was discontinued for the 2004/05 due to non-acceptance of SAAHP's proposal due to thematic language that was not understandable to the RWU Development Office. We need to do better. SAAHP sponsored the Keynote Address at the RI Statewide Preservation Conference, Newport, April 2005, for the second consecutive year, and hosted an exhibition James Estes, FAIA of Estes Twombly Architects, who was elevated to the College of Fellows in 2004. A similar event is planned for William Kite, FAIA, for January-February 2006, who achieved AIA Fellowship status in 2005. Public events are helping us achieve greater connection with the Rhode Island and Massachusetts professional community.

Summer Programs

- The SAAHP continued its several Summer Programs:
- Field School in Building Archaeology for UG and GR students in Architecture and Historic Preservation was held from 2000-2004, with support from the Samuel Huntingdon Trust and the Newport Restoration Foundation. 2005 was not held, as Director Myron Stachiw was on a Fulbright Fellowship to Ukraine.
- Summer Academy in Architecture (Career Discovery for HS students) 2004: 18 students Director Julia Bernert. Leads to high quality applicants, 80-90% Early Admissions applicants to the RWU Architecture program.
- Summer Studies Program, (UG Architecture, Visual Arts Studies, Art and Architectural History coursework) 85: Architecture, 20: Visual Arts
- International Fellows Program (mid-career professionals) 25-30 participants over two-day sessions Director, Hasan-uddin Khan. Speakers from the Aga Khan Foundation, US GSA, Getty Conservation Institute, private developers
- International Visiting Faculty Program. Each summer since 1998, international visiting faculty who are practicing architects teach at the school. Faculty include architects from Prague, New Delhi, and Vienna to date

Challenges: The organization, budgeting, publications, and staffing of high quality events in conjunction with the Center for Macro Projects and Diplomacy should be helped by the 2005/06 adjustments to the SAAHP administrative structure, engaging more faculty participation in major program coordination. The Providence Program had great potential, in its absence SAAHP programs need to continue to emphasize diverse experiences/contexts for students. Study Abroad is now in better shape for higher quality work, greater interconnection with RWU, and should be more strongly supported by SAAHP Faculty. Public Events could be conceived to engage larger audiences, and should respond cogently to disciplinary concerns while maintaining an inclusive, school-wide scope. Summer Programs are generally strong, but The International Visiting Faculty Program would benefit from more advanced confirmation of participants, and greater PR presence. The International Fellows Program needs marketing, PR support, and could benefit from a greater degree of interrelation with other SAAHP and University Programs.

Recommended Course of Action: For The Center for Macro Projects and Diplomacy, establish a structured Macro organization and budget for 2005/06-2005, with a designated core team of faculty and staff, making use of development support that has been achieved so far, and which is an ongoing priority for the University. The Center's first Visiting Fellow, Christoph von Braun, Munich, author of The Innovation Wars, on managing innovation, will be teaching at Roger Williams for Spring 2006, and a new

Distinguished Adjunct Professor, Landscape Architect/Architect Derek Bradford, will be teaching a Macro Studio in Fall 2005. The SAAHP Providence Program will be closed as of 2005/06, with all SAAHP activities consolidated into the newly expanded SAAHP Facilities in Bristol. The SAAHP Florence Program as reinforced for 2005/06 with the enhanced quality of staff at the Institute for Fine and Liberal Arts at Palazzo Rucellai, who have helped greatly in confirming the quality of the Architecture program facilities, field trip support, and faculty quality, will benefit from periodic visits from SAAHP faculty and deans, and will benefit from increased availability for Architecture, Historic Preservation and Art + Architectural History students to take high quality cross listed coursework taught by the increasingly outstanding Florence-based faculty. Summer Programs would benefit from increased advisement internally within the school, and marketing externally to attract students from other schools that could create an exciting mix of experiences for everyone involved. These programs are a boon to experimentation, year round use of facilities, increase in quality of applicant pool/student performance/graduation rates.

4. Academic Standards

Accreditations and Recognition--Architecture

The NAAB Architecture Program Report (APR) due in September 2005 was begun in a series of 7 NAAB Workshops following the issuance of the new NAAB Conditions of Accreditation and Procedures for Accreditation from March through August 2005, in an effort to further collaboration among faculty and staff. The Roger Williams University administration clearly recognizes and supports the achieved and continued striving for excellence of the Architecture programs.

Advisement: The transition from the Bachelor of Architecture to the B.S. / Master of Architecture program continues, with increased numbers of students seeking to change voluntarily to the B.S./M.Arch. while the B.Arch. is being "taught out" from 2004-2009. The SAAHP Advisement Guide was updated in Spring 2006 to include thorough curriculum revisions for the 2005/06 catalog, with significant leadership from Associate Dean Ustunkok, and including further elaboration of the SAAHP Career Development Continuum.

Challenges: Maintaining and advancing graduate academic standards with many new faculty and evolving University procedures at the University level presents some challenges.

Recommended Course of Action: Clarify assessment procedures and standards in SAAHP syllabi and website for 2005/06, inclusive of the newly-drafted Studio Culture Policy. Continue the evolution of the Roger Williams University Graduate Council, to continue the development of graduate standards at the University.

Faculty Load Reductions for Teaching and Scholarship, Administrative Service: The 2004-2008 RWU Faculty Contract outlines a new Workload Balancing system, where previous 24 contact hour faculty loads per year are reduced to 21 contact hours per year on average for full time probationary and tenured faculty, when these faculty are significantly engaged in graduate teaching; scholarly, professional and creative activities, or administrative service. 20 course releases or overloads were awarded to SAAHP faculty in 2004/05, which should lead to significant advances in achievement both in teaching and scholarship; and in administrative service quality and perspective. 23 are available for 2004/2005.

5. Faculty Development

Faculty Achievements: SAAHP faculty continued to achieve notable success in publications and in peer-reviewed scholarship, professional and creative activity at local, national and international levels, supported by a new 2004/08 RWU Faculty Contract that establishes multiple new support mechanisms and encouragement for faculty development. Faculty are increasingly engaged in University service through many more opportunities in the Faculty Senate, university accreditation procedures, special forums such as the Islamic Forum.

Faculty and Merit Evaluations: New Faculty Review and Merit Review processes outlined in the 2004-2008 RWU Faculty Contract proved very positive in engaging faculty, and including their expertise in the faculty development process. This is an achievement which should be important to the NAAB, in the consideration of advances in Faculty roles with the phase-in of the B.S. / M.Arch. program.

Faculty Professional Development Funds, Foundation for Teaching and Research Funds These funds, \$1800 per faculty available in 2004/2005, and \$60,000 in a research fund awarded through competitive review, are well utilized by SAAHP faculty, which is very positive.

Challenges: A degree of uncertainty regarding new University policies and structures for faculty leadership/ school governance has contributed to some hesitation in faculty participation in SAAHP committees. The University's Faculty Workload Balancing System has been implemented in its first year 2004/05 without a concurrent Faculty Hiring program to replacing the 12.5% teaching load lost through the load reduction program. This is being addressed in 2005/06 Faculty Hiring plans.

Recommended Course of Action: In Faculty Searches, seek confirmation of tenure track positions in Architectural Design + Landscape, Renaissance Art and Architectural History, to stabilize situations in these areas, and to support the larger scale design initiative begun in the Center for Macro Projects and Diplomacy, and the Florence Program at Palazzo Rucellai. In response to decreased availability for FT Faculty teaching due to Faculty Workload Balancing reducing teaching loads, seek confirmation of new tenure track position in 1) Architecture/Professional Practices, 2) Architecture/First Year Design, and in 3) Historic Preservation/Preservation Planning. Create specific outlines for expectations and outcomes of faculty course releases and overloads. In the area of Faculty Development increase prominence and regularity of announcing faculty achievements, perhaps through on-line and hardcopy publications.

6. Student Development

SAAHP Career Development Continuum inclusive of work study, internship, research assistantship, graduate assistantship and post-graduate fellowship opportunities to parallel students' academic work— is a major new development that could be an effective bridge to external constituents with improved communication to students and faculty.

SAAHP Graduate Assistantship Program supported by RWU Merit-based aid, (\$6,000 per student/year, for up to 20 students in each incoming class) is effective for students in offering new opportunities as research assistants and tutors, for efforts such as the Macro Conference, Digital Assistants in the Computer lab, and other roles. More timely framing and communication of student opportunities is important.

Visual Arts Studies Students—are beginning to take on a notable coherence and identity, thanks particularly-to faculty work by Michael Rich, Assistant Professor as Advisor to the

Art Society until 2004/05, and by Jeffrey Silverthorne, Associate Professor for promoting Student work exhibitions in Providence and Bristol.

Awards/Recognition: Architecture students won AIA Scholarships at the Rhode Island and the national levels; and with Construction Management students, won the 2005 national Student Design Build Competition. There is a high level of Architecture achievement among RWU honor societies.

Challenges: Communication with and inclusion of students into school processes is not at levels that could be, in part as a result of dispersal at multiple sites up until 2005. This should be helped a great deal by the consolidation of facilities that will be achieved with the completion of two of three phases of the SAAHP building expansion. Student representatives are voting members of the SAAHP School Council, the voting body of the school.

Recommended Course of Action: Extend the SAAHP Planner publication, formerly the SAAHP Faculty Guide for faculty and administration, to include Faculty, Students and Administration. This, along with their presence and ability to vote on key issues in the SAAHP School Council, will encourage more student participation by allowing them to be more aware of all school processes and procedures. Consolidation of SAAHP facilities for 2005/06, improvements in Florence organization should help as well, along with greater website and in-person communication. Increase communications regarding Career Development Continuum, IDP, through augmented IDP Coordination with Bob Dermody, Assistant Professor. Clarify and celebrate tutoring and research assistant opportunities for student leadership development.

7. Administrative Development

The SAAHP is working to evolve into a new form through consolidation of facilities in Bristol, strengthening linkages with external constituents, confirming academic expectations and programs through Studio Culture Policy, and promoting long time members of the Staff who have done outstanding work.

Planning: The SAAHP completed a new 2003-2010 SAAHP Strategic Planning Framework in November 2004, which was well received by the faculty.

Clerical Staff: Staff have been recognized for their work. Janet Lewis was promoted to Administrative Assistant to the Dean Joann Silva to Administrative Assistant/Office Manager, in recognition of their long outstanding service to the School. A new FT Clerical position is created for 2005/06, consolidating two previous PT positions.

Professional Staff: Russ Beauchemin as Digital Media Technician has been a positive new presence, complementing the continuing excellence of DJ Alexander as Studio Manager/Photo Archivist/Gallery Assistant, and Tony Silvia as Woodshop Manager.

Challenges: Administrative Roles for the year were extended to a degree due to extensive construction work underway at the School, through activities of the Center for Macro Projects and Diplomacy, the impending implementation of a revised SAAHP Organizational Structure proposed inclusive of greater definitive Faculty Roles participation in curricular development and assessment and other areas.

Recommended Course of Action: The revised 2005/06 SAAHP Organizational Structure should be implemented as presented, which outlines greater faculty and student involvement in the conception and implementation of school policies and

procedures. It will not be possible to maintain—let alone further advance—high quality work throughout the School and the Macro Center without some adjustments to role, and additional administrative activity. The SAAHP already is involved in several activities—UG +GR Admissions review, highly developed assessment requirements for external review in Architecture, active University Advancement work, running of a Center with multiple publications and an annual international conference—that exceed the norm of other RWU schools.

8. Enrollment Management and Retention

Undergraduate Admissions: We achieved a high quality freshman class with greater selectivity in Architecture. Freshman enrollment in Visual Arts Studies and Art and Architectural History are somewhat down and present challenges to achieving a critical mass of majors, even with high Core Concentration numbers (+100 students in each area who complete a 5 course Concentration).

Threshold Review for Bachelor of Architecture majors seeking to convert to B.S. I M.Arch. program, which begins with achievement of a 2.67 GPA in the first 5 semesters, is yielding 60+ eligible students per year. 75% of these are choosing to remain with the B.Arch. program.

Graduate Admissions: A steady state of graduate enrollment in Architecture has been achieved, with 18 new graduate students for fall 2004, including external enrollees with undergraduate architecture degrees from for 2005/06 Miami University of Ohio, Lawrence Technological Institute, and the University of Cincinnati.

Selectivity, Retention, Graduation Rate: The Architecture program continued to have the highest selectivity rate in the University—a 55% acceptance rate for 2005/06. Retention in the SAAHP is the highest in RWU, as is the UG selectivity in Architecture and in the School in general. Architecture maintains the highest graduation rate in the University.

Challenges: Managing scope of admissions review processes (500+ students with a portfolio review) without additional faculty role in other areas is a strain. Lack of focused recruitment in other SAAHP programs in Visual Arts Studies, Historic Preservation, Art and Architectural History is contributing to lesser enrollments in these majors, which dampens some of the interdisciplinary community potential the SAAHP has set as a goal.

Recommended Course of Action: Increase freshman recruitment efforts among Visual Arts, Historic Preservation, Art and Architecture History is essential to achieve the vitality of the multi-program organization of SAAHP and the other RWU schools. New facilities for 2005/06 should help for Visual Arts and Historic Preservation, and evolved SAAHP Organizational Structure should allow for greater SAAHP role in recruitment. Increased promotion of the B.S./M.Arch. program through recognition of student work from the program underway would be of help as well.

9. Facilities Development

The SAAHP undertook a Facilities Master Planning process in 2003-2004, which has resulted in a three-phase expansion of SAAHP facilities in Bristol, including Phase I completion October 2004, Phase II July 2005. Phase III Library expansion will begin pending

fundraising. These represent significant improvements for the SAAHP, Center for Macro Projects and Diplomacy, other RWU users.

Consolidation and Improvements: SAAHP Phase 1 and Phase II were completed from 2003-2005, creating new academic spaces—graduate architecture studios, review spaces, 85 seat Lecture Theater, Materials and Conservation Lab, Digital Manufacturing Lab, Drawing Studio, Advanced Computer Lab, Faculty Offices, two exterior courtyards for gatherings and large scale work—and bringing together of SAAHP faculty that have been goals since the School was first re-conceived as a multi-disciplinary unit in 1997.

Challenges: Communication between decision makers, facilities managers and SAAHP members was an issue in the planning and implementation process, with improvements occurring over the course of the year. Facilities for RWU Visual Arts Studies are arguably the least satisfactory of any program on the Bristol campus, and need serious attention. Plans for Recommended improvements to the Visual Arts Studies building, requested by the Provost, were not approved for the 2nd consecutive year in the Capital Projects process

Recommended Course of Action: Take next steps in fundraising to achieve planned Phase III SAAHP Library expansion. Consider improvements to Visual Arts Studies Facilities through the fall 2005 CAPEX approval process, and through program review.

10. Information Technology

The SAAHP thrived through the implementation of SAAHP Computer Lab upgrades, and the work of a new SAAHP/SECCM Digital Media Technician position and staff member.

Upgrades and Lab Management: were successful due to presence of effective Digital Media staff, in a newly defined position description shared between the School of Architecture, Art and Historic Preservation and the School of Engineering, Computing and Construction Management.

Challenges: The lack of successful implementation of a student laptop requirement is a continuing issue, whose current resolution—recommendations only—puts some a burden of uncertainty of student access for coursework. This need is mitigated by RWU surveys indicating that 85+% of students have laptops per recommendations.

Recommended Course of Action: Implement student computer requirement, in concert with faculty and course use requirements. Consider the establishment of a Digital Print Center, which could be beneficial in separating and augmenting printing from instructional space of the SAAHP Computer Labs.

11. Instructional and Information Resources

The Capital Budget process provided needed instructional resources labs and the new Lecture Theater, including high quality AV, computer projection and teleconferencing equipment. The Architecture Library is well supported financially, with a Digital Resources Initiative in progress that is very positive and engaging of faculty. The SAAHP Library has made a staff transition very well.

Challenges: Visual Arts Studies instructional resource needs cannot be met unless facilities improvements are made for Sculpture, Painting/Drawing/Printmaking.

Recommended Course of Action: Continue positive support for collections development and the Digital Resources Initiative. Complete Phase III of the SAAHP Building Master Plan, to *allow for continued collections development, within three years so that collection development can continue. Adjust HVAC humidity problems that are causing some harm to collections.

12. University Advancement

Special initiatives such as The Center for Macro Projects and Diplomacy and the Wind Energy Initiative, coupled with the SAAHP Facilities Expansion, has introduced new advancement opportunities for the School and its programs.

- \$200,000 was raised for the Center for Macro Projects and Diplomacy in 2004/05.
- \$170,000+ was raised for the Wind Energy Initiative (Pavrides) through the RI Renewable Energy Fund.
- SAAHP Career Development Continuum. Some partnerships and giving structure with area and international firms and non-profit organizations including Newport Collaborative Architects, Rhode Island Turnpike and Bridge Authority, Channing Memorial Chapel, Newport; Stein Mani Chowfla Architects, New Delhi have been established.
- Center for Macro Projects and Diplomacy. A Center Advancement Plan was drafted in May 2004, including giving levels, and draft Fundraising Brochure for SAAHP and Macro Center facilities.

Challenges: An organized SAAHP Grants Management Plan needs to be developed, inclusive of sources, timelines, etc. There were problems with National Park Service grants interface with local RI community in 2004, due to lack of monitoring. The SAAHP Website requires overhaul for updating information, functionality, and to develop an internal site for references to SAAHP processes and procedures.

Recommended Course of Action: Implement SAAHP Grants Management Plan developed by S. White in June 2005. Confirm SAAHP Assistant Dean administrative responsibilities to engage well with University Advancement staff, to seek relationships and funding for high potential in this area, which will benefit school/program/university.

13. Public Affairs

Interaction with the Office of Public Affairs has increased, with particular attention to faculty news and public events.

Challenges: Updating of information for the web, and the lack of school-based literature are issues that deserve more discussion. SAAHP web development has been inadequate.

Recommended Course of Action: Insist on higher internal and external success in this area, to communicate a broader message to a wider audience, from student advisement, web development announcements and press releases.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, February 11, 2006

7:00 – 9:00 PM Dinner (*Team only*) "Redlefsen's"
9:00 – 10:00 PM Introductions and orientation (*Team only*) Rockwell House

Sunday, February 12, 2006

8:00 – 9:00 AM Team breakfast (*Team and Dean*) Rockwell House
9:30 – 10:30 AM APR Review and assembly of issues and questions (*Team only*)
10:30 AM – 12:30 PM Overview of Team Room (*White, Ustunkok, Copur, Hagenah, Carranza, Thurlow*)
12:30 – 2:00 PM Lunch (*White, Ustunkok, Copur, Hagenah, Carranza, Achilli, Sawoski, Charles*)
Arch 239a Conference Room
2:00 – 3:30 PM Tour of facilities: (*Ustunkok; Schlinke, Architecture Librarian; Beauchemin, Digital Systems Technician*)
3:30 – 5:00 PM Faculty Meeting (*Postponed due to weather*)
3:30 – 6:45 PM Review of exhibits and records (*Team only*)
7:00 – 8:30 PM Dinner (*Team only*) "Adrian's Pub & Grub"

Monday, February 13, 2006

8:00 – 9:00 AM Breakfast (*Team and Dean*) Rockwell House
9:15 – 10:15 AM Meeting with Roy Nirschel, President; and Jeffrey Martin, Interim Provost, President's Conference Room
10:30 – 11:30 AM Meeting with Joseph Pangborn, Information Technology; and Peter Deekle, Library Services, Arch 239a Conference Room
10:30 AM – 12:15 PM Review of exhibits and records (*Team Only*)
12:30 – 2:00 PM Lunch (*Team and coursework faculty*), Library Board Room
2:00 – 4:00 PM Faculty Entrance Meeting (*Team, Full-time and Senior adjunct faculty*) Arch 132
4:00 – 5:30 PM Student Entrance Meeting (*Team and students*) CAS 157
5:30 – 6:45 PM Reception with Faculty, Administrators, Alumni and Practitioners, Architecture Atrium Gallery
7:00 – 8:30 PM Dinner (*Team only*) "S.S. Dion"

Tuesday, February 14, 2006

8:00 – 8:45 AM Breakfast (*Team and Dean*) Rockwell House
9:00 – 9:30 AM Review of University Core Curriculum, Ruth Koelle, Dean, Feinstein College of Arts and Sciences, Arch 239a Conference Room
9:00 AM – 12:30 PM Review of exhibits and records (*Team only*)
11:00 AM – 12:30 PM Observation of Lectures and Seminars
12:30 – 2:00 PM Lunch (*Team and AIAS leaders*) Arch 239a Conference Room
1:30 – 3:00 PM Meeting (*Full Time Faculty*) Team Room CEA 821
3:00 – 6:00 PM Review of exhibits and records
6:00 – 7:30 PM Dinner (*Team only*), Team Room
7:30 – 11:00 PM Deliberations and report

Wednesday, February 15, 2006

8:00 – 9:00 AM Exit Breakfast with Dean (*Team and Dean*) Rockwell House
9:30 – 10:30 AM Exit Meeting with President and Acting Provost, President's Conference Room
11:00 – 11:30 AM All School Exit Meeting, CAS 157

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IV. Report Signatures

Respectfully submitted,




Richard A. Moorhead, AIA
Team Chair

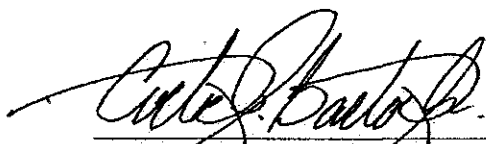
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Representing the AIA


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Team member

Representing the ACSA


Marius Reynolds, RIBA

Observer


Kathleen Bartels, AIA

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Appendix 5. Catalog URL

<http://www2.rwu.edu/depository/registrar/coursecatalog.pdf>